

Approved for tabling
BNA
4/7/19.

REPUBLIC OF KENYA



THE NATIONAL ASSEMBLY

TWELFTH PARLIAMENT – THIRD SESSION 2019

DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

REPORT ON THE INQUIRY INTO THE WAVE OF STUDENTS'
UNREST IN SECONDARY SCHOOL IN KENYA IN TERM II, 2018

Directorate of Committee Services
Clerk's Chambers
National Assembly
NAIROBI

JULY, 2019

CHAIRMAN'S FOREWARD

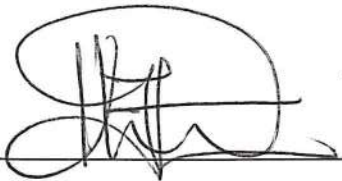
Education and training is critical in promoting political, social and economic development of any country.¹ Thus, the Human capital investment in the form of education is a major tool for sustainable development.

It is against this backdrop that the Government is committed to the provision of quality education to learners. To date, Kenya has made significant strides in access to education following the implementation of Free Primary Education in 2003 and free day Secondary Education in 2008. The enrolment in primary school increased from 6.1 million in 2002² to 10.3 million in 2016.³ The enrolment in secondary school increased from 934,149 in 2005⁴ to 2.7 million in 2016⁵.

In spite of the milestones achieved in the Education Sector, cases of student unrest in Kenya have become an unfortunate phenomenon witnessed in the country annually, mostly during the second term. In July 2018, the country experienced another unprecedented wave of arson (63 cases), walkout (23 cases), sit-ins (8), breakdowns (14 cases) in public secondary schools. The students' unrest pose a serious threat to the educational system and to the nation at large. They result in destruction of property, loss of learning time, and psychological effects to staff and students. All these translate to low achievement in learning outcomes hence affecting the quality of education provided.

In view of the July 2018 wave of unrest the committee resolved to conduct an inquiry to establish the underlying causes of students unrest and the necessary measures that can be implemented to stem out the culture of unrest in secondary schools. To achieve the objectives' the committee invited a number of stakeholders to make submissions regarding the unrest. They include Cabinet Secretary Ministry of Education, Cabinet Secretary Ministry of Interior, Teachers Service Commission, Kenya National Union of Teachers, National Parents Association and Chairperson Kenya Secondary School Heads Association whose observations and recommendations are key in this report.

SIGNED



DATE

27/06/2019

HON. JULIUS MELLY, MP

CHAIRPERSON – COMMITTEE ON EDUCATION AND RESEARCH

¹Basic education sector analysis report, Japan International Cooperation Agency (Jica) International Development Center Of Japan Inc. (Idcj), 2012

²Kenya national Bureau of Statistics, Economic Survey, 2005

³Kenya national Bureau of Statistics, Economic Survey, 2017

⁴Ibid 3

⁵Ibid 4

1.4 Committee Membership

The Committee comprises of the following Members: -

1. Hon. Julius Melly, MP - Chairperson
2. Hon. Amos Kimunya, EGH, MP - Vice-Chairperson
3. Hon. Moses Malulu Injendi, MP
4. Hon. Geoffrey Makokha Odanga, MP
5. Hon. (Dr.) Pamela Ochieng, MP
6. Hon. (Eng.) Nzambia Thuddeus Kithua, MP
7. Hon. (Prof.) Zadoc Abel Ogutu, MP
8. Hon. Catherine Wambilyanga, MP
9. Hon. Eric Muchangi Njiru, MP
10. Hon. Eve Obara, MBS, MP
11. Hon. Jackson Lekumontare, MP
12. Hon. Jerusha Mongina Momanyi,
13. Hon. John Oroo Oyioka, MP
14. Hon. Joseph Kipkosgei Tonui, MP
15. Hon. Lilian Cheptoo Tomitom, MP
16. Hon. Omboko Milemba, MP
17. Hon. Peter Lochakapong, MP
18. Hon. Wilson Sossion, MP
19. Hon. Wilson Kipngetich Kogo, MP

1.5 Committee Secretariat

The Committee secretariat comprise the following officers:

1. Mr. Daniel Mutunga - Principal Clerk Assistant I
2. Mr. Philip Lekarkar - Clerk Assistant III
3. Mr. Eric Kanyi - Fiscal Analyst
4. Ms. Annceta Gacheri - Research Officer
5. Ms. Emma Esendi - Legal Counsel
6. Mr. Nimrod Ochieng - Audio Officer
7. Ms. Catherine Mukunyi - Serjeant At Arms
8. Ms. Winnie Kizia - Media Relations Office

CHAPTER THREE

3.0 SUBMISSIONS FROM STAKEHOLDERS

3.1 SUBMISSION BY THE CABINET SECRETARY MINISTRY OF EDUCATION ON SCHOOLS UNREST IN SECONDARY SCHOOLS

The Cabinet Secretary for The Ministry of Education Ms. Amina Mohamed appeared before the Committee in regard to student unrest witnessed in various secondary schools in the country during term II 2018, and informed the Committee as follows:

Introduction

The ship of progress of any country floats on the hard work and dedication of its young generation and their innovative thoughts. Hence, Kenya's strategy of Vision 2030 and the Sustainable Development Goals (SDGs) require that the student community plays its vital role in the society. Their recognized great force is essential for achieving the country's development agenda. In this regard, education and training is vital for the achievement of the objectives of the country's strategies. However, the growing secondary school unrest and indiscipline among students is a matter of great concern to The Ministry of Education. This is because, in recent years, cases of unrest have assumed alarming proportions.

Such students' unrest pose a serious threat to the educational system and to the nation at large. They result in destruction of property, loss of learning time, and psychological effects to staff and students. All these translate to low achievement in learning outcomes hence affecting the quality of education provided. It is therefore necessary to determine measures to control student unrest in schools.

In total, 107 schools out of 8900 public and 1800 private secondary schools were affected by various forms of unrest in 2018. In 2017, there were 123 cases. In 2016, the number of schools affected was 483 schools. A breakdown of reported cases of schools' unrests in 2018 is shown in table 1 below:

The Ministry of Education has taken steps guided by existing legal instruments to address students' unrest. The Basic Education Act No. 14 of 2013 and Regulations thereunder provide guidelines for cases of students' unrest, their management and administration.

Table 1: Breakdown and nature of Schools' Unrest in 2018. Source: Ministry of Education

S/NO	Region	Arson	Walk- outs	Sit ins	Breakages	Total
1	Central	1	4	2	1	8
2	Coast	4	1	0	0	5
3	Eastern	22	9	5	4	40
4	Nairobi	2	1	0	0	3
5	North Eastern	0	0	0	0	0
6	Nyanza	17	0	1	5	23
7	Rift valley	12	7	1	5	25
8	Western	4	1	0	1	6
	Total	62	23	8	14	107

- (i) Actions initiated against the students arrested culprits include:
- (ii) Arraignment in court
- (iii) Suspension of students involved by Boards of management in accordance with the Basic Education Regulations, 2015
- (iv) Closure of affected schools for investigation and cost assessment in accordance with Regulations 3 and 36 of the Basic Education Regulations
- (v) Conditional re-admission of the affected students
- (vi) Guidance and counselling
- (vii) Basic Education Regulations Articles 33-39, stipulate how deal with mass indiscipline in schools.

(f) Properties destroyed

The main properties destroyed through arson were dormitories and food stores whereas other properties destroyed include window-panes, furniture, and students’ personal effects as shown in table 3 below.

Table 3: Property destroyed in various schools through arson attack

Properties lost under different categories	Numbers of Schools
Dormitories & students’ personal properties destroyed through arson	58 schools
Other properties burnt (store, staffrooms)	6 schools
Physical facilities (Window panes, furniture)	7 schools
Totals	71 schools

Source: Ministry of Education

Schools are working with the Ministry of Public Works to assess damage. On 13th July, 2018, the Cabinet Secretary asked school administrators to follow the proper assessment processes to determine the extent of damage and cost implications to those involved. The Ministry is working with regional and county officials to implement this directive.

(g) Measures to address school unrests

(i) Long term Measures

The Ministry has implemented and continues to implement recommendations of Taskforce Reports commissioned by the Ministry and has put in place a multi-agency standing committee to review and continuously advice on the implementation process.

(ii) Short-term measures

The immediate actions taken by the Ministry include:

- (i) Extensive pre- monitoring of national examinations
- (ii) Instruction to schools to double the number of teachers on duty especially at night in boarding schools;

There were other incidences like attack on teachers and fellow students but did not lead to temporary closure of school. Generally there were tensions in some of the schools but whose exact number could not be established.

Possible causes of student unrest

From the findings of Kenya Secondary Schools Heads Association the causes of the unrests can be categorized as follows: Social economic reasons, Political reasons, Institutional reasons, Legislative reasons and copycat issues as the media highlights the cases.

1. Social Economic and Religious Issues:

These include:

- (i) Drug and substance abuse by learners
- (ii) Poor moral values in the society
- (iii) Violent methods of conflict resolutions in the society
- (iv) Different ideologies in faith which conflicts with the school administration setup.

2. The Political issues include:

Methods used by politicians to resolve dispute is learnt and implemented in the schools since the majority of the learners are active players out there.

3. The Institutional factors

These factors include:

- (i) Failure to adjust to change in management
- (ii) Incitement by external and internal forces
- (iii) Inadequate facilities both boarding and learning
- (iv) Fear of internal examination as a result of pressure from home and sponsors
- (v) Inadequate capacity building prior to appointment of the Heads of Institution.
- (vi) Understaffing in schools which has led to some subjects not being well handled and certain services not given to students.
- (vii) Every teacher to be equipped with guidance and counseling skills
- (viii) Lack of capacity in handling security issues in schools.

4. The Legislative challenges include:

Need to review the Basic Education of 2013 together with the Regulations in order to address the gaps in discipline issues.

Develop regulation to operationalize the Children Acts as used in school.

Students arrested made in regard to planning student unrest of various schools in Kenya

Kenya Secondary Schools Heads Association reported a total of 186 students had been arrested by 2nd August 2018 in connection to planning student unrest in Kenya as shown in table 6 below:

Full time chaplains were to be employed by Ministry of Education, while Teachers Service Commission was to employ full time guidance and counseling teachers. To date, this has not been done, and proper professional guidance and counseling services are lacking.

4. Free Secondary Day Education (FSDE)

The capitation to schools has been set at a maximum for boarding schools and not all schools have adequate funds for infrastructure development. The Dr. Kilemi Mwiria's Report of 2014 needs to be reviewed. This report put at a maximum the number of non-teaching staff per school without considering size of land and population of students. Instead, it considered only the number of streams. This compromises on provision of security services in schools.

There have been delays in disbursement of Free Secondary Day Education funds especially in term II, when there are many activities. This is also the longest term. The delays leads to failure to provide services and payment of salaries to the non-teaching staff and Board of Management teachers. Many of whom end up inciting students or they fail to effectively deliver, which may then trigger the unrests.

5. Appointments of school administrators

Appointments of school administrators without training prior to appointments lead to varied implementation of policies.

Status of implementation of the recommendation of previous task forces on school unrests

19. The Kirima Commission (1994) and Claire Omollo Committee (2016)

These reports were not made public hence the implementation of the recommendations was not done. Schools did not get an opportunity to study them.

20. The Wangai task force (2001) recommended amongst others;

Establishment of functional guidance and counseling departments in schools. The departments were established; however the teaching load cannot allow the guidance and counseling services to be effectively provided in schools.

Abolishment of mock Exams. This has been complied with. The schools no longer expose students to mock exams. Students tend to fear internal Exams used for indexing and not the National or the mock Exams. There are also too many continuous assessment tests and midyear Exams that stress the students.

Involvement of students in school affairs and participation in appointments of their own leaders. Schools have implemented this by allowing students to democratically elect their leaders.

Addressing policy gaps in profiling indiscipline cases across schools. This has not been effectively done and there is need to put in place a system to profile, track and share information on cases of student indiscipline across schools. This area is still wanting.

in term II without having to split this tranche into two between the two financial years.

- (iv) Review the Education Act to take care of the number of board members to be reduced to nine or less, discipline procedures be reviewed to make the students take Responsibility for their actions.
- (v) Indexing of candidates to be changed instead of using merit. Adaption of the first come first served indexing process as to regard to admission.
- (vi) Provide training for School Principals on leadership which entails values, vision and influence to avoid emphasis on management and administration.
- (vii) Prior to any appointment, the members of the Board of Management be trained before appointment. Kenya Education Management Institute be equipped to offer such training.
- (viii) Post training of teachers in the areas of teaching before employment. There is need to fast-track the establishment of the Kenya School of Teaching.
- (ix) Use of NEMIS system in upgrading to be able to profile students. This can be used in tracking cases of indiscipline among students. This will curb the transfer of students with criminal behaviors.
- (x) Employ full time Guidance and Counseling teachers, chaplains and imams.
- (xi) Decongest the overcrowded dormitories in boarding schools by ensuring Free Secondary Day Education funds released have a component of infrastructure fund for all schools to benefit, with top up for schools with low population.
- (xii) Reconsideration of criteria of registering boarding schools by establishing the minimum number of students a school should have before the school is given boarding status.
- (xiii) Minimize the introduction of many policies by The Ministry of Education and Schools, Administration some of which are radical, to avoid them being met with stiff resistance however well intended they could be.
- (xiv) There is need to relook at the assessment framework to reduce pressure on learners to pass exams, including the demand for grades on teachers and Principals as this leads to loss of focus and put emphasis on producing a holistic learner.
- (xv) Establish a common Code of Ethics for Students to avoid each school coming with different approaches in dealing with similar cases of indiscipline. A common code will make students understand what is universally acceptable of them in all our learning institutions.
- (xvi) In the new curriculum, the lower secondary be undertaken in day schools so that there will be only three (3) years in boarding schools. This will allow parents/guardians to spend more time with their children.

empowerment and sector relations; child protection and welfare; chaplaincy; counselling and life skills coaching.

The National Parents Association underscored the various factors that could be contributing to student unrest and their various recommendations as shown in table 7 below:

Factors that could be contributing to student unrest and their various recommendations

1. Resistance to justifiable transfer of teachers and school managers.

Delocalization is paramount to growth of education in the country and must be implemented. Unfortunately it is resisted by certain stakeholders and has consequently resulted in unrest.

Recommendations

Awareness is vital among parents and students on the importance of transfer of school staff. This will avert incidents of unrest. Parents should desist from participating in such resistance.

The Board of Management should manage smooth transition following transfers. There is need for newly transferred teachers to first establish good relationships with students, as they engage them in learning.

The government should ensure delocalization is done early and not in second term when exam pressure is beginning to build.

The government should put measures to protect the Teachers Service Commission in the process of delocalization of school staff. NPA should be funded to undertake a national awareness and early warning campaign.

2. Professional guidance and counselling

There is a causal link between lack of effective guidance and counseling services and unrest in secondary schools. It is underutilized and attributed to learners with disciplinary cases. Even where there are teacher designate-counselors, they are time-constrained to offer adequate counseling services to the students as they are expected to continue performing their regular classroom instruction duties. The need for professional guidance and counseling as well as mentorship services for students cannot be over-emphasized.

Recommendations

There is need for parents to take an active role in guiding and counseling of children. Parents should not solely leave the practice of guidance and counselling to teachers.

The school management should create awareness of the need of guidance and counseling and desist from the notion that guidance and counseling is for undisciplined learners.

The government should provide funds towards guidance and counselling programs in schools. The Ministry should allocate full time professional counsellors to all schools. Where possible the NPA should be funded so as to train local representatives or

6. Long second term

Creation of a longer second term creates places undue pressure on learners because they are in school longer than the other school terms and are subjected to a greater workload.

The longer second term subjects learners to more work load.

Recommendations

Parents should be actively engaged in determining school term dates.

The school Board of Management should create an enabling and comfortable environment for the learners

The Ministry should provide more funds to schools to enable them facilitate a conducive environment for learners during the longer term.

7. Disconnect between parents, teachers and learners

The lack of a proper relationship among parents, teachers and learners creates a gap whereby learners fear addressing their problems effectively and requesting much needed support.

Recommendations

Parents should ensure that they are in constant communication with the learners and teachers.

The school management should create an enabling environment to foster relationships between teachers and learners

The Ministry should enhance policies to ensure a good working relationship between teachers and learners is upheld.

National Parents Association should be supported financially to organize forums where learners, parents and teachers openly engage and interact so as to foster respect and trust among them.

8. Monotony of the school program

The school programme is repetitive and monotonous with limited flexibility.

Recommendations

The Ministry of Education should explore ways of making the school programme flexible, innovative and interesting for learners.

9. Deprivation of time for sleep and co- curriculum activities

Lack of co-curricular activities and enough time for sleep and play adversely affects the physical and mental health of the learner.

Recommendations

Parents should liaise with NPA to advocate for more staffing of teachers in schools.

The Ministry should increase the allocation of teachers in schools

Recommendations

Parents should not expose learners to violence at home. In partnership with NPA, they should speak against any form of violent displays in all platforms. They should counsel children on any violence they witness.

The schools' Boards of Management should work with the schools' administration to ensure that school rules are followed and regulations to curb violence in schools.

The Ministry must ensure that the set out policies to curb violence in schools are implemented. Any violence actuated on a minor should be severely punished.

14. Increased permissiveness and laissez- faire approach in the society.

Society embraces personal choice and liberty in most settings today. This has influenced parenting methods and leadership styles in institutions and weakened deterrence of misconduct.

Recommendations

Parents should actively instill discipline, train and equip learners with the necessary life skills for survival in the society.

The Ministry of Education actively promote good behavior within the Education sector, reward its staff for good conduct and guide them accordingly.

The Ministry of Education should ensure that schools and institutions act within the law. For instance, the Kenya Children's Assembly which a programme of government has the effect is to dilute the values and principles of discipline instruction in proper learning.

15. Weak enforcement of policies

The government does not regularly and satisfactorily supervise basic education institutions.

Schools that are left to operate without supervision easily deviate from accepted standards and would suffer student unrest easily.

Recommendations

As principal beneficiaries to the provision of education, parents should be the first line of oversight of institutions. The NPA should actively evaluate on the report of the schools and call for action where necessary,

The Ministry of Education quality and standards assurance field officers should frequently visit schools for quality assurance and provide guidance as appropriate.

The government should fund and facilitate the NPA to effectively execute its mandate. The Ministry should also increase the number of its quality assurance officers.

16. Substance and drugs abuse

Drug and substance abuse is very high in the Kenyan society. Drugs such as alcohol and various substances are easily accessible to learners. The direct physical and psychological effect of these drugs including the attendant withdrawal symptoms is behavior that would result in unrest.

19. Undue strictness

Overly strict treatment at home and at school is a cause of unrest in schools. Lack of opportunity for expression and abuse from parents may cause rebellion and mass misconduct. The learners become rebellious as a way of seeking freedom

Parents should administer discipline with moderation and justification.

The Board of Management should administer discipline with moderation and justification.

Newly promoted/ posted staff should be prudent when introducing new rules or procedures. Education field officer and the government in general should enforce policies and guidelines on discipline.

20. Unfair/unjust sharing of responsibilities

Schools administration tend to practice unjust sharing of responsibilities amongst teachers in school. This leads to discontent among the school staff and therefore teachers fail to focus on teaching and molding students.

Parents should actively engage the institution on matters of fairness at the workplace.

The Government should keenly analyse work procedures in schools and ensure fair trade practices are practiced.

21. Unlawful Procurement business with institutions

Some institutions fail to adhere to procurement laws and allow teachers to do business with the institutions they work in. This is against procurement law as it amounts to conflict of interest, and creates discontent among the staff who feel left out and/or subjected to unfair competition. Discontented school staff would cause unrest whenever they find an opportunity.

The Ministry of Education should work with sector players and ensure strict compliance with procurement laws and guidelines.

22. Lack of proper training in management for school managers

The Teachers Service Commission should ensure that institution heads are properly trained as managers and duly vetted. Mismanagement is itself a direct cause of unrest.

Recommendations

The Teachers Service Commission and Teacher Training institutions to ensure that management training is duly offered to all teachers and should be a prerequisite to promotion of teachers to managerial positions.

Institution Managers and Boards of Management should undergo management training.

The Government should ensure that ensure that management training is duly offered and is a prerequisite to promotion of teachers to managerial positions. It should also offer technical assistance through public officers available at the nearest government headquarters.

CHAPTER FOUR

4.0 COMMITTEE FINDINGS

The Committee findings on the main causes of the student unrests in secondary schools brings to attention many concerns that require interventions by all education stakeholders at the school level, societal level and the Ministry of Education.

The Committee findings on the causes of strikes are as follows:

1. Limited professional guidance and counselling

There is a causal link between lack of effective guidance and counseling services and unrest in secondary schools. Guidance and counselling is underutilized and attributed to learners with disciplinary cases. Even where there are teacher designate-counselors, they are time-constrained to offer adequate counseling services to the students as they are expected to continue performing their regular classroom instruction duties. The need for professional guidance and counseling as well as mentorship services for students cannot be over-emphasized.

2. Increased permissiveness and laissez- faire approach in the society

Society embraces personal choice and liberty in most settings today. This has influenced parenting methods and leadership styles in institutions and weakened deterrence of misconduct. Alarmist media coverage of school unrest propagates the vice and encourages other learners to follow in the same suite as a way of expressing sympathy and peer approval.

3. Failure to address indiscipline in transferred learners

Transferred learners are not accorded the necessary professional help after being transferred to other schools due to indiscipline and a lack of a clear framework of support.

4. Examination stress and promise of leakage

Examination stress caused by the numerous exams in schools and the unlawful expectation or promise of leakage would culminate in school unrest.

5. Long second term

Creation of a longer second term creates places undue pressure on learners because they are in school longer than the other school terms and are subjected to a greater workload. The longer second term subjects learners to more work load.

6. Lack/Poor Communication between parents, teachers and learners

Lack of a proper relationship among parents, teachers and learners creates a gap whereby learners find it hard to communicate their problems effectively and requesting much needed support.

7. Monotony of the school program

The school programme is repetitive and monotonous with limited flexibility. Such programs creates boredom amongst the learners who may resort to find alternative ways of breaking the boredom.

16. Over strictness

Overly strict treatment at home and at school is a cause of unrest in schools. Lack of opportunity for expression and abuse from parents may cause rebellion and mass misconduct. The learners become rebellious as a way of seeking freedom.

17. Unfair/unjust sharing of responsibilities

Schools administrations tend to practice unjust sharing or responsibilities amongst teachers in school. This leads to discontent among the staff of the school and instead of teachers focusing on teaching and on how they will help the learners they seek out ways of seeking favours. If they are denied they will find ways of causing unrest.

18. Unlawful Procurement business with institutions

Some institutions fail to adhere to procurement laws and allow teachers to do business with the institutions they work in. This is against procurement law, but more importantly, it creates discontent among the staff who feel left out and/or subjected to unfair competition. The “aggrieved” teachers would cause unrest whenever they find an opportunity.

19. Lack of proper training in management for school managers

The Teachers Service Commission has more to do in ensuring that institution heads are properly trained as managers and duly vetted. Mismanagement is itself a direct cause of unrest

20. Lack of adherence to set term of service by members of Board of Management

Many Board members serve for so long a duration that they can even be termed as “life members”. Normally such members hold an undue sense of entitlement or ownership of the school that they can engineer unrest if a new Principal whom they do not like is posted to their school.

21. Unjust enrichment from school income generating activities

There should be a clear policy on creation and utilization of monies raised from various income generating activities. Some Principals are reported to collude with education officers to swindle money that has been raised by schools from various avenues such as hiring of premises, buses, farming, bakery, etc. this is bound to cause discontent and trigger unrest.

10. The Basic education Act 2013 should be reviewed to co-opt Government administration officials such as County Commissioners and Chiefs in Board of Management membership to give them an opportunity to share security intelligence from time to time to the Board.
11. School Heads should pursue dialogue (through regular *barazas*, suggestion boxes) as an appropriate approach in handling issues affecting schools and involve students and teachers in decision making.

Teaching and School Leadership

12. The Teachers Service Commission should establish a framework where a teacher can rise based on performance without becoming Principal if they are not interested so that they spend a little more time on molding students
13. Consequently, all new school leaders must undergo preparatory training for effective school leadership in addition to regular capacity building programmes for school principals, deputy principals, and Boards of Management. There is need to first track the establishment of the Kenya School of teaching.

Guidance and counselling

14. The Ministry of Education and the Teachers Service Commission should expeditiously facilitate all schools to establish efficient and effective guidance and counseling programmes in all schools. The objective of the Guidance and counselling department should be to help students with issues ranging from stress, religious conflicts, low self-esteem, addictions, broken families, and poor academic grades among others.
15. School administration should organize termly seminars to sensitize parents on their role in the upbringing on their children. Every school should establish a comprehensive Parent Participation Plan published at the start of each term. These will strongly provide opportunities for involvement of parents in their children development and learning.

Management of internal examinations

16. Teachers should ensure that the syllabus is cleared within stipulated time as scheduled by Kenya Institute of Curriculum Development. This will help build confidence amongst the learners and candidates panicking and restlessness during exam period especially in second term.

Children Act, 2012

17. The Ministry of Labour should develop regulations to operationalize the Children's Act in schools.

Non-teaching staff

29. The Ministry of Education should review the salaries and wages of Non-teaching staff develop their structured code of regulations.
30. The Ministry of Education should develop clear guidelines on staffing norms for use by schools when authorizing employment of non-teaching staff in all public schools.

Role of Models

31. Every School should establish mentorship programmes to inculcate student's confidence, self-esteem and skills that they need to be successful in school and in life. These would also contribute to strong and healthy communities.
32. Under the mentorship programme schools should regularly invite renowned motivational speakers vetted by the Ministry of Education to address specific areas like negative effects of secular music, drug awareness campaign, effects of pornography, peace campaigns etc.
33. Every school should allocate every teacher approximately 15 or 20 students (mentees) who should be accountable to the teacher on their class work, extra-curricular activities and character.

The National Intelligence Service

34. The National Intelligence Service should take an active role in gathering, collecting security intelligence information from schools on students activities/security and sharing the same with the School administration and advise on preventive measures to avert students unrests.
35. There should be close working relationship between school administration and the officers of the Ministry of Interior and Coordination of National Government in overseeing security in schools.