



Sindh Education Foundation
Government of Sindh

Empowering through Education
www.sef.org.pk

FLOOD 2022 IN SINDH

“Effects on Foundation Assisted Schools”

Research and Publication Unit (RPU)

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ACRONYMS

AV Room	Audio Visual Room
CDC	Community Development Council
FAS	Foundation Assisted Schools
Foundation	Sindh Education Foundation
IDPs	Internally Displaced Persons
IRC	Indus Resource Center
LRF	Legal Right Forum
NDMA	National Disaster Management Authority
NGO	Non-Governmental Organization
RDF	Rural Development Foundation
SEF	Sindh Education Foundation
SE&LD	School Education and Literacy Department
TCF	The Citizen Foundation
TLCs	Temporary Learning Centers
TRDP	Thar Rural Development Program
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

ACKNOWLEDGEMENT

We would like to express our gratitude to all those who have contributed to the completion of this research work.

Firstly, we would like to thank our management for believing in us. Honorable MD-SEF, Mr. Abdul Kabir Kazi, whose expertise, encouragement, and constructive feedback have been instrumental in shaping this work. Special thanks to Ms. Sadaf Anees, DMD Operations, for her invaluable guidance, mentorship, and unwavering support throughout this assignment.

The facilitation and support provided by regional and district heads, namely Mr. Mushtaq Soomro, Mr. Nawab Zafar Ali, Ms. Atiya Imtiaz, Mr. Maqbool Laghari, Mr. Shoaib Bhutto, Mr. Rajesh Heerani, and Mr. Ali Asghar Jamali, are highly appreciable. We are grateful for their valuable time and input.

The support by AD RPU, and collaborative team spirit have enriched this task and made it a better one.

Thank you all for your support and contributions.

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Effects on Foundation Assisted Schools

1. Introduction:

The recent climate change in the form of heavy monsoon rains and super floods created a devastating situation for the people of Pakistan. It was reported that more than 33 million people were affected by rainfall and flood in the country (NDMA). The two districts Baluchistan and Sindh faced vulnerable situations.

Sindh is the most affected province by the recent flood, the rain and flash floods inundated properties and businesses destroyed belongings, and damaged vital infrastructure and basic facilities of life including houses, roads, and bridges; resulting in hundreds and thousands of people and animals lost their lives or being displaced. According to the National Disaster Management Authority (NDMA) of Pakistan, the recent floods in Sindh have affected over 1.5 million people, and 200,000 houses were partially damaged or completely destroyed. Hence, the disaster severely impaired the routine life of the affectees, including the education of children in the province.

The Pakistan Education Sector Working Group-EiE reported that “at least 26,632 schools have been damaged or destroyed across Pakistan and 3.5 million schools aged children have so far been affected in the worst-hit provinces with 78% in Sindh. In addition, more than 7062 schools that were not damaged have turned into relief camps to provide shelter to the flood-affected population”, Henceforth, the recent flood and rain emergency disrupted schooling and the ongoing academic year with expected damages to education infrastructure and facilities.

A recent in-depth damage assessment by the “School Education and Literacy Department (SE&LD) of Sindh” reported that, “19,808 schools have been damaged (45% of total 44,219 schools) with an enrollment of over 2.3 million”. The schools were used as shelter houses for the flood affectees as significant parts of Sindh remained underwater, mainly in districts Jamshoro, Dadu, Naushahro Feroz, Larkana, Kamber Shahdadkot, Sanghar, and Khairpur. Emergency has been declared and schools remained closed and teaching and learning activities remained suspended on district government orders.

In a challenging time, the schools run by the Foundation, in the flood-affected areas of the province were severely impacted due to catastrophic rain and flood. Considering the factual scenario, the Foundation, tried to manage through its regional and district teams during the situation that hampers the life of the communities, particularly where the Foundation Assisted Schools are running. The regional/district team of the Foundation assessed damages in consultation with Partners.

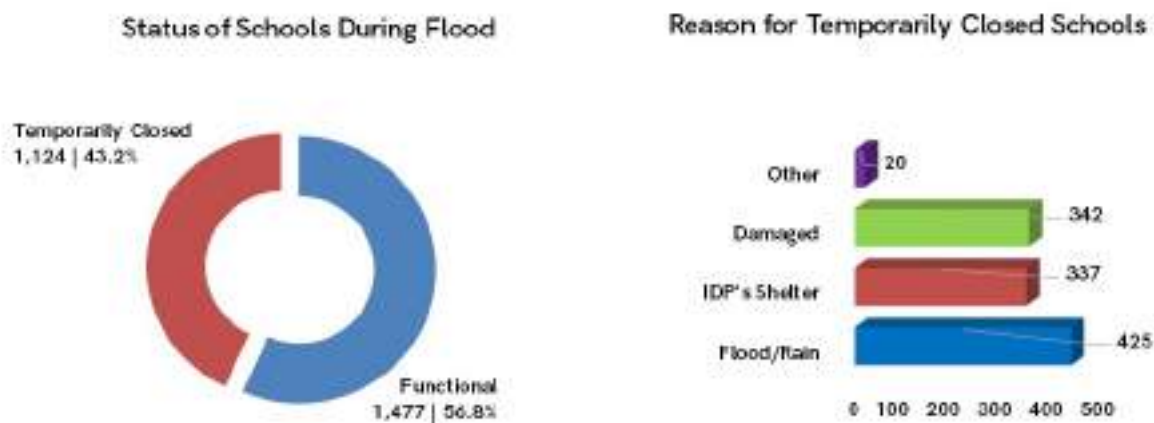


Photo credit: Emmanuel Guddo/Concern Worldwide



Photo Credit: Abdul Majeed-AFP via Getty Images

It was reported that out of the total portfolio of 2,625 schools, approximately 1,124 schools i.e. 43.2% of the total portfolio remained temporarily closed as depicted in the graph due to the ongoing situation, out of which 342 schools were damaged. However, 337 schools were used as shelters for IDPs and 425 remained temporarily closed due to rain, flood, and temporary migration/displacement of the community as reported by the regions and districts offices of SEF.



It is pertinent to mention that the schools of Sukkur and Larkana regions were affected sternly at 76.1% and 62.2% followed by Hyderabad and Shaheed Benazirabad at 37.8% and 36.7% respectively. However, 12.3% of schools in the Mirpurkhas region got affected. The further classification of data on the district level reported that drastic effects of rain and floods were observed in schools of Khairpur (99.5%), Kamaber shahdadkot (82.4%), Dadu (76.1%), Jamshoro (53.7%), Shikarpur (48.9%), Shaheed Benazirabad (45.2%), Larkana (44.4%), Sanghar (39.5%), Naushahroferoze (21.1%).

The schools started to reopen after 1.5-2 months as and when the ground situation became feasible for routine activities. Later on, an activity on damage assessment of schools was carried out by the Monitoring and Evaluation (M&E) unit of the Foundation. The unit assessed total 639 schools, out of which 594 school buildings have been reported affected and 30 schools remained safe. However, no access/route to reach the 15 schools was also reported.

Henceforth, the planned activity covers the damages that occurred in the infrastructure of the schools but there was a need to conduct research on the flood effects and impacts on said communities and schools.

2. Objective:

The objective of the study is:

- To capture the post-flood implications of the catastrophic disaster that impacted the Foundation's schools, students, and communities.

3. Methodology:

The study used the qualitative research design, comprising meetings and discussions as a primary source of data collection. In this regard, initially, a discussion and meeting with Regional/district heads was held in order to know the factual situation during the floods including but not limited to the scale of damages, challenges, and facilitation. Later on, a visit to Tent Learning Centers (TLCs, where applicable) and affected school sites and a meeting with flood affectees (partners, communities, students) was organized to record their voices and impact on their lives. Observational notes during school visits have also been the part of data.

Based on the data provided by the regions and districts the most affected districts due to torrential rain and flood with a magnitude of 50 % and above on the basis of purposive sampling; taken into consideration for the study, that composite Dadu, Kambershahdad Kot, Khairpur and Jamshoro respectively.

To collect the data a tool was developed and the process was conducted by 4 team members. Each member was assigned a district to visit in order to collect first-hand information with the support of the regional and district teams.

4. Findings:

The cumulative findings of the visited districts Dadu, Jamshoro, Kamber Shahdadkot, and Khairpur were analyzed thematically, based on the information received from the respondents. The major themes include:

- i. Scale of trauma faced during floods
- ii. Initial response to disaster
- iii. Challenges
- iv. Role of Stakeholders
- v. Condition of the area
- vi. Post flood condition of schools
- vii. Observations on Temporary Learning Centers (TLCs)

i) Scale of Trauma During Floods:

The theme discusses the scale of trauma faced by flood affectees that is further segregated into three main tiers:

- a) School Partner
- b) Students
- c) Community

a) School Partners

Partners who run Foundation Assisted Schools experienced flooding. The data reported that they faced multiple challenges and traumas that depends on the severity of torrential rain and flood in accordance with the geographical dynamics and individual circumstances of the Partner. They bear the cost of damages on their own. It was another challenge for them, where to continue the schools as the damages hinders them to run the schools in existing buildings; and it was deemed miserable to manage without a place to teach their students. The community members were also displaced and migrated to a different location of their convenience. They lost important materials and equipment, such as textbooks, lab apparatus, and computers along with accessories. The furniture of the schools was either damaged completely or not in a condition to transport from school to a safer place as the roads were damaged. In addition, they dealt with the trauma of losing their home and experienced personal injuries or illnesses as a result of the flood.

As reported, around 17-19 ft of water level in Taluka Sehwan broke all previous records, where Jhangara and Bajara had severely affected for the first time. All the FAS remained underwater for 2 months. However, few areas are still underwater and unreachable. Rebuilding or renovation work of schools after a flood is a long and difficult process, for which they are anxious about financial assistance and support.

b) Students

The situation caused significant disruption to the education of students. The students also faced trauma as those trapped in flood-affected areas or exposed to dangerous conditions such as fast-moving water, landslides, and collapsing buildings forced them to cope with a range of challenges and difficulties in the aftermath of the disaster. Some of the most common traumatic experiences that school students reported include the loss of homes, properties, and personal belongings that stressed them psychologically and make them feel sad, grieved, and miserable. They were stressed and anxious about the impact that this disruption will have on their academic progress.

Some school students reported that due to limited resources and circumstances, they have been separated from their families and friends during the floods, which caused feelings of anxiety, fear, and loneliness. Teachers shared that the children who returned to school are different; they look frightened and emotionally unstable.

In Jamshoro, more than 200 casualties were reported including FAS school students, that also disturbed the children psychologically.

c) Community

In the visited districts, the data reported that due to its location along the Indus River, the area prone to heavy rainfall during monsoon season, caused the river to overflow and inundated nearby villages and towns. The respondents across the sampled districts

reported that they had witnessed the uncertainty at its peak when the water level raised to 13 ft., 17ft., and 8ft. approximately in Dadu, Sehwan, and Kambar Shahdadkot respectively. The situation remained the same across the flood-prone areas as people lacked accurate and authentic information as well as instant relief from the concerned authorities. People, particularly those living on the river bank and MNV drain, went through a traumatic experience.

Floodwater destroyed homes, infrastructure, and crops, leading to displacement, food shortages, and economic hardship. In the blink of an eye, when the emergency was declared in the visited districts, people started to evacuate the area and left home with bare feet. Even the people living in pakka houses witnessed roof slab leakages and dampness. People were compelled to live under the open sky and roadside; having higher surface levels with their families including females and children, without basic necessities of life. They did not have proper shelter, food, health, and hygiene facilities. Communities having acquaintances and resources started to migrate with their families and personal belongings which included savings, cattle, clothes, and dried foodstuff available at home.

The unavailability of safe and economical transportation facilities was another trauma faced by inhabitants during the migration phase. No convenient and cheap transport facilities helped the inhabitants to move to safer places in taluka Sehwan, Johi, Dadu, Khairpur Nathan Shah, Mehar, Qamabar, Qubo Seed, Thari Mirwah, KotDiji, Faiz Ganj, etc. Livestock also got affected, many of them died due to the prevailing situation and / or malnourishment.

People were compelled to sell their cattle at lower prices in order to meet the routine expenses of life, particularly spending on higher rents. Floods caused injuries and loss of lives. The spread of snakes, rodents, and other reptiles in contaminated water and other waterborne diseases like malaria, cholera, hepatitis A, and other skin diseases, etc. added to the difficulties of inhabitants as no medical adequate medical facilities and medicine were provided to them. It has also affected mental health and well-being, many people have experienced fear, anxiety, depression, and post-traumatic stress disorder as a result of losing their homes, belongings, businesses, and community support. Approximately, in district Jamshoro, the surrounding area of each school had 250-300 or more households that got affected.

In addition to the above, the regional/district heads reported that they were initially among the victims. The heavy rain and flood water restricted them to staying at home, and the staff worked from home with due permission for a certain period.

ii) Initial Response to Disaster:

The documents and reports depicted that federal and provincial government authorities worked at a certain level to manage the ongoing massive relief efforts across the provinces with local, national, and international partners/NGOs. On the other hand, philanthropists and local public and private organizations were also mobilized in their capacity. Overall, these actions were encouraging but insufficient for rehabilitating the local communities.

The boats were arranged for these areas when the situation escalated. Likewise, tent cities were established at the district level by the authorities as immediate action along with the provision of foodstuff and other accessories.

Communities started to migrate from their villages to the nearest safest areas where they had acquaintances or some sort of arrangement to deal with the situation. Relocating had been proved another trauma to deal with due to the lack of adequate arrangements to mobilize/commute. Those who belonged to stable financial backgrounds or acquaintances arranged their houses in cities, but most of the communities belonged to humble backgrounds and were unable to pay the high rent of houses and other expenses. Moreover, those who didn't have acquaintances or any other means of resources remained at the roadside under the sky.

iii) Challenges:

The floods in Sindh caused significant challenges for the people and the region particularly. Some of the challenges reported by the inhabitants having different spectrum in visited districts include:

- a. **Displacement of Inhabitants:** The floods in Sindh forced thousands of people to leave their homes and took shelter in temporary camps, migrating to the nearby area. The displaced people faced many difficulties, including lack of proper shelter, clean drinking water, food, healthcare facilities, hygiene, and security.
- b. **Damage to Infrastructure:** The floods caused damage to roads, bridges, buildings, and other infrastructure, making it difficult to travel to safer areas in order to save their lives. The rescue workers also suffered to reach the affected areas in order to provide basic services to the affectees as the road network was discontinued for a long period of time.
- c. **Loss of Crops and Livestock:** The floods destroyed crops and livestock, which has had a severe impact on the agricultural sector of the region. This led to shortages of food supply against the demand and inflated the food prices.
- d. **Spread of Diseases:** The stagnant water left by the floods created breeding grounds for mosquitoes, leading to the spread of diseases such as malaria and dengue fever. The lack of clean drinking water also leads to the spread of water-borne diseases like cholera, typhoid, gastro, etc. Other infectious diseases related to the skin also spread.
- e. **Limited Access to Healthcare Facilities:** Access to healthcare facilities and medicines was also difficult during the prevailing situation due to damaged or inaccessible roads.
- f. **Emotional Trauma:** The floods also caused emotional trauma to the affectees. Many people lost their loved ones, homes, and livelihoods, which led to depression and other psychological issues.
- g. **Financial Resources loss:** People faced damage to property, loss of inventory and

equipment, and hence reduced economic activity during the entire time span. Due to the resource loss, FAS partners faced space shortages for running the schools and course coverage or changes in teaching methods in response to the flood. The partner also faced lack of financial resources to reconstruct/renovate the school building due to the inflated prices of the construction/renovation material.

Overall, the floods in Sindh have caused significant challenges for the people and the region, and addressing these challenges will require significant resources and effort from all the stakeholders of the affected area and communities.

iv) Role of Stakeholders:

Being the education provider in flood-affected areas, the Foundation also manages to deal with the situation.

a) SEF Head Office

During the tenure, the Management of the Foundation contacted the district heads and instructed the office staff and partners to shift to safe places in order to save their lives and inform them if any help was solicited at any level. Furthermore, Partners were instructed to make all efforts to save the furniture, learning material, records, and other equipment across the province. The head office also provided guidelines to the district offices regarding the functionality of unaffected, affected, and partially affected schools. The guidelines to collect and gather the data of schools were also initiated by the head office by designing the dashboard in order to focus action and their remedial strategies. The idea to establish temporary learning centers with the support of Partners, where possible was also provided. The region and district teams were also directed to coordinate with government line departments in order to establish tent cities in the affected areas to support the people in trauma. SEF also extended support in the provision of learning material for the temporary learning center.

b) SEF Regional/District Offices

The district offices coordinated well with the partners and provided guidelines to secure the assets including records, equipment, furniture, and learning materials. Through WhatsApp groups, they constantly got information in order to provide help, if they are in trouble, they also got updates regarding the scale of damages, community migration, and school closure. The region/district office coordinated with the government line department to make a liaison for the establishment/channelizing of tent cities in order to support the affected communities. They visited the tent cities to support the people from trauma. The region/district team also extended the support by providing school spaces for IDPs initially to rescue their lives. The regional/district team updated the data on daily basis on the dashboard to keep the management informed.

c) School Partners

Partners particularly the NGOs who had vast linkages and diversified portfolios stood at fronts like IRC, TCF, CDC, TRDP, Acted International, and some social activist of the

town who supported the affected communities of their surroundings by arranging donations to provide support in shifting to safer places, provision of tents, ration bags, medicines, and other necessary items along with moral support. During the torrential rain, the school Partner shifted the AV Room setup, appliances, and equipment along with the school record, learning materials, and furniture timely to a safer place. Partner had paid the salary to the staff during the closure period of schools in torrential rain and floods. The partners also kept the information of migrated communities and their return to their respective destinations.

v) Condition of the Area:

In general, the overall situation was miserable. Water was surrounded everywhere in the visited districts and roads were completely damaged. Most of the communities migrated to safe places and the rest were striving to get rescued from the social and development sector organizations or from government sector support. Massive damages can be witnessed from livestock to homes and from roads to schools and other facilities. The havoc changed the lives of people who lost their homes, lives, cattle, food, etc.

With respect to Dadu, it was observed that the highly affected taluka includes KN Shah, Mehar, and Johi of District Dadu where the main road that connects Dadu with KN Shah to Mehar to Larkana and Dadu to Sehwan remained underwater and the road network disconnected for the certain period that affected the food chain supplies between major cities. Similarly, the observation data indicated that the communities faced tremendous damage in Taluka Thari Mirwah, Kot Diji, and Faiz Gunj of district Khairpur where 3-8 ft. of contaminated water still exist. 212 schools suffered mild to severe damage due to torrential rain and floodwater. These areas got disconnected from Khairpur and Nawabshah.

In Kamber Shahdad Kot, the villages remained underwater for 7 to 8 feet. The most affected area included Kambar, Naseer- Abad, Shadabkod, and Shikarpur. Slowly the local people started to drain the water. The villagers and their families were shifted to Larkana; this strategy helped villagers to save their houses and animals; however, 25% of the financial loss damage appeared due to the rain. During rain, most villagers stayed at the USAID-constructed school building. In some cases, villages preferred to return immediately to their homes; they did not want the Government's help to drain the water; they just wanted access to their homes. When the water started to drain, the people who had migrated came back and started settling in.

In Jamshoro, the severity of reported damages was much more significant in the Northern part of the district where 7 union councils of taluka Sehwan remained underwater. Contaminated water was still there in the areas of Bubak and Bhan and completely destroyed the lives of the communities. Furthermore, there was no road access from Sehwan to the remaining talukas of Jamshoro and Dadu for a certain period. However, routes are cleared now and repair work is in process. Compared to the north, the damage was less in the southern part and mainly affected the area of the river bank comprised of the Kacha/Kacho area, geographically situated at the lower ground surface/base. The implications of the catastrophic disaster impacted the habitants' social, emotional, and educational domains of life. The community started to return back to normal life.

vi) **Post-Flood Situation of Schools:**

In Dadu, the flood surrounded the whole Johi, Mehar, K.N Shah, where most schools were still underwater, either destroyed or partially destroyed. The school-wise findings are:

Modern Public School (NEW FAS 225) visited had partial damage. The walls and floor of the building had a poor look. The contaminated water remained in the front ground. The entrance was closed, and a temporary gate was built in the back of the Madarsa for commuting. The windows and furniture were found damaged. The school remained closed for two months due to the flood. According to the partner, most of the community migrated from the area. There was havoc of flood, losing life and belongings, so education had no attention. The headteacher was very committed and passionate about her profession. There was less turnover ratio of teachers. However, gaps were observed mainly in teaching methodologies and academic planning, as per the headteacher. This gap will be impacted students' outcomes.

Ambition Model School started functioning in a temporary setup. The operator informed the team that the school was closed for two months during the flood. The condition and environment of the visited school were not conducive. Two classes were running in the shelter and one in the corridor. The school's walls were dirty. Teachers are engaged in teaching, but the voice was so loud that other students get disturbed and not fully engaged. The school's permanent building was under construction when the flood hit the area. The flood/ rainwater damaged the foundation of the school's building and boundary wall. The construction work got disturbed due to the current situation; hence school continued its function in the temporary school building. When the rain stopped, the school partner faced two critical problems. First, the construction material was unavailable in the market. Another challenge was to face high prices of construction materials thus, the material was beyond the purchasing power of the partner.

The partner allowed IDPs to shelter on the premises of a temporary school. When the water flow became down, the IDPs vacated the school. The IDPs did not take care of the school, negatively affecting the rooms and furniture. IDPs material was placed in the school. Around 80% of original students migrated, and many did not return yet. Children of IDPs were permitted to sit separately but not enrolled in the school. While talking about the rain and flood situation, he said that heavy rain affected not only the school setup but also abolished homes during the monsoon season in August. It was shared that there would be a possibility that students of IDPs parents may live here and not go back. Moreover, nearby private schools were closed after floods and rain. So, the school expected more enrollment. The girls' student ratio is 45% but reduces after grade 5. Most girls cannot continue after grade 5 because of their economic contribution, so they care for domestic cattle and work in fields/agricultural land.

The AAK Public School in Mehar running since 2010, faced massive damage. Most of the furniture was damaged. In terms of infrastructure, toilets, floors, wall paints, and walls were destroyed. It was shared that solar plates and fans were out of order; therefore, there was no electricity. Normal learning and teaching were placed in the school.

The Ideal English High Public School, Kakar, running since 2016. The school building was constructed near to national highway. This high school was affected due to heavy rains. After the rains, the partner painted the walls and repaired work on the floors, which were drastically damaged. It was a vast and beautiful building with good ground. The school was neat and clean.

Noor Public School is located in the vicinity of the community. Heavy rains highly damaged the school. The floors of 5 rooms were completely damaged; therefore, classes were vacant. The classes were running on a multi-grading basis. The school's furniture and solar system were also damaged. The AV room and the head teacher's room were not functional.

Jordan High School is located near Dadu City, surrounded by fields. The school was found in good condition. All classes were running properly. The headteacher and teachers were present in the school. Teachers and students were complaining about a shortage of books.





In district Jamshoro, the severity of damages was reported in the Northern part of the district where 39 schools out of 51 (i.e. approx.75% schools of 7 UCs in taluka Sehwan) remained underwater. The southern part had lesser scale of damages and mainly 12 schools were affected. The research team visited 8 schools of three affected talukas. The data shows that the schools were still under contaminated water, and routes were not cleared. One of these schools was visited by the team;

Syed Abdullah Shar (802253) in Taluka Sehwan located near Manchar Lake, was still underwater by 2-3 ft where the water cut was made during the flood. 2 rooms of the building at the lower ground level were poorly affected. Road access was not cleared. However, the school was functioning in a temporary setup at the nearby place constructed at an elevated surface level and vacated during the flood. The residents provided consent to the partner to run the school temporarily. The temporary building has 12 rooms where students were engaged in routine learning activities. The old books, learning materials, story books, boards, and furniture were shifted from the damaged school. 50% enrollment was present. The partner reported that 2- 3% dropout might be expected in the future.

Shaheed Rajab Anmol School (ESSP0046), situated in the taluka Sehwan, was affected by the flood and remained underwater at approximately 7 ft for about one month and 24 days. The partner constructed the new rooms in the building to upgrade the school to a Higher Secondary level that was badly affected due to the stagnant water in the area. The compound wall fell down. There were cracks in the walls, the roofs of three rooms were damaged, watermarks were available on walls, a grounded floor, and an imbalanced surface level was also visible. The Partner uplifted the furniture at the elevation of 5 ft in classrooms but that didn't work and maximum furniture and doors were damaged. The washrooms were found out of order. The school resumed, and students and teachers took part in teaching and learning activities. However, the students were emotionally weak and disturbed.

Progressive Public School (800505) and **Indus Elementary Public School (701835-1)** were situated in the kacha rural area of zero point, Manchar, where the water cut was made. The school remained underwater of 2-3 ft, damaging the furniture and fixtures, including doors. Books and other learning materials were demolished. The compound wall was also got affected. The school was found functional on visit day with regular activities. The attendance was low.

In addition to the above, there are schools in Taluka Manjhand and Kotri where mild damages were observed, and schools were observed functional after 2-3 months of closure.

Asad Model School (901017), situated near the river bank in Taluka Kotri, was underwater about 4-5 ft during the flood. Initially, the district team due to water in the surrounding, could not visit the school. However, the water drained out of the school now. Three building rooms, along with the washrooms, were damaged entirely and required reconstruction. However, the remaining rooms require minor roof repair and paintwork as a watermark was available on the walls. The partner reported safe school records, tablets, solar panels, learning material, and furniture as timely action had been taken to shift all the material from the school.

IRC Budhapur Primary School (190102023) was found functional on the visit day. The locality of the area was rural and remained underwater of 2 ft during the flood. There were no significant damages in the building; however, the school's washrooms required partial repair. The school remained closed due to the unavailability of access to the school. The routine activities of schools were restored. Furniture and other requisite materials were available in the school.

The City School (190103001), was found functional on the day of the visit with routine activities. Partial damages in the boundary wall and washroom needed to be repaired. Furthermore, the floor of the classrooms, solar panels, and furniture of the school were also damaged.

The Shining Star Public School (190101024), situated in Taluka Kotri found functional. The building consists of 6 rooms in which leakage of the roof and cracks in the walls were observed during the visit. The building needs minor repair as situated at an elevated level of the locality. Fans were out of order. Books got affected due to the torrential rain and flood water. One of the students of this school lost his life during the flood so students seemed disturbed. counseling sessions for the students were provided to release their fear and involve them in school activities again. Normal teaching and learning activities were observed in the school.

Hence, collectively the schools got affected from moderate to severe and remained underwater 5-7 feet, causing damage of leakage in the roof, cracks, and watermarks on walls, grounded floors, furniture, fixtures, doors, toilets, and other electrical equipment that were placed in school premises. During the flood/ rainwater, the schools under construction damaged the building's foundation and boundary walls, and the construction work got hampered.

Currently, no IDPs were there in SEF schools as some families moved to tent cities and the remaining had vacant schools since the Government notified them to make it functional as soon as possible. No temporary learning centers remained functional during the visit. Out of 97, 24 schools were nonfunctional and still underwater.

With respect to the student's enrolment in schools, it was reported that approximately 35%-45% of students attended the school during the research team's visit. The communities started to move back to their destinations. However, as the rehabilitation phase is initiated in the affected communities, they might get engaged in the process with their families.



In Kambar Shahdadkot three schools in the permanent setup were visited. All three permanent schools building had cracks and damaged floors. The schools were dysfunctional during rainy days and flood times. After the flood, villagers helped themselves and created a pathway to the villages.

Akhlaque Public School (10282) and the **Ghulam Rasool Chandio School of Modern Science (802592)** were covered under 3ft of water, and the village was covered with approx. 12 ft. The first floor of the school was not damaged due to cemented building. Teachers were present, conducting classes. The school building demands renovation, and repair after the current situation. During the flood period, some villagers stayed in the school for the time being.

The school building of **Sana Public School (1876)** was saved; however, the village was surrounded by water approximately 5 to 6 ft only the entrance part was filled with water for a few days. The villagers decided to stay in the village and build a ring Band around the village during the flood period.



vii) Observations on Temporary Learning Centers (TLCs):

At the district level RDF, IRC, CDC, TRDP, LRF, and Acted International established temporary learning centers during the need of time in the affected districts. Although TLC had not served the purpose of schools, however, it's a wonderful initiative to engage the students in activity-based learning and kept them busy in a school routine that helped to reduce the suffering of trauma. It is pertinent to mention that no TLCs found in districts Dadu and Jamshoro (2 TLCs were formed by IRC and CDC during the initial phase) during the visit, however, TLCs in Qamber Shahdadkot and Khairpur were found and observed by the research team. Following are the observations on TLCs.

Condition of Temporary Learning Centers: In the Khairpur district, **Al Rehan Elementary Public School** was functional in a nonfunctional building of the Government Hospital in Kot Lalu at a distance from the school at Faiz Gunj, Khairpur. The operator stated that the school building was severely surrounded by water and stood still. He mentioned that he had acquired this space upon requesting the management of the Hospital. The school had eight teachers, and four were present and teaching at TLC.

Another TLC, named **Bright Future School Systems**, was functional on the land of a community member. The water swept into the school and damaged the walls and flooring of the school. At the same time, **IRC Sojhro Faiz High School** was functional in the TLC. Some of the students of Ali Public School, run by NOWA (one of SEF's partner), was also in the tents. The head teacher of IRC School, Mr. Steve Sheen, stated that the whole primary section building was damaged; most parts collapsed due to torrential rain, including walls, roof, and rooms. The school had 28 rooms before it got damaged. The school had 28 teachers; presently, 4- 6 teachers are teaching at TLC.

The TLC was functional in the **Sindh Public Elementary School** at Taluka Tharri Mirwah, Khairpur. The head operator Mr. Sher Somro stated that the old building of the primary section was severely damaged, and most of the parts of the school building collapsed due to rain and heavy water drains in the street. The building was made of mud/clay and bricks. The school had 13 teachers. Most of them were present and teaching at TLC.

Another TLC was functional in the **Zainab Model school** in the village of Taluka Tharri Mirwah, Khairpur. The head operator Mr. Najab Ali Dahar, stated that the school building is still surrounded by several feet of water. Access to the school was not possible. He stated that they had started those camps just two days ago. There were few children, and two teachers lived nearby the area. The school had 12 teachers; two teachers and a headteacher were found present at TLC.

The learning environment in TLCs: In most of the TLC, children seemed happily engaged, reading their books loudly and happily. They also responded to teachers. However, half of the students did not have any books with them. The SEF Official confirmed that the SEF had distributed books to a 50 percent enrollment ratio in some TLCs.

Hygienic conditions: The clean and neat environment in TLCs was not maintained. As students generally sit on floors, they become untidy, except in Sindh Public Elementary School, where students wear clean dresses.



Available Facilities: Overall situation of provisions was not satisfactory. A few chairs and desks, one board, and drinking water were available, but washrooms and electricity were unavailable in Al Rehan Elementary Public School. In some TLCs, the ventilation was poor. Few have clean drinking water. The proper seating arrangement was witnessed in one of the TLC only. Fans with solar panels were placed in one of the TLC camps.

Teacher's Role in the Learning Process: Most teachers were motivated and actively involved with students in TLC.

Expected Time to Continue the TLC: Most partners believed they would end unless the school building recovered from the water and got the fitness certificate.

Attendance of Students: As stated by the partner of Al Rahman Public School, attendance had become exceptionally low because of the havoc in the area. Similarly, the attendance of students has decreased significantly in Bright Future School. A head teacher of Sojharo Faiz High School shared that due to migrated families and accessibility, attendance had become below 50%. In Sindh Public School, attendance had become below 50%, as stated by the head teacher, due to migrated families and accessibility. In Zainab High School, the head teacher stated that attendance had become relatively low due to migrated families. But he was expecting they would join eventually. Students who were present at that time had been reported as regular.

In Kamber Shahdadkot, schools started opening, although the school's condition wasn't good, either partially or fully damaged. Shortage of shelter and food lowered the interest in sending students to school. Most schools still haven't opened and are remained underwater, i.e. approximately 45 schools. Temporary learning centers have been established and the estimated time to continue school in the building will be 2 to 3 months.

Condition of Temporary Learning Centers (TLCs): The TLCs are temporary learning centers developed by school partners where the schools were damaged entirely due to Kacha (mud, bricks, bamboo) construction. Schools were underwater, or there was no road to access to school. TLC was established for **Aman Public Elementary School (703095-1)**, **Insan Dost Welfare School (204324)**, and **Tauheed Model School (NEWSAS0092)**, so that students can attend the school. It is pertinent to mention that two classes were functional on the ground due to the shortage of tents in **Aman Public Elementary School (703095-1)**. Similarly, multi-grading was observed in TLC established in **Insan Dost Welfare School (204324)**. TLC in **Tauheed Model School (NEWSAS0092)** was established in a tent, corridor, and classroom. The school had five teachers, out of which three female teachers could not come to school due to a problematic/disconnected path/roadway; however, two (2) male teachers were available at TLC in Aman Public Elementary School (703095-1).

The Learning Environment in TLCs: The classes were functional in Tents with furniture in two TLCs, and one was on mats. The whiteboards and drinking water, and two teachers' chairs were available.

Available Facilities: There was limited availability of books and learning materials, and even then, students were happily engaged. Teachers involved them in different activities, reading, counting, multiplication, and vocabulary, language games. Teachers' emotional level was much more stable according to the situation. The competence level was better when learning was taking place; however, they need proper guidelines to support learning in this difficult time.

Hygienic Conditions: The partner and teachers gave awareness to students to have proper dress and hygiene. Children dressed up nicely and tied their hair. In some cases, students crossed a water path of around 3 feet to arrive at the school, so water make their dress wet and dirty. In the Insan Dost Welfare School (204324) the hygienic condition was poor.

Expected Time to Continue the TLC: The school is underwater and damaged, including doors, windows, floors, etc. The expected time for water drainage is approximately 2 to 3 months. However, Insan Dost Welfare School (204324) will be functional within a week.

Responsibility for managing the TLC: The community is very much supportive. The partner and teachers managed the tent and books. The regional heed provided support and guidance so schools, students, and teachers stay connected.

Status of Students Ratio/Enrolment in Schools after Flood: Attendance was low because migrated families didn't return to their destinations. The core reason elaborated by the people was lacking of necessities like food, shelter, and health facilities. The winter season is around, and they don't have accessories to cope with the upcoming situations. When the schools opened, around 15% of students resumed slowly and gradually; within a month, the number increased. Students had poor motivation levels due to the fear of flood experiences. On visit day, a good presentation of students was made.



5. Limitation of the Study:

All the Foundation Assisted Schools (FAS) remained under contaminated water for 2 to 3 months and some of them were unreachable due to remoteness and inaccessibility; therefore, no visit was carried out in these areas that were out of reach by any means in the visited districts. The report does not provide an explanation of quantitative damages.

6. Conclusion:

The implications of the catastrophic disaster impacted the habitants' social, emotional, and educational domains of life as they faced significant challenges during the flood in 2022 due to climate change and its severe effects. Besides the intimations and weather forecasts, no strategy or action steps were designed at all levels to lower the risk to the life and property of the inhabitants. An evacuation plan with the identification of safer routes and proper arrangements to commute was not provided. The communities were not sensitized and unable to respond promptly to the emergency situation. School partners do not have proper guidelines and concrete plans and resources to exercise during the emergency situations like the recent flood. The unavailability of adequate support and relief work worsen the situation. With reference to the schools, more damages were observed where school buildings had grounded base or surface level. An adverse effect on infrastructure was observed.

7. Recommendations:

The discussions with various stakeholders, i.e., SEF regional and district heads, partners, teachers, students and community members, directed to draw attention to develop the "Disaster Response Strategy". The following steps may be taken into consideration:

- Preparedness is highly crucial in present times. It is suggested to establish a disaster management cell/committee at the Foundation; to act without delay by devising a proper action plan/Standard operating procedure, to deal with the on-ground situation. In addition, context-appropriate guidelines on the safety of school buildings, resource materials, furniture, etc. are mandatory to develop.
- It is suggested to allocate a sufficient emergency budget in every fiscal year for the schools and centers run by the Foundation. The guidelines on the emergency budget should be prepared and revised accordingly. The budget may be utilized on the following but not limited to:
 - » Initial relief to the FAS communities (food, health, and shelter)
 - » Help school partners to shift the school resources to safer places,
 - » Provide Rehabilitation/renovation cost on easy recovery plan if needed by school partners.
 - » Training sessions and workshops for students and teachers of Foundation Assisted schools

- Encourage all partners and communities to plant more trees. The land under tree cover can absorb rainwater and reduce the water flow over the surface. More trees, specifically in surrounding schools, will decrease the damage to school buildings.
- A resilient architecture of a school building and construction materials is needed to be introduced in accordance with the geographic norms of the area for constructing new school buildings. The architecture plan requires serious efforts in implementing the policy/required amendment in the previous policy/ guideline (if available). Strict monitoring of the progress, supporting and providing technical advice to school partners as per need.
- In order to address the trauma faced by school students during the flood, it is important to provide them with support and resources to cope with their experiences. This may include counseling services by professionals, and educational support to make up to overcome the learning gaps may be provided.
- It is crucial to understand climate change and its severe effects on lives, health, and education. The Foundation may conduct awareness campaigns at a larger scale to deliver a meaningful message to the communities through climate change experts. Additionally, we may increase awareness by inculcating the disaster response strategy in the ongoing training of partners, headteachers, and teachers. The same will be further delivered at the community level, making them aware to deal with such situations.

8. References:

1. NDMA Situation Reports: <http://.cms.ndma.gov.pk/>
2. Pakistan Floods, Education Sector Factsheet, October 2022, Pakistan Education Sector Working Group.
3. Damage Assessment by School Education & Literacy Department (SE&LD) <http://sindheducation.gov.pk/>







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A village underwater in Sindh province Pakistan. Over 4.5 million residents of this province alone have been displaced due to the flooding.
(Photo: Emmanuel Guddo/Concern Worldwide)