MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Education Cluster Annual Report

2013

Education was interrupted and school time lost in areas affected by disasters such as conflict, floods and drought in Kenya. These disasters put many children at risk, exposing them to dangerous and rapidly changing situations. The education cluster was reactivated in 2013, and carried out several activities to strengthen emergency preparedness and response so as to ensure continuity of education in emergencies.

An overview of Education in Emergencies in 2013

INTRODUCTION

Education is interrupted and a lot of school time lost in areas affected by disasters such as conflict, floods and drought in Kenya. These disasters put many children at risk, exposing them to dangerous and rapidly changing situations. The quality of Education is affected by insufficient teachers and learning material, and school infrastructure is destroyed. Community services and support mechanisms are disrupted as a result of these disasters, leaving children vulnerable to psychosocial trauma. Education provides a stable environment for children when these disasters occur, protecting them from risks and physical harm and restoring a sense of normalcy. Providing education in emergencies also mitigates the negative impact of emergencies on development; protracted crises reverse progress towards achieving education development goals such as *Education For All* and *Vision 2030*. Emergencies also deny children the right to free and compulsory basic education as enshrined in the Kenya Constitution 2010.

Kenya is among the twelve countries contributing to half of the world's out-of-school children (1 Million children in Kenya alone[1]) despite access to Education having been declared a basic right in the new constitution passed in 2010. School dropout rates remain high in most pastoral livelihood zones; it is estimated that 10% to 20% of school children in drought-affected districts (up to 100,000 children) drop out of primary education[2]. There is a request to support Education for 300,000 (out of 508,000) children in areas previously affected by drought in the Kenya Emergency Humanitarian Response Plan (EHRP) 2013, yet the cluster remains poorly funded. A lot of school time is lost in several parts of Kenya annually as a result of the impact of disasters such as conflict and floods.

> *Kenya is among the twelve countries contributing to half of the world's out-of-school children despite access to Education having been declared a basic right in the new constitution passed in 2010*

The year 2013 experienced widespread floods during the long rains season and several incidents of conflict which resulted in reports of more than 350 schools affected through closure, damage to infrastructure, water and sanitation facilities, teaching and learning material, use as rescue centres, and accommodation of additional pupils among others.

In preparedness for predicted emergencies, the Education Cluster in 2012 identified three priority objectives to respond to emergencies that affect education, ensuring that children continue learning and to restore a sense of normalcy during disasters. The cluster's strategic objectives of 2013 were to: i) Enhance access to and provision of quality education for all school-age boys and girls in emergency hit areas, ii) Enhance preparedness and resilience at the national and sub-national levels
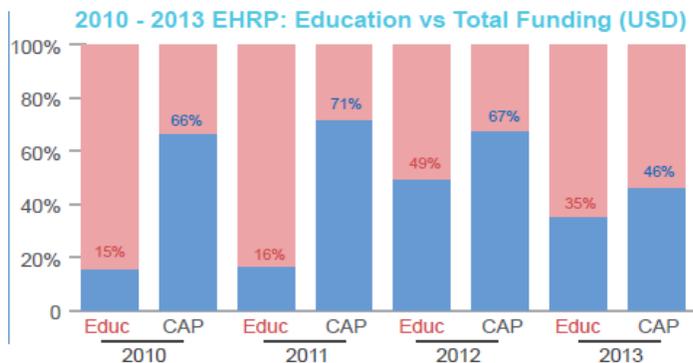
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[1] UNESCO Education For All Global Monitoring Report, 2012

[2] Kenya Emergency Humanitarian Response Plan, 2010

to reduce the impact of disasters in the education sector, and iii) Enhance coordination and integration of Government of Kenya and other sectors in the emergency response.

The Education Cluster faced funding challenges in 2013, with only one out of five organization requests in the Kenya Emergency Humanitarian Response Plan (EHRP) receiving resources; only 35% of the requested USD 3.3 Million was received. Continuous poor funding, averaging 29% for the Education Cluster since the year 2010, has resulted in limited capacity to fully respond to disasters. It has also restricted meaningful engagement with communities and other stakeholders in addressing Education in Emergencies (EiE).

2010 - 2013 EHRP: Education vs Total Funding (USD)

	2010	2011	2012	2013
Educ	15%	16%	49%	35%
CAP	66%	71%	67%	46%

2013 EMERGENCIES IN REVIEW

Floods

The 2013 long rains season experienced enhanced rainfall which led to widespread floods. More than 100,000 people were affected, 17,400 families displaced, and 93 people were reported dead according to Kenya Red Cross. At least 233 schools from 29 Counties reported damage to infrastructure, teaching and learning material, school food, and water and sanitation facilities valued at Ksh.260 Million. More than 11 schools acted as evacuation sites, hosting Internally Displaced Persons (IDPs) during the floods. Floods were also experienced in Marigat, Baringo in July 2013 led to the closure of 8 schools, and 12 schools hosting IDPs. Ministry of Education, Science and Technology (MoEST) led the March-April-May floods response by convening the cluster and highlighting the needs to be addressed. In response to floods in 2013, the Ministry supported infrastructural needs of 42 schools to an extent of Ksh. 20 Million, and received support from humanitarian partners in addressing immediate needs. As at 5 December 2013, 9 schools remained closed in areas that had been affected by floods, 13 schools hosted Internally Displaced Persons (IDPs), and 13 schools accommodated an extra 1,219 pupils in Tana River and Baringo Counties.

Links:

Education Cluster Meeting Minutes: 30 April 2013

Impact of Floods on Learning, 13 May 2013

Floods Education 3W Map, 12 May 2013

Tana River County Education Field Visit, 27 – 31 May 2013

EiE Situation Update, 19 September 2013

EiE Situation Update, 30 December 2013

Conflict

Conflict exposes children to psychosocial impact, sexual violence, and other abuses which prevent children from gaining access to quality, relevant education in a safe learning environment.

Several reported incidents of conflict affected learning in 2013, and contributed to a cumulative 66 reported cases of schools closure in Tana River, Mandera, Marsabit, Wajir and Samburu Counties, interrupting learning for more than 6,000 children.

MoEST and partners of the education cluster carried out peace campaigns in preparedness for the March 2013 General Election, and developed a Peace Education Policy for Kenya to address recurrent conflict. The cluster responded to these conflicts by providing education kits, Early Childhood Development (ECD) kits, recreation kits, Child Friendly Spaces (CFS), teaching and learning material, water sanitation and hygiene equipment, and supporting peace advocacy, among other interventions. As at 5 December 2013, 14 schools remained closed in areas that had been affected by conflict, 12 schools hosted 1,072 IDPs, and 39 schools accommodated an extra 2,928 pupils from affected areas.

Links:

Tana River County Education Field Visit, 27 – 31 May 2013

Education in Emergencies Situation Update, 19 September 2013

Education in Emergencies Situation Update, 30 December 2013

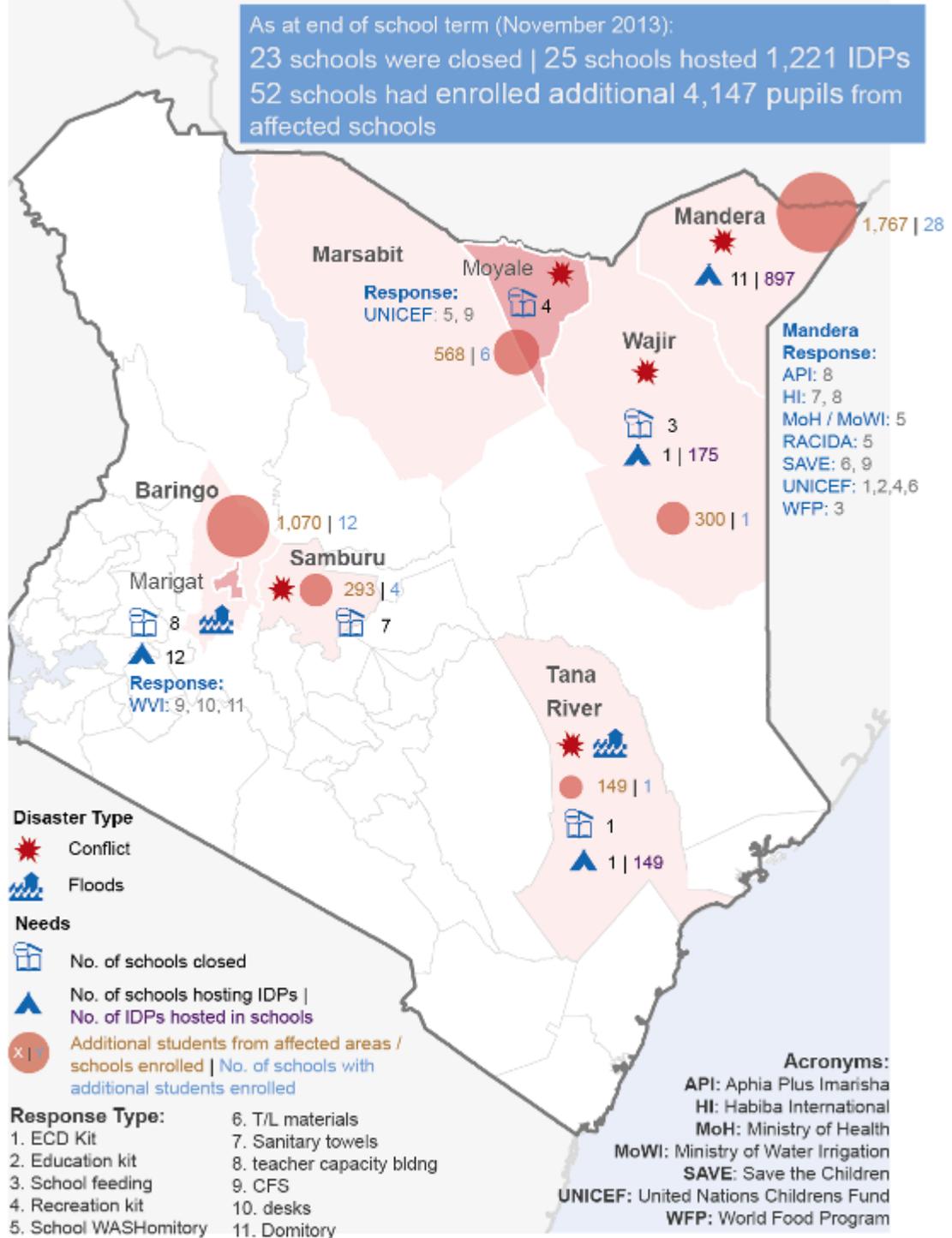*Schools affected by floods and conflict, and children in a temporary learning space in Tana River County. Mark Bonyo*

Drought

A large number of children are unable to continue with their education due to drought; this is because families in pastoral areas migrate in search of pastures, children work in order to raise resources for their families, conflict is aggravated by competition for limited natural resources, among other reasons. In 2013, the education cluster supported school-age going children to continue their education in areas previously affected by drought. World Food Programme (WFP) achieved this via expanded school feeding programme, which benefitted 730,135 children from 28 arid Sub-Counties in 10 counties. MoEST has identified seven priority interventions to mitigate the impact of predicted drought on learning in 2014.

Map: Education in Emergencies Status Summary, 30 December 2013

Kenya: Education in Emergencies Status Report: 30 December 2013

At least 23 schools remained closed and 25 schools were used as rescue centres, hosting more than 1,221 Internally Displaced Persons (IDPs) in six Counties (Mandera, Wajir, Marsabit, Tana River, Samburu and Baringo) as a result of conflict and floods as at the end of the school term in November 2013. Learning facilities in these six Counties have been strained by an additional 4,147 pupils enrolled in 52 schools that were not directly affected.

As at end of school term (November 2013):
23 schools were closed | 25 schools hosted 1,221 IDPs
52 schools had **enrolled additional 4,147 pupils** from affected schools

Mandera — 1,767 | 28
11 | 897

Marsabit
Moyale
Response:
UNICEF: 5, 9
4

Wajir
568 | 6
3
1 | 175

Mandera Response:
API: 8
HI: 7, 8
MoH / MoWI: 5
RACIDA: 5
SAVE: 6, 9
UNICEF: 1,2,4,6
WFP: 3

300 | 1

Baringo
1,070 | 12

Samburu
Marigat
293 | 4
8
7
12
Response:
WVI: 9, 10, 11

Tana River
149 | 1
1
1 | 149

Disaster Type
⁕ Conflict
〰 Floods

Needs
🏫 No. of schools closed
▲ No. of schools hosting IDPs | No. of IDPs hosted in schools
● Additional students from affected areas / schools enrolled | No. of schools with additional students enrolled

Response Type:
1. ECD Kit
2. Education kit
3. School feeding
4. Recreation kit
5. School WASHomitory
6. T/L materials
7. Sanitary towels
8. teacher capacity bldng
9. CFS
10. desks
11. Domitory

Acronyms:
API: Aphia Plus Imarisha
HI: Habiba International
MoH: Ministry of Health
MoWI: Ministry of Water Irrigation
SAVE: Save the Children
UNICEF: United Nations Childrens Fund
WFP: World Food Program

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

EDUCATION CLUSTER STRATEGIC OBJECTIVE ACHIEVEMENTS IN 2013

The Education Cluster identified three priority objectives to respond to emergencies that affect education, ensuring that children continue learning and to restore a sense of normalcy during disasters. The cluster's strategic objectives of 2013 were to: i) Enhance access to and provision of quality education for all school-age boys and girls in emergency hit areas, ii) Enhance preparedness and resilience at the national and sub-national levels to reduce the impact of disasters in the education sector, and iii) Enhance coordination and integration of Government of Kenya and other sectors in the emergency response.

i) Enhanced access to and provision of quality education for all school-age boys and girls in emergency hit areas

The education cluster supported 117,036 children to continue their education in areas previously affected by drought and enabled access to quality education for 87,642 children from emergency-affected families through provision of school supplies, teaching and learning material, enabling access to water through water tanks and shallow wells, psycho-social programmes, and peace building interventions among others. A total of 11 temporary learning spaces were distributed by education cluster partners in 2013. At least 25,000 teachers were trained in pedagogy and child-centred teaching techniques and more than 141,000 pupils benefitted from school supplies in areas affected by emergencies. 755 water tanks and 11 shallow wells were provided. To support areas previously affected by drought, 730,135 children from 28 arid Sub-Counties in 10 counties were provided with emergency school feeding. At least 8 teachers were trained in psycho-social skills, with psycho-social programmes benefitting more than 900 children in 2013.

ii) Enhanced preparedness and resilience at the national and sub-national levels to reduce the impact of disasters in the education sector

More than 44,000 pupils benefitted from safety promoting activities and 126 schools in Kwale and Tharaka Counties received training on development of emergency response plans. To strengthen life skills, Disaster Risk Reduction (DRR) and EPRP (Emergency Preparedness and Response Planning), 126 teachers and 450 children were trained. A nationwide peace building campaign was carried out in the run up to the 2013 general elections; the peace torch campaign and events were held in each of the 47 Counties of Kenya.

iii) Enhanced coordination and integration of Government of Kenya and other sectors in the emergency response

The National education cluster was reactivated and held 5 meetings in 2013. At Sub-National level, Garissa County held 7 cluster meetings, which has contributed to strengthened coordination and joint activity at County level. The education cluster participated in multi-sectoral joint assessments

and also carried out education-specific rapid assessments at the onset of emergencies; reports were disseminated to members of the cluster. MoEST strengthened her capacity to respond to emergencies by nominating and training 72 EiE focal persons from 16 disaster-prone Counties in Information Management and Coordination. As a follow up, MoEST officers and partners from Busia and Migori Counties were trained and initiated on coordination and resultantly established clusters for their Counties; this included development of an Emergency Preparedness and Response Plan which will guide the respective Counties.

An information management strategic plan was developed by the cluster, led by MoEST to address the existing gaps in information management. The strategy has identified activities that will strengthen information management and coordination for the cluster at National and Sub-National level.

MoEST led the development of the Disaster Management Policy for the Education Sector which addresses EiE in Kenya, and defines structures and roles that the Ministry and other stakeholders will play in Disaster Management at National and Sub-National level.

Education in Emergencies priorities were identified and incorporated in the MoEST National Education Sector Support Programme (NESSP), which highlights priorities and proposed sector programmes for the years 2013/2014 to 2017/2018. MoEST also developed a Peace Education Policy for Kenya to guide acquisition of knowledge, attitudes and values, and development of skills that facilitate behavior change towards peace and sustainable development.

EDUCATION CLUSTER, GOING INTO 2014

Based on lessons learned in 2013, and in consideration of emerging issues, the education cluster has identified key areas to strengthen coordination in 2013.

Sub-National Cluster Coordination

A total of 95 Education in Emergency (EiE) focal persons from 18 Counties have been identified and nominated to coordinate the education cluster at County and Sub-County level; out of these, 72 have been trained in information management and coordination. The Education Cluster will carry out several activities to strengthen coordination and information management at Sub-National level in 2014. These activities will build capacity of MoEST and partners at National and Sub-National level, and will strengthen cluster establishment and engagement at County level, enabling more efficient emergency preparedness and response. The activities are guided by the education cluster information management strategy, and include, among others:

- Establishment of County Education clusters;

- Building technical capacity of EiE focal persons and partners at Sub-national levels in data processing, analysis and reporting after conducting an IM skill inventory

- 4W (Who's doing What Where When) mapping at National and County / Sub-County level;

- Conducting Risk Mapping and develop County risk profiles;

- Preparedness Capacity Mapping at County level;

- Regular EPRP review at National and Sub-National level;

- Information sharing: Secondary data (SoS data base);

- Development of Information management (IM) standards such as timeline to carry out assessments (rapid, comprehensive) in the event of a crisis;

- Conducting joint EiE assessments at onset of crises with tools developed by the cluster;

- Development and standardization of EiE data collection tools;

- Procurement of equipment and software for data processing and analysis.