

GEDO, LOWER & MIDDLE JUBA-SOUTH CENTRAL SOMALIA Disaster Profile 2009-10

CRITERIA	Drought scenario	Conflict scenario	Flood scenario
Type of Hazards	Drought	Conflict	Flood
Probability of occurrence*	Very likely	Very Likely	Very likely
Impact*	Very Critical	Very critical	Critical
Season	Jan-Feb, March (middle/lower Juba) January -October Gedo	Any time (precarious)	April-June and Oct – Dec
Average Frequency	Every year –Middle/lower Juba Seasonal- Gedo	Frequent	Every year
Triggers	<ul style="list-style-type: none"> - Rain failure - Pests/locusts - Environmental degradation-charcoal burning, over grazing, deforestation - Lack of water resources - Climatic change/global warming - High livestock population (middle/lower Juba) <ul style="list-style-type: none"> - Poor farming method 	<ul style="list-style-type: none"> - Clan based conflict - Power struggle(btn the ICU & TFG, Warlords & AL-Shabab) - Land dispute (btn clans) - Resource based conflicts (farmers and pastoralist and other source of revenue) - Different political interest - Clan revenge - Kidnapping - Banditry 	<ul style="list-style-type: none"> - Poor river embankments - Heavy rains (Ethiopian highlands) - Poor drainage system - Climatic change (e.g. El Nino effect) - De-forestation - Overgrazing
Location and geographic area	Gedo Middle/lower Juba	Gedo, lower and middle juba	Gedo Middle/lower Juba
% of population which could potentially be affected	75% (indirectly 100%)	100%	60% of the people on the river bed

Potential Consequences for Education	<ul style="list-style-type: none"> - Low enrolment rates - Absenteeism of pupils - Absenteeism of teachers - Reduced participation of other stakeholders in the running of the school. - Schools closed or opening delayed - Malnutrition and lack of concentration in class - Increased Drop-outs of learners due to migration - Quality of education is compromised - depletion, damage or loss of teaching and learning materials - Migration of children from locality 	<ul style="list-style-type: none"> - Schools closed, occupied by IDPs/Militias - Schools destroyed, damaged or facilities looted - Disruptions of learning process - Enlistment of children into militia - Psychological disturbance to the pupils and other stakeholders - Partisan interest of teachers and other stakeholders compromise learning in schools - Quality of education affected - Withdrawal of local and international technical and fund support - Death/Displacement of teachers and learners 	<ul style="list-style-type: none"> - Schools closed or opening delayed - School physical infrastructures and facilities destroyed and looted - Disruption of learning activities - Damage or loss of school records, education materials and furniture - Quality of education decreased - Psychological trauma to the children - Displacement of teachers and children - in accessibility to schools
Duration of emergency phase	5 – 7months (sometimes up to 1 year e.g 2009)	Unpredictable	1 – 3 months (FSU) to inform

<p>Priority needs for education</p>	<ul style="list-style-type: none"> - Improvised/temporal learning spaces - Rapid/ Quick needs assessment and identification of most needy areas - assessment of the 2008 intervention measures - Base line survey - Water (possibly water trucking for immediate response and drilling for longer term) - Food – general food distribution for communities and school feeding (incl. teachers) - Supply of NFI materials to the schools in case of a IDP set up or mobile school - Mobilisation of communities to send their children back to school - First aid/referral for nutrition services for malnourished children - Disaster preparedness response plan - Cluster approach/ coordination mechanism to response in the affected areas - -Alternative provision of Education eg mobile schools, Quranic, Radio education etc - -Incentives for teachers - teachers training 	<ul style="list-style-type: none"> - Rapid needs assessment/ security plan and mapping of the conflict situation - Prepare response plan - Secure the learning environment - Mobilisation of resources - Provision of temporary learning facilities - Mobilisation of communities to send their children to school - Rehabilitation/reconstruction of schools and classrooms - Recruitment of protection monitors - Provide psychosocial support and peace education for all stakeholders - Prepare community-based early warning mechanism. - -Identify Teachers and provide incentives - Back to school campaign - Provide Emergency school feeding - Formation, support and training of CECs - - Rapid Teacher training including psycho social. - periodic review on education needs 	<ul style="list-style-type: none"> - Rapid needs assessment - Prepare response plan - Secure the learning environment - Mobilisation of resources - Supply of NFIs and school kits - Provide sanitation facilities - Promote Hygiene and sanitation (CHAST and PHAST) - Provide temporary learning facilities - Reconstruction/ rehabilitation of schools - Strengthen the capacity of hosting schools to absorb additional displaced learners - Prepare community-based early warning mechanism. - training teachers, CECs, local authority on psycho-social support
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<p>Capacity of non-education authorities and stakeholders to respond</p>	<ul style="list-style-type: none"> - lack of TFG control - Weak local authorities to support emergency initiatives - weak link between national education/cluster (others) and local NGOs or implementing partners - Strong link between education and all other related clusters - WFP, ICRC, WV and FAO have strong presence in South/Central Somali for food security assistance - FSAU provides regular updates on early warning system - Financial support from Diaspora and business communities - OCHA provides support in fundraising and coordination 	<ul style="list-style-type: none"> - TFG and Local Authorities are weak and inactive - NGO consortium through SPAS provide regular security update - UN Security office providing regular security updates - Community/Religious leaders provide security update to education actors in the field - Traditional conflict mitigation and prevention structures at field level (peace committees) - Community elders ensuring safe learning spaces - 	<ul style="list-style-type: none"> - un tapped local knowledge for early warning systems and response - un coordinated response plan by TFG and local authorities - Active participation by local communities and the Diaspora in fundraising - Use of volunteers and SRCS - FSAU provides regular flood updates
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<p>Probable major constraints to the emergency response</p>	<ul style="list-style-type: none"> - - Early warning system reports not in use - Poor coordination and communication mechanism among the cluster and stakeholders in drought response - Teachers lacking training in disaster response - Lack of funds to address immediate response - Weak and inactive MoE of TFG in tackling education crisis in droughts - WFP's not delivering schools feeding programme in timely - limited coverage by WFP feeding programme - Limited in terms of coverage and uncoordinated administration of teacher incentive - Lack of preparedness at community and school level - Gaps in educational emergency response - Inaccessibility of target beneficiaries/areas - Agencies slow in response/bureaucracy within NGO's/UN - Insecurity 	<ul style="list-style-type: none"> - Lack of capacity to prevent conflicts at community levels - Family migrations - Disruption of enrolment owing to insecurity - Migration of teachers to a "safer place" - Schools infrastructure damaged/destroyed - Learning/teaching materials not in place - Continued of fighting/conflicts - Increase in the number of displaced learners - Inadequacy of resources to attend to ever increasing numbers - Agencies slow in response/bureaucracy within NGO's/UN - Weak central government systems to tackle education crisis during conflicts - lack of current/updated data on education - weak cross-sectoral response to education during crisis - donor policy inclined to towards other sectors - weak support mechanism for CECs to fundraise to support education initiatives 	<ul style="list-style-type: none"> - Inadequate resources to prevent floods - Lack of floods early warning system - Lack of school preparedness plan - Poor coordination mechanism among education stakeholders in responding to education in emergencies - Agencies slow in response/bureaucracy within NGO's/UN - Weak central government systems to tackle flooding - unpredictable security situation in region - lack of community based DRR committees
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EDUCATION CLUSTER CONTINGENCY PLAN FOR SOUTH CENTRAL SOMALIA

*Activities to be undertaken **before** an emergency*

#	Activities	By whom	When	Where
1.	Coordination with education cluster/task force	The Education Cluster	Monthly basis	Gedo, Lower Juba, Middle Juba
2.	Coordination with other clusters	Coordinators of clusters	Immediately	Gedo, Lower Juba, Middle Juba
3.	Draft and circulate an emergency plan	Cluster coordinators	Immediately	Gedo, Lower Juba, Middle Juba
4.	Review, finalise and disseminate final plan to members of education cluster and the community	The Education Cluster/Stakeholders	15 th August,2009	Gedo, Lower Juba, Middle Juba
5.	Train and retain at least 2 Mentors (Female and male) in every region as TOT's to train additional teachers during emergencies.	UNICEF/Education cluster	September 2009	Gedo, Lower Juba, Middle Juba
6.	Awareness raising and fund raising with the emergency preparedness plan	UNICEF/Education cluster	20 th August,2009	Gedo, Lower Juba, Middle Juba
7.	Establish Community Emergency Response Committee (CERC) and train them	Community leaders, Cluster lead	September 2009	Gedo, Lower Juba, Middle Juba
8.	Select and train ToTs on emergency response	UNICEF/Education cluster	September,2009	Gedo, Lower Juba, Middle Juba
9.	Meet with all stakeholders to develop implementing strategy	UNICEF/Education cluster	28 th August,2009	Gedo, Lower Juba, Middle Juba

10.	Community mobilisation on disaster response strategy	UNICEF/Education cluster	Ongoing	Gedo, Lower Juba, Middle Juba
11.	Resource Mobilisation (emergency kits)	UNICEF/Education cluster	September 2009	Gedo, Lower Juba, Middle Juba
12.	Mapping out of drought , conflict and flood prone areas	UNICEF Cluster, community	October 2009	Gedo, Lower Juba, Middle Juba
13.	Establish mobile schools for nomadic learners	UNICEF/UNESCO/Education cluster	October 2009	Gedo, Lower Juba, Middle Juba
14.	Mobilise NFI and food items	UNICEF, WFP, ICRC, UNHCR, Education cluster, OCHA	October, 2009	Gedo, Lower Juba, Middle Juba
15.	Prepare food distribution mechanism	Education cluster, UNICEF, WFP	November, 2009	Gedo, Lower Juba, Middle Juba
16.	Distribute emergency first aid kits	WHO, Education cluster, ICRC, Community	September, 2009	Gedo, Lower Juba, Middle Juba
17.	Identify safer grounds/ for transfer in case of need	UNHCR, ICRC, Community, Education cluster	October, 2009	Gedo, Lower Juba, Middle Juba
18.	Distribute the teaching-learning materials to strategic safe points	UNICEF/UNESCO/Education cluster	September 2009	Gedo, Lower Juba, Middle Juba
19.	Prepare temporary learning structures and kits	UNICEF, Education cluster	September 2009	Gedo, Lower Juba, Middle Juba

Activities to be undertaken during an emergency

#	Activities	By whom	When	Where
Drought				
1.	Conduct rapid interagency and vulnerability assessment of affected schools, to identify needs and level of impact on learners and teachers.	MoE, Education Cluster, community, UNHCR	Immediately	Gedo, Lower Juba, Middle Juba
2.	Establish on site coordination for all activities	MoE, Education clusters, CERC	Immediately	Gedo, Lower Juba, Middle Juba
3.	Reconcile/review the drought response plan to the actual situation on the ground	MoE, Education Cluster, OCHA, WASH, Food and all other Clusters	Immediately after rapid assessment	Affected areas
4.	Establish mobile schools and provide educational supplies (School kits) and teacher incentives	Education clusters	Immediately	Affected areas
5.	Integrate agricultural/environment education into the curriculum	MOE, MoA, education cluster, FAO, FSAU, WFP	Immediately	All regions
6.	Establish school feeding programme (and GFD)	MoE, WFP	In first two weeks	Affected areas
7.	Partner with other clusters to set up TFC, school health and nutrition screening	MoH, Health and Nutrition Clusters	On-going	Affected areas
8.	Set up water trucking to affected schools	MoE and WASH Cluster	In first week	Affected areas
9.	Monitoring and supervision of attendance of learners and teachers	MoE and Education Cluster	On-going	Affected areas
Conflict				
1.	Conduct rapid interagency vulnerability assessment of affected schools to identify needs and level of impact on learners and teachers and extent of school damage	MoE and Education Cluster	Immediately	Affected areas

2.	Reconcile/review the conflict response plan to the actual situation on the ground	MoE, Education Cluster, OCHA, WASH, Food and other Clusters	Immediately	Affected areas
3.	Establish child-friendly temporary learning spaces with tents in safe areas with water and sanitation facilities	MoE, Education Cluster, WASH Cluster, Protection Cluster, community	Immediately	Affected areas
4.	Distribute learning and teaching materials and first aid kits including textbooks	MoE, Education Cluster, Health Cluster	First week	Affected areas
5.	Select, recruit and provide training to teachers	MoE, Education Cluster, Other relevant clusters	First 2-3 weeks	Affected areas
6.	Provide capacity building and mobilise communities to evacuate occupied schools	MoE, Education Cluste, Community leaders & TFG	Immediately	Affected areas
7.	Incorporate life-saving messages in to existing curriculum, including messages related to hygiene, sanitation, prevention of gender-based violence including peace education .	MOE, education cluster, Protection cluster,	Immediately	All regions
8.	Provide Psycho-social and trauma counselling training sessions and medical assistance	MoE, Education Cluster and Health, Protection clusters	First 2-3 weeks	Affected areas
9..	Provide hygiene and sanitation facilities and education	MoE, MoH and Health Cluster	First 2-3 weeks	Affected areas
10	Provide NFIs kits	MoE, Education Cluster, UNHCR, ICRC	Immediately	Affected areas
11	Establish school feeding programme (and GFD)	MoE, WFP	In first two weeks	Affected areas
12	Provide portable and clean water through water trucking	WASH cluster, Education Cluster, MoW	Immediately	Affected areas
13	Monitoring and supervision of the response plan	MoE and Education Cluster and community	Continuous	Affected areas
Floods				
1.	Conduct rapid interagency vulnerability assessment of affected schools to identify needs and level of impact on learners and teachers and extent of school damage	MoE and Education Cluster, OCHA, FSAU	Immediately	Affected areas

2.	Reconcile/review the flood response plan to the actual situation on the ground	MoE, Education Cluster, OCHA, WASH, Food and all other Clusters	Immediately	Affected areas
3.	Establish child-friendly temporary learning spaces with tents in safe areas with potable and clean water and sanitation facilities	MoE, Education Cluster, WASH Cluster, Protection Cluster, community	Immediately	Affected areas
4.	Provide and distribute learning and teaching materials to temporary learning spaces	MoE, Education Cluster,	First 2-3 weeks	Affected areas
5.	Provide psychosocial support and trauma counselling for learners and teachers affected	MoE, Education Cluster, Protection Cluster, WHO, MOH	First 2-3 weeks	Affected areas
6.	Rehabilitate and set-up new structure on the higher and safe ground	MoE, Education Cluster,community	On-going	Affected areas
7.	Provide life-saving messages to learners, including messages related to hygiene, sanitation, prevention of gender-based violence and sexual abuse, health;	MoE, Education Cluster and Health, Protection and WASH Clusters	First 2-3 weeks	Affected areas
8.	Partner with Health cluster to support teachers and pupils in providing medical aid	MoE, MoH and Health Cluster, WHO	First 2-3 weeks	Affected areas
9.	Provision of NFIs and food items	Education cluster, ICRC, UNHCR, MoE, WFP	Immediately	Affected areas
10.	Monitoring and supervision of the response plan	MoE and Education Cluster	Continuous	Affected areas

Activities to be undertaken after an emergency

#	Activities	By whom	When	Where
Drought				
1.	Evaluate the response plan and draw lessons for next response	MoE, Education cluster	ON-GOING	Affected areas
2.	Partner with, WFP, FAO and Agriculture cluster in advocating for appropriate farming initiatives	MoE, Agriculture and livelihood cluster, FAO,WFP, ICRC	ON-GOING	Affected areas
3.	Support drilling of water points in schools most prone to drought or other longer term water supply options	MoE, Ministry of Public Works, WASH Cluster	Within 2 months	Affected areas

4.	Undertake regular monitoring of the situation and ensure that children attend classes and that learning takes place. Update the baseline data.	MoE and Education Cluster	Within 2 months	Affected areas
5.	Conduct renewed assessment	MoE and Education Cluster	AWR	Affected areas
6.	Review of Emergency Preparedness Plan	MoE and Education Cluster	Within 3 months	All affected regions
Conflict				
1.	Evaluate the response plan and draw lessons for next response	MoE, Education cluster	ON-GOING	Affected areas
2.	Support peace and reconciliation in peace education	MoE, Education Cluster,	Continuous	Affected areas
3.	Undertake regular monitoring of the situation and ensure that children attend classes and are learning	MoE and Education Cluster	Continuous	Affected areas
4.	Provide longer-term training for para-professional teachers who were recruited temporarily during the emergency	MoE and Education Cluster	Within 2 months	Affected areas
5.	Conduct renewed assessment	MoE and Education Cluster	As required	Affected areas
6.	Review of Emergency Preparedness Plan	MoE and Education Cluster	After every 3 months	Affected areas
Floods				
1.	Evaluate the response plan and draw lessons for next response	MoE, Education cluster	ON-GOING	Affected areas
2.	Ensure that damaged schools rehabilitated	MoE, Education Cluster,	Within 2 months	Affected areas
3.	Undertake regular monitoring of the situation	MoE and Education Cluster	Within 2 months	Affected areas
4.	conduct renewed assessment	MoE and Education Cluster	As required	Affected areas
5.	Review of Emergency Preparedness Plan	MoE and Education Cluster	Within 3 months	Affected areas

EDUCATION CLUSTER MEMBER PROFILE

REO/Organisation	Contact person and contact details	Education activities	Geographic coverage	Resources available
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