

BENADIR, LOWER & MIDDLE SHABELLE REGIONS IN SOUTH CENTRAL SOMALIA DISASTER PROFILE 2009

CRITERIA	Drought scenario	Conflict scenario	Flood scenario
Type of Hazards	Drought	Conflict	Flood
Probability of occurrence*	Very likely	Very Likely(prevalent)	Very likely
Impact*	Critical	Very critical	Critical
Season	Jan-Feb-Mar	Any time(recurrent)	April-June and Oct – Dec
Average Frequency	Every year	Very 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 - Poor farming method 	<ul style="list-style-type: none"> - Clan based conflict/Clan revenge - Power struggle(btn the Anti-government elements and TFG) - Land dispute (btn clans) - Resource based conflicts (farmers and pastoralist and other source of revenue) - Different political interest - Kidnapping - Banditry -Piracy 	<ul style="list-style-type: none"> - Poor river embankments - Heavy rains (Harar highlands) - Poor drainage system - Climatic change (e.g. El Nino effect) - De-forestation - Overgrazing -Silted Channels
Location and geographic area	All areas	All areas	Particularly along Shabelle river
% of population which could potentially be affected	75% (indirectly 60%)	100%	40%

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 - Disease 	<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 - Water born diseases
Duration of emergency phase	5 – 7months (sometimes up to 1 year e.g. 2010)	Continuous/ Unpredictable	1 - 3 months

<p>Priority needs for education</p>	<ul style="list-style-type: none"> - Rapid/ Quick needs assessment and identification of most needy areas - 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 	<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. - Reconfiguration of education system/curriculum 	<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. - Emergency School Feeding program Clinics - Teacher incentives
<p>Capacity of non-education authorities and stakeholders to respond</p>	<ul style="list-style-type: none"> - TFGs and Local Authorities are weak - Weak link between education and all other related clusters - WFP, ICRC and FAO, have strong presence in Benadir, Lower & Middle Shabelle for food security assistance - FSAU/FEWS and SWALIM provides regular updates on early warning system - Private sector/Diaspora have strong capacity to respond/fund raise - 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 - 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 - Community elders ensuring safe learning spaces 	<ul style="list-style-type: none"> - Lack of early warning system at community level - Poor response plan by TFG and local authorities - Active participation by local communities and the Diaspora in fundraising - Use of volunteers and SRCS - FSAU/FEWS NET/ SWALIM provides regular flood updates - FAO/WFP/ICRC have strong capacity to respond

<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 MoE of TFG in tackling education crisis in droughts - WFP's not delivering schools feeding programme in timely - Lack/Low teachers incentives - Lack of preparedness at community and school levels - 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 incentives 	<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 - Insecurity - Poor roads access
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Overall Objectives:

- Ensure all school aged children have access to basic quality and inclusive education in disaster prone and affected areas.

Specific objectives:

1. To improve preparedness, prevention, mitigation and response mechanism for education in emergencies;

2. To improve coordination among all education stakeholders in responding to the emergency;
3. To ensure that minimum standards of education in emergencies is adhered to in all activities.
4. To increase access and retention of learners in schools during emergency.
5. To build capacity of stakeholders in order to improve preparedness, response and mitigation for education in emergency.

Planning assumptions

- South/Central Somalia (Benadir, Lower and Middle Shabelle regions) will continue to experience, drought, conflict and floods
- HRF and CERF will provide continuous funding for humanitarian response to disasters;
- Diaspora and local community will actively participate in the response process;
- WFP will provide school feeding programme which will encourage retention of pupils;
- The community structures will be supportive in addressing disaster;
- Reconciliatory meetings will take place during the conflict;
- Affected areas will be accessible;
- The affected community will cope;
- Community will mobilise children to go back to school;
- There are education and non educational stakeholders/partners with capacity and willing to support education
- Migration patterns will largely follow the drought cycle
- There will be safer higher grounds for resettlement of flood victims;
- There will be proper coordination and cluster response;
- Gu' and Deyr (seasonal) rains will be timely;
- UNICEF will supply school kits and teacher incentives in a timely manner;
- Each affected community will have an established and active disaster response committee
- Learning process will be disrupted;
- Funds available for implementation of emergency education programmes
- All targeted areas may not be accessible;
- UNICEF/ICRC will provide NFIs
- TFG is to certain extent able to address the crisis

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	immediately	All regions
2.	Coordination with other clusters	Coordinators of clusters	Immediately	All regions
3.	Draft and circulate an emergency plan	Cluster coordinators	Immediately	All regions
4.	Review, finalise and disseminate final plan to members of education cluster and the community	The Education Cluster/Stakeholders	Nov 2009	All regions
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	Mar 2010	All regions
6.	Awareness raising and fund raising with the emergency preparedness plan	UNICEF/Education cluster	Mar 2010	All regions
7.	Establish Community Emergency Response Committee (CERC) and train them	Community leaders, Cluster lead	Mar 2010	All regions
8.	Select and train ToTs on emergency response	UNICEF/Education cluster	Mar 2010	All regions
9.	Meet with all stakeholders to develop implementing strategy	UNICEF/Education cluster	May 2009	All regions
10.	Community mobilisation on disaster response strategy	UNICEF/Education cluster	Ongoing	All regions
11.	Resource Mobilisation (emergency kits)	UNICEF/Education cluster	Jan 2010	All regions
12.	Mapping out of drought , conflict and flood prone areas	UNICEF Cluster, community	Jan 2010	All regions
13.	Establish mobile schools for nomadic learners	UNICEF/UNESCO/Education cluster	Dec 2010	All regions
15.	Distribute the teaching-learning materials to strategic safe points	UNICEF/UNESCO/Education cluster	Feb 2010	All regions
16.	Identify safer grounds/ for transfer in case of need	UNHCR, ICRC, Community, Education cluster	Jan 2010	All regions
17.	Prepare temporary learning structures and kits	UNICEF, Education cluster	Dec 2010	All regions
18.	Mobilise NFI and food items	UNICEF, WFP, ICRC, UNHCR, Education cluster, OCHA	Dec 2010	All regions
19.	Prepare food distribution mechanism	Education cluster, UNICEF, WFP	Jan 2010	All regions
20.	Distribute emergency first aid kits	WHO, Education cluster, ICRC, Community	Mar 2010	All regions

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	Affected areas
2.	Establish on site coordination for all activities	MoE, Education clusters, CERC	Immediately	Affected areas
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	continous	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	MoE, Education Cluster and Health, Protection and WASH	First 2-3 weeks	Affected areas

	gender-based violence and sexual abuse, health;	Clusters		
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

Resources required

Education materials/supplies: TO BE COMPLETED

- xx Textbooks
- xx School tents
- xx School-in-a-box (kit of basic education materials)
- xx Didactic materials for teachers
- xx Recreation materials
- xx Sanitation materials

Human resources:

- Sufficient number of teachers
- Sufficient number of mentors
- Emergency Response teams

Funding: CAP

To be completed in upcoming Education Cluster meeting by all partners...

EDUCATION CLUSTER MEMBER PROFILE				
REO/Organisation	Contact person and contact details	Education activities	Geographic coverage	Resources available
SAFE	Abdirahman Moalim Ahmed Tel+252-62277993 abdirahman.moalim@hotmail.com Hassan Ali Siyad Tel: 2521-1-5501840 Halisiad10@yahoo.com	Formal education,NFE,emergency education, coordination and mentoring	SCZ and Puntland	
SAREDO	Mohamed Ali Key Tel.+252-1-5573120 saredongo@hotmail.com	PAE,SIRIP,FOG-SIRIP and Primary Education	Merka district of Lower Shabelle region	Materials and human resources
WOCCA	Ibrahim Sharif Mumin +252-1-5583896 wocajowhar@yahoo.com	Development and emergency programs	Middle Shabelle	
SSRDA	Ibrahim Raghe Mohamed Tel+252-1-5555249 lbrahimraghe@yahoo.com	Primary education, Primary health care, WASH and development	Benadir,Middle and Lower Shabelle regions	
LORDO	Asha Abukar Osman Tel+252-1-5555795 caasho8@yahoo.com jAli Mohamed Ibrahim Tel+252-1-5329981 lordosomalia@yahoo.com	PAE,SIRIP,NFE and Primary Education	Qorioley district of Lower Shabelle region	Materials and human resources
SHEDU	Abdulkadir M.Wasuge +252-1-5571880 dwshabeele@hotmail.com	Emergency education,Formal/Nonformal education	Middle Shabelle	Mentoring and social mobilization
CED	Nor Ali Yusuf +252-1-5163930 nourous10@hotmail.com	Emergency education,Formal/Nonformal education	Building schools,mentoring teachers and CECs and emergency education	Mentoring and so
SCC	Abdirashid Sh.Mohamud +252-1-5509640 info@sccsomalia.org	Emergency education	Afgoye corridor	
NRC	Suleiman Mohamed Jama' Tel+252-1-5501558	AABE,SCOTT program and Formal education	SCZ	Mentoring and social

