

Tana River County Education Field Visit

27 – 31 May 2013

Impact of Conflict and Floods on Learning



A UNICEF staff member interacts with school children at Wadessa Primary School, Bura. UNICEF/Mark Bonyo



Children learning in a school tent provided by UNICEF at Taressa Primary School. UNICEF/Mark Bonyo

24	Affected schools
4,933	Reduction of enrolment in Tana Delta District.
23%	Percentage drop in enrolment in Tana Delta since 2012
2	Schools closed
1	School (Gamba) hosting another school (Imani)

- 24 schools affected by conflict and floods in Tana River County, contributing to a large number of pupils missing more than 30% of the 2013 academic year. Learning was disrupted by lack of access to some schools as a result of floods.
- 2013 Enrolment in Tana Delta District dropped by 23% to 16,651 (7,716 girls and 8,925 boys) from 21,584 (10,351 girls and 11,233 boys) in 2012.
- School meal rations not yet delivered to all the schools in Tana North and Tana Delta.
- Sunken toilets, coupled with inadequate access to clean water in schools, have increased children's vulnerability to water contamination and water-borne diseases.
- Only half the teaching force has reported in some schools due to fear of attacks.

Learning interrupted for 5,000 children

Over 4,900 children in Tana River County have not reported for the second school term of the year, which commenced over three weeks ago on 6 May 2013. Learning in Tana River County has not normalized since conflict erupted in September 2012. The recent enhanced long rains which led to floods have further aggravated access to schools in parts of the County; twenty four schools have been affected by the conflict and floods. Gamba Primary School is hosting pupils from a closed neighboring school (Imani Primary), while an additional two schools in Tana Delta District remain closed.

Community members that fled Garsen during the conflict are yet to return, leading to low enrollment – all the schools visited in Garsen registered less than 20% enrollment, with 2 out of 3 schools having less than 10% enrollment; some teachers and community members are still uncertain about the security situation, leading to a low teacher reporting rate.

Primary School Enrolment by District (March 2013)

District	Boys	Girls	Total
Tana River	8,233	7,891	16,124
Tana North	7,282	5,634	12,916
Tana Delta	8,925	7,716	16,651
Total	24,440	21,241	45,691

Tana Delta District Enrolment 2012/3

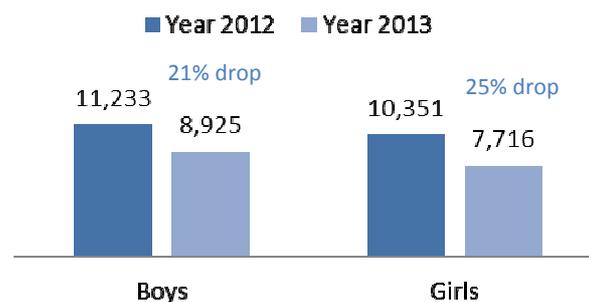


Table of Schools Affected by Conflict and Floods in Tana River County

District	School	Enrolment 2013	Enrolment 2012	2013 enrolment as a % of 2012 enrolment
Tana Delta	Kau	Closed	117	
Tana Delta	Kibokoni	Closed	202	
Tana Delta	Riketa	104	274	38%
Tana Delta	Ozi	281	304	92%
Tana Delta	Shirikisho	79	533	15%
Tana Delta	Semikaro	58	306	19%
Tana Delta	Nduru	36	490	7%
Tana Delta	Kilelengwani	74	409	18%
Tana Delta	Chamwanamuma	32	343	9%
Tana Delta	Kibisu	35	94	37%
Tana Delta	Dalu	55	128	43%
Tana Delta	Boyani			
Tana Delta	Onkolde	185	190	97%
Tana Delta	Imani (hosted at Gamba)	174	262	66%
Tana Delta	Galili	93	432	22%
Tana Delta	Kikomo	144	232	62%
Tana Delta	Bura Kofira	144	251	57%
Tana Delta	Onwardei	148	306	48%
Tana North	Hosingo Primary		136	
Tana North	Hirmani Primary	253	181	140%
Tana North	Singwaya Primary	196	194	101%
Tana North	Bilbil Primary	320	311	103%
Tana North	Wadessa Primay	96	Not available	
Tana North	Huruma Primary	Not available	1,057	

Urgent need to restore normal learning

Damaged infrastructure and learning material

Given that a large number of children in Tana River County have missed more than 30% of the 2013 academic year, there is an urgent need for measures to make up for lost time and restore learning to normal – an almost similar amount of school time was lost late last year. Children require access to temporary, newly constructed and repaired toilets and water tanks in the schools where they have been damaged. Sunken toilets, coupled with inadequate access to clean water in schools, have increased children's vulnerability to water contamination and water-borne diseases as they rely on water sources that pose a potential health risk. There are insufficient exercise and text books, and other learning material which were vandalized during conflict and damaged by floods. In some schools, teachers are yet to fully report this school term, whereas present teachers lack sufficient teaching material. There is a need for a coordinated response by partners to sufficiently respond to these needs.



Children from Wadessa Pri. School drink water at a nearby dam. The school's water tank was damaged by floods. UNICEF/ Mark Bonyo



Nduro Pri. School store was vandalized; resulting in loss of food, damaged cooking apparatus and other school material. UNICEF / Mark Bonyo



A section of text books destroyed by floods at Singwaya Primary School. UNICEF/ Mark Bonyo

Coordination:

There are insufficient local and international organizations carrying out education programmes/activities in Tana River County, which has negatively impacted coordination efforts in the County. The County Education team has a strong presence and is tackling Education issues in the three districts of the county. However, there is an urgent need for increased Education partner presence and activities in the County to support their efforts.

The Education Cluster / UNICEF field visit team held discussions with the County Director of Education (TSC), District Education Officers (HOLA and Garsen) and other Education officers on the need for strengthening coordination in the County; there is a strong need to establish a coordination mechanism led by the County Directors of Education. This requires initial support, and UNICEF intends to support the County by bringing partners together for the first County coordination meeting.

in early July 2013. This will aim at identifying ongoing activities, and to highlight priorities and gaps for the County.

Recommendations

1. Urgent provision of schools meals to all the schools in the County.
2. Urgent provision of teaching and learning material to the affected schools.
3. Rehabilitation of affected schools' infrastructure.
4. High level advocacy for reopening of closed schools and teacher deployment.
5. Strengthen coordination in the County to ensure more effective response and reduce duplication.
6. Peace building and harmonization of pupils and teachers from the differing communities; this includes teachers facilitating learning at schools perceived to be mainly for the (formerly conflicting) communities; at least 5 pupils did not sit for their KCPE last year due to relocation as a result of conflict;
7. Extra teaching time: teaching from 3 p.m. to 5 p.m. to make up for lost school time, as opposed to class adjourning at 3 p.m.
8. Building ridges around vulnerable schools, to redirect water during the floods.
9. Address child protection issues: there were incidents of girl school drop outs due to early marriage.