



Crisis Modifier Framework

FOR PRIMARY AND JUNIOR SECONDARY SCHOOLS IN GARISSA AND TURKANA COUNTIES

TEACHWELL 2023 – 2027



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1. Introduction

The Horn of Africa is exposed to significant climatic shocks like droughts, floods, heat waves, and other extreme events triggered by the El Niño–Southern Oscillation phenomenon and exacerbated by climate change. As a result of these changes, the region has experienced a decline in rainfall, most prevalent during La Niña events¹. Climate variability has increased, making it challenging to predict rainfall. This variability has resulted in frequent and numerous disasters, including disease epidemics and pandemics.

Over the past five years, Kenya has experienced myriad crises that have interrupted schooling for children in both refugee camps and the host community. These crises include COVID-19, floods, drought, food poisoning, fire outbreaks, and political unrest that has limited movement. These challenges have eroded the coping mechanisms of most households, and the gains made by local communities (as well as the development projects designed to support them). As a result, the education sector has experienced dropping out of school, absenteeism, decreased academic performance, loss of motivation, and post-traumatic stress disorder. During the COVID 19 pandemic schools were closed for close to one (1) year. Learners were expected to access learning materials online which was beyond reach by a majority in camps and rural areas. Electricity connection and tablets are beyond reach by many. The African Population and Health Research Center (APHRC) conducted a study on adolescents and their parents in urban informal settlements. It found that 82%, 50% and 78% of households in the study owned a TV, radio, and digital device (smartphone, computer, or tablet), respectively. But only about 57%, 32% and 33% of adolescents, respectively, used these devices to access educational content.

The Crisis Modifier (CM) provides a flexible and adaptive mechanism to safeguard the progress achieved by TeachWell (TW) activities, empowering clients to avoid negative coping mechanisms. It will allow the IRC and partners to respond quickly to anticipated or observed crises while addressing the root causes of people's vulnerability to shocks and stresses. The CM is designed to enhance teacher and student retention and ensure school business continuity. The design of the CM is informed by relevant policies and manuals of the Government of Kenya (GoK), Ministry Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), and other humanitarian standards (see Section 5). The CM is underpinned by two core models adopted from the Comprehensive School Safety Framework:

- 1. The socio-ecological model.** This model stresses the critical linkages between children, family, school, community, and larger society.
- 2. Collective impact.** This framework requires multi-stakeholder engagement in pursuing a common agenda, agreed-upon measures of success, and facilitation of mutually reinforcing activities and constant communication.

¹ https://www.acaps.org/fileadmin/Data_Product/Main_media/20240514_ACAPS_Briefing_note_Kenya_Floods.pdf

2. Situation Analysis

TURKANA COUNTY

Turkana County is situated in the Northwestern part of Kenya. It borders West Pokot and Baringo Counties to the South, Samburu County to the Southeast, and Marsabit County to the East. It also borders South Sudan to the North, Uganda to the West, and Ethiopia to the Northeast. The County lies in the belt of arid and semi-arid areas characterized by rainfall averaging 300 MM, warm or hot climates, and temperatures ranging from 24°C to 39°C.²

The Turkwell River in Turkana County flows from Mount Elgon on the border of Kenya and Uganda, traversing the County to Lake Turkana. Rivers provide the main lifeline in these predominantly desert conditions. Kerio River flows from the Rift Valley and Lokichar River escarpments to join the Turkwell River. The tributaries support livelihoods and ecosystems.

The county's topography includes extensive sandy plains, elevated sections, and savannas. The county's main source of livelihood is pastoralism, characterized by livestock rearing. Fishing is also practiced on the shores of Lake Turkana. Small businesses and marketable skills such as traditional handicrafts are also common. Some communities in arable areas also engage in subsistence cultivation of drought-resilient crops. The expected boost to the local economy from commercial oil drilling is yet to be realized.

Turkana has 569 registered primary schools – 497 public schools and 72 private primary schools. An additional 27 primary schools are in the refugee camp in Kakuma and Kalobeyei settlement. Like other arid and semi-arid counties, there have been affirmative actions from the government through extended support to low-cost boarding schools, school feeding, and water provision, among others.

GARISSA COUNTY

Garissa County is in Northeastern Kenya and shares borders with Somalia on the East, Lamu to the Southeast, Tana River County to the South, Isiolo to the West, and Wajir to the North. The county has a predominantly pastoral livelihood economy, with up to 90 percent of households dependent on livestock herding. The pastoral sector defines the lifestyle of most inhabitants and is central to community resilience.

The Tana River runs through Garissa County for 12 months of the year. The river is sourced with water from upstream drainage from Mt Kenya and the Aberdare range. It is dammed in neighboring counties for power generation. Communities along the river depend on it for their livelihoods but also experience the challenge of flooding in the lower part.

Garissa County has 382 registered primary schools, 249 public schools, and 133 private schools. Due to the prevailing drought in many parts of the county, some schools have adopted school feeding for lower grades.

² Garissa County Integrated Development Plan 2023–2027

At the same time, a low-cost boarding complement has been integrated in public schools to enhance retention.

Children face several threats to their safety in schools and their wider communities. These include accidents, natural hazards, violent conflict, health risks, and malnutrition. Inadequate safety measures within a school can exacerbate these challenges. According to the safety standards manual of Kenya, the main causes of school accidents are human-related, i.e., caused through carelessness, inattentiveness, ignorance, irresponsibility, or negligence on the part of the learners, staff, or other stakeholders.

FLOODS

Since the start of the March–April–May (MAM) 2024 rainy season, Kenya has experienced heavy rainfall, resulting in widespread floods and landslides in various counties. 42 of the country's 47 counties recorded flood events, with 380,00 people affected, 280,000 displaced, and at least 260 lives lost. Approximately 1,900 schools were affected while official school opening dates were delayed by two weeks. According to the flood impact assessment report by the Education in Emergencies (EiE) working group, 183 schools (155 primary, 28 secondary) across Kenya were closed. The learners reporting rate for primary and secondary schools was 95% and 97%, respectively. Kenya has had a history of flood events, some significantly impacting the economy and livelihoods. Key notable flood event in the country include the 1997/98 El Nino-induced floods that resulted in approximately US \$151.4 million in damage.

During flooding, schools are mostly used as safe places where displaced households take refuge during the crisis and post crisis. Shelters tend to stay occupied post crisis as families can lose their homes, or just feel safer. As a result, school infrastructure is subject to damage and/or theft attributed to the displaced persons. Subsequently the pupils lose access to a safe and protective learning environment. The academic calendar is also interrupted, leading to further delays. School-going children are equally affected negatively, with some having increased morbidity and losing their lives because of drowning and/or waterborne diseases.

In 2024, 21,597 people in Garissa County were displaced across 11 camps. The majority of those affected come from towns along the river Tana. At least 12 primary schools had their infrastructure damaged. These included latrines, desks, tablets, and books. In 2023, over 115,308 people were affected during the floods. Garissa Township was the most affected, with around 16,698 internally displaced persons forced to live in the county's ten (10) internally displaced persons camps.

In 2024, in Turkana County, at least 1,300 livestock were lost during floods. Two Early Childhood Development (ECD) centers and 1 health facility were submerged in water, denying residents access to services. The county faces flooding risks from the Turkwell River, Turkwell Gorge Dam, and Lake Turkana.

DROUGHT

As one of the world's most impoverished regions, the Horn of Africa is home to millions of people regularly facing chronic food insecurity, water insecurity, and malnutrition because of frequent drought. In 2023, the region faced a drought, with 23 million people affected, according to IGAD Climate Prediction and Application Centre. In Kenya, approximately 4.2 million people were food insecure, representing 24% of the total

population in the Arid and Semi-Arid Lands (ASAL). The drought in the region has been attributed to climate change.

According to the scientific report of 2023³, Climate change has made events like the current drought much stronger and more likely. A conservative estimate presented that droughts have become about 100 times more likely. At the time, Turkana and Garissa's global acute malnutrition caseloads were at 106,587 and 66,509 against a total county population of 926,976 and 841,353 respectively. In 2011, the education sector incurred damages and losses of approximately KES 4 billion (an estimated US \$30,828,520) because of a devastating drought.

Droughts decrease the probability that a child will remain enrolled in school by more than 36%. Further, among children who remain enrolled, droughts adversely affect their grade progression due to household food insecurity, which results in poor nutrition and mental health.⁴ Schools with feeding programs have witnessed increased number of children during drought. In some instances, parents and elderly sneak to schools during lunch hours. Children and their families travel longer distances to water points due to drying water sources and the breakdown of water infrastructure.

Kenya has experienced five consecutive poor rainy seasons, which affected Arid and Semi-Arid Land (ASAL) counties. More than 1.9 million people in pastoral areas remained at "Crisis Level" (Integrated Food Security Phase Classification – or IPC – Phase 3) of food insecurity as of Feb – Mar 2024, according to FEWSNET. 300,000 people were classified under IPC Phase 4 – "Emergency." Both Turkana and Garissa counties were classified as IPC Phase 3. The drought meant reduced pasture for livestock, increased trekking distance to water points, and high malnutrition cases.

Turkana County is home to wind farms that generate power due to their intensity. Strong winds are largely experienced in Turkana West. The winds adversely affect community health and school infrastructure. In Garissa County, Fafi and Liboi sub-counties experience strong winds, causing broken doors and the uplift of classroom roofs. These strong winds precede heavy rains, with some schools experiencing combined damage from wind and rain.

FIRE

Despite progress in the education sector, student unrest in Kenya has become an unfortunate and frequent phenomenon. The students' unrest seriously threatens the education system and the nation at large (report on the inquiry into the wave of students' unrest in secondary schools, 2018⁵). Cases of arson and destruction of property accompany this unrest. In 2018 and 2021, at least 63 and 35 arson cases (respectively) were reported in schools. Thirteen schools in Turkana County were torched by Pokot Bandits. Kanamkemer primary school's dormitory in Turkana was also burnt down though the cause was never known. Garissa high school was also gutted down by fire in 2023. According to the National Building Review Board (NBRB) statistics on reported fire incidences, 52% occur in commercial buildings, 35% in schools, and 13% in residential buildings.

³ <http://dx.doi.org/10.25561/103482>

⁴ Dhongde, Shatakshee and Spyrou, Ioanna Maria, Impact of Drought on Children's Educational Outcomes (August 22, 2023). Available at SSRN: <https://ssrn.com/abstract=4547663> or <http://dx.doi.org/10.2139/ssrn.4547663>

⁵ <http://libraryir.parliament.go.ke/xmlui/handle/123456789/1167>

According to the Safety Standards Manual for Schools in Kenya (2008), fire safety preparedness requires the formation of a Safety Sub-Committee. It also recommends suitable infrastructure and guidance and counseling departments. According to the Ministry of Education's (MoE) performance audit report on fire safety preparedness in secondary schools⁶, schools have inadequate physical infrastructure and equipment to handle fire incidents. 100% of the sampled schools did not have evacuation maps in the buildings. 71% of the schools did not have sub-committees responsible for fire safety, and 29% had committees composed of only teachers.

DISEASE OUTBREAKS

Recently, Kenya has been affected by disease outbreaks, notably COVID-19, leading to school closures. In March 2020, approximately 18 million learners could not access learning services in the country after confirming a COVID-19 case. While learners were expected to access teaching materials online, access to the internet, power, and equipment were challenges for several students. Other diseases of importance affecting school-going children include cholera, red eye, and food poisoning, in addition to conditions such as malnutrition and wasting.

In 2024, red eye disease (also known as conjunctivitis or "pink eye") was reported in schools in Mombasa, Nairobi, Kilifi, and Voi counties. Red eye spreads by touching an infected eye or contaminated surface. Public health experts advise that hygiene is the only preventive measure. Due to a lack of hygiene facilities and measures in schools, hundreds of students were sent home for further treatment. At least 300,000 refugees at Kakuma refugee camp are at high risk of contracting viral red eye disease (conjunctivitis). An outbreak of the disease was reported in Turkana West sub-county where medics raised the alarm over the spread of the disease within the refugee camp that extends to surrounding villages within the host community⁷.

In 2023, approximately 500 girls of Mukumu girls' secondary school were reported to have been infected by a bacteria suspected to be from water contamination. According to the World Health Organization (WHO), foodborne hazards are responsible for 137,000 deaths and 91 million acute illnesses in Africa every year, mostly affecting children under age 5. During the same year a pupil from Dertu primary school lost their life while 3 teachers were admitted with symptoms like those of food poisoning.

In Garissa County, schools indicated that Diarrhea, Malaria, respiratory infections, and contagious conjunctivitis have been reported in schools. Diarrhea is associated with scarcity of clean water and contamination from flooding. Sub-counties across the Somalia border report experiencing cold nights and mornings, predisposing them to respiratory infections. Malaria and dengue fever are endemic to Garissa County, and there are comparatively higher infections in the aftermath of heavy rains related to vector breeding.

In Turkana County, health risks and diseases are common (e.g., waterborne diseases, malnutrition-related illnesses, vector-borne diseases like malaria, and respiratory problems due to dust storms). The frontier sub-counties of Turkana West, Loima, Lokichogio, and Kibish are particularly at risk of cross-border diseases. There are reports of frequent measles outbreaks associated with cross-border movement, displacement, and low

⁶<http://parliament.go.ke/sites/default/files/2020-10/Performance%20Audit%20Report%20on%20Fire%20Safety%20Preparedness%20in%20Secondary%20Schools%20by%20the%20Ministry%20of%20Education%20from%20the%20Auditor-%20General.pdf>

⁷ <https://www.standardmedia.co.ke/testbed/article/2001495779/refugees-in-kakuma-at-risk-of-red-eye-disease-infection>

immunization coverage from neighboring countries. The same is observed in the camps where new arrivals have not been vaccinated against preventable diseases, especially measles.

CONFLICT & INSECURITY

The northern part of Kenya has been characterized by violent conflict and insecurity over the years. Incidences of insecurity range from attacks by armed bandits and cattle rustlers to community disputes over natural resources and terrorism. According to National Police Service crime statistics, between January and December 2021, 73% of the country's stock theft raids occurred in the northern region. Over the same period, 58% of the illegal arms I, and Nanam areas. Below is a table showing the prevalence of conflict in Garissa and Turkana.

Conflict/ Security Score	Scale	Location
Clan conflicts- historical and recurrent rivalries	Localized Clustered where clans such as Anthax, Anliyan, Abdalla, Maqabul, etc. exhibit rivalries	Benane, Garissa, Ladgera, Balambala
Resource conflicts, especially in times of drought	Significant	Ladgdera, Balambala, Benane
Cross-border conflicts along international borders in Turkana	Significant	Loima, Lokichogio, Lokirama and Nanam areas
Threat by Cross border Militia to government workers, including teachers and their sympathizers	Significant	All cross-border sub-counties of Garissa: Garissa, Fafi, Ijara, Dadaab, Liboi and Bura East, Hulughow
Road attacks and improved explosive devices on the main roads	Significant These are small in frequency but present a significant threat to communities	Roads to Dadaab and other cross-border counties
Rumors of imminent attacks	~2 times per year	Dadaab, Liboi and Bura East, Hulughow
Attacks on non-local teachers and migrants	Localized While these are low in scale, they have a significant impact on teachers	Cross-border counties far from the highways and security team's establishment
Banditry attacks	Significant	Turkana East areas of Kapedo, Lokori, Lokwamosing, Nakukulas

INSTITUTIONAL MANDATE

In Kenya, disaster response is the responsibility of various institutions. The National Disaster Operation Center (NDOC) was established in January 1998 by an act of Parliament to coordinate responses to emergencies and disasters in the country. Its mandate is to monitor, coordinate, and mobilize national resources to respond to disaster incidents in the country. The NDOC is instrumental in bringing together relevant ministries and government institutions during a crisis.

The National Disaster Management Unit (NDMU) is under the Ministry of Interior. It is responsible for leadership, command, and control during a disaster. The NDMU is anchored within the Kenya police service and complements the work of other state agencies.

The National Council for Nomadic Education in Kenya (NACONEK) has implemented the school meals program targeting the ASAL counties hit by drought. NACONEK is a semi-autonomous government agency under the MoE. The program, funded by the Government of Kenya, has supported approximately 2.6 million children in all public primary schools in arid counties, selected schools in semi-arid areas, special needs schools, informal urban settlements, and refugee camp-based schools. The government intends to scale the reach to 4 million children in 2024. Both Turkana and Garissa are beneficiaries of the program. Other institutions supporting school meals include Plan International, Feed the Children, and Mary Meals.

The National Drought Management Authority (NDMA) is responsible for managing drought risk and establishing mechanisms, either on its own or with stakeholders, to end drought emergencies in Kenya. NDMA has operational offices in 23 ASAL counties, including Turkana and Garissa. The Authority is implementing the Hunger Safety Net Program (HSNP), one of the country's four national safety net programs. The other three (Older Persons Cash Transfer, Cash Transfers for Orphans and Vulnerable Children, and Persons with Severe Disability Cash Transfer) are undertaken by the State Department of Social Protection under the Ministry of Labour and Social Protection. The HSNP targets vulnerable households in 8 arid counties: Turkana, Wajir, Mandera, Marsabit, Garissa, Tana River, Isiolo, and Samburu. The program provides for the scale-up of beneficiaries during climate-related disasters. The NDMA is the secretariat for the Kenya Food Security Steering Group, which coordinates seasonal assessments to plan for and monitor the food security situation. The assessments determine the impacts of the long and short rains on food and nutrition security in Kenya's 23 ASAL counties.

The disaster response initiatives by the government are also complemented by work by UN agencies, international non-governmental organizations (INGOs), the Red Cross, and other foundations. Technical Working Groups are established on thematic areas and are chaired by the relevant ministries (e.g., EiE TWG, Food and Nutrition Working Group, Kenya WASH TWG, etc.) to ensure coherence and collaboration. There are eight humanitarian hubs coordinated by UNOCHA per region. A UN agency or INGO chairs the hubs. The hubs are chaired by UNOCHA and are responsible for coordinating INGOs, NGOs on humanitarian response.

3. Crisis Modifier Intervention Matrix

The CM will contribute to school learners' and teachers' resilience by providing resources to facilitate learning continuity in times of crises through promoting education outcomes and learning through play in the target schools in Turkana and Garissa. By so doing, the response will ensure that crises that occur in these target

areas do not derail the gains made in contributing to learning outcomes and wellbeing envisaged as the goal of the overall TW project.

Furthermore, all CM interventions to the anticipated shocks will be designed together with the learners, involve the teachers and school administrators (from the assessment phase to the response phase), and thus strengthen school safety measures to minimize the risks posed by the hazards and enhance their capacity to respond.

3.01 Objective Of the Framework

The main objective of the Crisis Modifier is to ensure the business continuity of the TW project with a focus on students' learning process in the target primary and junior schools. It will support vulnerable girls and boys, along with their teachers and caregivers, with essential resources and services to ensure they have access to safe, play-based learning continuity during crises.

While the overall TW project objective is to strengthen the teacher skills through TCCD (Teacher Continuous Capacity Development) which ensures teachers/ facilitators intentionally plan and deliver contextually and age-appropriate guided playful experiences, the Crisis Modifier is meant to ensure that the education gains achieved are not disrupted. The CM therefore sets a framework for rapid roll out of predetermined emergency response activities to ensure that ongoing TW activities targeting teachers (TCCD), learners (LtP), caregivers, school administrators, and other education stakeholders are not disrupted.

Beyond humanitarian response, the CM is also meant to address the acute needs of children, educators, and caregivers through anticipatory actions designed to prepare for any anticipated shocks and in the long term strengthen the capacity of learners and educators on disaster risk reduction within the school setup.

3.02 Specific Objectives

1. Strengthening the capacity of the schools and relevant stakeholders to anticipate and prepare for a crisis.
2. Establishing a response mechanism in the face of a disaster.
3. Enhancing the safety and wellbeing of learners, teachers, and support staff in the face of a disaster.

This will be achieved by:

- a) Identifying potential hazards and the risks they pose to primary and junior secondary schools.
- b) Establishing the trigger mechanisms for the relevant disasters.
- c) Developing mitigation and response initiatives.
- d) Strengthening the response capacity of the relevant institutions responsible for ensuring the safety of school-going children and teachers.

3.03 Prioritization of Response Activities

To ensure business continuity of the TW project (ensure the wellbeing of learners and teachers while sustaining educational gains and promoting LtP amid crises), the CM interventions activities are prioritized as Required, Core, and Supplementary interventions:

- **Required Activities:** These actions are of the highest-priority to ensure the Crisis Modifier's effectiveness in safeguarding children, providing access to child-friendly spaces, and facilitating playful learning activities during crises. They also enable teachers to continue delivering contextually appropriate guided learning. These activities involve maintaining regular engagement with caregivers and school administrators while adhering to national education standards and regulatory guidelines. Required actions include life-saving measures or efforts to stabilize situations, such as securing learning spaces, providing food, shelter, water, and emergency healthcare, conducting rapid crisis assessments, and implementing social behavior change initiatives. These measures are designed to ensure the response aligns with agreed-upon effectiveness and compliance standards.
- **Core Activities:** These are essential actions essential for stabilizing the learning environment and maintaining the students' learning process. They also foster resilience, long-term sustainability, and improved systemic capacity bridging the immediate response with medium- to long-term educational goals, enabling communities to recover stronger and better prepared for future crises. Core activities include establishing and maintaining safe, functional, and inclusive learning spaces, ensuring access to essential teaching and learning materials during crises, providing play items for learners, and providing immediate support for teachers and learners' well-being, such as psychosocial support and emergency feeding programs where applicable. Core actions may include strengthening the capacity of learners and teachers on disaster risk reduction (DRR) to build resilience.

The distinction between Core Activities and Required Activities lies in the context-specific nature and purpose of the activities. Required Activities address critical survival and safety needs while Core Activities aim to stabilize and sustain the learning environment during the crisis.

- **Supplementary Activities:** These are supportive interventions that enhance or complement core and required activities. They are implemented based on resource availability and situational needs. Supplementary activities may include collaborations with other organizations to provide additional learning resources, technology support for remote learning, or capacity-strengthening initiatives for education stakeholders like caregivers and community members. The CM will leverage on other stakeholders and funding agencies implementing emergency response activities within the target community to complement the CM interventions in health, WASH, etc. This may include minor repair of WASH infrastructure or supporting the mobilization of health teams to support mass health and nutrition campaigns targeting schools etc.

This prioritization framework ensures that the Crisis Modifier remains agile and effective, safeguarding the continuity of students' learning while sustaining the progress made through the TW project's TCCD approach. Approved activities for emergency response are outlined in the CM intervention matrix and will have education at the centre. In line with the above prioritization, activities in the approved matrix are designated as "required", "core" or "supplementary"; IRC will ensure that each response intervention consists of minimum one "required" intervention, and that "required" and "core" interventions together will make up at least 66% of the total budget of each response.

4. Crisis Modifier Framework

The CM Framework will focus on hazards identified from the field assessment conducted by the IRC, other education partners and secondary data from other institutions including TW partners. This Framework is a *live document* – recognizing the evolving nature of disasters, this document will be revised as necessary.

TeachWell will adopt two core approaches to disaster risk reduction:

- **An All-Hazards Approach.** Consider the full scope of disasters when planning for response capacities and risk mitigation initiatives.
- **A Child-Centered Approach.** In schools, children are the majority and are often the first-line responders in case of a disaster. Therefore, risks must be defined through the lens of school-going children.

The following framework outlines a set of response actions that will be implemented once specific triggers are met. The number and type of response actions initiated in response to each crisis will be determined through an assessment conducted by the TeachWell team in collaboration with County Governments and the EiE working group.

Crisis Response Shock Category ■ Crisis Response Shock Sub-Category ■

Anticipatory Triggers	Anticipatory Actions	Response Trigger	Response Actions	Key Response Stakeholders
NATURAL DISASTER				
Flood				
• Flood forecast and/or advisory by Kenya Met or NDOC. • Rapid Assessment reports from stakeholders • Decline from normal in student attendance by 25-49% over a week's period.	• Progressively map out multi-sectoral stakeholders for collaborative intervention • Facilitate multi-stakeholder coordination forums and risk mapping	• Destruction of infrastructure because of a flooding event. • Garissa: Tana River gauge level	• Coordination with the MoE and other stakeholders and funding agencies in developing response plans • Facilitate multi-stakeholder coordination meetings.	• IRC, • School Management, • County Government, • National Government Ministries, TW consortium partners,

• Reports from Global Food Awareness Systems (GLOFAS), OCHA, and EiE cluster meetings	• Prepare and disseminate Information Education Communication materials and relevant advisories. • Activate the institutions responsible for crisis management/safety in the school. • Facilitate trainings and drills. • Provide and Equip evacuation centers with necessities. • Prepositioning of essential supplies or suppliers. • Develop a flood response plan. • Establish an incident management team (IMT) comprising consortium partners, relevant institutions, and school committees. • Map and mark out alternative access routes.	at 5.4m and above • School attendance at/below 50% of total enrolment for 2 consecutive weeks. or drop in attendance by 50 learners per school. • Displacement of students, school staff, or community because of a flood event. • Relevant Government of Kenya (GOK) agency declarations -including from the	• Conduct Rapid and detailed needs and impact assessments • Implement the flood response plans including minor repairs to damaged WASH infrastructure • Conduct regular incident management team meetings as may be necessary. • Establish and equip safe learning spaces with teaching, learning, and play items. • Deliver non-formal education lessons (Life Skills and Foundational Skills) • Conditional cash and Voucher Assistance to affected students and/or teachers • Social behaviour change activities (hygiene and	• WASH partners and TWG
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	Develop/ Review/ update the rapid assessment tools.	National Disaster Operations Center	sanitation promotion) Provision of MHPSS services to learners and teachers	
Drought				

• International Research Institute for climate science long-range Seasonal forecast • Drop in school attendance from normal by 25–30% camp; 15–20% for host • Integrated Food Security Phase Classification (IPC) Phase 2 –Stressed for the target areas • Weather advisories from Kenya Meteorological department	• Conduct/facilitate risk mapping and vulnerability assessments. • Mobile response, digital platforms • Community sensitizations on the importance of education • Facilitate analysis of nutrition data in at-risk areas • Develop a drought response plan • Prepositioning of essential supplies and/or suppliers. • Dissemination of weather advisories • Establish relevant windbreakers	• Acute Malnutrition Cases at respective health facilities. GAM >15% • Declaration of a disaster by the relevant authorities • Drop in school attendance >30%(camp); >20% for host • Integrated Food Security Phase Classification (IPC)	• Activate the drought response plan. • Conduct Rapid and detailed needs assessments. • Facilitate multi-stakeholder coordination meetings. • Conduct regular Incident Management Team (IMT) meetings as may be necessary. • Provision of conditional cash voucher assistance to vulnerable households with school-going children • Minor rehabilitation of strategic water points and reservoirs • Supplement the school meals programs implemented by Mary's Meals, WFP, etc.	• IRC • School Management • County Government • National Government Ministries and Parastatals • TW Consortium Partners
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		Phase 3 ⁸ and above for the target areas (Household Expenditure Assessment deficit expenditure)	• Explore opportunities to work with low-cost boarding schools to ensure business continuity. • Community sensitizations on the importance of education • Establish and equip safe learning spaces with teaching, learning, and play items • Provision of MHPSS services to learners and teachers	
• Strong Winds				

• Historical incidences/seasonalize • Weather advisories from Kenya Meteorological department	• Consider the impact of wind in the construction/rehabilitation of school facilities.	• Widespread Destruction of infrastructure because of winds causing disruption of learning • Schools do not meet the MoE safety standards • Displacement of students, school staff, or community	• Conduct Rapid and detailed needs and impact assessments. • Provide Cash Voucher assistance • Establish and equip safe learning spaces with teaching and play items • Provision of MHPSS services to learners and teachers	•
• CONFLICT				
• Displacement and destruction of TLMs				
• Security Incidents	• In consultation with school management, implement the school safety protocols.	• Above 50% reduction in school attendance from normal over a period of 2 weeks	• Facilitate tracing and enrolling children back to school. Working with other organizations (e.g., UNICEF) to provide comprehensive learning packages	• MoH

⁸[Integrated-food-security-phase-classification-ipc-explainer](#)

			(e.g., learning spaces, tents, desks, blackboards_ so that learning can continue. • Establish and equip safe learning spaces with teaching and play items • Provision of MHPSS services to learners and teachers	
• Inter/ Intracommunal/Clan Conflicts - Resources, Rivalries				
• Security Advisories/ Reports from Official Sources (Governments/ Organizations/Embassies)	• Preposition relevant NFI, including mosquito nets, tarpaulins, tents, and jerrycans.	• School staffing is reduced by 30% or more.	• Provision of an assortment of NFIs and learning materials for learners and teacher learning materials for teachers. • Roll-out including buying radio lessons/pre-recorded lessons in areas that are cut-off from schools (FAK and LWF), Map available pre-recorded lessons	• Children's Office

			- Establish and equip safe learning spaces with teaching and play items - Provision of MHPSS services to learners and teachers	
Millia Attacks				
25–49% drop in school attendance from the normal over a period of two weeks	Facilitate trainings and/or drills on safety.		- Facilitate referral of persons in need, especially children - Establish and equip safe learning spaces with teaching and play items - Provision of MHPSS services to learners and teachers	TW Consortium Partners
Cattle Rustling/Banditry				
- Community Intelligence - Observed Unusual Movements/Grouping	- Conduct safety drills and trainings. - Promote neutrality of school spaces (Safe Schools approach) with local stakeholders.	School closure/no learning for 10 consecutive days	- Facilitate the assessment of schools to determine the extent of damage and respond to the Action Plans. - Liaise with Grant 1 for the advocacy of teachers who have been displaced and support.	- County Government - UNICEF, Red Cross - MOE, NAKONEK

			• Mapping out Linkages with Existing systems/partners to support Livelihood for learners affected and respond. (NAKONEK, Finn Church Aid, Red Cross), • Facilitate Referral of injured learners or teachers to hospitals • Facilitate the relevant peace initiatives within the community. • Establish a GBV/protection/MH PSS desk for learners and teachers at the police station for case management services.	
• OCCUPATIONAL SAFETY				
• Fire				

• Fire incidences in the immediate neighborhood/adjacent schools • confirmed Security related incidents. • chaotic Teacher/student demonstrations • Near miss incidences within the school	• Review or establish the school safety management plan as provided in the safety standards manual for schools in Kenya. • Assess the school's preparedness level, including fire suppression equipment. • Conduct relevant trainings, simulations, and evacuation drills. • Review basic emergency and standard operating procedures. • Conduct school and neighborhood hazard mapping. • Conduct training for the School Safety Sub-Committee.	• Destruction of classes, library, sanitation facilities, and staff quarters in such a manner that they are rendered not safe for use. • Injury and/or Loss of life within the school because of a fire incident. • Destruction of learning materials and equipment	• Facilitate assessment of the impact of fire on school • Rehabilitation of infrastructure. • Facilitate counseling sessions for students and teachers • Support the school in establishing fire and safety measures. • Conduct relevant trainings for students, teaching, and non-teaching staff. • Repair and/or replacement of the learning materials and equipment. • Replenish the utilized firefighting equipment.	• MOE, Fire Department • MOH • Ministry of Interior • LWF • County Government
• HEALTH				
• Disease Outbreaks – Including Cholera, Aflatoxicosis, Diarrhea, Measles, red eye and Malaria				

• Flooding events or drought within the school environment. • Increasing trend of diseases of interest (malaria, diarrhea, typhoid). (1.5 times the weekly admissions) • 10–14% drop in school attendance from the normal over a period of one week • Confirmation of cases of cholera or measles in the host community	• Fumigation of the school compound and learning spaces • Provide for Water treatment. • Conduct rapid assessments in the affected areas. • Dissemination of relevant IEC materials • Conduct Disease Surveillance • Implement the infection prevention control measures. • Conduct sensitization sessions/health talks.	• School attendance at/below 70% of total admissions over a week's period • Incidences of disease prevalence exceed the thresholds set by relevant authorities and/or project partners.	• Implement the infection prevention control measures. • Support strategic health facilities in disease management. • Facilitate the health officials in establishing mobile clinics or treatment centers as may be required. • Dissemination of relevant IEC materials • Facilitate relevant trainings and drills.	• MOH, MOW • MOE • LWF • TW Consortium Partners
• FOOD SAFETY				
• Food Poisoning				

- Confirmed cases of food poisoning in the adjacent school/community - organoleptic tests for food condition in the school	- sensitization sessions/health talks - collaboration with the Public Health Department, IRC, to ensure compliance with food safety requirements. - Joint inspection of the school with school management, IRC, LWF, and Public health department to identify any prevailing risks. - Dissemination of relevant IEC materials - Surveillance of foodborne diseases and contamination	- Hospital Admissions of students with symptoms meeting the case definition of food poisoning - Confirmed food contamination from lab results. - One confirmed case of food poisoning	- sensitization sessions/health talks - collaboration with the Public Health Department, IRC, to ensure compliance with food safety requirements. - Joint inspection of the school with school management, IC, LWF, and Public Health Department. - Dissemination of relevant IEC materials - Support schools in adhering to the recommended guidelines/protocols. - Disinfection of contaminated water - Disinfection of sanitation facilities - Provision of hygiene promotion equipment, including tents, rub	- TW Consortium Partners - MOH - County Government - MOE
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			halls, and water tanks. • Provision of temporary food storage facilities or equipment	
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Cash and Voucher Assistance: Education-focused cash transfers are designed to reduce financial barriers that prevent children from accessing and remaining in school, such as tuition fees, uniforms, meals, WASH needs, and transportation costs. In the Crisis Modifier, the IRC will implement a Cash and Voucher Assistance (CVA) program as a complimentary intervention to the ongoing response. The provision of Cash Voucher Assistance (CVA) will be triggered only in situations where a crisis affects a significantly large number of beneficiaries, making it feasible to achieve the benefits of economies of scale. CVA will also be considered in cases where the direct delivery of food or non-food items (NFIs) is challenging due to damage or access constraints in the affected areas.

4.01 Trigger Mechanism

Trigger design is often technical and requires a significant investment of time and resources. This CM Framework relies heavily on soft triggers as compared to hard triggers. Soft triggers are those that leave the decision completely or partially to a designated party. They include IPC classification. Hard triggers are objective data mostly derived from calculations. For example, indemnity or parametric index. However, where possible, hard triggers will be adopted.

Pre-positioning

Partner Identification: The IRC will work to identify and conduct appropriate due diligence on potential partners, who may be quickly called upon to respond to certain crises given their operational presence and technical capacity. The proactive due diligence enables IRC to rapidly issue funding in a compliant and risk-averse manner. In alignment with IRC's core values and global strategy, local partners will be prioritized and supported wherever feasible.

IRC will engage with the LEGO Foundation on the need to sub-grant and share all required information (due-diligence and partnerships assessment) for prior approval.

NFI Procurement: IRC will also utilize a portion of its funding envelope to appropriately pre-position critical and relevant NFI items (e.g., dignity kits, soft WASH items, education supplies, play items, household kits, tarpaulins, gardening supplies etc.) for timely distribution – either directly by IRC or through implementing partners – during crises. This action is especially critical to mitigate supply chain challenge.

Crisis Identification: The CM framework has highlighted crises of interest that could affect the target schools and their respective triggers. At the outset of a crisis, IRC will concurrently coordinate with key humanitarian partners (including the LEGO Foundation), clusters, and government; and gather up to date information about the situation and resource needs to accurately review and implement effective response plans.

The CM Framework will require that at least two triggers are met to activate either an anticipatory or emergency response. The responsibility to respond lies with the IRC's emergency coordinator in consultation with the crisis modifier technical working group and the Governments EIE Working Group. The IRC emergency coordinator will convene the technical working group once a forecast has been issued and/or a disaster has occurred or declared by the relevant authorities. Beyond the TeachWell (TW) Working Group, the IRC emergency coordinator will work with the Project Director to engage with the EIE Working Group, CDEs (Turkana and Garissa) on how to provide support to affected schools.

Once appropriate information on the response is gathered and trigger thresholds are met to respond, the relevant partners and institutions will be engaged for a response where applicable. The scope of works and duration will be influenced by nature of disaster and agreed upon in consultation with the crisis modifier technical working group and TW project management. The budgets will be influenced by the partners' scope of work and the annual CM budget ceiling and will also be reviewed and approved by the project management. The eligible activities are listed in the approved Intervention Matrix (see attached). To be eligible for funding, IPs must select at least two "core" interventions. Additional "core" activities and "supplementary" activities are highly encouraged to ensure holistic, comprehensive responses (however, single-sector interventions may be warranted, particularly in areas with significant access/security challenges, very acute needs, or were combined with complimentary interventions by another partner.

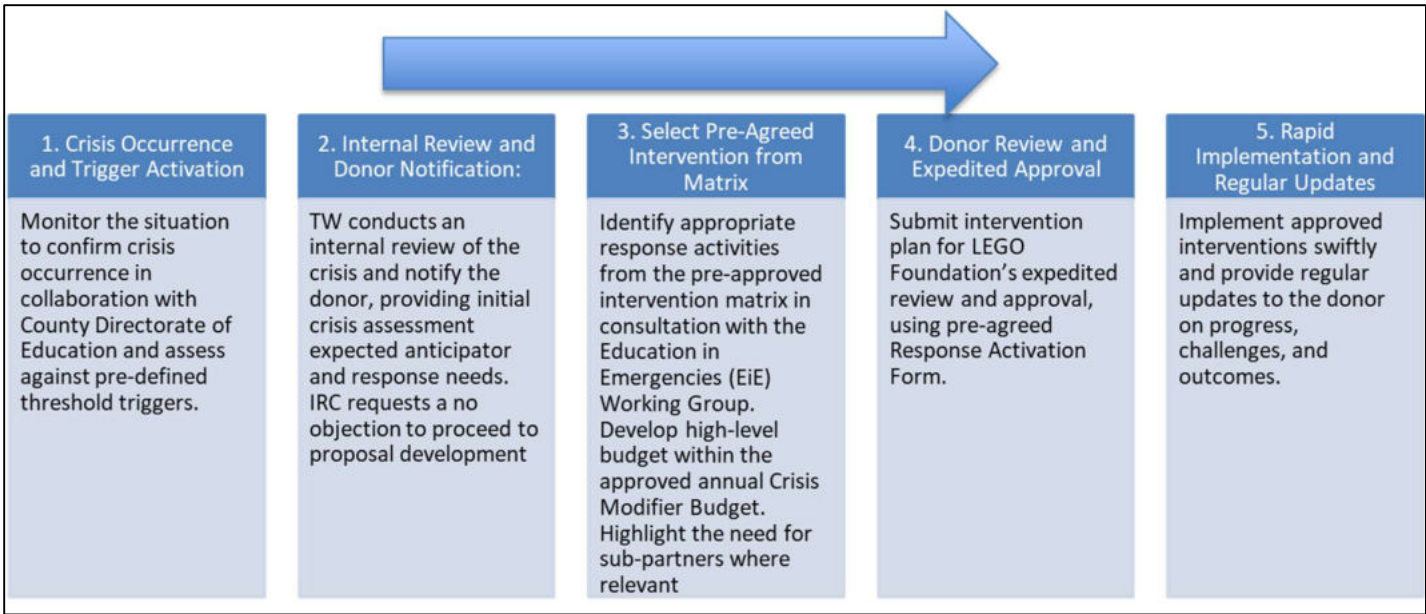
Target Population: Interventions supporting refugees, IDP, and host community children and their families affected by disaster and/or conflict will all be eligible for funding, in alignment with the LEGO Foundation charter.

Location: The project must be implemented in the approved regions supported by TeachWell project. Any proposed response outside of these locations would be first discussed with LEGO Foundation, to ensure we are responding to priority locations.

4.02 Approval Process for Crisis Response Actions

To ensure rapid deployment of assistance for crises affected learners and teachers, we propose a mechanism of triggering anticipatory and response actions by TeachWell and the LEGO Foundation. This mechanism includes a pathway for approval of the anticipatory and response activities outlined in the approved TeachWell Crisis Modifier Intervention Matrix. It also establishes a communication plan allowing the donor to stay informed and engaged before, during emergency response activities. Below is a summary of the of the approval process followed by a description of the five steps in this process.

Figure 1: Crisis Response Approval Process



Step 1: Crisis Occurrence and Trigger Assessment

The approval process for Crisis Response Actions, whether anticipatory or emergency, will start with crisis occurrence and trigger assessment. The TW Emergency Coordinator will continuously monitor situations in collaboration with county directorates of education and Education in Emergencies working group to get alerts for crises in Turkana and Garissa. Once alerts are received, TW will assess if the crisis meets pre-determined trigger points. If it does, a Trigger Assessment Brief will be compiled to summarize the nature and scale of the crisis, identifying the specific trigger points met (such as IPC classification or parametric index thresholds), and recommend an appropriate response type. This report is then prepared for internal review with IRC.

Step 2: Internal Review, Approval and Notification the LEGO Foundation

Secondly, the TeachWell Team will review the Trigger Assessment Brief in consultation with the Ministry of Education for endorsement and concurrence of the recommended actions. Following this, IRC will take steps to notify the LEGO foundation on the planned response, and in case there is need for partnership with any organization (sub-granting). The notification will include the anticipated crisis, with a summary report outlining the crisis details, brief justification for response actions based on the agreed triggers that have been met, the anticipated timelines, and the linkage to the ongoing TW activities. This notification serves as preliminary donor engagement and endorsement of the proposed response.

Step 3: Selection of anticipatory or response activities (pre-agreed activities from the intervention matrix)

The third step involves the selection of pre-agreed anticipatory or response activities outlined in the TW Crisis Modifier intervention matrix. This will be followed by drafting and submission of the Crisis Response Concept Note using a simplified and agreed template. The TW Emergency Coordinator, along with the Crisis Modifier Technical Working Group, will develop a Crisis Response Concept Note. This concept will include a summary of triggers that have been met, a high-level intervention plan, covering core, required and supplementary activities as needed, a budget estimate aligned with the Crisis Modifier budget ceiling, and a timeline for implementation. This concept note will be reviewed internally within IRC as well as with the Ministry of Education's Emergency Response Coordinator or the EiE working group. The concept note will also outline how frequently the LEGO foundation will be briefed on the progress of the interventions; this will vary from crisis to crisis with severe crises requiring more frequent updates.

Step 4: Donor Review and Expedited Approval

Using the LEGO Foundation's "Response Activation Form" IRC will submit proposed actions for review and approval by the Foundation. IRC and partners will work to quickly make any requested adjustments if needed. Once approved IRC will proceed to implement the crisis response plan based on the acute response mechanism supported by LF.

The Response Activation Form will contain the following information:

- o Criteria checklist
- o Short narrative on the nature of the humanitarian crisis
- o Activities to be included in the proposed response
- o Confirmation that there is at least 1 "required" activity included, and that "required" and "core" activities make up at least 66% of the overall budget
- o Total financial amount of the proposed response
- o Length of the proposed response
- o Location of the proposed response within the country
- o Estimated reach of the proposed response and anticipated outcomes
- o Possible collaboration with any political groups, and/or any potential reputational risks to the LEGO Foundation
- o Name of Sub-Grantees, where applicable

The following additional information will be required on the Sub-Grantee: Legal name, type of organization, registration number, address, partner web page, main contact person (name, title, email), overview of how

partner was selected, + confirmation due diligence has taken place. The acute response mechanism will be guided by the timelines below:

Step	Activity	Timeline
1	Intention to respond to a crisis shared with the LF	Day 0
2	Partner shares response activation form	Day 8
3	LF approves response activation form	Day 10
4	Partner begins implementation	Within 4 weeks of approval

If there is need for partnership with any non-consortium members, the IRC will work with the Partnerships department and based on the response needs, propose to LF on the partner identification, due diligence, and approval process. Upon clearance of the partner for partnership, the IRC will share the partner details with LF alongside the following details about the sub-grantee:

- Legal name
- Registration number
- Organization's webpage
- Type of organization
- Physical address
- Main contact person (name and contact information)
- A brief explanation of how the sub-grantee was selected.

The donor will be required to expedite the review and approval to ensure that all humanitarian work under the Crisis Modifier is timely and efficient so as to save lives and ensure the wellbeing of learners and teachers as per the core humanitarian standards.

Step 5: Implementation and Regular Donor Updates

The fifth step, Implementation and Regular Donor Updates, involves the TW Emergency Coordinator and the implementing partners. They initiate intervention activities as per the approved concept note and provide the Foundation with regular progress updates. These updates will include any significant adjustments made in response to evolving conditions on the ground, ensuring transparency and maintaining donor confidence. Finally, upon completing the intervention, a comprehensive Post-Response Report will be compiled. This report includes outcomes and achievements against the initial objectives and lessons learned along with recommendations for future responses. This report is submitted to the LEGO foundation separate from regular reports for review and feedback, formally closing the crisis response action.

Note: Quality Assurance: The IRC will ensure compliance to appropriate use of project resources and ensure that these adhere to the policies of IRC and the laws of Kenya. This will be applicable to all activities related to crisis coordination (e.g., costs related to travel, costs for government officials etc.). All crisis coordination costs must be planned within the IRC forecast and must not exceed 10% of the overall response budget for any shock. In addition, IRC shall put in place compliance measures to ensure that such coordination expenditures within the crisis modifier funds are not used for political gains/captured by the public authorities involved.

4.03 Disaster Risk Reduction

Disaster Risk Reduction (DRR) mechanisms will be incorporated in the CM Framework. The DRR mechanisms are meant to enhance the school's resilience to disasters and improve school safety during the pre-crisis period. This will enhance the schools' capacity to withstand a shock.

The CM framework will allocate part of the resources for building community resilience while also linking the emergency response interventions to other ongoing government, IRC, and partner humanitarian projects for sustainability. As such, 15% of the annual Crisis Modifier fund will be committed to Disaster Risk Reduction (DRR) initiatives with a focus on schools that haven't met the recommended safety standards by the Ministry of Education. These DRR initiatives include, but are not limited to:

- **Adherence to the MOE guidelines on school safety**, including Capacity building of teachers on the school safety guidelines.
- **Having a school safety and disaster management plan developed by the committee responsible for safety.** The safety plan will ensure students, teachers, staff, visitors, and learning facilities are safe from harm or damage. The disaster management plan will provide for response initiatives in the event a disaster/crisis materializes.
- **Having a sub-committee responsible for school safety, disaster risk reduction, and emergency response.** This sub-committee will develop, adapt, implement, and update the school disaster management plan. It will provide guidance on organizational preparedness, risk mitigation, and evacuation drills and review the disaster management plan accordingly.
- **Develop and/or adopt a training plan on school safety and disaster management.**
- **Having a school hazard map, risk matrix, and a mitigation plan.**
- **Conducting training for disaster response and simulation drills for schools.**
- **Planning procedures for safe family reunification.**

The MoE has identified thirteen areas of school safety (Safety Standards Manual for Schools in Kenya, 2008). We will develop a checklist that has indicators for each area. Each indicator will be weighted. An assessment of the target schools will be conducted against this checklist, and those with the lowest scores will be considered for support on DRR. The support will focus on the areas with the lowest scores per school and meet all pre-determined donor conditions.

5. References

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