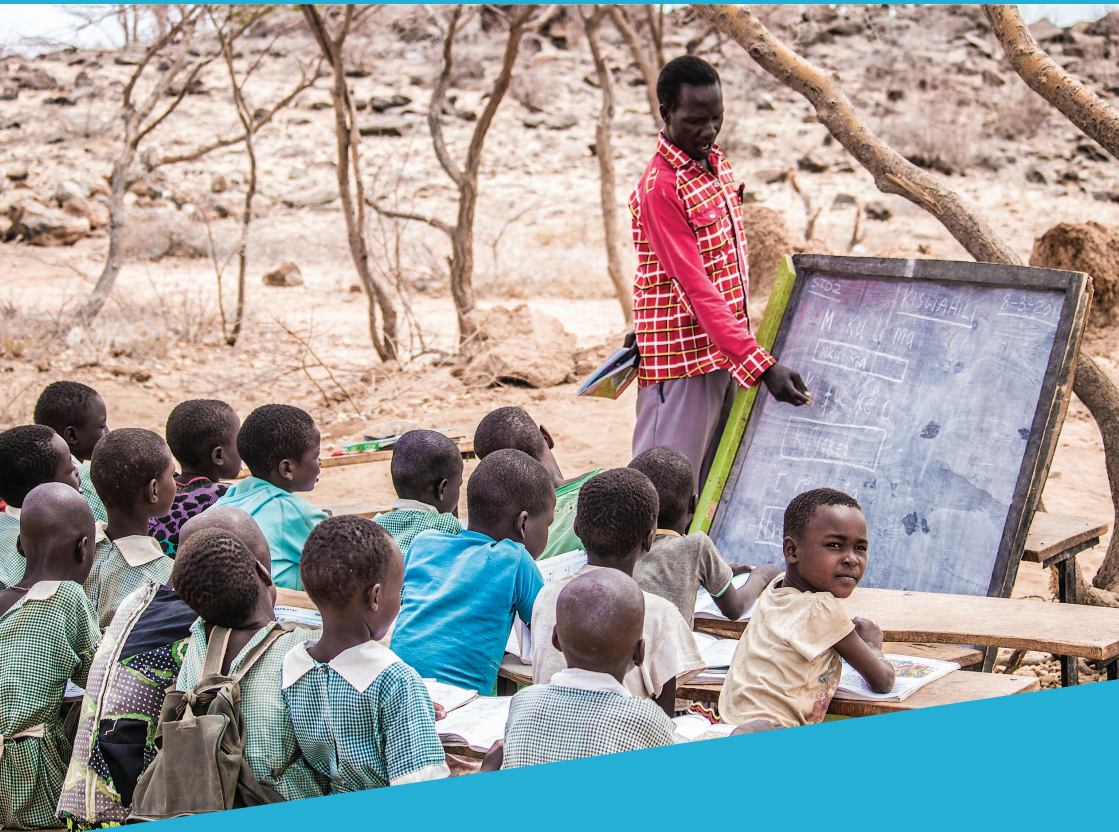**REPUBLIC OF KENYA**

Ministry of Education

EDUCATION SECTOR DISASTER MANAGEMENT POLICY

2017

REPUBLIC OF KENYA

Ministry of Education

Education Sector Disaster Management Policy

2017

Published by the Ministry of Education

With support from the United Nations Children's Fund (UNICEF), Save the Children and other Education in Emergencies Working Group Partners.

January 2018
Education

Email: info@education.co.ke

Website: www.education.go.ke

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FOREWORD

The Ministry of Education, is committed to provision of quality education and also deliver the post 2015 Education Agenda which focuses on global sustainable development. Further, the Constitution of Kenya, 2010 enshrines the right to education for all Kenyan children. In particular, Article 53 (1) states that every child has the right to free and compulsory basic education. In order to realize this, the

Ministry strives to ensure that the school environment is learner friendly and has minimal hazards. A major impediment to these aspirations is the perennial disaster phenomenon dominated by fires, floods and epidemics that disrupt peoples' livelihoods and by extension learning in schools. The safety of the learners is central to the provision of quality education and even a small disturbance can lead to loss of education gains.

A comprehensive disaster risk reduction initiative ensures safety of the learners, infrastructure and instructional materials. The Constitution of Kenya, 2010 Fourth Schedule Four mandates both the National and the County Governments to address disasters at their levels. The Ministry of Education shall therefore, work in collaboration with line ministries, agencies, county governments and non-state actors in addressing disasters of various types and therefore the wellbeing of the learner.

The development of the Education Disaster Management Policy is in answer to the concerns by various education sector stakeholders who are aware of the impact of disasters on education. The policy emphasizes on the need for a coordinated effort by the education sector, development partners, county governments, volunteers and private agencies in the management of disasters to save lives, protect school property and ensure that learners continue to access education in a safe and secure environment.

Dr. Fred Matiang'i (PhD)
CABINET SECRETARY

PREFACE

The Sendai Framework for Disaster Risk Reduction 2015 advocates for an effective disaster management system that creates a safe, resilient and sustainable society. The dedication will deliver the achievement of the post 2016 Education Agenda.

The Constitution of Kenya 2010, in Articles 43 (1) (f), 53 (1) (b) and 55 (a) makes education a right of every Kenyan. Article 46(1) (a & c) grants consumers the right to goods and services of reasonable quality, protection of their health and safety. In particular, the Constitution guarantees every child access to free and compulsory basic education. Under the Fourth Schedule, the Constitution further underscores the importance of assigning the disaster management function to both the National and County Governments.

The Kenya Vision 2030 defines education as a tool of ensuring development of the human and social capital in a clean, secure and sustainable environment.Integrating disaster risk reduction (DRR) into the national curricula and building safe school facilities are two priorities that will enhance this country's progress towards attainment of global educational goals.

This policy, underscores the importance of early warning systems and coordination of the disaster risk management cycle in the education sector. The policy also underlines the role of education in providing physical and psychological protection to the affected, as well as early reconstruction interventions in time of disaster.

On the psychosocial impact of disasters, education provides mitigation by giving a sense of normalcy, stability, structure and hope for the future of the affected. It also helps in bringing back economic stability and facilitates relaying of life saving messages.

The Ministry shall play a key role in the participatory partnership with Development Partners, Community Based Organizations (CBOs), Non-Governmental Organization & the UN (NGOs/UN) and other bodies involved in disaster risk reduction and disaster management in education.

Dr. Belio R. Kipsang, CBS
Principal Secretary
State Department of Basic Education

ACKNOWLEDGEMENT

The Education Disaster Management Policy for the Education sector was developed through a participatory process that involved key stakeholders from the Education in Emergencies working group partners and the MoE Policy Specialists. In the process of developing and revising the policy for the Education sector, we received invaluable guidance and suggestions from several Education in Emergencies working group (EiE WG) Members, and staff from the Ministry of Education department of FC & CCAs as well as policy.

I would particularly like to thank UNICEF for providing the financial support towards the development and revision of the policy and Save the Children for supporting the validation and launch process. I remain grateful to all the partners of the Kenya Education in Emergencies Working Group (EiEWG).

I profoundly value the keen cooperation of humanitarian NGO's who in spite of their busy schedules readily spared time for the development and review process and were equally enthusiastic to be a part of this plan: especially Church World Service (CWS) that hosted the EiEWG members meeting to provide technical input into the document among others that contributed in kind to the process.

Leah K Rotich (MRS), MBS

Director General

ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
BoM	Board of Management
CEDMC	County Education Disaster Management Committee
CDE	County Director of Education
CSO	Curriculum Support Officers
DM	Disaster Management
DMCs	Disaster Management Committees
DRR	Disaster Risk Reduction
EFA	Education for All
EiE	Education in Emergencies
EPRP	Emergency Preparedness Response Plan
GBV	Gender Based Violence
IMS	Information management Strategy
INEE	International Agency Network for Education in Emergency
M&E	Monitoring and Evaluation
NDMA	National Drought Management Authority
NEMA	National Environment Management Agency
NDOC	National Disaster Operation Centre
NEDMC	National Education Disaster Management Committee
SDGs	Sustainable Development Goals
UNICEF	United Nations Children Fund
UNISDR	United Nations Internal Strategy for Disaster Reduction

DEFINITION OF TERMS (BASED ON THE UNISDR TERMINOLOGY):

Disaster: A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.

Disaster Risk: The potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity.

Disaster Risk Management: Disaster risk management is the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses.

Disaster Risk Reduction: Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.

Early warning system: An integrated system of hazard monitoring, forecasting and prediction, disaster risk assessment, communication and preparedness activities systems and processes that enables individuals, communities, governments, businesses and others to take timely action to reduce disaster risks in advance of hazardous events.

Education in Emergencies: Quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education.

Exposure: The situation of people, infrastructure, housing, production capacities and other tangible human assets located in hazard-prone areas.

Evaluation: Assessing how interventions are meeting performance goals.

Hazard: A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation.

Internally Displaced Persons (IDPs): Persons or groups of persons who have been forced to flee or leave their homes or places of habitual residence, particularly as a result of crisis such as armed conflict, situations of generalized violence, violations of human rights or natural or man-made disasters, and who have not crossed an internationally recognized state border.

Mitigation: The lessening or minimizing of the adverse impacts of a hazardous event.

Preparedness: The knowledge and capacities developed by governments, response and recovery organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters.

Prevention: Activities and measures to avoid existing and new disaster risks.

Reconstruction: The medium- and long-term rebuilding and sustainable restoration of resilient critical infrastructures, services, housing, facilities and livelihoods required for the full functioning of a community or a society affected by a disaster, aligning with the principles of sustainable development and "build back better", to avoid or reduce future disaster risk.

Recovery: The restoration or improvment of livelihoods and health, as well as economic, physical, social, cultural and environmental assets, systems and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and "build back better", to avoid or reduce future disaster risk.

Rehabilitation: The restoration of basic services and facilities for the functioning of a community or a society affected by a disaster.

Resilience: The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management.

Response: Actions taken directly before, during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.

Vulnerability: The conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.

1.0 CHAPTER ONE: INTRODUCTION

1.1: Background

There is need for a specific policy framework in place to guide the conduct and reme-dial intervention for institutions affected by emergency situations. Further, there is need to have a specific fund allocated by the Ministry of Education to manage institutional disasters. The common practice is for the MoE to compile a list of institutions affected by any of the disasters that occur, cost it and seek assistance through the Department of State for Special Programmes and regular development partners like UNICEF, Red Cross, among others.

The MoE has from time to time issued manuals and circulars detailing the safety meas-ures to be taken to address specific concerns such as school transport, infrastructure and hygiene, among others. However, these interventions have not adequately addressed the full disaster cycle. In addition, there has been no comprehensive policy to address disasters that adversely impact on the education sector in Kenya.

1.2 Rationale

The frequency and extent of disasters in Kenyan learning institutions, underscores the need for coordinated disaster risk reduction interventions and management at all times. Natural, man-made and complexdisasters such as floods and conflicts limit access to learning for more than 4million girls and boys in Kenya every year. Preparedness for disasters is critical for households, businesses, learning institutions and communities in general. However, the reality in many learning institutions reveals unpreparedness in the face of disasters.

This policy provides for the establishment of effective mechanisms for coordinated dis-aster risk reduction interventions and management in learning institutions. For effective implementation of the provisions in the policy, continuous monitoring and evaluation shall be instituted.

The policy further reinforces other policies and guidelines such as the Education Sec-tor Policy on Peace Education (2014), The Health and Safety Standard Guidelines in schools, among others which are being implemented in learning institutions.

1.3 Linkages to Existing Legal and Policy Framework

This policy document takes cognizance of the provisions in existing legal and policy instruments, relevant international treaties and conventions. It is consistent with the following key legal and policy documents:

The Constitution of Kenya, 2010

The Constitution of Kenya 2010, in Articles 43 (1) (f), 53 (1) (b) and 55 (a) makes education a right of every Kenyan. In particular, the Constitution guarantees every child's access to free and compulsory basic education. Under the Fourth Schedule, the Constitution further underscores the importance of assigning the disaster management function to both the National and County Governments. Article 56 states that the State shall put in place affirmative action programmes designed to ensure that minorities and marginalized groups (b) are provided special opportunities in educational and economic fields.

Basic Education Act, 2013

The Kenyan Basic Education Act, 2013 provides for free and compulsory basic education stating that it is the right of every child to free and compulsory education. It further states that, the Cabinet Secretary shall in consultation with the National Education Board and the relevant County Education Boards provide for the establishment of appropriate boarding primary schools in arid and semi-arid areas, hard-to-reach and vulnerable groups as appropriate.

The Kenya Vision 2030

The Kenya Vision 2030 defines education as a tool of ensuring development of the human and social capital in a clean, secure and sustainable environment. Integrating disaster risk reduction (DRR) into the national curricula and building safe school facilities are two priorities that will enhance this country's progress towards attainment of global educational goals.

International Treaties and Conventions

Kenya is a signatory to several critical instruments for enhancing the rights to quality education for its citizens. These include the Universal Declaration on Human Rights (1948); the minimum Age Convention (1973); the convention on the Elimination of all forms of Discrimination Against Women (CEDAW) of 1979; the Convention on the rights of the Child (CRC) of 1989; the International Convention on the Protection of the rights of All Migrant workers and members of their families (1990); Others are: the Beijing Declaration and Platform for Action (1995);the convention on the Elimination of the worst forms of child labour (1999); the Dakar Framework of Action on EFA (2000); the convention on the Rights of Persons with Disabilities (2008); and the Goals of the African Union and the Sustainable Development Goals (SDGs).

This policy has been developed in line with the Sendai Framework for Disaster Risk Reduction 2015-2030 with its seven targets and four priorities for action. The Framework was adopted at the Third UN World Conference on Disaster Risk Reduction in Sendai, Japan, on March 18, 2015. It was endorsed by the UN General Assembly in June 2015. This Declaration follows the Hyogo Framework 2005-2015.

The Sendai Framework is a 15-year, voluntary, non-binding agreement which recognizes that the State has the primary role to reduce disaster risk but that responsibilities are to be shared with other stakeholders including local government and the private sector. It aims for the following outcome:

The substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries. The framework has 7 Targets: The targets focus on substantial reductions in (1) disaster mortality, (2) number of affected people, (3) direct economic losses, and (4) reducing damage to critical infrastructure and disruption of basic services, including education.

The Sendai Framework also seeks a substantial increase in (5) national and local disaster risk reduction strategies by 2020, (6) enhanced cooperation to developing countries, and (7) a substantial increase in multi-hazard early warning systems, disaster risk information and assessments.

The Sendai Framework has 4 Priorities;

1. Understanding disaster risk
2. Strengthening disaster risk governance
3. Investing in disaster risk reduction for resilience
4. Enhancing disaster preparedness for effective response and to "Build Back Better" in recovery, rehabilitation and reconstruction

1.4 Scope

The policy provides an institutional framework for coordination, communication, information management, implementation, monitoring and evaluation of Education in Emergencies interventions in Kenya. It is applicable in Basic Education, training, tertiary and higher education levels. It also provides guidelines for inter sectoral collaboration and partnership building with other stakeholders to promote disaster risk reduction and EiE interventions in Kenya through learning institutions.

1.5 Goal

The goal of this policy is to build a safe, resilient and sustainable learning environment in the Kenyan Education sector for enhanced access, equity, retention, transition and completion in the provision of quality education in emergency settings for self-reliance.

1.6 Objectives

The objectives of this policy are to:

i. Establish an inclusive institutional framework for DRR management in education institutions in Kenya;
ii. Build capacity for preparedness, timely response and recovery in the education sector in Kenya.
iii. Establish mechanisms for effective coordination and strong collaboration and partnerships

iv. Mobilise resources for sustainable development, management and implementation of EiE programmes in Kenya.

v. Strengthen monitoring and evaluation (Monitoring Evaluation Accountability Learning) of EiE programmes in Kenya.

1.7 Expected Outcomes

i. Established Early Warning Systems (EWS) and structures for DRR management in Kenya.

ii. There will be a pool of EiE experts and resources to lead on EiE interventions across the country.

iii. Developed and sustained EiE programmes in collaboration with stakeholders, including counties, sub-counties and learning institutions.

iv. Evidence based implementation of EiE interventions.Increased EiE funding.

2.0 CHAPTER TWO: GUIDING PRINCIPLES AND GUIDELINES FOR POLICY IMPLEMENTATION

The following chapter outlines the principles and guidelines for implementation that will guide EiE interventions in Kenya.

Guiding Principles:

2.1.0 Right to Education

The right to education for every child is enshrined in the Bill of Rights in the Constitution of Kenya 2010. Therefore, education and training systems and settings should be organized in a way that ensures all children regardless of where they are based have access to education. Disasters should not deny any child the right to quality education as is guaranteed in the constitution.

2.1.1 Inclusion and Participation

This principle acknowledges the importance of inclusion and participation of all learners and other stakeholders as well as consultation in promoting Education in Emergencies interventions in all areas prone to disasters. All learning institutions will embrace inclusiveness, meaningful participation and consultation in all EiE undertakings. In addition, all stakeholders will constantly be engaged in decision making regarding the implementation of EiE. The Ministry will strive to reduce the 'gender gap' in educational and training opportunities for both girls and boys and ensure equity for all including persons with Disabilities.

2.1.2 Equal Opportunities for All

The policy will strive to ensure that all girls and boys have access to education and training opportunities their situations notwithstanding.Therefore, EiE interventions will be coordinated and implemented to ensure that no child is left behind in the education sector due to disasters.

2.1.3 Conflict Sensitivity

In some parts, the EiE interventions are as a result of conflict. Thus, the MoE will develop, plan, implement, monitor and evaluate EiE interventions in a conflict-sensitive and inclusive manner applying the do no harm principle and guided by the principles of transparency, accountability, timeliness,impartiality, complementarity and coherence through partnership and coordination.

2.1.4 Environmental Sustainability

Some of the EiE interventions are in response to environmentally linked occurrences such as drought and flooding. In addition, people play a big role in environmental conservation as well as degradation of ecosystems. Therefore, the education sector endeavors to promote appreciation and care for the environment and for sustainable development. The EiE interventions will integrate activities that foster environmental conservation awareness and encourage actions for wise use and conservation of life-sustaining natural resources. This will be achieved through creating linkages between EiE and Education for Sustainable Development (ESD), aiming at reversing the loss of environmental resources.

2.1.5 Proactive and Preventive

The EiE programs will put in place disaster risk management and reduction mechanisms aimed at equipping education officials at all levels, members of learning institutions and the community at large with knowledge, skills, attitudes and values for preventing disasters, being prepared to respond when disasters occur as well as enhancing their resilience. This will be achieved by enhancing their capacities to discern early warning signs and take proactive and preventive measures.

2.1.6 Appreciation for Diversity

The EiE policy recognizes that Kenya is made up of diverse
populations which are a resource for socio-economic development and a part of the country's heritage. Similarly, diverse types of disasters hit the country from time to time. Thus, EiE interventions will be designed to respond to the diverse and unique needs of the affected communities.

2.1.7 Equity and Non-discrimination

EiE interventions will be implemented to ensure equitable access to services that meet the needs of individual learners within diverse environments. Responses to disasters will be coordinated and implemented as needed without discrimination.

2.1.8 Child Protection

In Kenya child protection principles will be mainstreamed into EiE interventions to ensure that children are provided with quality education as well as with physical, psychosocial and cognitive protection that can be both life-sustaining and life-saving.

GUIDELINES FOR POLICY IMPLEMENTATION:

2.2.0 This policy outlines 5 expected outcomes following its implementation. An annual review will be conducted to evaluate the level of implementation of the policy. The review will provide an opportunity to identify challenges and key issues faced during the initial period and make appropriate adjustments to the strategies. In addition, quarterly or semi-annual reports should be produced to keep the MoE abreast with the progress being made in the implementation of the policy.

2.2.1 Appropriate and adaptable technologies will be embraced to accelerate the implementation of the EiE policy.

2.2.2 All EiE interventions will adopt an integrated and multi-sectoral approach as disasters affected children and communities in complex ways that require different sector interventions.

2.2.3 This policy does not seek to replace existing education policies and approaches, rather it seeks to supplement and complement the education sector provisions to ensure that no child is left behind due to the effects of disasters.

2.2.4 Communities and children affected by disasters will be involved and represented in the implementation of this policy and all EiE interventions.

3.0 CHAPTER THREE: POLICY STATEMENTS AND STRATEGIES ON DISASTER MANAGEMENT

This chapter spells out the policy statements that will guide disaster managemet initiatives in the education and training sector. It further identifies the strategies and activities that will be put in place to operationalize the policy.

3.1 Develop a comprehensive framework for disaster management in the education sector

Strategy 1: Establish and operationalize the Education Disaster Managements Committees (DMCs) at all levels as outlined in this policy.
Activities:
- Appointment of DMCs members
- Induction of DMCs members on their roles and responsibilities
- Build the capacity of DMCs members on EiE and disaster management

Strategy 2: Establish and institutinalize reporting mechanism for the DMCs
Activities:
- Develop a reporting framework for DMCs at all levels
- Provide feedback to stakeholders on DMCs activities at all levels

3.2 Develop and strengthen capacity at all level on disaster management in the education sector

Strategy 1: Develop and implement EPRPs at all levels (national, county, sub-county and learning institutions)
Activities:
- Develop EPRP's and assessment tools for each level
- Create awareness on the EPRPs and sensitize DMCs on their roles and responsibilities
- Implement the EPRPs
- Monitoring and evaluation of the EPRPs
- Review guidelines on emergency preparedness
- Preposition supplies in times of crisis and emergencies
- Put in place mechanisms to ensure protection of schools and safety of learners

Strategy 2: Timely and coordinated emergency response planning and execution
Activities:
- Strengthen coordination mechanisms for actors in EiE
- Strengthen the capacity of DMCs to respond
- Build capacity of teachers, learners, education officials and other education stakeholders on psychosocial response and care
- Develop an inventory of disasters and response activities for reference and use during emergency response
- Conduct rapid or comprehensive assessments following a disaster.

Strategy 3: Mobilize resources for reconstruction and rehabilitation of learning institutions infrastructure damaged by disasters
Activities:
- Conduct a needs assessment to allocate available resources
- Provide budgetary allocation for reconstruction and rehabilitation
- Mobilize stakeholders to support the reconstruction and rehabilitation of damaged learning institutions
- Provide psychosocial support to the affected communities, teachers and learners

3.3 Establish, strengthen and maintain partnerships, collaborations and linkages with relevant stakeholders on Disaster Management in the education sector in Kenya

Strategy 1: Conduct mapping of stakeholders involved in disaster management
Activities
- Identify and list capacities of stakeholders and their areas of specialization and operation
- Develop a database of stakeholders involved in Disaster Management
- Update the list of stakeholders periodically

Strategy 2: Establish and enhance linkages with Ministries, Counties, Directorates and Agencies (MCDAs).

Activities:
- Identify areas of specialization of the MCDAs
- Mapping possible areas of linkages
- Conduct joint workshops to strengthen the linkages

3.4 Establish mechanisms for sustainable provision of resources to support disaster management programmes in education sector

Strategy 1: Provide a budgetary allocation for disaster management programmes

Activities:
- Incorporate EiE n the education sector strategic plan
- Incorporate EiE programmes' activities vote in the budgetary process of the MoE

Strategy 2: Mobilize stakeholders to support in provision of resources to implement EiE programmes

Activities:
- Mobilize resources for EiE programmes through other relevant stakeholders
- Form consortiums within EiE WG partners to source for funding to support EiE programme activities

3.5 Develop a Monitoring Evaluation Accountability and Learning framework (MEAL) for disaster management programmes in the education sector

Strategy 1: Develop joint MEAL working tools for disaster management in education sector activities:
- Constitute a team to develop the joint MEAL tools
- Conduct a writing workshop to develop and harmonize MEAL tools
- Pilot the harmonized MEAL tools
- Establish a platform to disseminate MEAL tools

Strategy 2: Provide for regular monitoring and evaluation for EiE

Activities
- Carry out joint monitoring and evaluation periodically
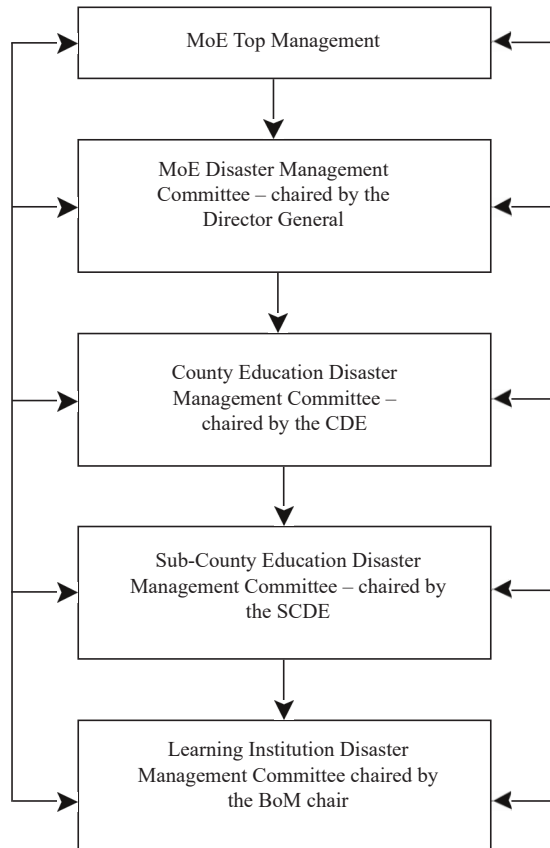- Write reports and disseminate to relevant stakeholders for action

4.0 CHAPTER FOUR: MANAGEMENT AND COORDINATION

4.1 Introduction

This policy will be guided by the Constitution of Kenya 2010, the Basic Education Act 2013 and all the legislations governing the education sector. These documents provide a legal basis for disaster management in Kenya. To operationalize this policy, MoE shall constitute the National, County, Sub-county, and Institutional Disaster Management Committees. In constituting the committees, the principles of inclusiveness and diversity shall apply.

4.2 Education Sector Disaster Management Structure (Diagrammatic)

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        ┌──────────────────────────────────┐
        │        MoE Top Management         │
        └──────────────────────────────────┘
                        │
        ┌──────────────────────────────────┐
        │     MoE Disaster Management       │
        │   Committee – chaired by the      │
        │         Director General          │
        └──────────────────────────────────┘
                        │
        ┌──────────────────────────────────┐
        │   County Education Disaster       │
        │    Management Committee –         │
        │       chaired by the CDE          │
        └──────────────────────────────────┘
                        │
        ┌──────────────────────────────────┐
        │   Sub-County Education Disaster   │
        │  Management Committee – chaired by │
        │           the SCDE                │
        └──────────────────────────────────┘
                        │
        ┌──────────────────────────────────┐
        │   Learning Institution Disaster   │
        │  Management Committee chaired by   │
        │          the BoM chair            │
        └──────────────────────────────────┘
```

4.3 MoE (national) Disaster Management Committee (MDMC)

4.3.1 Mandate

The MoE Disaster Management Committee is mandated to:

i.   Provide policy guidance and direction on disaster management in the country

ii.   Promote coordination and linkages between disaster management organizations and line ministries to avoid duplication of efforts;

iii.   Coordinate capacity building of disaster management committees at county level;

iv.   Develop and implement joint disaster management strategies to address slow onset and rapid onset disasters including an annual

v.   Emergency Preparedness and Response Plan (EPRP);Advocate for disaster management and resource allocation by decision makers;

vi.   Mobilise and manage resources, for sustainable disaster management programmes in the country;

vii.   Strengthen the integration of cross cutting issues (including gender, HIV, age, disability, GBV) into Disaster Management;

viii. Share best practices and lessons learned to strengthen knowledge management at National level, and with County Disaster Management Committees;

ix.   Monitor and evaluate the implementation and integration of Disaster Management initiatives;

x.   Strategic support and mentoring of County Education Disaster Management Committees.

xi.   Coordinate/conduct research on Disaster Management and disseminate information to stakeholders.

4.3.2 Composition of the MoEDMC

The MoE Disaster Management Committee (MDMC) will be composed of:
- Director General
- Directors of Education
- Deputy directors
- MoE staff in the FC & CCAs Department
- Development Partners at the National Level
- National EiE working group

In constituting the committee, the principles of inclusiveness and diversity will apply.

4.4 County Education Disaster Management Committee (CEDMC)

4.4.1 Mandate

The Basic Education Act, 2013 Section 25(1) mandates the County Education Boards to establish such committees as may be appropriate to perform such functions and discharge such responsibilities as it may determine.

In line with the Basic Education Act, Section 25, this policy provides for the establishment of the CEDMC with the mandate to manage disasters in learning institutions at County level. In constituting the committee, the County Education Boards may co-opt local non-governmental organizations playing key roles in education in their respective counties. The principles of inclusiveness and diversity will apply.

The County Education Disaster Management Committee (CEDMC) is mandated to:

i.   Provide leadership in implementation of policy and strategy on disaster management in the education sector at the county level, in liaison with other line ministries and the county governments;

ii.   Promote linkages between disaster management organizations and education institutions;

iii. Coordinate capacity building of disaster management committees at the County and sub-County levels;

iv.   Develop and implement joint Disaster Management strategies with other relevant stakeholders to address slow onset and rapid onset disasters, including an annual Emergency Preparedness and Response Plan (EPRP) in conjunction with the County Governments;

v.   Advocate for Disaster Management in Education, and resource allocation by decision makers at the County;

vi.   Mobilise and manage resources, for sustainable disaster management programmes in the county;

vii. Strengthen the integration of cross cutting issues (including gender, HIV, age, disability, GBV) into EiE interventions at the county level;

4.4.2 Composition

The County Education Disaster Management Committee will comprise:

i.   County Director of Education

ii.   Sub-County Directors of Education

iii. Heads of Department of line Ministries including the NDMA county coordinator

iv.   Development partners with presence in the county

v.   County EiE working group members

4.5 Sub County Education Disaster Management Committee (EDMC)

In line with the Basic Education Act 2013 Section 18 (2) the County EDMC shall facilitate establishment of the Sub-County Disaster Management Committee. The Sub-County EDMC shall perform delegated functions by the County EDMC and will be composed of the following:

(i)   Sub-County Director of Education
(ii) Department heads of line Ministries
(iii) Development partners
(iv) BoM chair persons

4.6 Disaster Management Committees in Learning Institutions

This policy provides for the establishment of inclusive Disaster Management Committees in all learning institutions. The committees shall be mandated to oversee the implementation of disaster management initiatives at the learning institutions level. The Disaster Management Committee in an educational institution will ensure that each learning institution has a contingency plan in place and the committee will comprise:

- The BoM chair
- The Principal/Deputy
- Teacher in charge of guidance and counseling
- Class teachers
- Representative of the sub-county director of education
- Student Government Representative
- Parent Representation

4.7 Coordination and Collaboration

The National Government shall continue to lead in the strategic planning and management of DRR as well as the responsive management of the full disaster cycle. In addition, the County Governments shall mobilize local resources in the management of DRR in their respective counties. The Ministry of Education, shall play a key role in the mobilization of key partners such as Development Partners, International Agencies, Community Based Organizations (CBOs), Non-Governmental Organizations (NGOs) and other bodies involved in DRR and DM in the education sector. It should be noted that disaster management is a shared function between the national and county government.

5.0 CHAPTER FIVE: RESOURCE MOBILIZATION AND ACCOUNTABILITY

5.1 Intoduction

This policy will require financial, human and material resources to be implemented effectively. Hence, an enabling resourcing and accountability system shall be established to ensure quick and effective response in case of a disaster.

5.2 National Disaster Management Fund for Education

This policy shall establish a disaster management fund at the MoE Head Quarters specifically in the Directorate where EiE is domiciled. Resources will be sourced from the exchequer, development partners, the private sector, Faith Based Organizations, Community Based Organizations, the Civil Society, Communities and Individuals.The funds for infrastructure reconstruction or rehabilitation will be disbursed directly to the affected learning institutions following the recommendation of the County Education Board and verification by the EiE WG at the MoE headquarters. Funds to support EiE activities, capacity building initiatives, MEAL and assessments to be managed by MoE and disbursed through the Directorate at MoE where EiE is domiciled. To manage the fund, EiE units at all levels will be strengthened.

5.3 County Disaster Management Kitty for Education

This policy shall establish a County Disaster Management kitty for Education in each of the 47 Counties. The kitty shall be administered by the Disaster Management Committees. The County DMCs shall mobilize resources from County Government, stakeholders, development partners, the private sector, Faith Based Organizations, Community Based Organizations, the civil society, communities and individuals to cater for disaster management and mitigation. This function can further be delegated to the Sub-County DMCs.

5.4 Capacity Assessment of Human and Non-Human Resources

Capacity assessments will be carried out by the EiE unit based at the MoE headquarters as required both at the national and county levels to identify gaps in capacity that may impede efficient management of disasters. The assessment shall provide information on the requisite human and non-human resources needed to manage education in emergencies interventions. An inventory of the relevant human and non-human resources available shall be updated continuously at National, County and learning institution levels.

5.5 Assessment of Safety of Education Facilities and Systems

During the Second Session of the United Nations International Strategy for Disaster Reduction (UNISDR) Global Platform for Disaster Risk Reduction in June 2009, participating countries committed to undertake assessment of education and health facilities by 2011 for standardization of emergency preparednessactivities. The Third Session of UNISDR called for concrete action plans for establishment of safer schools and hospitals in all disaster prone countries and also inclusion of disaster risk reduction content in all school curricula by the same year. In tandem with the UNISDR resolution, the MoE (spearheaded by the EiE unit) in conjunction with line ministries and County Governments shall assess facilities and systems in all institutions of learning to ascertain their capacity to withstand disasters including those related to violence on the learners.

This will ensure that the sector has adequate information to reference in developing appropriate DRR interventions for learning institutions.

5.6 Monitoring and Evaluation

The MoE (EiE Unit) will undertake regular monitoring and evaluation of EiE initiatives and ensure that MEAL systems are adaptive. The EiE section will develop and share formats and indicators for monitoring and evaluating EiE interventions.

5.7 Policy Review

This policy will be reviewed from time to time to ensure that it remains relevant in the ever changing emergency situations in Kenya.

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