



TEACHERS'

# IMAGE

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An authoritative education magazine for the teaching profession



## TSC kicks off hiring bonanza and promotions

**Pg 8** **16,000 jobless teachers** sought to fill positions in primary and secondary schools countrywide

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**Mathematics teacher who earned fame and honour by turning failures into academic stars**

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**Prostate cancer: The myths, lies and truths every man should know**

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**Teachers and learners get back to schools after bandits vanquished**

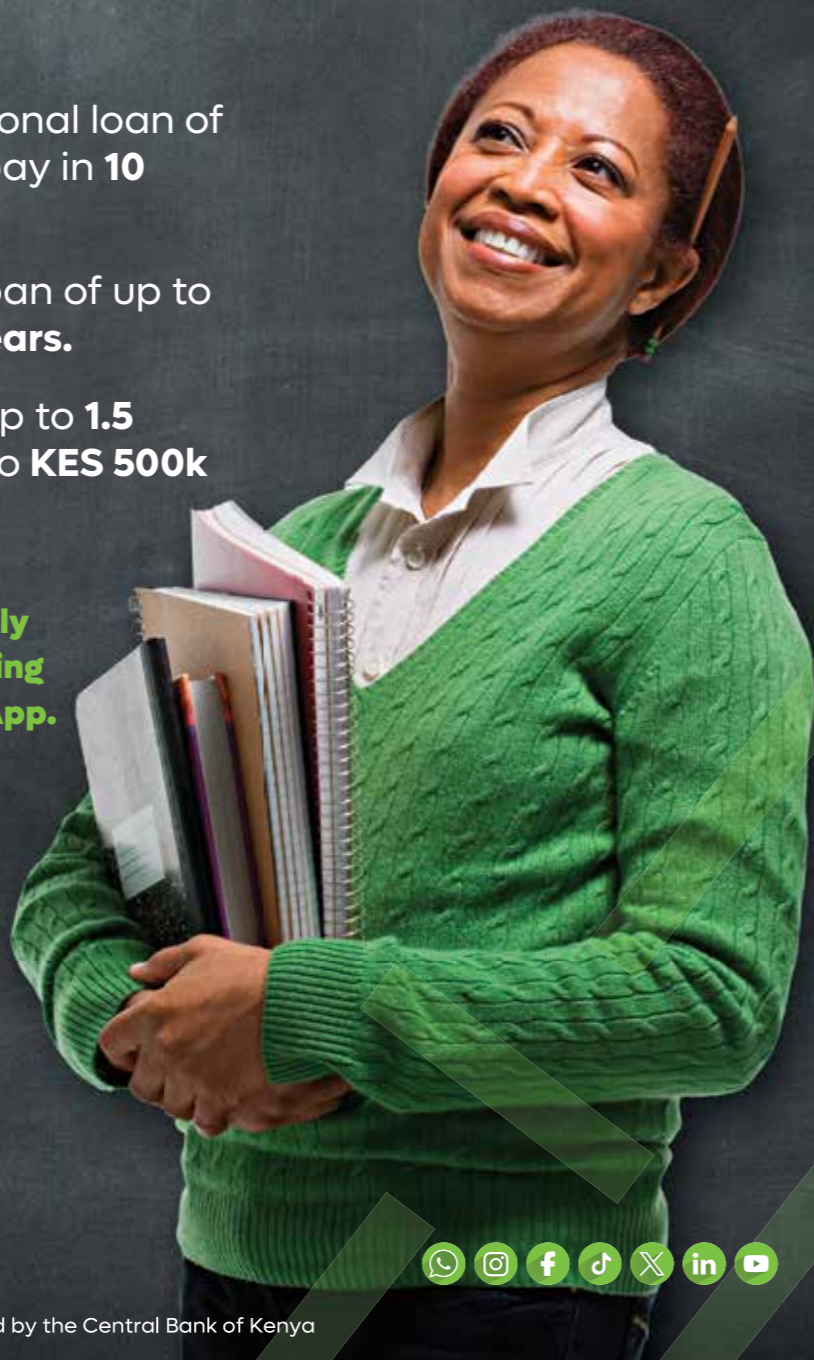
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## TSC's dizzying reforms herald a new beginning for teachers and learners

Welcome to the 35th edition of Teachers' Image, your trusted companion in navigating the evolving landscape of education in Kenya.

As we step into another vibrant chapter of teaching and learning, this issue is packed with insights, updates, and inspirations designed to empower educators like you.

From policy rollouts to personal triumphs, we've curated content that reflects the dedication, challenges, and innovations shaping our profession. We kick off with a deep dive into the Social Health Authority (SHA), exploring its rollout status, benefit structures, and a comprehensive list of facilities—complete with graphics and photos to make it all the more accessible. Transitioning to the heart of educational reform, we examine the status of senior school implementation and its rollout, alongside a celebratory feature on TSC learners as senior schools officially kick off. Stay informed with briefs on key programs like SEQIP and the Kenya Primary Education Equity in Learning (KPEEL) initiative, including their current statuses. We also spotlight the positive impact of the Teacher Performance Appraisal and Development (TPAD) system on teaching and learning outcomes, and why the new syllabus demands that teaching services graduate to Environmental, Social, and Governance (ESG) standards.

On the human resources front, we report on the recruitment of 20,000 Junior Secondary (JS) teachers, their reporting processes, and the push toward 100,000 JS educators. You'll find details on the promotion of 24,000 teachers, promotion trends, proposed budgets, and future plans. We celebrate TSC's accolades, including the 6th Africa Public Sector Conference and

Award for best use of technology (with exclusive photos), praise for HELB and KRA contributions, an international award scoop, and the Nairobi Legal Awards win for Best Public Lawyer—Allan Sitima, from a policy perspective. Looking ahead, our "Year at a Glance" feature includes the school calendar, while we cover KJSEA/KPSEA placements, assessments (both summative and formative), and the automation of teacher management functions encompassing promotions, transfers, recruitment, replacement of 11,000 teachers, and deployment of primary school teachers to JS. We emphasize why activating official TSC email addresses is essential for teachers and schools alike.

Wellness takes center stage with articles on mental health and wellness for the modern educator, including its dynamics, alongside practical guides like "How to Avoid Staffroom Backstabbers" and navigating a multigenerational staffroom. For financial empowerment, we offer "Financial Stewardship and Discipline: A Guide to Financial Freedom" (featured twice for emphasis on its importance) and a step-by-step process on lodging a death gratuity claim, illustrated with graphics. Inspiration abounds in "An Inspirational Journey: Dr. Jackson Mwelese's Path from Adversity to Success" as a TOYA awardee, and we explore sustainable practices in "Going Green: Integrating Renewable Energy and Environmental Sustainability in Schools."

As educators, you are the architects of tomorrow. This edition honors your resilience and invites you to engage, reflect, and grow. Share your thoughts with us—we're here to amplify your voice.

MONICA KINUTHIA, EDITOR

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**Q1. I have a valid TSC number but never received my registration certificate. What should I do?**

Once registered, teachers are issued with an electronic registration certificate. Teachers should confirm that their email address is correctly updated and validated on the TSC portal before downloading and printing the e-certificate.

**Q2. Do KCSE grades affect eligibility for TSC registration?**

Yes. Minimum KCSE entry requirements apply, including a D+ in Mathematics and a C in English for secondary school teachers.

**Q3. Who qualifies to pursue a PGDE and be issued with a TSC number?**

An applicant must have two approved teaching subjects, each with a minimum KCSE grade of C+ (plus), and a mean grade of C+ (plus) and above.

**Q4. Can a person qualify for a PGDE in Mathematics and Computer Studies without Computer Studies at KCSE?**

Yes. Provided the applicant attained at least C+ in

Mathematics at KCSE and completed at least eight relevant Computer Studies or Computer Science units at university level.

**Q5. Do Business, Economics, Agriculture, or Commerce degrees qualify one to teach Business Studies?**

No. Such qualifications do not meet the requirement of two approved teaching subjects. However, holders may be registered as Technical Trainers in TVET institutions.

**Q6. How can a teacher withdraw or edit an application on the new transfer module?**

A teacher cannot edit or withdraw a transfer request once it is in progress. This ensures a seamless process. In case of genuine errors, assistance may be sought by emailing [icthelpdesk@tsc.go.ke](mailto:icthelpdesk@tsc.go.ke).

**Q7. How can a teacher get a swap mate?**

Teachers who apply under the swap option can view available matching swaps on the portal and either consent to or decline them.

**Q8. Can a teacher be deployed from Junior School to Primary or Senior School?**

Currently, deployments are mainly of qualified P1 teachers to Junior School, as this level has the highest demand.

**Q9. I have stagnated in the same job group for several years. Why am I not promoted?**

Promotions beyond common cadre grades are conducted through competitive suitability interviews. Promotion depends on vacancies, performance, qualifications, and compliance with set criteria.

**Q10. Why do some teachers attend promotional interviews several times without success?**

The number of promotions in each cycle depends on available vacancies. In highly competitive grades, teachers may attend interviews more than once before being promoted.

# WHY AM I STUCK IN PROMOTION PURGATORY

**Q11. Which qualities are considered during competitive promotions?**

Considerations may include additional qualifications after employment, length of stay in the current grade, age, TPAD scores, contribution to curriculum development, and other relevant factors.

**Q12. Are there promotion opportunities outside competitive interviews?**

Yes. Teachers may be promoted under policies such as the Rewards and Sanctions Policy for exemplary contribution to curriculum or related professional activities.

**Q13. Can TSC promote a teacher directly due to long stagnation?**

No. Promotions are guided strictly by established policies and competitive processes.

**Q14. What is Mwalimu Cover?**

Mwalimu Cover is a comprehensive medical scheme for teachers, managed by the Social Health Authority (SHA) under the Public Officers' Medical Scheme Fund (POMSF), effective from 1 December 2025.

**Q15. Who is covered under Mwalimu Cover?**

The cover applies to active teachers aged 18 to 65, one legal spouse, and up to five children from birth to 21 years, or up to 25 years if still in school.

**Q16. How do teachers register or update dependants under Mwalimu Cover?**

Registration is done through [sha.go.ke](http://sha.go.ke), [afyayangu.go.ke](http://afyayangu.go.ke), or by dialing \*147#.

**Q17. Do teachers need a physical medical card?**

No. The scheme uses biometric verification or national ID or payroll numbers.

**Q18. What early retirement options are available for teachers?**

Teachers may qualify for early retirement at age 50, with at least 10 years of continuous service under Permanent and Pensionable terms.

**Q19. Do teachers need to confirm discipline status before voluntary retirement?**

Yes. Discipline status must be confirmed through the County Director before retirement notice is issued.

**Q20. What is the formula used to calculate pension benefits under the new scheme?**

Pension benefits are calculated as the total of the employer contribution, employee contribution, and accumulated investment income.

**Q21. Can I contribute more than 7.5 percent to the pension scheme?**

Yes. Members may make Additional Voluntary Contributions (AVCs) above the mandatory 7.5 percent. However, the Government's contribution is capped at 15 percent and does not increase to match AVCs.

**Q22. Can I use my pension savings to acquire property?**

Yes. A member may use up to 40 percent of their savings to purchase a residential house, subject to a maximum of seven million shillings.

**Q23. How do I change my pay point from one bank to another or to a SACCO?**

Teachers should complete the official change of pay point form through their head of institution and attach certified copies of their ID and ATM card.



# 2026 milestones that will

By Philip Momanyi

**2026 is unfolding as the year when the Teachers Service Commission's (TSC) mettle will be tested following the implementation of major policy and governance reforms geared towards professionalising the sector, improving teacher welfare and growth and enhancing inclusivity and student-centred practices.**

With the settling of more than one million Kenya Junior School Education Assessment (KJSEA) candidates in senior schools, the government is inching closer to full implementation of the Competency-Based Education and the complete phase out of 8-4-4 in 2027. The transitioning of the pioneer KJSEA class to Grade 10 will help accord the commission the much-needed impetus for ensuring the success of the curriculum.





This year therefore offers a bevy of expectations for the Education ministry, the commission, teachers and learners.

"The success of KJSEA confirms the shift in the assessment landscape, moving us away from the previous one-off, high-stakes examinations to a more holistic approach that values critical thinking, continuous learning, and growth," TSC acting Chief Executive Evaleen Mitei said during the release of the assessment results on 11 December 2025


The learners progressed to senior schools to pursue STEM (Science, Tech, Engineering, Math), Social Sciences, and Arts and Sports Science. The score included 20 percent from KPSEA, 20 percent from school-based assessments, and 60 percent from the summative KJSEA. The learners selected their preferred 12 senior schools: nine boarding schools (three from the learners' home county and six from outside their home county or county of residence). The other three are day schools in their home sub-county or sub-county of residence.

"I wish to assure the country that our teachers are ready and prepared to receive the Grade 10 learners in our senior schools," Ms Mitei underscored. The assessment was overseen by 176,628 teachers – 24,277 centre managers, 26,632 supervisors and 125,719 invigilators. With the

**THE ASSESSMENT WAS OVERSEEN BY**

-  **176,628** teachers
-  **24,277** centre managers
-  **26,632** supervisors
-  **125,719** invigilators

**97,255** total promotions declared by TSC since the start of President William Ruto's tenure in 2022.

-  **14,034** Dec 2022
- 36,275** Sept 2023
- 25,633** 2024
- 21,313** August 2025

**129,392** CBC-compliant teachers required to bridge the shortage gap and reshape learning outcomes in both junior and senior secondary schools.

**9,159** slots TSC intends to fill up in public primary, junior and secondary schools to replace teachers who exited the service through natural attrition.

**24,000** junior school teacher interns during the start of the year to be deployed by TSC.

**7,065** posts for primary schools

**12** posts for junior schools

**2,082** posts for secondary schools

Commission rolling out capacity building, welfare and carer progression programmes, Ms Mitei expressed optimism in the successful implementation of CBE.

## PROMOTIONS

Specifically, the Commission will begin issuing letters to teachers who had applied for the 21,313 promotional vacancies advertised in August last year across C1-D5 grades in special-needs, primary and post-primary institutions.

The interviews were conducted between October 6 and 24, 2025. The positions that attracted the highest number of applicants were deputy head teacher II (regular) 3,547; senior teacher II (regular) 4,683; senior teacher I (regular) 3,244; headteacher (regular) 1,872; senior headteacher (regular) 1,400; deputy principal II (regular) 971; and deputy principal III (regular) 847. Earlier in the year, the Commission announced that the National Treasury had allocated Sh1 billion for the exercise.

TSC declared a total of 14,034 teacher promotions in December 2022, 36,275 in September 2023, 25,633 in 2024 and 21,313 in August 2025 bringing the total promotions to 97,255 since the start of President William Ruto's tenure in 2022.

**21,313** promotional vacancies advertised



**The positions that attracted the highest number of applicants**

- deputy head teacher II (regular) **3,547**;
- senior teacher II (regular) **4,683**;
- senior teacher I (regular) **3,244**;
- headteacher (regular) **1,872**;
- senior headteacher (regular) **1,400**;
- deputy principal II (regular) **971**; and
- deputy principal III (regular) **847**.

# shape basic education

**TEACHER-TO-LEARNER RATIO**  
Global standard 1:25

**Kenya**

- 1:38** Pre-primary
- 1:46** Primary
- 1:38** Junior school
- 1:34** Secondary

**Sh2.4 billion** allocated by the government to the Commission in the current financial year, to recruit additional teachers, which would bring the number of teachers hired by the regime to **76,000**.

**Sh950 million** set aside for continuous retooling of teachers on CBE.

**30,800** senior school teachers to be retrained raising the total number of primary school teachers who will have undergone the exercise to more than **229,000** and **84,165** junior school teachers.

## RESOURCE ADEQUACY

Going by the increase in enrolment trends since the debut of the new curriculum in 2017, the government expects a corresponding increase in the number of teachers every year. As such, the Commission said that both junior and senior secondary schools require 129,392 CBC-compliant teachers to bridge the shortage gap and reshape learning outcomes. TSC intends to fill up 9,159 slots in public primary, junior and secondary schools to replace teachers who exited the service through natural attrition. According to the advert dated November 2025, 7,065 posts are for primary schools, 12 for junior and 2,082 for secondary schools, with the teachers serving on permanent and pensionable terms.

The Commission also plans to shore up the numbers by deploying at least 24,000 junior school teacher interns during the start of the year. In the current financial year, the government allocated the Commission Sh2.4 billion to recruit additional teachers, which would bring the number of teachers hired by the regime to 76,000. A further Sh950 million was put aside for continuous retooling of teachers on CBE. TSC Chairman Dr Jamleck Muturi appealed to heads of institutions to foster centres of excellence

that promote learner confidence, critical thinking and engagement.

"The Teachers Service Commission remains steadfast in its commitment to uphold professionalism, promote continuous learning and ensure quality teaching for every child in Kenya. Dr Muturi was addressing head teachers during their annual Kenya Primary School Heads Association (KEPSHA) 2025 Annual General Meeting in Mombasa on 12 November 2025.

With the retraining of 30,800 senior school teachers, the total number of primary school teachers who will have undergone the exercise will rise to more than 229,000 and 84,165 junior school teachers.

The Commission also faces a daunting season occasioned by poor teacher distribution across the 47 counties, imbalanced teacher to student ratios and insufficient budget.

Global standard place teacher-to-learner ratio at 1:25. In Kenya, the ratio in pre-primary stands at 1:38, primary

at 1:46, junior school at 1:38 and secondary at 1:34. During submissions to the Constitutional Implementation Oversight Committee last year, Ms Mitei explained that inadequate number of teachers threatens the realisation of children's right to education.

She decried insufficient budgetary allocation, irregular establishment of schools and lack of qualified teachers as major pain points in the delivery of quality education.

## HEALTHCARE

That notwithstanding, teachers are expected to win on the healthcare front after the successful transition from private medical scheme administered by Minet Kenya to

a scheme managed by the Social Health Authority.

**The Commission also faces a daunting season occasioned by poor teacher distribution across the 47 counties, imbalanced teacher to student ratios and insufficient budget.**

According to a document from the Commission, the change was orchestrated by incessant complaints from limited empanelled hospitals, inadequate supply of original quality drugs, and poor management of chronic conditions. Others were rejection of admission requests forcing teachers to use their own resources, inadequate specialists in most facilities, especially outpatient services, to

lengthy procedures in pre-authorisation or approval for admissions and discharges.

The beneficiaries of the new scheme include increased number of facilities, automation of admission process and onboarding of SHIF (Social Health Insurance Fund) and ECCIF (Emergency, Chronic and Critical Illness Fund) to manage chronic illnesses. The CEO called on school leadership to form communities of practice for psychosocial and professional support that would ultimately bolster teacher morale, strengthen school culture, and drive transformation.



# Recruitment of 16,000 teachers, promotions top TSC's bucket list

**The Teachers Service Commission is planning to recruit 16,000 teachers in a determined effort to plug the shortage afflicting public basic education.**

By Philip Momanyi

The commission is looking forward to an allocation of Sh1.9 billion to facilitate the recruitment and deployment of the staff to junior and senior schools in in the 2026/2027 financial year.

The teachers' employer says its committed to reducing the shortage of 116,000 teachers in line with the Government's Bottom-Up Economic Transformation Agenda (BETA). The commission presented proposals on the 2026 Budget Policy Statement before the Parliamentary Departmental Committee on Education on February 18, 2026. So far, the commission has hired 100,000 teachers in the last three financial years as opposed to the desired two financial-year period anticipated when the current government assumed power. The implementation of the Competency-Based Education (CBE) has faced headwinds, with the commission revealing that the junior school level is the most critically hurt by a deficit of about 70,000 teachers. In addition to teacher recruitment, the commission has equally lined up other robust measures and initiatives geared towards successful implementation of CBE and improvement of teaching.

Backed up by an estimated budget requirement of Sh422.96 billion for the 2026/2027 financial year, the commission is planning to promote teachers across primary, secondary and tertiary levels; retool teachers to effectively handle the new curriculum; implement the Collective Bargaining Agreement (CBA); and absorb teacher interns on permanent and pensionable terms. The budget will be expended on three crucial programmes: teacher resource management (Sh412.3 billion), general administration, planning and support services (Sh8.9

billion) and governance and standards (Sh1.5 billion).

On the medical front, the Commission has requested for Sh16.5 billion to provide medical cover for all teachers. This amount may however go up once more teachers are hired. "The commission has on-boarded all teachers – more than 400,000 and one million dependants – onto the universal health coverage under the Social Health Authority (SHA), a key pillar of BETA," says a report presented to the National Assembly.

However, Sh5.3 billion for group life, group personal accident and Work Injury Benefits Act (WIBA) covers was not provided for.

**The implementation of the Competency-Based Education (CBE) has faced headwinds, with the commission revealing that the junior school level is the most critically hurt by a deficit of about 70,000 teachers.**

That notwithstanding, teachers will still have goodies to take home following a proposal to allocate Sh2 billion for promotion of an unspecified number of teachers in primary and secondary schools and teacher training colleges to higher cadres in the forthcoming fiscal year. Promotions are part of a wider scheme to boost teacher morale, retention and management by addressing the long-running problem of career stagnation. In the Financial Year 2025/2026, 24,000 teachers earned promotions in line with the new promotion guidelines; teachers from special needs education also benefited. Retraining of more junior and senior school teachers on new learning areas under the new system was also proposed at a cost of Sh1.5 billion. The multi-agency exercise will increase the number teachers retooled since the rollout of CBE to more than 200,000. Between 28 July – 15 August 15 2025, 51,360 senior school teachers underwent skills strengthening at a cost of Sh950 million. Other crucial undertakings planned for the 2026/27 financial year range from conversion of 20,000 interns to permanent and pensionable terms at a cost of Sh72 billion and implementation of the second phase of the 2025-2029 CBA at a cost of Sh8.4 billion.

More importantly, minimising the number of errant teachers by institutionalising Teacher Induction Mentorship and Coaching (TIMEC) programme, training teachers on live streaming of lessons as an alternative method of learning, and supporting School-Based Teacher Support System (SBTSS) also feature on the list of priorities. The live streaming of lessons and SBTSS are being implemented jointly under World Bank-financed initiatives Kenya Secondary Education Equity and Quality Improvement Programme (SEEQIP) and Kenya Primary Education Equity in Learning

(KPEEL).

"The SEEQIP project has been allocated a grant of Sh100 million, while the KPEEL project Sh84 million... These grants are intended to support the successful implementation of the programmes and ensure that their objectives are met," the report stated.

The document indicated that training and monitoring the implementation of Teacher Performance Appraisal and Development (TPAD) and Performance Contracting (PC) in the learning institutions have also been earmarked. The programmes and sub-programmes are expected to enhance quality of teaching, improve learning outcomes and boost responsiveness to customer and stakeholder concerns.

In its proposals, the Commission called for the creation of two administrative units in junior schools to address the dispute between primary school head teachers and junior school graduate teachers. The graduates have been protesting over the academic qualification of the head teachers, lack of structure and appropriate leadership, confusion caused by absence of distinct administrative framework for JSS, and reports of intimidation and disrespect against them.

The Commission identified challenges that will face the establishment of the two administrative structures, key among them the need for increased budget due to appointment of heads of institutions and their deputies, capacity building of the new leaders on management, and recruitment of more



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By Chrispinus Budedu Adongo

Each morning, teachers step into classrooms carrying more than lesson plans. They carry responsibility, hope, and the quiet resolve to rise — even when the body protests. Pain is postponed, illness negotiated with time. The bell rings, and still, the teacher stands. Illness does not consult timetables. It does not pause for lesson objectives or termly reports. And when it meets a teacher far from care, it becomes more than sickness — it becomes distance, delay, and sometimes, fate. I know this not as reflection, but as survival. In 2016, serving in Wajir County, sickness crept in quietly — then tightened its grip relentlessly. Accredited hospitals were far. The land stretched endlessly, and so did the distance to help. I was not dying because medicine did not exist. I was dying because medicine lived elsewhere.

There is a particular cruelty in dying slowly. You are awake enough to understand what is happening, yet powerless to stop it. Strength drains, hope thins, and waiting replaces treatment. Every hour feels borrowed. The system did not fail loudly. It simply could not reach me in time. Survival came from family, friends, and well-wishers who raised funds and organised an emergency airlift to Nairobi. That flight was not a referral — it was a final chance. I survived by a whisker, by the narrowest margin between breath and silence. Even after landing, critically ill, I realized how fragile access to care can be when systems struggle to meet human urgency. Compassion outran distance. That moment changed how I understood healthcare forever. "Had this system existed in 2016, I would never have had to fly to survive."

**When Care Used to Live Somewhere Else**

For many years, healthcare for teachers was a distant promise — present in documents, absent in reality. Teachers learned to measure illness not only in pain, but in kilometres. A colleague once said, "You pray the sickness passes before you are forced to test the system." So teachers endured. They delayed. They hoped. They taught through pain because the journey to care felt heavier than the illness itself. Then, quietly, the map began to shift

The transition from Minet to the Social Health Authority (SHA) did not arrive with spectacle. It arrived with intention — steady, deliberate, human. Its greatest gift has been proximity. With thousands of accredited healthcare facilities across Kenya — public, private, faith-based, and county — care has moved closer to where teachers live and serve. Dispensaries, once overlooked, are now part of the story. Mission hospitals long trusted by communities have found their place in the system. On December 16th, 2025, my wife walked — not travelled, not

# Why I believe SHA is the ultimate game changer

*A teacher's life is a delicate balancing act - between voice and silence, duty and depletion, expectation and exhaustion*



Chrispinus Budedu Adongo is dedicated Senior Teacher at Masisi Primary School with over 13 years of teaching. Suba West, HomaBay County.

transferred — walked to the nearby Nangina Mission Hospital. She delivered safely, calmly, and with dignity. SHA catered for everything. No approvals to chase. No frantic calls. No emergency fundraising. Care was simply there — waiting, ready, humane. In that moment, the contrast was overwhelming. "When care is near, survival becomes ordinary — not heroic."

Across counties and staffrooms, teachers share experiences — unnamed, yet unmistakably real. "The hospital near my home treated me without hesitation. That felt like recognition." "SHA works well — but when the system is inaccessible, everything pauses." "You realise how much care depends on connectivity."

"The idea is strong. The system just needs to be stronger." These voices do not weaken reform. They give it depth. SHA's design is compassionate. No approvals, no documents to ferry — care flows. Yet digital systems, powerful as they are, must be resilient. When connectivity falters or systems cannot be accessed, service pauses. For the healthy, this is inconvenience. For the sick, it is anxiety. For the critically ill, it is risk.

This is not failure — it is the growing edge of reform. System stability, offline contingencies, and fortified infrastructure — especially in remote regions — are essential. Technology must never become a new form of distance. "Care must remain reachable, even when systems rest." SHA's alignment with Universal Health Coverage affirms a moral truth: a teacher's life carries equal value, regardless of posting. But equity must be constant. A teacher in a remote classroom should never wonder whether care will load, connect, or respond. Nearness must be matched with reliability.

While SHA brings care closer, some of Kenya's top private and specialist hospitals are yet to integrate fully. This is not rejection, but caution: hospitals need assurance of system stability and reliable reimbursement before opening doors fully.

**The path forward is clear:** expand accreditation, reinforce system stability, streamline payment flows, and negotiate supplemental arrangements. Teachers should enjoy universal access — from maternity wards to oncology suites, from mission dispensaries to urban centres of excellence.

**This is the positive critique:** SHA works, it has changed lives, it has saved lives — but to fulfil its promise completely, the system itself must grow stronger, steadier, and everywhere. "SHA has learned the teacher's name. Now it must ensure the teacher can access care anywhere, at any time." The journey from Minet to SHA is etched into survival. I nearly lost my life because care was far. My family gained life because care was near.

SHA represents progress that matters — tangible, humane, life-preserving. But the calling is clear: care must always be accessible, stable, and universal. Every teacher — whether in Wajir or Busia, in a mission dispensary or a specialist hospital — deserves care that is nearby, reachable, reliable, and ready. "When we care for those who teach — consistently, compassionately, and without interruption — we teach the nation how to value life itself."

**"When care is near, survival becomes ordinary — not heroic."**

"SHA has learned the teacher's name. Now, it must ensure the teacher can access care anywhere, at any time." "Care must remain reachable, even when systems rest."

# TSC cries out for bigger budget to end perennial teacher shortages

By Antonina Lentoijoni

**The teachers' employer has singled out insufficient budgetary allocation as the major pain point in the delivery of its mandate.**

Teachers Service Commission (TSC) said inadequate funding by the National Treasury has resulted in teacher shortage in public schools, now standing at 98,261.

TSC said the shortfall will worsen with the transitioning of more than one million learners to senior school this year.

In a report to the National Assembly's Constitutional Implementation Oversight Committee in November last year, the Commission lamented that it is still struggling to achieve optimal teacher numbers since its inception. "The primary impediment is inadequate budget allocation, which has resulted in a critical teacher shortage of 98,261 teachers in public schools, including junior secondary school (JSS) teachers," the report said.

In the current financial year, the Commission was allocated Sh387.2 billion, of which Sh2.4 billion was directed towards recruiting additional teachers, Sh1 billion for promotion and Sh950 million for retraining of senior school teachers. The pressure is further magnified with the irregular establishment of schools and lack of qualified teachers in new learning areas under the Competency-Based Education.

With learners now expected to pursue subjects under pathways of STEM (Science, Technology, Engineering, & Mathematics), Arts & Sports Science, and Social Sciences, TSC said it is facing shortages in leather craft, picture making, sculpture, jewellery and ornament making, media technology, marine and fisheries technology, general science, and indigenous languages. For a successful year, the Commission will not only have to deal with budget issues but also the safety of its teachers across the country, the report stated. Security issues have presented a major challenge to the Commission, especially in bandit and terrorist-prone regions. Hostility from local communities is also a major factor for teachers, particularly after KCSE examination results. In 2024, for instance, irate parents stormed St. Gabriel Isongo in Kakamega County to protests what they

**98,261** teacher shortage in public schools resulting from inadequate funding by the National Treasury.

**Promotions**  
*Sh1 billion annual allocation is insufficient and that TSC requires at least Sh5 billion on top of the current amount to promote eligible teachers. "The current budget allocation of Sh1 billion is insufficient to cover for the promotion of only 600,000 teachers."*



allocated to the Commission in the current financial year

**Sh2.4 billion** was directed towards recruiting additional teachers

**Sh1 billion** for promotion  
**Sh950 million** for retraining of senior school teachers

deemed as poor examination results. The parents attacked and forcefully ejected the teachers, causing the Commission to transfer them. It took interventions from members of Parliament for learning to resume. Other similar instances occurred at Olympic High School in Nairobi and St. Martin Mafuta Secondary School in Uasin Gishu. "Security concerns present a major challenge, with teachers facing threats from banditry, Al-Shabaab attacks and community hostility, particularly

when accused of non-performance by local stakeholders," it added.

The situation has proved difficult for TSC to staff the areas, if recent trends are anything to go by. Over the last four years, TSC has experienced mass exodus of teachers in regions such as Mandera that are considered hard-to-staff areas. Nevertheless, TSC proposed several measures to mitigate the challenges, including improving security measures, enhancing stakeholder engagement to protect teachers from unfounded attacks by local communities and increasing budgetary allocations for differentiated hardship allowances in extreme hardship areas. The National Assembly observed that the Public Service Commission (PSC) established a joint assessment team that includes TSC personnel to evaluate and compile a comprehensive list of hardship areas across the country.

It indicated that while TSC has completed its identification of the areas, the team is awaiting PSC's finalised recommendations before implementation. The MPs also observed that teachers in populous counties such as Kakamega face excessive workload as a result of insufficient teacher deployment and distribution ratios.

On promotions, the Committee said the Sh1 billion annual allocation is insufficient and that TSC requires at least Sh5 billion on top of the current amount to promote eligible teachers. "The current budget allocation of Sh1 billion is insufficient to cover for the promotion of only 600,000 teachers. The Committee noted additional complications arising from veteran teachers who decline promotions to avoid mandatory transfers from their preferred duty stations," the report said. It indicated that as of December 2024 about 200,022 teachers qualified for promotions. The Commission was directed to TSC to provide data on teachers who remain eligible for promotion but have not yet been promoted, categorised by years of service and qualification levels and specific budget requirements.

**Ms. Antonina is the Staffing Director at TSC and also an editorial board member of the Teachers' Image Magazine**





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# Beyond the TPAD checkbox: The making of a great teacher

*Performance management is the development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization which supports and encourages their achievement” John Lockett*

By Gabriel Mathenge

For many of us in the staffroom, the term “Performance Management” triggers a familiar anxiety<sup>1</sup>. It usually signifies the frantic end-of-term rush to log into the TPAD (Teacher Performance Appraisal and Development) portal to upload evidence, hoping the server remains stable<sup>2</sup>.

However, if we look past the tedious data entry, performance management is actually the blueprint for career growth<sup>3</sup>. Drawing from global HR standards, and the demands of the Kenyan Competency-Based Education (CBE), we can break down what it truly means to be a “high performer”.

Effective performance is not just a single lump of effort; it consists of two distinct pillars: Task Performance and Contextual Performance.

**PILLAR 1: TASK PERFORMANCE (THE SCIENCE / “CAN-DO”)**

This is the technical core of your job—the “proficiency to perform activities”. In a Kenyan school, this is generally what the an Instructional Supervisor or Quality Assurance Officer looks for first. It encompasses your declarative knowledge (subject content) and procedural/pedagogical skill (lesson delivery).

Key Metrics include:

- **Schemes of Work & Lesson Plans:** Are they up to date?
- **Syllabus Coverage:** Did you complete the required strands on time?
- **Lesson Attendance:** Are you physically present and teaching?

The Reality Check:

High Task Performance is merely the

baseline that keeps you employed. It is critical to note that under the CBE, “Task Performance” has shifted from lecturing to facilitating. If your documents are perfect but your learners are passive, your task performance is theoretically lacking.

**PILLAR 2: CONTEXTUAL PERFORMANCE (THE ART / “WILL-DO”)**

This is where the difference between a “good” teacher and a “great” teacher lies. This form what is refer to as Organizational Citizenship Behavior (OCB). These are behaviors that support the social and psychological environment of the school but may not be explicitly listed in your job description.

OCB is categorized into three areas:

- **Interpersonal Citizenship (Helping Others):** Do you mentor the new teacher (Interns or BOM) struggling with classroom management? Do you share digital resources with your department?
- **Organizational Citizenship (Supporting the Institution):** Do you defend the school’s reputation in the community? Do you strictly adhere to the code of conduct even when unmonitored?
- **Job/Task Citizenship (The Extra Mile):** This represents the enthusiasm and extra effort, such as staying late to assist a slow learner or organizing a project over the weekend.

**Integrating Contextual Performance into TPAD**

Teachers often ask, “Where do I fill in ‘enthusiasm’ on the TPAD form?”. While TPAD focuses heavily on Task Performance, the contextual elements are embedded in the qualitative sections.

- **Collaboration:** Mentoring a colleague serves as evidence for the “Professional Knowledge and Application” standard.
- **Learner Protection:** Counseling a troubled student is crucial evidence for the “Learner Protection and Safety” standard<sup>24</sup>.

**The Danger of the “Task-Only” Teacher**

We are all familiar with the teacher who has perfect files and 100% attendance but is toxic in the staffroom and indifferent to students’ emotional needs.

- **High Task Performance:** Their technical core is solid.
- **Low Contextual Performance:** They erode the school culture.

In modern performance management, this teacher is considered a liability. True performance requires developing individuals with both competence and commitment—you cannot have one without the other.

**A New Checklist: From Activity to Impact**

When you sit down for your appraisal with your appraiser, move the conversation beyond the “Old School” checklist to a discussion about Impact:

Metric	Old School Thinking	Performance Management Thinking
Lesson Attendance	“I was in class 100% of the time.”	“I was present, and my contact= hours resulted in X% improved literacy.”
Schemes of Work	“They are signed and dated.”	“I adjusted my schemes mid-term to accommodate slow learners (Adaptive Planning).”
Extra-Curriculars	“I supervised prep.”	“I displayed Contextual Performance by launching a new Environmental Club.”

Performance management is not a weapon used by the TSC to punish teachers; it is a tool for alignment. It aligns your daily efforts with the school’s vision. By all means, keep your records clean for the “Task” requirements. But remember, it is your “Contextual Performance”—your citizenship, your passion, and your mentorship—that truly educates the child. That is the performance that matters.

**Mr. Mathenge is the Director of Operations at TSC and also the Vice Chairman of the Teachers’ Image Magazine**

# Teaching skills revamp to ease CBE integration in classrooms

*The successful retooling of senior school teachers last year has injected fresh impetus in the roll-out of Grade 10, promising to be a game-changer for learners and teachers*

By Dr. Mugwuku Nthamburi

The retooling is bound to quell discontent among stakeholders given the wave of confusion and mishaps that has engulfed the expected seamless transition of learners to senior school. Through a multiagency approach, the Teachers Service Commission (TSC), retooled 30,800 regular and special needs education (SNE) senior school teachers on the Competency-Based Education (CBE), equipping them with competencies required to interpret curriculum designs, apply competency-based pedagogical approaches, develop appropriate assessment tools and integrate ICT effectively into teaching and learning.

The continuous face-to-face programme is conducted in collaboration with the Ministry of Education, Kenya Institute of Curriculum Development (KICD), and the Kenya National Examinations Council (KNEC), Kenya Institute of Special Education (KISE), Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) and Kenya Education Management Institute (KEMI). The exercise increased the number of teachers retooled to 83,278 – with 47,139 being male and 36,013 females – equivalent to 65 percent of senior school teachers retooled as at December 2025. The programme also targets those in private schools.

“Our teachers are adequately equipped with the competencies, skills, and confidence required to meet the diverse learning needs of our CBE students. Through these investments, we reaffirm our commitment to delivering quality education to learners in both public and private institutions across the country,” acting TSC Chief Executive Eveleen Mitei said during the release of 2025 KCSE results on 9th January 2026 in Uasin Gishu County.

With the marked improvement of learners’ performance in last year’s KCSE examination, TSC expects the retraining to also enhance teachers’ capacity to implement CBE through improved lesson preparation and delivery,

strengthen classroom management and integrate ICT in teaching and learning. The training will also foster continuous professional growth through mentorship, peer learning and hands-on practice, enabling teachers to design authentic assessments and deliver more engaging, craft meaningful learning experiences.

*Through retooling, teachers have improved their skills in lesson delivery, with a deeper understanding of curriculum strands, learning outcomes and experiences and assessment strategies resulting in more engaging and effective classroom instruction.*

Ms Mitei underscored that the Commission is implementing a bevy of programmes geared towards improving learning outcomes, strengthening collaboration, boosting teacher morale and career progression. Among them is staffing and professional development, where the employer has recruited of 76,000 teachers on permanent and pensionable terms with a further 24,000 posted in junior schools on internship terms at the beginning of this year. Additionally, she said, the Commission finalised the promotion of 21,283 teachers in December last year,

raising the number to over 100,000 teachers promoted over the last three years.

“The promotions affirm our commitment to recognising merit, professionalism, and dedication within the teaching service. I congratulate all the successful teachers,” she said. Specifically, the retooling has bolstered teachers’ understanding of CBC and Competency-Based Assessment frameworks, making them well-grounded in the new curriculum.

Through retooling, teachers have improved their skills in lesson delivery, with a deeper understanding of curriculum strands, learning outcomes and experiences and assessment strategies resulting in more engaging and effective classroom instruction. Other positives include enhancing digital integration, enabling teachers to incorporate ICT tools into teaching, thereby

improving learner engagement, accessibility and interactivity. Regular retooling has further supported stronger classroom management, helping teachers refine their instructional approaches, organise learning spaces efficiently and maintain productive learning environments. The capacity-building exercise, whose content is developed by CEMASTE, has also targeted Heads of Department (HODs) and senior school principals to ensure effective implementation of competency-based pedagogy and assessment in science and mathematics. Over 9,600 senior school principals and 4,800 HoDs have been trained to support the effective roll-out of STEM pathways under CBE. The training focused on strengthening instructional leadership, change management, resource mobilisation and the creation of enabling learning environments for successful implementation.

Three pathways at the senior school level are STEM, Social Sciences and Arts and Sports Science. At this level, Mathematics, English, Kiswahili/Kenya Sign Language and Community Service Learning are core subjects. The two support subjects are Physical Education and Information Communication Technology (ICT).

**Dr. Nthamburi is the Director Teacher Professional Management in TSC**



*Today, Kenya stands at a defining moment in the evolution of its teaching profession.*

The successful transition to Competency-Based Education (CBE) in senior schools, the digital automation of core teacher services, and the nationwide promotion of thousands of educators reflect the sector's proactive adaptation to modern demands and higher expectations.

Education is inherently dynamic. It evolves in response to learners' needs, national priorities, and the vital responsibility teachers bear in preparing young people for life beyond the classroom. The Commission plays a central role in guiding this transition through clear policy direction, effective oversight, and targeted support for teachers.

A key priority during this period has been ensuring teacher preparedness for senior secondary education. The introduction of three distinct pathways Arts and Sports Science, Social Sciences, and Science, Technology, Engineering and Mathematics (STEM) requires teachers who are confident, skilled, and well-supported. In close collaboration with the Ministry of Education, the Kenya Institute of Curriculum Development (KICD), and other partners, the Commission has delivered focused capacity-building programmes to strengthen pedagogy, assessment practices, learner-centred teaching, and digital integration within the CBE framework.

This retooling of teachers is closely integrated with teacher professional development, which remains a critical long-term strategic investment. Curriculum reforms can only succeed when teachers are well-equipped to implement them effectively. The Commission therefore regards professional growth as a continuous, accessible, relevant, and classroom-responsive process, and is committed to ensuring its ongoing continuity. Career progression has equally been a major focus. The Commission successfully conducted one of the largest and most comprehensive promotion exercises in recent years, covering teachers across all cadres. This process was guided by the principles of fairness, transparency, and merit. Promotion is more than a change in title or remuneration; it is an affirmation of dignity, recognition of dedication, and a source of motivation for teachers who serve with commitment and professionalism. To enhance service delivery and efficiency, the Commission has rolled out the online teacher transfer module. This digital system enables teachers to apply for transfers,

## Teachers deserve accolades for championing delicate national education reforms



track their applications in real time, and receive timely feedback. While technology brings greater speed and accountability, the Commission remains mindful that transfers affect families, schools, and communities. Human considerations continue to be central in all transfer decisions.

As we reflect on these developments, let us celebrate the vital contributions of our teachers and honour their excellence, dedication, and innovation. This recognition affirms the immense value they bring to national development. Looking forward, the Commission is firmly committed to its mandate. Beyond supporting reforms, we will safeguard fairness, professionalism, and accountability in the teaching service. Our oversight, policy guidance, and stakeholder engagement will remain driven by evidence, equity, and the long-term interests of teachers and learners alike. We will build stronger systems while holding

*Our oversight, policy guidance, and stakeholder engagement will remain driven by evidence, equity, and the long-term interests of teachers and learners alike*

ourselves accountable to real outcomes. We will champion innovation without sacrificing integrity or the welfare of our teachers. In partnership with all stakeholders, we will turn reforms into lasting, meaningful improvements in the classroom.

I extend my sincere gratitude to all teachers for your unwavering dedication and remarkable resilience during this time of transformation. Your professionalism forms the foundation of every reform we implement. Through sustained discipline, open and constructive dialogue, and a shared sense of responsibility, we will continue to build a teaching profession that is respected, trusted, and fully equipped for our nation's future.

**Dr. Jamleck Muturi John, EBS Chairman, Teachers Service Commission**

## Nothing will impede our resolve to improve services and uphold teacher dignity

*Over the past six months, the Commission has concentrated its efforts on improving services that directly affect teachers in schools. This period required clear priorities, disciplined execution, and difficult decisions to stabilise staffing, modernise systems, and strengthen teacher welfare, in line with the Strategic Plan 2023–2027.*

Teacher promotion remained a key priority. From June 2025, a total of 21,383 teachers were promoted across primary, secondary, teacher training colleges, and curriculum support services. These promotions followed clear rules and were processed through structured systems to ensure fairness and timely communication.

To support learning continuity, the Commission recruited 24,000 Junior School teachers on internship. In addition, 9,159 teachers were recruited on Permanent and Pensionable terms to replace natural attrition across primary, junior, and senior schools. These efforts continue to stabilise staffing in our institutions.

The Commission piloted an improved online teacher transfer system. During the pilot, over 24,000 teachers applied for transfers online. The system supported swap matching and processed approved transfers faster, with letters issued automatically. Transfers were handled strictly using set eligibility rules. This reduced complaints, improved fairness, and strengthened accountability. Following the pilot, the system is ready for national rollout.

The new promotion system was also successfully used to generate promotion letters online. Promotion outcomes were shared securely with schools and field offices, improving efficiency and record keeping.

The transition of teachers' medical cover to SHA on 1st December 2025 was completed smoothly. Over 414,000 teachers and more than

650,000 dependants were migrated without interruption of services.

Teachers continue to access outpatient and inpatient care, maternity services, mental wellness support, renal and critical care, and palliative services. Support is available through the 24 hour toll free line 0800720601.

In July 2025, the Commission signed the CBA 2025–2029 after consultations with unions and other stakeholders. Teachers are already benefiting from salary increases, improved allowances, better leave provisions, and enhanced pension related benefits. This period of engagement strengthened trust and maintained industrial peace, allowing teachers to focus on their core mandate, teaching and nurturing learners.

World Teachers Day was marked on 5th October 2025 at Kasarani. Over 700 teachers were recognised for excellence in innovation, mentorship, co-curricular activities, special needs education, and community impact. The celebrations reaffirmed the value of teachers and the central role they play in national development.

The progress made reflects a Commission that is focused, accountable, and responsive to teachers' needs. As we modernise our systems, we remain guided by one principle, service to teachers must be fair, timely, and consistent. I thank



all teachers for their dedication and professionalism. Together, through improved systems and shared responsibility, we will continue to strengthen service delivery and uphold the dignity of the teaching profession.

**Ms. Evaleen Mitei, MBS Ag. Commission Secretary, Teachers Service Commission.**



# Digital age: New messaging tool keeps TSC workforce in close touch

**The Teachers Service Commission embarked on a transformative journey in July 2020 by implementing Microsoft Office 365 across its institutional framework.**

By Gilbert Yegon, HSC

This strategic initiative fundamentally changed how the commission communicates with teachers and manages administrative operations. TSC modernised its digital infrastructure to serve hundreds of thousands of educators nationwide.

Implementation followed a carefully phased approach. The system was introduced to secretariat staff in August 2020, then expanded to teachers in February 2021. Such a gradual rollout allowed for proper training, troubleshooting, and seamless integration across both administrative and teaching functions.

At its core lies the Outlook email system, which has become the primary channel for official communication between the Commission and its teaching workforce. Teachers and staff gain access to essential productivity applications, including Word, PowerPoint, Excel, and OneNote. Every user can create, share, and collaborate on professional documents from any location with internet access.

Microsoft Teams has revolutionized how the Commission conducts meetings and professional development. The platform enables virtual gatherings that bring together employees from every region simultaneously. In this regard, colleagues collaborate on projects in real-time by sharing documents, chatting, and making video calls regardless of physical location. As such, selected schools have utilized Teams for live streaming lessons, expanding educational applications.



Microsoft Forms has empowered the commission to conduct surveys and gather feedback efficiently. The platform enables the creation of attendance lists, questionnaires, and evaluation forms accessible via web browsers or mobile devices. Built-in analytics provide instant insights, while seamless Excel integration enables sophisticated data analysis within seconds.

**Additionally, Teams Premium has elevated organizational engagement to new heights. This advanced platform has been instrumental in conducting virtual sensitization sessions for Sub-County Directors and Curriculum Support Officers**

Additionally, Teams Premium has elevated organizational engagement to new heights. This advanced platform has been instrumental in conducting virtual sensitization sessions for Sub-County Directors and Curriculum Support Officers. It successfully hosted the TSC National Values Day celebrations and facilitated the Staff Retirement Benefits Scheme Annual

General Meetings, demonstrating remarkable versatility and reliability for large-scale institutional gatherings.

Adoption scale underscores the initiative's success. Within the secretariat ecosystem operating under the @tsc.go.ke domain, 4,376 user accounts have been successfully activated, spanning individual staff emails, office-specific addresses, and county and sub-county administrative accounts.

More impressively, the teacher ecosystem has achieved remarkable adoption rates. Operating under the @mwaimu.tsc.go.ke domain, the Commission has activated 524,756 user accounts spanning individual teacher emails, heads of institutions across both primary and secondary schools, and Curriculum Support Officers. This deployment represents one of the largest educational technology implementations in Kenya's public sector history. Such achievement reflects TSC's commitment to modernization and inclusive access to digital tools. By providing free, feature-rich licenses to its entire workforce, the Commission has equipped educators with world-class communication and collaboration tools. Teachers in remote areas now enjoy the same access to professional development resources and institutional support as their urban counterparts.

The successful Office 365 implementation stands as a testament to visionary leadership and practical innovation. The Commission has improved operational efficiency while creating a robust foundation for continued technological advancement. This digital infrastructure positions TSC at the forefront of modern governance in Kenya's education sector, enabling responsive service delivery and enhanced collaboration for years to come.

**Mr. Yegon is PA to the CEO TSC and also member of the Teachers' Image Magazine Editorial Board**



**USOMI BORA**  
**HAKIMU BORA**



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**Francis Oduk,**  
**Assistant Manager, Check-Off - ICEA LION**





## Transition to senior schools under CBE framework, covering rollout progress, learning areas and subject pathways; the role of KNUT.

The new curriculum dubbed Competency Based Education has moved the system of education from content-heavy, exam-focused secondary education to learner-centered, competency-based senior secondary that builds practical skills, critical thinking, and career readiness for tertiary study, TVET and the workforce, a notch that has escaped the Kenyan Education system since independence causing the country to detach from the realities of job creation and self-reliance as enshrined in the Kenya education policy philosophy.

Senior secondary schools typically organizes learning around broad learning areas and subject pathways / specializations rather than fixed subject sets; assessment emphasizes continuous, competency demonstrations and national examinations aligned to competencies. This ensures that there is cumulative grading on the learners' knowledge development from the beginning of the course to the end.

In the rollout, the national curriculum frameworks, competency standards and senior-secondary syllabi developed and approved; pilot materials for learning areas and pathways have been completed in many jurisdictions, making the take-off of the curriculum steady, focused and intentional. Gradual rollout by cohort, pilots in selected schools, then scale-up

to all public and approved private senior schools has happened over the last 9 years.

To a commendable extent, KNUT has championed for teacher preparedness through tooling and re-tooling, in-service training (CPD) and pre-service curriculum adjustments to equip them with competency-based pedagogy, assessment literacy and facilitation



To a commendable extent, KNUT has championed for teacher preparedness through tooling and re-tooling, in-service training (CPD) and pre-service curriculum adjustments to equip them with competency-based pedagogy, assessment literacy and facilitation skills.



skills. In the CBA negotiations 2021 / 2025, the union aggressively argued that teachers should be facilitated by the employer to undertake Career Progression Development so as to align with the CBE pedagogy and content. The move succeeded relieving teachers of the financial burden that had been logged on them.



**COLLINS H. OYUU**  
SECRETARY GENERAL KNUT

KNUT has vouched for upgrading of learning infrastructure in public junior and senior schools such as laboratories, workshops, ICT and learning-resource centers to support practical, project-based learning; although gaps remain glaring in many schools, especially in the rural areas. The conversation to have this agenda bankrolled was at the Walimu na Rais meeting at statehouse on 13th September 2025 where the head of state promised to have the proposal discussed in the cabinet and the resolutions operationalized to make teaching and learning realistic in the face of reforms in the education sector.

To push the CBE system to the new assessment model, KNUT leadership has participated in the new continuous assessment systems piloted both in national examinations and in school-based assessments being aligned or redesigned to assess competencies including digital assessment platforms piloted where feasible. This has been done through stakeholder engagements between the line ministry, teacher unions where KNUT played the leading role through research-based approaches, employer groups, parents and higher-education institutions and communication campaigns are ongoing to manage expectations.

The rollout has however been met with challenges such as uneven teacher capacity, resource shortfalls, need for robust assessment moderation, coordination with TVET and universities, and managing transition for learners from the previous system. The union continues to engage major stakeholders in the society including the national assembly to have enough resources allocated to the sector so as to have the shortfall addressed.

A major challenge emerged on the training needs for learning areas and subject pathways, especially in junior schools where teachers who were hired for the same had a mis-match between their training areas and subjects they were expected to handle. For instance the subject areas in CBE such as Languages & Literacy; Sciences, Mathematics & Technology; Social Sciences & Citizenship; Creative & Performing Arts; Physical & Health Education; Technical & Vocational Studies; Life & Career Skills; provided a departure from the traditional training subject combinations leading to a major crisis in real teaching and learning. The Kenya National Union of Teachers mounted a major campaign to have teachers in the lower schools/Primary schools aligned to Junior schools to offer unconditional support to ensure the rollout succeeds. This was supported by Heads of Institutions thus

making it record very high levels of success.

The role of KNUT in the transition is and continues to be advocacy and policy engagement; Representing teachers' perspectives in curriculum policy debates, pushing for realistic timelines and adequate resourcing, and advocating for teacher welfare during reforms. The same must be accompanied by calls for teacher training and professional development through Partnering with the ministry and training institutions to deliver CPD, demanding for recognition and certification for new competencies, and helping to design induction for senior-secondary teaching roles.

As a key stakeholder in the sector, KNUT participates in monitoring rollout at school level, gather feedback from members, report implementation challenges and pushing for corrective action. This is done through collective bargaining and welfare by negotiating for adequate pay, staffing norms, deployment of specialists, allowances for extra responsibilities and improved working conditions tied to new curriculum demands.

The Kenya National Union of Teachers also participates in public communication and community mobilization by inform parents and communities about CBE

aims, support acceptance of new pathways, and counter misinformation. The rich KNUT school representatives network facilitates linkages between schools, employers, teacher educators and unions in other sectors to support apprenticeship placements and practical learning opportunities.

The union therefore calls for government to prioritize resource allocation for infrastructure development of facilities such as labs, workshops, ICT and learning materials especially targeted to support for underserved schools. This will strengthen industry and TVET partnerships for authentic work-based learning and recognized credentials. Additionally, KNUT calls for implementation of robust, transparent moderation and quality-assurance systems for continuous assessment and national certification.

In supporting the transition to senior schools in the CBE framework, KNUT is committed to staying engaged and focused in policy design, secure teacher welfare and support large-scale CPD and community engagement to smoothen the transition. The success of CBE is Kenya National Union of Teachers' business and the union MUST engage.

**Secretary General KNUT-KE.**



# Millennials and GenZs: Bridging the generation divide in the classroom

By Moses Mutinda

**Workplaces today are becoming increasingly multigenerational, with fresh graduates working alongside seasoned professionals.**

The education sector is no exception, as schools continue to absorb a steady stream of newly recruited teachers each year.

As a result, the staffroom, once a quiet corner for lesson planning and tea breaks, has transformed into a dynamic space where Generation Z now shares the table with Millennials, Generation X, and a few Baby Boomers. This blend of generations brings both opportunities and challenges, dictating how teachers interact, communicate, and connect.

Recent discussions at the Kenya School of Government during the Public Service Intergenerational Dialogue Conference showed that this is not just a schools issue. It cuts across the entire public service. The questions raised there were direct and uncomfortable. Why is information hoarded? Why does mentorship feel weak or absent? Why are younger officers labelled rebellious, while older ones are seen as blockers?

### These questions mirror what is happening in schools

Generation X teachers, many of whom serve as heads and administrators, value order, hierarchy, and long service. They believe authority is earned over time. Millennials often act as the bridge generation. They prefer teamwork, compromise, and avoiding open conflict. Gen Z teachers arrive confident, tech-savvy, and vocal. They question decisions, ask for clarity, and expect openness.

Here is the uncomfortable truth. What Gen Z calls transparency, older teachers often experience as disrespect. What older teachers call discipline, younger



ones experience as control. Both sides think they are right.

The tension is sharpest in Junior School settings. Junior Schools are hosted in primary schools but staffed by graduate teachers trained for post-primary education. Many of these teachers struggle to take direction from head teachers who hold P1 certificates or diplomas. To them, academic training equals professional rank.

Primary school heads see it differently. They have managed schools for years, dealt with parents, budgets, staffing crises, and inspections. They view some junior teachers as impatient and dismissive of lived experience. This clash is not really about certificates. It is about power, identity, and respect. The KSG dialogue exposed a bigger issue that schools cannot ignore. Information and authority are often treated as personal property. Older officers fear becoming irrelevant. Younger officers fear being locked out. As a result, mentorship becomes selective, and succession becomes accidental instead of planned.

But let us challenge the younger generation as well. Questioning systems is easy. Building and sustaining

them is hard. Institutions survive on routine, patience, and consistency. If Gen Z wants influence, they must also show commitment beyond speed and slogans. You cannot reform a system you are not willing to stay and steward. At the same time, older generations must confront a hard question. If the goal is to protect institutions for the next fifty years, can that be done by holding on tightly to daily control? Stability does not mean freezing systems in time. It means preparing others to carry them forward.

### So what does this mean for schools?

First, leadership must move from command to conversation. Staff

meetings should allow open discussion without punishment or labels. Silence in meetings often hides fear, not agreement. Second, mentorship must be deliberate. Not optional. Not informal. Experienced teachers should pass on institutional knowledge, not guard it. Younger teachers should respect that knowledge, even as they challenge outdated practices. Third, reverse mentorship should be normalised. Digital tools, online content, and new teaching methods are areas where younger teachers can lead. This exchange builds trust both ways.

Fourth, training should mix generations on purpose. When teachers learn together, titles fade and shared purpose grows. Finally, schools must remember the learners are watching. How teachers treat each other teaches as much as any lesson plan. A divided staff models conflict. A respectful one models citizenship. A multigenerational workforce is not a problem to manage away. It is a resource to use well. Age, rank, or qualifications alone do not make a good teacher or leader. What matters is whether we are willing to learn, to let go, and to build together.

# Virtual lessons: Powering equity across schools

By Moses Mutinda and Monica Kinuthia



*"As teachers, we now plan more deliberately and share ideas across schools."*

**When you walk into one of the schools using livestreaming, nothing seems unusual at first. Learners sit in groups. Exercise books are open. A teacher stands at the front of the class.**

When the projector comes on. A lesson begins, not only for the learners in that room, but also for learners in another school many kilometres away.

Livestreaming of lessons is one of the ways schools are strengthening collaboration and sharing professional expertise. In this approach, a teacher delivers a lesson face to face in their classroom while the same lesson is shared live with learners in another school. A teacher in the receiving school guides the learners, supports discussion and manages classroom activities.

The teacher remains central. Technology simply extends the reach of good teaching.

For many teachers, the greatest value has been professional growth. Livestreaming encourages joint planning, clear lesson structure and thoughtful use of time. Teachers work together to align content, agree on pace and reflect on what works well in a hybrid classroom.

"As teachers, we now plan more deliberately and share ideas across schools. It has strengthened how we prepare and deliver our lessons," says

a teacher participating in the programme.

The approach also creates space for teachers to share subject strengths. A teacher who is confident in a particular area can support learners beyond their own school. At the same time, teachers observe new methods and ideas that enrich their own classroom practice.

For learners, the classroom experience remains structured and familiar. They participate, ask questions and complete assignments as they would in any lesson. At the same time, they benefit from exposure to different teaching styles and wider interaction.

Experience so far shows that success depends on preparation. Clear planning, testing of equipment and

learner orientation make each session effective. When these elements are in place, livestreaming becomes a smooth extension of normal classroom practice.

Importantly, livestreaming is not a replacement for teachers. It is a support tool. It strengthens collaboration, encourages innovation and helps schools share expertise. The classroom teacher continues to guide learning, manage engagement and assess progress.

As more schools explore this approach, the focus remains on improving teaching practice and expanding opportunities for learners. At its heart, livestreaming is about teachers working together to support one another and ensure that quality learning continues in every classroom.

# Retirement certainty: Teachers must adopt a digital game plan for life after the classroom

By Jack Marwa

For many teachers, retirement arrives quietly. One day you are shaping young minds, the next you are expected to live on a pension that may not fully support the life you imagined.

The recent national pensioners survey paints a sobering picture. More than 57% of retirees say their savings are not adequate, while over 32% identify health as the single most important factor affecting life in retirement. Additionally, 83% of retirees continue to support dependants well into retirement. These realities make one thing clear: Pension income alone is rarely enough.

Retirees need reliable income, protection against rising medical costs, and flexible access to their savings. Without these, even long-serving professionals can face financial strain within a few years of retirement.

Retirement should not feel like an ending; it should be a planned transition into security, dignity, and peace of mind, and with the right tools even small, consistent contributions can make a powerful difference. Retirement data proves this, showing that members who make additional voluntary contributions are far more likely to report adequate income in retirement. Investing KES 10,000 per month, starting at age 30 and earning an average annual return of 12%, can grow into approximately KES 55,108,311 million by age 65. That is the power of compounding, turning steady discipline into long-term financial security.

Age	Monthly Contribution (KES)	Rate of return (High return scenario)	Total retirement pot at 65 years (KES)
30	10,000	12%	55,108,311
40	10,000	12%	17,022,066
50	10,000	12%	4,759,314

This is where digital solutions are changing the game. Platforms like Akiba Plus are helping teachers take control of their retirement journey by offering solutions that complement existing pension benefits and schemes.

Akiba Plus allows members to plan holistically, encouraging additional voluntary contributions in a simple and transparent way, with easy self-onboarding, flexible top ups, clear tracking of growth, and visibility of future outcomes.

Furthermore, we understand that at retirement, income security matters just as much as savings. Through Sanlam Allianz Life Insurance Kenya Ltd, retirees can access annuity and income drawdown solutions that provide predictable and timely income. In 2024, we declared a net return of 15%, the highest in the market, supported by a capital adequacy ratio of 283%. This strong financial position ensures annuities and income drawdowns are paid consistently on the 22nd of every month, as liquidity is never a constraint.

For teachers who dedicate their lives to building the nation, retirement should be a season of fulfilment, not uncertainty. Digital platforms like Akiba Plus, combined with strong retirement income solutions from Sanlam Allianz, offer a smarter and more secure path to life after the classroom.

The future of retirement is digital, personal, and intentional. And it starts long before the final bell rings.

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Jack Marwa is the Head of Corporate Business at Sanlam Allianz Life Insurance Kenya Ltd



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# Discipline: The invisible base upon which all success is built

It doesn't shout, but it shapes destinies

By Mumin I. Gedi

**In a world where distractions compete for our attention at every turn, discipline often feels like an underrated virtue.**

The idea of discipline can feel like an outdated concept. After all, we live in an age that glorifies quick fixes, overnight wins and the thrills of instant gratification. The twist is, without discipline, great ideas never make it past the dream stage. It is not a personality trait; it is an operating system for doing hard things on time. Self-discipline aligns attention, energy and behavior with long-term goals.

It's what allows us to do hard things on time, to press on through when it's easier to quit, and to honor standards even when no one is looking. Discipline does not just shape people alone; it shapes institutions too. An organization is not powered by money alone; it runs on discipline, the quiet fuel that keeps order in place. Discipline is the antidote for shaping values, routines, and harmony in every set up. In many ways, discipline is the bridge between who you are today and who you aspire to become.

Closer home, the impact of discipline is clear. It has enabled the Commission

to discharge its mandate effectively while earning the confidence of teachers, stakeholders and the Government. By maintaining high standards of order and accountability, TSC has demonstrated that discipline is not only the backbone of effective management but also the foundation of trust, reliability and institutional credibility. Looking ahead, discipline within TSC will continue to be enhanced through stronger systems, improved service delivery models and closer alignment with the Commission's values and culture. Employees are encouraged to treat discipline not as a regulation but as a culture that informs daily interactions whether handling official documents, responding to teachers, or collaborating with stakeholders. This deliberate reinforcement of discipline ensures that consistency, fairness and professionalism remain embedded in the institution's operations.

In the words of Marcus Aurelius (121 AD) self-discipline is built through the following ways:

## 1. Fueling your purpose

But how is discipline actually formed? Without knowing your "why," even the strongest determination eventually fades. As Marcus Aurelius (121 AD) observed, it begins with clarity of purpose. When you anchor yourself to something greater, be it your family, your work, or your duty you find strength to continue, even when comfort feels more tempting than responsibility.

## 2. Counting on yourself

But purpose alone isn't enough. Discipline is also about trusting yourself to carry the load without waiting for applause. Marcus again puts it simply: "Look within; within is the fountain of good." Once you stop outsourcing your confidence, you discover the quiet power of showing up for yourself, day in and day out.

## 3. Showing up everyday

And showing up is where the magic happens. Discipline grows less from grand gestures than from small, repeated acts: writing one page, running one mile, keeping one promise. Do it long enough and consistency hardens into character. Show up every day is the antidote for success as powered by discipline.

## 4. Practicing voluntary hardship

Condition yourself to welcome discomfort, whether its early mornings, modest meals or the demand for extra effort-is not a form of punishment but a discipline that strengthens you. By willingly facing small hardships, you build resilience for the unavoidable challenges life delivers and strengthen resilience.

## 5. Never play the Victim

Yet discipline also demands refusing the easy trap of victimhood. It's tempting to cry "why me?" but Marcus saw self-pity as wasted energy and commended being responsible. Responsibility sharpens discipline; blame blunts it.

## 6. Forgive yourself

When unpleasant moments arise, the real test begins: focus on what lies within your control and let go of what does not. You cannot dictate the weather, your supervisor's mood, or market shifts. What you can govern are your choices, your attitude and your words. Forgive yourself always and move on with your life by endeavoring to accomplish your goals, your aspirations, your dreams.

## 7. Practice delayed gratification

Conditioning yourself to welcome discomfort-whether it's early mornings, modest meals, or the demand for extra effort-is not a form of punishment but a discipline that strengthens you. By willingly facing small hardships, you build resilience for the unavoidable challenges of life and press on for growth. With

that strength comes the ability to choose wisely-not indulging every craving in the moment but holding out for the rewards that last. That's the muscle of delayed gratification, the quiet decision to trade fleeting pleasure for enduring growth.

## 8. Ignore Naysers

When critics gather as they always will, discipline reminds you to keep going, ignore the noise, focus on the work, and let actions speak louder than arguments. As discipline demands being responsible and not being a complainer; as responsibility sharpens discipline and blame blunts it.

## 9. Find wise people to emulate

Better still; surround yourself with people whose lives you admire. Mentors whose virtue lit the path, because discipline is easier to sustain when modelled by those you respect.

## 10. Have Healthy Review of your day

At the end of the day, the work is not over. Reflection is important. Think about what went well, where you fell short, and how you can improve tomorrow. This is not about blaming yourself, but about steady growth. That daily review strengthens purpose, self-trust, consistency, endurance, control and accountability. It also enhances patience, resilience, learning from others and reflection with each building on the other.

## Conclusion

Discipline is not a cage; it is a compass. It's the one resource you can't buy, but must cultivate daily. Without it, dreams fade. With it, both people and organizations rise and thrive.

**Mr. Mumin is the Director of Administrative Services at TSC and also the Chairman of the Teachers' Image Magazine**



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# Maths teacher who earned fame by turning failures to stars

**Dr Jackson Mwelese's journey began in Imulama village in Ikolomani, Kakamega County.**

By Lilian Mutiso

It was a childhood shaped by poverty, discipline, and quiet ambition. School was not guaranteed, it was fought for.

He sat his KCPE twice, not because he failed, but because circumstances kept him at home. Each return to class hardened his resolve. By the second attempt, he emerged the best in his district. Even then, elite schools remained out of reach. He joined a day secondary school, pressed on, and later

earned admission to the University of Nairobi, where he studied Mathematics under a Bachelor's of Education degree.

His teaching career took him through Mukuyu Girls, Kakamega School, and later Bunyore Girls. It was at Bunyore that his belief in struggling learners was tested. When he arrived, the school's mean score stood at 3.9. Many students had already been written off, especially in mathematics.

Instead of avoiding weak learners, he took them on. Ninety three students who had scored grade E in mathematics were placed under his care. He focused on attitude before content, trust before technique. The

results surprised many. Es dropped to single digits, and the following year, none was recorded. Mathematics became the school's strongest subject.

For Dr Mwelese, this experience shaped his leadership philosophy. Given support, structure, and belief, people can change. This thinking followed him beyond the classroom into teacher management.

*His work today focuses on teacher welfare, mentorship, and professional growth. He believes teachers need guidance just as much as learners do.*



In 2016, he joined the TSC Secretariat, serving in Kiambu County, and later in other diverse regions. Exposure to different communities, languages, and cultures strengthened his belief in inclusive leadership. He sees education management not as control, but as coaching.

His work today focuses on teacher welfare, mentorship, and professional growth. He believes teachers need guidance just as much as learners do. A supported teacher performs better, and a confident teacher becomes a role model again.



Beyond his official duties, Dr Mwelese mentors young teachers, supports rehabilitation for teachers facing addiction, and runs an education fund for needy learners. His motivation remains simple, to leave every station better than he found it.

His message to teachers is direct. Background does not decide destiny. Resilience does. So does the courage to believe in those others have given up on.

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# World Teachers Day 2025



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**From left:** Mr Fuad Ali, National Chairman, KEPSHA, Ms Evalen Mitei, MBS, Ag. Commission Secretary, TSC, Prof Julius Bitok, CBS, PS, Basic Education, Julius Ogamba, EBS, CS Education, Dr Jamleck Muturi John, EBS, Chairman, TSC, Mr James Torome, Secretary General, KUSNET, Mr Akello Misori, Secretary General, KUPPET, and Mr Collins Oyyu, Secretary General, KNUT, during the launch of the Policy Framework for Teacher Engagement Outside Kenya at the World Teachers Day 2025 celebrations.



**Photo 1:** A light moment as TSC Vice Chairperson, Ms Leila Ali, MBS, poses for a selfie with TSC Chairperson, Dr Jamleck Muturi John, EBS, and PS for Basic Education, Prof Julius Bitok, CBS, during the World Teachers Day celebrations.

**Photo 2:** An aerial view of attendees during the World Teachers Day 2025 celebrations held at the Moi International Sports Centre, Kasarani Gymnasium on 5 October 2025. Photos 3-7: Cabinet Secretary for Education, Dr Julius Ogamba, EBS presents awards to teachers during the World Teachers Day 2025 celebrations in recognition of excellence and outstanding service in the teaching profession

By Moses Mutinda

# Reading beyond the textbook keeps the mind agile



reader to slow down. That is why print remains important for professional reflection. At the same time, digital platforms offer reach and convenience. The future of reading is not about choosing one over the other, but about balancing depth with access.

Because of changing habits, many teachers now read only what feels urgent. If it helps tomorrow's lesson, it gets attention. If it needs quiet time, it is postponed. This is how magazines and books slowly fall behind, even when the content is useful.

Publications like Image Magazine are not meant to be rushed. They are written to be read slowly. They offer context, stories and reflection. School leaders have a role to play. When reading is visible in staffrooms, it sends a

message. A magazine on a table invites

*Because of changing habits, many teachers now read only what feels urgent. If it helps tomorrow's lesson, it gets attention.*

curiosity. A short discussion about an article gives it meaning. Reading grows when it is shared, not when it is forced.

Reading may not look the same as it did years ago. It may happen across screens as much as pages. But depth still matters. Quiet still matters. Thought still matters.

So perhaps the joke should change. If you want to hide something, hide it in a book. But if you want to grow, open one, even if just for a few minutes.

Sometimes, reading beyond the textbook is where learning truly begins.

The modern teacher reads on the move. Information comes through phones and tablets. Policies arrive as PDFs in emails. Messages come through WhatsApp groups. News is scanned in short bursts between lessons, meetings and marking. Reading still happens, but it is quick and broken.

Technology has made information easier to access. That is the good side. The challenge is that it has also made deep reading harder. Phones are always buzzing. Notifications break focus. It becomes easier to skim than to sit and read one full article.

This does not mean print has lost its place. In fact, print still offers something digital struggles to provide, focus. A magazine has no pop ups, no alerts, and no endless scrolling. It invites the

The laughter that follows is not just humour. It is recognition. For many teachers today, the only printed material we read from cover to cover is the course book and the learning materials we must use in class. Everything else waits. Often, it waits forever.

This is not because teachers dislike reading. It is because how we read has changed.

Feedback from schools shows that teachers now spend less time with long printed material, including professional magazines shared in schools. This does not mean such publications are ignored on purpose. It means they are competing with many other demands for attention.



# Mwalimu National Deepens Financial Inclusion with Shariah-Compliant Banking Window



Mwalimu National DT SACCO CEO CPA Kenneth Odhiambo addressing media during the Sharia compliant banking window launch at Mwalimu Towers in Upperhill Nairobi.

Mwalimu National DT Sacco launched the Mualim Shariah Compliant Window in 2025, marking a significant milestone in its efforts to deepen financial inclusion and expand access to ethical, value-based financial solutions.

The product was designed to serve both Muslim and non-Muslim members seeking Shariah-compliant and ethical banking services. At the time of the launch, the Sacco had over 170,000 members, with approximately 17 per cent drawn from the Muslim faith, underscoring the need for inclusive financial products that cater to diverse beliefs.

Speaking during the launch, National Chairman Mr. Joel Gachari said the initiative was the culmination of nearly two years of research, consultation, and product development, aimed at meeting the evolving needs of members.

"We wanted to ensure that members who preferred not to engage in conventional financing could access financial services without compromising their ethical beliefs," Mr. Gachari said.

He added that staff across the Sacco's 22 branches and 14 satellite offices had been fully trained to explain the product and onboard interested members.

The Mualim Shariah Compliant Window received approval from the Sacco Societies Regulatory Authority (SASRA) six months prior to its launch and was overseen by a dedicated Sharia Advisory Committee comprising scholars in Islamic commercial law to ensure strict adherence to Sharia principles.

Chief Executive Officer CPA Kenneth Odhiambo said the product aligned with the Sacco's Environmental, Social, and Governance (ESG) agenda and its broader commitment to diversity, equity, and inclusion.

"Our focus has always been on people before profit. This product ensured that no member felt excluded from accessing financial services," CPA Odhiambo said.

The launch came shortly after Mwalimu National DT Sacco celebrated its 50th anniversary, reinforcing its legacy as a pioneer in cooperative innovation. Founded in 1974, the Sacco had grown into one of Kenya's leading deposit-taking Saccos, continuously introducing solutions that empower members and communities.

Looking ahead, Sacco reaffirmed its commitment to leveraging technology, strengthening ESG practices, and offering sustainable and inclusive financial solutions tailored to the needs of its members.



The Guest, board led by National Chairman Joel Gavhar and the CEO cutting the cake

# KECSHA Perspectives: Leading Schools Through Transition and Transformation

By KECSHA - Kenya Comprehensive School Heads Association



Mr. Fuad Ali, KECSHA National Chairman.

As we step into 2026, Primary and Junior school headteachers face an education landscape in **rapid transformation**. From curriculum reforms to digital integration, teacher welfare, and emerging policy mandates, the role of school leadership has never been more pivotal. At KECSHA, we advocate for leadership that balances **operational efficiency, learner-centered practices, teacher support, and stakeholder engagement**, ensuring schools thrive amidst these dynamic changes

## Managing Operational Demands: CBE, Senior School Transition, and Pre-School Integration

The shift from **Competency-Based Education (CBE)** to the 2:6:3:3:3 structure brings opportunities for innovation, but also challenges for learners, teachers, and administrators. Headteachers are expected to:

- **Plan and coordinate effectively:** Establish timelines for teaching, assessment, and learner readiness, tracking progress closely.
- **Engage stakeholders:** Involve parents,

teachers, community leaders, and county officials in transition planning to foster shared responsibility.

- **Use data for interventions:** Identify learning gaps, implement remedial support, and monitor transition anxiety.
- **Pre-school alignment:** As pre-school education is managed by county governments, headteachers must coordinate with pre-school teachers to ensure smooth learner progression, bridging gaps in preparedness and reinforcing continuity.

**KECSHA Guidance:** Operational clarity, stakeholder collaboration, and inter-level coordination are essential to minimizing disruption and supporting learner success.

## Supporting Teachers: Retooling, Workload, and Performance Management

Teachers remain the backbone of learning. Education reforms, coupled with high attrition due to retirement, have created a younger cohort of headteachers and teaching staff, necessitating continuous mentoring and leadership coaching. Key strategies include:

- **Continuous professional development:** Equip teachers in CBE, digital pedagogy, inclusive education, and AI-enabled learning tools.
- **Workload management:** Distribute teaching, administrative, and co-curricular duties fairly to prevent burnout.
- **Mentorship and monitoring:** Combine supervision with coaching, constructive feedback, and recognition to foster performance.
- **Leadership succession planning:** Mentor young heads and emerging leaders to ensure continuity, resilience, and institutional memory.

**KECSHA Insight:** A motivated, well-supported teaching workforce is

critical for school performance, learner achievement, and the sustainability of reform initiatives.

## Preparing Schools for Emerging Needs: Digital, AI, Health, and Welfare

Headteachers must anticipate the holistic needs of learners and staff in an increasingly complex environment:

- **Digital readiness:** Ensure ICT infrastructure, e-learning platforms, and teacher digital literacy programs are in place. Cyber safety, AI literacy, and equitable access are priorities.
- **Health and welfare:** Facilitate smooth transition to SHA medical cover, maintain mental health support, hygiene, nutrition programs, and inclusive services for vulnerable and returnee learners.
- **Safe and inclusive environments:** Protect learners from bullying, stigma, and discrimination, fostering equity, dignity, and social cohesion.

**KECSHA Insight:** Leadership that integrates digital, AI, health, and welfare considerations strengthens both school performance and learner outcomes.

## Navigating Changing Stakeholder Expectations

Modern school leadership is shaped by increasingly diverse and demanding stakeholders:

- **Parents:** Expect transparency, learner engagement, and visible outcomes.
- **Learners:** Demand inclusive, participatory, and technologically enriched learning experiences.
- **Community and traditional leaders:** Seek alignment with cultural values and community priorities.
- **Development partners:** Require measurable outcomes and sustainability of programs.
- **Politicians and policy makers:** Expect alignment with national reforms and accountability for public resources.

**KECSHA Guidance:** Headteachers must balance expectations, communicate effectively, and demonstrate accountability, while remaining focused on learner-centered outcomes and school improvement.

## Key Leadership Actions for Headteachers

1. **Foster a supportive culture:** Establish clear expectations on respect, inclusion, and zero tolerance for bullying.
2. **Promote peer and community engagement:** Collaborate with parents, partners, and community leaders.
3. **Track progress systematically:** Use simple tools for academic, social, and emotional monitoring.
4. **Empower teachers:** Provide mentorship, coaching, and professional development tailored to emerging needs.
5. **Champion equity:** Ensure marginalized, returnee, and vulnerable learners are fully included.
6. **Lead innovation responsibly:** Introduce digital and AI tools thoughtfully, balancing learning enhancement with ethical and safety considerations.

## 7. Prepare for leadership succession:

Mentor young heads to ensure institutional continuity and sustainability of reforms.

## Conclusion: Leading for Transformation

The modern headteacher is not just an administrator but a visionary change agent. Leading through transition and transformation requires balancing operational management, teacher support, learner-focused strategies, stakeholder expectations, and technological adoption. KECSHA remains committed to guiding headteachers in transforming schools into inclusive, high-performing, and resilient learning environments, ensuring that every learner thrives and every teacher reaches their potential.

“Strong leadership today builds resilient, empowered schools tomorrow.”



Mr. Fuad Ali and TSC CEO Ms. Mitei during KEPSHA 2025 Conference

# Prostate cancer: The myths and truths every man should know

By Grace Okello

## How would you describe yourself?

I am Dr. Primus Ochieng, a Clinical Oncologist, Lecturer, and Program Director at University of Nairobi. I am actively involved in cancer treatment, medical education, and research, with a focus on improving patient outcomes and strengthening oncology training in Kenya. Through my academic and clinical work, I am committed to advancing cancer care, mentoring the next generation of oncologists, and developing sustainable programs that address the growing burden of cancer in the region. Am based at Claremont mediserve Cancer Centre Fortis suiter 910 Upper Hill

## ❖ What is the current understanding of prostate cancer, and how has it evolved in recent years?

Prostate cancer is a common, complex disease with many faces: some forms are slow growing and cause little harm, while others are aggressive and life threatening. In the last few years, research and clinical practice have shifted focus not only to treating cancer but to improving diagnosis, identifying high-risk diseases, and supporting quality of life.

Increased research funding has led to breakthroughs in genetics, diagnostic imaging, and treatment options, aiming for earlier detection and more personalized care. Diagnosis is challenging. Traditional tools like PSA blood tests and digital rectal exams (DRE) are widely used, but newer approaches such as multiparametric MRI and PSMA-PET imaging improve diagnostic accuracy and help differentiate aggressive from harmless disease. Modern care increasingly uses genetic and molecular markers to group patients by risk, ensuring those with aggressive cancer get treatment quickly while others may safely avoid unnecessary procedures.

## ❖ Beyond the statistics, what are the most important things a person should know about prostate cancer, risk and diagnosis?

Prostate cancer usually has no early symptoms. Most cancers are found early, through screenings or routine exams, before they cause trouble. Symptoms (like difficult urination or bone pain) usually signal advanced disease.

Main risk factors are age (especially over 50), family history, being Black, obesity, certain inherited genes (like BRCA1/2), and possible lifestyle links such as diet and exercise. Diagnosis is a stepwise process where abnormal screening tests often lead

to biopsy, where tissue samples are graded using scales like the Gleason score, which predicts how aggressive the cancer is.

Not all prostate cancers need urgent treatment. Many are slow growing; active surveillance and careful monitoring have become standard for low risk cases to protect quality of life. Early detection saves lives, but also brings risks of over treatment and side effects, making shared decision-making with doctors crucial. Personalized care like using genetics, advanced imaging, and careful staging guides treatment, balancing cancer control with minimizing unnecessary interventions and maximizing well-being.

Understanding these points helps patients and families approach prostate cancer with knowledge, courage, and hope, confident they can make decisions that suit their individual needs.

## MYTHS AND MISCONCEPTIONS

### ❖ Is it true that prostate cancer is a disease for older men?

Several myths persist in prostate cancer, but the latest evidence helps set the record straight. While prostate cancer is more common in men over 65, it can also develop in younger men, even those under 55, especially if they have a family history or other risk factors. Early discussions about risk and screening may be important for younger men with a strong family history.

### ❖ Does a history of benign prostatic



### hyperplasia (BPH) or having a vasectomy increase a man's risk for prostate cancer?

**Benign prostatic hyperplasia (BPH):** This common enlargement of the prostate does not increase the risk of prostate cancer.

**Vasectomy:** Decades of research show that having a vasectomy does not cause or raise the risk of prostate cancer. Men who have had vasectomies should not be concerned that this procedure affects their cancer risk.

### ❖ Are there any specific dietary myths you frequently hear?

No single food, supplement, or animal drug (such as fenbendazole or ivermectin) can cure or reliably prevent prostate cancer. Laboratory studies sometimes hint at benefits from certain nutrients or animal medicines, but these findings do not translate directly to effective, safe treatments in humans. Proven ways to reduce risk include a healthy diet rich in fruits, vegetables, and maintaining a healthy weight, but no food or supplement is a guarantee.

### ❖ Some people believe that frequent ejaculation can prevent prostate cancer. What is the evidence for or against this claim?

Scientific evidence on this point is mixed and inconclusive. No clear guideline supports specific sexual activity as a way to prevent prostate cancer.

### ❖ what are other common myths?

All prostate cancers behave the same way. There are many types with different levels of risk, some slow growing, some very aggressive. Prostate cancer always causes symptoms: Early-stage prostate cancer often causes no symptoms, which is why screening and risk assessment are important.

Understanding these facts helps dispel common misconceptions and empowers men to make informed decisions about their health

## POSSIBLE CAUSES AND RISK FACTORS

### ❖ What are the established risk factors for prostate cancer?

Established risk factors for prostate cancer include age, race/ethnicity, family history, and specific inherited genetic variants. Environmental, occupational, and lifestyle factors have also been investigated for their roles in prostate cancer risk, though their impact is less certain than genetic and family history factors. Age: Risk rises sharply after age 50, with most cases diagnosed in men over 65.

**Race/Ethnicity:** The highest incidence and mortality are seen in Black men; Asian and Hispanic men have lower risk.

### ❖ How significant a role does genetics and family history play? What do you do if your father or brother had prostate cancer?

Having a father or brother with prostate cancer more than doubles the risk; the risk is higher if multiple relatives are affected or if they were diagnosed at a younger age. Inherited Gene Changes ie. mutations in genes such as BRCA2, BRCA1, and HOXB13 are linked to increased risk and early onset disease. Genetics and Family History may account for up to 40–50% of prostate cancer risk. If a man's father or brother had prostate cancer, particularly at a young age, you should discuss your family history with a healthcare provider. Consider earlier and potentially more frequent prostate cancer screening (e.g., PSA testing), depending on guidelines and personal risk profile. For families with multiple affected members or cancers associated with BRCA mutations, referral to a genetic counsellor may be indicated.

### ❖ Are there any environmental or occupational exposures that have been linked to an increased risk of prostate cancer?

**Occupational Exposures:** Increased prostate cancer risk is noted among agricultural workers/farmers (especially with exposure to organochlorine and organophosphate pesticides), shift workers, pilots, and those exposed to certain heavy metals such as cadmium and chromium.

**Smoking:** Some studies suggest a weak association between smoking and higher risk of aggressive or recurrent prostate cancer.

**Other Risk Factors:** Obesity and low physical activity relate more to aggressive forms and worse prognosis, not to overall incidence.

## DIET AND PROSTATE CANCER: Scientific Consensus

### ❖ What is the current scientific consensus on the link between diet and prostate cancer risk?

**Dairy products and calcium:** Some, but not all, studies suggest an association with increased risk. High-fat diets and high intake of red and processed meats (especially cooked at high temperatures) may increase prostate cancer risk, though evidence is not uniform across all studies.

**Protective Dietary Patterns:** Diets rich in fruits, vegetables (especially tomatoes and cruciferous veggies), whole grains, and healthy fats are associated with a lower risk. Mediterranean diet has been linked to reduced risk in some studies.

**Supplements:** No evidence supports the use of vitamin or antioxidant supplements for prevention; some agents (e.g., selenium, vitamin E) may even increase risk. Diet likely influences prostate cancer risk, but no single dietary factor is definitive; overall, dietary patterns matter more than individual foods.

## PREVENTION AND SCREENING

### ❖ What are the most effective strategies for preventing prostate cancer? Are there any lifestyle changes that have a proven impact?

The most effective strategies for preventing prostate cancer focus on lifestyle modifications that reduce overall risk, though no intervention guarantees prevention. Screening recommendations remain nuanced because of the balance between early detection and potential harms.

## PROVEN PREVENTION STRATEGIES

**Maintain a healthy weight:** Obesity is linked to a higher risk of aggressive prostate cancer and worse outcomes. Engage in regular physical activity: Routine exercise is associated with lower risk for both incidence and aggressive disease.

**Adopt a healthy diet:** Increase intake of fruits, vegetables, and whole grains, which provide antioxidants and nutrients thought to lower risk. Limit red meat, processed meat, saturated fats, and high fat dairy products. Diets high in these foods are associated with higher risk, especially for aggressive subtypes. Consider including more fatty fish and fibre while reducing alcohol and tobacco use. Do not smoke: While the link to prostate cancer is modest, smoking cessation is broadly protective for health and cancer prevention.

Maintain regular health checks and discuss risk factors with a physician, especially if there's a family history or genetic predisposition.

### ❖ Can you discuss the current guidelines for prostate cancer screening? When should men start getting screened?

**Screening Guidelines:** PSA and DRE Consensus (AUA, EAU, ACS, and other major societies) PSA (Prostate Specific Antigen) testing is recommended as the principal screening tool. DRE (Digital Rectal Exam) may be used in addition to PSA in some settings.

Screening should be a shared decision-making process, where men are counselled about the potential benefits and risks.

#### Initiation of screening:

**Average risk:** Start discussion and consider PSA between ages 50-55.

**higher risk:** Black men, those with a strong family history, or known high-risk germline mutations should begin conversations at age 40-45.

**Cessation:** Most recommend disenrolling men with 10-year life expectancy or over age 70 (but personalized based on health and risk).

**Screening interval:** Every 2–4 years is acceptable, though annual screening may be recommended depending on PSA values and risk.

### ❖ What are the pros and cons of screening? Are there risks of over diagnosis or over treatment? Pros and Cons of Screening

**Pros:** Early detection of clinically significant cancer can reduce mortality and improve curability for aggressive disease. Most benefits are seen in well

selected men with longer life expectancy and higher risk.

**Cons:** Risk of overdiagnosis and overtreatment: PSA screening can detect indolent cancers that would never cause harm, especially in older men. Side effects from invasive diagnostics (biopsy) and treatments (incontinence, impotence, bowel symptoms) can reduce quality of life when treating indolent disease. False positive results can cause anxiety and unnecessary interventions.

### ❖ What is the best advice you can give to a man who is concerned about his risk of developing prostate cancer?

**Know your risk:** Be aware of family history, ancestry, and genetic background; consider genetic counselling if there are multiple family members or early diagnoses.

**Focus on lifestyle:** Maintain a healthy weight, exercise, avoid tobacco, limit red meat, processed foods, and excess dairy.

**Engage in informed discussions about screening:** Weigh the pros and cons of PSA-based screening based on individual risk profile and life expectancy and participate in shared decision making with a knowledgeable provider.

Do not use supplements or medications for prevention without strong evidence and guidance from a healthcare professional. Stay up to date with regular health checks and report any urinary symptoms promptly. These actions offer the greatest benefit for risk reduction and early detection while minimizing the harm of overtreatment.

## TREATMENT OPTIONS

### ❖ What are the available primary treatment pathways for a newly diagnosed patient, and pros/cons of each?

For newly diagnosed prostate cancer, the main treatment options are active surveillance, surgery (radical prostatectomy), and radiation therapy. The selection depends on cancer risk, patient age, comorbidity, personal preferences, and tumour characteristics. Active Surveillance is careful monitoring with regular PSA tests, digital rectal exams (DRE), and sometimes repeat biopsies. Treatment is initiated if the cancer shows signs of progression. Men with low-risk, localized disease (low PSA, low Gleason score, small tumour volume) are eligible for this.

**Pros:** Avoids side effects of treatment; maintains quality of life. Many men never need intervention.

**Cons:** Requires strict follow-up. About 30–45% will eventually need treatment.

Surgery (Radical Prostatectomy) is removal of the entire prostate gland (sometimes with pelvic lymph nodes). It is preferred for men with localized or locally advanced disease in men with at least a 10 year life expectancy.

**Pros:** Potential for cure, especially in localized disease; allows accurate pathology of tumour and nodes, it is a one time treatment.

**Cons:** Risks include urinary incontinence and erectile dysfunction (higher incidence than radiation), potential surgical complications, and recovery time.



# Teaching burnout: The signs, causes and recovery track

## Navigating change, pressure, and the need to take it easy

By Matata Johnson

**Teaching has never been a simple profession, but in recent years, the emotional and psychological demands placed on educators have intensified significantly.**

Teachers today operate in an environment shaped by rapid systemic change, rising expectations from parents and society, administrative pressure, and the emotional needs of learners growing up in an increasingly complex digital world.

Kenya is in the middle of one of the most ambitious education reforms in its history. The shift from the 8-4-4 system to Competency-Based Education (CBE) promises learners who are creative, adaptable, and equipped for the realities of the modern world.

Beyond the classroom, many teachers carry invisible burdens. Rising living costs, delayed promotions, frequent transfers far from family, and the expectation to remain emotionally available despite personal challenges all contribute to cumulative stress. Teachers are increasingly required to act as instructors, counsellors, mentors, disciplinarians, and role models roles that demand emotional labour with limited institutional support.

Amid all this, one critical issue continues to sit quietly in the background: teacher mental health.

The transition from the 8-4-4 system to Competency-Based Education (CBE) is among the most significant reforms in Kenya's education history. While the shift promises a learner-centred, skills-oriented approach, it has also placed immense pressure on teachers who must adapt quickly, often with

limited resources, compressed training timelines, and ongoing curriculum adjustments. For many educators, this has translated into heavier workloads, longer hours, and the mental strain of teaching while still learning the system themselves.

Under CBE, teachers engage in continuous assessment, detailed learner profiling, and personalised feedback. Unlike traditional summative models, this approach requires constant attentiveness to individual learner progress without corresponding reductions in class size or teaching hours. Many teachers feel trapped between policy expectations and classroom realities, where infrastructure and support lag behind ambition. This mismatch breeds anxiety, professional self-doubt, and emotional fatigue.

Across Kenyan schools, teachers juggle lesson preparation, assessments, parental expectations, co-curricular duties, and administrative reporting while adjusting to new pedagogical demands. Large class sizes, teacher shortages, and limited materials intensify the strain. Over time, sustained pressure manifests as chronic stress, anxiety, emotional exhaustion, and burnout.

The Ministry of Health estimates that one in four Kenyans will experience a mental health condition, and educators are among the most affected professional groups due to the emotional labour inherent in teaching. Teacher unions, including KNUOT and KUPPET, have repeatedly warned of rising burnout, depression, and stress-related illnesses, cautioning that without deliberate intervention the profession risks losing experienced educators prematurely.

Burnout is not simply fatigue after a long term. The World Health Organisation defines it as a work-related syndrome marked by emotional

exhaustion, detachment, and reduced professional effectiveness. In schools, this appears as declining motivation, irritability, disengagement from learners, and erosion of the sense of purpose that draws many into teaching.

Despite increased awareness, stigma remains a powerful barrier. Many teachers fear that admitting distress will be seen as weakness or incompetence. Others worry about damaged reputations, stalled careers, or punitive transfers.

As a result, distress is internalised until it reaches crisis levels. Teachers continue reporting to work while emotionally depleted, masking symptoms behind performance. This culture of silence normalises suffering and delays early intervention.

Teacher mental health is not an individual problem to be solved in isolation. It is deeply connected to school culture, learner outcomes, and education quality. A mentally well teacher is more patient, creative, and emotionally present, better positioned to nurture curiosity, resilience, and confidence qualities CBE seeks to cultivate.

Conversely, when teachers are overwhelmed and unsupported, learners feel the impact immediately. Classroom relationships suffer, engagement declines, and behavioural challenges increase. Research consistently shows learner wellbeing and academic success are closely linked to teacher wellbeing, making mental health a foundational pillar of effective education, not an optional extra.

There have been positive, though limited, steps toward addressing teacher mental health. The Teachers Service Commission has acknowledged

psychosocial wellbeing as an emerging concern and collaborates with the Ministries of Education and Health to encourage access to counselling services. Teacher unions offer counselling, peer wellness forums, stress management workshops, and advocacy for improved conditions through Employee Assistance Programmes and wellness desks.

However, isolated interventions are insufficient. Sustainable progress requires preventive, school-embedded mental health frameworks. Wellness must be integrated into leadership practices, workload planning, performance expectations, and institutional policy. Without structural accountability, coping remains an individual burden rather than a shared responsibility.

While systemic reform is essential, individual strategies still matter. Setting healthy boundaries is critical. Teaching can easily consume personal time through endless marking, planning, and communication beyond school hours. Without limits, recovery becomes impossible. Rest is not indulgence; it is professional responsibility.

Normalising help-seeking is equally

important. Talking to colleagues, mentors, counsellors, or trusted peers relieves emotional pressure and reinforces that teachers are not alone. Silence deepens distress; shared experience builds resilience. Small wellness habits also help brief walks, deep breathing, prayer or meditation, journaling, or quiet reflection. These practices work best when schools respect boundaries and model healthy work habits.

### A Powerful Reminder to Reconnect with Nature

At a moment when educators feel overwhelmed, the story of Truphena Muthoni, a young Kenyan environmentalist, offers a grounding reminder. In December 2025, Truphena Muthoni did something unusual. She hugged a tree for 72 hours straight, breaking a Guinness World Record at the Nyeri County Governor's grounds. Her act wasn't about endurance. It was about connection — to nature, to purpose, to self. For Kenya's teachers, her example offers more than inspiration. It invites a simple shift: step outside when mentally heavy, let feet touch grass, and allow the mind to exit constant performance mode. Building

the ability to slow down, breathe, and reconnect with the work that drew them into teaching in the first place.

School leaders play a decisive role in shaping teacher wellbeing. Leadership that listens, empathises, distributes workload fairly, and recognises effort reduces burnout. Schools that encourage peer support, open mental health conversations, and reasonable expectations create safer, more sustainable environments. As Kenya implements CBE, teacher mental health must be treated as a core reform component. Curriculum transformation cannot succeed if educators are mentally depleted. However, it demands our collective efforts to make effective strides towards change.

For teachers, the message is clear: your mental health matters. Seek support early, rest without guilt, and reconnect with yourself and nature. For policymakers, the call is to move from acknowledgement to action by funding and sustaining wellness initiatives. For the education community, it is time to stop glorifying exhaustion and prioritise wholeness. Sometimes, healing begins quietly under a tree where the mind can finally breathe.

## MENTAL HEALTH: How to keep a healthy and sharp mind

By Darline Muhonja and Lena Maundu

**The start of a new year often comes with unspoken pressure to feel motivated, focused, and ready to perform. Yet for many, returning from the holidays comes with emotional fatigue, low energy, anxiety, or a sense of being mentally overwhelmed.**

This is a normal response to transition. The mind needs time to recalibrate before momentum can return.

Mental health challenges often surface during this time. Shifting back to routine, managing expectations, financial pressures

and unresolved personal concerns can strain emotional well-being. Difficulty concentrating, irritability, sleep disruption or feeling emotionally "heavy" are common signs the mind needs care not criticism. Easing into the New Year means prioritising mental health alongside responsibilities. Small intentional steps such as setting realistic goals, pacing tasks, maintaining healthy routines, and allowing space to talk about challenges can support emotional stability. Progress is more sustainable when mental well-being is protected.

The Wellness Section is available to provide confidential psychosocial support, mental health awareness, and referrals as needed. As the year unfolds, caring for your mental health is not an afterthought. It is the foundation for balance, clarity, and sustained well-being.

### How are you doing?

This is a question many of us may



struggle to answer... But why? This is because of some intrinsic aspects that restrain us from functioning at full capacity, possibly due to a lack of understanding ourselves / Self-awareness.

### Why you are the way you are;

To understand why you are the way you are, you must look beyond surface behaviours and dive into the roots of your story.

Several factors contribute to the formation of your identity, patterns, beliefs and emotional responses. These aren't random—they are often shaped by the experiences, environments and emotional climates you've been exposed to throughout your life. This is why doing a thorough personal history-taking process is vital for healing and self-awareness.

Here's why:

#### 1. Childhood Experiences Set the Foundation

The first relationships you had—especially with caregivers—taught you how to see yourself, how to relate to others, how safe the world felt, and what love meant. Were you nurtured or neglected? Heard or dismissed? Encouraged or criticized? These early dynamics often lay the groundwork for your adult relationships, self-esteem, and even your nervous system responses.

#### 2. Cultural and Societal Conditioning Shapes Identity

Where you were raised, the values you were taught, and the expectations placed on you play a huge role in shaping who you became. Sometimes, the roles you adopted to survive (like being the responsible one,

the peacemaker, or the overachiever) were more about safety than authenticity.

#### 3. Family Patterns and Unspoken Rules Influence You

Family legacies carry unconscious emotional patterns, beliefs about success, emotions, gender roles, and money. Without history-taking, many people unknowingly repeat generational cycles—until they pause to understand and rewrite them.

#### 4. Trauma and Life-Altering Events Leave Emotional Imprints

Loss, abandonment, abuse, chronic stress, or even subtle emotional neglect can distort your perception of yourself and the world. Without acknowledgment, these wounds can silently influence your behavior, decisions, and relationships.

#### 5. Defense Mechanisms and Coping Strategies Become Personality Traits

Many of the ways you "show up" today—whether it's people-pleasing, emotional numbing, avoiding conflict, or hyper-independence—may have started as coping strategies. They were your nervous system's way of protecting you. But healing begins when you recognize that what once protected you might now be holding you back.

#### If you're ready to understand why you are the way you are.

I invite you to book a personal evaluation and healing session with Counselling Psychologists at The Wellness Section. Together, we'll explore your emotional history, identify the root causes behind your patterns and begin rewriting your story with clarity, compassion and conscious direction.

# How we navigated hardships to create school harmony

## Kereri Girls' Principal's Take

By George Odawo

**With increased enrolment as a result of 100% transition policy from primary school to secondary, we have seen our schools grow in numbers; both in the teaching staff and the non-teaching staff.**

This growth comes with its fair share of challenges. In this 21st century, managing this staff requires a complete paradigm shift. On one hand, we have a new curriculum to implement as from next year in the Senior School and a mixed generation of staff to be entrusted with the responsibility of tapping and nurturing talents. The modern-day school administrator is expected to possess qualities that manage the current staff with care in order to wrought the best in our clients- the learner.

One of the national goals of education demands that we promote individual development and self-fulfillment. We strive to provide opportunities for the learner to develop to their fullest potential. Ours is to

that we develop their interests, talents and character for positive contribution to the society. As an administrator, for the last the last two decades, I have worked hard to create an enabling environment for teachers promote not only cognitive aspects of learning but also affective and psychomotor aspects of skill acquisition.

I am always inspired by the words of Adam Grant who asserts, *"Good leaders build products. Great leaders build cultures. Good leaders deliver results. Great leaders develop people. Good leaders have vision. Great leaders have values. Good leaders are role models at work. Great leaders are role models in life."*

Kereri Girls High School has over 138 teachers (TSC and BOM). From this pool of teachers, there are a variety of talents.

This year, eighteen students and two teachers managed to write a book: *Leading Forward*, Kereri Girls leadership Journey courtesy

of a friend of the school Dr. Teresa Lawrence- a US-Based Philanthropist. This was written as a way of marking a Kereri celebrating its 60th anniversary on February 16th. The occasion was graced by the Cabinet Secretary, Ministry of Education, Hon. Julius Migos Ogamba. EBS. In this book, the students have captured stories about how they view leadership and some outlined what they would wish to see in leaders. It is an eye-opener that the youths in our midst are not just subjects of leadership but potential leaders who have alternative but progressive voice. We are already ahead of the pack as we prepare to receive the Grade 10 students in the Senior School next year, where skills are emphasized over grades in examinations. In this spirit, we have ensured that most teachers attend workshops on CBE that have been organized at County levels in addition to those that I have initiated by inviting experts to the school.

We have had the Scouts participate in the competitions from County to East African levels. Despite being a

resource intensive activity, we have always had trainers come work closely with the patrons to have the students do drills that have made them shine all the way. The national competitions were conducted at Rowallan- Scouts Headquarter Nairobi. This Mwamba Drill Team competitors are proceeding to East African Competitions during the December Holiday

We have maintained an open-approach policy where a teacher freely steps into the office and declares what he or she has to undertake with the students. You turn down such teacher, he keeps it in their heart, "the office won't accept." This way, you have denied many students opportunity to identify their talents and nurture it. In the month of July, the members of Wildlife Club participated in the Essay Writing Competition on a topic about conservation. It becomes a fulfilling

*We have maintained an open-approach policy where a teacher freely steps into the office and declares what he or she has to undertake with the students.*

affair seeing our students awarded at the national level. It makes the school be recognized. Another milestone on tapping and nurturing talents is in promoting STEM. The Science and Engineering Fair members have had the projects on robotics that got to the national levels. From this group, the Young Scientists Club made it to the national level. This group is sponsored by the Krnya Research Fund, the Embassy of Ireland and Safaricom. The music group has never missed in the national competitions over the years. They have always had a unique item that sails through, from the County, Regional and then National level. This year, the competitions were held at Kaaga Girls, Meru County and our girls had Class 495- Pop Talent Show and Class 458- Special Composition on Usalama Mtandaoni.

One of our students, Vivian Kemuma Form 4C represented Kenya in the African Chess Competitions from 22nd to 29th April this year at Pride Inn Paradise Hotel in Mombasa. Kereri has one of the best school Magazines courtesy of the vibrant Journalism Club. The work is printed by the ACTT Digital Media and is done annually. From this Club, we have had students going out there to pursue Journalism

Related Courses. Academic excellence notwithstanding, the certificate awarded to teachers who nurture talents have been a boost during the TSC promotion interviews. The exposure that comes with these competitions also makes each of us yearn to do something to add value to our learners. We have brought together the Alumni Group to support needy but deserving students stay in school. Many at times, these deserving students are the ones who have talents and could easily be locked out if their stay in school is not guaranteed. Being provided for also boosts their self-esteem, a necessary item for building the confidence to stand before a group of judges or moderators.

These achievements demonstrate the principal's commitment to creating a positive and supportive learning environment, fostering academic excellence, and promoting student development.

As the school Principal, I have benefitted from this approach of allowing teachers and students explore opportunities. I never hesitant to ask the BOM to finance any of the group that is going out to nurture talents. In the year 2024, I was among the Kenyans who were awarded during the Jamhuri Day celebrations at Kilifi- the Head of State Commendation (HSC).

*"...acknowledging her distinguished career and profound impact on Kenya's educational sector. As a passionate advocate for education's role in national development, Dr. Mogonchi has leveraged her extensive experience in management and administration to foster positive change within Kenya's educational institutions."* This award comes with honour, I take it with humility. It makes me wake up and dream more for the Kenyan girl. This is the highest ever Commendation I have received, others include the award of Doctor of Honorary Letters (DHL), the ICN Life Changer Award given on 15th July, 2025 in Liberia. This year I was also awarded by SMEG Africa in May, 2024 by the Scholarmedia Africa for promoting the Girlchild in one of the highly populated secondary school in this region.

The Clarion Call: spend on a child, let the child shine, as a teacher you feel more gratified.



## EQUILOAN: When teachers thrive, the nation truly thrives

For decades, Equity bank has walked alongside Kenya's teachers, not just as a service provider, but as a partner. From processing that first salary payment to supporting them in building that retirement home. Many teachers continue to choose Equity as the financial companion they can count on. And in return, Equity has listened, learned, and designed solutions that honor the ambitions of their life. Over the years, teachers have asked for their earnings to be safeguarded, supported on financial planning, and for reliable support when life calls. Equity has responded with empathy, speed, and flexibility, because we know that behind every pay slip is a classroom of young minds, and behind every loan request is a dream for a better future.

At the heart of this relationship is Equiloan, a loan facility created specifically for salaried professionals under check-off arrangements, including teachers. It is not just a credit product; it is a bridge to possibilities. Teachers have been able to build homes and rental units, pursue further studies, launch side businesses and entrepreneurial ventures, support family responsibilities, and plan for retirement with dignity and confidence. Equiloan is a fast, friendly, and reliable loan facility meant to help teachers so that they can focus on what they do best: shaping character, expanding minds, and changing destinies. Depending on eligibility, teachers can borrow from as little as KES 30,000 to as high as KES 10 million, enough to build a home, buy land, expand a business, or bring long-delayed plans to life. With flexible repayments of upto 10 years, Equiloan ensures that financial growth never becomes financial pressure.

Funds are disbursed swiftly, often within 48 hours, because a teacher's plans shouldn't wait, and neither should their progress. Repayment is simple and predictable through check-off, so teachers don't have to worry about deadlines, queues, or reminders. This arrangement is automatic, enhancing financial discipline, and giving peace of mind. Equiloan is a preferred choice for teachers because it is built around their reality, aligned to salary cycles, job grades, and professional stability. It's not just a loan, its responsible credit, designed to support, not a burden.

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- Receive funds - quickly and securely

### - AT A BRANCH

- Visit your nearest Equity Bank branch
- Complete the application
- Undergo appraisal
- Review and sign the offer letter
- Receive your funds and begin your journey

### - WHAT YOU NEED

- A recent payslip
- Your ID or passport
- Employment letter for check-off facilities

Equity handles every arrangement with care and accountability. Each facility is governed by the employer's formal MOU to ensure structure and transparency. Repayment is made easy and dependable through check-off from source or from salary received into a teacher's Equity account, giving peace of mind and eliminating uncertainty.

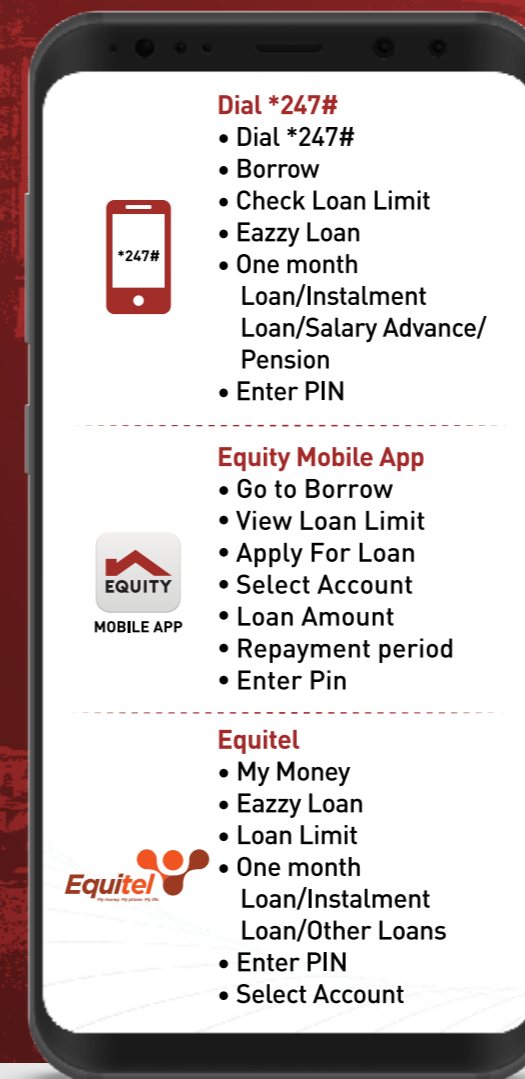
And when it comes to pricing, all charges and fees remain transparent and publicly accessible through the Tariff Guide. So, there are no hidden costs and no surprises, just honest, open banking built on trust.

Equity believes in teachers. The Bank's role is to stand behind you with financial solutions that help you improve your life; in the same way you dedicate yourselves to improving the lives of others. As you think about the next chapter of your life, whether it is investing in land, completing a construction project, improving your home, starting a farm or small business, or simply advancing your personal goals, Equiloan remains the steady hand at your back. When teachers thrive, the nation truly thrives.

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# Senior School: Transition was a journey of grit and grace

By Philip Momanyi Maosa

**More than two million students will this year realise their academic dreams in junior and senior schools after successfully completing national assessments.**

Last year saw 1,298,089 candidates sit the Kenya Primary School Education Assessment (KPSEA) and 1,130,669 register for the inaugural Kenya Junior School Education Assessment (KJSEA). The former began on October 27 and concluded on October 29 and the latter October 27 to November 6. The assessments are part of the core elements of the Competency-Based Education (CBE) meant to build learners' competency and critical thinking- and problem-solving skills.

The learners – who enrolled in senior secondary schools from January 12, 2026 – are the first cohort to usher Grade 10. Formative and summative assessments assess learners' competencies, with scores from KPSEA (conducted in Grade 6) and school-based assessments (done in Grades 7 and 8) contributing 40%, while KJSEA stands in as the summative assessment contributing 60% to the learners' final grade. A total of 176,628 teachers administered the assessments as centre managers (24,277), supervisors (26,632) and invigilators (125,719).

The success of the exercise did not go unnoticed, with Teachers Service Commission (TSC) acting Chief Executive Eveleen Mitei emphasising the significance of the transition of the assessment landscape from rote-learning to a holistic approach. Ms Mitei said CBE promotes creativity, practical skills and continuous learning among both teachers and students.

"This transition demanded courage,

adaptability and a strong learner-centred approach from our teachers. They have shown remarkable flexibility and innovative leadership, realigning instructional approaches, guiding learners, supporting projects and preparing them for assessments that prioritise skills over memorisation," she said during the release of KJSEA results on December 11, 2025.

KJSEA and choice of career pathways determined placement of learners to senior schools. The pathways are: science, technology, engineering, and mathematics (STEM, which entails Pure Sciences, Applied Sciences and Technical Studies; Social Sciences (language, humanities and business); and Arts and Sports Science – which cover sports, arts and music). The pathways have 55 collective number of subjects at the senior school level. The learners transitioned to senior school in accordance to the Ministry of Education's guidelines developed last year. The criteria provide the pathways, school categorisation, admission and replacement process, and automated system roles and responsibilities of key stakeholders.

As per the rules, learners were required to select 12 schools for their desired pathway - four schools in first choice track and subject combination, four schools in second choice subject combination, and four schools in third choice subject combination. For selection based on

**1,298,089** candidates sat the Kenya Primary School Education Assessment (KPSEA) in 2025

**1,130,669** learners registered for the inaugural Kenya Junior School Education Assessment (KJSEA) in 2025

**176,628** teachers administered the assessments

**THE MINISTRY DATA:**

**355,457** applied for a review during the first phase,  
**11,636** applications were approved  
**143,821** applications were declined due to lack of the preferred subject combination or the absence of capacity in the selected schools

**500,000** learners selected STEM  
**437,000** learners selected Social Sciences  
**124,000** learners selected Arts and Sports pathway



accommodation, out of the 12 schools, nine were boarding schools; three from the learners' home county; six outside their home county/county of residence; and three day schools in their home sub county. Additionally, the schools are categorised under clusters C1, C2, C3 and C4 based on their facilities and capacity to offer specific learning areas: C1 schools are national schools, which have the best resources, and C4 schools are sub-county schools, with basic and limited facilities. Ahead of enrolment, learners were required to review their placement during the initial phase between December 23 and 29, 2025. The applications were made online through the Ministry's portal.

The Ministry disclosed that 355,457 applied for a review during the first phase, with 211,636 being approved. But some 143,821 applications were declined due to lack of the preferred subject combination or the absence of capacity in the selected schools. However, following stinging complaints from dissatisfied students, the Ministry announced a second revision exercise conducted between January 6 and 9, 2026. Some of the complaints included students being assigned to far-flung schools. The Ministry advised that parents initiate requests through the learner's junior school or directly at the senior school of interest. The requests were submitted by heads of institutions through the placement portal and processed in line with stipulated protocols.

The Ministry's data indicated that about 500,000 learners selected STEM, 437,000 Social Sciences and 124,000 Arts and Sports pathway. On teacher preparedness, Ms Mitei expressed the Commission's commitment to boost delivery of quality learning at both junior and senior school levels.

Senior schools require 35,000 teachers for STEM, 14,600 for Social Sciences and 8,778 for Arts and Sports. With this in mind, Ms Mitei stated that adequate capacity building, teacher promotion and recruitment of additional teachers form the major blocks strengthening the implementation of the system. Consequently, 24,000 teacher interns were deployed to junior school across the country in January this year, as the Commission finalises the promotion of 21,313 teachers across various grades. The promotions encourage morale and provide a path for career progression of deserving teachers. Meanwhile, 30,800 senior school teachers were retooled to meet the demands of Grade 10. "This will ensure the teachers are competently ready to meet the Grade 10 learners' diverse needs, affirming our commitment to quality education in all public schools," she said.

# The art of subtlety: Teaching with tact

By Moses Mutinda

**The workplace brings together people with different backgrounds, values, and ambitions. Schools are no exception.**

While teaching can be deeply fulfilling, it is worth admitting an uncomfortable truth, not every colleague you work with is invested in your success. There is a common saying that colleagues are not your friends. Taken literally, this sounds harsh. Taken carefully, it is simply realistic. Many workplace relationships are shaped by shared duties, not shared lives. When the job ends, most of those connections fade. That does not make them false, it makes them professional.

Teachers often experience this reality in staff rooms and departments. Promotions are limited, opportunities are few, and recognition is uneven. Competition, whether open or silent, exists. Most colleagues are supportive, but some are guarded, and a few may act in ways that protect their own interests first.

**This is where tact matters**

Tact is not secrecy for its own sake, and it is not distrust. It is the ability to read situations, speak wisely, and know when openness helps and when it harms. A teacher who shares everything with everyone may appear sincere, but may also become vulnerable to gossip, misinterpretation, or misuse of information. Healthy boundaries are not walls. They are filters. You can be friendly without being exposed. You can be cooperative without being careless. For example, a casual comment in the staff room can resurface months later in a performance discussion or promotion interview, stripped of context and intent.

At the same time, excessive caution can damage trust. A school cannot function if teachers treat each other as rivals by default. Trust, when earned and placed wisely, builds strong teams, supports collaboration, and improves learning

outcomes. The challenge is knowing when to lean in and when to step back. Some insights into this balance can be drawn from Robert Greene's *The 48 Laws of Power*. The book is controversial, and rightly so. Many of its ideas can be misused. In a school setting, these principles should not be read as tools for manipulation, but as defensive lessons about human behaviour.

**A few of these ideas are worth reflecting on**

First, be careful with what you reveal. Not every plan, ambition, or frustration needs an audience. Oversharing can create unnecessary problems, especially in competitive environments. Second, communicate clearly and briefly. Say what needs to be said, no more and no less. Long explanations often invite misunderstanding. Third, protect your professional reputation. In teaching, reputation matters. Once damaged, it is hard to rebuild. Address issues early, calmly, and with facts. Fourth, stay visible and engaged. Withdrawing completely can invite rumours. Participation, even when cautious, keeps you grounded in the life of the school.

Fifth, know the people you work with. Some colleagues value openness, others value discretion. Treating everyone the same is not fairness, it is blindness. Finally, remain flexible. Schools change, leadership changes, and dynamics shift. Teachers who adapt without losing their values are more likely to thrive.

None of this means living in fear or suspicion. It means recognising that professionalism requires judgement. Tact allows teachers to protect themselves without becoming isolated, and to trust without becoming naïve. The goal is not power over colleagues. It is a working environment where teachers feel safe, respected, and focused on their core work. When tact and trust are held in balance, schools become places where both teachers and learners can do their best work.

# Rest is a necessity not a luxury: Go ahead and take time off to unwind

By Mollet Sango

**In many workplaces, taking leave has become something people apologise for rather than something they feel entitled to.**

*Emails include qualifiers like "Sorry for any inconvenience," or "I'll make it up when I'm back," as though rest were a favour granted instead of a right earned. Yet the irony is unmistakable: burnout is rising, productivity drops when people are exhausted, and organizations need healthy employees to thrive.*

Taking leave without guilt isn't just a personal choice, it's a cultural shift with real benefits for both the individual and the workplace. Leave is not an interruption, it's a scheduled part of sustainable work. It is built into employment because it is necessary. Taking it is fulfilling what your contract, your health, and your effectiveness require. Set an out-of-class message, complete urgent tasks where possible, and delegate what's needed. Clear communication reduces anxiety and sets expectations. Workplaces are designed to function even when people are away. Trusting your colleagues is not a burden, it's part of teamwork.

## Why Rest Is Not Optional

Time off is not a luxury, it is indispensable for:

- **Mental clarity.** Breaks replenish attention and creativity, which decline with uninterrupted work.
- **Emotional well-being.** Continuous pressure increases anxiety, irritability, and burnout.
- **Physical health.** Stress hormones stay elevated without rest, undermining sleep, immunity, and long-term health.

- **Stronger performance.** Well-rested employees make better decisions, produce higher-quality work, and collaborate more effectively.

Rested professionals/ teachers are more productive than overworked ones, and organizations increasingly recognize this. Let's take a look at the various types of leave accessible for teachers.

Teachers can submit their leave applications through the online platform (HRMIS leave module). Except for annual leave, the other types of leave require an attachment to support the leave application. Once a teacher uploads the application, the immediate supervisors, in this case a head of institution and sub county director, have to remark appropriately to enable the Commission expedite the processing of the leave application.

- i) **Annual leave:** A teacher in the employment of the Commission is entitled to a maximum of thirty days leave with full pay in respect of each calendar year worked. This leave is applicable to teachers engaged either under permanent and pensionable, or contractual terms of service. Annual leave is only be taken during school holidays and cannot be accumulated or be carried forward from year to year.

This leave application does not call for any attachments to justify the reason why a teacher wishes to proceed on leave. The approval of annual leave is done at the sub county level by either the Sub County Director or the Human resource Officer.

- ii) **Compassionate leave:** A teacher may be granted leave, of up to fifteen calendar days on compassionate grounds at the discretion of the subcounty director or head of institution. An application for compassionate leave shall be made via the HRMIS leave platform for approval by the subcounty director

or the Human Resource Officer. The leave application must be supported by attachment(s) as evidence of the need for leave.

- Sick leave:** A teacher who on account of illness, is unable to attend to the duties assigned by the Commission as required, shall apply for Sick leave to the Commission through the Head of institution. The application for sick leave shall be made not later than forty eight hours where the teacher attended hospital as an out-patient and not later than seven days where the teacher is an in-patient. However, where the teacher is unable to apply for sick leave in person due to the nature or extent of sickness, the head of institution shall inform the Sub County Director in writing within fourteen days from the date of receiving information of the sickness. A head of institution on the other hand, who on account of illness, is unable to attend to the duties assigned by the Commission as required, shall apply for sick leave to the Commission through the Sub County Director.

This particular application requires attachments from a registered medical practitioner specifying the number of sick off days.

## Sick Leave Entitlement

A teacher under permanent and pensionable terms of service is entitled to sick leave for a maximum period of three months with full pay; on half pay for a further three months where the sickness extends beyond the third month; and without pay where the sickness extends beyond six months until the teacher resumes duties.

A teacher serving on contractual terms is entitled to sick leave for a maximum period of one month with full pay; on half pay for a further one month when the sickness extends beyond the first month; and without pay where the sickness extends beyond two months until the teacher resumes duty.

# BE BOLD TAKE THE FIRST STEP



Every big dream begins with a small, deliberate action. Saving money doesn't have to be complicated or reserved for high earners. Whether you are a student, a young professional, a parent, self-employed, or planning for retirement, Postbank's Save As You Earn (SAYE) Account gives you a simple, disciplined path to turn intentions into real financial progress.

SAYE is built on one powerful idea: consistency. By committing to save a fixed amount each month, from as little as KES 500, you steadily build a fund for your goals while earning competitive, tax-free interest. It is a contractual savings plan

that rewards patience and focus, helping you move from wishful thinking to practical achievement.

The account is flexible enough to fit every stage of life. You can save for school fees, a business idea, a family holiday, an emergency fund, or a future investment. Individuals, couples, groups and even children can open SAYE accounts, and you can run more than one account for different goals. With no monthly maintenance fees, every shilling you put aside works harder for your future.

Saving is convenient and accessible. You can contribute through salary check-off,

cash deposits at any Postbank branch, or via mobile money using M-PESA Paybill 200999. Minimal opening and operating balances make it easy for both employed and self-employed Kenyans to get started immediately.

Many people wait for the "right time" to save. The truth is, the right time is now. Start small, stay consistent, and let discipline build the foundation for the life you want. Visit any Postbank branch or email [saye@postbank.co.ke](mailto:saye@postbank.co.ke) to begin.

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# COMPLETING THE FINANCIAL JOURNEY WITH MPAWA INSURANCE BROKERAGE



Stima DT Sacco CEO, Dr. Gamaliel Hassan, Ph.D., emphasized that the transition from agency to brokerage marks a strategic shift toward strengthening financial resilience for members

Insurance is often misunderstood as an expense. In reality, it is a financial stabiliser. It protects savings, safeguards investments, secures credit commitments, and ensures continuity when life takes an unforeseen turn.

For educators who support extended families, invest in land or property, educate their own children, and contribute meaningfully to community life, protection is not optional. It is essential.

### From Agency to Brokerage

Mpawa's transition from an insurance agency to a fully-fledged brokerage is significant. An agency represents specific insurers. A brokerage represents the client. This shift grants Mpawa the legal and operational independence to source solutions from across the entire insurance market, compare options objectively, negotiate competitive terms, and advocate for clients during claims. It means unbiased advice, greater choice and stronger representation.

For teachers and public servants who value transparency and accountability, this advisory-led model ensures that insurance decisions are guided by professional analysis rather than limited product alignment.

### A Holistic Financial Ecosystem

Stima Sacco has long anchored its strategy on savings mobilisation, affordable credit, and member empowerment. However, savings and credit without risk protection leave financial plans exposed. Mpawa completes the financial loop.

Through a comprehensive product suite that includes medical, motor, life, last expense, SME covers, and specialised group policies, the brokerage integrates seamlessly into the Sacco's broader ecosystem.

Members can now access savings, credit, investment support, and risk mitigation under one trusted umbrella.

For teachers who are already members of Stima Sacco, this integration simplifies financial management. For those exploring new partnerships, it presents an opportunity to engage with a cooperative institution that understands the importance of long-term stability.

### Technology, Governance and Trust

The brokerage is built on strong governance structures aligned with regulatory expectations from the Insurance Regulatory Authority and other oversight bodies. It is also investing in digital processes to enhance onboarding, policy management, and claims support.

In a world where service speed and transparency matter, this combination of regulatory discipline and technology-driven efficiency strengthens trust.

### A Shared Commitment to Resilience

Teachers nurture resilience in students every day. Mpawa Insurance Brokerage extends that same principle to households and enterprises. The objective is not merely to sell policies, but to build awareness, improve insurance literacy, and encourage structured financial planning. It is about ensuring that when life's uncertainties arise, progress is not reversed.

As Kenya advances its financial inclusion agenda, partnerships between cooperative institutions and professionals such as teachers will play a vital role in closing the protection gap. Because empowerment is not only about income. It is about safeguarding what you have built. Mpawa Insurance Brokerage stands ready to walk that journey of protection with you.

Teachers build futures. You plan lessons, nurture potential, guide young minds, and quietly shape the destiny of our nation. Yet even as you secure tomorrow for others, one critical question remains: how well protected is your own future?

On 11th February 2026, Stima DT Sacco officially launched Mpawa Insurance Brokerage, a fully licensed insurance brokerage and wholly owned subsidiary of the Sacco. This milestone represents more than a corporate expansion. It is a deliberate step towards strengthening financial resilience for members and for professionals across Kenya, including the teaching fraternity.

### The Protection Gap We Can No Longer Ignore

Kenya's insurance penetration remains below 2.5 percent, significantly lower than the global average.

Behind this statistic are households without adequate health cover, families exposed to sudden loss of income, small businesses vulnerable to unexpected disruption, and professionals one emergency away from financial strain.



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Sacco Yangu, Maisha Yangu.

# 20 schools reopened after bandits vanquished

By Leonard Kulei

**For two decades, more than 20 schools in Baringo County have remained closed due to incessant banditry that has bedeviled the North Rift region for ages.**

In 2025, for the first time, these schools have been re-opened breathing a new life to children who had been forced to relocate with their parents for safety.

In 2023, the President declared that his regime will end the menace. To affirm his statement, security personnel in the region embarked on a mission to mop up illegal guns that had been used to terrorize residents forcing schools to close down and property vandalized.

Today, bandits who had turned the region into killings fields by hunting down residents using illegal weapons have surrendered their guns to the security forces. Ngaratuko Primary School in Baringo North was closed in 2010. Water pumps and solar panels in Barsuswo Primary schools in Bartbwa Ward in the same sub-county were long vandalised and iron sheets ripped.

when it reopened on Monday 5th January 2026 after many years, 270 pupils reported to Ngaratuko Primary School. The nostalgia was evident from both teachers and pupils who found the opportunity to once again lay foot in what was their home. Mr Robert Chebii, a teacher in the school says that if it were not for the President to put in place peace strategies, children in the area could not attain their education.

"We have more than 200 pupils now operating from their homes. This school was a battle field. There was a time police officer used it as their camp because of the structure. But today, we are back purely due to efforts by the government," says Mr Chebii.



Pupils also expressed their hope for a better future as they could continue their studies in what used to be a war-torn region. The children are among more than 2,000 others who have resumed to the re-opened schools in Baringo County.

Teachers who had been moved to schools in safer areas are now leading in mobilising parents to send their children back to the reopened schools.

"Teachers are pillars to the society. Like now, in they are leading in reopening of all the schools that had been closed down. All schools are now open and parents are very proud of them," says James Chebet, a parent at Kapindasum Primary School in Baringo South sub-county.

The Teachers Service Commission has supported the program by ensuring newly recruited teachers are posted to schools with fewer teachers.

"I have been posted to Kagir primary school. I can't wait to report and do my best teaching the pupils and see them prosper in their education. TSC is doing a great job in balancing the few teachers to see that every school especially the ones just reopened have teachers," says a

newly recruited teacher. Kagir Primary School which saw their Headteacher, a trailblazing blind teacher killed during one of the banditry attacks in 2024 opened its door to 300 pupils in January 2026.

The Presidents, in an efforts to ensure the peace in the region last attended an interdenominational prayer meeting in Sigor in West Pokot County in December 2025.

His message to the residents was to coexists in peace and ensure their children go to school. Leaders who spoke during the prayer meeting lauded the government for the peace efforts that had eluded regimes for ages.

The re-opening of schools is a phenomena that will forever remain etched in the minds of communities in the region.

*Teachers who had been moved to schools in safer areas are now leading in mobilising parents to send their children back to the reopened schools*

# Kenya transitioning from cash to accrual basis of accounting

By George Odawo

**This principle of accrual accounting is securely anchored in the Public Finance Management Act 2012 which stipulates the statutory reporting requirements and establishes the Accounting Standards Board.**



**THE GAPS THAT WERE NOTED IN CASH BASIS OF ACCOUNTING IN THE PUBLIC SECTOR**

**ACCOUNTING FOR ASSETS:** Entities that account and report under the cash basis are not in a position to recognize their capital assets in the financial statements. Although these are disclosed, completeness of this data may not be verifiable. This poses challenges in the management and safeguards to these assets.

**ACCOUNTS PAYABLES:** These are managed outside the accounting system since entities are on cash basis of accounting. Ascertainment of the completeness of these payables and their subsequent payment will become easier with the adoption of accrual accounting.

**LIMITED DISCLOSURES IN CASH BASIS OF ACCOUNTING:** Although the cash basis of accounting encourages disclosure of accrual related information, it still limits the amount and nature of information that is disclosed to meet the needs of users of general-purpose financial statements.

**RECEIPTS:** Entities account for cash when received, monies relating to a particular year that is received in the subsequent period will not be recorded in the correct accounting/ financial year which negates the matching concept in accounting.

**PAYMENTS:** Expenses incurred are only recognized in cash accounting when payment is made. This means that payments for a particular period may include payments for goods and services that were consumed in previous years also negating the concept of matching in accounting.

**COMPARATIVE ADVANTAGE OF ACCRUAL ACCOUNTING OVER CASH ACCOUNTING:**

**MATCHING PRINCIPLE:** It provides a more accurate and comprehensive picture of an entity's long term financial health and performance by adhering to the matching principle.

**ACCURATE FINANCIAL POSITION:** accrual accounting matches revenue with expenses incurred to generate them in the same period, regardless of when cash is exchanged. This provides a true measure of profitability for specific period for instance quarter or year.

**COMPREHENSIVE VIEW:** It incorporates accounts receivable (money owed to the business and accounts payable (money the business owes) offering a complete view of assets and liabilities.

**BETTER FOR LONG TERM PLANNING:** By recording transactions when they occur, accrual accounting enables better forecasting, budgeting and strategic decision making because it accounts for future income and expenses.

**SMOOTHER EARNING:** It smooths out earnings over time by avoiding large, sudden swings in profitability that can occur under the cash method due to the timing of major cash transactions.

The transition is to be undertaken over a three-year period. This therefore means that the entity's financial statements for the year ended 30th June 2025 must comply with the International Public Sector Accounting Standards (IPSAS) accrual basis of accounting and reporting.

The Board is mandated to provide frameworks and set generally accepted accounting standards for the development and management of accounting and financial systems. On 7th March 2024 the Cabinet approved the transition from cash basis of accounting to accrual basis of accounting with effect from 1st July 2024 for all Ministries, Departments and Agencies (MDAs) and County Governments.

Cash and accrual-based accounting are two different methods that accountants use to prepare financial statements. Using the cash method, revenue is recorded when money is received and expenses are recorded when they are paid. On the other hand, Accrual accounting recognizes revenue in the period in which they are earned and expenses in the period in which they are incurred. While the accrual method is more complex, it is the most frequently used method because it better matches the timing of revenues and expenses, yielding better management insights, reliable data that supports management's strategic planning and decision making.

# School equipment unit steps up to support CBE reforms

By Ronny W. Katamo

According to statistics provided by the Ministry of Education, over 930,000 students have reported to senior secondary schools.

This represents 90 per cent of the 1.13 million learners who sat the 2025 Kenya Junior School Education Assessment(KJSEA).

The admissions and reporting-to-schools window closed its curtains on January 21. School heads have indicated that they are ill - prepared to begin lessons, citing acute shortages of textbooks, unresolved pathway choices by students, dilapidated school infrastructure, among other reasons. As students navigate the pivotal transition into grade 10, educational resources become critically important. In many schools, the School Equipment Production Unit (SEPU) stands out as a beacon of support, providing essential materials and equipment that not only enhance the learning environment but also facilitate a smoother transition from junior to senior levels of education.

The transition to grade 10 represents a significant shift in educational expectations and experiences. Students move from a supportive junior high environment into a more challenging landscape where academic rigor increases, extracurricular opportunities expand, and personal responsibilities grow. This year is crucial for shaping their future academic paths, as decisions made during this time can influence selections for higher education and career choices. Recognizing the challenges associated with this transition, schools often bolster their support systems, one of which is the School Equipment Production Unit. SEPU plays a vital role by providing necessary STEM teaching and learning materials, equipment, and other resources, thereby creating an equitable environment that allows all students to thrive during this critical period.

The School Equipment Production Unit is a government agency that was established to ensure that all students, regardless of their socioeconomic status, have access to essential educational resources. This initiative is particularly significant in low-income areas, where schools may struggle to obtain adequate materials. SEPU focuses on designing, producing and supplying of quality science equipment and learning materials that are essential for a well-rounded education. The Unit

employs efficient methodologies aimed at reducing costs while maximizing output.

## The Role of SEPU in Grade 10 Transitions

As students enter grade 10, they encounter an array of academic challenges and personal adjustments. Here's how SEPU contributes to easing this transition:

### 1. Providing Essential Learning Materials

A seamless transition into grade 10 necessitates access to appropriate learning materials. SEPU produces teaching and learning instructional materials and equipment aligned with the curriculum and are approved by Kenya Institute of Curriculum Development( KICD).

### A classroom converted into a laboratory by SEPU

### 2. Equipping Classrooms and Labs

In grade 10, students engage in more specialized subjects, including chemistry, physics, and advanced mathematics. SEPU supplies classrooms with the necessary fabricated chairs and desks. It also converts empty classrooms into laboratories. The Unit also supplies chemicals and equips laboratories with the necessary materials and equipment to facilitate teaching and learning of STEM. By ensuring that these resources are available, SEPU enables hands-on learning experiences that are critical for understanding complex concepts.

The transition to grade 10 presents both challenges and opportunities for students. The School Equipment Production Unit has established itself as a vital partner in this transitional journey, providing equitable access to essential resources and fostering an environment conducive to learning. As we look to the future, educational policymakers, community leaders, and stakeholders must recognize the importance of initiatives like SEPU. By securing sustainable funding, enhancing community partnerships, and embracing innovative production practices, SEPU can continue to empower students and support their educational journey.

In a world where education is the cornerstone of success, ensuring that every student has access to the tools they need is not just a goal; it is a necessity. Through agencies like the School Equipment Production Unit, we can forge a brighter, more equitable future for all students as they embark on their journey into grade 10 and beyond.



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By Halima Zainabu

**Dear Reader!** Welcome to the corridors of our staffroom. And like always I have some tea (gossip) about one famous teacher. Mr Kisiagi!

If eating was a subject on the timetable, Mr. Kisiagi would be the Head of Department, senior examiner, and chief invigilator. While other teachers rushed to the class when the bell rang, Mr. Kisiagi rushed to where food was—or where food might soon appear.

Mr. Kisiagi loved eating. Not liked. Not enjoyed. He lived for it. School was simply a feeding ground with blackboards.

The staffroom was his headquarters. The teachers' offices were his branches. The deputy's office was his VIP lounge. The TOD rooms? His emergency snack shelters. Anywhere a kettle could boil or a thermos could hide, Mr. Kisiagi was already there, seated comfortably, adjusting his chair like a man who had paid rent. Strangely, his lesson plans were always missing, but he never lost his sense of smell. The moment tea was poured anywhere in the school, Mr. Kisiagi appeared like summoned spirits. "Eh, I was just passing by and felt the urge to greet you." he would say, sitting down immediately. Passing from where? No one knew.

In class, students rarely saw him. Of all the cravings Mr Kisiagi had, being in class was not one of them. But in the corridors, you would see him often—chewing thoughtfully, like a man solving national problems through mandazi. Students saw him like a perfect example, an example of what they do not wish to become. They called him the Digester! Because his main calling was digesting food everywhere he went. His chalk remained sharp all term, due to lack of usage, but his jaw muscles were extremely overworked. Despite

# Kisiagi's deep love for food that put him to shame in front of workmates

producing results that required a lot of faith to believe in, Mr. Kisiagi was the loudest complainer. "This school diet will finish us!" he declared, wiping oil from his fingers. "How do you expect a teacher to perform on porridge that looks like water thinking about flour?"

"Teachers' welfare is suffering!" You would think he was contributing in the school welfare but he wasn't. When people contributed for their sick colleagues, he argued that their poor feeding habits was the cause of sickness. When teachers contributed for their dead colleagues, Mr Kisiagi asked so selfishly "Do you think i care what happens to me when am dead?" He said all this while eating rice from one office, githeri from another, and sipping tea that he did not contribute to, never budgeted for, and did not even pretend to thank anyone for.

During staff meetings, while others discussed performance, discipline, and targets, Mr. Kisiagi nodded seriously—not because he agreed, but because his mouth was full. When asked to contribute, he would clear his throat and say, "As per welfare..." then return to chewing like the matter had been concluded.

Then came the day of reckoning. The principal called a full staff meeting. Tea was prepared. Snacks were laid out.

Mr. Kisiagi arrived early—suspiciously early—and sat in front, hands ready. Just as he reached for his third mandazi, the principal cleared his throat.

"Before we proceed," he said calmly, "we will review teacher performance and... food consumption patterns."

The room went silent!!

A chart was projected. Attendance records. Mr Kisiagi had 20%. Syllabus coverage of Mr Kisiagi was in starvation. Exam results were great except Kisiagis. As everyone wondered why? Then photos. Yes, photos. Mr. Kisiagi in the deputy's office. Mr. Kisiagi in the TOD room. Mr. Kisiagi mid-bite in the staffroom. One even showed him holding two plates and smiling. As everything in Kisiagis work was in starvation mode, his stomach was full.

Laughter exploded in the staffroom.

Mr. Kisiagi froze, mandazi halfway to his mouth. "For clarity," the principal continued, "this is not a feeding programme. It is a school." The results and students welfare is our main objective. The deputy added, "From today, welfare food is for contributors only. If you don't contribute you will not be eating our special diet!"

Slowly, painfully, reality sank in. Mr. Kisiagi lowered the mandazi. For the first time in school history, he swallowed nothing. The room watched as he sat there, red-faced, surrounded by empty plates he had not paid for and results he had not produced. Even the kettle of tea seemed so disappointed in him.

From that day on, Mr. Kisiagi changed. He returned plates. He entered classrooms. He avoided offices with food like they were fire. And though the staff never forgot his legendary appetite, they always remember the day Mr. Kisiagi finally learned the most important lesson of all:

You can eat your way through school, but shame will always catch up with you—right in front of the mandazi.

# How to make claims for death gratuity and other benefits without a fuss

By Mollet Sango

**While no amount of money can replace the life of a loved one, claiming the death gratuity can offer some financial stability to the surviving family.**

Teachers are strongly encouraged to keep their next of kin and nomination details updated with the TSC to ensure a smooth claims process. For families left behind, understanding the steps and seeking help where needed can ease the burden during an already challenging time.

The loss of a teacher is not only a personal tragedy for their loved ones but also a significant loss to the teaching fraternity. During such difficult times, it is indispensable that the rightful beneficiaries are supported in claiming the benefits due, including death gratuity.

Death gratuity is a one-time (lump-sum) payment made to the spouse or nominee of a deceased employee in recognition of their service. However, in case of a deceased male teacher, the spouse or nominee is also entitled to a monthly pay for a period of five years from the date of death of the teacher. Additionally, the spouse of the deceased, is entitled to Dependants Benefits if the teacher made contributions towards the Widows and Children Pension Scheme (WCPS).

### What is Death Gratuity?

Death gratuity is a lump-sum payment provided to the family or nominee of a teacher who dies while in service. The

amount varies depending on the length of qualifying service and the last drawn salary of the deceased teacher. This payment is separate from any monthly pension and is governed by the Pensions Act (Cap 189, Laws of Kenya), and the Public Service Superannuation Scheme (PSSS) whichever is applicable.

### Entitlement for Death Gratuity

Death gratuity is usually payable in cases where the deceased teacher was in employment and permanent and pensionable terms at the time of death.

### How to claim Death Gratuity Benefits

Upon the demise of a teacher, the following steps should be undertaken to claim the Death Gratuity Benefits:

### Issuance of Exit Report

As soon as a teacher passes away, the next of kin or head of institution should notify the TSC County or Sub-County Director. Immediately the head of the institution is informed about the teacher's death, he/ she should issue an exit report to the Teachers Service Commission. The exit report should include:

- Full name and TSC number of the deceased
- Date of death
- School where the teacher was last posted

This will not only inform stoppage of salary to avert overpayment, but also initiates the formal procedures for Death Gratuity processing.

### Gathering necessary documents

The spouse or nominee of the deceased teacher will need to collect and submit several important documents. These typically include:

- 1) Original death certificate (to be returned).
- 2) Two photostat copies of the death certificate.
- 3) The Area Chief to confirm the names of the next of kin, marital status of the deceased, list of the dependents and their ages and the contact address of the next of kin. (Chief's letter should be original and written on a letter head).
- 4) The next of kin should liaise with the Sub-County Commissioner to have the deceased account closed.
- 5) Two photostat copies of the KRA PIN certificate of the next of kin/guardian/nominee, whichever is applicable.
- 6) Declaration form duly completed (Obtained at TSC County offices, Huduma Centre or TSC website ([www.tsc.go.ke](http://www.tsc.go.ke)) - click on media forms - widow/widower declaration or dependents declaration).
- 7) Current contact address and mobile number of the next of kin/guardian/nominee.
- 8) Certified photostat copies of all Identity Cards of the Next of Kin/guardian/nominee, Children and Declarants (Certified by the area chief).
- 9) Clear photostat copy of Next of Kin ATM card (Not waiting card).
- 10) Certified photostat copies of birth certificate of all children who are 24 years and below.
- 11) School/college letters for all children who are in school (should be original and written on a letter head).

### Submission of Claim Application

An application MUST be submitted to the Commission through either the TSC County or Sub County Director. The application should include duly filled Declaration Form plus all required



documents listed above. This allows for verification of the documents at either the county or sub county level before submission to the TSC headquarters.

**Verification and processing of the Death Gratuity Claim**

The Commission verifies the documents and alongside records of the deceased teacher held in the personnel file.

Teachers' death gratuity claims are processed as by the guidelines of the respective pension schemes to which a teacher was a member. These are the Defined Benefits Scheme ( non- contributory Government of Kenya Pension Scheme) and the Defined Contributory Scheme ( Public Service Superannuation Scheme).

Once verified, the death gratuity claim is processed and thereafter submitted for payment to the Director of Pensions, National Treasury. Consequently, the beneficiary/ beneficiaries is/are notified vide a letter to follow up on payment with the Director of Pensions, National Treasury. In the same spirit, the Commission also publicizes on the TSC website all the cases submitted to the Director of pensions on a weekly basis.

**Payment of Death Gratuity Benefits**

The process of computation of the death gratuity claims is undertaken by either the Director of Pensions, National Treasury, or the Public Service Commission Superannuation Fund, whichever is applicable. After approval, the gratuity amount is authorized and paid to the spouse, nominee or legal heirs. The amount is usually credited directly to the bank

account or accounts provided by the beneficiary or beneficiaries.

**Substantial points to remember**

**Nomination is key:** Teachers should ensure their nomination details are updated regularly. Any significant changes in terms of the next of kin, additional spouse(s), and beneficiaries should be updated and communicated to the Commission. This averts wrangles/ litigations amongst the beneficiaries upon the demise of a teacher and to a great extent promotes communication and collaboration between the Commission and the bereaved family.

**Timely submission:** The beneficiaries are encouraged to submit the Declaration Form (s) alongside the documents as soon as possible, ideally within three months of the teacher's death. This averts the delays experienced in processing the death gratuity claims and alleviate the sufferings that beneficiaries are subjected to in the long run.

**Legal heirs:** As a practice, the identification of the nominee especially a spouse(s), is under the jurisdiction of the area chief. This is further corroborated with the nomination made by the teacher while still in service. In absence of a nominee, a succession certificate may be required from a court, which can delay the processing of the death gratuity claim.

**Who to contact for help**

For help, the spouse or nominee of a deceased teacher can contact either of the following:

- 1) Head of Institution
- 2) TSC Sub County Office
- 3) TSC County Office
- 4) TSC Regional Office
- 5) HumanResourceManagement, TSC Headquarters.

# Teachers win national praise for consistency in loan repayment



By Philip Momanyi

**Teachers earned praise for being the most consistent loan repayers, remitting more than Sh200 million monthly through the Teachers Service Commission.**

According to the Higher Education Loans Board (HELB), 49,936 loanees are paying about Sh500 million every month.

Despite teachers' consistency, HELB Chief Executive Officer Geoffrey Monari said about 350,530 loanees have defaulted on Sh42 billion, sinking the agency into turmoil.

Mr Monari said loans are awarded based on a student's level of need, with legal, medicine, accounts and engineering professions producing the highest rates of defaulters.

"79,000 students have been employed by government, making them able to repay. We are engaging the leadership of the professions to see how they can support," he said during a media workshop in Naivasha in October last year.

Mr Monari said 21,356 lawyers, 19,580 accountants, 12,014 engineers and 16,855 doctors are not servicing their loans.

Mr Monari observed that HELB is unable to follow up on the repayments since most of the beneficiaries are self-employed.

However, to rein in the defaulters, Mr Monari said the agency first writes a notification letter to them before their names are forwarded to the Credit Reference Bureau.

So far, HELB has listed 124,640 defaulters with CRB. If the loan is not repaid within three years, the agency then engages debt collectors.

He disclosed that there are three categories of defaulters: those with no means of repaying, those willing to pay but do not know the process and those with the means of repaying but unwilling to do so.

To date, he said, the agency has spent more than Sh195 billion to fund more than one million students. In the current financial year, over Sh21.6 billion was disbursed to students in universities and TVET institutions.

# Why BOMs are indispensable in school operations

By Sylvia Ngeere

**For a school or a learning institution to smoothly run, it requires more than classrooms, the curriculum or even the teachers and learners.**

It requires leadership, good governance, collaborative decision-making.

While the Commission is the sole custodian of the teacher management function as per the Kenyan Constitution, there are other actors who play a critical role. Among them is the Boards of Managements.

Established under the Basic Education Act, the BoMs as they are commonly referred to as have various roles and responsibilities ensuring teaching carries on smoothly. They are therefore a legally empowered body entrusted with the stewardship of public institutions within the republic.

The legal separation is deliberate as the BoMs do not "manage teachers" in the employment sense; they support, oversee, and facilitate conditions that enable teachers to deliver quality education.

The law mandates every public learning institution to have a well constituted Board of Management which therefore means exists as a corporate body, capable of making binding decisions, managing resources, and being held accountable for its actions. Though appointed by the

Cabinet Secretary responsible for Education, the BoM's secretary is the head of institution creating the necessary linkage between policy decisions and day-to-day school administration.

To aid in teacher management, BoMs often ensure teachers work in a safe, adequately resourced, and supportive environment, uphold discipline and order within the institution, monitor the performance of schools

Teacher discipline in Kenya is constitutionally vested in the Commission, however, discipline is most effective when supported at the institutional level. The BoM acts as the eyes and ears of professionalism within the school. Through fair and structured processes, BoMs handle preliminary inquiries into cases of misconduct, indiscipline, or poor performance, and make recommendations to the Commission where necessary.

In conclusion, teacher management in Kenya is a shared responsibility. While the TSC provides policy direction, standards, and oversight, the Board of Management ensures these frameworks work in real schools, with real teachers and learners.



By Gabriel Mathenge

**It's no longer just for energy giants and manufacturers. Here is why the Environmental, Social, and Governance (ESG) framework is the ultimate report card for modern education providers.**

# New curricula: It's time to integrate ESG into teaching and learning

For decades, the metric of success for a teaching service—whether a primary Junior, Senior school, a university, or a private school—was simple: academic results. But the grading curve has shifted. Today, parents, investors, and educators are looking at a broader set of criteria. They are looking at ESG.

While often associated with corporate boardrooms, the ESG framework is uniquely suited to education. After all, teaching is inherently about “Social” capital and “Governance” (trust). Based on comprehensive audit standards, here is why your teaching service needs to embrace ESG now.

## 1. The “S”: Your People are Your Product

In a teaching service, you aren't selling cereals; you are offering expertise and care. The Social pillar of ESG is arguably the most critical for education providers because it directly impacts the quality of instruction.

✔ **Retaining Top Talent:** The checklist for social criteria emphasizes “fair labor practices” and “compliant employment contracts”<sup>1</sup>. In an industry facing chronic teacher shortages, having a clear employment policy that ensures employee rights is a competitive advantage for recruitment.

✔ **Safety First:** Whether it is a physical classroom or an online platform, safety is paramount. ESG standards require regular “risk assessments” regarding health and safety. This extends beyond physical accidents to safeguarding policies and mental health support for learners and staff.

✔ **The Inclusive Classroom:** Modern education demands diversity. An ESG audit asks if “diversity goals are set, communicated, and tracked”. This ensures your staff reflects the diverse student body you serve, fostering a more inclusive learning environment.

## 2. The “G”: Trust is the Currency of Education

Parents hand over their children (and their tuition fees) based on trust. Governance ensures that this trust is well-placed.

✔ **Ethical Integrity:** Academic honesty starts at the top. A robust ESG strategy requires a “code of ethics or conduct” communicated to all employees. This covers everything from fair admissions processes to transparent grading policies.

✔ **Data Privacy & Risk:** Schools hold sensitive data. A “comprehensive risk management framework” is essential to protect student records. Furthermore, ESG demands that these risks are identified and managed systematically, protecting the institution from reputational crises.

✔ **Stakeholder Engagement:** Are you listening to parents and students? Governance isn't a monologue. It requires “processes for engaging

with stakeholders” and mechanisms to track their feedback.

## 3. The “E”: Operational Efficiency & Curriculum

While teaching services may not have smokestacks, they do have significant footprints. The Environmental pillar offers opportunities for cost savings and “living the curriculum.”

✔ **Energy Management:** Lighting, heating, and cooling classrooms is expensive. Conducting “regular energy audits” and implementing efficiency measures like LED upgrades can drastically reduce overheads, freeing up funds for educational resources.

✔ **Waste Reduction:** Education is traditionally paper-heavy. Implementing “waste segregation practices” and tracking the “percentage of waste diverted from landfill”<sup>13</sup> encourages the shift toward digital tools and recycling.

✔ **Innovation:** ESG encourages a “culture of continuous improvement”. By adopting “renewable energy sources” like solar panels<sup>15</sup>, a school becomes a living lab where students can learn about sustainability firsthand.

## 4. Future-Proofing the Supply Chain

Finally, an education provider buys everything from textbooks to cafeteria food.

✔ **Supplier Standards:** A mature ESG strategy involves “supply chain monitoring”. It asks: Are your textbook printers using sustainable paper? Are your food vendors sourcing locally?

✔ **Capacity Building:** Instead of just auditing suppliers, forward-thinking institutions offer “support for suppliers to adopt sustainable practices”, creating a greener ecosystem around the school.

### The Verdict

Adopting ESG is not just about compliance; it is about demonstrating values. It answers the question: Is this institution being run responsibly, ethically, and sustainably? For a teaching service, the answer to that question is the ultimate pass or fail.

**Key Takeaway:** For a school, this means investing in a curriculum that teaches sustainability, preparing learners for the green economy of the future.

# GOING GREEN: Why schools must embrace renewable energy in every facet of operation

By Wilson Kigen

**The Ministry of Education in collaboration with the Ministry of Energy and Petroleum, is implementing a five-year, multi-faceted strategy to integrate renewable energy resources into educational institutions across Kenya.**

The first phase of this initiative is a pilot programme targeting the installation and maintenance of solar systems in 100 public primary schools, the construction of biogas plants in 347 public secondary schools, and the installation of demonstration biogas plants in an additional 100 public secondary schools. This strategy aims to enhance environmental sustainability, reduce energy costs, improve learning environments, and promote environmental education through effective waste management and adoption of renewable energy technologies.

The programme aligns with Kenya's ambitious national development goals, including achieving 100 percent reliance on green energy by 2030, growing 15 billion trees by 2032 to restore degraded landscapes, and building a green economy through green manufacturing, sustainable agriculture, waste management, and eco-friendly urbanization. The strategy also supports the Green Jobs agenda by providing a roadmap for green governance, skills development, research, and green financing. These efforts have positioned Kenya among the top five African countries with thriving green economies—alongside Mozambique, Ghana, Ethiopia, and Zambia based on green energy production and reduced CO

emissions.

Investing in renewable resources in schools is an investment in the future. By empowering learners with knowledge and practical experience in clean energy, water conservation, and waste management, schools cultivate young advocates for environmental conservation who will extend these practices into their homes and communities. As a result, a culture of environmental sustainability spreads organically from schools to the wider society.

*Additionally, schools should minimize dependence on non-renewable energy sources by installing solar panels to reduce their carbon footprint.*

During the Mazingira Day celebrations held on 10th October 2025, communities across the country were mobilized to plant more than 71 million fruit trees in 35,570 public primary schools. Each school planted a minimum of 2,000 fruit trees, contributing to the national goal of growing 15 billion trees by 2032 under the National Landscape and Ecosystem Restoration Strategy.

Primary schools were prioritized because they form the foundation of the nation, nurturing future generations and providing an ideal platform to instill environmental responsibility at an early age. Schools serve as catalysts for social transformation, where green solutions are not only taught but practiced. Through this approach, teachers inspire learners to pursue careers in sustainable fields and develop lifelong commitments to environmental

stewardship. Schools also act as community hubs for demonstrating renewable energy use, resource-efficient and cleaner production, pollution control, waste management, and forest ecosystem restoration.

Schools are therefore encouraged to adopt sustainable practices such as utilizing organic waste to produce biogas for cooking and heating, reducing reliance on firewood and other wood fuels. Waste separation into recyclable and non-recyclable materials ensures proper decomposition of organic waste, enriching school gardens and reducing landfill use. Additionally, schools should minimize dependence on non-renewable energy sources by installing solar panels to reduce their carbon footprint.

In so doing, schools will not just be about teaching and Learning but a representation hope, opportunity, and a brighter future for children. By embracing renewable energy and integrating it into education, schools plant seeds of lasting change teaching learners that a more sustainable world is possible and that they have the power to shape it.

As the world confronts climate change, resource scarcity, and social inequality, the lessons learned from adopting eco-friendly habits, conserving resources and minimizing waste will be vital in nurture a generation that is not only aware of global challenges but also equipped with the skills and values needed to address them. Going green is investing in a sustainable future where every child has the knowledge and tools to thrive.





**KENYA INSTITUTE OF  
SPECIAL EDUCATION**

# Pathway to Equity: Navigating the Special Needs Transition to Grade 10



**By Dr. Norman Kiogora  
Director, KISE**

The transition to Grade 10 represents a defining milestone in Kenya's pursuit of true equity in education. For learners with Special Needs, this transition stands as the ultimate test of our Competency-Based Education (CBE) commitment. As a national center of excellence, KISE remains the vital link between policy and practice. To ensure that Senior School Pathways are empowering to the child with special needs, we encourage all Senior Schools to embrace inclusion as a process that involves access, participation, learning and one that thrives on coordinated support. Despite strong policy frameworks, challenges remain in ensuring full inclusion during Grade 10 transition. However, as Grade 10 becomes a gateway to opportunity for the Kenyan Child with special needs, embracing inclusive strategies is paramount.

As KISE, we believe that every learner deserves a barrier free path to Senior School. It is therefore important that school leadership periodically evaluates the school's-built environment, in order to inform inclusive budgeting for physical, social and assistive technology. It is also necessary that intentional counselling sessions are held to help learners with special needs to understand the opportunities within the academic pathways they choose. School leadership has to collaborate with parents, ensuring that every student's choice is driven by the potential and not limited by stereotypes or lack of information.

We acknowledge that success begins with preparation. We encourage School leadership to forge strategic partnerships with Educational Assessment and Resource Centres (EARCs) to obtain learner profiles early, ensuring the transition is seamless and that Grade 10 learners specific learning needs are considered when choosing their right pathways before the term begins.

For the Grade 10 transition to succeed, Teachers must be masters of inclusive pedagogy. This starts with adopting Universal Design for Learning (UDL). This means providing flexible options to ensure that the learning outcomes are achieved.



**KISE staff showcasing a range of specialized educational resources and cutting-edge assistive technology at a recent conference.**



**KISE Mashinani outreach in Tharaka Nithi County**



**Dr. Norman Kiogora, Director KISE, Inspects a Scouts Parade during a past Cultural Day event at Lily Academy, Kiambu County**

Beyond this, schools must institutionalize reasonable accommodations. Support systems like scribes and extended time must be integrated as a fundamental right for every learner. Central to this success is Active Individual Education Programme Implementation. These serve as dynamic documents that guide daily instruction and provide clear benchmarks for the learner's academic journey through Senior School.

The true strength of our education system lies in how we uplift our most vulnerable learners. As Kenya embraces the Grade 10 transition, Senior Schools, policymakers, and communities must move beyond policy into practice and make inclusion a lived reality in classrooms, playgrounds, and pathways to opportunity for every Kenyan child with special needs.

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# Kaa Rada before changes hit the payslip



By Moses Mutinda

*There are four words no teacher wants to see copied to their employer,*

**“IT IS HEREBY ORDERED.”**

By the time those words arrive, the negotiations are over and the deductions have begun. No side stories. No “next month I will sort it out”. The court has spoken, and your payslip is about to start living a life of its own.

The phrase kaa rada is often used casually. Watch your step. Stay alert. Do not be careless. But few people apply it to family responsibilities. That is where trouble quietly grows. Court attachment does not begin with a bang. It begins with delay. With missed upkeep. With calls not returned. With agreements made verbally and forgotten conveniently. Then one day,

the matter stops being personal and becomes administrative.

When that happens, the court does not care about the one third rule in the way people assume. It does not care about your loans, your chama, or your bills. It looks at the children first. Everything else comes later, if at all. That is how some teachers discover a strange thing on their payslip, a deduction that leaves them wondering whether they are working for the school or volunteering. In extreme cases, after statutory deductions and court orders, the balance feels almost negative. You worked, but the money passed through you.

The real shock is not the amount. It is the loss of control.

Once a court order lands on the employer’s desk, HR becomes an enforcer. Payroll becomes obedient. The money moves before you see it. There is no appeal to sympathy,

no staffroom explanation that can reverse it. Silence, which once felt safe, becomes expensive. This is not a teacher problem. It cuts across professions, genders, and income levels. But teachers feel it sharply because the payslip is structured, predictable, and visible. A court attachment fits neatly into it, and once it does, it stays until the court says otherwise.

The caution here is simple.

If you have parental obligations, honour them early. Talk before lawyers do. Agree before courts order. Because when responsibility is delayed, it does not disappear, it hardens. It arrives stamped, signed, and copied widely.

It is always cheaper to be responsible voluntarily than to be responsible by force. And if your payslip could talk, I’m sure it would whisper to you the same thing.

# For teachers, professional ethics are not negotiable

By Monica Kinuthia

**Teachers play a huge role in the lives of students and form a major influencing factor for them right from childhood.**

They help students develop imagination that will help them to paint their own world. With teaching being regarded as a noble profession of all, teachers can lay the foundation of ones life. Apart from imparting academic knowledge, teachers are also responsible for instilling invaluable life lessons in their students.

To set a positive example, teachers must follow ethics to show professionalism. The ethics ensure that these educational guides remain unbiased while doing their job and fulfill their objective of providing quality education. Professional ethics determines teachers’ responsibilities towards their students. There are various principles that must be observed by teachers.

Firstly, teachers must be with the students. They are entrusted with the role of providing a quality education to all students in the classroom. As a part of ethics, they cannot exhibit favoritism towards any particular student or even show discrimination against any of them. The teacher should interact with their students in an appropriate manner without taking any advantage. They must keep minimum contact with students outside the school premises, and if need arises, it must be related to some school event or function.

Secondly, teachers should ensure safety of students. Apart from making the learners understand the basics of different subjects, it is the teacher’s responsibility to ensure students’ safety by gaining their trust. They have to understand needs of each individual student and report incidences of harassment and bullying that occur within the school premises. Also, if there is a strong doubt of neglect or abuse at home, or when a student discloses any such case, then it must be immediately notified to the right authorities even if the involved student refrains from any such action.

*The ethics ensure that these educational guides remain unbiased while doing their job and fulfill their objective of providing quality education*

Consequently, teachers must remain committed towards the teaching profession. Anyone who aspires to work in teaching must understand ethics related to this profession. They must represent accurate information about their qualifications, certifications of undertaken courses or workshops and required licenses. Representing misleading information just to get entry into this profession can shatter your chances to a great extent. The teachers must report the progress of students and be fair in giving grades for assessments.

Manipulating it or purposefully reconstructing student responses can land them with fraudulent charges thus leading to loss of job.

On the other hand, teachers must cooperate with their colleagues at school in order to have a safe environment in the school. This means that all teachers, administrators and non-teaching staff must work together to give a rich learning experience for the learners. Every teacher associated with the institution must adhere to the guidelines set by administrators. They must bear in mind to follow expected rules. In case of disagreement with a colleague over any issue or topic, the teachers must sort out their differences in private. They should not speak negatively for their fellow employees and maintain appropriate relationships with them. In addition to this, the teachers must keep personal and professional life different and abstain from indulging in any adult behaviors.

Lastly, teachers must interact with parents and the community. Apart from colleagues, they must engage in positive interactions with parents or guardians for the children’s future. In case of troublesome parents, the meetings must be conducted under the supervision of an administrator or with the help from other teachers. They must not give in to unduly demands by parents.

In conclusion, teachers must be regarded as a guiding light as they play an important role in shaping the life of many individuals. They are strong role models and need to have a rational behavior towards the students.



# Emerging legal risks for teachers in the digital era

By Sylvia Ngere

**During a lesson, a teacher records a short video showing the learners answering questions and posts it on TikTok to “promote active learning.”**

In another video, a teacher posted outside his community records showing learners in a case of reverse roles teaching the teacher the local dialect. In yet another bizarre video, the teacher records a short video of a learner under punishment and going through discipline while other teachers mock and laugh at the learner. The videos go viral and the comment section of the videos is wild exposing learners to risks ranging from online bullying to exploitation.

This is the current situation in the wake of digital transformation that has swept the classrooms and the school set up in the 21<sup>st</sup> century. As a 21<sup>st</sup> century teacher, what do you need to understand bearing in mind that a well-intentioned post can quickly become a legal and professional pitfall?

While these platforms have strengthened communication, they have also introduced new legal risks—especially when learners’ images, videos, names or personal details are shared online without due care. Recently, the Office of the Data Protection Commissioner faulted a top private school for violating the provisions of the Data Protection Act by sharing a learner’s personal information without proper consent. At the end of the quasi-judicial trial, the school was ordered to pay Ksh 500,000 as

damages for sharing a minor’s personal detail with a third party, a tours and travel company, without consent from the parents. Kenya is not short of legislation regulating this ranging from the Constitution the Data Protection Act, to the Children Act. The common theme is right to privacy, best interest of the child, child’s safety, dignity and welfare.

In order to curb the glaring legal risks which include breach of learner’s privacy, data protection violations, exposure of learners to cyberbullying and trolling, professional risks by breach of the code of conduct for ethics for teachers, teachers are called to navigate the digital space safely and professionally.

This could be achieved by obtaining written consent from parents and guardians. A clear, written consent form specifying how learners’ images and data may be used. Secondly, they may limit identifiability by avoiding to naming, tagging, or highlighting individual learners, especially in public posts.

Thirdly, by avoiding sensitive content such as content involving discipline, distress, health issues, or anything that could embarrass or endanger a learner. Protecting learners now extends beyond the classroom walls into cyberspace. Remember that digital footprints are permanent. A post made today may resurface years later. The internet never forgets.

*As a 21st century teacher, what do you need to understand bearing in mind that a well-intentioned post can quickly become a legal and professional pitfall?*

# Tofauti Iliyoko kati ya mtalaa waumilisi na mtalaa wa 8-4-4 katika ufundishaji wa Kiswahili

By Halima Zainabu

**Mwaka ujao wa 2026 shule za upili zitakuwa zikipokea wanafunzi wa shule ya upili daraja la juu (senior secondary). Ufundishaji wa Kiswahili una mabadiliko kadha wa kadha na kuna tofauti inayodhihirika ambayo ni vyema walimu wa shule za upili wafahamu mapema.**

## Mtazamo wa ufundishaji

Mtalaa wa 8-4-4: Unalenga zaidi kupima maarifa. Mwanafunzi anafundishwa Zaidi namna ya kujitayarisha kwa ajili ya mitihani (more examination oriented) ilhali mtalaa wa CBE, Unalenga zaidi ujuzi, stadi na maadili. Mwanafunzi hujifunza kwa kufanya mambo kivyake, na mwalimu huwa mwelekezi tu. (more learner-centered)

## Maudhui ya Somo la Kiswahili

Katika 8-4-4, Somo la Kiswahili limegawanyika wazi katika vipengele ambavyo ni Insha, Sarufi na, Fasihi. Ilhali katika CBE, Somo huunganishwa katika ngazi za ujuzi (language activities). Fasihi, sarufi na uandishi huchanganywa kwa namna ya vitendo ili kumwezesha mwanafunzi kutumia Kiswahili katika maisha ya kila siku.

## Mbinu za Kufundisha

Mtalaa wa 8-4-4: Hutegemea mihadhara (lecture), mihutatarazi

(summary) na maswali ya darasani ilhali CBE: Hushirikisha mjadala, michezo ya kuigiza, utafiti, uchoraji, nyimbo, teknolojia n.k. kwa hivyo mwanafunzi hujifunza kupitia uzoefu

## Jinsi ya Kupima Mafanikio

Mtalaa wa 8-4-4 una mitihani ya kitaifa (KCPE, KCSE) ambayo mwanafunzi hufanya ndipo iwe kipimo kikuu katika mafanikio yake. Ilhali mtalaa wa CBE unatumia upimaji endelevu (continuous assessment), ambapo mwanafunzi hupimwa kwa kazi za vitendo, mradi, na ujuzi wa maisha ya kila siku na sio mitihani pekee.

## Mchango wa Mwanafunzi

Katika 8-4-4, Mwanafunzi huwa msikilizaji na anayefuata maagizo na mara nyingi hutenda mambo machache na muhimu kukariri yanayosemwa na mwalimu. Ilhali CBE: Mwanafunzi ni mshiriki mkuu ambaye huchangia mawazo, hufanya majaribio darasani, na kujifunza kutatua matatizo anayokumbana nayo katika maisha halisi.

## Lengo Kuu

Lengo kuu la mtalaa wa 8-4-4, ni kumuandaa mwanafunzi kupita mitihani na kupata cheti chenye alama bora. Ilhali mtalaa wa CBE hulenga kuandaa mwanafunzi awe na ujuzi wa mawasiliano, ubunifu, maadili na stadi za maisha atakazotumia nje ya darasa.

Mfano wa ufundishaji wa Kiswahili CBE na 8-4-4 katika utanzu wa methali.

## Ufundishaji wa methali katika 8-4-4

Mtindo: Mwalimu ndiye mwelekezi

mkuu (teacher-centered).

## Utaratibu wa somo:

Mwalimu anaandika ufafanuzi wa methali ubaoni. Anawapa wanafunzi orodha ya methali na maana zake. Anaeleza matumizi ya methali kwenye insha. Katika mitihani Wanafunzi huulizwa “Taja methali tano na maana zake.” Mtindo huu hulenga ukariri na kumbukumbu kwa kiasi kikubwa. Na hivyo humwadhiri mwanafunzi asiye na kumbukumbu nzuri.

Ufundishaji wa methali katika mtalaa wa CBE

Mtindo: Mwanafunzi ndiye anayeelekeza somo (learner-centered).

## Utaratibu wa somo

Mwalimu anaanza kwa mchezo wa kuigiza, wanafunzi wawili wanagombana, kisha mwingine anatumia methali kusuluhisha ugomvi. Wanafunzi wanachangia methali wanazojua kutoka nyumbani au katika jamii zao. Wanafanya kazi kwa makundi: kila kundi linaandika methali na kuonyesha maana yake kupitia mchoro, nyimbo, au hadithi fupi. Kila kundi linawasilisha, kisha mwalimu anasaidia kurekebisha na kuimarisha uelewa. Wanafunzi wanaruhusiwa kufanya utafiti wao katika mtandao salama ili kukuza maarifa yao Zaidi.

Ubora wa mtalaa huu ni kuwa wanafunzi hupimwa kwa usawa wa kushiriki, ubunifu, na kutumia methali katika mazungumzo ya maisha ya kila siku. Kwa hivyo CBE Inalenga ujuzi na matumizi halisi.

Methali hutumiwa kuwasiliana, kutatua matatizo, na kuonyesha busara, si kukariri tu.



# Financial prudence: How to enjoy a rich and debt-free life

*Financial freedom begins with the purposeful management of the scarce resources on our disposal to achieve predetermined goals.*

By Wilson Kigen

It is not about being strict or stingy but making informed decisions regarding spending on consumption now and saving and investing for more stable and secure financial future. The starting point to this is to develop a budget to provide a simple spending limits and allocate money to needs, wants and savings. From there, that you can build gradually of developing a set of practical

Some of these steps involves:

### 1. Pay Yourself First

Start by allocating a portion of your income toward savings before considering any discretionary spending. This creates a financial safety net for future consumption or investment. Paying yourself first is both a risk-mitigation strategy and a savings plan. It answers vital questions like: "What happens if I lose my job?" or "When I retire, how will I pay my bills and maintain my lifestyle?" Setting aside part of your income today ensures your financial freedom tomorrow.

### 2. Set a Realistic Budget

Budgeting is simply telling you money where to go instead of asking them where they went.

A good budget strengthens the control and surveillance of your income by developing a spending limit. Develop a formula on how to appropriate between daily needs, emergencies, savings, and investments. A good budget balances living for today with saving for the future. True prosperity is not determined by how much you earn, but by how much you save and invest.

### 3. Pay Off Your Debts

Eliminating high-interest debt and stopping "money leaks" is a vital step toward financial independence. Unplanned spending and impulse purchases often result in unsustainable debt cycles. Debt burdens cause stress and anxiety, inhibiting your ability to think clearly and face the future with confidence. Take a step today by listing your debts, calculate the cost to settle them, and prioritize these payments within your budget.

### 4. Cut Down on Spending

Cultivate wise spending habits by sticking to a shopping list, reduce household expenses by investing in renewable energy, such as solar power or biogas. Additionally, take note and minimize some of frequent expenses like insurance, vehicle maintenance, online purchases, and recurring subscriptions.

### 5. Avoid Peer Pressure to Spend

Peer pressure can trap you into buying unnecessary items and indulging in expensive habits, such as acquiring the latest electronics or luxury cars. Peer influence has pushed some individual into over reliance on salary advances, credit facilities, and loans to maintain an image rather than meeting essential needs. In the long run it leads to constant financial strain, anxiety, stress, and low productivity. The way out of this is to live below your income.

### Conclusion

Money does not buy elegance because it is a virtue and principle of life. The key factor that will determine your financial future is not how the economy behave but is your philosophy. prosperity depend on the number of W's you control in your life: what you do, when you do it, where you do it, and with whom you do it.

By embracing financial discipline, you can achieve a stable and secure financial status. Anyone who combines general self-discipline with financial discipline will be able to successfully manage their finances, prevent the accumulation of debt, and handle unexpected expenses with ease.



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