KENYA UNION OF POST PRIMARY EDUCATION TEACHERS

PROPOSED DEMANDS FOR THE COLLECTIVE BARGAINING AGREEMENT

(2025-2029)

Dated on 31st OCTOBER 2024

Sign…………………………..

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MEMORANDUM OF DEMANDS FOR THE COLLECTIVE BARGAINING AGREEMENT (2025-2029)

1.Introduction

The Kenya Union of Post Primary Education Teachers (KUPPET) plays a vital role in representing the interests of teachers in post-primary institutions across Kenya. On July 13, 2021, KUPPET successfully negotiated and entered into a Collective Bargaining Agreement (CBA) with the Teachers Service Commission (TSC) for the period spanning 2021 to 2025. This agreement not only solidified KUPPET's position as the exclusive bargaining agent for its members but also outlined critical provisions regarding compensation, benefits, and working conditions, thereby ensuring that teachers' rights and needs are effectively addressed during the agreement's implementation.

As the 2021-2025 CBA nears the end, it is worth mentioning that there is a milestone in the education sector. The government's recent initiative to employ 46,000 teachers is a significant step forward in addressing the critical needs of our education system, particularly with the implementation of the Competency-Based Curriculum (CBC). This substantial recruitment has helped to improve the teacher sphere where our education sector still scores poorly. We appreciate the government's commitment to ensure that our schools are progressively well staffed. This move not only supports the educational goals of our nation but also provides employment opportunities for many qualified educators. The positive impact of this initiative is already being felt, and we look forward to continued collaboration to further improve our education sector.

As the 2025–2029 CBA negotiations begin, KUPPET demand a reduction in the CBA cycle to two years to ensure closer monitoring by the parties for better terms and conditions for teachers in post-primary institutions which will be based on the following four pillars;

a) The Current Economic outlook in Kenya

Teachers are in need for an urgent increase in remuneration and allowances in light of the significant financial burdens imposed on them this year. The introduction of a housing levy of 1.5% and a social health insurance fund amounting to 2.75% of gross salary has further strained their already tight budgets. Compounding these challenges, the transport index surged by 9.2% from April 2023 to April 2024, while the costs associated with housing, water, electricity, and gas rose by 3.8% during the same period. Additionally, the price of food and non-alcoholic beverages increased by 5.6%, making it increasingly difficult for educators to maintain their standard of living[1]. Given these rising costs, it is imperative that teachers receive a salary adjustment that reflects the current economic realities they face.

Furthermore, the allowances for house, hardship, commuter, and travel have not been reviewed since the 2016-2021 Collective Bargaining Agreement, despite significant economic changes that have adversely affected teachers' financial positions. Since the 2016-2021 CBA, the value of the Kenyan shilling has depreciated considerably, leading to increased costs of living across various sectors. For instance, fuel prices have surged, impacting transportation expenses, while rental housing costs have also escalated, making it more challenging for educators to secure affordable accommodation. The stagnation of these allowances in the face of rising living costs means that teachers are increasingly burdened by financial strain, which can disrupt their focus and effectiveness in the classroom. Therefore, it is imperative to revisit and adjust these allowances to reflect current economic realities, ensuring that teachers receive fair compensation that supports their livelihoods and enables them to perform their roles effectively.

b) Equity and fairness

In recognition of the essential role that teachers play in shaping the future of our society, this CBA must underscore the commitment to equity and fairness in compensation and working conditions. It is acknowledged that teachers are currently underpaid compared to their counterparts in public service and the secretariat in the TSC, which has resulted in significant disparities in remuneration. Furthermore, the allowances critical to teachers' livelihoods, such as house and commuter allowances, have not been reviewed since 2016, despite substantial cost escalations over the past eight years. This stagnation has placed an undue burden on educators, who often find that the only avenue for enhancing their terms and conditions of service is through industrial action—while public servants receive regular increments and adjustments simply through administrative action. After the 2016 job evaluation, the school administrators had an undue advantage over classroom teachers where the salary gap widened while the best practice would be to bridge the gap between various grades in the teaching profession. This agreement seeks to address these inequities by advocating for a comprehensive review of compensation and allowances by closing the gap

[1] KNBS April 2024 Consumer Price Index

between classroom teachers and school administrators (Deputy principals and Principals) by not more than 25% to reflect their contributions and the rising cost of living, thereby fostering a more equitable and supportive working environment for all educators.

c) Attraction and Retention

There is a pressing need for effective strategies to attract and retain qualified educators in the teaching profession. Currently, the perception that teaching is no longer a well-paying career has deterred many potential candidates from entering the field, leading to a concerning trend where experienced teachers are transferring their services to county governments, parastatals, or the private sector. This shift has exacerbated the existing shortage of science teachers, who are increasingly drawn to more lucrative opportunities outside of education. Additionally, the limited pathways for professional growth within the teaching profession—where promotion from C3 to D5 can take over 20 years—further discourages new talent from pursuing a career in teaching. To combat these challenges, this agreement emphasizes the necessity for competitive compensation packages, enhanced professional development opportunities, and clearer pathways for career advancement, ensuring that teaching becomes an attractive and sustainable profession for current and future educators.

d) Recognition of Performance and Productivity

This collective bargaining agreement highlights the critical need for a robust framework to recognize and reward performance and productivity within the teaching profession. Currently, there is no established system by the employer to acknowledge the hard work and achievements of educators, leading to widespread stagnation across various cadres. This lack of recognition has significantly lowered morale among teachers, adversely affecting their motivation and overall productivity in the classroom. To foster an environment that encourages excellence and dedication, this agreement calls for the development and implementation of a comprehensive performance recognition program that includes regular evaluations, merit-based incentives, and opportunities for professional development. By valuing and rewarding the contributions of teachers, we can enhance job satisfaction, boost morale, and ultimately improve educational outcomes for students.

2. Recognition Agreement

KUPPET signed a recognition agreement on 2nd June 2010 that designates it as the exclusive bargaining agent for teachers covered by this agreement. This recognition empowers KUPPET to represent the interests of its members in negotiations with the employer, ensuring that it has the authority to advocate for better working conditions, salaries, and benefits on behalf of teachers in secondary schools, technical institutions, and tertiary colleges. Furthermore, KUPPET holds the sole responsibility for representing post-primary teachers in Kenya, a mandate that was necessitated by the Kenya National Union of Teachers (KNUT) surrendering its representation of teachers at that level through a consent order. This exclusivity allows KUPPET to focus on negotiating better terms and conditions of service, promoting job security, and advocating for the unique concerns of post-primary educators, thereby filling a critical gap in teacher representation.

As a result, KUPPET plays a crucial role in shaping educational policies and improving the welfare of its members, reinforcing its position as a vital representative in the education sector.

3. Scope of Agreement

The Collective Bargaining Agreement (CBA) negotiated by the Kenya Union of Post Primary Education Teachers (KUPPET) encompasses a wide range of educators employed by the Teachers Service Commission (TSC), including classroom teachers up to chief principals in post-primary institutions. However, it is important to note that this agreement does not extend to teachers working in private institutions or those employees under the TSC who are not directly engaged in classroom teaching. This delineation ensures that the provisions and benefits outlined in the CBA specifically address the needs and rights of public-school teachers, reinforcing KUPPET's commitment to advocating for its members within the public education sector.

It is imperative to acknowledge the expansive and multifaceted role of teachers in the current educational landscape, particularly with the implementation of the Competency-Based Curriculum (CBC). Beyond the traditional responsibilities of teaching specific subjects, teachers now assume a broader range of duties that include imparting life skills, providing guidance and counselling, and promoting physical health. This holistic approach to education necessitates a more comprehensive job evaluation to accurately reflect the diverse and demanding nature of their work. Given the enhanced responsibilities and the critical impact teachers have on the overall development of students, their remuneration should be pegged on a thorough job evaluation that takes into account these additional roles and the increased workload associated with the CBC. This adjustment is essential to ensure that teachers are fairly compensated for their expanded duties and to recognize the invaluable contributions they make to the education system. By aligning remuneration with the outcomes of a job evaluation, we can ensure that teachers are motivated, supported, and valued for their pivotal role in shaping the future of our students.

The collective bargaining agreements (CBAs) negotiated and signed by the Kenya Union of Post-Primary Education Teachers (KUPPET) have been pivotal in addressing the remuneration and working conditions of teachers in Kenya. The 2016-2021 CBA and the subsequent 2021-2025 CBA, along with an addendum in 2023, aimed to secure significant salary increments and improvements in teacher benefits. However, despite these agreements, implementation gaps have persisted. For instance, the 2016-2021 CBA saw delays in the substantive appointments of principals and deputy principals, highlighting the need for stricter adherence to the agreed terms and the need for the Teachers Service Commission (TSC) to honour the commitments made in these agreements to ensure the rights of teachers are protected and the education sector remains stable.

4. Justification of the Demands

Teaching is widely regarded as a noble profession, yet teachers in Kenya face significant financial challenges, particularly as their salaries have not increased in line with rising statutory deductions, such as the newly introduced housing levy and increased social health insurance levy. Despite these challenges, Kenya's economic growth is projected to reach 5.4% in 2025, indicating a positive outlook for the overall economy. However, the disconnect between economic growth and teacher compensation continues to raise concerns about the sustainability of attracting and retaining quality educators in the Kenyan system. The Union has proposed the demands for better terms and conditions of service premised on the following;

a) Prevailing Economic Conditions in Kenya

The justification for a salary increments for teachers in Kenya is underscored by the recent trends in GDP per capita, which reflect the overall economic growth and the increasing cost of living. In 2022, the GDP per capita was recorded at $2,245.28, but it has since declined to $2,113.41 in 2023 and further to $1,981.10 in the second quarter of 2024[2][3]. This decline indicates economic

[2] https://www.knbs.or.ke/reports/quarterly-gross-domestic-product-second-quarter-2024
[3] https://tradingeconomics.com/kenya/gdp-growth

challenges that may affect household incomes and purchasing power, necessitating adjustments in public sector salaries, particularly for educators who play a crucial role in shaping the future workforce.

Furthermore, as the GDP per capita has historically risen, it is essential to ensure that teachers' salaries keep pace with economic growth to attract and retain qualified professionals in the education sector. Investing in teachers through salary increments not only acknowledges their contributions but also enhances the quality of education, ultimately benefiting the economy as a whole.

According to The Economic Survey 2024, real average earnings decreased further by 4.1 percent in June 2023 compared to a decline of 3.2 percent in 2022 highlighting a concerning trend for teachers in Kenya who are adversely affected and bargaining for better pay the CBA comes to an end. This persistent decline in real earnings suggests that teachers' purchasing power is diminishing, as their wages are not keeping pace with inflation and rising living costs.

The union is advocating for improved allowances for its members due to ongoing economic hardships. The commuter, leave, house, daily subsistence, and hardship allowances were last negotiated in the 2016-2021 Collective Bargaining Agreement. Since then, the Kenyan shilling has significantly depreciated, ending at KES 135 per USD in 2024, compared to KES 113 per USD at the end of 2021 and KES 86 per USD a decade ago. This decline underscores the economic volatility and inflationary pressures that have eroded the value of these allowances since 2017, making it imperative to enhance them to better support teachers.

With inflation rates averaging around 7.6714% in 2023, the erosion of real wages means that teachers are increasingly struggling to meet their basic needs, such as food and housing, which requires enhanced remuneration. Moreover, the context of economic growth—such as the reported GDP growth of 5.6% in 2023—contrasts sharply with the decline in real wages, indicating that the benefits of economic progress are not being equitably distributed among the workforce. This disparity underscores the urgency for teachers to advocate for salary adjustments that reflect both their contributions to the economy and the rising cost of living they face.

Table 1: Inflation rates in Kenya

Year	Inflation rate
2021	6.11%
2022	7.65%
2023	7.68%
2024 (October)	6.8%

Source: *Statista,2024*

The increasing statutory deductions for teachers in Kenya underscore the urgent need for enhanced salaries and allowances to ensure their financial well-being. For instance, the recent introduction of a **housing levy at 1.5% of the basic salary**, coupled with the revised social health insurance fund that deducts **2.75% of the gross salary,** significantly impacts teachers' take-home pay. These deductions, while aimed at improving housing and healthcare provisions, place an additional financial burden on educators who are already grappling with rising living costs. As inflation continues to erode purchasing power, the necessity for higher salaries becomes even more pronounced; without adequate compensation, teachers may struggle to meet their basic needs, leading to decreased morale and job satisfaction. Enhanced salaries and allowances are not merely a matter of financial equity; they are essential for attracting and retaining quality educators in the profession, ultimately benefiting the educational system as a whole. By addressing these financial challenges through improved compensation, we can foster a more motivated and stable teaching workforce committed to providing quality education to students.

b) Competency Based Curriculum

The case for salary increments for teachers in Kenya is compelling, particularly in light of the recent introduction of the Competency-Based Curriculum (CBC), which demands increased workload. Teachers are now required to manage not only their teaching responsibilities but also extensive administrative tasks, leading to significant stress and burnout. This situation is exacerbated by a **critical shortage of approximately 100,000 teachers** in the country, which places additional pressure on existing educators who are already stretched thin. As they face larger class sizes due to 100% transition from primary to secondary and heightened expectations, it is essential to recognize that a salary increment would not only serve as a necessary incentive to attract new talent but also help retain current teachers, ultimately enhancing the quality of education delivered to students across Kenya.

c) Professional Development and Performance

Teachers are increasingly investing in their professional development by pursuing postgraduate diplomas, master's degrees, and doctoral qualifications in the relevant fields in education to enhance their skills and effectiveness in the classroom. This commitment to lifelong learning not only improves their teaching practices but also significantly contributes to the overall quality of education provided to students. Recognizing and rewarding these efforts through salary increments is essential, as it reinforces the importance of continuous improvement within the profession and motivates educators to further advance their knowledge and expertise.

By offering better remuneration for those who seek higher qualifications, the employer demonstrates a commitment to fostering a culture of excellence in education, ultimately benefiting both teachers and students alike. Enhanced compensation for professional development not only acknowledges the hard work and dedication of educators but also helps attract and retain highly qualified professionals in the teaching workforce, ensuring a brighter future for education as a whole. As per 2024, Kenya stands out in the global and African educational landscape with several notable rankings. On a global scale, Kenya is ranked 95th in terms of literacy, highlighting its significant progress in education. Within Africa, Kenya holds the 7th position in literacy rates, with an adult literacy rate of 78.7% as of 2024. Additionally, the World Education Forum has rated Kenya's educational system as one of the strongest, recognizing its overall level of labour competence and the quality and quantity of schooling provide. These rankings underscore Kenya's commitment to education and its efforts to build a literate and skilled workforce which can only be maintained well remunerated teachers.

d) Stagnation during Promotion

Teachers are justifiably in need of better terms of employment due to several systemic issues within the current career progression framework. Over 30,000 teachers have remained stagnant in job grade C3 for many years, facing significant barriers to advancement. The existing career progression guidelines impose a lengthy and discouraging timeline, requiring more than 27 years for a teacher to progress from grade C3 to D5, which is not only demotivating but also detrimental to professional growth. Teachers advocate for the abolition of these restrictive career progression guidelines in favour of a more equitable scheme of service that allows for diverse career paths, accommodating both administrative and non-administrative progression.

Additionally, teachers seek an opportunity to transition from lower job grades like C3 to D4 without being confined to administrative roles, thereby eliminating the discriminatory practices currently embedded in the system. This shift is essential for fostering a more inclusive and motivating environment that recognizes and rewards the contributions of all educators.

Furthermore, those who take on acting responsibilities should be recognized for their leadership and commitment, with a clear pathway to promotions that reflects their additional duties. It is imperative that the employer consider these teachers and foster an environment that values their hard work and promote equity and respect within the profession.

To enhance the promotion prospects and career advancement of teachers, the union proposes a strategic merger of certain job groups. Specifically, the union recommends **merging job groups C4 and C5, as well as D1 and D2**. This consolidation aims to streamline the promotion process, reduce bottlenecks, and provide clearer career pathways for teachers. By merging these job groups, the union seeks to create a more fluid and equitable promotion structure, allowing teachers to progress more readily through the ranks and receive the recognition and compensation they deserve for their hard work and dedication. This initiative is expected to boost teacher morale, motivation, and overall job satisfaction, ultimately contributing to a more effective and efficient education system.

5. Proposed Remuneration and Reimbursable Allowances

5.1 Basic Salary

The analysis of salary increments between the **2016-2021** and **2021-2025** Collective Bargaining Agreements reveals that the increases for teachers have been minimal, particularly when considering the challenging economic conditions over the past eight years. For instance, the highest basic salary for a teacher in Grade B5 rose from KES 27,756 to KES 29,787, an increase of only **KES 2,031**. Similarly, for Grade D5, the highest basic salary increased from KES 157,656 to KES 162,539, amounting to just **KES 4,883**. These increments are strikingly low compared to the significant rise in the cost of living, including inflation and increased expenses for essentials such as housing and transportation. Given that teachers are facing escalating financial pressures while striving to deliver quality education, these modest salary adjustments do not adequately reflect their contributions or the economic realities of their profession. It is crucial for the employer to recognize these disparities and consider more substantial salary increases in order to support educators effectively and ensure their financial stability.

The Union proposes an increment of between **50 %** for the lowest cadre and **100 %** for the highest paid grade.

Table 2: Current basic salary and Proposed Basic salary

Job	**Current Basic Salary**		**Proposed**	**Proposed Basic Salary**	
Grade	**Lowest Basic Salary**	**Highest Basic Salary**	**Increment**	**Lowest Basic Salary**	**Highest Basic Salary**
B5	23,830.00	29,787.00	100%	47,660.00	59,574.00
C1	29,787.00	37,234.00	95%	58,084.65	72,606.30
C2	38,286.00	47,858.00	90%	72,743.40	90,930.20
C3	45,671.00	59,084.00	85%	84,491.35	109,305.40
C4	52,308.00	68,857.00	80%	94,154.40	123,942.60
C5	62,272.00	79,651.00	75%	108,976.00	139,389.25
D1	78,625.00	96,381.00	70%	133,662.50	163,847.70
D2	92,496.00	112,633.00	65%	152,618.40	185,844.45
D3	106,043.00	129,463.00	60%	169,668.80	207,140.80
D4	118,242.00	146,286.00	55%	183,275.10	226,743.30
D5	131,380.00	162,539.00	50%	197,070.00	243,808.50

5.2 House Allowance

The house allowance in the table below were negotiated and agreed in the 2016-2021 Collective Bargaining Cycle. Given the prevailing economic conditions and the significant increase in rent and housing costs across all regions in Kenya over the past five years, it is essential to adjust these allowances. Updating the house allowance will ensure that teachers receive adequate support to meet their housing needs in light of the current financial challenges they face.

The Union proposes an increment in House allowance by **20 %** across all clusters.

Table 3: House Allowance

Job Grade	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Proposed Increment	Cluster 1	Cluster 2	Cluster 3	Cluster 4
B5	6,750.00	4,500.00	3,850.00	3,850.00	20%	8,100.00	5,400.00	4,620.00	4,620.00
C1	10,000.00	7,500.00	5,800.00	5,000.00	20%	12,000.00	9,000.00	6,960.00	6,000.00
C2	16,500.00	12,800.00	9,600.00	8,133.00	20%	19,800.00	15,360.00	11,520.00	9,759.60
C3	28,000.00	22,000.00	16,500.00	14,055.00	20%	33,600.00	26,400.00	19,800.00	16,866.00
C4	28,000.00	22,000.00	16,500.00	14,055.00	20%	33,600.00	26,400.00	19,800.00	16,866.00
C5	35,000.00	25,500.00	18,000.00	16,184.00	20%	42,000.00	30,600.00	21,600.00	19,420.80
D1	45,000.00	28,000.00	21,000.00	18,066.00	20%	54,000.00	33,600.00	25,200.00	21,679.20
D2	45,000.00	28,000.00	21,000.00	18,066.00	20%	54,000.00	33,600.00	25,200.00	21,679.20
D3	45,000.00	28,000.00	21,000.00	18,066.00	20%	54,000.00	33,600.00	25,200.00	21,679.20
D4	50,000.00	35,000.00	25,000.00	21,508.00	20%	60,000.00	42,000.00	30,000.00	25,809.60
D5	50,000.00	35,000.00	25,000.00	21,508.00	20%	60,000.00	42,000.00	30,000.00	25,809.60

5.3 Commuter Allowance

The commuter allowance for the lowest cadre is sh4,000 while the highest Grade, D5 has an allowance of sh 16,000 since the signing of the 2016-2021 collective bargaining agreement. Given that these amounts have not been adjusted for over eight years, they no longer reflect the rising costs of transportation. It is crucial to revise the commuter allowance to ensure that all teachers receive fair compensation that accurately accounts for current transportation expenses and supports their daily commuting needs. The Union proposes an increase of between **200%** and **250%** of the commuter allowance across all job grades.

Table 4: Commuter Allowance

Job Grade	Monthly Commuter Allowance	Proposed Increment	Proposed Monthly Commuter Allowance
B5	4,000.00	250%	14,000.00
C1	4,000.00	245%	13,800.00
C2	5,000.00	240%	17,000.00
C3	6,000.00	235%	20,100.00
C4	8,000.00	230%	26,400.00
C5	8,000.00	225%	26,000.00
D1	12,000.00	220%	38,400.00
D2	12,000.00	215%	37,800.00
D3	14,000.00	210%	43,400.00
D4	14,000.00	205%	42,700.00
D5	16,000.00	200%	48,000.00

5.4 Hardship Allowance

The hardship allowance for the lowest cadre, B5, is sh6,600 and the highest job grade of D5 has an allowance of sh 38,100. These figures were established in the 2017-2021 collective bargaining agreement and have not been adjusted to reflect the increasing challenges faced by teachers in hard to staff areas. Given the rising cost of living and the nature of environment, it is essential to reevaluate hard to staff areas to ensure that all teachers receive fair compensation that aligns with their experiences and hardships. The Union proposes to retain the hardship allowance but expand the areas to include Lari (Kiambu county) and Nairobi County.

5.5 Daily Subsistence Allowance- (DSA)

In the upcoming Collective Bargaining Agreement, the Union is seeking a revision of the daily subsistence allowance, which was bargained and agreed during the 2017-2021 negotiation cycle. Over **the past eight years**, the cost of local travel has significantly increased, with petrol rising from KES 101.67 to KES 188.84 and diesel from KES 88.71 to KES 171.00. This substantial increase indicates that travel costs have effectively doubled since the last agreement, highlighting the urgent need for an adjustment to the daily subsistence allowance to accurately reflect these rising expenses and support teachers in fulfilling their duties without financial burden.

The Union proposes that Reimbursement of travelling allowances should be in line with the Salaries and Remuneration Commissions Circular dated 7th August 2023, Ref. No SRC/ADM/ 11(156)

Table 5: Daily subsistence allowance

Job Grades	**All cities, County headquarters, and all other towns**
B2 & C1	6,300
C2 & C5	11,200
D1 & D5	14,000

Source: *SRC,2023*

5.6 Leave Allowance

Leave allowance was negotiated and agreed in the 2021-2025 CBA as shown below. However, the depreciation of the Kenyan shillings since 2021 requires adjustment of the current leave allowance which ranges from sh4,000 to sh10,000 for the Chief Principal in Grade D5. Given the significant depreciation of the Kenyan shilling since 2021, this allowance has lost considerable value, failing to adequately support teachers during their leave periods. This adjustment would not only recognize the challenges posed by inflation but also demonstrate a commitment to the well-being of teachers, ultimately fostering a more supportive and productive educational environment.

In light of this, the Union proposes a leave allowance equivalent to one month's basic pay across all job grades.

Table 6: Leave Allowance

Job Grade	Leave allowance	Proposed Increment to One Month Salary
B5	4,000.00	59,574.00
C1	4,000.00	72,606.30
C2	6,000.00	90,930.20
C3	6,000.00	109,305.40
C4	6,000.00	123,942.60
C5	6,000.00	139,389.25
D1	10,000.00	163,847.70
D2	10,000.00	185,844.45
D3	10,000.00	207,140.80
D4	10,000.00	226,743.30
D5	10,000.00	243,808.50

5.7 Hazardous Allowance

The inclusion of a hazardous allowance in the collective bargaining agreement for teachers who work in laboratories is crucial due to the inherent risks associated with handling chemicals and toxic substances. Teachers in laboratory are exposed to hazards and life-threatening illness now and in future. Given that many educational institutions lack adequate safety measures and resources, a hazardous allowance would serve as both compensation for the increased risks and an incentive for schools to prioritize safety protocols. By recognizing the dangers these educators face daily, the allowance not only acknowledges their commitment to providing quality education in challenging conditions but also promotes a safer working environment while stopping the brain drain and increasing the retention rates. Implementing this allowance is essential for attracting and retaining qualified professionals in laboratory settings, ultimately benefiting students' learning experiences while safeguarding teachers' health and well-being.

The Union proposes a hazardous allowance for teachers in sciences at a rate **20 %** of the basic pay.

Table 7: Hazardous allowance

Job Grade	**Highest Monthly Basic Salary**	**Allowance (20%)**	**Hazardous Allowance**
B5	59,574.00	20%	11,914.80
C1	72,606.30	20%	14,521.26
C2	90,930.20	20%	18,186.04
C3	109,305.40	20%	21,861.08
C4	123,942.60	20%	24,788.52
C5	139,389.25	20%	27,877.85
D1	163,847.70	20%	32,769.54
D2	185,844.45	20%	37,168.89
D3	207,140.80	20%	41,428.16
D4	226,743.30	20%	45,348.66
D5	243,808.50	20%	48,761.70

5.8 Overtime Allowance

Teachers in boarding schools and those involved in sports and extracurricular activities often work extended hours beyond the standard school day, which necessitates the introduction of an overtime allowance in the upcoming collective bargaining agreement. These educators frequently dedicate significant time after regular hours to ensure that students receive a well-rounded education, participating in planning, supervising, and executing various activities that enhance students' learning experiences. Given the demanding nature of their roles, it is essential to recognize their commitment through appropriate compensation.

The union proposes an **overtime allowance that varies across job grades** to reflect the differing responsibilities and workloads associated with each position. This approach not only acknowledges the extra hours worked but also incentivizes teachers to engage fully in their roles without the burden of financial strain. Research indicates that prolonged working hours can lead to decreased productivity and burnout, making it imperative for employers to offer fair compensation for additional work. By implementing this overtime allowance, the employer would demonstrate a commitment to valuing teachers' contributions while promoting a healthier work-life balance. Ultimately, this adjustment would foster a more motivated workforce dedicated to providing high-quality education and support to students, benefiting the entire educational community. The Union therefore proposes that overtime allowance be granted as per the Regulations of Wages and Conditions of Employment Act, Cap 229.

5.9 Risk Allowance

Teachers working in security prone areas encounter significant threats to their safety and well-being, which can lead to heightened stress and anxiety, ultimately affecting their ability to perform their duties effectively. The proposed risk allowance would serve as both a recognition of the unique challenges these educators face and a necessary compensation for the potential dangers associated with their roles. The implementation of this allowance by the employer demonstrates a commitment to safeguarding the welfare of teachers, acknowledging that their work often takes place in volatile settings that can compromise their safety. This financial support would not only help mitigate the risks associated with their positions but also encourage more qualified professionals to work in these challenging areas, thereby improving educational outcomes for students who may otherwise be underserved. Ultimately, providing a risk allowance is a critical step toward fostering a safe and supportive teaching environment, which is essential for both teacher retention and student success. The Union proposes that risk allowance be provided on **20%** based on basic pay.

Table 8: Risk allowance

Job Grade	Highest Monthly Basic Salary	Allowance (20%)	Risk Allowance
B5	59,574.00	20%	11,914.80
C1	72,606.30	20%	14,521.26
C2	90,930.20	20%	18,186.04
C3	109,305.40	20%	21,861.08
C4	123,942.60	20%	24,788.52
C5	139,389.25	20%	27,877.85
D1	163,847.70	20%	32,769.54
D2	185,844.45	20%	37,168.89
D3	207,140.80	20%	41,428.16
D4	226,743.30	20%	45,348.66
D5	243,808.50	20%	48,761.70

5.10 Post - Graduate Allowance

The increasing number of teachers in post-primary institutions pursuing advanced degrees, such as master's and doctoral qualifications, underscores the importance of recognizing their commitment to professional development through a dedicated postgraduate allowance in the collective bargaining agreement. As educators enhance their knowledge and skills, they not only improve their own teaching effectiveness but also contribute significantly to the overall quality of education within the system. The Union proposes a postgraduate allowance of **40%** to master's degree holders and those with doctoral degrees, reflecting the additional expertise and value these educators bring to their roles.

This allowance serves multiple purposes: it incentivizes teachers to further their education, thereby enriching the learning environment for students; it acknowledges the financial investment that teachers make in their education; and it helps retain highly qualified professionals within the teaching workforce. By implementing this allowance, the employer would demonstrate a commitment to valuing educational advancement and fostering a culture of continuous improvement among teachers. Ultimately, investing in the professional development of educators translates into better educational outcomes for students, making it a strategic priority for the institution as a whole.

Table 9: Post-Graduate Allowance

	Master's degree	**Doctorate degree**
ALL grades (B5-D5)	**40 %** increment of the Basic pay	**40 %** increment of the Basic pay

5.11 Standing/ Extraneous Allowance

In the spirit of ensuring fair compensation and recognizing the physical demands of the profession, the inclusion of a standing allowance in the collective bargaining agreement is critical. Given that teachers often spend extended periods standing on their feet and using one hand in the chalkboard during their work duties, this allowance is essential to offset the physical strain and discomfort that accompany prolonged standing that affects them even after retirement. It is noteworthy that various industries like hospitality, healthcare and retail sector already provide standing allowances to their employees who are required to stand for long durations, acknowledging the health implications associated with this aspect of their job. By incorporating a standing allowance, we aim to align the teaching profession with these industry standards, thereby promoting the well-being and comfort of our educators and acknowledging the unique challenges they face in their daily roles. This provision will not only enhance job satisfaction but also contribute to a healthier and more productive teaching workforce. The Union proposes an extraneous allowance be provided on **10%** based on basic pay.

Table 10: Extraneous/ Standing Allowance

Job Grade	**Highest Monthly Basic Salary**	**Allowance (10%)**	**Extraneous Allowance**
B5	59,574.00	10%	5,957.40
C1	72,606.30	10%	7,260.63
C2	90,930.20	10%	9,093.02
C3	109,305.40	10%	10,930.54
C4	123,942.60	10%	12,394.26
C5	139,389.25	10%	13,938.93
D1	163,847.70	10%	16,384.77
D2	185,844.45	10%	18,584.45
D3	207,140.80	10%	20,714.08
D4	226,743.30	10%	22,674.33
D5	243,808.50	10%	24,380.85

5.12 Medical Benefits

Educators in Kenya face significant challenges that have led to growing discontent regarding their employment terms. The withdrawal of the group life cover, which teachers previously relied on for financial security, has left many vulnerable. Additionally, teachers are unable to access group excess of loss benefits when their medical cover limits are depleted, further exacerbating their financial strain. The current maternity cover limits for job groups D1 to D5 need rationalization to provide adequate support for teachers in lower job grades, such as B5 to C5. Furthermore, there is a pressing need for public participation in identifying facilities for teachers, ensuring that their specific needs are addressed in healthcare planning. Lastly, with the rising costs of medication, it is crucial that capitation for outpatient cover limits is enhanced to reflect these increased expenses, allowing teachers to receive the necessary medical care without undue financial burden. The Union proposes creation of department at the secretariat of the Commission that deals with medical issues mainly the medical cover and all its benefits including the Group life cover.

6.Working Conditions

Teachers in boarding schools highlights significant inequities that must be addressed to ensure a fair and supportive working environment. Many educators are subjected to extended hours, including nights, which are not factored into their basic pay, effectively undermining their contributions and well-being. Additionally, some teachers endure hostile work environments characterized by discrimination from local communities, prompting requests for transfers that disrupt their professional stability. The Commission should consider such cases of transfers whenever requested.

7. Duration of Agreement

In light of the rapidly changing economic landscape and the pressures of globalization, the Union propose that their employer consider **reducing the negotiation cycle in their collective bargaining agreement from four to two years**. This adjustment is essential to ensure that the terms of employment remain relevant and responsive to unpredictable economic shifts that can significantly impact teachers' livelihoods. Additionally, the inclusion of provisions for opportunities to renegotiate within this three-year cycle would provide a necessary safeguard, allowing both parties to address emerging challenges and adapt to evolving circumstances in a timely manner. By adopting these measures, the employer can demonstrate a commitment to fostering a collaborative and flexible working relationship that prioritizes the well-being of employees while also aligning with the dynamic nature of today's economy.

8.Miscellaneous Provisions

Teachers benefit from a comprehensive medical cover provided by their employer, ensuring access to essential healthcare services. In addition to this employer-sponsored coverage, teachers are also mandated to contribute to a statutory health insurance fund (SHIF), which supports the broader public health system. In response to the financial pressures faced by educators, the union has proposed a tax relief initiative aimed at teachers, particularly focusing on education policy premiums with a maturity of at least five years. This proposal seeks to alleviate some of the financial burdens on teachers, especially for married couples who both work in education, allowing them to enjoy tax reliefs on premiums paid for both education and life insurance policies. This dual approach not only recognizes the vital role of teachers but also supports their financial well-being and long-term planning.