

KENYA
EDUCATION SECTION
THEMATIC REPORT

January - December 2018



Girls in class at St. Monica Girls Primary, a Child Friendly School located in Lodwar Town, Turkana County
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Prepared by:
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Abbreviations and Acronyms

AEP	Accelerated Education Programme
EiE.....	Education In Emergencies
MoE.....	Ministry of Education
PTA	Parents and Teachers Association
UNHCR	United Nations High Commissioner for Refugees
UNICEF.....	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene,
WIK.....	Windle International Kenya

A. Executive Summary

In 2018, UNICEF planned to directly reach 205,000 (50 per cent girls) children in humanitarian situation including the children on the move. Fewer emergency risks were anticipated in 2018 compared to 2017. UNICEF has continued to provide education humanitarian assistance to children in refugee camps of Dadaab. About 38¹ per cent of children are out of school in Dadaab refugee camps hence the need to implement the more flexible Accelerated Education Programme (AEP) that aims at increasing access and enabling more mature children to catch up and be mainstreamed into formal education system. Due to the enhanced partnership with UNHCR to ensure all refugee children have access to quality education and the continued support for the education of displaced/children on the move in Garissa county, Dadaab refugee camp, 30 (13F) PTAs, 30(5F) teachers benefitted from capacity building and 860(309F) learners were supported to undertake their Alternative Education Programme (AEP).

B. Strategic Context of 2018

UNHCR estimates that Kenya hosts 468,261 refugees and asylum seekers (22 per cent women and 56 per cent children), of which 208,595 are in Dadaab Refugee Camps, 186,384 in Kakuma Refugee Camps and 73,282 in Nairobi. Out of the total refugee population, 256,300 (54 per cent) are from Somalia and 114,862 (24 per cent) are from South Sudan. In 2018, Kenya adopted the Comprehensive Refugee Response Framework that will support integration of the refugee response into national systems. Refugees in Kakuma and Kalobeyi now make up approximately 40 per cent of the Turkana West population (and 15 per cent in Turkana County). Overall 15 per cent (14,146; 38 per cent girls)² of the total child population in Kakuma and Kalobeyi are documented as unaccompanied, separated and vulnerable, requiring continuous protection, support and follow-up. Another 1,040 unaccompanied children live in child-headed households. The continuing influx of refugee from South Sudan has resulted in high classroom congestion. The Government and partners have continued investing in the new settlement in Kalobeyi providing services for both refugees and host community. This will have a positive long-term impact on the way refugees are integrated socially and economically with the host community. The political and humanitarian instability in Somalia has reduced the frequency of voluntary repatriation organized by UNHCR and has also resulted in an estimated 10,000 people returning to Dadaab refugee camps after voluntary repatriation. These returnees are not being officially registered, affecting their access to basic social services. The closure of two of the five refugee camps in Dadaab has resulted in serious congestions in classrooms due to inadequate classrooms, WASH facilities and insufficient teachers. UNHCR estimates nearly 5,000 undocumented children in Dadaab. UNICEF and Save the Children as the global and national education in emergencies (EiE) sector co-leads, have provided technical support and guidance to the Ministry of Education in coordinating the Education in Emergency Working Group and emergency interventions carried out across the country in 2018. UNICEF has provided technical, financial and capacity enhancement support for the EiE working group on the several EiE assessments and data analysis.

C. Results Achieved in the Sector

Results Assessment Framework

Overall, UNICEF financial and technical support has benefitted a total of 156,379 (43 percent girls) children with various Education in Emergencies, EiE interventions, reaching 76 percent of the planned target of 205,000 in 2018. This includes 58,452 children (26,303 girls) from Kakuma Refugee camp and Kalobeyi Settlement, 49,880 children (20,302 girls) from Dadaab Refugee camp and 48,074 (20,672 girls) children from host communities in Tana River, Garissa, Wajir, Mandera, Turkana, Marsabit, Isiolo, Baringo, Kisumu and West Pokot counties who have been affected by floods, disease outbreaks, drought and conflict.

- UNICEF trained 565 teachers (100 female) from 35 refugee primary schools and 10 Alternative Education Programme (AEP) centres in Kakuma and Dadaab on delivering non-formal education, new AEP guidelines, competency-based curriculum and mainstreaming children with special needs into AEP

¹ Joint Dadaab Education EMIS

² KISED (Kalobeyi Integrated Socio-Economic Development Plan)

programme leading to enhanced retention and interest of more than 10,000 children (42 percent girls). UNICEF supported the recruitment and deployment of 130 teachers in Kalobeyei.

- A total of 565 (100 female) teachers have been trained in Kakuma, Kalobeyei and Dadaab on conflict sensitive education, pedagogical skills, child protection, peace education, classroom management and competency-based curriculum hence improving their professional skills in providing teaching for children in schools.

- 46 temporary classrooms and 30 gender-sensitive WASH facilities were constructed in Kalobeyei and 12 temporary latrines in Dadaab. This has reduced the pupil classroom ratio from 1:208 to 1:167 in Kalobeyei and pupil toilet ratio from 1:350 to 1:259; 1:450 to 1:208 and 1:70 to 1:57 for the ECD, Primary and Secondary school levels respectively. In Dadaab the latrines have improved the ratio from 1:45 to 1:37

- The Sports for Peace initiative involving 8 secondary schools with 10,003 (29.3 percent girls) learners in Dadaab, has helped in organizing sporting events with the objective of promoting peace in the community, resilience, bonding teams, enhancing coexistence and bringing teachers, students, parents and members of the host community together. The event has enhanced self-esteem of learners, provided a break to the monotony of curricular activities as well as helping learners discover their various talents besides increasing school attendance by 80 per cent.

- In partnership with Ecomobile UNICEF has used mobile based SMS platform for the behaviour change communication and to disseminate critical lifesaving messages and alerts. Over 27,000 primary schools and 8,000 secondary schools have regularly received messages on basic health, hygiene and WASH including hand washing, disease outbreak prevention (e.g. cholera, rift valley fever, chikungunya), alerts to head teachers to ensure that children in their schools have been vaccinated against polio and measles and alerts to children on potential hazards like flooding and drought and what to do in order to avoid potential impact on their schooling. This has enormously reduced the impact caused by emergency disruptions to learning and minimized children absenteeism during crisis.

- Additionally, UNICEF has supported MoE to carry out rapid surveys on School Related Gender Based Violence and Violence against Children and also gathered information on prevalence of teenage pregnancies needed for decision making and policy influence, hence providing information to fill in gaps that have been identified.

- Through Windle International Kenya (WIK), an implementing partner for UNICEF, supported the replenishment of Secondary School laboratory consumables for science subjects in Seven (7) target secondary schools in Dadaab refugee Camp. These enabled 1,367 (103 girls) learners sit for their science subject practical for Kenya Certificate of Secondary Education, the national examination in 2018. Overall, the availability of adequate science equipment has increased the interest and participation of learners and contributed to better performance in science subjects.

- 455 refugee adolescents (59.3 percent girls) between the ages of 14-18 in Nairobi and the Kakuma refugee camp have undergone an innovative, digital and play-based curriculum using the MIT-developed computer programming software “scratch” and gains in intercultural skills and computational-thinking skills have been recorded. 16 (50 percent female) teachers were trained as facilitators to deliver the innovative curriculum with a focus on intercultural and digital skills.

In the last 2 years donors have reduced funding by more than 75% hugely impacting on continued learning for children on the move hosted in Dadaab refugee/host community in many aspects. This has led to massive lay off, of teachers in 2018 with more than 260 of them in 2018 alone in Dadaab. This has affected the EiE interventions by UNICEF programme and without the support of this grant, the achievements highlighted above which are actioned by our technical staff in Dadaab and Nairobi could not have been possible. The technical support and training for the AEP programme by UNICEF, UNHCR and our implementing partners, has ensured that resources were used in a complementary manner

D. Financial Analysis

Table 1: Planned budget for the thematic sector

Table 1 for Report: Planned Budget By Thematic sector			
Thematic Sector: Improved early learning and basic education			
Kenya			
Planned Funding for The Country Programme (In thousands of United States dollars)			
	Regular Resources	Other resource	Total
Education	5,128	33,000	38,128
Early childhood development	1,099	5,000	6,099
Total	6,227	38,000	44,227

Table 2: Country-level Thematic contributions to Education thematic pool received in 2018

Thematic Sector 05: Education
Kenya

Donors	Grant Number*	Contribution Amount	Programmable Amount
UNICEF Thematic	SC189904	\$47,619.05	\$47,619.05
Total		\$47,619.05	\$47,619.05

Table 3: Expenditures in the thematic sector by results area

Thematic sector 05: Education

Fund Category	All Programme Accounts
Year	2018
Business Area	Kenya - 2400
Prorated Goal Area	05 - Education
Donor Class Level2	Thematic
Other Resources - Emergency	4,290
22-01 Equitable access to quality education	3,353
22-02 Learning outcomes	583
22-03 Skills development	354
Other Resources - Regular	1,114,985
22-01 Equitable access to quality education	289,665
22-02 Learning outcomes	429,433
22-03 Skills development	395,887
Grand Total	1,119,276

Table 4: Thematic expenses by results area

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts

22-01 Equitable access to quality education	3,353	289,665	-	293,018
22-02 Learning outcomes	583	429,433	-	430,016
22-03 Skills development	354	395,887	-	396,241
Total	4,290	1,114,985	-	1,119,275

Table 5: Expenses by Specific Intervention Codes

Thematic Sector 05: Education

Fund Category	All Programme Accounts
Year	2018
Business Area	Kenya - 2400
Prorated Goal Area	05 - Education
Donor Class Level2	Thematic
Row Labels	Expense
22-01-02 Provision of parental education for school readiness (including in temporary learning spaces)	13,850
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	2,478
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.	3,013,172
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	362,013
22-01-10 System strengthening - gender-responsive access (excluding SRGBV)	3,215
22-01-13 Education humanitarian cluster/humanitarian sector coordination	74,640
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	5,678
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	110,813
22-01-17 School Related Gender-based Violence (SRGBV)	51,321
22-01-99 Technical assistance - Equitable access to quality education	96,301
22-02-06 Digital learning materials and ICT in education	58,107
22-02-08 Provision of primary education teacher training	30,413
22-02-10 Provision of multiple-levels (or alternative pathways of education) teacher training	50,149
22-02-12 Provision of training of school communities e.g. parent teacher associations, school management committees	358,530
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	74,829
22-02-15 System strengthening - early learning / pre-primary standards and governance	28,511
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	74,674
22-02-18 System strengthening - learning assessment systems	10,536
22-02-20 System strengthening - teacher development, management, and support	136,275
22-02-22 System strengthening - gender-responsive teaching and learning (excluding SRGBV)	4,250

22-02-23 Education analyses including OOSCI, Education Sector Analyses, etc.	2,698,654
22-02-25 Education Management Information System (EMIS) (excluding learning assessment systems)	64,104
22-02-26 Education sector planning including coordinating role, SDG 4, etc.	7,287
22-02-27 Public finance management for education	4,935
22-02-28 School Related Gender-based Violence (SRGBV)	4,407
22-02-99 Technical assistance - Learning outcomes	1,081,931
22-03-05 System strengthening - responsiveness of education/training system to the labour market	57,611
22-03-09 Education humanitarian cluster/humanitarian sector coordination	1,243,222
22-03-11 Education sector planning including coordinating role, SDG 4, etc.	113,391
22-03-12 Public finance management for education	289,657
22-03-13 School Related Gender-based Violence (SRGBV)	2,764
22-03-99 Technical assistance - Skills development	1,135,217
Grand Total	11,262,937

Table 6: Planned Budget for 2019

**Thematic Pool Area 05: Improved early learning and education Kenya
Planned Budget and Available Resources for 2019**

Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
Improved early learning and education	RR	6,227,000	1,008,957.03	5,218,042.97
	ORR	38,000,000	7,294,295.03	30,705,704.97
Sub-total Regular Resources		6,227,000	333,112	5,218,042.97
Sub-total Other Resources - Regular		38,000,000	226,143	30,705,704.97
Total for 2019		44,227,000	559,254	35,923,747.94

- ¹ Planned and Funded budget for ORR (*and ORE, if applicable*) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration.
- ² Other Resources shortfall represents ORR funding required for the achievements of results in 2016.

Received thematic contribution for 2019 Thematic Funds and proposed distribution

Results to be achieved in the entire CPD:

Outcome Description	Duration	Planned Amount	Funded	Un Funded
Outcome 2: An increased proportion of children aged 0 to 18, especially girls from most disadvantaged counties, informal settlements and those affected by humanitarian crisis, access quality, gender- sensitive	2018-22	44,227,000	24,117,000	20,110,000

ECD and education services, with increased transition to secondary education.				
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Plan for the new thematic funds received in 2019 amounting to 960,000.00 USD:

Programme Area		Amount (USD)
1	Equity in Education: OOSC strategies to promote inclusion and gender, parents awareness on necessity of sending all children to school and improving attendance and learning levels with special focus on girls and boys in ASAL and other marginalized areas	220,000.00
2	Learning: (including assessment, teacher education, standards, quality assurance, school governance, etc.) including monitoring the roll out of Curriculum reform	376,392.00
3	System Strengthening and Capacity Development: Supporting revision of policy on Emergency response and preparedness, gender policy and strengthening EMIS	94,381.00
4	Early learning: through policy revision and modelling at county level	25,000.00
5	Operation: Supporting the implementation of the programme in field and security	48,000.00
Total (A)		763,773.00
HR requirement		Amount (USD)
1	Education Specialist ECDE - NOC to provide technical support at National and county level (3 months)	34,314.00
2	Education Specialist Policy - NOC supporting national level for policy reform (3 months)	34,314.00
3	Education Specialist Quality – P3 to provide technical support to improve quality education at national and county level (3 months)	47,349.00
4	Education Officer at zonal office (OOSC and equity) – NOB to roll out of OOSC programme and programme monitoring (4 months x 2)	80,250.00
Total (B)		196,227.00
GRANDTOTAL (A+B)		960,000.00

H. Future Work Plan

- In 2019, UNICEF will continue providing financial and technical support to strengthen MoE's Emergency Education Systems to enhance sustainability of interventions, increase levels of preparedness, response and resilience at national and county level.
- UNICEF will put more focus now in supporting the counties to develop and implement emergency preparedness plans that respond to all forms of conflict and crisis impacting education of boys and girls and increase advocacy to government for the provision of qualified teachers and sufficient infrastructure especially in the refugee settlements.
- Continue emphasizing the need for stronger linkages between humanitarian interventions and development programmes within the refugee context.
- Supporting MoE to continuously undertake appropriate assessment and set up an effective information management system especially at the county levels for timely feedback on disasters for critical decision making and action.
- The lesson learnt is that creative modalities to increase access in emergency like "2 in 1 school approach/model", a shift system that optimizes use of limited school infrastructure

I. Expression of Thanks

UNICEF Education in Emergencies partners in 2018 included the Teachers College Columbia University (TC), The Finn Church Aid (FCA), the Lutheran World Federation (LWF), the Norwegian Refugee Council (NRC) and Lifeskills Promoters (LISP). Through our implementing partners, UNICEF was able to provide life-saving services for children and women while building the capacities of Government, partners and communities to better respond to recurrent emergencies. The Ministry of Education at the national and county levels has been collaborating closely with UNICEF especially in counties like Turkana, Garissa, Wajir, Kisumu, Marsabit and Baringo. UNICEF Kenya expresses sincere gratitude to all donors who provided support in order to improve the lives of vulnerable children and women in Kenya through the implementation of the high impact interventions reaching the most vulnerable and unreachable populations discussed in this report.

J. Annex 1: Human interest Stories

1.) Human interest story – female AEP learner in Dadaab refugee camp

Sulekho Abdirahaman Horow is now 20 years old. She was born in Somalia and due to civil war, she fled with her family to Kenya to seek refuge in 2006 and was settled by UNHCR in Dadaab refugee camp. During her early childhood, she was never able to stay in school and eventually dropped out in class six due to the pressure from family to stay home and to get married.

"I went to school but later dropped because of many challenges facing several girls of my age in the camps, boys are preferred to go to school than girls. My mother used to tell me to remain at home and take care of my younger siblings, cook, wash utensils and fetch water while she went to the market where she ran a small grocery as she was the family breadwinner. As a result of missing lots of school, I performed poorly. I was really discouraged and felt ashamed because those who were younger than me used to perform better. I felt traumatised and decided to drop out of school "

In 2014, Sulekho found an opportunity and enrolled in the NRC run Accelerated Education Programme (AEP). She was among the first beneficiaries in Dagahaley and sat and passed the Kenya Certificate of Primary Education (KPCE) in 2015. Sulekho is now attending Tawakal secondary school.

"The AEP in Dagahaley camp came at the right time. I met a mobiliser in the blocks who informed me about the program. I was excited and felt like a heavy burden has been taken off my shoulders, I had lost

hope of ever going back to school but with this program I got a chance of going back to school and fulfill my dream of becoming a lawyer and a powerful woman in the society. “



“AEP has made a very big difference in my life. I was able to complete my primary education in a shorter period. This therefore enables school age going youth who have lost hope in education to have another chance to excel.” adds Sulekho. “I want to go to university and pursue information and communication technology. My words to young girls who have dropped out of school is,” do not think dropping out of school is the end of the life, try you best and go back to school”’.

“Thanks to NRC for introducing AEP program since it has helped me to speed up education and make up for the lost years the Somali civil war took away. I am now in secondary school and I really thank God for that”.

“Thanks to our donors UNICEF for providing us with items; such as exercise books, solar, lamps, uniforms and many more.”

Sulekho is optimistic that she will go through her secondary education and wants to advocate for the rights of other girls and women in the society.

2.) Human interest story - AEP teacher

Hamdi Salat Mohamed was born in 1993, a year after the arrival of his parents in Dadaab camps in Kenya. Hamdi's parents fled Somalia due to the civil war. He acquired both his primary (2011) and secondary level of education (2015) in Dagahaley camp and completed one-year course in computer secretarial class grade III offered by NRC in the Dagahaley YEP centre (Youth Education Pack).



Hamdi started teaching in June 2016 as an Alternative Education Programme (AEP) teacher in NRC's Dagahaley centre. Hamdi has not completed his teacher-training course since he started working but has demonstrated good teaching skills. He attributes the teaching skills to the trainings that he has received in non-formal curriculum by experts from the Ministry of Education (MoE) and Kenya Institute of Curriculum Development (KICD). UNICEF funding was used to train refugee community incentive teachers on non-formal education (NFE) curriculum. Hamdi added that together with other teachers they now understand better child rights and child protection.

Hamdi has received support from Board of Management (BoM) colleagues who have enabled him to deliver well in his duties. He added that the BoM have also been trained and are contributing to good management of the program in schools. They can understand the needs for teachers and students and are providing required support which include conflict resolution, mobilization, and supporting parents.



Hamdi has applauded the AEP program because its main purpose is to accelerate over age children through primary education. AEP learners are provided with the basic materials required for learning. The

learners are provided with books, pens, uniforms and solar lamps. Female learners are also provided with sanitary pads.

Hamdi said “*I am passionate about teaching because I am a refugee in this country and I had wonderful teachers who guided, cared for me and also empowered me. I want my students to get the same wonderful educational experience through well planned, accountability and collaboration with other teachers. I learned so much from other trained teachers, and I was able to use these tools in my own classes.*

My life changed since I earn a salary from being an AEP teacher in the camp. I can cover my personal needs and the needs of my brothers and sister who are in schooling within the camp. I support them in getting their basic needs in education so that they improve and succeed in their studies.

K. Annex 2: Donor Feedback Form

[English version](#)