



**MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY**

STATE DEPARTMENT OF EDUCATION

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



SEPTEMBER, 2015

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



SEPTEMBER, 2015

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Foreword

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

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

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

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



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

Preface

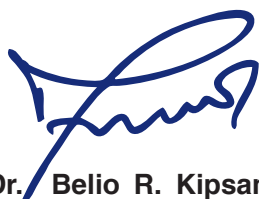
The policy framework for Alternative Provision of Basic Education and Training (APBET) was developed in 2009 as an intervention to facilitate access to quality basic education and training services for the hard to reach communities. The Policy recognized different categories of APBET institutions, including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

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

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

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

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



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

Acknowledgements

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

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

Acronyms

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

Definitions of Operational Terms

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

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

1.0 Background Information

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

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

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

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

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

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

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

2.0 Justification

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

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

3.0 Registration procedure

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

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

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

3.1 Re-registration procedure

An institution may seek re-registration under the following:

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

3.2 De-registration procedure

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

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

4.0 Basic standard requirements for registration

4.1 Curriculum organization and management

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

4.2 Standard Requirements for Teaching, Learning and Assessment

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

4.3 Education Standards and Quality Assurance

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

4.4 Standard Requirements for Leadership, Management and Community Involvement

In this section, the requirements are as follows:

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

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

The Board of Management shall consist of the following members:

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

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

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

4.6 Standard requirements for learners' welfare

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

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

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

OR

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

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

5.0 Requirements for the establishment of mobile and feeder schools

5.1 Establishment

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

5.2 Minimum requirements to establish mobile and feeder schools

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

5.3 Management

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

5.4 Registration

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

APPENDICES





REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY (MoEST)

Appendix 1

APPLICATION FORM FOR REGISTRATION OF APBET INSTITUTIONS

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

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

Signed _____
Name _____
Designation of Applicant _____
Date _____

PART II - To be completed by the County Education Board

13. Date of the meeting when application was discussed _____

14. Recommended/Not Recommended

Minute Number _____

Date _____

Signed _____

Secretary, County Education Board

(STAMP)

15. Approved/Not approved _____

Reasons for Non-Approval: _____

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

b) Certificate Number _____



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY (MoEST)

Appendix 2

Check list for Registration of APBET institutions

Ref. _____

The Head of the Institution/ Centre

_____(Name of institution)

P.O. Box _____

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

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

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

FOR: PRINCIPAL SECRETARY

Appendix 3
Mobile School checklist

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



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About this book

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

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

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