



MINISTRY OF EDUCATION, CULTURE & HIGHER LEARNING



IMPACT OF FLOODS ON SCHOOLS IN JUBALAND

REPORT

December, 2023

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1.0 Introduction

The impact of the natural disaster on the educational and learning environment is an issue of paramount concern, especially with the recent flooding that has significantly affected schools across most of the districts in Jubaland. The purpose of this report is to comprehensively assess the consequences of the recent flooding on education facilities, the learning process, and student well-being; furthermore, the report aims to outline the immediate and long-term implications, as well as propose strategies and interventions to mitigate the impact and facilitate the coordination processes of the affected schools.

The recent floods caused by heavy rainfall and overflowing rivers have led to widespread displacements, affecting numerous schools across regions in Jubaland. This has resulted in infrastructure damage, learning disruptions, and a general effect on the educational setbacks of many Jubaland learners.

As we learn more about the effects of this natural disaster, we also need to comprehend how educational advancement is generally impacted and how to respond in a way that guarantees all pupils affected by the floods have access to a secure, encouraging, and supporting learning environment.

1.1 Background

Ministry of Education, Culture, and Higher Learning of Jubaland State of Somalia has been actively playing a key role in improving and strengthening equitable access to quality education outcomes for all school-going children through strengthened system capacity for its staff and teachers by supporting and implementing education projects. Access to education is hindered by a combination of factors such as floods, poverty, the inability of parents to pay school fees, limited school infrastructure, and insecurity.

The background section of this report provides essential, detailed information regarding the recently flood-affected schools across Jubaland State of Somalia and the impact of the disaster on schools in the region. It helps to provide a comprehensive overview of the flood event and the subsequent implications for the Jubaland Ministry of Education.

Upon the occurrence of the flood, many schools were forced to suspend their regular class activities, leading to a disruption in the academic calendar and affecting the participation and educational progress of thousands of students. Many schools are temporarily closed in many districts because they are flooded, inaccessible, or being used as shelter by displaced households.

In the coming days and weeks, the situation is expected to worsen in some of the districts of Jubaland State, Somalia. It is important to note that the flooding event has not only caused physical damage but also loss of

life, e.g., students died in Elwak, Garbaharey and Kismayo districts.

2.0 Objectives of the report.

1. To evaluate and record the whole impact of floods on schools, taking into account infrastructure loss, interruptions to educational programs, and learners' general wellbeing.
2. To determine the urgent requirements of the impacted schools and offer assistance to staff members and learners who may have been impacted by the floods.
3. making resource allocation easier.

3.0 Methodology:

The data presented in this report is gathered from various sources, including reports from the DEOs, Quality Assurance Officers, Head Teachers, Members of CECs, and other community members on the ground through on-site assessments and telephone calls by the Ministry of Education Technical Team. The research covered regions prone to flooding, including areas affected by recent flood events.

4.0 Findings:

4.1 Regions Affected by The Floods

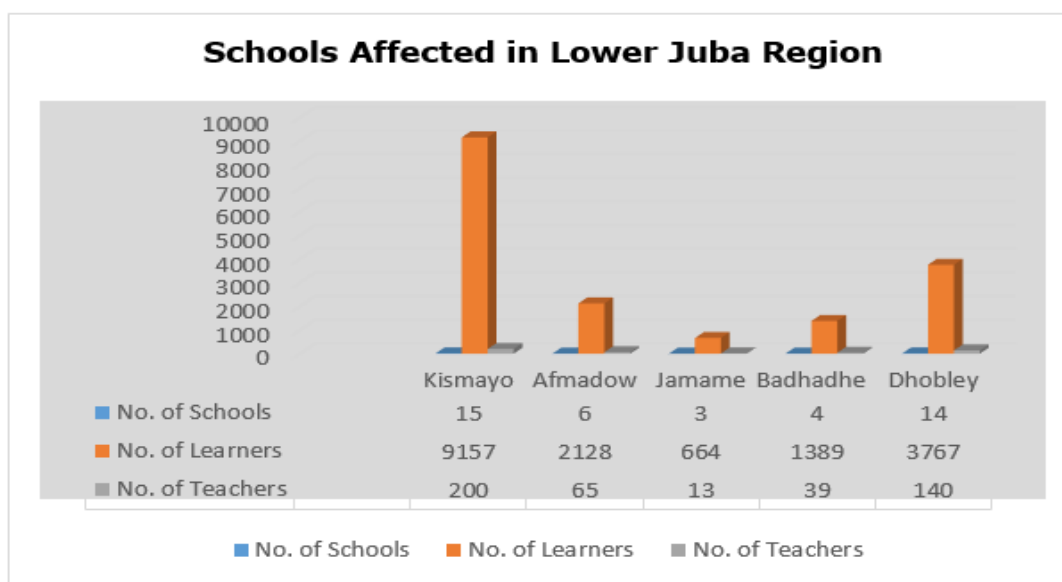
Floods are considered the most damaging climate-related hazard in the world. Children, women, and old people from the marginalized sector of society dwelling in flood-prone slum areas are among the most affected. Being one of the most vulnerable countries to climate change, Somalia, particularly Jubaland, has experienced tremendous damage, not only due to the intensity of floods but also due to the inability of the people to cope with its physical and socio-economic impacts. Flooding is one of the most destructive natural disasters that results from excessive water levels in rivers and lakes. It is a natural phenomenon flashed by high annual rainfall, dam failure, tsunamis, or the melting of the glacier due to global warming.

The Elnino floods, which started as a result of the heavy rains that began in the middle of October 2023, had a massive impact on all three regions of Jubaland State, Somalia, i.e., Gedo, Lower Juba, and Middle Juba. All the districts in Gedo and Lower Juba, as well as Middle Juba, are affected by recent floods. Almost 40% of the total schools in Jubaland were adversely affected by the current Elnino floods. Districts like Elwak, Dhobley, Luuq, Bardhere, Burdhubo, and Afmadow are the worst-affected areas. Almost all the schools in Jubaland are not in operation because of the devastating impact and threats posed by the heavy rains and

floods, which are increasing day after day. Children and their families left their homes in search of safe places that could help them rescue their lives and properties. More than 60 persons lost their lives, including four learners in Elwak, Kismayo and Garbaharey districts.

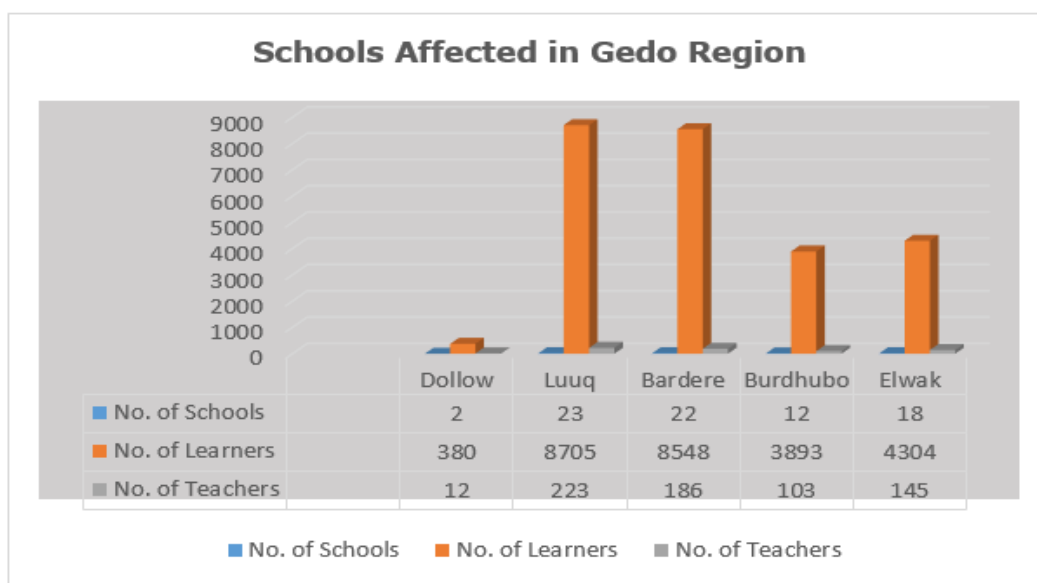
4.2 Schools in Lower Juba Region

No.	Region	District	No. of Schools	No. of Learners	No. of Teachers	Remarks
1		Kismayo	18	11429	253	Seriously affected
2		Afmadow	6	2128	65	Seriously affected
3	Lower Juba	Jamame	3	664	13	Seriously affected
4		Badhadhe	4	1389	39	Seriously affected
5		Dhobley	14	3767	140	Seriously affected
Total			45	19,377	510	



4.3 Schools in Gedo Region

No.	Region	District	No. of Schools	No. of Learners	No. of Teachers	Remarks
1		Dollow	2	380	12	Seriously affected
2		Luuq	23	8705	223	Seriously affected
3	Gedo	Bardere	22	8548	186	Seriously affected
4		Burdhubo	12	3893	103	Seriously affected
5		Elwak	18	4304	145	Seriously affected
Total			77	25830	669	



4.4. Effects of the Floods

Floods had significant adverse effects on most of the schools in all the affected districts;

4.4.1 Infrastructure Damage:

The floods caused extensive damage to school infrastructure throughout Jubaland State. Classrooms, latrines, laboratories, and administrative buildings have been severely affected, leading to their partial or complete collapse. Most of the schools were submerged by floodwaters.

The damage to infrastructure has rendered many schools non-functional, making it impossible for students to continue with their learning activities.

4.4.2. Disruption of Educational Activities

a) Interruption of Teaching and Learning:

Floods have resulted in the suspension of classroom activities due to the unsafe condition of school buildings in most of the schools in Jubaland. Both students and teachers have been temporarily displaced or evacuated, leading to a significant interruption in the delivery of education activities.

b) Displacement of Students: Many school-going children and their families have been displaced due to flooding, resulting in a loss of access to learning centers. This poses a risk of decreased enrollment rates and an increase in the number of out-of-school children in Jubaland.

c) Loss of Educational Materials: Flooding has resulted in the loss of textbooks, stationary, teaching aids, and other educational materials in the affected schools. This loss impedes the resumption of education as essential resources for teaching and learning are scarce.

4.4.3 Impact on Teachers and Support Staff

a) Relocation or Displacement: Floods have displaced teachers and staff members, forcing them to abandon their homes and schools temporarily. This displacement can lead to psychological distress and adversely affect their ability to resume teaching effectively.

b) Teacher Workload: The flood-related disruptions have added stress and workload on teachers, as they now have to reorganize classrooms, reconstruct educational materials, and adjust lesson plans to accommodate the lost instructional time.

c) Emotional Well-being: Teachers and support staff may suffer from trauma and emotional distress due to the loss of school infrastructure and the impact on student learning. This can affect their overall motivation and commitment to their profession. Moreover, the emotional and psychological trauma caused by witnessing floods or experiencing displacement can severely impact the mental health of teachers, hindering their ability to teach effectively.

4.4.4 Health and Hygiene Concerns:

The floods have increased the risk of waterborne diseases due to contaminated water sources and poor sanitation facilities in the affected schools and their surrounding areas in Jubaland. The unsanitary conditions in flood-affected areas can lead to increased instances of illness, affecting both students' attendance and overall well-being.

The affected schools are lacking access to clean water and adequate sanitation, which can pose a severe health risk to students and staff, further compromising their overall well-being.

4.4.5 Academic Performance:

The disruptions caused by floods often have long-lasting effects on academic performance. Students exposed to prolonged school closures or inadequate temporary facilities may experience learning gaps and reduced academic progress. Additionally, the emotional distress caused by the floods can significantly impact students' motivation, concentration, and overall performance. School administrators and teachers must adopt

comprehensive strategies to support students in overcoming these setbacks and ensure their academic growth.

4.4.6 Disruption of Academic Calendar:

The temporary closure of schools during this flooding period has disrupted the academic calendar, resulting in a significant loss of instructional time. Students are unable to access learning institutions, and this will jeopardize their academic progress if the floods continue for a long period of time. Therefore, they need urgent intervention from the concerned stakeholders.

5.0 Challenges

a) Inaccessibility of the flood-affected areas;

Almost all the affected areas in Jubaland cannot be accessed as usual therefore, there is an urgent need to come up with ways the affected people can be reached and save their lives and properties.

d) Limited resources and funding: Adequately addressing the needs of flood-affected schools requires financial resources. However, the Ministry of Education may have limited funds and may need to rely on external support to meet the demands of repairing and reconstructing damaged schools.

e) Psychological support for students: Floods had a traumatic impact on students, resulting in emotional distress and psychological challenges.

f) Floods led to the displacement of students and teachers, making it difficult to continue education seamlessly. The Ministry of Education needs to ensure the availability of temporary learning spaces and facilitate the return of displaced students and teachers.

g) Logistical barriers: The logistics required for resuming educational activities after flooding, include transportation, access to clean water and sanitation facilities.

6.0 Recommendations

El Niño-type floods, also known as flash floods or rapid-onset floods, present unique challenges due to their sudden and fast-moving nature. Here are some recommendations specifically for schools in areas prone to El Niño type floods:

- **Early warning systems:** Implement robust early warning systems specifically designed to detect and alert for elnino-type floods. These systems should provide rapid and real-time information about imminent flood events, allowing for timely evacuation and response.
- Provide an overview of the geographical and climatic factors that make Jubaland State prone to flooding. Include an analysis of historical flood patterns and their impact on schools in the region.
- **Assess the infrastructure damage:** Conduct an on-site assessment of the flood's impact on schools in Jubaland State. Document and quantify the extent of infrastructure damage, such as collapsed buildings, damaged classrooms, destroyed latrines and compromised facilities.
- **Funding and partnerships:** Explore the financial implications of flood damage for schools in Jubaland State. Assess the adequacy of government funding and international assistance in post-flood recovery and reconstruction efforts. Recommend strategies to improve funding mechanisms and establish partnerships to support schools in flood-prone areas.
- **Evacuation plans and drills:** Develop and regularly practice evacuation plans tailored to elnino type floods. Conduct drills to ensure that students, teachers, and staff are familiar with evacuation routes, assembly points, and emergency procedures. Emphasize the importance of immediate action and swift evacuation during flash flood events.
- **Elevated safe areas:** Identify and designate elevated safe areas within the school premises where students and staff can seek refuge during elnino type floods. These areas should be easily accessible and designed to provide temporary shelter until evacuation can be safely conducted.
- **Emergency communication systems:** Establish reliable and redundant communication systems that can function during flood events. This may include backup power supplies, satellite phones, or other means of communication that are independent of traditional infrastructure. Ensure that communication protocols are clearly defined and understood by all staff members.
- **Training and awareness:** Provide comprehensive training and awareness programs to students, teachers, and staff about enlino type floods. Educate them about the signs of flash floods, the importance of immediate response, and the specific actions to take during such events. Encourage everyone to stay informed and vigilant.
- **Collaboration with local authorities:** Foster close collaboration and coordination with local authorities, emergency management agencies, and community organizations. Share information, resources, and expertise to enhance preparedness and response efforts. Establish clear channels of communication for timely updates and guidance during elnino type flood events.

- **Regular maintenance and inspection:** Conduct regular maintenance and inspections of school infrastructure, including drainage systems and waterways. Ensure that these systems are clear of debris and functioning properly to minimize the risk of flash flooding within the school premises.
- **Community engagement:** Engage with the surrounding community to raise awareness about flash floods and encourage collective preparedness. Collaborate with local residents, businesses, and organizations to develop a community-wide approach to elnino type flood management and response.
- **Post flood support and recovery:** Develop a comprehensive plan for post-flood support and recovery, including psychological support for students and staff. Assess and address any damage or infrastructure issues promptly to facilitate a smooth return to regular school activities.
- **Continuous improvement:** Regularly review and update flood preparedness plans based on lessons learned from previous events and advancements in technology or knowledge. Seek feedback from staff, students, and parents to identify areas for improvement and implement necessary changes.

Remember, elnino type floods can be particularly dangerous due to their rapid onset and intense nature. Prioritizing the safety and well-being of students, teachers, and staff through effective preparedness, early warning systems, and swift response measures is crucial in mitigating the risks associated with flash floods in school settings.

7.0 Conclusions

Flooding had devastating effects on individuals, communities, and the environment in Jubaland. The loss of life, property damage, displacement, economic setbacks, infrastructure destruction, health risks, and psychological impact are among the significant challenges associated with floods. Addressing these challenges requires a comprehensive approach that focuses on both mitigation and preparedness.

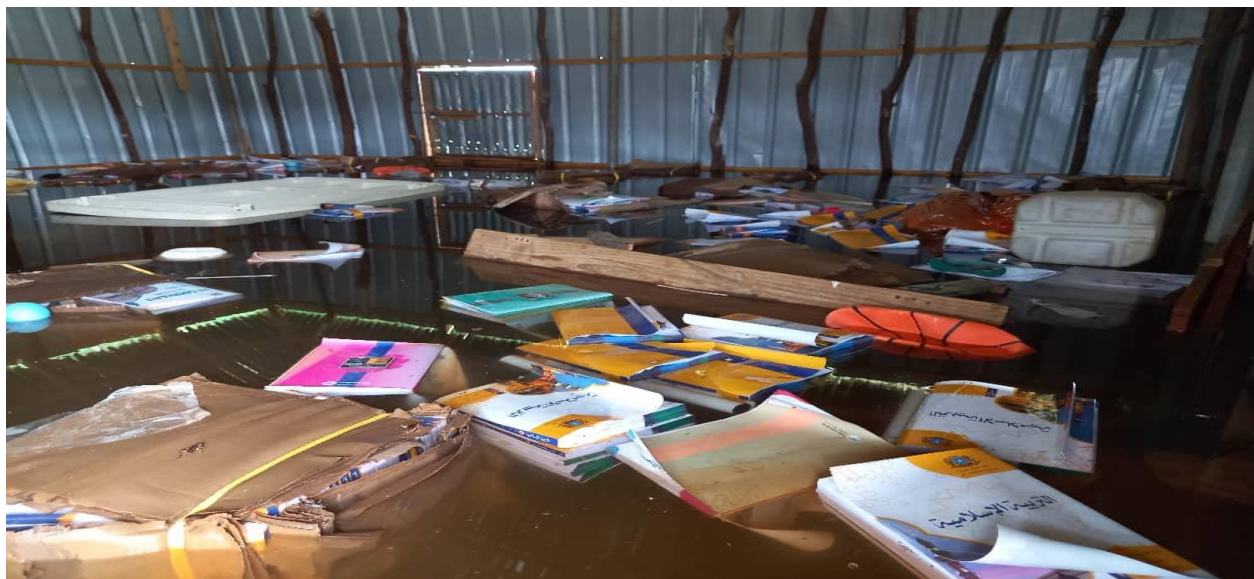
To effectively manage floods, early warning systems, land-use planning, and floodplain mapping are essential. Investing in infrastructure design, maintenance, and natural flood management techniques can help control floodwaters and reduce their impact. Educating communities, promoting insurance coverage, and fostering international cooperation are vital components of flood preparedness. Recognizing the influence of climate change and integrating adaptation measures into flood management strategies is crucial for long-term resilience.

However, there are ongoing challenges in flood management. Limited resources, inadequate infrastructure, and socio-economic disparities can impede effective response and recovery efforts. Climate change adds

complexity to the issue, as changing weather patterns may lead to more frequent and intense floods. Additionally, coordination among different stakeholders and the need for sustained funding and political commitment pose ongoing challenges.

In conclusion, addressing the effects and challenges of floods requires a multi-dimensional and collaborative approach. By implementing the recommended strategies and continuously adapting to changing circumstances, societies can enhance their resilience, minimize the impacts of floods, and protect the well-being of individual learners and communities.

8.0 Pictorial Evidence









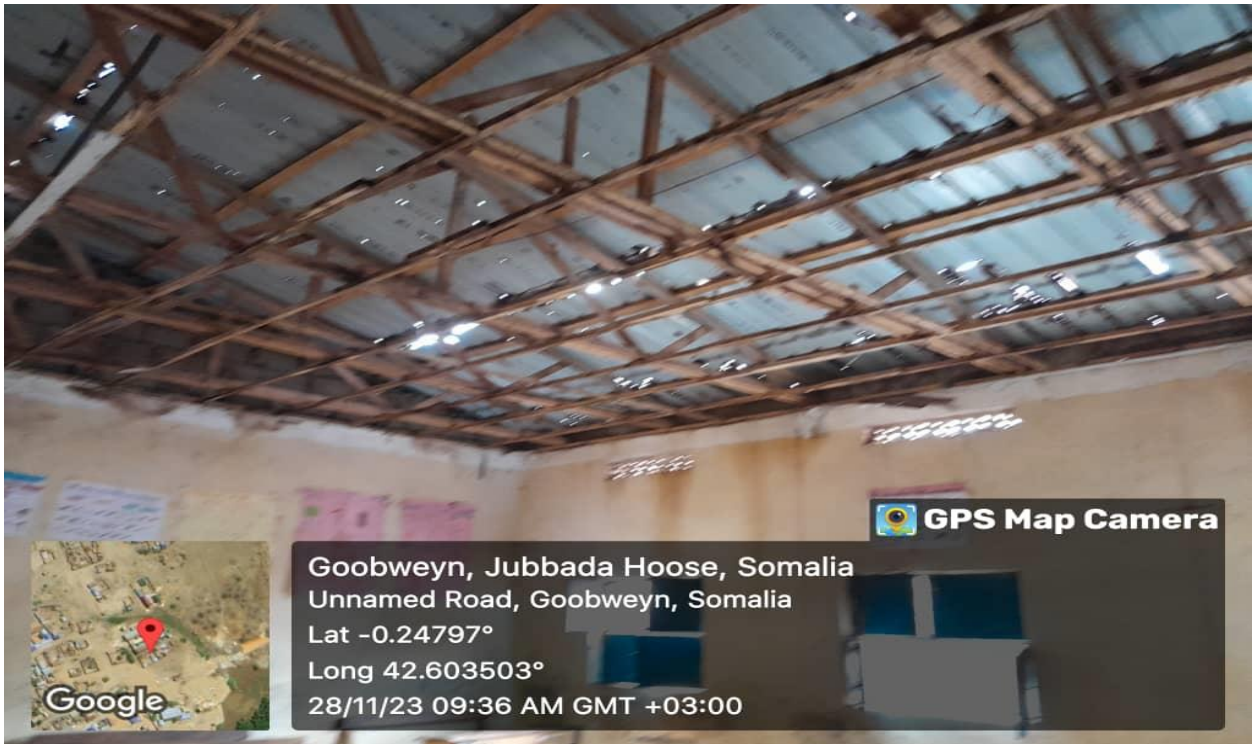


Latitude: 3.156842
Longitude: 42.495619
Elevation: 125.42±2 m
Accuracy: 1.5 m
Time: 24-11-2023 12:43
Note: Buurdhubo primary school

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Yoontooy Primary School





Some of the classrooms in Gobweyn Primary School used as a shelter by the displaced persons