

**ASSESSMENT
OF IMPACT OF
2014 FLOOD
ON
EDUCATION OF
CHILDREN IN
DISTRICTS
BUDGAM,
SRINAGAR &
ANANTNAG
(J&K)**



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2014-2015

Abbreviations

		SKIMS	Sher-e-Kashmir Institute of Medical Sciences
CHINAR	Child Nurture And Relief	OoSC	Out of School Children
INGO	International Non-Governmental Organizations	APL	Above Poverty Line
		BPL	Below Poverty Line
MDGs	Millennium Development Goals	FGD	Focus Group Discussion
M&E	Monitoring and Evaluation	ICDS	Integrated Child Development Services
MoU	Memorandum of Understanding		
NGO	Non-Governmental Organization	AWC	Anganwadi Centre
		AWW	Anganwadi Worker
ToR	Term of Reference	UNCRC	United Nations Convention on the Rights of the Child
UNICEF	The United Nations Children's Fund		
INGO	International Non-Governmental Organizations		
MDGs	Millennium Development Goals		
MDM	Mid Day Meal		
CHINAR	Child Nurture And Relief		
J&K	Jammu and Kashmir		
GAD	General Administration Department		
PRI	Panchayati Raj Institutions		
SSA	Sarva Shiksha Abhiyan		
J&KBOSE	J&K Board of Secondary Education		
PHE	Public Health Engineering		

Executive Summary



The 2014 flood in the state of Jammu & Kashmir represent one of the largest disasters ever recorded in the last 109 years in the state terms of devastation, area and

number of people affected. After massive displacement, thousands are beginning to return home to no homes, no food, no livelihoods, no clean water or sanitation, no schools and damaged or destroyed infrastructure.

Many were left without any physical or financial assets to recover from the devastation as they struggled to rebuild their lives. CHINAR, drawing on its limited resources and crucial assistance from common people in and outside the state – even outside the country- quickly set up emergency hubs, added staff and worked with partners to coordinate response for sustained service delivery.

CHINAR's focus was children; ensuring continued education access for children and reaching out to children to make sure they did not leave school while developing contingency plans to give children and their families a sense of hope and normalcy.

This document is part of CHINAR's out-reach effort with UNICEF in the state to enable compilation and analysis of new data on the pre and post flood situation in the selected districts of Srinagar, Anantnag and Budgam in Kashmir to address challenges through evidence-based

programming. The study documents the continued vulnerabilities of affected populations, the extent of challenges in areas like education, sanitation, livelihoods and reconstruction as CHINAR and UNICEF focus on children and women to assist them their lives back to a semblance of normalcy.

This descriptive document deals with- and analyses- gaps in existing institutional mechanisms from the child rights perspective in terms of knowledge, awareness, service delivery mechanisms and institutional provisions on education, health, food and nutrition, protection and social interaction. It is hoped that the report will form a basis for future programme implementation for ensuring child rights that do not deprive children from education, health, safety and recreation.

The analysis reveals that the situation of the children is one of neglect and deprivation, which is basically an outcome of both the economic compulsion that families face from devastation, injury, loss of life, property and livelihoods, leading to low self esteem, depression, helplessness and despair.

The document, therefore, is an attempt at understanding and depicting the situation of the children affected by the flood for greater public attention and awareness, and one that informs policy and programme interventions to address critical gaps in institutional mechanisms and service delivery to give children the opportunity to enjoy their rights to the fullest.

Contents

Executive Summary

PREFACE

Chapter 1 7

Goal & Objectives 8

Methodology 9

Target Area 9

Chapter 2 13

Budgam 13

Budgam: Numbers At A

Glance 60

District Anantnag 63

District Anantnag: Numbers At

A Glance 115

District Srinagar 118

District Srinagar: Numbers At

A Glance 175

Recommendations 180

Conclusions 183

Bibliography 184

Preface

A tragedy of epic proportions unfolded in the worst-ever floods to hit Kashmir in 109 years after heavy rains from September 2. Jammu and Kashmir is battling with one of the worst floods in decades with overflowing rivers in the region due to days of incessant rainfall.

After continuous spell of rain, flood waters breached embankments in many low-lying areas in Kashmir, including the capital Srinagar. The worst affected districts are Srinagar, Anantnag, Baramulla, Pulwama, Ganderbal, Kulgam, Budgam, Rajouri, Poonch and Reasi. It has been reported that 450 villages, with an estimated rural population of 823,281 were flooded, with farmlands being submerged (Source: reliefweb.int).

Overall, the Sphere India Rapid Needs Assessment Report 2014 estimates that 10,136,063 people were affected, with 1,406,311 suffering direct loss of household assets, 66,220+ houses destroyed, 5,43,399+ people displaced, 67,934 houses completely damaged, 215+ reported deaths, 21500+ people injured and 110,000+ people evacuated.

There has been massive damage to public infrastructure with officials estimating the state would need at least Rs 5,000 crore¹ to rebuild the same. 21,162 'kucha' houses have been fully damaged while 54,264 such houses have been partially damaged, while crop losses have been to the tune of Rs 5611 crore, including Rs 1568 crore losses to the horticulture sector, and 6.5 lakh hectares of land affected by the deluge.

Over 10,000 milch animals and 33,000 sheep have perished in the floods; 6,000 km of road length has been damaged while 3,000 water

supply schemes were affected. In the power sector, it is estimated that 3000 sub stations were damaged (Source: <http://indianexpress.com/article/india/india-others/jk-flood-losses-in-excess-of-rs-one-lakh-crore/>).

Even a conservative estimate of the damage to public infrastructure like bridges, roads, hospitals and other government buildings puts the figure at between Rs 5,000 crore to Rs 6,000 crore, as estimated by the state government's Revenue, Relief and Rehabilitation Department.

As life slowly limps to normalcy in Kashmir, the extent of damage is still unfolding. CHINAR, alongwith the United Nations Children's Fund (UNICEF), carried out a preliminary survey of select areas in the flood affected districts of Anantnag, Budgam and Srinagar to understand the impact of the flood on ordinary lives in the context of lost livelihoods, damage to schools, child labour/child protection issues, etc.

This report is a glimpse into how people are rebuilding their lives and keeping their hopes alive for the future.

Chapter 1

¹ A **crore** is a unit in the Indian Numbering System equal to ten million (10,000,000; in scientific notation: 10⁷), which is written as 1,00,00,000, equal to a hundred lakh (a lakh is equal to one hundred thousand and is written as 1,00,000)

Context



Torrential rains have caused massive destruction and severe distress in the state of Jammu and Kashmir, with several fatalities and large numbers displaced.

Due to unprecedented large scale destruction from floods in 2014 in Kashmir, CHINAR focused its efforts to relief and rehabilitation of flood victims.

The strategy was to rescue people and provide them immediate medical aid, along with food and water; in the long term, it was decided to focus on construction of shelters, livelihood support and education of children.

Need

Because of the massive destruction, families whose houses were completely damaged are rather living in government schools, extended families or tents provided by NGOs. In all this, the most affected have been children and their education in the flood-affected districts of Budgam, Srinagar and Anantnag.

With the onset of winters, it is going to be very difficult for these children to focus on their education. Moreover, with thousands of families having lost their livelihood, it will be difficult for these families to support the education of their children, which has a direct bearing on the number of children who are either Out of School have dropped out of school. Economic compulsions can further push these vulnerable children into child labour to meet the needs of their families.

CHINAR supports the education of 120 orphans and vulnerable children, extends livelihood support to 20 families and 70 marginalized youth under its Skill Development Program in districts Srinagar, Shopian and Kupwara. All programs are tailored to the needs of the local community to maximize impact and ensure relevance of

Initial reports speak of hundreds of schools having been damaged; moreover, these schools are either unfit for holding classes or are unhygienic for students. According to the Education department's internal damage assessment report, the total number of schools affected by the flood in Kashmir division is 1096, with 495 school buildings categorized fully damaged and 601 partially damaged.

In district Srinagar alone, 221 schools have been affected by the flood as per list issued by Chief Education Officer, Srinagar. Likewise, in district Anantnag, 187 schools (government owned) have been damaged. In Srinagar district, health authorities have declared 50 schools unhygienic; in Anantnag district, 33 school buildings have been declared unfit while in Bandipora district in North Kashmir, 20 schools have been declared unhygienic. In Budgam district, parts of which were affected by the September floods, 17 schools have been rendered unhygienic, while in Shopian district 12 school buildings have been declared as unhygienic.²

The floods have also damaged school kitchens, leading to non-implementation of the mid-day meal scheme in government schools. This, along with compromised food security of households,

can lead to malnutrition and other related health issues in children in affected districts.

To understand the impact of the flood on education so as to design relevant interventions that ensure continuity of children's education, CHINAR conducted a qualitative assessment - "Impact of Flood 2014 on the Education of Children in Selected Areas of District Budgam, Srinagar and Anantnag", in partnership with UNICEF.

Goal & Objectives

Goal

Identify issues and concerns about education of children displaced due to the flood in J&K in September 2014, including children that do not have access to schools and as also habitations/villages where schools are not functioning.

Objectives

There are two broad objectives:

- ▶ Understand the impact of the flood on the education of children who are unable to go to school because (i) they have been displaced from their homes and are now living in shelters/camps, etc., and (ii) whose schools are non-functional because

² <http://www.tribuneindia.com/2014/20141029/j&k.htm#2>

they have been declared unsafe /unfit / unhygienic by the government.

- Explore the educational needs and priorities these children and explore mechanisms that will keep children in schools and prevent dropouts and children opting for child labour

Methodology

The focus of methodology was on:

1. Locations where displaced persons have taken shelter since children in these shelters/camps will not have access to their schools.

The researchers will try to understand their situation and identify their educational needs that will inform design of interventions that help these children from continuing their education and prevent Out of School children or children dropping out of schools in favour of child labour.

Camps/shelters for displaced persons in the districts of Srinagar, Anantnag and Budgam were identified for the purpose.

2. CHINAR will identify habitations/villages where schools are not functioning either because school buildings have been declared unsafe or unhygienic or for any other reason.

Herein, children will not have access to their schools and it will thus be useful to understand their predicament insofar as their education is concerned and the steps they have taken to ensure their education in the face of these challenges.

The methodology included:

- Identification, assessment and selection of areas /clusters in three districts
- Identification, assessment and selection of children for interview and focus group discussions in selected areas /clusters
- Interviews/FGDs with selected children, parents and community leaders
- Interviews with Chief Education Officers of districts and Director, Education, on post flood strategy of state government
- Data analysis
- Final report

Target Areas

The proposed study covered select flood affected locations in three districts viz. Srinagar, Anantnag and Budgam, as given below:

District	Education Zone	No of Locations (Urban areas/villages)
Srinagar	Srinagar, Rainawari	12 areas /locations (30 households in each location) 12x30=360 households
Budgam	Budgam	12 areas /locations (30 households in each location) 12x30=360 households
Anantnag	Anantnag, Bijbehara	12 areas /locations (30 households in each location) 12x30=360 households

1- District Srinagar

- Kralyar, Zaindar Mohalla, Khanyar, Nowpora, Namchibal, Koolipora, Rainawari, Gulab bagh, Iddgah, Zaldagar, Nishat, Batamaloo, Kursoo Rajbagh, Jawahar Nagar, Natipora, Karanagar, Chattabal, Bemina, Faizabad Colony, Gogjibagh, Wazir Bagh, Tulsibagh, Shivpora, Alluchibagh, Budshah nagar, Chanapora, Lalchowk,

Gowkadal, Mandir bagh, Bishember nagar, Barbarshah, Batamaloo, Indranagar, Batwara, Eidgah, Qamarwari, Barzulla, Bhagat, Mehjoornagar, Padashahi bagh

2- District Budgam

- Peeroh, Nowgam, Kanipora, Tengpora, Somarbugh, Tengun, Lasjan, Humhama, Narkara, Panzan A&B, Brenwar, Hushru, Wagam, Soibugh

3- District Anantnag

- Khanabal, Ghat Pushwari, Hanji Danter, Muniward, Mirgund, T.B.Shah, Mirgund, Seepan, Boni Nowgam, Qasba Baghat, Khandipahari, Lalipora Malpora, Arwani, Loktipora, Gund Chahal, Moman Dangipora, Rakhi Moman, Dangipora, Trubji, Jabalpora, Subhanpahari, Hassanpora Bagh, Gund Nasir, Hassanpora Bagh, Gund Nasir, Rakhi Hassanpora, Tulkhan, Semthan, Sangam, Hamzapora, Bijbehara, Zirpara, Gund Nowroz, Veeri, Guri, Gadiseer, Krandidgam, Ader, Gentalipora.

Interviews were held with children, parents, community leaders and teachers/head teachers of non-functional schools. CHINAR covered 12 such locations (30 families in each village or mohalla) in each district.

Methodology and Sampling for Evaluation

Purposive sampling technique was used for the study. Area selection was done on census basis.

Sampling was done for selecting target groups like habitations to be covered (area wise, district wise, etc.), families of Out of School children to be covered under survey/base line, children from marginalised communities, Government officials, number of schools, type of school/s, Principals, teachers etc in each of the intervention sites, government representatives, NGO members etc.

CHINAR developed review protocols including detailed sampling procedure, plan for data collection and analysis, data collection tools, time frame and work plan. Review comprised both primary data collection as well as reviewing secondary literature, done in consultation with UNICEF J&K.

Review also comprised identifying specific Qualitative and Quantitative tools/method of data collection. Primary data collection included: Focus group discussions with different beneficiary groups (children out of schools, street children, marginalised community children). Discussions with Government officials from various departments, FGDs with parents and community, discussions with stakeholders like engaged in the flood intervention and discussions

with partner NGO workers, staff and project teams.

Structured formats were used to collect data from all the above mentioned sources.

Geographical scope of the evaluation was limited to areas outlined above.

Documentation and Briefing Phase

CHINAR did a documentation review to examine and analyse available documents to allow careful planning of activities/visits to be undertaken in the field. This phase was considered to be an on-going effort.

Secondary literature review: secondary resources, documents like proposals, project reports (training reports, quarterly reports etc) and MIS were reviewed and referred.

The **briefing phase** dealt with the finalisation of the itinerary and schedule, the final definition of the methodology, the planning of reports and the consolidation of Terms of Reference.

Whenever necessary, CHINAR endeavoured to accommodate UNICEFs requests that may arise during the assignment, such as travel adjustments, etc.

The **briefing meeting** with the regional team took place in Srinagar at UNICEF offices. During

the meeting, further documents available for the mission and necessary clarifications were provided by UNICEF.

In order to ensure a coherent approach between UNICEF and CHINAR, they also discussed their understanding of the logic behind the intervention during the meeting.

Field Phase

After the briefing phase, CHINAR undertook field visits to evaluate relevant intervention and to discuss with relevant stakeholders.

The list of projects to be visited was established by UNICEF and CHINAR. CHINAR worked in co-operation with relevant UNICEF experts, partners, local authorities, field staff, etc.

CHINAR was responsible for the overall management and execution of the project, including monitoring. CHINAR's Manager-Programs, Project Coordinator, Finance Person, Monitors and other staff members substantively contribute to the study.

Field staff collected and reported data to the Project Coordinator/s. The Manager - Programs was responsible for the overall management of the project. Teams of field personnel were formed and trained to travel to the different study sites to conduct the study. If, during the course of

the field phase, any significant change from the agreed methodology or scheduled work plan was considered necessary, this was explained to and agreed with in consultation with UNICEF office.

UNICEF also shared data, documents, findings of surveys, studies, assessments etc. carried out which were relevant to the project to promote dialogue and mutual learning and ownership, and to enhance the quality of deliverables by CHINAR.

The first draft report will be submitted by electronic transmission to UNICEF after CHINAR teams return from the field. Taking into due account the comments received, a **final draft report** will be submitted to UNICEF.

The draft report will result in the drawing up of a single report with annexes. The report shall strictly reflect the structure outlined in Terms of Reference.

Above all, the report will be a document that can function as a learning tool.

Chapter 2

Data Analysis & Data Interpretation

District Budgam

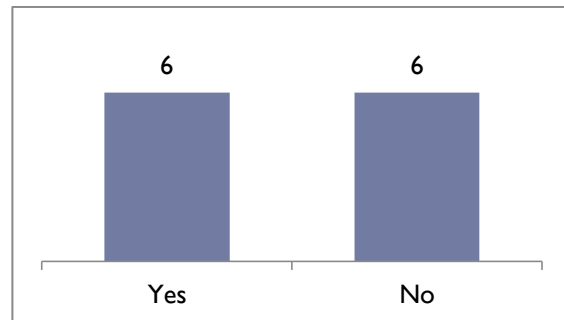
TEACHERS

Sample Size: 12 schools

Number of children enrolled in schools before floods: 2462; Number of children coming to school after floods: 2410

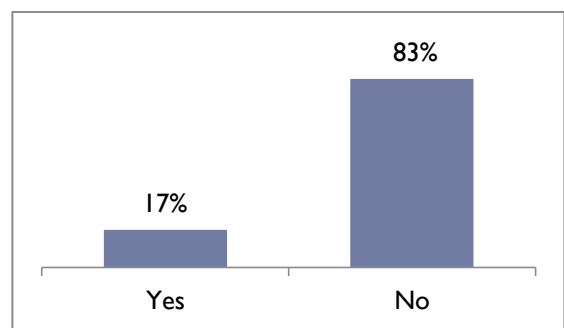
It was observed from data that enrolment decreased in three schools whilst it increased in one school and remained unchanged in the rest. The decrease in enrolment happened largely because of displacement of families from their homes to different areas of the city/village or altogether another geography.

Children Attending School Regularly



Opinion was divided when it came to children attending school: 50 per cent teachers (6) were of the opinion that children were attending school while the other 50 per cent (6) felt children were not attending school regularly. This could be because attendance in areas where damage was not extensive was largely normal after the flood, whereas attendance could be thin where schools had suffered extensive physical damage.

Child Labour School Post Flood

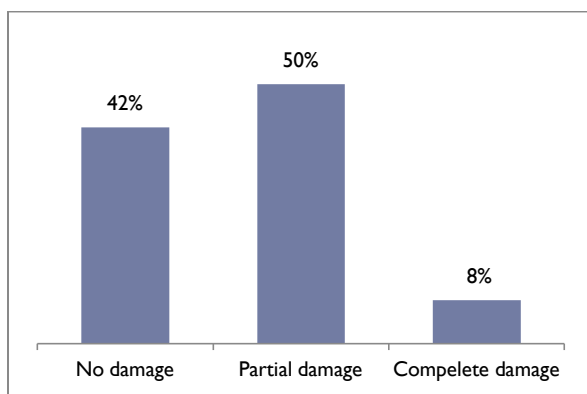


Post flood, there does not seem to be an alarming rise in the number of children employed as child labour, since 83 per cent respondents said there

was no increase in cases of children employed as child labour, while only 17 per cent (2) felt otherwise.

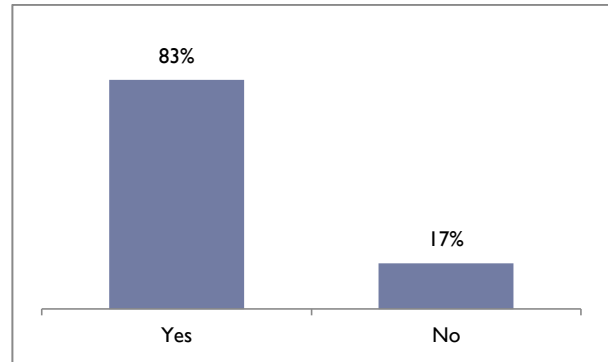
Effect Of Flood On Schools

Damage To School Infrastructure



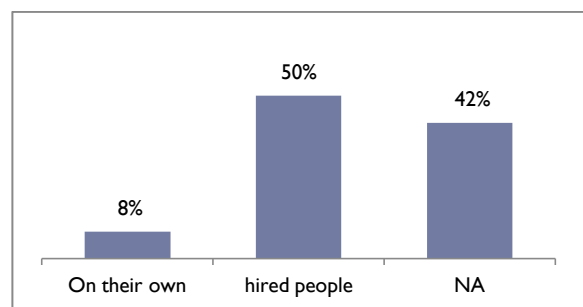
50 per cent teachers (6) reported partial damage to school infrastructure while 42 per cent reported no damage at all to school infrastructure. Only eight per cent (1) teachers reported total loss of school infrastructure. Overall, almost 92 per cent teachers reported partial or no damage to their schools. As data after data shows, there is an urgent need to initiate restoration/repair of schools, provide teaching learning material and replace teaching aids lost in the floods, and arrange for temporary learning centres where schools are partially/fully damaged or where relief camps are still on till rehabilitation of these schools is complete.

Is School Building Safe For Children



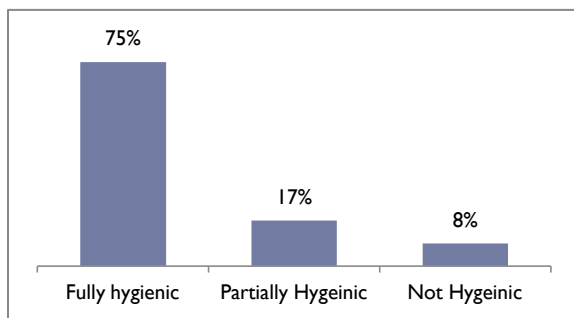
83 per cent of teachers were of the opinion that school buildings were safe for children whereas 17 per cent felt otherwise. This observation is also corroborated by data in the earlier pie diagram on Damage to School Buildings, wherein 50 per cent teachers said school buildings were partially damaged and 42 per cent said they were not damaged at all. This could also be the reason why a large number of teachers reported that there was no significant drop in attendance of students in schools post floods.

School Authorities Clean School Buildings?



Since it must not have been easy cleaning school building and premises of flood debris, stagnant water and mud, 50 per cent teachers reported hiring outside help to clean the buildings and premises, while only eight per cent (1) said they cleaned the buildings on their own. 42 per cent reported not having to clean the premises either because the school was untouched by the floods or because the school was temporarily closed.

Hygiene In Schools After Flood



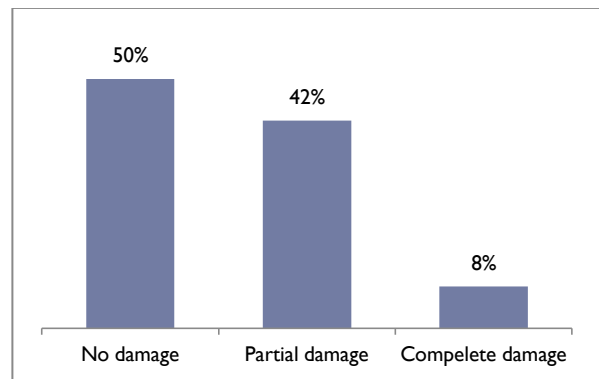
A majority of teachers – 75 per cent – reported that their schools were hygienic and 17 per cent (2) said schools were partially hygienic. Only eight per cent (1) teachers reported that their school was not hygienic at all.

Overall, almost 92 per cent of teachers reported their schools to be either fully or partially hygienic, which is a significant number given the circumstances, and this could be one of the reasons why most schools reported very little

attrition in student/teacher attendance and the subsequent resumption of classes.

MDM Supplies/Utensils

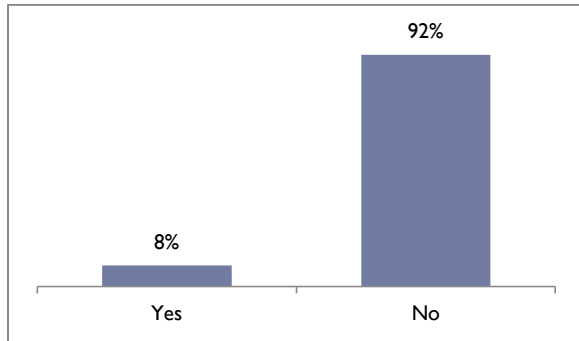
Status of School Kitchen



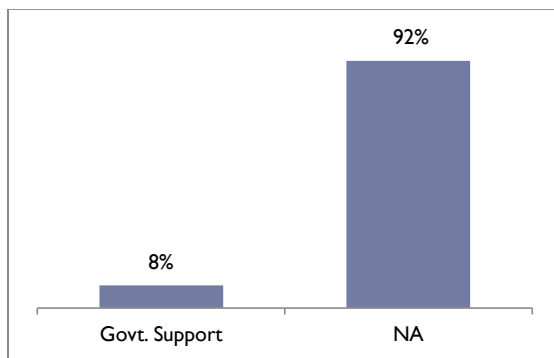
Again, 50 per cent teachers reported no loss or damage to school kitchen equipment while 42 per cent partial damage only to their kitchen equipment, and only eight per cent (1) reported complete loss/damage to kitchen equipment.

This is significant since, all things being equal (supplies etc.), the operationalisation of kitchens in schools would be the first line of defence against the looming threat of malnutrition due to food shortages, especially for most vulnerable children.

New Utensils/Supplies

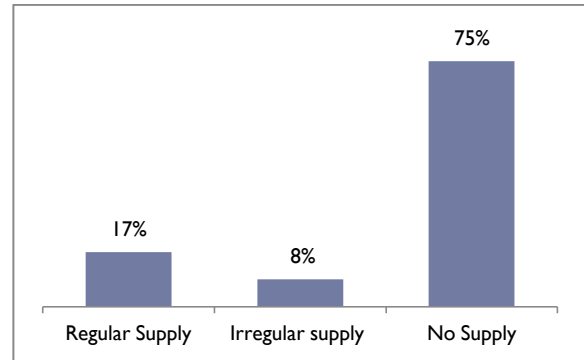


In light of the earlier pie diagram that almost 92 per cent of schools reported partial or no damage to school kitchen equipment or supplies, it is not surprising that a majority of teachers - 92 per cent – reported they did not buy new utensils and other kitchen supplies for their schools.



While 92 per cent teachers did not need kitchen supplies or equipment, those who sought new equipment or supplies for their school kitchen constituted only eight per cent (1) of teachers.

Government Supplies

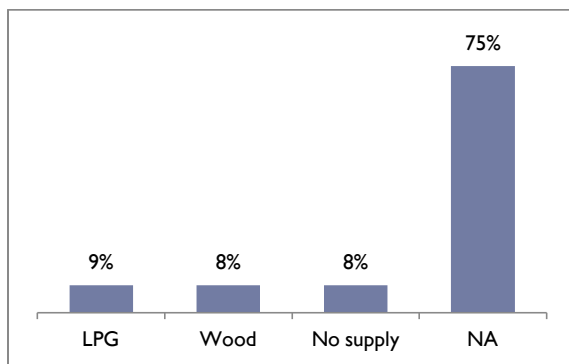


75 per cent of teachers reported that they did not receive any MDM supplies for the school kitchen from any government agency after the floods, while 17 per cent (2) reported that they received regular supplies and eight per cent (1) said supplies were intermittent or irregular.

Critically seen, there could be several causes why supplies were irregular or there were no supplies at all to schools after the floods-roads/bridges may have been washed away, leading to logistical bottlenecks; supplies were destroyed/washed away in the floods; those that remained were contaminated or were unfit for human use; the rehabilitation effort was slow off the mark and thus even slower to reach schools in far flung/remote or inaccessible areas. But there can also be another reason why supplies were delayed or irregular to schools- for most government agencies involved in the rebuilding

effort, MDM supplies were (possibly) the last thing on their minds in the overall rehabilitation and rebuilding effort, since schools were important to the relief effort only as relief distribution centres or for running relief camps, and not for restoring them quickly for the benefit of thousands of students and teachers.

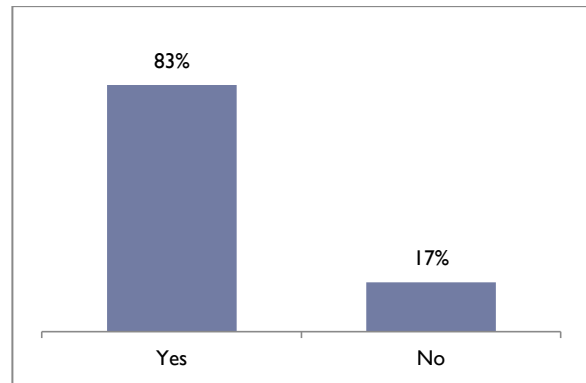
Fuel For Cooking



For 75 per cent of teachers, since school kitchens were yet to be operationalised on a regular basis, the question of fuel supply was not of any significance; for those who had already begun to serve MDM meals in their schools, eight per cent used wood and nine per cent used LPG for cooking. The remaining eight per cent reported not receiving any fuel supplies from the government or buying fuel locally. However, it must be kept in mind that the question of fuel supplies would be very significant as schools began to resume normal functioning and school MDM meals had to be cooked.

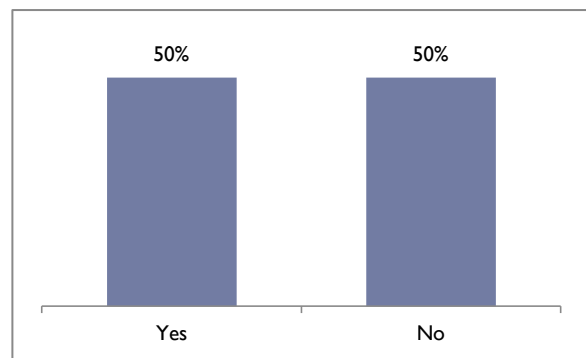
TEACHERS

Teachers Regular to School



A large proportion of teachers - 83 per cent - reported that they regularly attended to their duties in schools, while only 17 per cent (2) said they could not. This was largely because 17 per cent of teachers were themselves affected by the floods and were thus pre-occupied elsewhere.

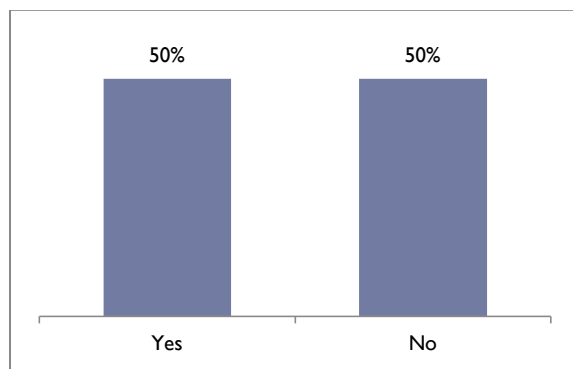
Adequate Staff To Teach



Despite a large number of teachers and schools being functional, the floods had impacted the general population very adversely, which

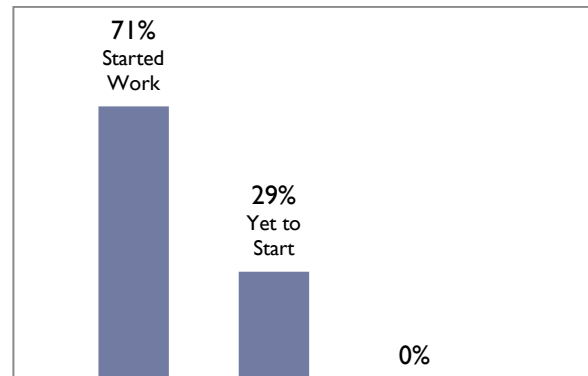
included homes of teachers. As a result, only 50 percent teachers reported that their schools had adequate staff, whilst the other 50 per cent said they were struggling to meet teacher shortages.

Extra Classes



Because of teacher shortages and student absenteeism, 50 per cent teachers said they were forced to take extra classes to make up for lost teaching time; however, the other 50 per cent said they did not feel the need to do so since they were confident of covering the syllabus in the time available to them. For those teachers forced to take extra classes, the implication could be additional stress, added to what they were already facing in terms of damaged infrastructure, lack of basic services (economic, water, energy etc.), and insufficient disaster response, which further compounded their vulnerabilities.

Restarting Work



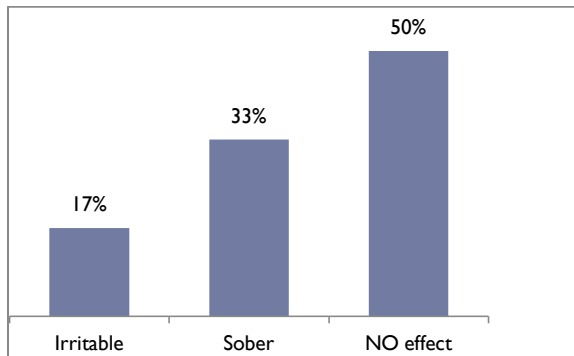
While most teachers – 71 per cent – had already started work in September 2014 itself, 29 per cent (2) said they were yet to start work in their respective schools. Most teachers who had joined work were probably from schools that had seen little or no devastation, so it was relatively easy to begin classes as compared to those schools which had seen extensive or total damage to infrastructure.

Effect On Learning Capacities Of Children

Unfortunately, all teachers reported that their students had lost interest in their studies in varying degrees as a result of the flood and its aftermath. This is nothing unusual in times of natural calamities like floods and earthquakes, wherein the trauma caused by sudden loss of life, property and disruption of normal life as children know it, leading to depression, restlessness, anxiety, nervousness, which impacts the learning

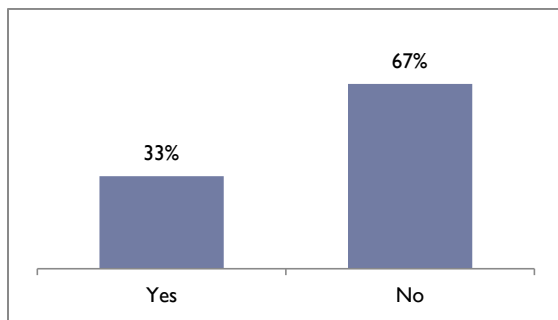
process in children, leading to deficiencies in learning outcomes.

Effect On Behaviour Of Children



As can be expected, 17 per cent (2) teachers reported children in their schools were irritable, 33 per cent said children were sober and calm, while 50 per cent said that children in their schools showed no adverse effects of the aftermath of the floods.

Shortage Of Books And Teaching Aids



67 per cent teachers said they were not short of school books, blackboards, chalk boxes, boards

and other teaching aids post floods, while 33 per cent said they were.

Most schools short of books, blackboards, chalk boxes, boards and other teaching aids post the floods were those which were hit hard by the flood waters and had completely or partially lost vital teaching learning material, as mentioned above. Because of delays in supplies and adequate attention being paid to the issue, many of these schools had to wait an inordinate amount of time to get new stocks to replenish what was lost to the flood waters, in a manner impacting the teaching process and learning outcomes in these schools.

Any Other Challenges

Respondents answered that a major concern was ensure that children's interest in their school and lessons returned, so that they had a semblance of normalcy in their lives while also ensuring that too much time was not lost in covering the syllabus.

Respondents also said that many classes were being held in the same compound for want of adequate space, which was of particular concern to children in higher classes because of the distraction it created.

There was also a general shortage of funds in schools, which hampered rebuilding efforts as well as routine school activities like ensuring school cleanliness and hygiene, toilets and drinking water supplies, classroom stationary and supplies, classroom aids, classroom furniture, adequate seating space etc.

Many teachers were worried about outstanding fees since September (2014) and its impact on disbursing salaries of staff and other expenses.

Improving Functioning Of Schools

When asked about improving the functioning of schools in the district, respondents were of the opinion that frequent transfers were an impediment to ensuring quality of education and frequently led to lax management of schools and little accountability in the functioning of schools. Responses included teaching students using the play-way method that makes studying interactive and fun as as to sustain their interest in studies, instead of the usual chalk-and-blackboard method that encourages passivity and rote. Similarly, many were of the opinion that homework assignments should not be forced upon students so that they have time to pursue their own interests also, so that they continue to be engaged with, and interested in, their lessons as well.

Increased participation of parents in the education and overall development of their wards was seen as a significant change that would go a long way in making school education participatory and ensuring that schools benefit from the advice and guidance from parents for not only the appropriate development and growth of the school itself but also of their wards, and thus keeping the focus on children's needs and priorities.

It was also felt that government agencies must also provide necessary assistance and rehabilitation work without too much delay and bureaucracy in order to fast-track rebuilding and rehabilitation processes in schools.

Absenteeism because of inability or non-payment of school fees because of loss of parental income, overcrowded classrooms and poor school facilities (damaged labs, computers, desks, unavailability of textbooks, etc), loss of books, materials and stationery and excessively long delays in restoration of power / energy supply (LPG, kerosene for cooking/heating) etc. were issues of concern to most respondents, who felt their immediate resolution was necessary if the education of children in affected areas was not to suffer longer than absolutely necessary.

A problem that was repeatedly flagged by respondents was damage to homes of children, which had, at least temporarily, shifted family priorities away from children's education, fees, uniforms, stationery etc. to rebuilding homes and/or farm rehabilitation.

ICDS WORKERS

Sample size: 19 ICDS Centres

Number Of Children Enrolled In ICDS

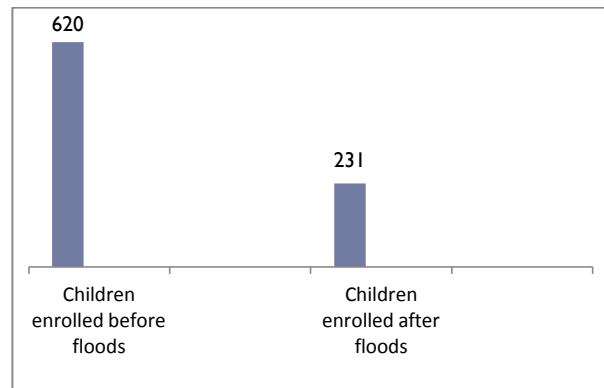
Launched in 1975, the Integrated Child Development Services (ICDS) is the only major national programme that addresses the needs of children under the age of six years.

The main objectives of the programme are to improve the health, nutrition and development of children. It offers health, nutrition and hygiene education to mothers, non-formal pre-school education to children aged 3 to 6, supplementary feeding for all children and pregnant and nursing mothers, growth monitoring and promotion services, and links to primary healthcare services such as immunisation and vitamin A supplementation.

These services are delivered in an integrated manner at an Anganwadi or childcare centre. Each centre is run by an Anganwadi Worker and a helper. The Anganwadi Worker undergoes a one-time induction training of 8 days, job orientation training of 32 days and refresher training of 7 days, while the Helpers undergo a one-time job orientation training of 8 days and a refresher training that lasts 5 days.

Three of these services, namely, immunisation, health check-up and referral services, are delivered through the public health infrastructure i.e. the Health Sub Centre and Primary and Community Health Centre under the Department of Health and Family Welfare. The remaining three services are delivered through the Anganwadi Centres (AWCs).

Centers Before Flood: 620, Number Of Children Coming To ICDS Centers After Flood: 231

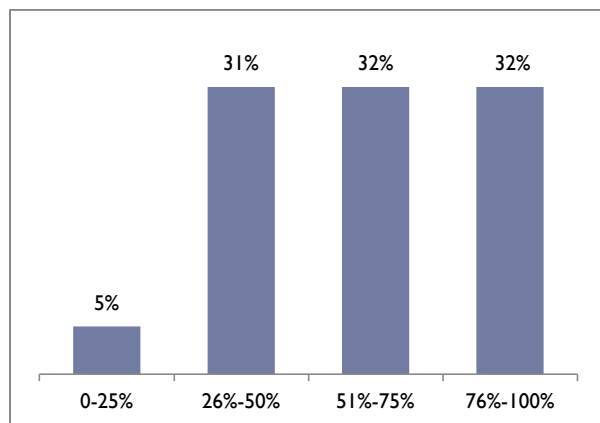


There was a significant drop in the number of children enrolled in ICDS (*anganwari*) centres in the district –from 620 children before the floods to 231 children after the floods- a significant drop of 37.25 per cent, which has serious consequences for a child’s morbidity and mortality, incomplete immunization or poor child health outcomes because of damage to ICDS infrastructure, as we will see later in the analysis.

Children Dropping Out Of ICDS Centres

All 19 ICDS centres reported drop in children coming to the centres across the surveyed villages. As explained earlier, this could be for a number of causes, including damage to infrastructure, non-availability of staff, lack of supplies (because of inaccessible roads or logistical bottlenecks), etc.

Children Not Coming To ICDS Centres

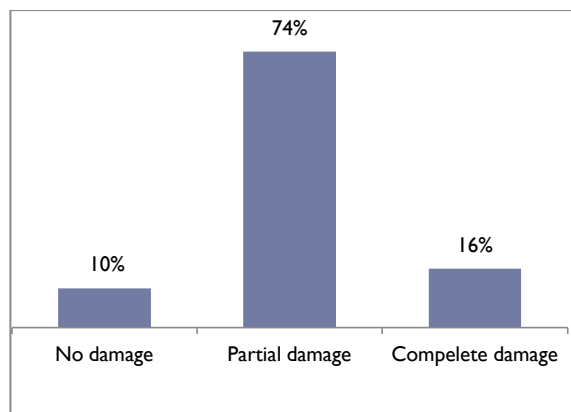


Five per cent (one) *anganwari* centres (AWC) reported a drop in attendance in the 0-25 per cent range, 31 percent (six) reported a drop in attendance in the 26-50 per cent range, while 32 per cent reported drop in attendance in the range 51-75 per cent (6) and 76-100 per cent (6), respectively.

The differential in drop in attendance can be explained by the fact that some AWC were less damaged in comparison to others in the area by dint of their location; similarly, AWCs where damage to life and property was minimal reported better attendance of children than those who were completely or significantly damaged.

Impact Of Floods On ICDS Centers

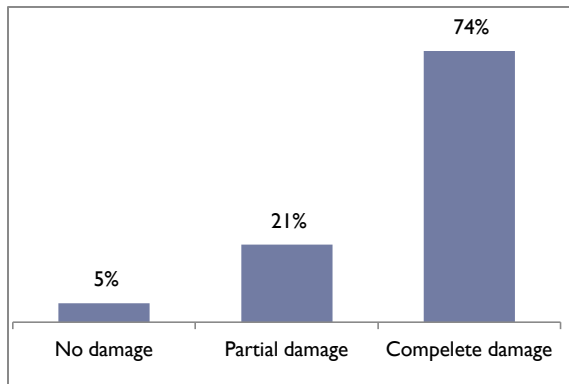
Infrastructure



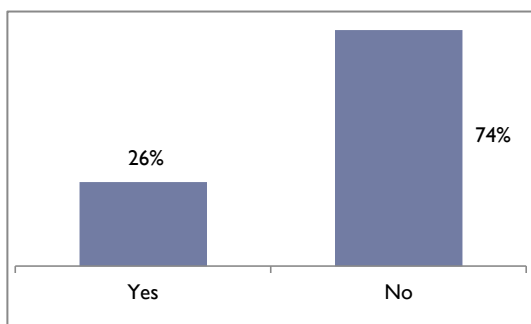
Data shows that 10 per cent (2) AWCs were not damaged at all by the floods, while a very significant number of AWCs (14) comprising 74 per cent of the total number of AWCs surveyed reported partial damage to infrastructure. 16 per cent (3) AWCs were completely destroyed by the floods, thus critically impacting early childhood health investments (e.g., nutrition and immunization, etc.).

Especially for children in the district, floods and the consequent destruction of AWC infrastructure had, amongst other factors, significantly reduced the likelihood of having received age-appropriate doses of BCG, DPT, polio, and measles vaccinations.

ICDS Supplies



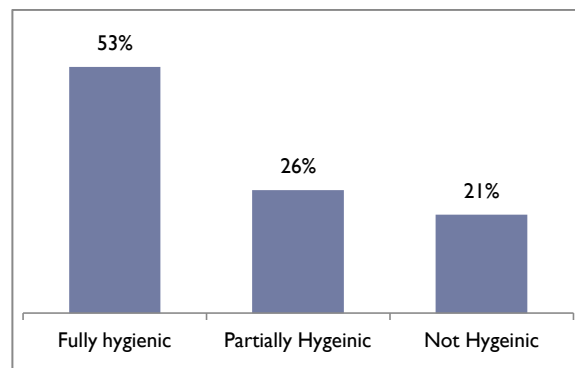
As far as supplies go, only five per cent (one) AWC reported no damage to supplies like food stores, utensils, etc.; a significant number of AWCs (14) comprising 74 per cent of total AWCs surveyed reported complete loss of supplies and equipment, while only 21 per cent AWCs (four) reported partial damage to supplies/equipment in the floods. The loss of supplies/equipment had a direct bearing on the quality of service delivery in all AWCs.



Restarting Work At ICDS Centres

26 per cent (5) of AWCs had resumed services after the floods, while 74 per cent (14) were yet to resume services due to reasons explained above. Also, for example, since community outreach workers are an important component of vaccine delivery in all districts surveyed - and particularly so in remote areas- the floods may have significantly impaired the ability of such workers to access **vulnerable populations**.

Hygiene In ICDS Centres



While a large number of AWCs – 53 per cent – reported their premises were hygienic since they had cleared the debris and other flood residue, 26 per cent (5) AWCs reported premises which were only partially hygienic, while 21 per cent (4) reported premises which were not hygienic at all. This has an overall consequence on issues of health of young children, infants, nursing mothers and expecting mothers in unhygienic surroundings, dysfunctional water supply and

sanitation and unsafe building with little or no appropriate equipment and supplies.

Procurement Of New Utensils/Supplies After Floods

None of the AWCs reported having bought new supplies or equipment or replenished supplies/equipment lost or damaged in the floods. This could be for various reasons, including blocked roads, bad weather, lack of supplies, etc. Similarly, none of the AWCs reported receiving any supplies from the Government after the floods. Apart from reasons already discussed, two significant observations were made: One, the various Government line departments/agencies responsible for ensuring smooth functioning of ICDS Centres (like Department of Women and Child Development, Ministry of Food and Civil Supplies) were caught up in reconstruction work themselves and thus had little time for resupplying AWCs or reimbursing AWWs for expenses made. Secondly, AWC seemingly were not on the priority list of the Government in terms of rebuilding and restoration yet; in other words, they did not have the ‘attention’ of the Government in the chaos following the floods. However, it would be prudent to point out at this juncture that a crucial reason why AWCs were not supplied or under supplied was also because

the AWW and Helpers themselves had been affected by the floods, their homes or the homes of their family and friends damaged or destroyed; as a result, it would be unreasonable to expect them to continue running the AWCs under their charge. This was why many AWCs were either unmanned or suffering from lack of adequate supplies. Similarly, some AWCs had voluntarily destroyed or discarded old, damaged or contaminated supplies like biscuits, foodgrains and other perishables-even rusted utensils in some instances-so as to avoid serving any contaminated food to the children. In some instances, the supplies in AWCs were even distributed as relief material to families in need.

Problems Faced By Anganwadi Centers

People of Jammu and Kashmir last September (2014) witnessed one of the most disastrous flood in their region. Figures for people and villages affected vary according to various reports. However, there is no doubt that around 2 million people have been affected by this disaster, 2600 villages are affected in Jammu (1000 villages) and Kashmir and 390 villages were completely submerged. A great part of Srinagar was transformed into a huge lake. Many parts of Srinagar had over 20 feet of water with between 1 to 2 floors of buildings under water for several days. Like any other natural calamity,

majority of vital roads were submerged, communication, transport and health services were paralysed. Significant infrastructure was either disabled or destroyed. Hospitals, schools, shops and local administrative units have also been badly affected by significant damage, and thousands of businesses have lost everything they owned.

Under the circumstances, it was not unusual for respondents to report critical breaks in supplies, lines of communication and complete or partial destruction of property and infrastructure like AWCs, homes, health centres and the like.

The most common problems reported by respondents in this survey included:

- Destruction/damage to vital infrastructure like roads, bridges etc in the district, which impacted service delivery of AWC in the district as also movement of people from homes to AWCs to avail services
- In many instances, AWCs were either wholly or partially damaged, leading to disruption- even if temporarily- in service delivery. This meant a looming threat of malnutrition due to acute food shortage, lack of targeted food assistance to most vulnerable children and lactating or pregnant mothers, lack of pre-schooling, etc.

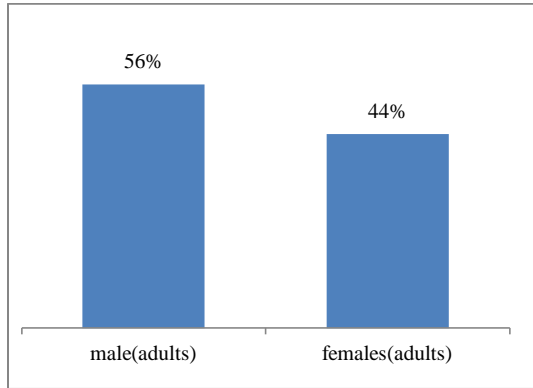
- Many AWCs were in very unhygienic state, with most supplies and equipment either lost or destroyed and the premises covered with flood debris. Even critical items like furniture, windows, doors etc. were destroyed or damaged
- There were no kitchen utensils available in most AWCs
- Supplies to AWCs were severely curtailed by concerned department/s after the floods; even items like cooking oil were not supplied to AWCs nor were AWWs reimbursed for expenses made. Similarly, there were no charts, white boards or toys available for children at AWC

Impact On Health

Children generally complained of infections like cold, flu, influenza, fever, etc. Checkups by doctors who visited ICDS centres reported children with fever; some children were referred to Jawahar Lal Nehru Memorial Hospital for throat infections, allergies, chest infections, etc. This only demonstrates that emergencies such as these result in loss of human lives, livestock, and livelihoods, and deterioration of health and nutrition status of the affected population. Children, women and the elderly are most vulnerable groups during the crisis period and therefore require urgent attention.

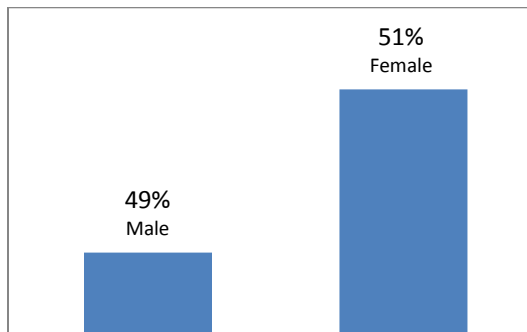
Parental Section

**Number Of Families: 25, Adults (>18 YRS):
M-39, F-31**



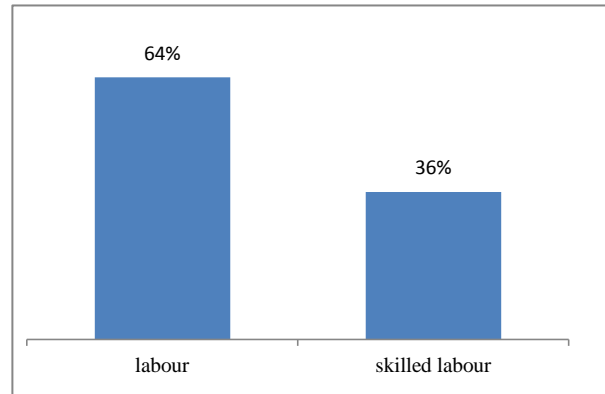
The total number of respondents was 56 per cent (39) males and 44 per cent (31) females, out of a total family strength of 25.

Number Of Children: 68, Children In Age Group 0-18 Years: M-33, F-35



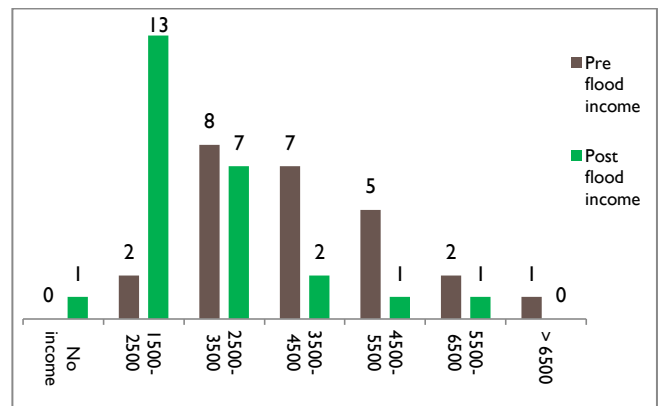
The total number of respondents who were children in the survey was 68; of these, 49 per cent (33) were male and 51 per cent (35) were female.

Occupation Of Parent/Guardian



Amongst all respondents, a vast majority - 64 per cent - were agricultural labourers and/or daily wage labourers, while 36 per cent (9) were skilled labourers.

Family Income/Month: Pre & Post Flood (In Rs.)



Interestingly, There has been a rise in the incomes of persons engaged in certain occupations, as against a trend in decline in income generally in other occupations surveyed,

which points to an interesting trend: people who were craftsmen, carpenters, auto mechanics, masons and skilled and unskilled labourers reported income ranges between Rs. 0-2500 per month. Because of the overall rebuilding effort across all the flood-affected districts, there was a huge spurt in the demand for the skills that these persons offered. As a result, people with these skills-set reported a rise of 550 per cent in their incomes post flood! In comparison, as can be observed from the bar diagram, most other occupations reported a decline in income because of the devastation caused by the flood; most who reported a decline included merchants, tradesmen, showroom owners etc. who were largely in the higher income brackets.

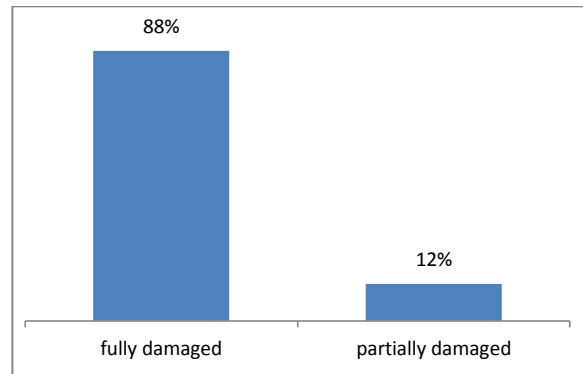
Were You Living In This Village Before The Floods Or Have You Moved After The Floods

All respondents said they were living in the same village before the floods and had not been displaced from elsewhere.

Was The House You Lived In Prior To The Floods Your Own, Rented Or Other

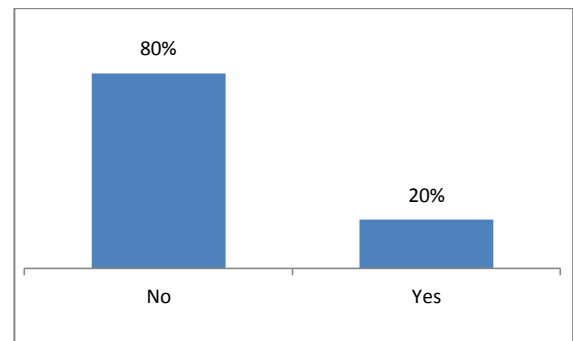
All (25) respondents reported living in their own house prior to the floods.

What is the nature and extent of damage that has made your pre-flood house unliveable?



88 per cent respondents said their homes were partially damaged; 12 per cent reported their homes were fully damaged by the floods.

If Own House, Are You Working On Its Repair, Renovation Or Re-Building? If Not, Why?

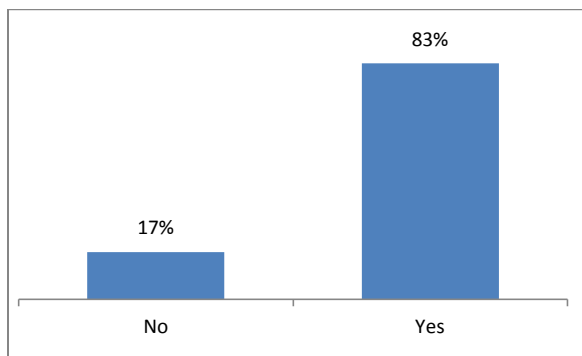


A majority of respondents - 80 per cent- said they were not working on the repair/renovation or re-building of their partially or fully damaged homes, while only 20 per cent said they were working on the repair / renovation or re-building of their partially / fully damaged homes.

For most, the reason for not repairing or rebuilding their homes was financial duress,

given the fact that livelihoods of a large number of respondents had been impacted by the flood or priorities had changed given the adverse circumstances. Another reason was the onset of winter and the resulting shortage of manpower/labour and difficulty in working in harsh winter conditions. On similar lines, even the homes of workers/craftsmen skilled in masonry/carpentry were also damaged/destroyed, forcing them to focus on the repair of their own homes rather than work on the repair/restoration of homes of the public at-large.

Affect On Family Income (in Rs./Month)



Agriculture is the backbone of the rural economy in Kashmir, and the survey districts in particular, and an important source of income for the majority of the rural population. The extraordinary rainfall that swelled rivers and provoked flooding and landslides had a very

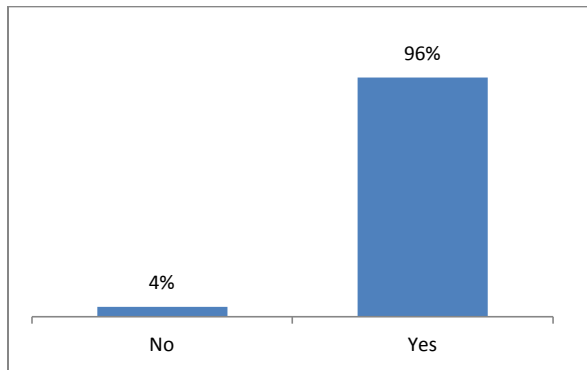
severe impact on agriculture in flood-affected areas. Fields planted with wheat, maize and other food and fodder crops were washed out, and cows, sheep, pigs, poultry and other livestock drowned or left without shelter.

Similarly, homes, sheds and other farm infrastructure was damaged or destroyed. In the circumstances, it was not surprising to note that 83 per cent of respondents said the floods had impacted their incomes and/or livelihoods significantly.

For those employed as daily wage labourers in farms and fields, the floods were a double whammy for them- not only were farms and crops washed away, but the ensuing loss of crops meant that they could no longer work find work as agricultural labourers, thus significantly impacting their ability to support themselves financially.

This could be a pointer to post flood rebuilding and rehabilitation effort, which should begin with the identification of the most vulnerable small-scale households.

If there has been a drop in your monthly income, how are you making up the deficit? Has it compelled your child to seek work?



Only four per cent (one) respondents reported no loss of income post floods, while an over-whelming majority of respondents - 96 per cent- said they had experienced a drop in their household income after the floods. Most respondents, given the fact that this survey was carried out immediately following the floods, were at a loss as to how they would make up for this loss in incomes; most said they would use their savings, sell land and/or property elsewhere or ‘cut’ corners in their daily household expenditure to make up for the loss. However, it must be stressed that most did not have an immediate plan at hand given the immediacy of the calamity.

None of the respondents reported any child had been forced into child labour.

Children (< 18 Years) Currently Not Going To School

Total number of children interviewed: 25

- All 25 respondents were living in temporary shelters; of these, eight per cent said they had dropped out of school.
- Of the 25 respondents, four per cent said they had dropped out of school due to floods.

If Your Child Is Working, What Kind Of Work Does He/She Do To Supplement The Family Income?

Four per cent children reported working as bus conductors; one child was reported to be sitting idle at home. This was primarily because the floods had destroyed educational facilities in the district and recovery was slow, hindered by weak systems and infrastructure as well as insufficient funding and availability of manpower for rapid rebuilding, making it paramount that schools be made a source of normalcy and safety for children affected by crisis as a priority rather than an afterthought.

Time Spent By Children At Work

On an average, children (working as bus conductors) reported eight hour working days.

How Much Do They Earn every Day or Month

On an average, each child reported s/he was earning an average of Rs 1500 per month.

Do You Want Your Child To Go Back To School

Out of the 25 respondents, two had dropped out of school (eight percent). Both said they wanted to join school. No respondent said s/he wanted to be out of school. This highlights the fact that reopening schools, when safe, should be one of the primary priorities of disaster relief efforts in the state, especially since children benefit from a sense of normalcy provided by going to school. Interestingly, it was observed that disaster-affected communities themselves had prioritized the provision of education for their children, often even before more immediate material needs.

Suggestion To Children Not Going To School After The Flood

The provision of temporary teaching /learning materials and aids in flood affected districts has been low, and due to poor physical facilities there is a real possibility of dropout rates increasing with time if the situation is not addressed.

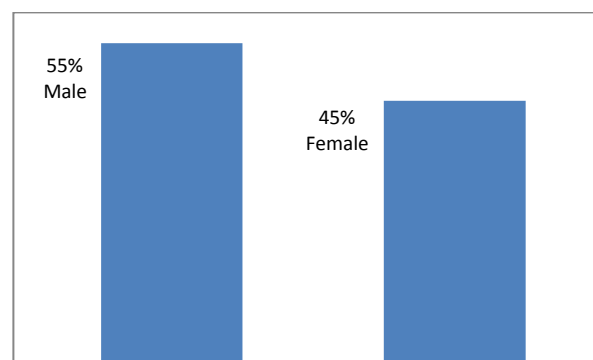
In many cases, homes of teachers themselves have been lost or damaged, increasing chances of teacher absenteeism, which ultimately affect the quality of education in the schools. In smaller villages and hamlets in the district, families were reluctant to send their children to schools in other villages, which necessitates bringing school to

the door step of children. A major reason given by families and children in this survey for children not being able to attend school was loss/damage to school text and note books; schools should be encouraged to help children replace books spoiled due to flood so that they can continue their studies, in the process ensuring access, retention and equity in schools are restored.

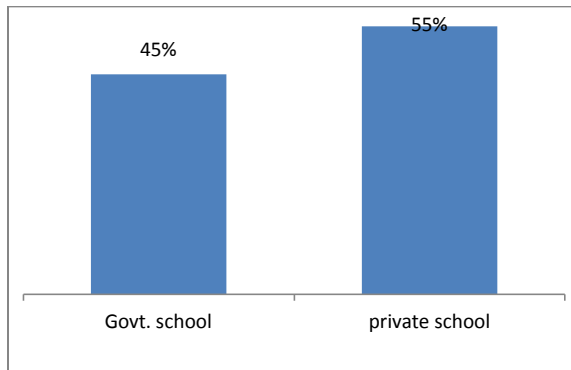
This is even more crucial when it comes to addressing the needs of children with disabilities and those with access and functional needs, who are particularly vulnerable in the event of disasters like the recent floods.

Children (< 18 Years) Presently Going To School

Total Number Of Children Assessed - 51

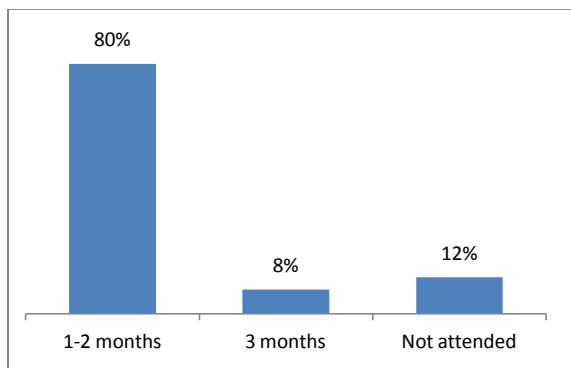


Of the 51 children who responded to the survey, 55 per cent (28) were male while 45 per cent (23) were female.



45 per cent (23) were studying in government schools and 55 per cent (28) were studying in private schools, reflecting the bias for admitting children in private schools vis-a-vis government schools.

After The Flood How Long Did Children Spend At Home Before Going Back To School

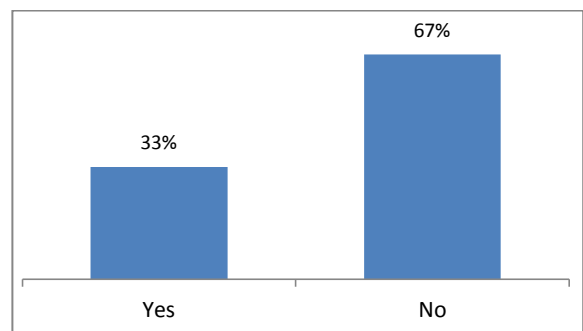


On an average, 80 per cent (41) of children had to stay back at home for a duration of about 1-2 months before re-joining school, while eight per cent (4) were forced to stay home for three months and 12 per cent (6) did not attend school either before or after the flood.

Did You Change Your Child's School After The Flood? If Yes, Why?

None of the respondents had changed their child's school after the flood.

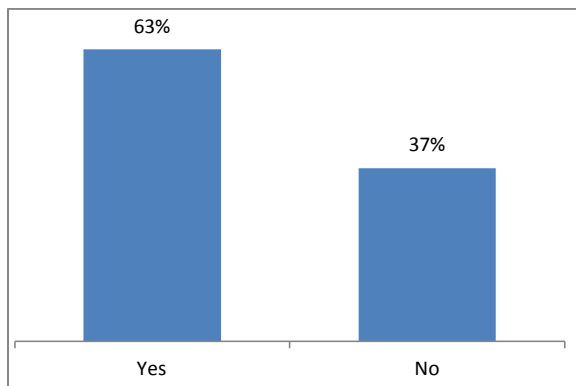
Have Children Have Received Their Textbooks And Uniforms



For children, the disaster resulted in loss of textbooks, notebooks and all school essentials. These children needed basic school supplies to restart their education. However, only 33 per cent (17) of respondents were able to ensure that children had received their textbooks and uniforms, while a significant number – 67 per cent – reported unavailability or inability to ensure that children had received their textbooks and uniforms. This was a significant impediment to children resuming their education, and a pointer once again to how humanitarian efforts at restoring schools should also include not just the rehabilitation of damaged physical infrastructure but also the 'soft' components like replacing lost or damaged TLM, textbooks, notebooks,

blackboards, classroom furniture and the like. The loss of a child's belonging such as text books, note books, stationery, uniform, etc. increases financial burden on poor families not to mention the stress on the minds of children. Moreover, vulnerable/socially excluded families are hit harder and many struggle just to put them back in schools.

Have You Been Able To Pay School Fees Regularly? If Not, Why?

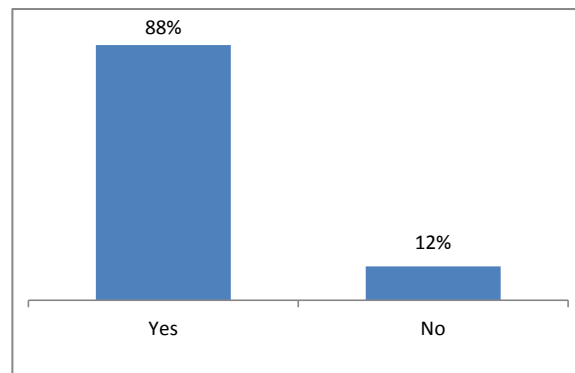


While 63 per cent (32) respondents said they were able to pay children's school fees regularly, a significantly large number of respondents – 37 per cent- expressed their inability to do so.

This has implications for both parents and children: for the parents, it would have been frustrating not to be able to pay fees because of loss of livelihoods, changed family circumstances and financial priorities etc, while for the children,

the changed circumstances could further undermine their sense of insecurity and normalcy, especially since they would look to their school to give them a stable, familiar environment for the return to normalcy.

Is The School Your Child Attending Fully Functional?



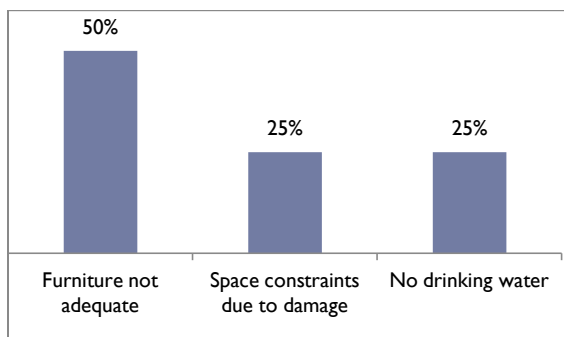
88 per cent respondents said the school their children were attending was fully functional, while 12 per cent said the schools were not functional. The floods caused extensive physical damage to most schools and the Education Department deferred school operations for weeks until repairs were complete and schools were safe for children to return to.

Moreover, some schools were also shut because they were being used as shelters or evacuation centers, which caused further disruption to normal teaching and learning.

Some reasons why schools were not fully functional, as observed during field work, included:

- Damage to buildings- roofs blown off, damage to windows, blackboard, etc.
- Damage of classrooms by flood waters.
- Disruption and damage to drinking water sources and toilets etc.
- Damage to teachers’ own houses
- Damage to infrastructure like computer labs, science laboratory, library, playground equipment, staff rooms, etc.
- Long delays in restoration of water, power and MDM services.
- Long delays to carry out timely repairs and maintenance because of lack of funds or unavailability of manpower

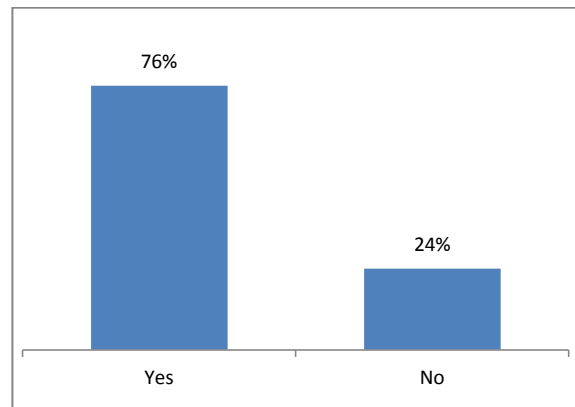
If Not Fully Functional, Why?



The three major constraints identified by respondents in restoring functionality of schools included Furniture shortage (50 per cent), Space constraints due to damage to building (25 per cent) and shortage of drinking water (25 per cent).

Other reasons cited included damaged blackboards, inadequate teaching aids/facilities, inadequate numbers of teachers, teacher absenteeism and dysfunctional toilets.

Do You Send Your Child For Tuitions?

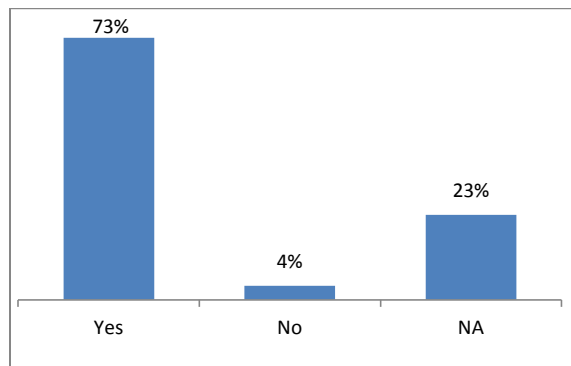


The fact that 76 per cent (39) respondents sent their children to tuitions reflects that fact that most parents, despite their difficult circumstances, wanted to give their children any advantage they could in terms of their education, despite, as the next chart shows, tuitions being a financial drain on most, especially under the

current circumstances. Also, tuitions also were vital (atleast in the aftermath of the floods) as a remedial class for children who had been forced to take long breaks from regular classes because of various circumstances explained earlier.

Thus, even children who were not attending tuition classes earlier were forced to resort to tuitions to help them cover their syllabus or serve as a remedial class. Only 24 per cent said they were not sending their children for tuitions, largely, it can be safely assumed, because of aggravated financial circumstances.

If Yes, Is That An Extra Financial Burden?



38 per cent (37) respondents reported that tuitions were a financial strain on their already-over stretched financial resources, while only four per cent (2) said tuitions were not a financial burden on them. As explained above, even the poorest were hard pressed to arrange for funds to

pay for their children's tuition fees, come what may, though few would balk at this expenses unless they had their backs to the wall.

Furthermore, what is often ignored in this situation is the stress a student faces as he/she is often forced to attend both coaching classes and school simultaneously, thus facing pressure from parents, school teachers and tutors alike.

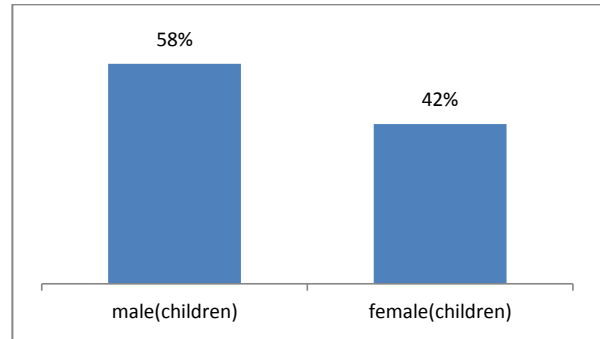
How Do You Cope With The Additional Financial Burden?

To cope with the additional financial burden of sending their children to tuitions, most respondents identified the following coping mechanisms:

- Asking for assistance from relatives to help pay fees
- Reducing household expenses to cover tuition fees
- Take financial assistance from relatives on credit

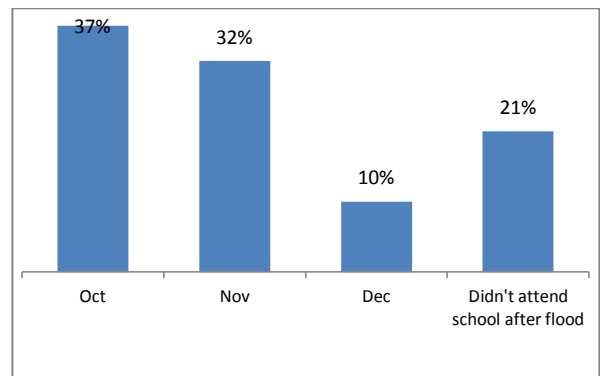
“Manage somehow” was the usual response, as families resort to a variety of options to cut costs and balance expenses so that the tuition costs of their children are met. It was thus not strange to hear parents make statements like “I want my son should become an educated person. So I manage the tuition expenses somehow and if necessary, take the help of relatives”.

For many, it was an end game by itself- there was no scope for another option but to pay for the tuition fees, come what may. This reflects the sheer desperation of harried parents as they despaired to put together their already-meagre resources to meet the cost of tutoring their children to the best of their ability.



For many, its cost to the family as a whole in terms of reduced money available for more important domestic expenses like food, clothing, transport, energy costs (electricity, petrol, gas etc.), and other expenses took a back seat, if necessary to be met through loans, credit, sale of family assets and so on.

When Did You Start Going To School After The Flood?



Part C: CHILD SECTION

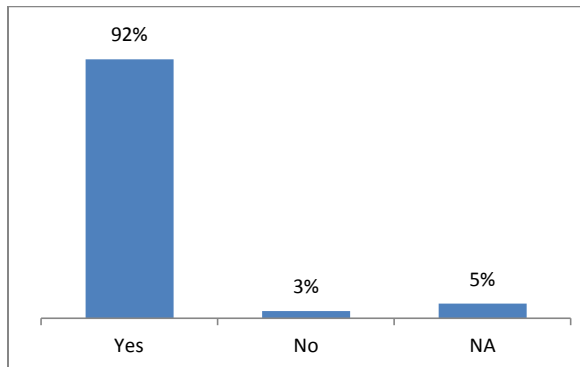
Total number of children interviewed: 38



Of the total respondents (38), 58 per cent were male and 42 per cent (16) were female. All the respondents interviewed were attending school at the time of the survey.

Thirty seven per cent (14) respondents had joined school in October, 2014 (the floods began around September 5th, 2014), 12 per cent by November 2014, 10 per cent by December, 2014, while 21 per cent did not attend school either pre or post floods.

Do You Have Regular Teachers For Each Subject At School?

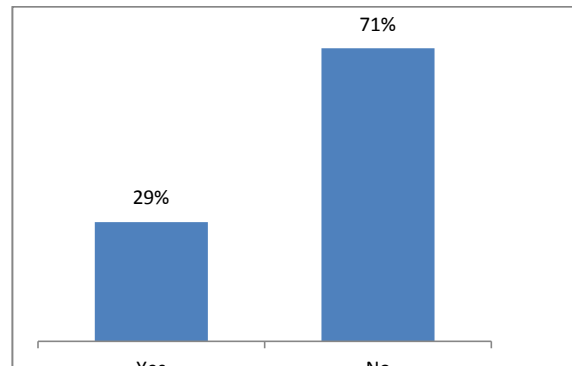


The floods took a major toll on education, as reiterated earlier. Many schools had opened their doors as evacuation centres / shelters for displaced families, while other schools remained flooded or damaged in the aftermath of the floods. Many of the students' homes and belongings were damaged or destroyed, and even after weeks of cleaning out the mud and draining the water, most homes still remained a mess. This was particularly ominous given the approaching winter season.

But the Department of Education has been working with non-governmental partners to get schools back up and running as quickly as possible so as to restore a sense of normalcy for students. Thus, it is not surprising when most respondents - 92 per cent - said they had regular classes in schools, while only three per cent (1) said regular classes were **not** being held in their

schools; responses from five per cent (2) respondents were inconclusive.

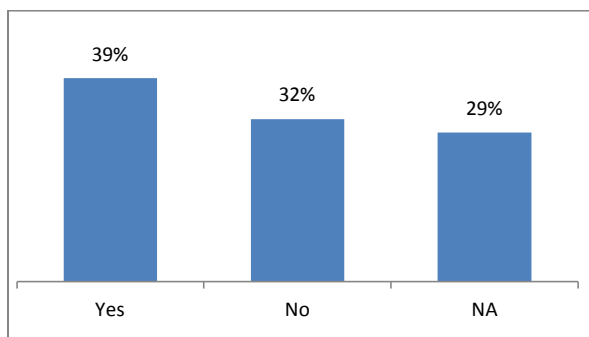
Do You Have Proper Books/Uniforms?



71 per cent (27) respondents reported they had access to proper books and uniforms to go to school, while 29 per cent (11) said they did not. Thus, while a majority of respondents may have had access to proper books and uniforms, it can be surmised that the remaining 29 per cent would also do so as supply lines were re-established and the situation with regard to restoration of school functionality improved.

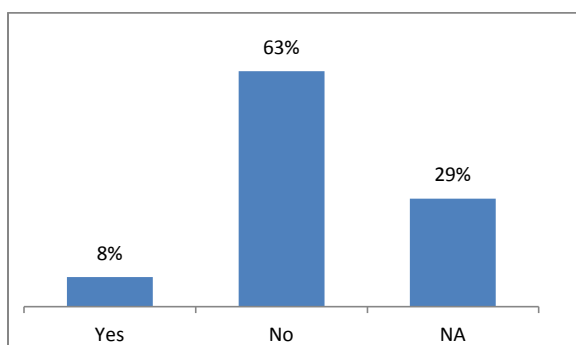
However, since these issues may still take an inordinate amount of time, it would be prudent of the authorities to ensure that the students at least have access to a reasonable number of books and uniforms to be able to attend school with the minimum of constraint.

If No, Does The School Pressurise You For Proper/New Uniform?



39 per cent (15) respondents said they were under pressure from school authorities to wear proper uniforms to schools, while 29 per cent (11) were those respondents who had yet to return to school or had never been in school; 32 per cent (12) respondents said they were under no pressure to wear proper uniforms to school.

If No, Do You Have Peer Pressure To Wear Proper Uniform?

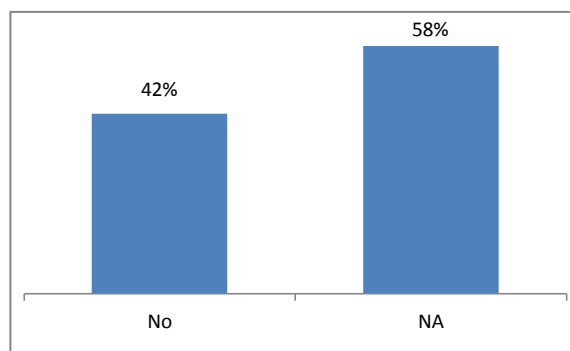


A large majority of respondents – 63 per cent – said they were not under pressure from their

peers to wear proper uniforms to schools, while only eight per cent (4) said they were under pressure from their peers to do so.

Responses from 29 per cent respondents were inconclusive since they included those children who were either out of school or were yet to join school after the floods.

MID-DAY MEALS AFTER FLOOD

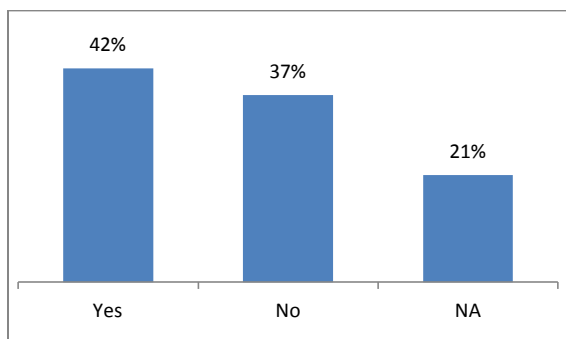


42 per cent (16) respondents said they were not receiving any MDM after the floods in their schools, while 58 per cent (22) respondents were those who were yet to join school or had never received any MDM in school even before the floods. Since flooding damaged school equipment such as books, uniforms and school infrastructure, this could be one reason why children reported non-resumption of MDM in their schools. Another factor could be interruption in MDM supplies like foodgrains,

fruits and vegetables, unavailability of teachers, damage to supplies already with the school and unavailability of cooking medium like gas, kerosene etc.

However, since the Mid Day Meal Program is aimed at providing one meal out of the three meals for a child in the school and atleast one third of the calories and half of the protein RDA per child per day, efforts should have been made – especially in vulnerable/socio-economically disadvantaged communities to be able to operationalise MDM so as to fill the nutrient gap that exists in the diets of children.

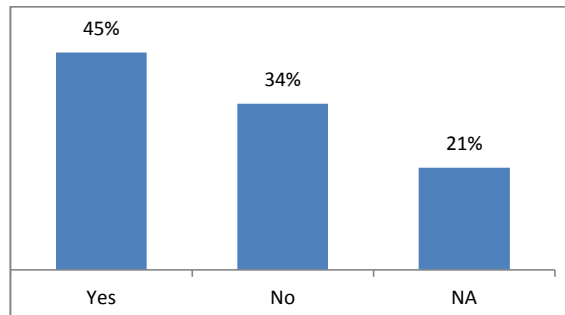
How Many Students In Your Class Attended School After The Flood?



42 per cent (16) respondents said that most of their classmates had rejoined school after the floods, whereas 37 per cent (14) said many had not joined classes yet. The rest -21 per cent-

included those who had never been in school before or after the floods.

Do You Like Going To School After The Flood?



Perhaps as an indicator of how school can be a harbinger of normalcy and a vital building block for weathering and recovering from crisis for children, 45 per cent of respondents said they liked going to school post the floods, while 34 per cent said they did not.

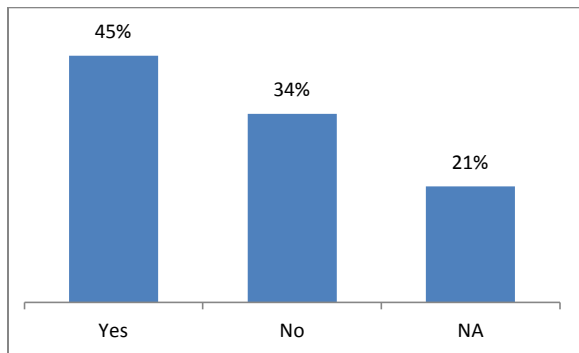
It is expected that with the post flood rebuilding effort becoming more vigorous and effective, more and more children would be encouraged to go back to school.



Similarly, this aspect is also dependent on how quickly can parents rebuild their homes and livelihoods, which would allow them to not only pay attention to their children’s education – hitherto a distraction given other conflicting priorities- but also be able to afford the expenses of educating their children.



Did Your School Provide Co-Curricular or recreational Activities After Floods?



45 per cent (17) respondents said their schools provided for co-curricular/recreational activities after floods, whereas 34 per cent said this was not so. It can be assumed that many schools were not able to provide for co-curricular/recreational activities after the floods since schools are still reeling from damaged infrastructure, loss of equipment, inundated playgrounds and absence of teachers.

Do You Feel Your School Environment Has Become Tense After Flood?

A significant proportion of children affected by disaster are out-of-school. A priority of families was to ensure learning opportunities for these children.

It was seen that flood-affected communities themselves had prioritize the provision of education for their children even before more immediate material needs. The burden of school fees, investing in school meals and ensuring a supply of qualified, motivated teachers were issues that both schools and students were grappling with post floods, as schools tried to ensure access to education - much needed at this hour to keep children in school – while also making sure that they achieve meaningful learning outcomes during their time there.

The major challenges are cleaning the classrooms, pumping of stagnant water and debris cleaning and disposal. Many respondents, expectedly, complained of damaged infrastructure, unhygienic school conditions

(broken/dysfunctional toilets and drinking water supply) and bad odour from classrooms which may not be sufficiently cleared of flood debris and the like. Some respondents also spoke of ‘fear’ from recurrent flooding episodes leading to ‘depression’, indicating a need for appropriate physical, cognitive and psychosocial support in school and family situations.

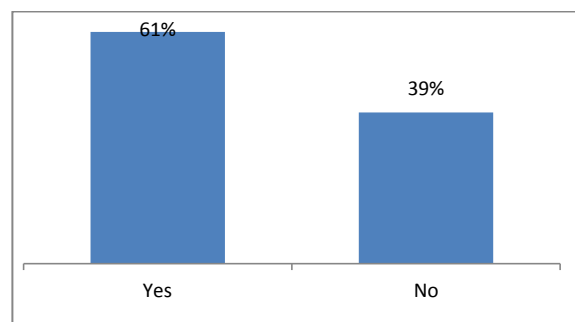
Children have informed that schools are closed as they are being used as shelter and children are unable to attend due to inaccessibility of roads; almost all children in assessed areas reported they had lost education material such as text books, note books and school bags, uniforms etc. Most children reported that the Mid Day Meal had been stopped as schools were defunct, which has a huge bearing on the nutritional status of these children.

Children also reported that Teaching Learning Materials, teaching aids etc. were either wet/washed out and thus not useful. Others reported that classes were running in temporary spaces due to full or partial damage to school buildings, while some also reported that relief camps were running in schools.

There is thus an urgent felt need to establish temporary learning/education centres, provide

education material/kits including school bags, uniform for children who lost education material, and restore the physical infrastructure of schools on a war footing to make sure that children can quickly be brought up to speed with their syllabi.

Are Your Fee Dues Clear?

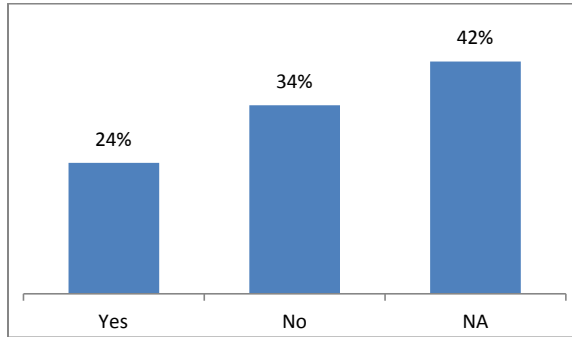


61 per cent respondents said they had paid their school fee while a significant number – 39 per cent- expressed their inability to do so.

This situation could be reflective of the financial position of many parents being under duress, and thus their inability to pay school fees of their wards.

However, it can be assumed that with time, the situation will ease off for most parents (though possibly not for all), and the percentage of children being able to clear their school fee will consequently rise.

Do Your School Authorities Pressurize You For Clearing Dues?



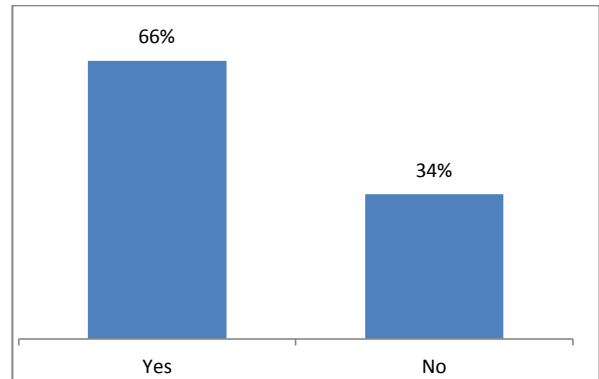
34 per cent respondents answered in the positive when asked if they were being pressurised into paying fees by their schools, while 34 per cent said it was not so.

However, it must be emphasized here that to an extent, schools could be justified in asking students to deposit their fees regularly since they will need to be financially viable to undertake rebuilding of damaged school infrastructure, replacing lost teaching-learning material, textbooks, school records, classroom furniture, teachers' salaries and the like. For most schools, undertaking rebuilding of school infrastructure would be a major financial burden most would be unprepared for.

But while it may be legitimate, therefore, for schools to demand school fees from their students, it should be ensured that this does not

translate into unreasonable pressure on the students and/or their families given the fact that most would be struggling to make ends meet.

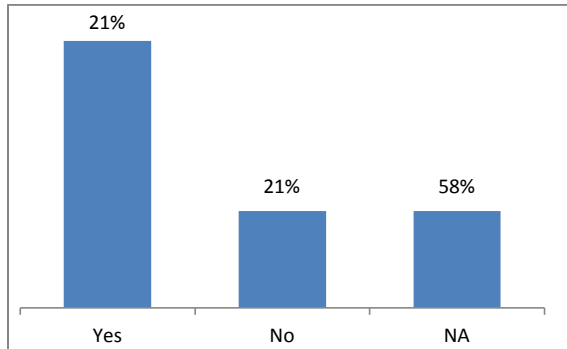
Do You Take Tuitions?



66 per cent respondents said they attended tuition classes while 34 per cent said they did not do so. The fact that a large proportion of respondents were attending tuition classes despite the constraints of weather, financial stress at home (due to partially or wholly damaged homes, health reasons or loss of livelihoods) and irregular classes at school points to the importance education is imparted in most families.

Also, because of exceptional circumstances created by the floods, most students looked at tuition classes as a way to keep up with their lessons and serve as a 'remedial' class for syllabi not covered due to shutting down of schools.

If Yes, Do You Pay For Tuitions?



58 per cent (22) respondents said they paid for the tuition classes whereas 21 per cent respondents said they did not do so, while 21 per cent respondents did not attend tuition classes either before or after floods. Thus, for a majority of children -and their families, by default- tuitions were not only important in their overall scheme of school education, but, it can be assumed, was also a major financial investment for most parents to make under the circumstances.

Suggestions For Improving The School?

That there was urgency amongst families and students that schools be reopened as early as possible there is no doubt.

Many children were of the opinion that mid-day meal programme was up and running in their schools, ICDS centres were functional to provide necessary nutritional support to children, infants

and mothers and also to ensure primary/play education, and that schools were reopened/restored as soon as possible.

Apart from these priorities, many respondents expressed the desire to have more and better playgrounds, provision for free books and uniforms and a deferment or concession in payment of school fees, scholarships for those in need and ensuring regular attendance of teachers. Some demanded heating arrangements in classes in the winter and proper hygiene.

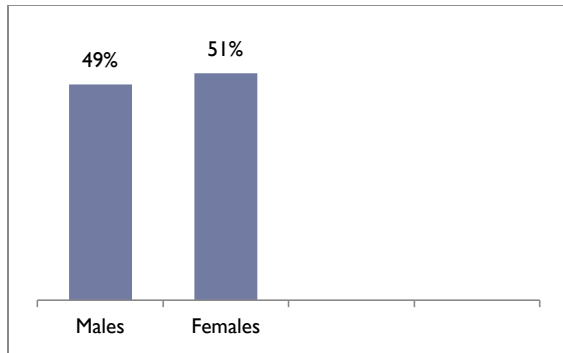
Parental Section



Number Of Families: 351, Family Strength (Family Members: Adults (>18-Yrs): M-541, F-568

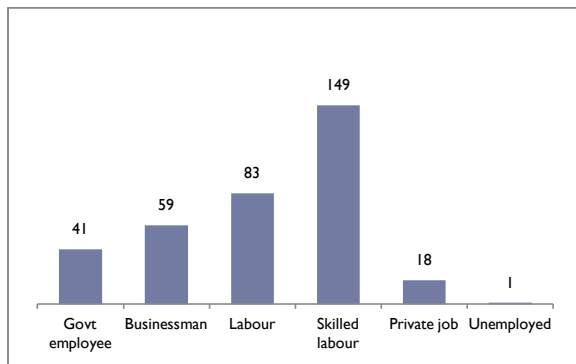
The total number of respondent was 49 per cent males and 51 per cent females, out of a total family strength of 351.

Children: 0-18-Years: M-418, F-439; Total Children=857



The total number of respondents who were children in the survey was 857; of these, 49 per cent were male and 51 per cent were female.

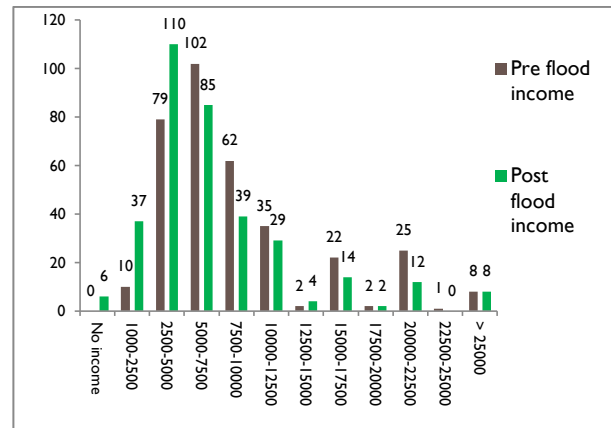
Occupation Of Parent/Guardian



Amongst all respondents, a majority - 42 per cent - were skilled labourers, 24 per cent (83) were labourers, 17 per cent (59) were in business, 12 per cent (41) were government employees and five per cent (18) were private company employees. The fact that a large proportion of respondents were skilled

labourers reflects the largely agrarian composition of the surveyed population.

Family Incomes: Pre And Post Flood (In Rs./Month)



The table shows that in the ranges Rs 1000-2500, a majority of respondents (37) reported a rise in their incomes; similarly, in the income range Rs 2500-5000, 110 have actually reported a rise in their incomes; this rise in incomes can be explained by the fact that these income ranges correspond to occupation groups like masons, carpenters, unskilled daily wage labourers (as opposed to agricultural labourers), car/truck mechanics etc who have actually benefited from the large-scale rebuilding and rehabilitation work in these districts.

Similarly, people in higher income groups - Rs 5000-7500 and beyond have, by and large, reported significant drop in their incomes. These incomes actually correspond to people in

occupations such as trading, merchants, hotels and restaurants, showrooms and retail outlets etc., which have taken the brunt of the flood; it is these beleaguered populations which has suffered large-scale damage to property and goods.

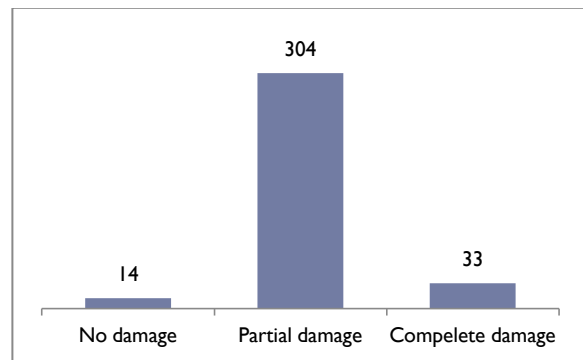
The pie diagram below shows that 30 per cent (102) respondents fell in the income range Rs 5000-7500, 23 per cent (79) fell in the income range Rs 2500-5000, 18 per cent (62) fell in the income range Rs 7500-10,000 and 10 per cent each fell in the income bracket Rs 10,000-12,500 and Rs 1000-2500, respectively. Only a small number of respondents fell in the higher income brackets of Rs 15,000-17,500 (seven per cent), Rs 17,500-20,000 (one per cent) and Rs 20,000-22,500 (seven per cent). Most people in the higher income brackets were traders, merchants, retail store owners, showroom owners and the like.

Were You Living In This Village Before The Flood Or Have You Moved After?

All families reported living in the same village both before the flood; three per cent said they had moved to the village after being displaced by the flood. Though no family had been permanently displaced by the flood, it must be kept in mind, however, that many living in the village were doing so in partially damaged houses and thus

had less living space (since only two or three rooms were functional), nor could they afford rented accommodation. Even relatives and friends were not in a position to offer much help to them since their homes, too, had also been damaged or destroyed. Overall, thus, the picture is of greatly inconvenienced lives, overcrowded living spaces, shortages of food, electricity and water, and living lives under temporarily erected shelters and tarps.

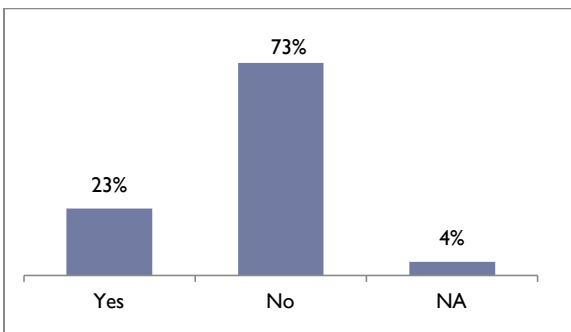
What Is The Nature And Extent Of Damage That Has Made Your Pre-Flood House Unliveable?



A majority of respondents - 87 per cent- said their houses had been partially damaged; nine per cent (33) said their homes had suffered complete damage (and were thus largely unliveable), while four per cent (14) said their homes had suffered no damage at all. It will do well to remember that many living in partially damaged houses were doing so out of desperation and because they had

little choice since even relatives and friends were not in a position to offer much help to them since their homes, too, had also been damaged or destroyed. Most, thus, had little living space (since only one or two rooms were functional), nor could they afford rented accommodation. It was thus common to find people living in overcrowded spaces, trying to keep up with food shortages, no electricity or water supply, with no roof over their heads save temporarily erected plastic sheets and tarps to keep out the elements.

If It Was Your Own House, Are You Repairing/Renovating/Re-Building? If Not, Why?

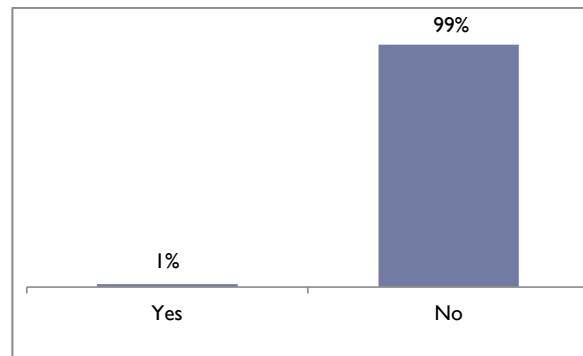


In the light of lost livelihoods, financial problems and shortages of supplies of essential commodities, 73 per cent respondents said they had not started to repair their homes; only 23 per cent (80) had actually started the long haul to reconstructing their homes, largely because of the approaching winter.

Has The Flood Affected Your Monthly Income?

52 per cent respondents said the flood had impacted negatively on their family income, while 48 did not feel so. There is clear evidence that communities had very limited livelihood options as most of them have not indicated any significant secondary livelihood sources. The implications are such that the communities will have reduced resilience to floods due to lack of a wide range of livelihood options.

If There Has Been A Drop In Your Income How Are You Making Up The Deficit? Has It Compelled Your Child Into Work?

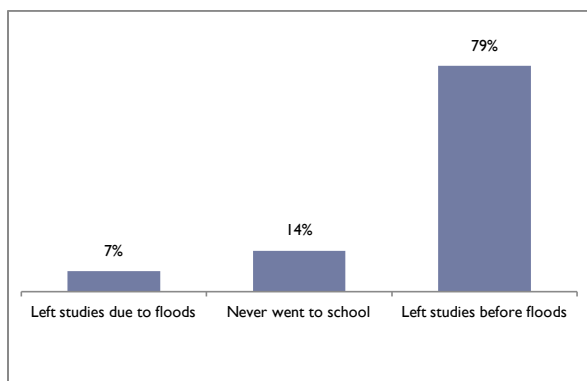


Almost none of the families had been compelled to force their children into any form of child labour, though a miniscule minority did concede to the fact. However, in all fairness, it can be said that families forced to send their children into child labour would have done so out of sheer compulsion due to very difficult financial

circumstances. The study has shown, however, that households have coped differently when affected by the flood and that local community-level coping capacities should not be underestimated but rather built upon. The focus, primarily, must be on improving livelihood conditions of the people.

Children (<18 years of age) Currently Not Going to School

The total number of children not going to school for various reasons was 14; since the number of children who had dropped out of school due to the flood was one, it came to 7.14 per cent children who had dropped out of school due to the flood.



79 per cent (11) respondents had dropped out of school even before the flood; only seven per cent (1) had left studies due to the flood while 14 per cent (2) had never attended school before. It

appears that most children who were already in school before the flood had no reason to drop out; it is also a reflection of the significance parents and students attach to education; while parents are willing to go the extra mile to make sure children continue in schools, the students, for their part, are reluctant to drop out of school unless forced to by circumstances.

Of the 14 who had dropped out of school, two children had dropped out of school because they had failed in their classes, six had dropped out because of adverse financial circumstances, three had cited lack of interest in studies as reason for dropping out and one child had said s/he found the school authorities too strict.

If Your Child Is Working, What Kind Of Work Is S/He Doing To Supplement Family Income?

Currently, of the 14 dropped out children, five were still idle at home, four were involved in handicraft work, one child was learning tailoring, three were daily wage earners and one child was working as an auto mechanic.

How Much Time Do They Spend At Work?

Five children said they spent close to 5-6 hours a day at work while four said they spent 7-9 hours at work.

How Much Do They Earn?

Seven children said they earned about Rs 1000-5500 per month and two said they were earning between Rs 5600-10,400 per month. Overall, nine children were gainfully employed while five were idle at home.

Do You Want Your Child/Children To Go Back To School?

All respondents said they wanted to see their children back in school.

Suggestions To Facilitate Education Of Children Not Going To School?

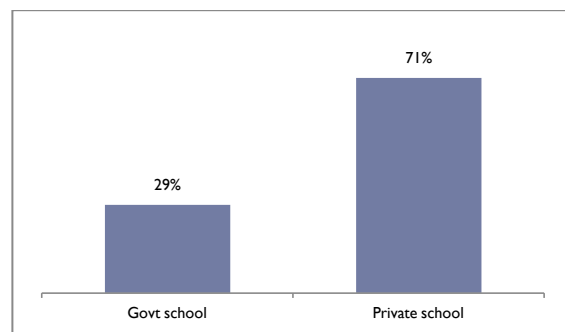
Data has shown consistently that local communities see provision of education as a top priority in assistance. Children and parents have both expressed urgency in continuing schooling, even though clearly the already under-resourced communities can barely cope. And while communities were able to establish some type of education (like tuition classes, for example), they struggled to maintain or enhance these efforts without outside assistance.

However, when children themselves prioritise education as a part of emergency assistance, it should become a powerful reason for including it in our response. This was why most respondents said they wanted to continue going to school - to salvage their future. This was also one reason

why there was so much emphasis on distribution of textbooks, uniforms and learning material to be provided by either the government or the schools themselves. Surprisingly, many respondents voiced the opinion that schools should not break for vacations and instead use the time lost to floods to cover the syllabi. They were also very clear that exams should be held on time so that they could go to school regularly. Another interesting point was instituting special scholarships for fee concessions for children affected by the floods to help them families cope with the added financial burden of rebuilding their homes, loss of livelihoods **and** paying for the fees and tuition classes of their children. Because playgrounds and parks had been damaged or washed away, children were particularly keen to have these spaces restored as soon as possible.

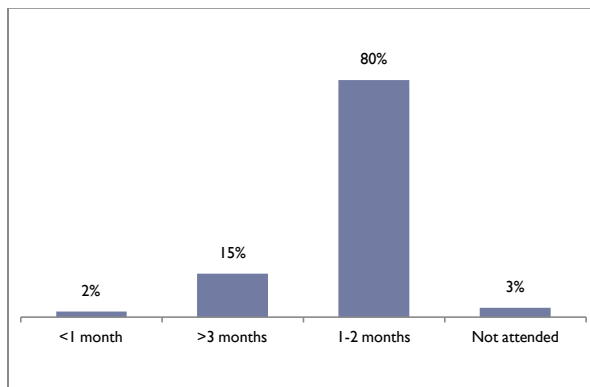
Children (<18 years) Currently Going to School

Children Presently Going To School: 717 (Children out of sample size of 731)



In keeping with the trend in Kashmir, it was not surprising to find 71 per cent (509) children attending private school while 29 per cent (208) attended government school. As a rule, families here have always preferred their children attend private schools rather than government schools, based on the perception that facilities and teaching in private schools was better than in government schools, and thus worth the large sums of fees charged by these schools.

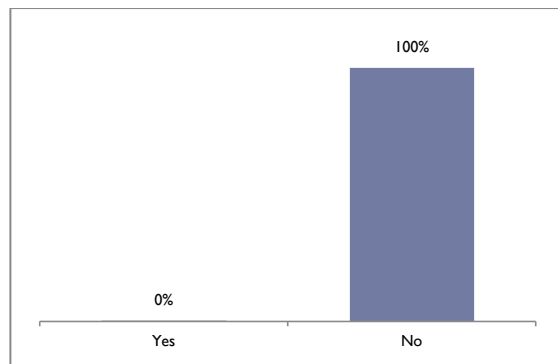
After The Flood, How Long Did Children Spend At Home Before Going Back To School?



On an average, 80 per cent (574) children spent 1-2 months at home after the flood before re-joining school; 15 per cent (106) children spent more than three months at home, while only two per cent (14) had to spend less than one month. The relatively low numbers is indicative of the importance students and families attach to

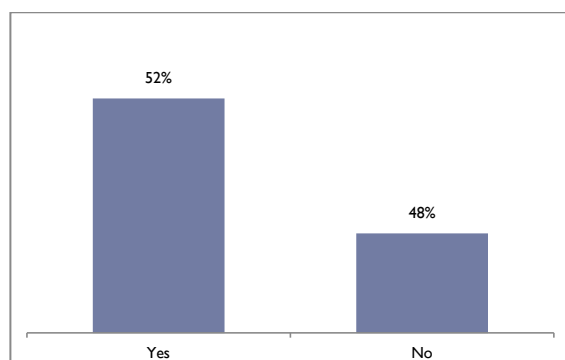
continuing their education with as short a break as possible.

Did You Change Your Children's School After The Flood?



For all practical purposes, none of the children had to change schools following the flood.

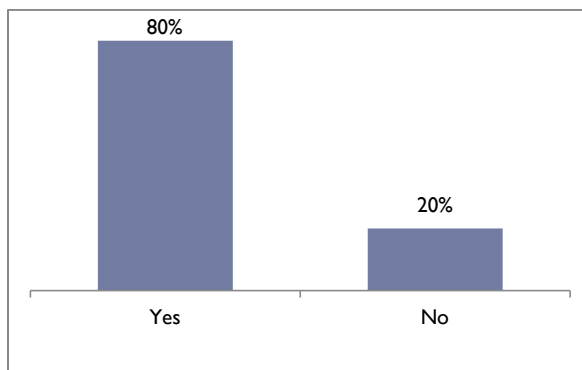
Have You Been Able To Ensure Children Have Received Textbooks And Uniforms?



52 per cent parents were able to ensure that their children had received their textbooks and

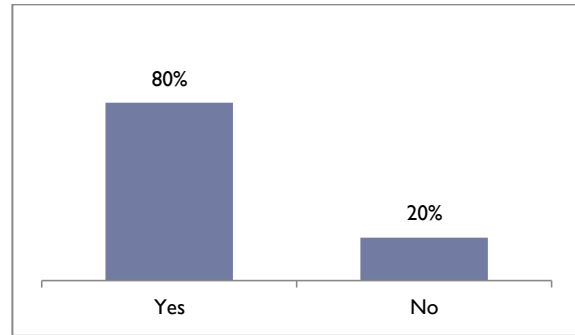
uniforms; 48 per cent were not able to do so, perhaps because textbooks and uniforms were either in short supply in their areas or because supplies still had to reach schools in the circumstances.

*Have You Been Able To Pay School Fees Regularly?
If Not, Why?*



80 per cent (566) respondents said had been able to pay school fees regularly; 20 per cent (141) were not able to do so. The fact that many were not able to pay school fees regularly could, unfortunately, be a pointer to the duress families were in as a result of rebuilding their homes and taking care of more pressing family priorities.

Is The School Your Child Is Currently Attending Fully Functional?



80 per cent respondents said the school their children were currently attending was fully functional while 20 per cent disagreed.

If Not Fully Functional, Why?

Respondents who reported that schools were not fully functional did so for the following reasons:

1. There was overcrowding because of shortage of space due to damage to the school building
2. Because of flood water damage, the furniture in classrooms was currently not adequate to seat all the students; even the blackboards and teaching aids/facilities were damaged and not replaced
3. Teacher absenteeism was another issue, though to be fair to the teachers, many were themselves struggling with damaged/destroyed homes; this also led to teachers being irregular to schools

4. Basic infrastructure like drinking water facilities and toilets were still dysfunctional

Any Other Difficulty Your Child Faces In School?

Many parents said that schools were still very unhygienic and children complained of falling prey to diseases & infections; there was no electricity supply, the school library was still non-functional and, in many instances, the villagers were still using schools to keep their livestock.

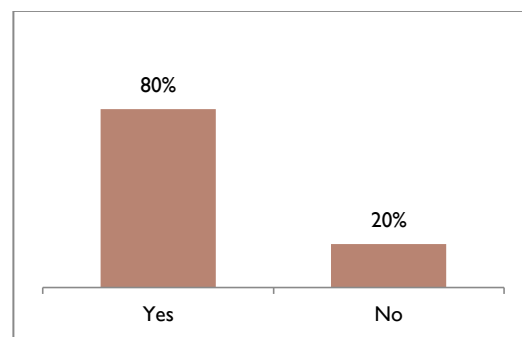
Also, many schools had lost important documents, as a result of which there were no records of the students' progress and other vital documentation. Not just the records, the flood has also damaged books and other school material, much of it beyond salvage, which had a direct bearing on the children's studies. Even Mid Day Meals were not being served in schools yet, the seating arrangements were still unsatisfactory given the loss of classroom furniture, playgrounds were still unusable and teachers were irregular to schools.

Many children felt schools were needlessly pressurizing them to pay fees when their families obviously could not afford to do so. The children were also very confused about preparing for examinations for two classes

simultaneously and were upset that the examinations had been delayed.

In some instances, the first floor of the school had been damaged by the floods, and young children faced problems climbing the stairs to the upper floors of the school. Many children also had been traumatised and feared a recurrence of the flood and thus could not concentrate on their studies. As a result, many still continued to be absent or irregular to school. In instances wherein the school had been shifted to the local mosque, for some it had only increased the distance they had to travel to reach school, especially given the poor road connectivity.

Do You Send Your Child For Tutorials?

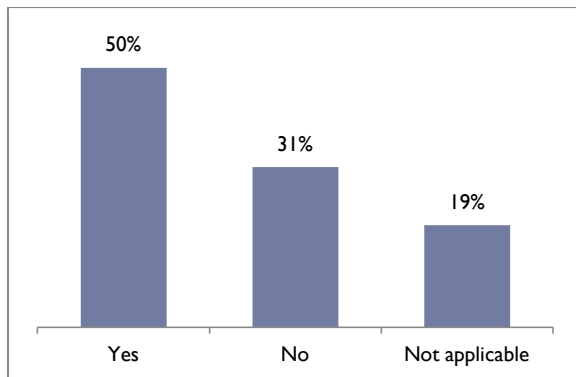


An overwhelming number of parents - 80 per cent- conceded that they sent their children to tuitions. Most parents, despite their difficult circumstances, wanted to give their children any advantage they could in terms of their education, despite, as the next chart shows, tuitions being a

financial drain on most, especially under the current circumstances.

Also, tuitions also were vital (atleast in the aftermath of the flood) as a remedial class for children who had been forced to take long breaks from regular classes because of various circumstances explained earlier. Thus, even children who were not attending tuition classes earlier were forced to resort to tuitions to help them cover their syllabus or serve as a remedial class.

If Yes, Are Tuitions A Financial Burden On You?



For 50 per cent (357) respondents, tuitions were a financial strain on their already-over stretched financial resources, while 31 per cent (220) said tuitions were not a financial burden on them. As explained above, even the poorest were hard pressed to arrange for funds to pay for their children's tuition fees, come what may, though

few would balk at this expenses unless they had their backs to the wall.

Furthermore, what is often ignored in this situation is the stress a student faces as he/she is often forced to attend both coaching classes and school simultaneously, thus facing pressure from parents, school teachers and tutors alike.

How Do You Cope With This Additional Financial Burden?

For many, it was an end game by itself- there was no scope for another option but to pay the tuition fees. This reflects the desperation of parents as they tried to put together their already-meagre resources to meet the cost of tutoring their children. For many, its cost to the family as a whole in terms of reduced money available for more important domestic expenses like food, clothing, transport, energy costs (electricity, petrol, gas etc.), and other expenses took a back seat, if necessary to be met through loans, credit, sale of family assets and so on.

Many parents felt that the floods had weakened their children's ability to study, and so they felt they had to arrange for the fees 'any how' so they could 'compete well', even though the duress of the flood had weakened their ability to pay for the extra expenses.

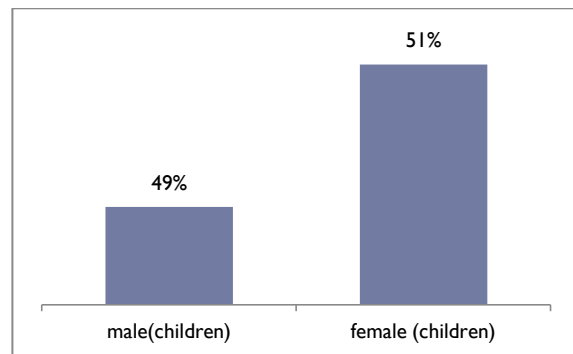
Many parents said while they wanted to, they were not able to pay regularly; it had become difficult to pay for the tuitions due to their lessened incomes and most did so by cutting corners in their domestic expenses. Sometimes, both parents were working hard to pay for school /tuition fees.

Some parents had gone to the extent of taking money on credit from friends, neighbours and relatives and were paying them back in installments; in some instances, parents were able to pay for the fees of only one child while the others stayed at home because their father was out of work! If there were elder siblings, they contributed to sharing the fee expense. Sometimes, the students themselves did odd jobs after school hours to earn some extra money to manage the fees.

In some households, parents had put up extra rooms on rent to pay for the fees or did overtime or held more than one job to earn extra money.

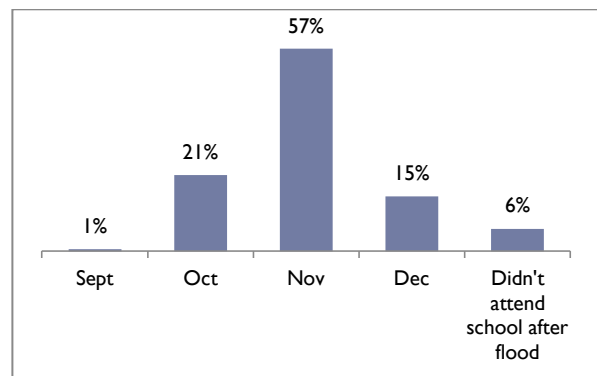
CHILD SECTION

Sample size: 588



Of the total number of children surveyed, 49 per cent (286) were male and 51 per cent (302) were female.

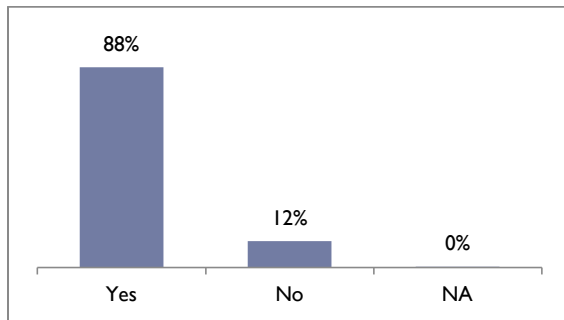
Since When Did You Start Going To School After The Flood?



The flood had occurred around September 5th, 2014, and, surprisingly, six per cent of the children were able to resume school in the month of September itself; another 21 per cent resumed school in the month of October while 57 per cent resumed school in November, within two months of the flood having occurred. Thus, 82 per cent of

children had resumed school within three months of the flood; this number increased to 97 per cent by December, 2014.

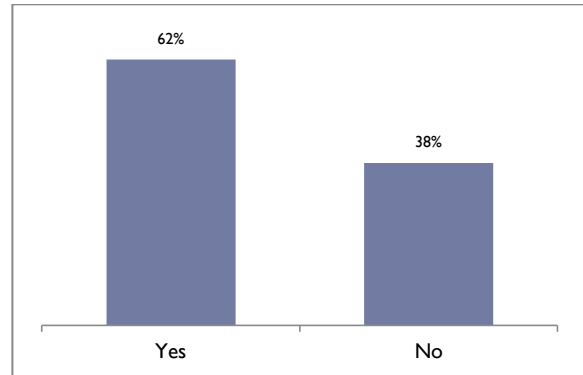
Do You Have Regular Teachers For Each Subject At School?



88 per cent (518) students said they had regular teachers for each subject at school, while only 12 per cent (68) said they did not. The flood took a major toll on education, as reiterated earlier.

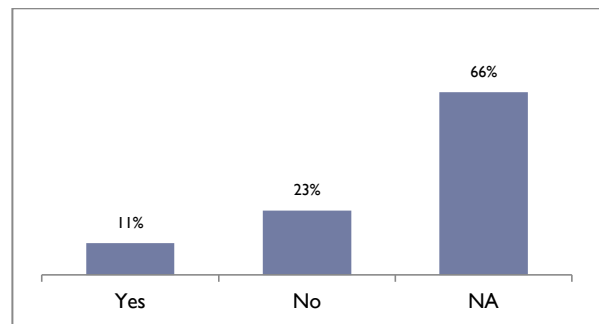
Many schools had opened their doors as evacuation centres / shelters for displaced families, while other schools remained flooded or damaged in the aftermath of the flood. Many of the students' homes and belongings were damaged or destroyed, and even after weeks of cleaning out the mud and draining the water, most homes still remained a mess. This was particularly ominous given the approaching winter season.

Do You Have Proper Books/Uniform?



While 52 per cent respondents had access to proper books and uniforms, it could be surmised that the remaining 48 per cent would also as soon as supply lines were re-established and restoration of schools taken up more urgently. However, since this may still take time, school authorities should ensure that students have access to books and uniforms to attend school.

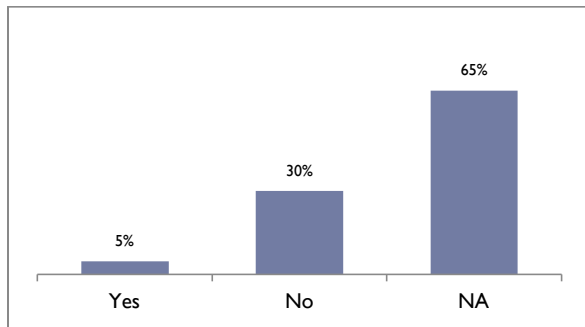
If No, Do You Face Pressure From School For Proper Uniform?



11 per cent (67) respondents said they were under pressure from school authorities to wear proper uniforms, while 66 per cent (385) were those

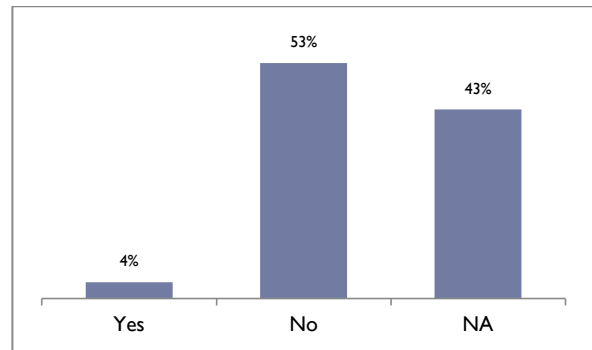
who had yet to return to school or had never been in school; 23 per cent (136) said they were under no pressure to wear proper uniforms to school.

If No, Do You Face Pressure From Peers For Proper/ New Uniform?



30 per cent (175) respondents said they were not under pressure from their peers to wear proper uniforms to schools, while only five per cent (28) said they were under pressure from their peers to do so. Responses from 65 per cent (385) respondents were inconclusive since they included those children who were either out of school or were yet to join school after the flood.

Do You Get Mid-Day Meals At School After The Flood?



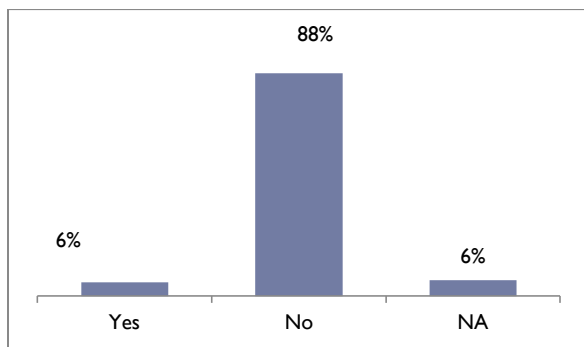
53 per cent (314) respondents said they were not receiving any MDM after the flood in their schools, while 43 per cent (252) respondents were those who were yet to join school or had never received any MDM in school even before the flood. Only four per cent (22) said they received MDM meals in schools.

The MDM free lunch is often the children's only meal of the day. Given poor roads and transport conditions in these areas because of the flood, the delivery of fresh food has become a problem. Many children may have reported non-resumption of MDM in their schools because they are not attending school themselves; another factor could be interruption in MDM supplies like foodgrains, fruits and vegetables, unavailability of teachers, and unavailability of cooking medium like gas, kerosene etc.

However, since the Mid Day Meal Program is aimed at providing one meal out of the three

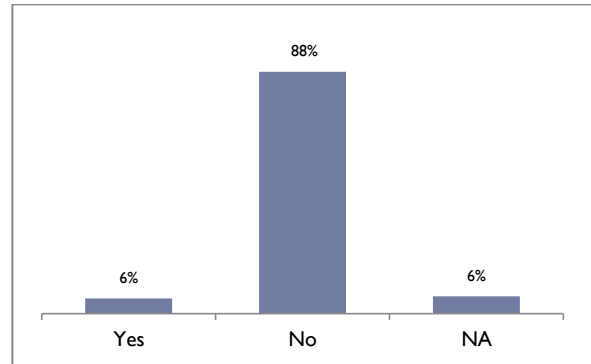
meals for a child in the school and atleast one third of the calories and half of the protein RDA per child per day, urgent efforts should be made – especially in vulnerable/socio-economically disadvantaged communities - to operationalise MDM to fill the nutrient gap that exists in the diets of children.

Has Quality Of Meals Changed After The Flood?



88 per cent (519) respondents said the quality of MDM meals had not changed even after the flood and only 6 per cent (22) respondents felt to the contrary.

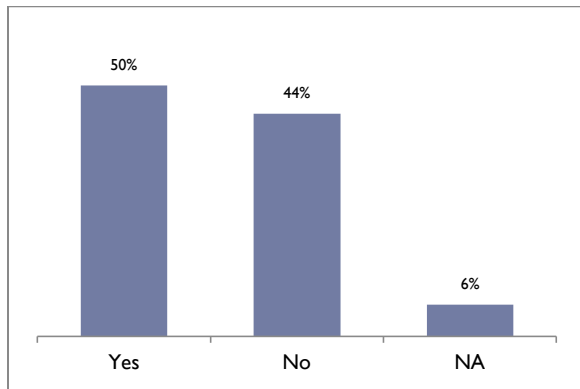
Proper Heating At School After The Flood?



88 per cent respondents felt their schools lacked proper heating arrangements for the winters and only six per cent felt their schools did. This is a critical aspect of ensuring retention and attendance in schools during the winters, when children are extremely reluctant to sit on floor mats in the classrooms because of the cold and risk of falling ill as a result of it.

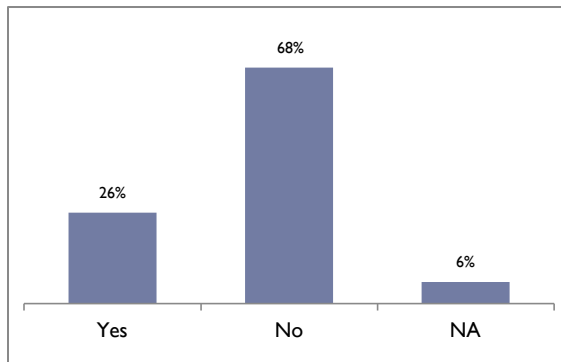
The fact that schools had not been able to arrange for appropriate heating arrangements could seriously impact on attendance in the coming months as more and more children would prefer to stay away from attending school because of the cold and discomfort of sitting in unheated classes.

How Many Students In Your Class Attended School After The Flood?



50 per cent (292) respondents said most of their classmates had rejoined school after the flood, whereas 44 per cent (259) said many had not joined classes yet. The rest -six per cent- included those who had never been in school either before or after the flood.

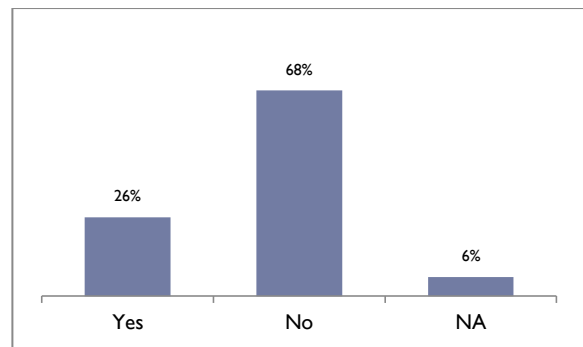
Do You Like Going To School After The Flood?



26 per cent (153) respondents said they liked going to school post the flood, while 68 per cent (398) said they did not. It is expected that with the post flood rebuilding effort becoming more

vigorous and effective, more and more children would be encouraged to go back to school.

Does Your School Provide Co-Curricular or Recreational Activities After The Flood?



26 per cent (153) respondents said their schools provided for co-curricular/recreational activities after the flood, whereas 68 per cent (398) said this was not so. It can be assumed that most schools were not able to provide for co-curricular/recreational activities after the flood since schools were still reeling from damaged infrastructure, loss of equipment and absence of teachers.

If Yes, What Kind?

Typical sports and recreational activities included football, cricket, badminton, skipping, boxing, martial arts, carom, ring, slides, kho-kho, school races, see-saw's, swimming, etc.

Do You Feel Your School Environment Has Become Tense After The Flood?

Many respondents felt that after the flood, the focus on learning should be on what is realistic and important for a child to learn rather than exclusively using the framework of a detailed state curriculum, especially in light of the fact that teachers, students and parents - all lacked interest in education because the flood had destroyed everything, classrooms had been damaged and were unhygienic, infrastructure damaged and there was wide-spread overcrowding in classrooms.

Many felt that particularly after the flood, teachers had become more irregular, attendance had fallen, most students did not have text or note books, there were no morning assemblies and no recreational facilities available in schools.

Many students were in need of psychosocial support in view of the trauma caused by the sudden and unexpected flood that had devastated their homes, villages and schools and thrown all normal routine out of gear.

The major challenges are cleaning the classrooms, pumping of stagnant water and debris cleaning and disposal. Many respondents, expectedly, complained of damaged infrastructure, unhygienic school conditions

(broken/dysfunctional toilets and drinking water supply) and bad odour from classrooms which may not be sufficiently cleared of flood debris and the like.

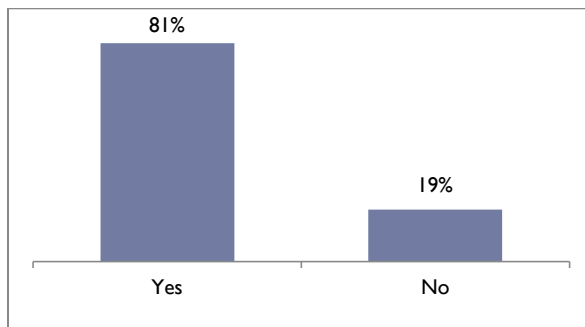
Some respondents also spoke of 'fear' from recurrent flooding episodes leading to 'depression', indicating a need for appropriate physical, cognitive and psychosocial support in school and family situations.

Children have informed that schools are closed as they are being used as shelter and children are unable to attend due to inaccessibility of roads; almost all children in assessed areas reported they had lost education material such as text books, note books and school bags, uniforms etc.

Most children reported that the Mid Day Meal had been stopped as schools were defunct, which has a huge bearing on the nutritional status of these children. Children also reported that Teaching Learning Materials, teaching aids etc. were either wet/washed out and thus not useful.

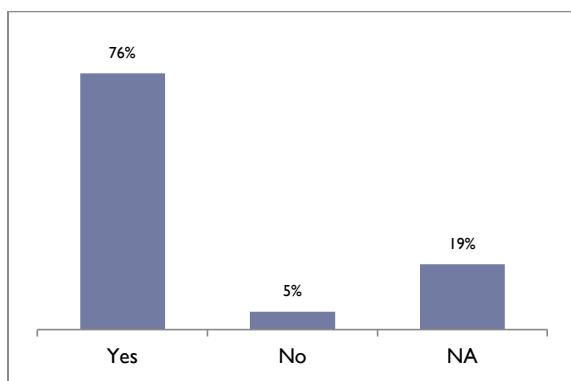
Others reported that classes were running in temporary spaces due to full or partial damage to school buildings, while some also reported that relief camps were running in schools.

Are Your Fee Dues Clear?



81 per cent respondents said they had paid their school dues while only 19 per cent expressed their inability to do so. This situation could be reflective of the finances of many a parent being under duress, leading to their inability to pay school dues. However, it can be assumed that with time, the situation would ease for most parents (though possibly not for all), and the percentage of children being able to clear their school due would consequently rise.

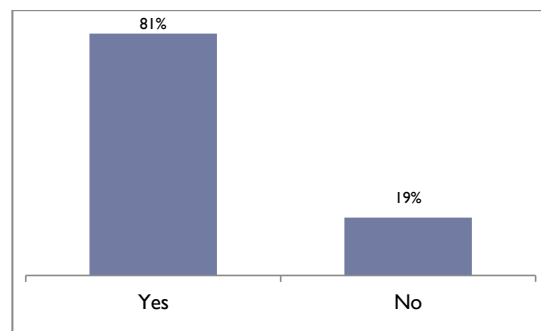
Do School Authorities Pressurize You To Clear Dues?



76 per cent respondents answered in the positive when asked if they were being pressurised into

paying fees by their schools, while only five per cent said it was not so. However, it must be emphasised here that to an extent, schools could be justified in asking students to deposit their fees regularly since they will need to be financially viable to undertake rebuilding of damaged school infrastructure, replacing lost teaching-learning material, textbooks, school records, classroom furniture, teachers' salaries and the like. For most schools, undertaking rebuilding of school infrastructure would be a major financial burden most would be unprepared for. However, while it may be legitimate, therefore, for schools to demand school fees from their students, it should be ensured that this does not translate into unreasonable pressure on the students and/or their families given the fact that most would be struggling to make ends meet.

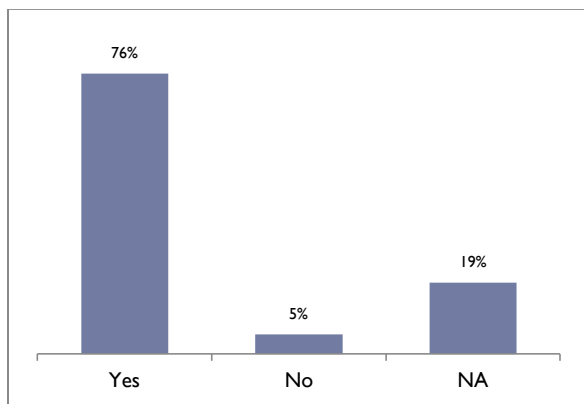
Do You Take Tuitions?



81 per cent respondents said they attended tuition classes while only 19 per cent said they did not do so. The fact that a large proportion of respondents were attending tuition classes despite the constraints of weather, financial stress at home (due to partially or wholly damaged homes, ill health or loss of livelihoods) and irregular classes at school points to the importance education is given in most families.

Also, because of exceptional circumstances created by the flood, most students looked at tuition classes as a way to keep up with their lessons and serve as a ‘remedial’ class for syllabi not covered due to shutting down of schools.

If Yes, Do You Pay For Tuitions?



76 per cent (444) respondents said they paid for the tuition classes whereas only five per cent (31) respondents said they did not; 19 per cent (113) did not attend tuition classes either before or after

floods. Thus, for a majority of children -and their families, by default- tuitions were not only important in their overall scheme of school education, but, it can be assumed, was also a major financial investment for most parents to make under the circumstances.

Do You Have Any Suggestions For Improving The School?

That there was urgency amongst families and students that schools be reopened as early as possible there is no doubt. Many children were of the opinion that mid-day meal programme was up and running in their schools, ICDS centres were functional to provide necessary nutritional support to children, infants and mothers and also to ensure primary/play education, and that schools were reopened/restored as soon as possible.

Apart from these priorities, many respondents expressed the desire to have more and better playgrounds, provision for free books and uniforms and a deferment or concession in payment of school fees, scholarships for those in need and ensuring regular attendance of teachers. Some demanded for heating arrangements in classes in the winter and proper hygiene.

BUDGAM: NUMBERS AT A GLANCE

Affected

- A majority of respondents - 87 per cent- said their houses had been partially damaged
- 73 per cent respondents had not started to repair their homes
- 52 per cent respondents said floods had impacted negatively on their family income
- The total number of children not going to school was 7.14 per cent
- 71 per cent children attending private school while 29 per cent attended government school.
- 80 per cent children spent 1-2 months at home after the floods before re-joining school
- 52 per cent parents were able to ensure their children received their textbooks and uniforms
- 80 per cent parents were able to pay their children's school fees.

- 80 per cent respondents said the school was fully functional
- For 50 per cent of respondents, tuitions were a financial strain
- 53 per cent said they were not receiving any MDM after the floods in their schools
- 88 per cent respondents felt their schools lacked proper heating arrangements
- 50 per cent respondents said most of their classmates had rejoined school after the

Temporary

- 88 per cent respondents said homes were partially damaged
- 80 per cent said they could not repair their homes
- 83 per cent said the flood had impacted their incomes significantly
- 45 per cent children were studying in government schools and 55 per cent in private schools
- 80 per cent children had to stay at home for about 1-2 months before joining
- 67 per cent of respondents were not able to ensure children received textbooks and uniforms
- 37 per cent said they could not pay school dues
- 42 per cent said they were not receiving any MDM after the flood in their schools
- 42 per cent respondents said their classmates had rejoined school after the
- 45 per cent said they liked going to school post the flood
- 45 per cent said their schools provided for co-curricular/recreational activities after

ICDS

Sample size: 19 ICDS Centres

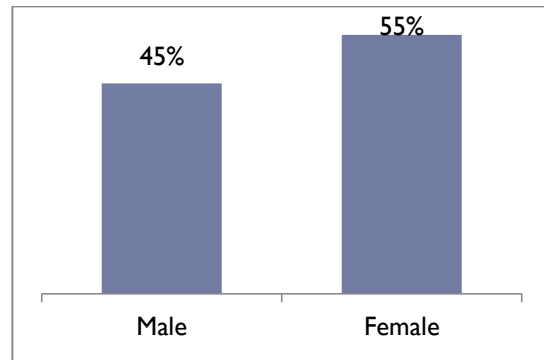
- Attendance at centers dropped from 620 children before the flood to 231 children after
- Only 10 per cent AWCs were not damaged at all by the flood
- Only five per cent AWCs reported no damage to food stores, utensils, etc in the flood
- 74 per cent AWCs were yet to resume services after the
- 75 per cent said they did not receive MDM supplies from any government agency after the flood
- 50 per cent said they were struggling to meet teacher shortages
- 50 per cent teachers said they were forced to take extra

Teachers

Sample size: 12 schools

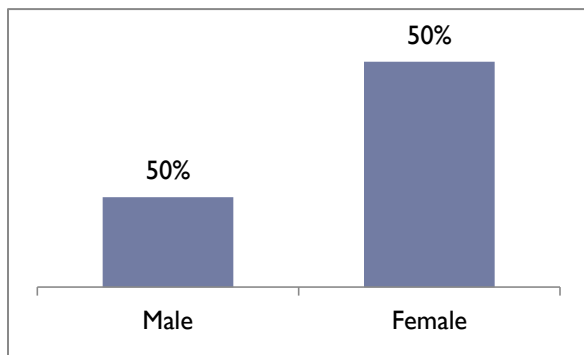
- Number of children enrolled before flood:2462; after flood: 2410
 - 50 per cent teachers felt children were attending school
 - 50 per cent teachers reported partial damage to school infrastructure
-

District Anantnag



Parental Section

Sample Size: 91, Family Strength (Family Members: Adults (>18 Yrs): M-152, F-155

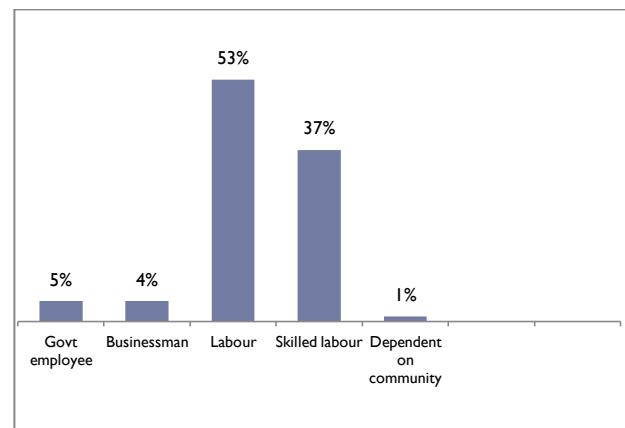


The total number of respondents, gender-wise, was almost equally divided between males and females: 50 per cent (152) males and 50 per cent (155) females, out of a total family strength of 307.

(Children: 0-18 years): M-113, F-139; Total Children-252

The total number of respondents who were children in the survey was 252; of these, 45 per cent (113) were male and 55 per cent (139) were female.

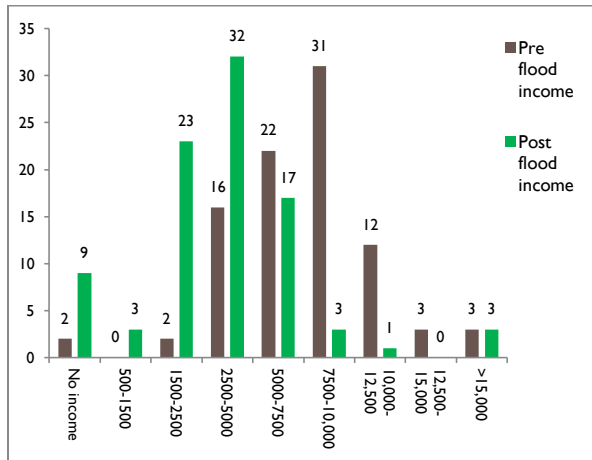
Occupation Of Parent/Guardian



Amongst all respondents, a vast majority - 53 per cent (48) - were unskilled labourers, 37 per cent (34) were skilled labourers, five per cent were government employees and four per cent were business.

Other occupations made up the rest of the profile.

Family Income (Pre & Post-Flood, In Rs.)

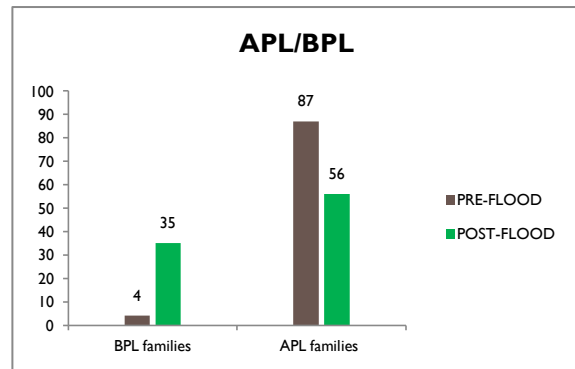


There was a 78 per cent rise in the incomes of people in the No Income bracket, while there was a 91 per cent rise in the incomes in the Rs 1500-2500 bracket; there was a rise of 100 per cent in the incomes in the Rs 2500-5000 bracket.

This, if extrapolated against occupation, shows that incomes of persons in occupations like skilled and unskilled workers rose exponentially as against incomes of persons who were tradesmen, merchants, show room owners and the like; this was because the flood had damaged or destroyed scores of homes across all the district, leading there was a spurt in demand for the services of skilled workers like masons, brick layers, carpenters, painters, electricians,

plumbers, car mechanics, etc, since their skills were needed for the rebuilding effort.

Similarly, unskilled labourers were also in great demand in the rebuilding effort in the flood-affected areas of these districts, as labour was needed in large number to assist in the clearing and restoration process.



What is of concern is the status of APL and BPL families pre and post flood: the number of living below the poverty line before the flood was 4; this number shot up to 35 after the flood, a 88 per cent spike in people now living below the poverty line.

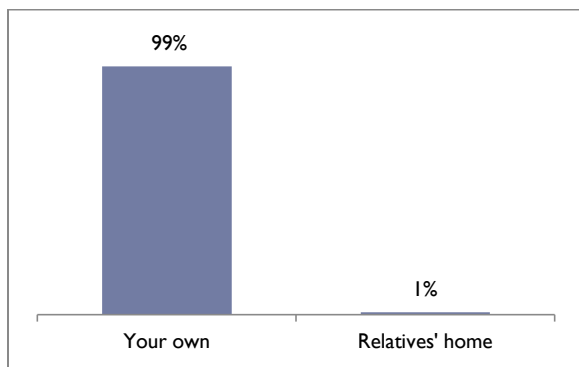
Similarly, while there were 87 families above the poverty line before the flood, this number actually decreased to 56, a 36 per cent decrease in APL families; we can assume that a large proportion of these families were added to the

total number of families living below the poverty line in the surveyed areas of the district.

This is great cause of concern since it shows how the flood has actually impacted on the lives and livelihoods of people in the district, and how it will have a snow-ball effect on the overall long- and medium term socio-economic profile of the district post the flood.

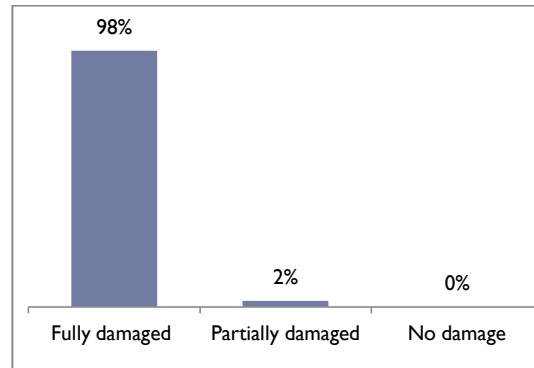
A direct outcome of this data should be government programme and response that is oriented towards meeting the needs of these vulnerable populations groups in the area on an urgent basis.

Was The House You Lived In Prior To The Flood Your Own, Rented Or Any Other



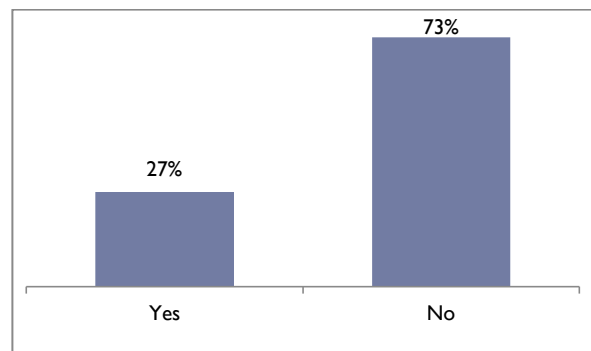
99 per cent respondents responded that they had been living in their own homes prior to the floods; only one percent were living in rented houses prior to the floods.

What Is The Nature And Extent Of Damage That Has Made Your Pre-Flood House Unliveable?



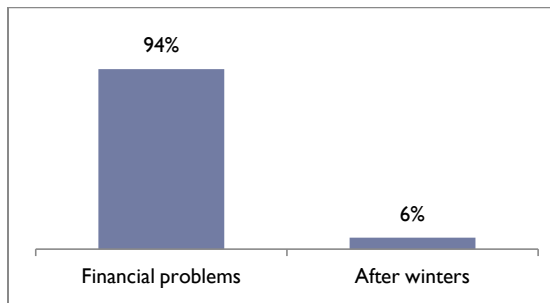
98 per cent (89) respondents reported that their homes were partially damaged; two per cent said their homes were fully damaged by the flood.

If Own House, Are You Repairing/Re-Building The House? If Not, Why?



A significant majority of respondents - 73 per cent- said they were not working on the repair, renovation or re-building of their damaged homes; only 27 per cent said they were working

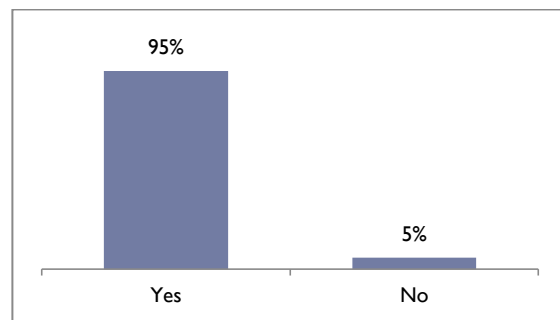
on the repair / renovation or re-building of their damaged homes.



For most respondents - 94 per cent- the most significant reason for not repairing or rebuilding their homes was financial constraints, given the fact that livelihoods of a large number of respondents had been impacted, or their priorities had changed given the adverse circumstances they were faced with. Loss of livelihoods, reduction in purchasing power and loss of property in the flood led to increased vulnerabilities of families living in the area. The additional cost of rehabilitation, relocation of families and removal of property from flood-affected areas needed diversion of scarce financial resources, which most could not afford. For six per cent respondents, the reason was the coming winter season, shortage of manpower/labour and the difficulty of working in harsh winter conditions.

There was also a shortage of workers/craftsmen skilled in masonry/carpentry, since their own houses were also damaged or destroyed. This forced them to focus on the repair of their own homes rather than look for work.

Has Flood Affected Your Monthly Income?



Agriculture was the backbone of the rural economy in the district and an important source of income for a majority of the rural population. The extraordinary rainfall that swelled rivers and provoked flooding and landslides had a very severe impact on agriculture in flood-affected areas. Fields planted with wheat, maize and other food and fodder crops were washed out, and cows, sheep, pigs, poultry and other livestock drowned or left without shelter. Similarly, homes, sheds and other farm infrastructure was damaged or destroyed.

In the circumstances, it was not surprising to note that 95 per cent of respondents said the floods

had impacted their incomes and/or livelihoods significantly. For those employed as daily wage labourers in farms and fields, the floods were a double whammy for them- not only were crops washed away, but they could no longer find work as agricultural labourers, and thus finding it difficult to support themselves financially. This could be a pointer to post flood rebuilding and rehabilitation effort, which should begin with the identification of the most vulnerable small-scale households in both rural and urban areas.

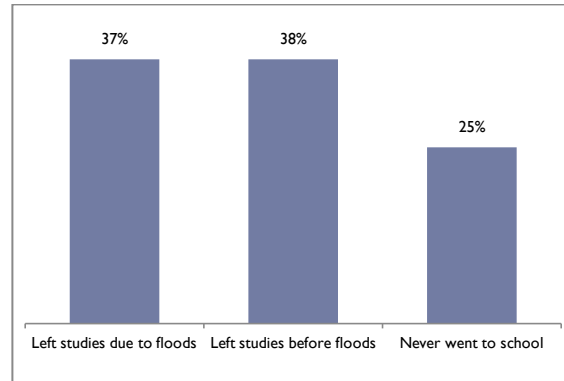
If There Has Been Drop In Your Income, How Are You Making Up The Shortfall? Has It Compelled Your Children To Be Employed As Labour?

A majority of respondents said they had experienced a drop in their household income after the floods. Most respondents, given the fact that this survey was carried out immediately following the floods, were at a loss as to how they would make up for this loss; most said they would use their savings, sell land and/or property elsewhere or 'cut' corners in their daily household expenditure to make up for the loss.

However, it must be stressed that most did not have an immediate plan at hand given the immediacy of the calamity. ***No respondent said his/her child was working as child labour.***

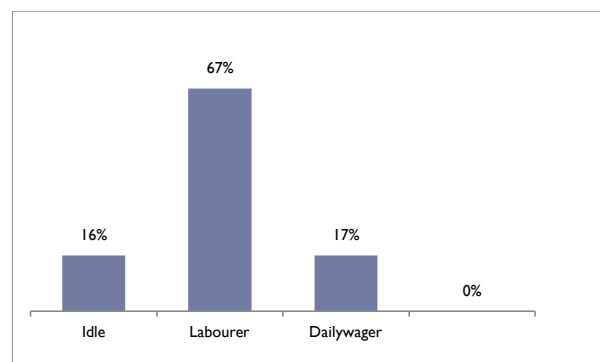
Children (< than 18 years) Currently Not Going to School

Children not going to school-8



Of the eight respondents who were not going to school, 38 per cent had already left studies before the flood, 37 per cent left their studies because of the flood and 25 per cent had never been to school.

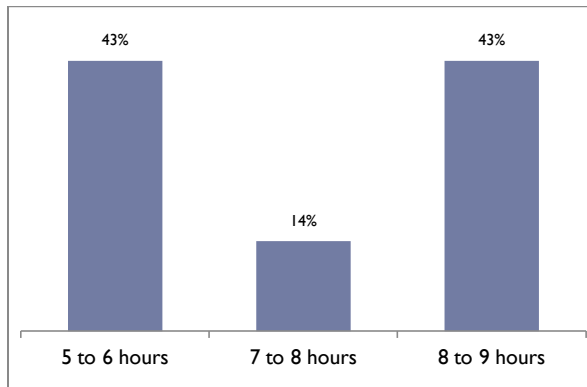
If Child Is Working Currently, What Kind Of Work Does S/He Do?



67 per cent children reported working as labour; 17 per cent said they were daily wage earners and 16 per cent said they were sitting idle at home.

This was primarily because the floods had destroyed educational facilities in the district and recovery was slow, hindered by weak systems and infrastructure as well as insufficient funding and availability of manpower for rapid rebuilding. This makes it even more paramount that schools be made a source of normalcy and safety for children affected by crisis as a priority rather than an afterthought.

How Much Time Did Children Spend At Work?



It must be remembered here that in the flood, all children may be affected in some way. Many could be threatened by violence, be separated from family, lose a home, or experience the uncertainty of life as a displaced person. Some

could have been forced to face physical injuries or being affected psychologically, either by their own personal experiences or indirectly through the stresses placed on their families and communities.

It was these new pressures, which caused some children - who might have attended school in normal times- to be drawn into petty trade, casual labour, childcare, etc.

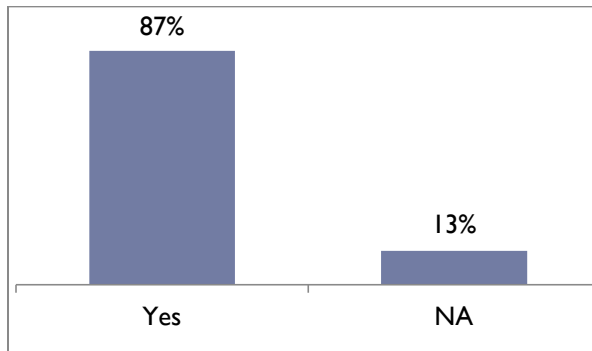
Even if schools remain open, it is likely that a child's ability to learn and participate will be adversely affected.

In light of this, of the children forced into child labour, 43 per cent (3) children said they spent 5-6 hours every day at work, 14 per cent said they worked for 7-8 hours every day and 43 per cent they spent 8-9 hours at work every day.

How Much Do They Earn?

Only one child reported he was earning Rs 1000 per month; others were not earning anything significant or not earning at all.

Do You Want Your Children Back In School? If No, Why?



Out of the eight children who were respondents, 87 per cent (7) said they wanted to join school and 13 per cent (one) said they did not want to do so. This highlights the fact that reopening schools, when safe, should be one of the primary priorities of disaster relief efforts in the state, especially since children benefit from a sense of normalcy provided by going to school. Interestingly, it was observed that disaster-affected communities themselves had prioritized the provision of education for their children, often even before more immediate material needs.

Those who did not want their children to join school again wanted them to learn a new skill to earn a livelihood, could not afford the expense of educating their children or did not appreciate the need or significance of educating their children any further.

Of the 32 students in the age group 8-16-years in the FGD group Shamsipora in Anantnag district, 22 per cent students were from displaced families. Although all of them had moved to nearby places and their school remained more or less the same distance as earlier, they still faced problems reaching their schools because of bad roads. Some lived in one room houses with their families, which was also used for cooking, living, sleeping and studying. Intermittent electricity supply made conditions even more difficult.

Seven schools were non-functional/semi-functional in the area; because of lack of space, three classes were held in one classroom at the same time. This led to chaos and students found it very hard to comprehend anything. Then there was the issue of postponement of examinations and studying for two classes simultaneously. Lack of clarity added to their confusion because correct information was hard to come by. 55 per cent students in the group had lost their books and uniforms, and could not afford to buy them anew; they now use their classmates' books and

Suggestions To Children Not Going To School After The Flood?

The provision of temporary teaching /learning materials and aids in flood affected districts has been low, and due to poor physical facilities there is a real possibility of dropout rates increasing with time if the situation is not addressed.

In many cases, homes of teachers themselves have been lost or damaged, increasing chances of teacher absenteeism, which ultimately affects the

In Jablipora in Anantnag district, of the 45 students in the age group 6-16-years who participated in the FGD, 30 per cent were permanently displaced. These students lived in make shift homes, faced financial instability of their families, no livelihood support for parents, etc.. 80 per cent did not have books or uniforms, so they went to school without books or uniform. And although teachers allowed them to attend classes, the children said they did not feel like they were going to school, which made it harder for them to focus on their studies.

Because school buildings were damaged and unsafe, classes were held in the open, which added to their problems like constant distraction, bad weather etc. Said one student "We cannot concentrate on our studies, be on our temporary homes or at school, which does not look the same after the floods". Many said there were no teaching aids, no charts, no board, no furniture and - no classrooms! Since the ratio of government school and private school students in the group was equal, it can be safely assumed that both government and private schools were equally affected , and students faced the same difficulties irrespective of type of school they studies in.

Many children recollected scenes of the flooding

quality of education in the schools. In smaller villages and hamlets in the district, families were reluctant to send their children to schools in other villages, which necessitate bringing school to the door step of children.

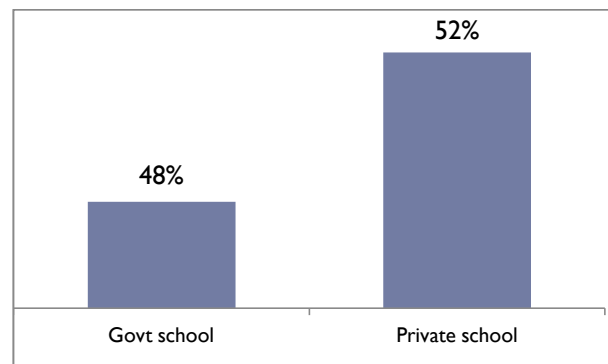
A major reason given by families in this survey for children not being able to attend school was loss/damage to textbooks and notebooks; thus,

schools should be encouraged to help children replace spoilt books so they can continue their studies and so ensuring continued access, retention and equity in schools.

This is even more crucial when it comes to addressing the needs of children with disabilities, who are particularly vulnerable in the event of disasters.

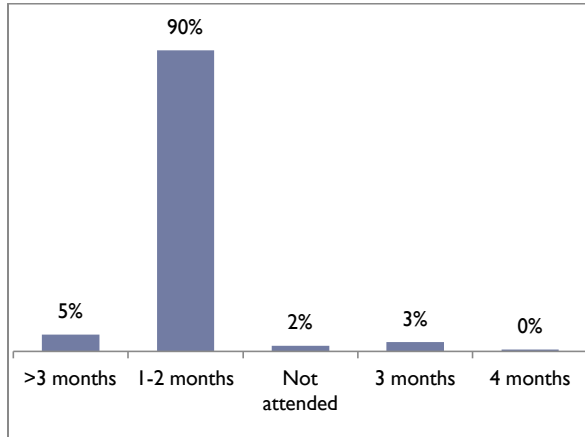
Children (<18 Years) Presently Going To School

Children currently going to school-205



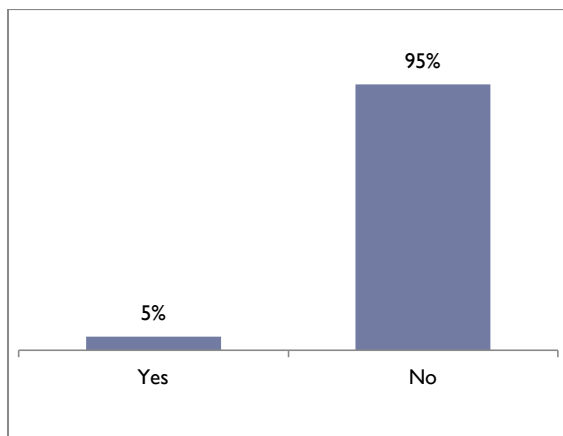
Of the 205 children, 48 per cent (99) were going to government schools while 52 per cent (106) attended private schools, reflecting the bias in the district, small but still significant, for admitting children in private schools.

After The Flood, How Long Did Children Spend At Home Before Going Back To School?

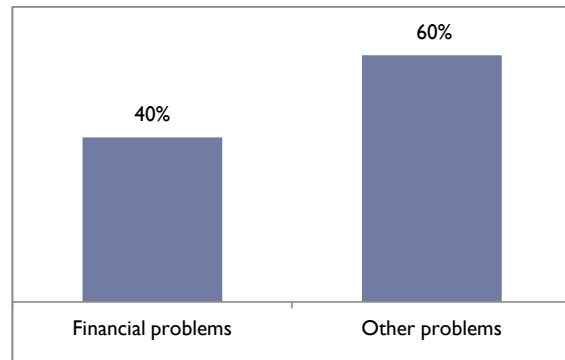


On an average, 90 per cent (159) children had to stay back at home for 1-2 months before re-joining school, five per cent (5) for three months, three per cent (5) for three months, and two per cent did not attend school either before or after the floods.

Change In Children's School After The Flood?

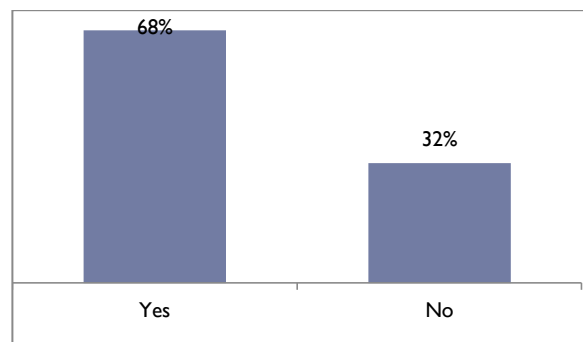


95 per cent (195) respondents did not change their children's school after the floods; five per cent (10) respondents said they did so.



Of the 10 respondents who changed their children's schools, 60 per cent of them (6) cited Other Reasons while 40 per cent (4) said either the school building had collapsed or they faced financial problems.

Have You Been Able To Pay School Fees Regularly? If Not, Why?



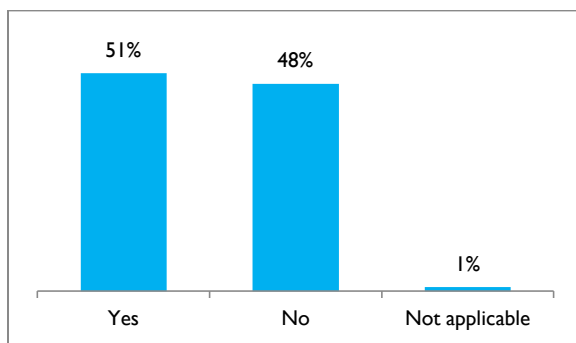
While 68 per cent (139) respondents said they were able to pay children's school fees regularly,

a significantly large number of respondents – 32 per cent- expressed their inability to do so.

This had implications for both parents and children: for the parents, it could be frustrating not being able to pay their children’s school fees because of loss of livelihoods, changed family circumstances or financial priorities etc.

For the children, the changed family circumstances can further undermine a their sense of security and normalcy, especially since children look at schools to provide a stable, familiar environment for them.

Is The School Your Child Is Attending Fully Functional?



51 per cent (104) respondents said the school their children were attending was fully functional, while 48 per cent (99) said schools were yet to be fully functional; for the remainder one per cent, the question was not applicable.

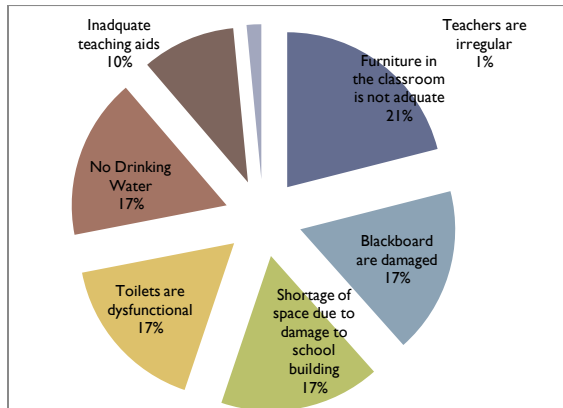
The floods caused extensive physical damage to most schools and the Department of Education deferred school operation for weeks until repairs were complete and safe for children to return. Moreover, some schools were also shut because they were being used as shelters or evacuation centers, which caused further disruption to normal teaching and learning.

Some reasons why schools were not fully functional, as observed during field work, included:

- Damage to buildings- roofs blown off, damage to windows, blackboard, etc.
- Damage of classrooms by flood waters.
- Disruption and damage to drinking water sources and toilets etc.
- Damage to teachers’ own houses
- Damage to infrastructure like computer labs, science laboratory, library, playground equipment, staff room, etc.
- Long delays in restoration of water, power and MDM services.

- Long delays to carry out timely repairs and maintenance because of a lack of funds or unavailability of manpower

If Not Fully Functional, Why?



The three major constraints identified by respondents included shortage of furniture (21 per cent), space constraint due to damage to building (17 per cent) and shortage of drinking water (17 per cent).

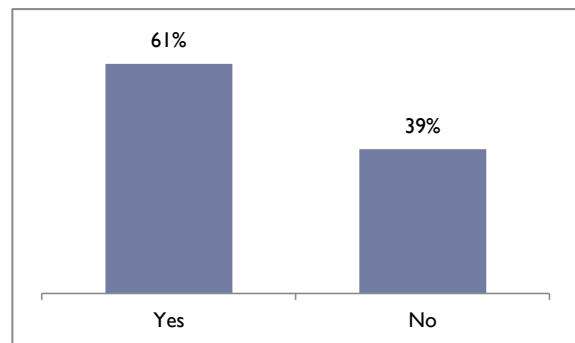
Other reasons cited included dysfunctional toilets (17 per cent), damaged blackboards (17 per cent), inadequate teaching aids/facilities (10 per cent), teacher absenteeism/inadequate numbers of teachers (one per cent).

Any Other Difficulty Your Child Faces In School?

Some of the difficulties identified by respondents included:

- Disinterested teachers
- Lack of books
- Damaged school infrastructure
- Dysfunctional library
- Unhygienic conditions in schools
- Unsafe buildings
- No playgrounds/playground equipment

Do You Send Your Child For Tuitions?



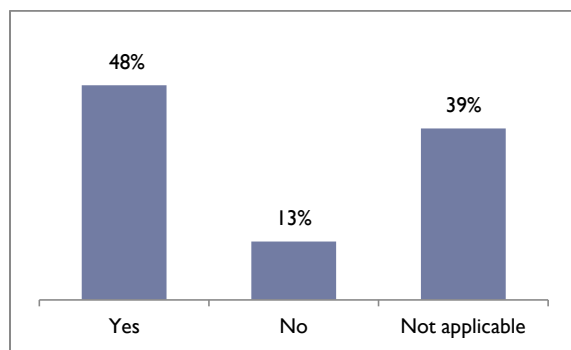
61 per cent (126) respondents send their children to tuitions and 39 per cent (79) did not just reflects that fact that most parents, despite their difficult circumstances, wanted to give their children any advantage they could in terms of their education, despite, as the next chart shows,

tutions being a financial drain on most, especially under the current circumstances.

Also, tuitions also were vital (atleast in the aftermath of the floods) as a remedial class for children who had been forced to take long breaks from regular classes because of various circumstances explained earlier.

Thus, even children who were not attending tuition classes earlier were forced to resort to tuitions to help them cover their syllabus or serve as a remedial class.

If Yes, Is It A Financial Burden To You?



48 per cent (99) respondents agreed that tuitions were a financial strain on them, 13 per cent (27) said tuitions were not a financial burden on them while for the remaining 39 per cent (79), the question was not applicable.

As explained above, even the poorest were hard pressed to arrange for funds to pay for their children's tuition fees, come what may, though few would balk at this expenses unless they had their backs to the wall. Furthermore, what is often ignored in this situation is the stress a student faces as he/she is often forced to attend both coaching classes and school simultaneously, thus facing pressure from parents, school teachers and tutors alike.

How Do You Cope With This Financial Burden?

Families are still struggling to deal with the emotional impacts of the flooding. It isn't easy. NGOs and other agencies were working hard to provide needed physical and mental health resources to get everyone back on their feet in the shortest possible time. And while repairing roads and bridges was only one part of the rebuilding process, emergency personnel also had to make sure that families had people to lean on for emotional support. For many, this support was scare or not available at all, even more so given their precarious financial situation.

To cope with the additional financial burden of sending their children to tuitions, most respondents identified the following coping mechanisms:

- Asking for assistance from relatives to help pay fees
- Reducing household expenses to cover tuition fees
- Take financial assistance from relatives on credit
- “Manage somehow” is the usual response, as families resort to a variety of options to cut costs and balance expenses so that the tuition costs of their children are met. It was thus not strange to hear parents make statements like “I want my son should become an educated person. So I manage tuition expenses somehow and if necessary, take the help of relatives”.

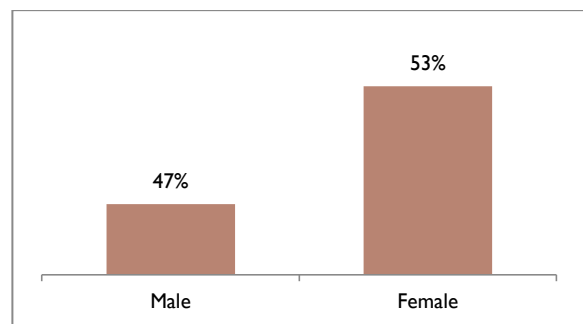
For many, it was an end game by itself- there was no scope for another option but to pay. This reflects the desperation of parents as they tried to put together their meager resources to meet the cost of tutoring their children. For many, the cost to the family as a whole in terms of reduced money available for more important domestic expenses like food, clothing, transport, energy costs (electricity, petrol, gas etc.), and other expenses took a back seat, if necessary to be met through loans, credit, sale of family assets and so on.

Suggestions To Facilitate Your Child’s Education /Education Of Affected Children In Shelters?

Many parents were desperate to meet routine expenses, let alone the expense of educating their children. Most wanted the government to waive the school fee, subsidize tuitions for children sitting for their Board examinations, and facilitate availability of school textbooks and note books. Some also wanted some kind of transport facility to be made available so that children did not have to cross dangerous roads and walk circuitous paths to reach their schools.

CHILD SECTION

Total Children Interviewed: 91, Male-43, Female-48

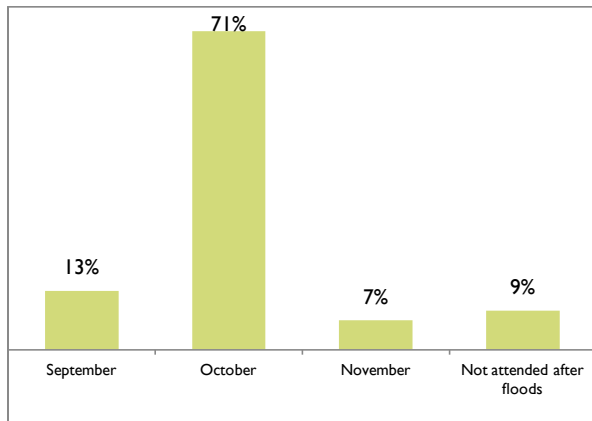


Of the total respondents (91), 47 per cent (43) were male and 53 per cent (48) were female. All the respondents interviewed were attending school at the time of the survey.

Were You Going To School Before The Flood?

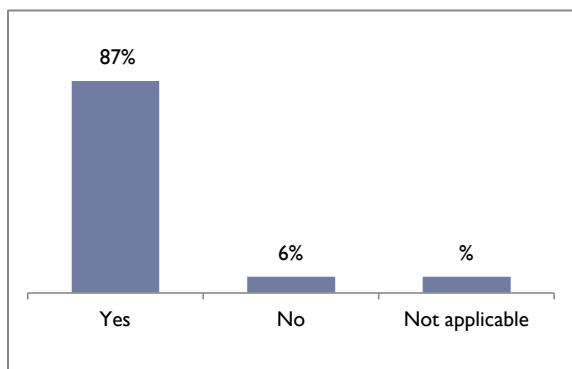
All respondents were school going children.

If School Going Before The Flood, When Did You Last Attend School?



71 per cent (65) respondents had joined school in October, 2014 (the flood began around September 5th, 2014), 13 per cent (12) in September 2014, seven per cent (6) in December, 2014, while nine per cent (8) did not attend school either pre or post flood.

Do You Have Regular Teachers For Each Subject At School?

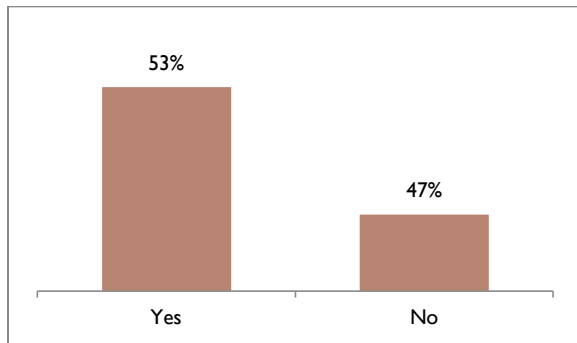


The floods took a major toll on education, as reiterated earlier. Many schools had opened their doors as evacuation centers / shelters for displaced families, while other schools remained flooded or damaged in the aftermath of the floods. Many students' homes and belongings were damaged or unusable even after weeks of cleaning out the mud and draining the water, and most homes still remained a mess.

This was particularly ominous given the approaching winter season. But the Department of Education has been working with non-governmental partners to get schools back up and running as quickly as possible so as to restore a sense of normalcy for students.

Thus, it is not surprising when most respondents - 87 per cent (79) - said they had regular teachers for each subject in school, while only six per cent (6) said regular classes were **not** being held in their schools; responses from seven per cent (6) respondents were inconclusive.

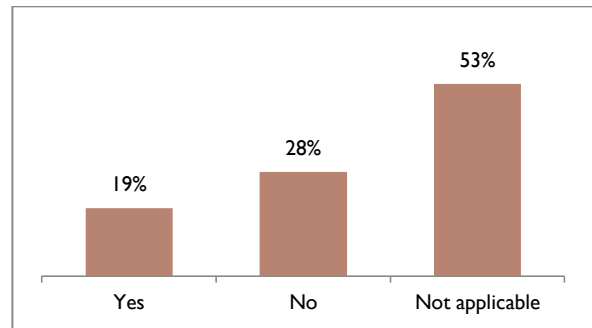
Do You Have Proper Books/Uniform For School?



53 per cent (48) respondents said they had proper books and uniforms to go to school, while 47 per cent (43) said they did not. Thus, while a small majority of respondents may have had access to proper books and uniforms, it can be surmised that the remaining 43 per cent would also do so as supply lines were re-established and restoration of schools increased.

However, since these issues may still take time, it would have been prudent of government or school authorities to ensure that students at least had access to books and uniforms to be able to attend school.

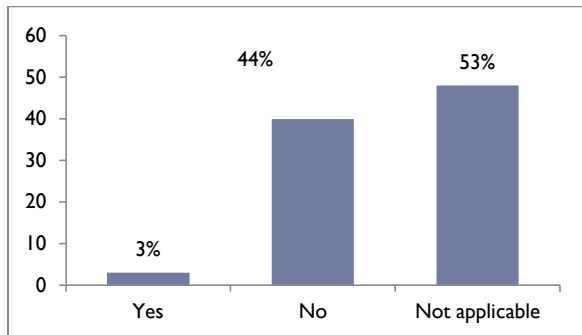
If No, Are You Under Pressure To Wear Proper Uniforms?



Loss of life, missing loved ones and loss of homes made most children sad and in utter distress and possibly facing psychological trauma, it was heartening to note that only 19 per cent (17) respondents said they were under pressure from school authorities to wear proper uniforms to school, while 28 per cent (26) said they were under no pressure to wear proper uniforms to school, and for 53 per cent (48) respondents, the question was not relevant since they had yet to return to school or had never been in school.

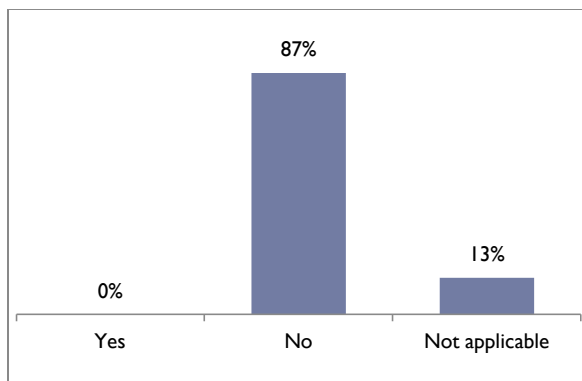
Children faced challenges to access schools in the flood due to road damages and travelling on muddy roads. Many, in FGDs, confessed to feeling uncomfortable wearing uniforms since their uniforms would either get dirty or wet, and they thus preferred to wear street clothes instead.

If No, Do You Face Pressure From Peers For Proper Uniform?



44 per cent respondents (40) said they were not under pressure from their peers to wear proper uniforms to schools, while only three per cent (3) said they were under pressure from their peers to do so. Responses from 53 per cent respondents were inconclusive since they included those who were either out of school or had not joined school after the floods.

Do You Get Mid-Day Meals At School After Flood?

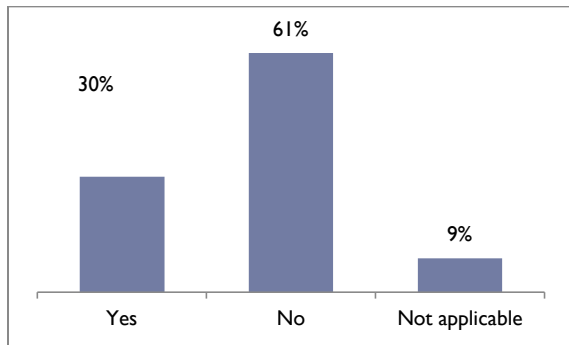


87 per cent (79) respondents said they were not receiving any MDM after the floods in their schools, while 13 per cent (12) respondents were those who were yet to join school or had never received any MDM in school even before the floods. Only 13 per cent (12) said they were receiving MDM meals at schools.

Since flooding damaged school equipment such as books, uniforms and school infrastructure, this could be one reason why children reported non-resumption of MDM in their schools. Another factor could be interruption in MDM supplies like food grains, fruits and vegetables, unavailability of teachers, damage to supplies already with the school and unavailability of cooking medium like gas, kerosene etc.

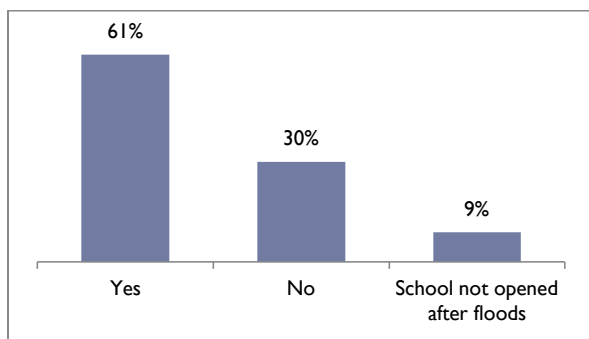
However, since the Mid Day Meal Program is aimed at providing one meal out of the three meals for a child in the school and a least one third of the calories and half of the protein RDA per child per day, efforts should have been made – especially in vulnerable/socio-economically disadvantaged communities to be able to operationalise MDM so as to fill the nutrient gap that exists in the diets of children.

How Many Students In Your Class Have Attended School After Flood?



30 per cent (27) respondents said most of their classmates had rejoined school after the flood, whereas 61 per cent (56) said they had not joined yet. The rest -nine per cent- included those who had never been in school before or after the flood.

Do You Like Going To School After The Flood?

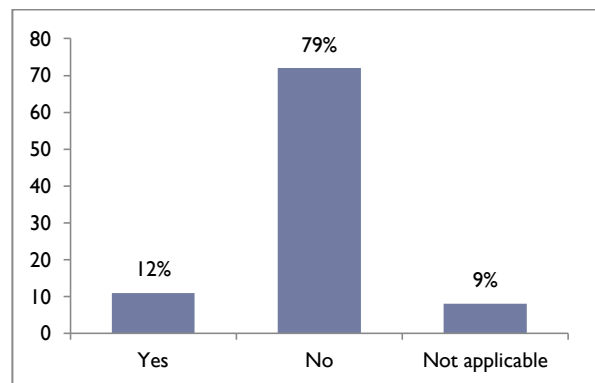


Perhaps an indicator of how school can be a harbinger of normalcy and a vital building block for weathering and recovering from crisis for children, 61 per cent (56) respondents said they liked going to school post the flood, while 30 per cent (27) said they did not. For the remaining

nine per cent (8) respondents, schools had not yet opened after the floods, so the question was not of significance.

It is expected that with the post flood rebuilding effort becoming more vigorous and effective, more and more children would be encouraged to go back to school. Similarly, this aspect is also dependent on how quickly can parents rebuild their homes and livelihoods, which would allow them to not only pay attention to their children’s education – hitherto a distraction given other conflicting priorities- but also be able to afford the expenses of educating their children.

Did Your School Provide Co-Curricular or Recreational Activities After The Flood?



79 per cent (72) respondents said their schools did not provide co-curricular/recreational activities after the flood, whereas 12 per cent said this was so. For the remaining nine per cent, the question was not applicable to them.

It can be assumed that many schools were not able to provide for co-curricular/recreational activities after the floods since schools are still reeling from damaged infrastructure, loss of equipment and absence of teachers.

Do You Feel Your School Environment Has Become Tense After Flood?

A significant proportion of children affected by disaster are out-of-school. A priority of families was to ensure learning opportunities for these children. It was seen that flood-affected communities themselves had prioritize the provision of education for their children even before more immediate material needs.

The burden of school fees, investing in school meals and ensuring a supply of qualified, motivated teachers were issues that both schools and students were grappling with post floods, as schools tried to ensure access to education - much needed at this hour to keep children in school – while also making sure that they achieve meaningful learning outcomes during their time there.

The major challenges are cleaning the classrooms, pumping of stagnant water and debris cleaning and disposal. Many respondents, expectedly, complained of damaged

In Subhanpora in Ananthnag district, 48 students participated in the FGD in the age group 7-18- years. They said they understood the fact that since most teachers also hailed from the community, the teachers themselves were not in the best frame of mind to teach since they were battling the same set of problems as others. In fact, they had to contend with the added woes of making functional damaged school buildings and infrastructure. All this, they said, added to their confusion and dilemma. There was also no provision for winter coaching which the students said they desperately needed.

Many also complained of health hazards since the environs in and around the village was unhygienic. Some were of the opinion that there was a visible increase in health related problems like allergies, chest diseases, skin infections, etc.

Parents had given the responsibility of looking after the livestock owned by the family to the children since the livestock pens were either inundated or destroyed. The children also had to make sure that nobody stole the cattle; this kept them occupied and distracted from studies.

In the village of Subhanpora, not a single ICDS center was functional. Overall, thus, most were under visible distress; the flood seemed to have left no one untouched in the area and had a huge impact on all aspects of

infrastructure, unhygienic school conditions (broken/dysfunctional toilets and drinking water supply) and bad odour from classrooms which may not be sufficiently cleared of flood debris and the like.

Some respondents also spoke of ‘fear’ from recurrent flooding episodes leading to ‘depression’, indicating a need for appropriate physical, cognitive and psychosocial support in school and family situations.

Children have informed that schools are closed as they are being used as shelter and children are unable to attend due to inaccessibility of roads; almost all children in assessed areas reported they had lost education material such as text books, note books and school bags, uniforms etc. Most children reported that the Mid Day Meal had been stopped as schools were defunct, which has a huge bearing on the nutritional status of these children.

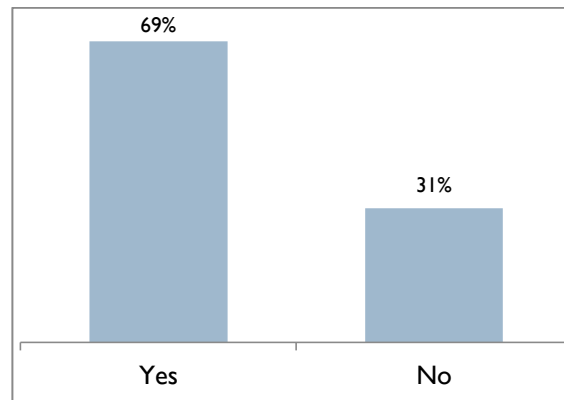
Children also reported that Teaching Learning Materials, teaching aids etc. were either wet/washed out and thus not useful.

Others reported that classes were running in temporary spaces due to full or partial damage to school buildings, while some also reported that relief camps were running in schools.

There is thus an urgent felt need to establish temporary learning/education centres, provide education material/kits including school bags, uniform for children who lost education material, and restore the physical infrastructure of schools

on a war footing to make sure that children can quickly be brought up to speed with their syllabi.

Are Your Fee Dues Clear?

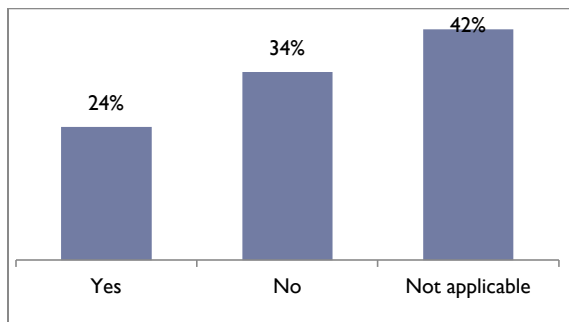


69 per cent (63) respondents said they had paid their school fee; 31 per cent expressed their inability to do so.

This situation could be reflective of the financial position of many parents being under duress, and thus their inability to pay school fees of their wards.

However, it can be assumed that with time, the situation will ease off for most parents (though possibly not for all), and the percentage of children being able to clear their school fee will consequently rise.

Do Your School Authorities Pressurize You For Clearing Dues?



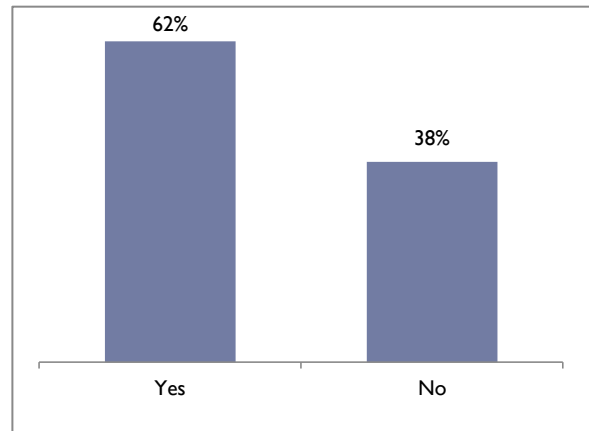
34 per cent respondents said they were not being pressurised into paying dues by their schools, while 24 per cent said it was so. 42 per cent (38) said the question was not relevant to them,

It must be emphasised here that, to an extent, schools could be justified in asking students to deposit their fees regularly since they will need to be financially viable to undertake rebuilding of damaged school infrastructure, replacing lost teaching-learning material, textbooks, school records, classroom furniture, teachers' salaries and the like.

For most schools, undertaking rebuilding of school infrastructure would be a major financial burden most would be unprepared for. However, while it may be legitimate, therefore, for schools to demand school fees from their students, it should be ensured that this does not translate into unreasonable pressure on the students and/or

their families given the fact that most would be struggling to make ends meet.

Do You Take Tuitions?



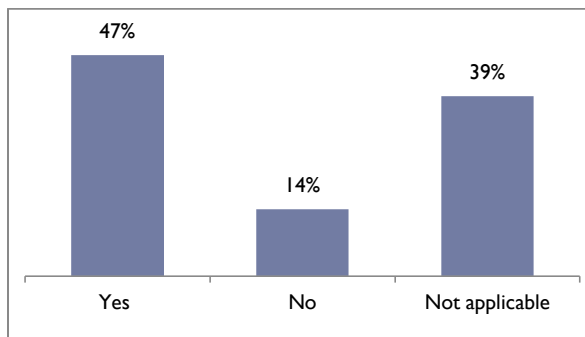
62 per cent (56) respondents said they attended tuition classes while 38 per cent (35) said they did not do so.

The fact that a large proportion of respondents were attending tuition classes despite the constraints of weather, financial stress at home (due to partially or wholly damaged homes, health reasons or loss of livelihoods) and irregular classes at school points to the importance education is imparted in most families.

Also, because of exceptional circumstances created by the floods, most students looked at tuition classes as a way to keep up with their

lessons and serve as a 'remedial' class for syllabi not covered due to shutting down of schools.

If Yes, Do You Pay For Tuitions?



47 per cent (43) respondents said they paid for tuition classes whereas 14 per cent said they did not; the rest 39 per cent (35) did not attend tuition classes either before or after floods. Thus, for a majority of children -and their families - tuitions were not only important in their overall scheme of school education, but, it can be assumed, was also a major financial investment for most parents to make under the circumstances.

Do You Have Suggestions For Improving The School?

There was an urgency amongst families and students that schools be reopened as early as possible there is no doubt. Many children were of the opinion that mid-day meal programme was up and running in their schools, ICDS centers were functional to provide necessary nutritional

support to children, infants and mothers and also to ensure primary/play education, and that schools were reopened/restored as soon as possible.

Apart from these priorities, many respondents expressed the desire to have more and better playgrounds, provision for free books and uniforms and a deferment or concession in payment of school fees, scholarships for those in need and ensuring regular attendance of teachers. Some demanded for heating arrangements in classes in the winter and proper hygiene.

TEACHER

Sample size 3

Number Of Children Enrolled In School Before The Flood: 694; Number Of Children Coming To School After The Flood: 600

Enrolment decreased in one school and increased in one school while it remained unchanged in the rest.

The reason for decrease in enrolment was displacement of families because of the flood.

Are Children Attending School Regularly?

None of the children were attending school post the flood.

*Do You Think Child Labour Has Increased
Amongst Children In School Post Flood?*

Yes; all teachers agreed labor had increased post the flood.

Effect Of Flood On The School

The recent devastating floods have had a great impact on thousands of children in the flood-affected districts, especially when it comes to their emotional, intellectual and physical development. Teachers reported that with the floods having damaged thousands of school buildings - and those which were intact were being used as shelters- thousands of children are now out of school and are falling behind in their studies. Consequently, they are more likely to drop out of primary and middle school in their teens, and less likely to opt to continue their education to the fullest.

Children out of school also faced social, economic and emotional issues. Their health was also suffering, resulting in change in emotional behaviour like increase in symptoms like fear, anxiety, nervousness, fevers, allergies, etc. All this was adding up to a higher dropout ratio, increased poverty and health and psychological issues.

Many teachers said government expenditure had to be increased to mitigate the devastating effect of the flood on parents and children. Access to safe water, sanitation, quality of education and health were desperately needed.

For many students, going to school was a nightmare since they have to either wade through flooded fields and roads or walk on dangerously crowded and debris-covered streets that can be risky because of danger of collapse or injuries through slipping or falling on these streets or roads. It is risky for pupils to keep crossing these areas but they have no other option; many pupils have to endure hunger the whole day as they cannot do not have access to MDM meals because school kitchens are not working. After the flood, the cost of travel to their schools has also risen as pupils have to pay higher amounts to take circuitous roads in buses and other modes of transport in the morning and evening every day.

Overcrowding has assumed ominous proportions: school usually comprised of eight or ten classrooms in two or three blocks; mostly, almost all the blocks had been partially or fully damaged and classroom furniture and teaching aids like textbooks and notebooks completely water-soaked or washed away. To make things worse, school compounds were filthy and water-logged.

All this meant that with additional students from affected districts, hundreds of pupils had to squeeze into poorly-lit rooms usually designed for not more than forty, many without chairs and desks with students forced to sit on floor mats winter. In the affected districts, little has been done by the Department of Education and the state government to address the issues so students' performance largely remained hampered because of paucity of an appropriate teaching learning environment in schools.

The more important aspect was the drain on household resources in affected areas that teachers specifically mentioned. Because of flood damage to their homes, families had to make difficult decisions for meeting the additional resources needed for their survival and coping with high expenditure on education and health care. Unfortunately, for the poorest, there was no choice but to allow their children to drop out of school and look for employment to help with household expenditure due to high opportunity cost of education. In the worst disasters, Many teachers said schools were not able to operate effectively without key human resources – teachers- and this shortage of qualified staff was affecting enrolment, quality of education, overall performance of students and the schools.

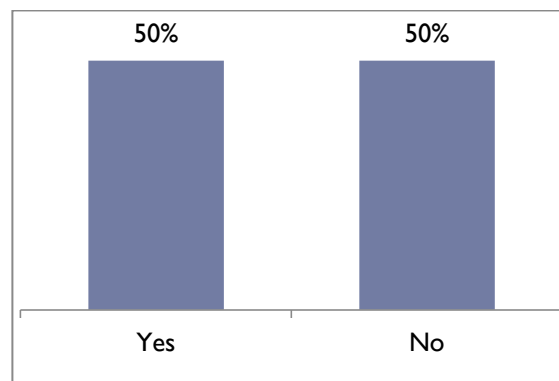
The floods had also added to a wide range of health problems such as fevers, chronic rashes, headaches and injuries, etc. which the over-strained medical facilities could not cope with. Even the school toilet and drinking water facilities were totally ruined. Many schools had lost their school and students' records, laboratory equipment, library books, computers, and electrical equipment in classes. With buildings fully or partially damaged and books and furniture destroyed, some schools were shifted to safer locations (for example, from Malpora to Chodribagh), resulting in additional expenses and hardship for students.

School Infrastructure

Damage To School Infrastructure

All respondents said all schools were partially damaged.

Do You Think School Buildings Are Safe For Children?



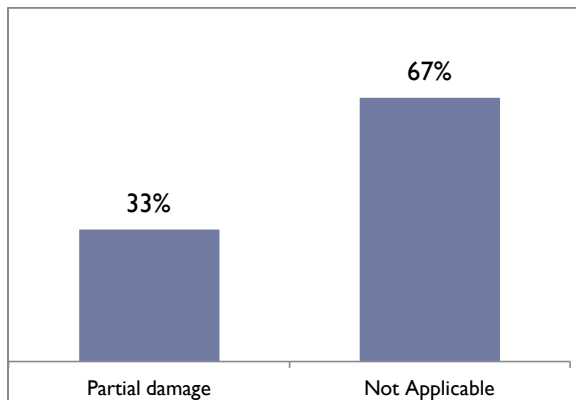
50 per cent teachers said school buildings were safe for children to attend classes, whereas another 50 per cent said school buildings continued to be unsafe for children.

How Did School Authority Clean The Building?

All teachers reported they cleaned the school building on their own.

MDM Supplies/utensils

Status Of School Kitchen

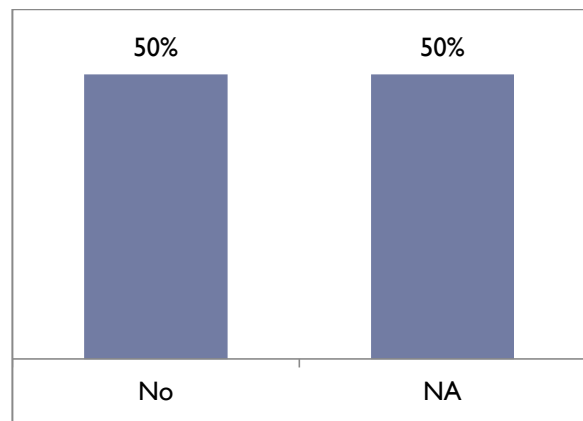


Students faced food insecurity as a result of loss of stocks and accessibility challenges; in many places, schools and communities were drinking contaminated water since water sources were damaged or flooded.

33 per cent teachers said school kitchens were partially damaged; 67 per cent were not able to

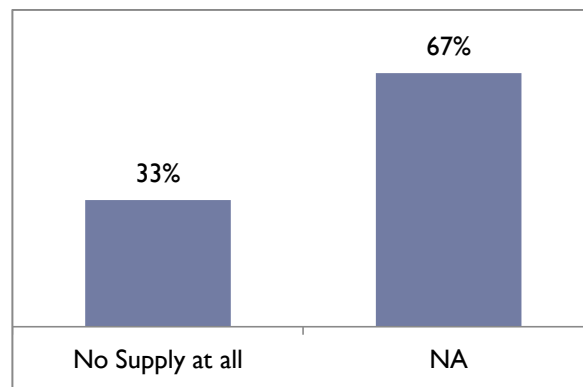
respond since they had yet to rejoin their school or take stock of functioning of school kitchen.

Did Your School Procure New Utensils/Supplies After the Flood?



50 per cent respondents said they had to buy new utensils/supplies for the school kitchen after the flood, while another 50 per cent said they had not.

Did You Receive Supplies From Government After The Flood?



33 per cent respondents said they had not received any supplies from the government while 67 per cent (2) said they had not yet demanded or taken stock of their supply situation, and thus the question was not applicable to them.

Critically seen, there could be several causes why supplies were irregular or there were no supplies at all to schools after the floods-roads/bridges may have been washed away, leading to logistical bottlenecks; supplies were destroyed/washed away in the floods; those that remained were contaminated or were unfit for human use; the rehabilitation effort was slow off the mark and thus even slower to reach schools in far flung/remote or inaccessible areas.

But there can also be another reason why supplies were delayed or irregular to schools- for most government agencies involved in the rebuilding effort, MDM supplies were (possibly) the last thing on their minds in the overall rehabilitation and rebuilding effort, since schools were important to the relief effort only as relief distribution centres or for running shelters or camps for the displaced, and not for restoring them quickly for the benefit of thousands of students and teachers.

Fuel Used For Cooking (Post-Flood)

Since there was little cooking taking place in school kitchens because of shortage/no supply of kitchen equipment/food grains to schools, all the respondents said the issue of fuel was not significant to them at this point of time.

TEACHERS

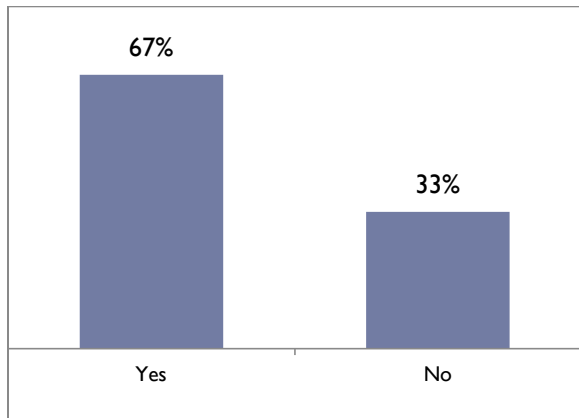


Do All Teachers Regularly Attend To Duties Post Flood?
All respondents said they attended to school duties post the flood.

How Is The Teacher Irregularity Impacting On The Teaching Learning Process?

Since all teachers were regularly attending school duties post the flood, there was no issue with irregularity of teachers in schools impacting the learning process.

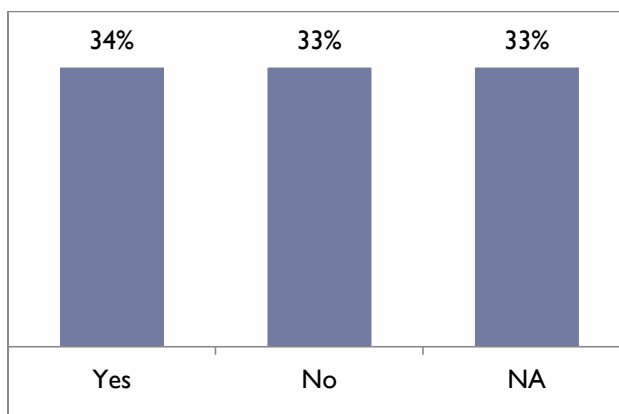
Does Your School Have Adequate Staff To Teach Children?



Despite a large number of schools being functional, the floods had impacted the general population very adversely, which included homes of teachers.

Despite this, 67 percent teachers reported that school had adequate staff, whilst 33 per cent said they had inadequate staff teacher to teach children.

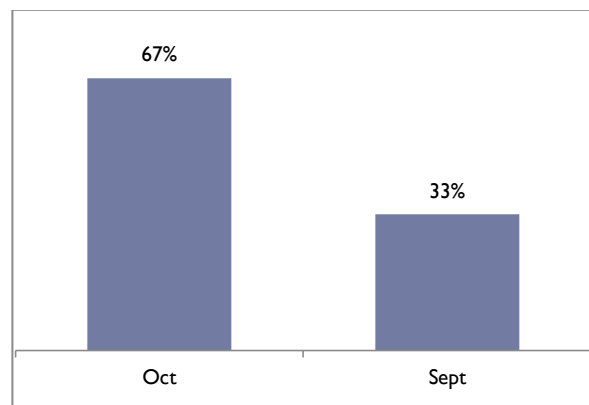
Do You Teach Extra Classes Post Flood?



Because of teacher shortages and student absenteeism, 50 per cent teachers said they were forced to take extra classes to make up for lost teaching time; however, the other 50 per cent said they did not feel the need to do so since they were confident of covering the syllabus in the time available to them.

For those teachers forced to take extra classes, the implication could be additional stress, added to what they were already facing in terms of damaged infrastructure, lack of basic services (economic, water, energy etc.), and insufficient disaster response, which further compounded their vulnerabilities.

Re-Start Of Work



All teachers reported re-starting work after the flood; 33 per cent (1) said they had restarted work in September 2014 (the month the flood occurred) while

the rest – 67 per cent-had restarted work by October, 2014.

Effect Of Flood On Learning Capacities Of Children?

The effect of the flood on children would largely depend on their age, developmental level, and prior experiences, and each would react differently to a flood and its aftermath.

Some teachers reported that children were withdrawn, while others suffered from angry outbursts. Still others had become agitated or irritable, so the teachers were sensitive to each child's coping style.

The following are typical reactions reported by teachers in children following the flood:

- Fear and worry about their safety or the safety of family members and friends
- Fear of separation from family members, parents, siblings, or teachers
- Worry that another flood will come
- Trouble concentrating or paying attention
- Withdrawal from others
- Angry outbursts or tantrums
- Aggression toward parents, siblings, or friends
- Increase in physical complaints, such as headaches and stomach aches

In Sarsunah (Anantnag), 77 students in the **age group** 6-18-years participated in the FGD. They said that there was over 14 ft of water in the area and the whole community was shifted to the nearby railway station. When they returned home, all that was left of their home was rubble. All their belongings were lost, including school uniforms and books. A majority of students studies in government schools; out of 77 students who participated in the discussion, only 2.5 per cent studied in private schools.

The school authorities requested local mosques to announce during the 'Friday sermon' that students could join school again, but no student turned up because they had no books. A girl student said "We belong to poor families we don't have enough resources to rebuild our house; I have labored with my father and the rest of the family to clear the debris because we didn't have enough money to pay the laborers to do it." Most students said they looked for work under NREGA so as to be able to help their parents make ends meet.

The community and the children collectively affirmed that there was no distinction made between boys and girls, and that both went to school with equal zeal; however, 51 children in this group said they were displaced (and because they were reluctant to say so, they made these statements in very low undertones). They did not have a place of their own to live; the one room they lived in was used by all members of the family for everything-cooking, sleeping, studying. It made it particularly hard them to concentrate. There was no electricity even days after the flood.

Postponement of examinations had left the students vexed: they did not know whether to continue studying for the examinations due in October 2014, or study for the next class. Those who had no books usually either staved

- Change in school performance

- Lack of interest in usual activities, even playing with friends

Effect On Behaviour Of Children?

Children were reported to be suffering from increased feelings of insecurity, unfairness, anxiety, fear, anger, sadness, despair, worry about the future, and dread of a flood reoccurring.

Many reported reactions of distress and anxiety when reminded of the flood, disruptive behaviour, irritability, temper tantrums, agitation, or hyperactivity (33 per cent respondents). Some were reported to be very scared of separating from parents or caregivers; others were avoiding people or situations or displaying irrational fears (phobias).

Others reported disturbances in sleep or appetite or psycho-somatic symptoms, such as stomach aches or headaches. There were repeated concerns expressed by children about safety of family members, friends, and loved ones.

There were some school-based problems, with decreased motivation and a decline in school performance.

Are You Short Of Books, Blackboards, Chalk Boxes, Boards And Other Teaching Aids Post Flood?

None of the respondents said they were short of books, blackboards, chalk boxes, boards and other teaching aids post flood.

Other Challenges You Face In Running The School After The Flood?

Most schools face severe damage and losses to school infrastructure due to torrential rains and the resultant flooding; school buildings have been completely or partially damaged, hampering the normal continuation of the school year; not only the infrastructure but all the furniture and books are, in many cases, unusable.

Many teachers said the decision to re-open schools in flood-hit areas was key to re-establishing normality even though there are still huge challenges.

Any Suggestions For Improving Functioning Of Schools?

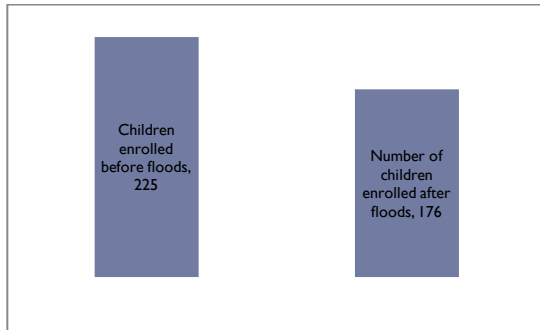
Most teachers wanted distribution of free textbooks and school material, tents, stationery, portable black boards, teaching learning charts, availability of food stocks for MDM, water and sanitation/hygiene, health and psycho-social services, and have the evacuees moved from schools to other places as their priorities.

ICDS WORKERS

Sample Size: 7

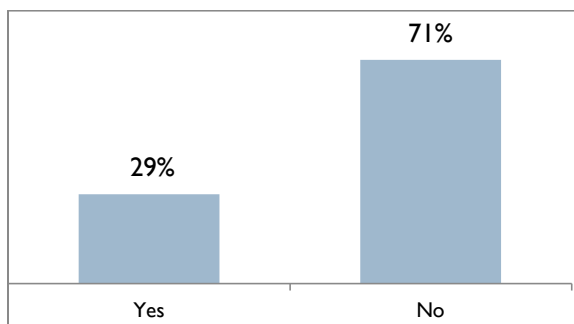
Children Enrolled In Center (Before Flood): 225,

Children Coming To Center After Flood:176



There was a drop in the number of children enrolled in ICDS (*anganwadi*) centers in the district –from 225 children before the floods to 176 children after the floods- a drop of 78 per cent, which has serious consequences for a child’s morbidity and mortality, incomplete immunization or poor child health outcomes because of damage to ICDS infrastructure, as we will see later in the analysis.

Did Number Of Children Drop After Flood?

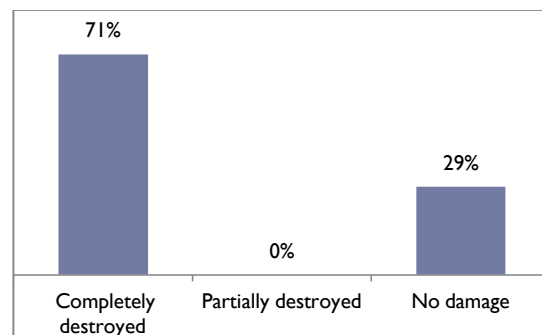


20 per cent ICDS centres reported a drop in children coming to the centres across the surveyed villages in the district, while 71 per cent reported no decrease in numbers.

As explained earlier, this could for a number of causes, including damage to infrastructure, non-availability of staff, lack of supplies (because of inaccessible roads or logistical bottlenecks), etc. Some ICDS centers will have to replace their kitchen equipment if they are to provide free meals for school children, while other s required a complete refurbishment after the flood.

Effect Of Flood On ICDS Center

Infrastructure



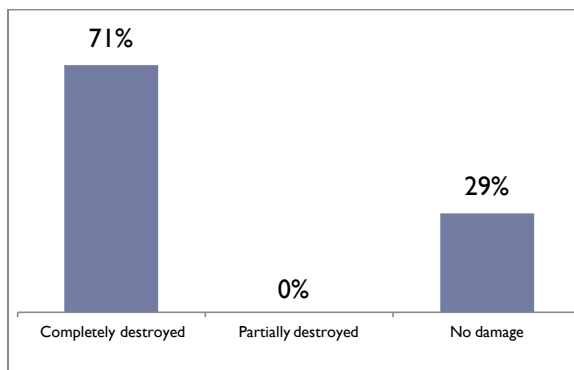
Data shows that 71 per cent (5) AWCs were completely damaged while 29 per cent (2) reported no damage.

The fact that 71 per cent AWCs were damaged is significant from the point of view of its impact

on early childhood health investments (e.g., nutrition and immunization, etc.). The food storage facilities in many centres were in very poor shape, and storage bins/ other equipments supplied under the project were in a bad condition. No adequate utensils were left to serve supplementary food. Many registers and records that were maintained like attendance, growth chart, food record of severely malnourished children, meetings, etc. were destroyed.

Especially for children, destruction of AWC infrastructure had significantly reduced the likelihood of having received age-appropriate doses of BCG, DPT, polio, and measles vaccinations.

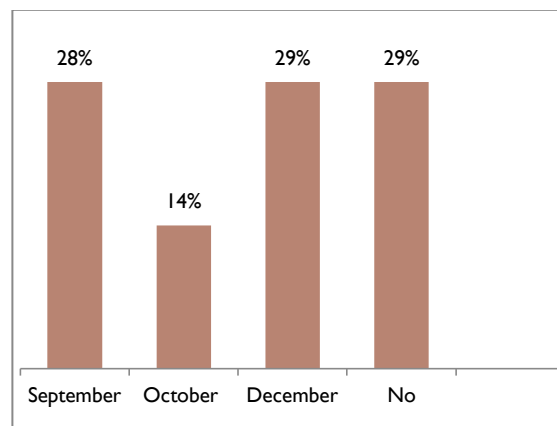
ICDS Supplies/Utensils



As far as supplies go, 71 per cent AWCs were completely damaged by the floods, and thus had to be immediately replenished of all stocks and

kitchen equipment. The loss of supplies and equipment had a direct bearing on the quality of service delivery in all AWCs, and more so in the case of those which were completely destroyed.

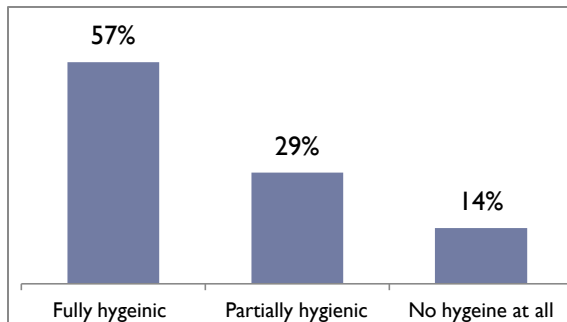
Re-Start Of Work



28 per cent (2) AWCs had resumed services in September 2014 (the same month the flood occurred in the district), 14 per cent (1) resumed services in October, 29 per cent (2) in December and 29 per cent (2) were yet to resume services.

This meant reduced prenatal care, fewer births under the supervision of a trained nurse, less postnatal care, and incomplete immunization, in addition compromised child health through disruption of clean water supply, nutrition and appropriate disposal of waste (dysfunctional toilets).

Hygiene Level Of Centre After Flood

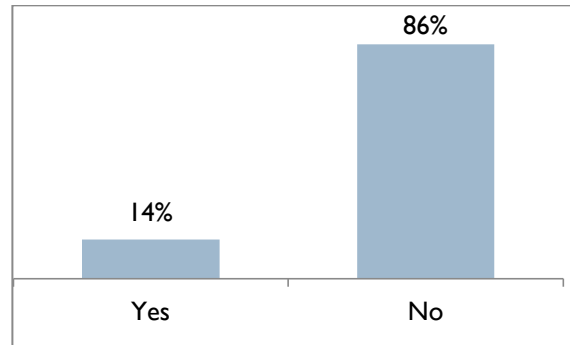


While a large proportion of AWCs – 57 per cent – reported that their premises were fully hygienic, 29 per cent (2) AWCs reported their premises were only partially hygienic, while 14 per cent (1) reported premises which were not hygienic at all. This can be critical for determining a variety of child health outcomes regarding disease management and prevention, and nutrition.

Thus, while on one hand infants may be less prone to nutritional deficiencies or adverse health effects from water or food contamination because of exclusive breastfeeding, they may be more vulnerable to diseases and other environmental hazards due to less-developed immune systems. Similarly, since “age-appropriate” vaccination is usually the first casualty in disasters like the flood, it was imperative that if young children and infants children were to be “fully current” for all scheduled immunizations, the AWCs be safe

and ready to offer these services to all their beneficiaries.

Did Your Centre Procure New Utensils/Supplies After The Flood?

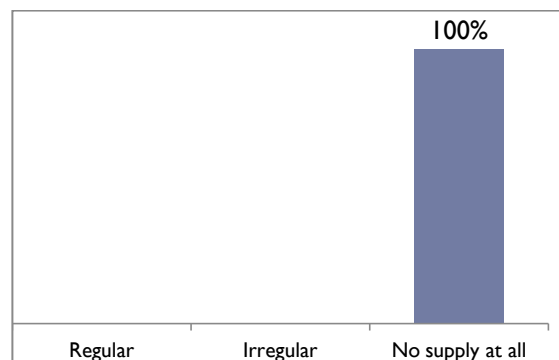


Only 14 per cent (1) AWCs reported having to buy new supplies equipment lost/damaged in the flood, and 86 per cent (6) reported no such need.

If Yes, How?

The sole AWC bought new supplies or equipment out of its own resources.

Did They Receive Supplies From Government After The Flood?



None of the AWCs reported receiving any supplies from the Government after the floods for two reasons: one,

Government departments responsible for ensuring smooth functioning of ICDS Centres were themselves caught up in reconstruction work and thus had little time for resupplying AWCs or reimbursing AWWs for expenses made. Secondly, AWCs did not seem to be on the priority list of Government response for rebuilding and restoration; in other words, they did not have the ‘attention’ of the Government in the chaos following the floods. However, it was also very possible that the reason why AWCs were not supplied /under supplied was because AWW and Helpers had themselves been affected by the floods, their homes damaged or destroyed as a result of which it would be unreasonable to expect them to continue running the AWCs under their charge.

This was why many AWCs were either unmanned or suffering from lack of adequate supplies. Also, some AWCs had voluntarily destroyed or discarded old, damaged or contaminated supplies like biscuits, foodgrains and other perishables-even rusted utensils in some instances- to avoid using contaminated food. In some instances, the supplies in AWCs

were even distributed as relief material to families in need.

Do You Face Any Other Difficulty In Running The Anganwadi Center Post Flood?

The most common problems reported by respondents included:

- Destruction/damage to vital infrastructure like roads, bridges etc in the district, which impacted service delivery of AWC in the district – while people could not travel from their homes to AWCs to avail services, AWWs also could not travel to various villages/hamlets providing services because of bad weather, damaged roads and infrastructure, and shortage of essential supplies
- Many AWCs were in very unhygienic state, with most supplies and equipment either lost or destroyed and the premises covered with flood debris.
Even critical items like furniture, windows, doors etc. were destroyed or damaged
- Supplies to AWCs were severely curtailed by concerned department/s after the floods. Similarly, there were no charts, white boards or toys available for children at AWCs

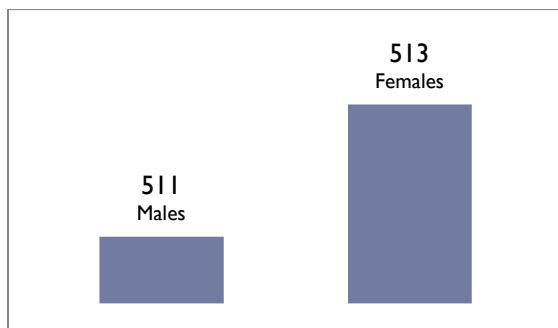
General Impact Of Flood On Health Of Children In Locality?

Children generally complained of infections like cold, flu, influenza, fever, etc.

Checkups by doctors who visited ICDS centers reported children with fever, throat infections, allergies, chest infections, etc. Children and expecting and nursing mothers were most vulnerable groups during the period and therefore required urgent attention.

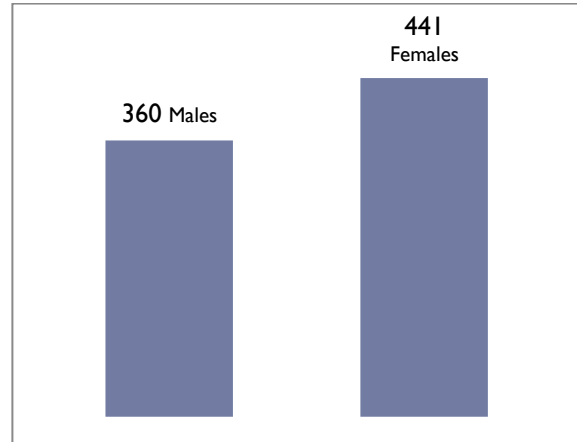
Parental Section

No. Of Families: 275; Family Strength (Number Of Family Members: Adults (>18 Yrs): M-511, F-513



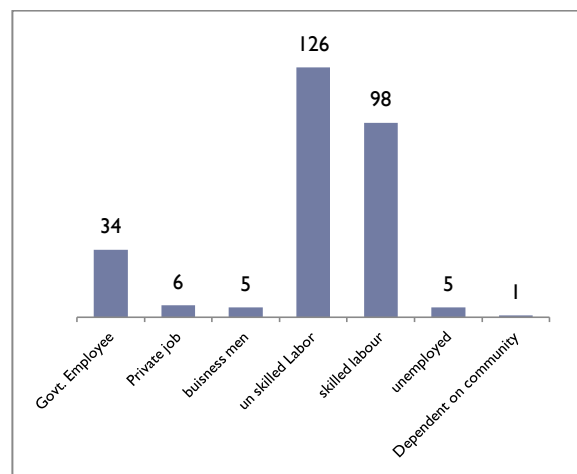
The total number of respondents, gender-wise, was 50 per cent males (511) and 50 per cent females (513), out of a total family strength of 1024.

Children: 0-18-Years: M-403, F-437; Total Children-840



The total number of respondents who were children in the survey was 840; of these, 45 per cent (360) were male and 55 per cent (441) were female.

Occupation Of Parent/Guardian

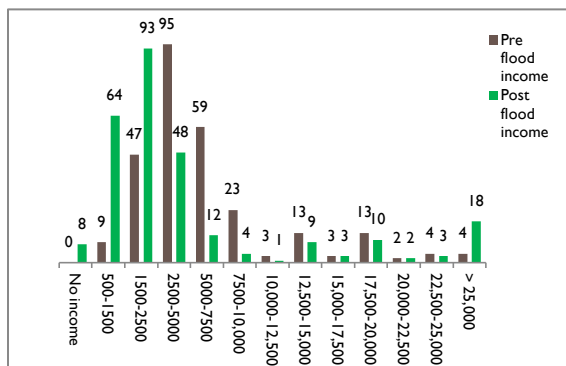


Employment is regarded not merely as a means by which citizens can earn a living but, equally

importantly, as a guarantee of social stability by providing them with a livelihood, housing, medical care, etc. A majority of respondents -46 per cent (126) -were unskilled labourers in their thousands working in businesses where jobs were mostly low-cost and labour-intensive, 36 per cent (98) were skilled labourers, 12 per cent (34) government employees, while the rest were private company employees, businessmen and unemployed.

The fact that a large proportion of respondents were unskilled labourers reflects the largely agrarian composition of the surveyed population; what the survey leaves unsaid is the situation for those who were disabled or unskilled workers in their 40s and 50s, for whom there is limited demand and who have to support themselves and their families, more so during disasters like the recent flood.

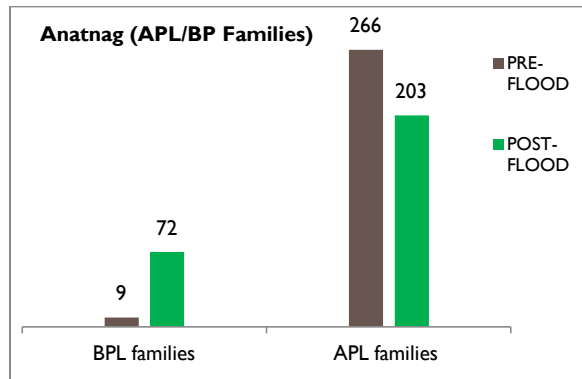
Family Income: Pre And Post-Flood



The table shows that incomes in the ranges of Rs 500-1500, there has been a rise in incomes by 711 per cent; similarly, in the income range of Rs 1500-2500, there has been a rise of 50 per cent in incomes for the respondents; this spike can be explained by the fact that these income ranges correspond to occupation groups like masons, carpenters, unskilled daily wage labourers (as opposed to agricultural labourers), car/truck mechanics etc who have actually benefited from the large-scale re

building and rehabilitation work in these districts. Similarly, people in higher income groups - Rs 5000-7500 and beyond have, by and large, reported significant drop in their incomes.

These incomes actually correspond to people in occupations such as trading, merchants, hotels and restaurants, showrooms and retail outlets etc., which have taken the brunt of the floods; it is these beleaguered populations which suffered large-scale damage to property and goods.



The chart above shows that of all respondents, while there were nine BPL families before the floods, this number had risen to 72 after the floods, a rise of 800 per cent, But what makes the situation worrisome is the decrease in number of APL respondents pre and post flood, which fell from 266 families pre flood to 203 post the flood, a drop of 76 per cent.

Together, the rise in absolute numbers of BPL families after the flood and the increase in number of APL families who had slipped into the APL category was The outcome of these grim statistics is that the purchasing power of ordinary people has been severely eroded and without adequate resources people cannot buy goods and services produced to support themselves or their families, a reminder of how natural disasters can impact lives and livelihoods due to lack of employment and inadequate wages.

Were You Living In This Village Before The Flood Or Have You Moved After The Flood?

All families reported living in the same village both before the flood. Though no family had been permanently displaced by the floods, it must be kept in mind, however, that many living in the village were doing so in partially damaged houses and thus had less living space (since only two or three rooms were functional), nor could they afford rented accommodation.

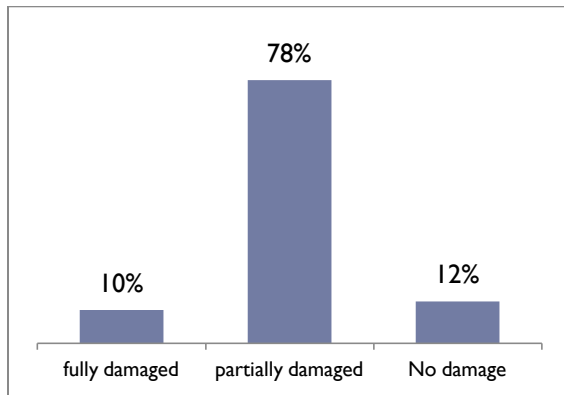
Even relatives and friends were not in a position to offer much help to them since their homes, too, had also been damaged or destroyed.

Overall, thus, the picture is of greatly inconvenienced lives, overcrowded living spaces, shortages of food, electricity and water, and living lives under temporarily erected shelters and tarps.

Were You Living In This House Before The Floods? If Not, Where Were You Living?

All respondents said they were living in the same house before and after the floods.

What Is The Nature And Extent Of Damage That Has Made Your Pre-Flood House Unlivable?

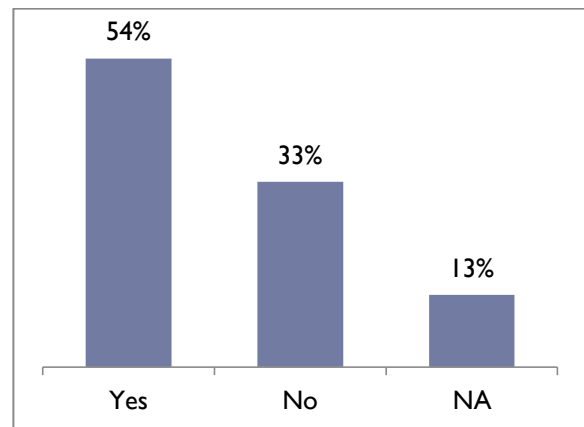


For the local population whose homes and villages have been swept away by the raging flood waters, life has been irrevocably altered. Displaced from their homes and left without a livelihood, they will bear the full and enduring impact of the flood that was triggered by heavy rains. A majority of respondents - 78 per cent - said their houses had been partially damaged; 10 per cent (27) said their homes had suffered complete damage (and were thus largely unliveable), while 12 per cent (12) said their homes had suffered no damage at all.

However, it must be mentioned that many respondents living in partially damaged houses were doing so out of desperation and because they had little choice since even relatives and friends were not in a position to offer help since their own homes, too, had also been damaged /destroyed. Most, thus, had little living space (since only one or two rooms were functional),

nor could they afford rented accommodation. It was thus common to find people living in overcrowded spaces, trying to keep up with food shortages, no electricity or water supply, with no roof over their heads save temporarily erected plastic sheets and tarps to keep out the elements.

If It Was Your Own House, Are You Repairing, Renovation or Re-Building It? If Not, Why?

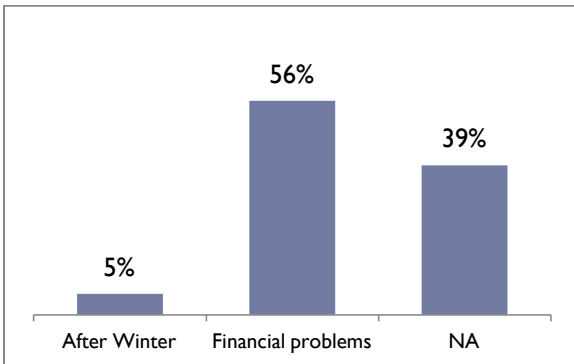


Till recently, efforts were focused on trying to reach villages that had been completely cut off and rescue people; the priority was on saving as many lives as possible. But now, people are increasingly realising the impact of the flood on the rehabilitation and reconstruction of homes and properties and their livelihoods.

Needless to add, livelihoods have been most affected, and it is a moot point what will happen to families who have lost their livelihood and

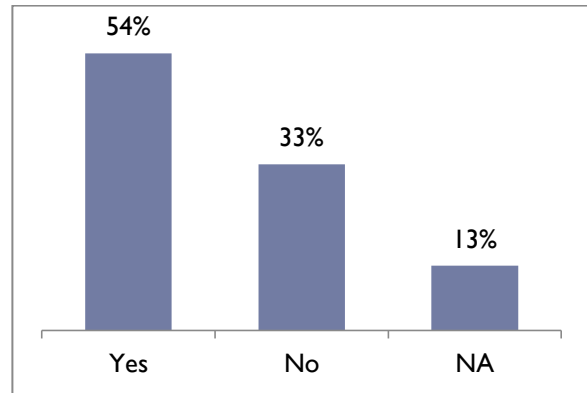
have to earn a living to feed their children and family, which is a big concern for most.

In the light of lost livelihoods, financial problems and shortages in supply of essential commodities, 33 per cent (90) respondents said had yet to start repairs to their homes, while 54 per cent (150) had begun the long haul of reconstructing their homes, largely because of the approaching winters. For 13 per cent respondents, the question was not significant since their homes had not been affected at all or affected in a minor way.



Most respondents – 56 per cent-cited financial problems and the approaching winter season as the reason why they were yet to begin repairs to their homes; for 30 per cent the question was not of significance since their homes had not been affected or affected in a minor way, while five per cent said they will undertake repairs after the winter season.

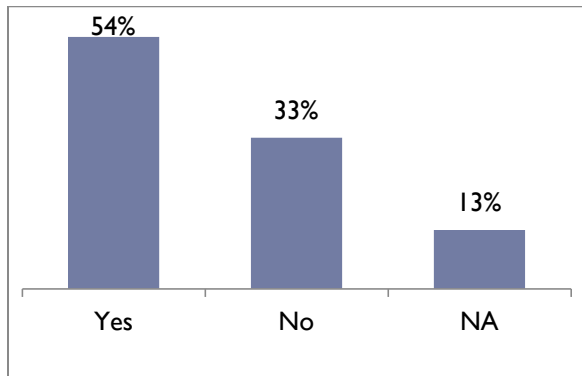
Has The Flood Affected Your Family’s Monthly Income?



The flood caused severe damages in a majority of neighborhoods, regardless of income, elevation and other social factors. Not surprising, therefore, that 54 per cent respondents said floods had impacted negatively on their family income, while 33 did not feel so. For 13 per cent, the impact was very minor or insignificant.

There is clear evidence that communities had very limited livelihood options as most of them have not indicated any significant secondary livelihood sources. The implications are such that the communities will have reduced resilience to floods due to lack of a wide range of livelihood options.

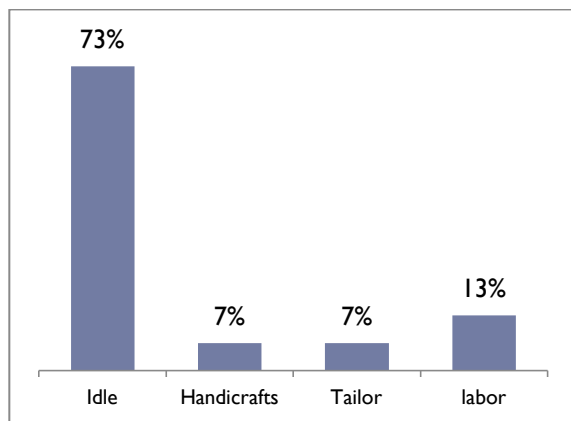
If There Has Been A Drop In Your Monthly Income, How Are You Making Up For The Deficit? Has It Compelled Your Child To Work?



54 per cent families said there had been a decline in their family income; 33 per cent there had been no change while for 13 per cent, the impact or change was not significant or minor.

Children (< 18 years) Currently Not Going to School: 15

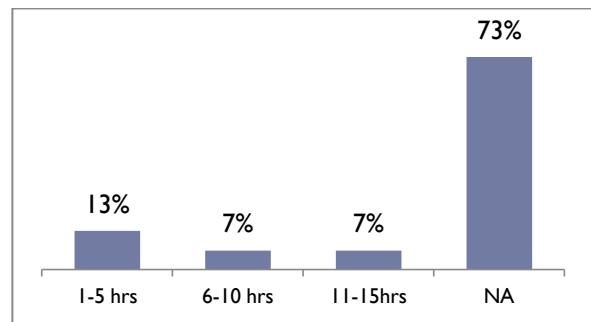
If Your Child Is Working, What Kind Of Work Is S/He Doing To Supplement Family Income?



Of the 15 children who had dropped out of school, 73 per cent were idle at home, 13 per cent

were in skilled/unskilled labour, while seven per cent each were involved in handicraft and tailoring work, respectively. It is these most vulnerable children who have gone through a traumatic situation. They now have nowhere to go. The big question is how will they build their lives back and come to terms to with what has happened to them. This will leave a strong mark on their psyche, their emotional, mental and physical state.

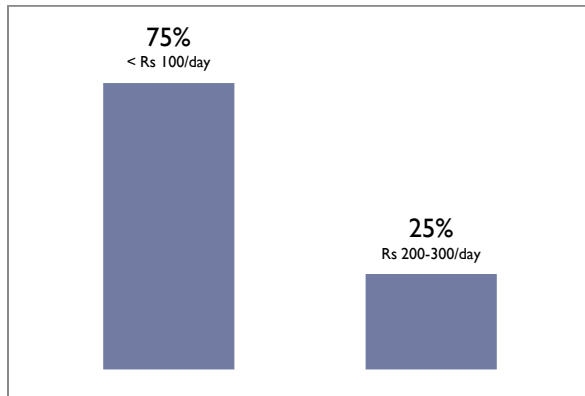
How Much Time Does He/She Spend At Work?



Of the 15 children who had dropped out of school, 73 per cent (11) were idle and so could not answer the question since it was irrelevant to them, 13 per cent (2) said they spent close to 1-5 hours a day at work, seven per cent said they spent close to 6-10 hours at work, while seven per cent said they spent 11-15 hours at work. For most, however, it was going to be a different situation all together, and to be seen what to look at different kinds of skill sets for the

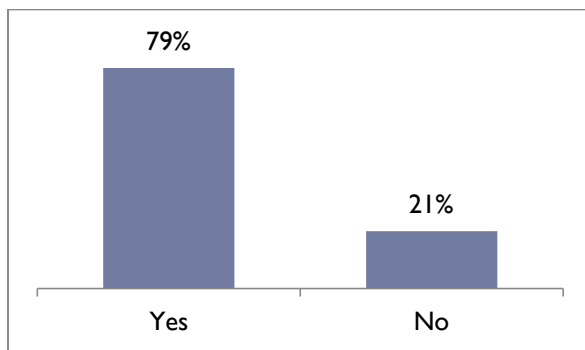
rehabilitation of these children, especially those who were still idle at home.

How Much Do They Earn?



Of the four children currently employed as child labour, 75 per cent (3) employed children said they earned less than Rs 100 per day and 25 per cent (1) said s/he earned between Rs 200-300 per day. Overall, nine children were gainfully employed while five were idle at home.

Do You Want Your Child To Go Back To School?



79 per cent (529) respondents said they wanted to see their children back in school;

21 per cent (137) said they did not want their children to go to work because of:

- Poverty
- Decline in family income
- Parents wanted their children learn a skill which would help in employment
- Lack of interest in children’s education

Suggestions For Children Not Going To School After The Flood To Facilitate Their Education?

Local communities see provision of education as a top priority even in emergencies. Children and parents have both expressed an urgency in continuing schooling, even though clearly the already under-resourced communities can barely cope. And while communities were able to establish some type of education (like tuition classes, for example), they struggled to maintain or enhance these efforts without outside assistance.

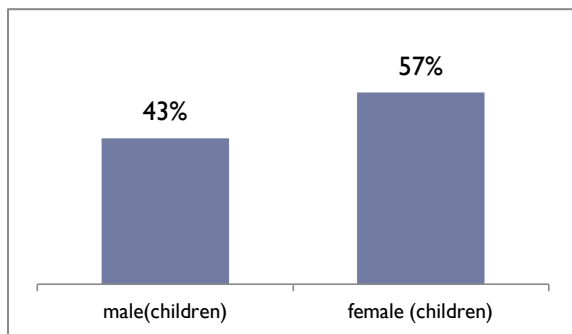
However, when children themselves prioritize education as a part of emergency assistance, it should become a powerful reason for including it in our response. This was why most respondents said they wanted to continue going to school - to salvage their future. This was also one reason

why there was so much emphasis on distribution of textbooks, uniforms and learning material.

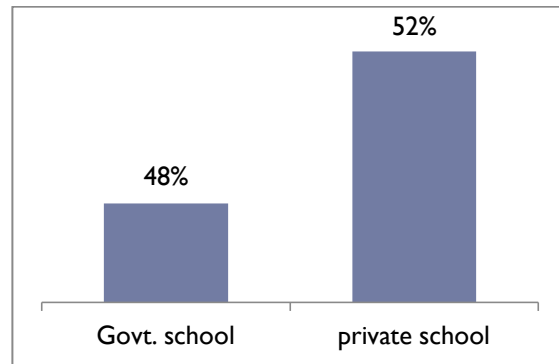
Surprisingly, many respondents voiced the opinion that schools should not break for vacations and instead use the time lost to floods to cover the syllabi. They were also very clear that exams should be held on time so that they could go to school regularly.

Another interesting point was instituting special scholarships for fee concessions for children affected by the floods to help them families cope with the added financial burden of rebuilding their homes, loss of livelihoods **and** paying for the fees and tuition classes of their children. Because playgrounds and parks had been damaged or washed away, children were particularly keen to have these spaces restored as soon as possible.

Children (< 18 Years) Presently Going To School: 666



Of the total number of respondents (666), 43 per cent (119) were male and 57 per cent (156) female.

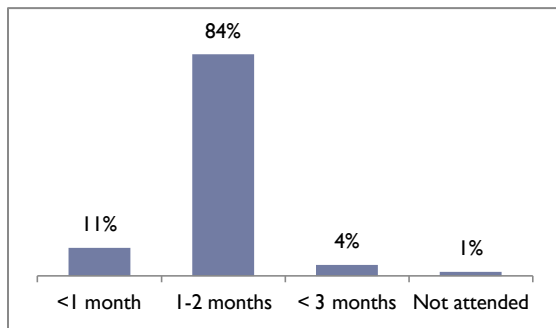


The growing preference for private schools in the district is indicative of a willingness to invest in a child’s education by parents who very often are themselves illiterate. This preference for private schools is, however, not necessarily reflective of the quality of public schooling.

In keeping with this trend, it was not surprising to find 52 per cent (343) children attended private school while a marginally smaller number - 48 per cent (323) - attended government school. As a rule, families here have always preferred their children attend private schools rather than government schools, based on the perception that facilities and teaching in private schools was better than in government schools, and thus worth the large sums of fees charged by these

schools. This preference for private education is also not just because of the clear failure of government schools to deliver on basic achievements in learning, but also mirrors growing urbanisation and increase in wealth.

After The Flood, How Long Did Children Spend At Home Before Going Back To School?



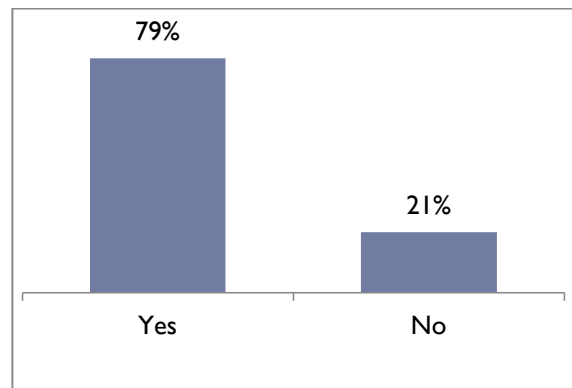
On an average, 84 per cent (557) children spent 1-2 months at home after the floods before re-joining school; 11 per cent (71) spent less than one month at home, four per cent (28) spent less than three months and only one per cent (10) said they had not yet attended school. The relatively low numbers is indicative of the importance students and families attach to continuing their education.

Overall, almost 95 per cent children were already back in schools in a period of two months after the flood, which is a very remarkable number and speaks volumes of the determination of parents, teachers and students to normalize education at the earliest.

Did You Change Your Child's School After The Flood? If Yes, Why?

No respondent had changed school after the flood.

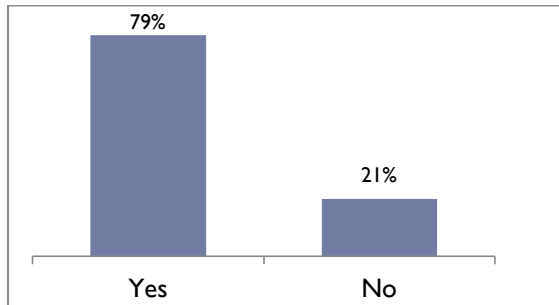
Have You Been Able To Ensure That Children Have Received Textbooks And Uniforms?



textbooks offer not merely factual information but also interactive spaces for children. In survey after survey and interview after interview, students, teachers and parents have bemoaned the loss of school textbooks in the flood and its effect on children's overall performance in their studies.

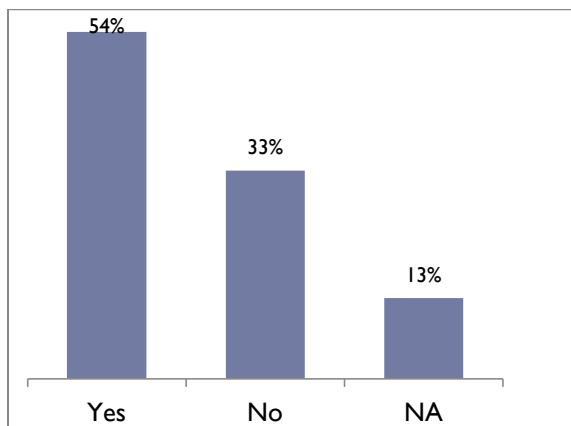
70 per cent (529) respondents said had been able to ensure that children had received their textbooks and uniforms; 21 per cent (137) said they had not been able to do so. This maybe because textbooks and uniforms were either in short supply in their areas or because the family was financially constrained.

Have You Been Able To Pay Their School Fees Regularly? If Not, Why?



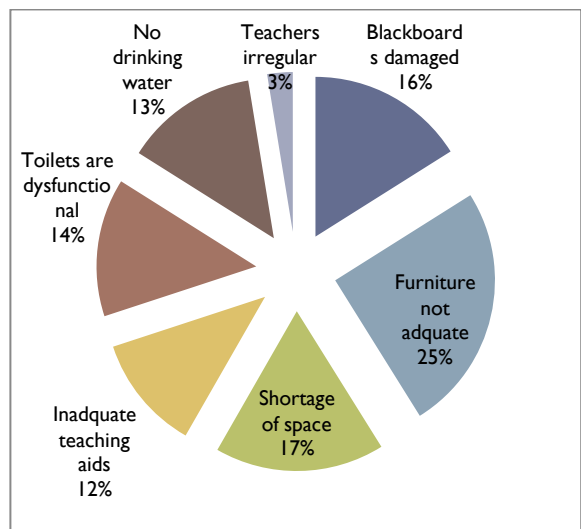
79 per cent (529) respondent said they had been able to pay their children’s school fees regularly and 21 per cent (137) said they were not able to do so. The fact that many were not able to pay school fees regularly could, unfortunately, be a pointer to the duress families were in as a result of rebuilding their homes and taking care of more pressing family priorities.

Is The Present School Your Child Is Studying In Fully Functional?



54 per cent (150) respondents said the school their children were attending was fully functional; 33 per cent (90) did not feel so while for 13 per cent (35) the question was not relevant at the point of time.

If Not Fully Functional, Why?



Respondents who reported that schools were not fully functional did so for the following reasons:

- 17 per cent said there was overcrowding because of shortage of space due to damage to the school building
- 25 per cent felt because of flood water damage, the furniture in classrooms was currently not adequate to seat all the students;
- 16 per cent said even the blackboards had been damaged

- 12 per cent said teaching aids/facilities were damaged and not replaced
- Three per cent felt teacher absenteeism was an issue, though to be fair to the teachers, many were themselves struggling with damaged/destroyed homes; this also led to teachers being irregular to schools
- 14 per cent felt basic infrastructure like toilets were still dysfunctional
- 13 per cent felt drinking water facilities were still dysfunctional

Any Other Difficulty That Your Child/Children Face At School?

Many parents said that schools were still very unhygienic and children complained of falling prey to diseases & infections; there was no electricity supply, the school library was still non-functional and, in many instances, the villagers were still using schools to keep their livestock.

Also, many schools had lost important documents, as a result of which there were no records of the students' progress and other vital documentation.

Not just the records, the floods has also damaged books and other school material, much of it beyond salvage, which had a direct bearing on

the children's studies. Even the Mid Day Meals were not being served in schools yet, the seating arrangements were still unsatisfactory given the loss of classroom furniture, playgrounds were still unusable and teachers were irregular to schools.

Many children felt schools were needlessly pressurizing them to pay fees when their families obviously could not afford to do so.

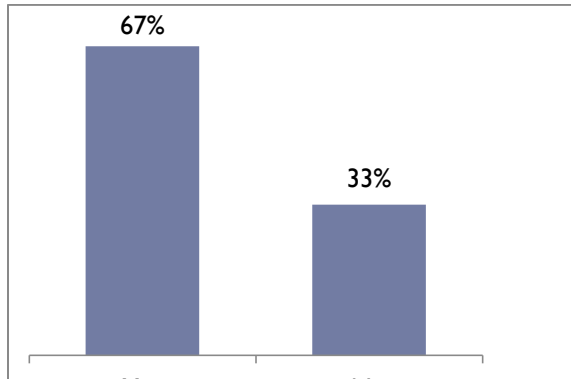
The children were also very confused about preparing for examinations for two classes simultaneously and were upset that the examinations had been delayed.

In some instances, the first floor of the school had been damaged by the floods, and young children faced problems climbing the stairs to the upper floors of the school.

Many children also had been traumatised and feared a recurrence of the floods and thus could not concentrate on their studies.

As a result, many still continued to be absent or irregular to school. In instances wherein the school had been shifted to the local mosque, for some it had only increased the distance they had to travel to reach school, especially given the poor road connectivity.

Do You Send Your Child For Tuitions?



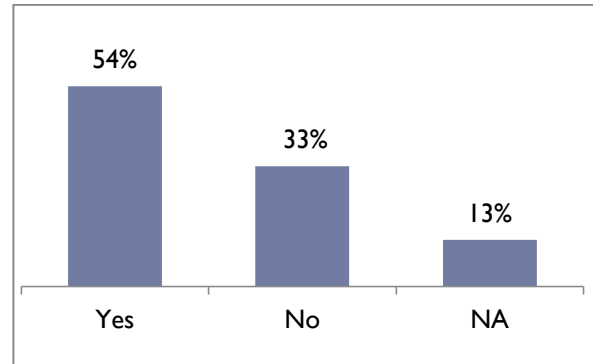
A large number of parents - 67 per cent (448) - conceded that they sent their children to tuitions, and 33 per cent (218) said they did not.

Most parents, despite difficult circumstances, wanted to give their children any advantage they could in terms of their education, despite, as the next chart shows, tuitions being a financial drain on most, especially under the current circumstances.

Also, tuitions also were vital (at least in the aftermath of the floods) as a remedial class for children who had been forced to take long breaks from regular classes because of various circumstances explained earlier.

Thus, even children who were not attending tuition classes earlier were forced to resort to tuitions to help them cover their syllabus or serve as a remedial class.

If Yes, Are Tuitions A Financial Burden On You?



The triangular relationship between high-speed classroom teaching, heavy homework and private tuition, which is a major source of stress for children here, is also responsible for the financial predicament most parents find themselves in after the flood.

For 54 per cent (150) respondents, tuitions were a financial strain on their already-over stretched financial resources, while 33 per cent (90) said tuitions were not a financial burden on them; for 13 per cent (35) respondents, the question was not of significance since they had yet to rejoin school. As explained above, even the poorest were hard pressed to arrange for funds to pay for their children's tuition fees, come what may, though few would balk at this expenses unless they had their backs to the wall. Furthermore, what is often ignored in this situation is the stress a student faces as he/she is often forced to attend both coaching classes and school simultaneously,

thus facing pressure from parents, school teachers and tutors alike.

How Do You Cope With This Additional Financial Burden?

For many, it was an end game by itself- there was no scope for another option but to pay for the tuition fees, come what may. This reflects the desperation of parents as they despaired to put together their meagre resources to meet the cost of tutoring their children.

For many, its cost to the family as a whole in terms of reduced money available for more important expenses like food, clothing, transport, energy costs (electricity, petrol, gas etc.), and other expenses took a back seat, if necessary to be met through loans, credit, sale of family assets and so on.

Many parents felt that the floods had weakened their children's ability to study, and so they felt they had to arrange for the fees 'any how' so they could 'compete well', even though the duress of the floods had weakened their ability to pay for the extra expenses.

Many parents said while they wanted to, they were not able to pay regularly; it had become difficult to pay for the tuitions due to their lessened incomes and most did so by cutting

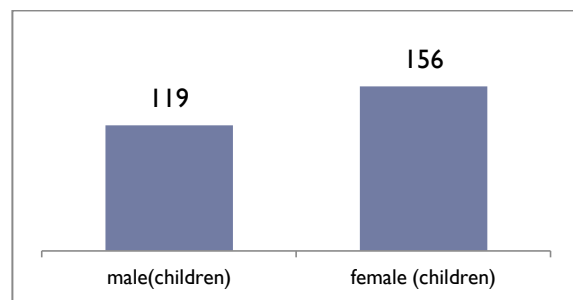
corners in their domestic expenses. Sometimes, both parents were working hard to pay for school /tuition fees. Some parents had gone to the extent of taking money on credit from friends, neighbours and relatives and were paying them back in installments; in some instances, parents were able to pay for the fees of only one child while the others stayed at home because their father was out of work! If there were elder siblings, they contributed to sharing the fee expense.

Sometimes, the students themselves did odd jobs after school hours to earn some extra money to manage the fees.

In some households, parents had put up extra rooms on rent to pay for the fees or did overtime or held more than one job to earn extra money.

CHILD SECTION

Number Of Children Interviewed: 275

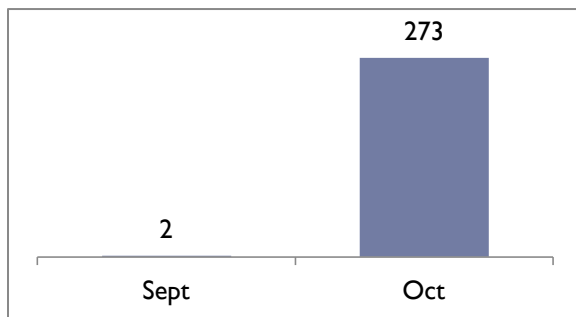


Of the total number of children surveyed, 43 per cent (119) were male and 57 per cent (156) female.

*Were You Going To School Before The Floods?
If Yes, In Which Class Were You Studying?*

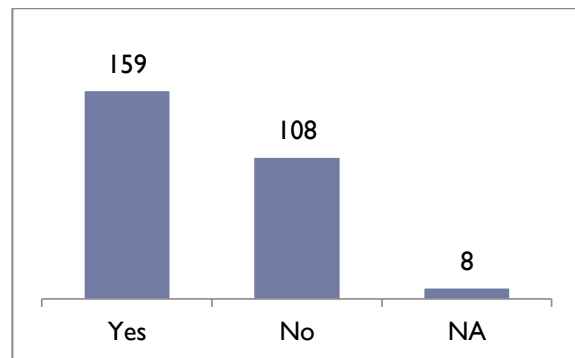
All children said they were school going.

Which Month Did You Last Attend School?



The floods occurred around September 5th, 2014; not surprisingly, 99 per cent (273) children said they were able to resume school in the month of October; only one per cent (2) children said they had resumed schooling in September 2014. Thus, all the children were back in school within a month of the floods, i.e. by October, 2014.

Do You Have Regular Teachers For Each Subject At School?

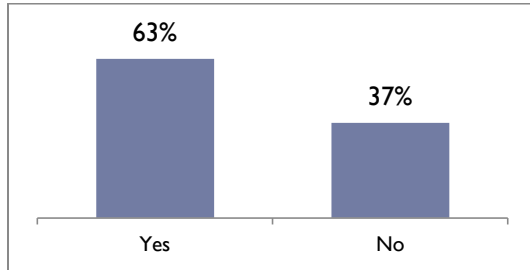


58 per cent (159) students said they had regular teachers for each subject at school, while 39 per cent (108) said they did not and for three per cent (8) the question of not relevant.

The floods took a major toll on education, as reiterated earlier. Many schools had opened their doors as evacuation centres / shelters for displaced families, while other schools remained flooded or damaged in the aftermath of the floods. Many of the students' homes and belongings were damaged or destroyed, and even after weeks of cleaning out the mud and draining the water, most homes still remained a mess.

This was particularly ominous given the approaching winter season. But the Department of Education had joined hands with non-governmental organisations to get schools back up and running as quickly as possible so as to restore a sense of normalcy for students.

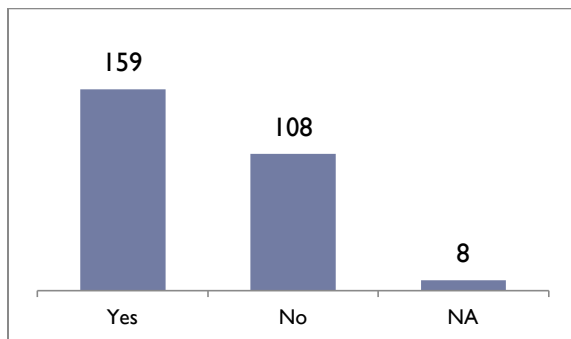
Do You Have Proper Books/Uniform For School?



63 per cent respondents had access to proper books and uniforms; it can be surmised that the remaining 37 per cent who did not would also do so as supply lines were re-established and restoration of schools improved.

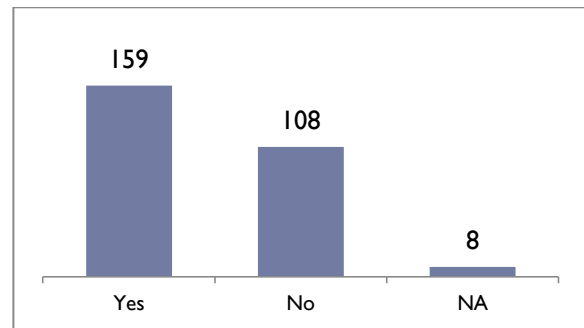
However, since these issues could still take time, it would be prudent of authorities to ensure that students at least have access to a reasonable number of books and uniforms to be able to attend school.

If No, Do You Face Pressure From School For Proper/ New Uniform?



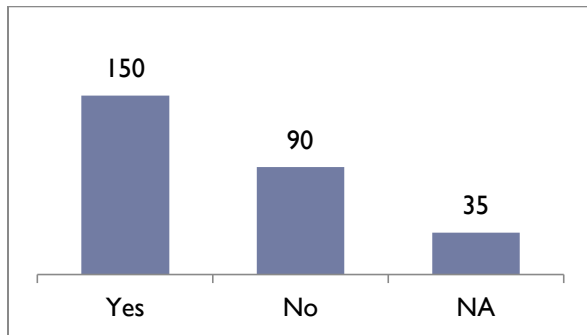
58 per cent (159) respondents said they were under pressure from school authorities to wear proper uniforms to schools, while three per cent (8) were those respondents who had yet to return to school or had never been in school; 39 per cent (108) respondents said they were under no pressure to wear proper uniforms to school.

If No, Do You Face Pressure From Peers For Proper/ New Uniform?



58 per cent (159) respondents said they were under pressure from school authorities to wear proper uniforms to schools, while three per cent (8) were those respondents who had yet to return to school or had never been in school; 39 per cent (108) respondents said they were under no pressure to wear proper uniforms to school.

Do You Get Mid-Day Meals At School After The Flood?



54 per cent (150) respondents said they were receiving MDM after the floods in their schools, while 33 per cent (90) respondents said they were not; 13 per cent respondents said they yet to join school or had never received any MDM even before the floods.

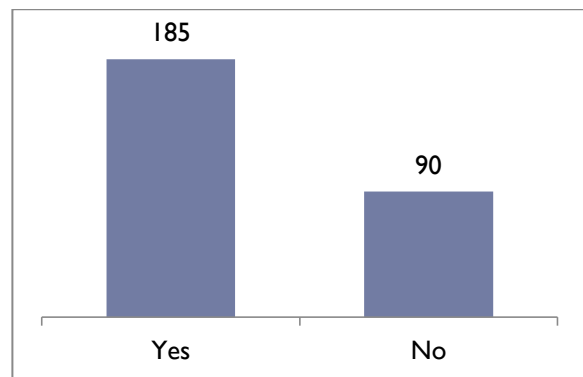
The MDM free lunch is often the children's only meal of the day. Given poor roads and transport conditions in these areas because of the flood, the delivery of fresh food has become a problem.

Many children may have reported non-resumption of MDM in their schools because they are not attending school themselves; another factor could be interruption in MDM supplies like food grains, fruits and vegetables, unavailability of teachers, and unavailability of cooking medium like gas, kerosene etc.

However, since the Mid Day Meal Program is aimed at providing one meal out of the three

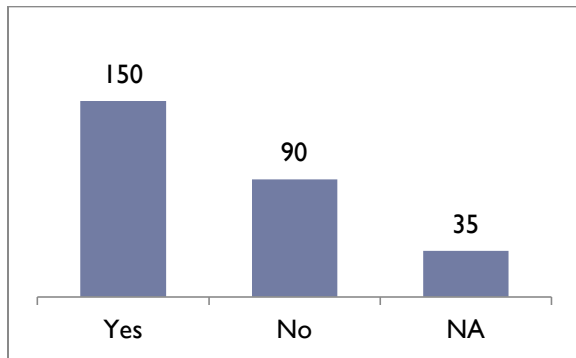
meals for a child in the school and at least one third of the calories and half of the protein RDA per child per day, urgent efforts should be made – especially in vulnerable/socio-economically disadvantaged communities - to operationalise MDM to fill the nutrient gap that exists in the diets of children.

Has Quality Of MDM Meal Changed After The Flood?



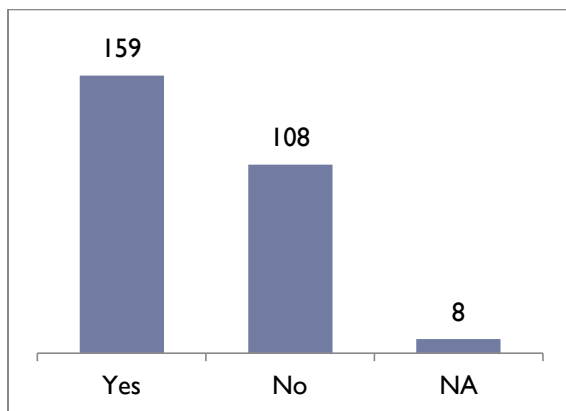
67 per cent (185) respondents said the quality of MDM meals had changed after the flood and 33 per cent (90) respondents felt to the contrary.

How Many Students In Your Class Attend School After The Flood



54 per cent (150) respondents said their classmates have started attending school after the flood, 33 per cent (90) said many had not joined classes yet and 13 per cent (35) found the question irrelevant to them because they had never been in school before or after the flood.

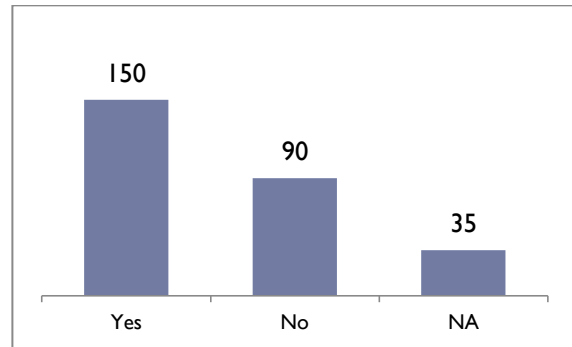
Do You Like Going To School After The Flood?



58 per cent (159) respondents said they liked going to school post the flood, while 39 per cent (108) said they did not. It is expected that with the post flood rebuilding effort becoming more

vigorous and effective, more and more children would be encouraged to go back to school.

Did Your School Provide Co-Curricular or Recreational Activities After Floods?



54 per cent (150) respondents said their schools provided for co-curricular/recreational activities after the flood, whereas 33 per cent (90) said this was not so; 13 per cent (35) respondents found the question irrelevant to them because they had never been in school before or after the flood. It can be assumed that most schools were not able to provide for co-curricular/recreational activities after the flood since schools were still reeling from damaged infrastructure, loss of equipment and absence of teachers and inundated playgrounds.

If Yes, What Kind Of Activity(S)?

Typical sports and recreational activities included football, cricket, badminton, skipping, boxing,

martial arts, carom, ring, slides, kho-kho, school races, see-saw's, daily exercises, swimming, etc.

Do You Feel Your School Environment Has Become Tense After Flood?

Many respondents felt that after the floods, the focus on learning should be on what is realistic and important for a child to learn rather than exclusively using the framework of a detailed state curriculum, especially in the light of the fact that teachers, students and parents - all lacked interest in education because the floods had destroyed everything, classrooms had been damaged and were unhygienic, infrastructure damaged and there was wide-spread overcrowding in classrooms.

Many felt that particularly after the floods, teachers had become more irregular, attendance had fallen, most students did not have text or note books, there was no morning assembly and no recreational facilities available in schools.

Many students were in need of psychosocial support in view of the trauma caused by the sudden and unexpected floods that had devastated their homes, villages and schools and thrown all normal routine out of gear.

The major challenges are cleaning the classrooms, pumping of stagnant water and debris cleaning and disposal. Many respondents, expectedly, complained of damaged infrastructure, unhygienic school conditions (broken/dysfunctional toilets and drinking water supply) and bad odour from classrooms which may not be sufficiently cleared of flood debris and the like.

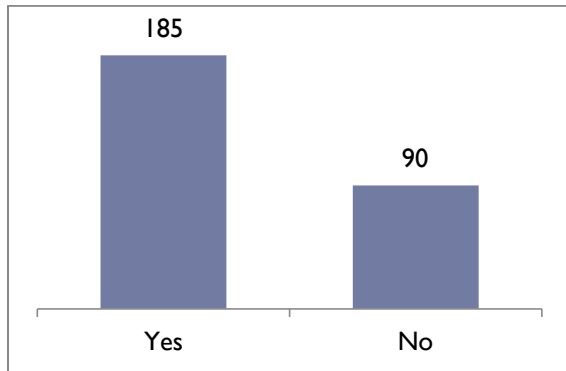
Some respondents also spoke of 'fear' from recurrent flooding episodes leading to 'depression', indicating a need for appropriate physical, cognitive and psychosocial support in school and family situations.

Children have informed that schools are closed as they are being used as shelter and children are unable to attend due to inaccessibility of roads; almost all children in assessed areas reported they had lost education material such as text books, note books and school bags, uniforms etc.

Most children reported that the Mid Day Meal had been stopped as schools were defunct, which has a huge bearing on the nutritional status of these children. Children also reported that Teaching Learning Materials, teaching aids etc. were either wet/washed out and thus not useful. Others reported that classes were running in temporary spaces due to full or partial damage to

school buildings, while some also reported that relief camps were running in schools.

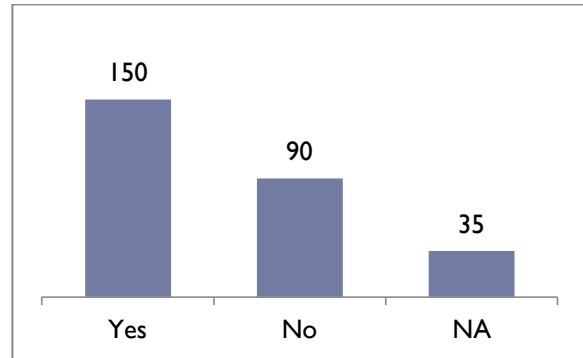
Are Your Fee Dues Clear?



67 per cent (185) respondents said they had paid their school dues while only 33 per cent (90) expressed their inability to do so.

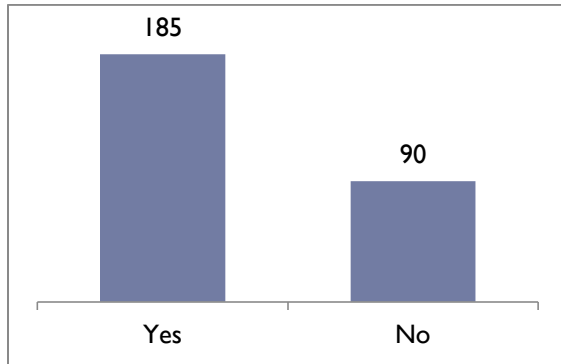
This situation could be reflective of the finances of many a parent being under duress, leading to their inability to pay school dues. However, it can be assumed that with time, the situation would ease for most parents (though possibly not for all), and the percentage of children being able to clear their school due would consequently rise.

Do Your School Authorities Pressurize You For Clearing Dues?



54 per cent respondents answered yes when asked if they were being pressurised into paying school dues, while 33 per cent said it was not so; 13 per cent respondents found the question irrelevant to them because they had never been in school before or after the flood. It must be emphasised that to some extent, schools could be demanding that students deposit their fees regularly since they would need to be financially viable to undertake rebuilding of damaged school infrastructure, replacing lost teaching-learning material, textbooks, school records, classroom furniture, teachers' salaries and the like. For most schools, undertaking rebuilding of school infrastructure would be a major financial burden most would be unprepared for. However, while it may be legitimate, therefore, for schools to demand school fees from their students, it should be ensured that this does not translate into unreasonable pressure on the students and/or their families given the fact that most would be struggling to make ends meet.

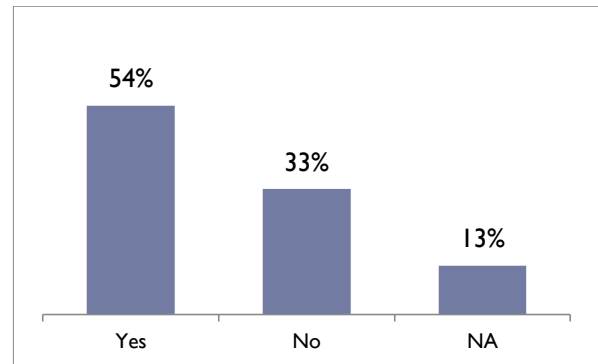
Do You Take Tuitions?



67 per cent (185) respondents said they attended tuition classes while 33 per cent (90) said they did not do so.

The fact that a large proportion of respondents were attending tuition classes despite the constraints of weather, financial stress at home (due to partially or wholly damaged homes, ill health or loss of livelihoods) and irregular classes at school points to the importance education is given in most families. Also, because of exceptional circumstances created by the floods, most students looked at tuition classes as a way to keep up with their lessons and serve as a ‘remedial’ class for syllabi not covered due to shutting down of schools.

If Yes, Do You Pay For Tuitions?



54 per cent respondents said their parents paid for the tuition classes and 33 per cent said no.

Do You Have Any Suggestions For Improving The School?

That there was urgency amongst families and students that schools be reopened as early as possible there is no doubt. Many children were of the opinion that mid-day meal programme was up and running in their schools, ICDS centres were functional to provide necessary nutritional support to children, infants and mothers and also to ensure primary/play education, and that schools were reopened/restored as soon as possible. Apart from these priorities, many respondents expressed the desire to have more and better playgrounds, provision for free books and uniforms and a deferment or concession in payment of school fees, scholarships for those in need and ensuring regular attendance of teachers.

ANANTNAG

Affected

- 78 per cent said their houses had been partially
- 33 per cent had not started to repair their homes
- 54 per cent said floods had impacted adversely on their family income
- 54 per cent said drop in incomes has forced their children into child labour
- Of the children not going to school 73 per cent were idle and 27 per cent engaged in child labour
- 52 per cent children attended private schools, 48 per cent attended government schools
- 84 per cent children spent 1-2 months at home after the flood before re-joining school

District Anantnag: Numbers At A Glance

- 79 per cent parents were able to ensure children received their textbooks and uniforms
 - 79 per cent parents were able to pay their children's school fees
 - 54 per cent said their children's school was functional
 - For 54 per cent, tuitions were a financial strain
 - 33 per cent said they were not receiving any MDM after the flood in their
 - 54 per cent said most of their classmates had rejoined school after the floods
- Temporary*
- 98 per cent reported homes that were fully damaged
- 73 per cent said they were not working on the repair of their damaged homes
 - 95 per cent said the flood had impacted their incomes and livelihoods significantly
 - Of the children not going to school, 37 per cent left studies due to the flood
 - 48 per cent were studying in government schools and 52 per cent in private schools
 - 90 per cent children had to stay back at home for 1-2 months before re-joining school
 - 68 per cent said they were able to pay school fees regularly
 - 87 per cent said they were not receiving any MDM after the flood in their schools
 - 61 per cent said their classmates had not rejoined school after the flood
-

- 61 per cent said they liked going to school post the flood
- 11 per cent said their schools provided for co-curricular/recreational activities after the

ICDS

Sample size: 7 ICDS Centres

- Attendance dropped from 225 children before the flood to 176 children after the flood
- 29 per cent AWCs reported partial damage to infrastructure. 71 per cent AWCs were completely destroyed
- 71 per cent AWCs reported complete loss of supplies/equipment; 29 per cent reported partial damage
- 29 per cent AWCs were yet to resume services

- Number of children enrolled in schools before flood:694; After floods: 600; None attended school after the flood
- 100 per cent teachers reported partial damage to school infrastructure
- 33 per cent reported partial damage to kitchen equipment
- 33 per cent said they did not receive MDM supplies from any government agency after the flood
- 33 percent teachers reported they were struggling to meet teacher shortages
- 34 per cent said they were forced to take extra classes to make up for lost teaching time

Teacher

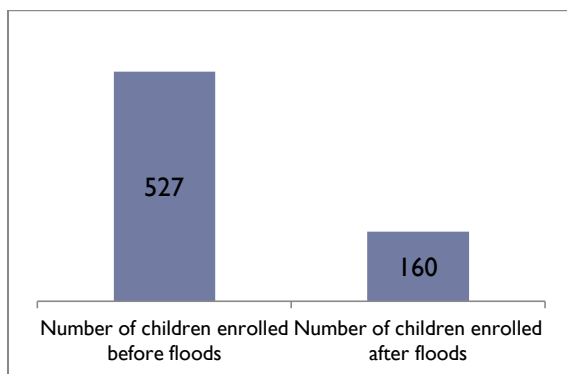
Sample size: 3

District Srinagar

ICDS WORKER

Sample Size-18

*Number Of Children Enrolled In Center Before
Flood: 527; Number Of Children Coming To Center
After Flood: 160*



The number of children coming to the ICDS centre before the flood was 527; this number was reported to be 160 after the flood, a decrease of 367 children.

This is a very significant drop and has consequences for the immediate and future health of young children, infants and expecting and nursing mothers in light of the fact that the two main components for the Supplementary Nutrition Programme (SNP) are hot cooked meals for three to six year olds, and take-home rations (THR) for pregnant and lactating mothers and children younger than three.

Effect Of Flood On ICDS Centres

Infrastructure

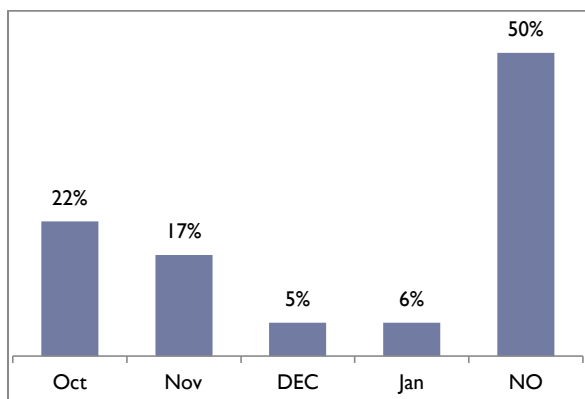
72 per cent ICDS centres were reported to have not been damaged while 28 per cent were reported to have been partially damaged. None, significantly for the beneficiaries, were completely destroyed, thus holding out the possibility of early resumption of services.

ICDS Supplies/Utensils

72 per cent (13) ICDS centres reported that supplies and equipment had not been damaged while 28 per cent (5) reported that their supplies and equipment had only been partially damaged. In many instances, ICDS centres had distributed their supplies as relief material for those who had

been severely affected by the flood, or had had to discard supplies completely contaminated by flood waters.

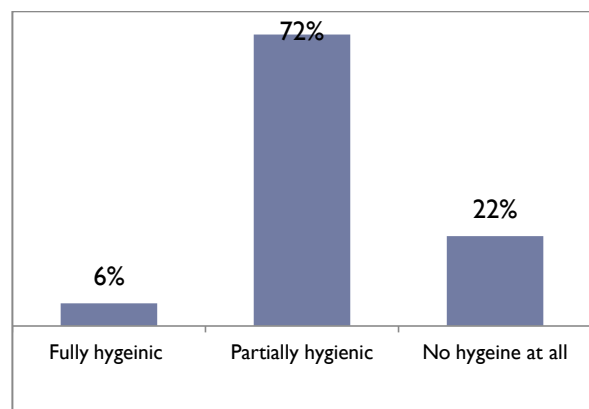
Re-Starting Work



50 per cent ICDS centres had not started functioning when this survey was conducted; however, 22 per cent had started functioning by October, 2014; 17 per cent by November; five per cent by December 2014; six per cent by January, 2015.

Thus, in about a quarter after the floods, almost fifty per cent of ICDS centers had begun functioning in their areas, in the process offering at least a minimum bouquet of vital services like immunization for all children less than 6 years of age; supplementary nutrition to children below 6 years of age and supplementary nutrition to women who are pregnant and nursing, especially from socially excluded or disadvantaged communities.

Hygiene Level Of Centres After Flood

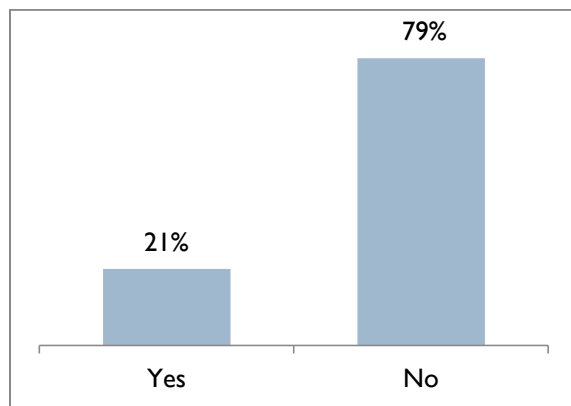


As expected, the range of vulnerability among the respondents was very wide and thus the ability of individuals to adapt to the floods was not uniform across the population. The results show that some groups like nursing mothers, pregnant women, infants and young children are more prone to suffering in the context of the magnitude of the flood.

A very small number of AWCs – six per cent – reported their premises were fully hygienic since they had cleared the debris and other flood residue, a majority of AWCs - 72 per cent- reported their premises were only partially

hygienic, while a still-significantly large number - 22 per cent- reported premises which were not hygienic at all, with problems like non-functional toilets and drinking water supply, a cause for concern from the perspective of health of women and children .

Did Your Centre Procure New Utensils/Supplies After The Flood? If Yes, How?



Only 21 per cent AWC reported having bought new supplies or equipment and/or replenished supplies/equipment lost or damaged in the floods, while a majority of AWCs – 79 per cent- had not either done so or not been able to do so.

This could be for various reasons, including blocked roads, bad weather, lack of supplies, etc. Anganwadi workers are aware of children’s individual interests and strengths and engage with them through a rich variety of learning experiences. AWCs are where parents come, meet, interact and seek information regarding

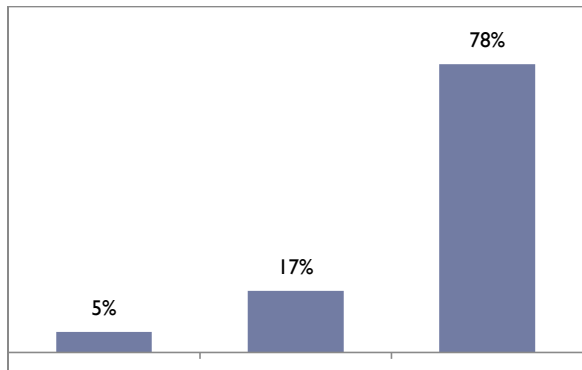
mother and child health and development, and, more importantly, view it as an important preparatory ground to sending their children to regular schools after the preschool years.



It is also crucial in supporting mothers – especially those from socially excluded and disadvantaged communities (say, working in fields for a livelihood) - whose children otherwise face a deluge of problems ranging from disease, lack of education, lack of hygiene, illness, etc. leading to high infant and maternal mortality.

With AWCs not functioning with adequate stocks, there is a very real risk of these issues getting accentuated in the long run.

Supplies From Government After The Flood?



Amaan (name changed), a seven year old boy from Qamarwari area, is a class 1st student who suffers from a condition in his legs since birth.

He has been operated upon five times; his father, a fruit seller by profession, is keen to education Amaan and his three daughters.

Amaan's family lost most of their belongings in the September 2014 flood. Financial woes are affecting his education; he is also suffering from depression, low self confidence and weakness. Children like Amaan, who were already struggling to complete studies, are waiting for some miracle to happen so that they can re-start their studies.

While there are schools equipped with aids to promote the enrollment and retention of children with special needs, in reality children like Amaan, who is neither registered under the CWSN program nor receives any benefit as a Child With Special Needs, (CWSN).

He is still not getting the help he needs and his parents do not know how.

78 per cent AWCs reported receiving no supplies/equipment from the Government after

the flood, 17 per cent said supplies were irregular and only five per cent said supplies were regular.

Two significant observations can be drawn about irregular supplies: one, Government line departments/agencies responsible for ensuring smooth functioning of ICDS Centers (like Department of Women and Child Development, Department of Food and Civil Supplies) were caught up in reconstruction work themselves and thus had little time for resupplying AWCs or reimbursing AWWs for expenses made.

Secondly, AWC seemingly were not on the priority list of the Government in terms of rebuilding and restoration yet; in other words, they did not have the 'attention' of the Government in the chaos following the floods. However, it would be prudent to point out that a crucial reason why AWCs were not supplied or under supplied was also because the AWW and Helpers themselves had been affected by the floods, their homes or the homes of their family and friends damaged or destroyed; as a result, it would be unreasonable to expect them to continue running the AWCs under their charge.

This was why many AWCs were either unmanned or suffering from lack of adequate supplies. Similarly, some AWCs had voluntarily destroyed or discarded old, damaged or contaminated supplies like biscuits, foodgrains

and other perishables-even rusted utensils in some instances-so as to avoid serving any contaminated food to the children. In some instances, the supplies in AWCs were even distributed as relief material to families in need.

Are You Facing Any Other Difficulty In Running Of Anganwadi Center Post Flood?

The people of Jammu and Kashmir last September (2014) witnessed one of the most disastrous flood in the history of the state. A great part of Srinagar was transformed into a huge lake. Many parts of Srinagar had over 20 feet of water, with between 1 to 2 floors of buildings under water for several days. Like any other natural calamity, a majority of vital roads were submerged, communication, transport and health services were paralysed. Significant infrastructure was either disabled or destroyed. Hospitals, schools, shops and local administrative units have also been badly affected by significant damage, and thousands of businesses have lost everything they owned.

Under the circumstances, it was not unusual for respondents to report critical breaks in supplies, lines of communication and complete or partial destruction of property and infrastructure like AWCs, homes, health centres and the like.

The most common problems reported by respondents in this survey included:

- Destruction/damage to vital infrastructure like roads, bridges etc in the district, which impacted service delivery of AWC in the district as also movement of people from homes to AWCs to avail services
- In many instances, AWCs were either wholly or partially damaged, leading to disruption- even if temporarily- in service delivery. This meant a looming threat of malnutrition due to acute food shortage, lack of targeted food assistance to most vulnerable children and lactating or pregnant mothers, lack of pre-schooling, etc.
- Many AWCs were in very unhygienic state, with most supplies and equipment either lost or destroyed and the premises covered with flood debris.
- Even critical items like furniture, windows, doors etc. were destroyed or damaged
- There were no kitchen utensils available in most AWCs

- Supplies to AWCs were severely curtailed by concerned department/s after the floods; even items like cooking oil were not supplied to AWCs nor were AWWs reimbursed for expenses made.
- Similarly, there were no charts, white boards or toys available for children at AWC

General Impact Of Flood On Health Of Children In Locality?

Out of 18 centers, five centers reported there was no visible impact of the flood on the health of children, while 13 centers reported children suffering from fever, skin infections and allergy amongst the children.

Generally, children complained of infections like chest infections, cold, flu, influenza, fever, etc.

Checkups by doctors who visited ICDS centers reported children with fever; some children were referred to Jawahar Lal Nehru Memorial Hospital

for throat infections, allergies, chest infections, etc.

This only demonstrates that emergencies such as these result in loss of human lives, livestock, and livelihoods, and deterioration of health and nutrition status of the affected population. Children, women and the elderly are most vulnerable groups during the crisis period and therefore require urgent attention, some of whom also reported suffering from depression, trauma, shivering and headaches.

TEACHERS

Sample Size 14

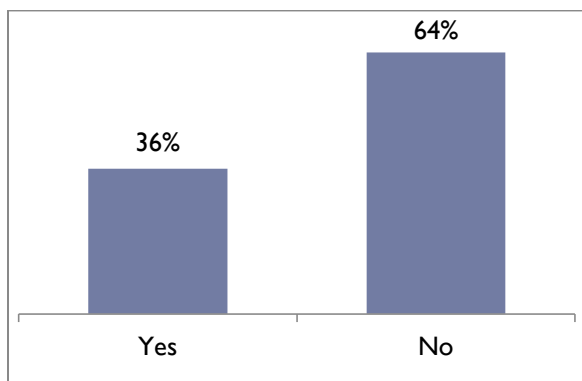
Number Of Children Enrolled In School Before The Flood:3575; Number Of Children Coming To School After The Flood: 3458

It was observed that enrolment decreased in eight schools by 117 children whilst it increased in one school and remained unchanged in the rest. The decrease in enrolment happened because of displacement of families from their homes to

other areas of the city/village or to another geography altogether.

school and, of course, children in areas affected by the flood.

Are Children Attending School Regularly?



36 per cent teachers (5) were of the opinion that children were attending school while 64 per cent (9) felt they were not. This could be because attendance in areas where damage to schools was not extensive and widespread was more or less normal post floods, whereas attendance could be thin in areas where schools had suffered extensive physical damage and where it was difficult – if not impossible- to hold classes.

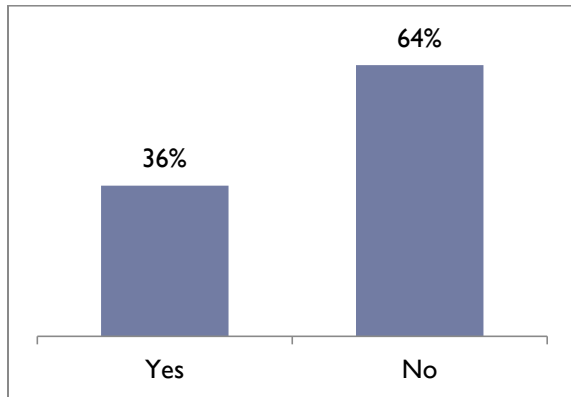
A teacher working at a local private school in Srinagar said that problems faced by children after the flood included financial problems at home, which has led to increased child labor in the area. There have been no counseling sessions or community mobilization programs after the flood. According to him, there is a likelihood the dropout rate might increase since only 30 per cent students have come back to the school after the flood.

A comprehensive school mapping exercise with the active involvement of the community and the teachers can be the only way to facilitate the preparation of a complete record of children in the habitation with relevant details for determining the support required for ensuring their access to school.

This could also be true for families-those who had been less affected were able to send their children to school without much trouble but families that had been hit hard by the floods would be struggling with finances, damaged homes to be repaired and lost livelihoods, to say the least.

It should cover children in difficult circumstances, including the children: who are homeless, without adult protection, child labour, children in scattered habitations without access to

Do You Think Child Labour Has Increased Amongst Children Of Your School Post Flood?



Post flood, judging from teachers' responses, there does seem to be a rise in the number of children employed as child labour, since 36 per cent felt there was an increase in the number of children employed as child labour, even though a large proportion - 64 per cent – felt there was no increase in cases of children employed as child labour.

Effect Of The Flood On School

Many teachers felt that the floods had totally ruined the school infrastructure like classroom furniture, records, laboratories, library, computers, teaching aids, books etc.

Many teachers said they took almost a month to start school after the flood waters had receded.

Most agreed, however, that school buildings had been extensively damaged, with walls of buildings having collapsed or cracked, furniture

damaged, electrical equipment damaged, school records destroyed, lockers and playing field equipment damaged and playgrounds inaccessible. In some cases, the fact that the school had been shifted (for example from Malpora to Chodribagh) led to great inconvenience to students since they had to travel greater distances

Of the 15 students who participated in Focus Group Discussion, 47 per cent were displaced by the flood and 13 per cent were living in rented rooms. Lack of space and constant disturbance had forced many to shift their study hours to the night. But irregular electricity and freezing temperature had made even studying in the night almost impossible.

47 per cent children said they had lost their textbooks, notebooks and other study material. A majority, mostly girls, said they had even lost their lab-work (practical) notebook to the flood, which was now impossible to recover and thus a huge setback to a whole years' effort.

The postponement of examinations to March-April, 2015, had also upset most: 40 per cent children who participated in the discussion were of the view that the government should announce mass promotions since there was no study material available with them.

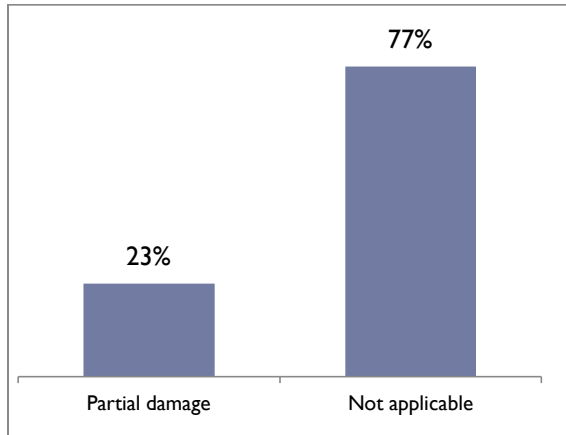
It was also seen from responses that most children were more focused on class 8th, 10th and 12th examinations and studies since they thought the Board examinations in these classes need more preparation and hard work.

In addition transport services should be provided – at least temporarily - for children

to reach school.

School Infrastructure

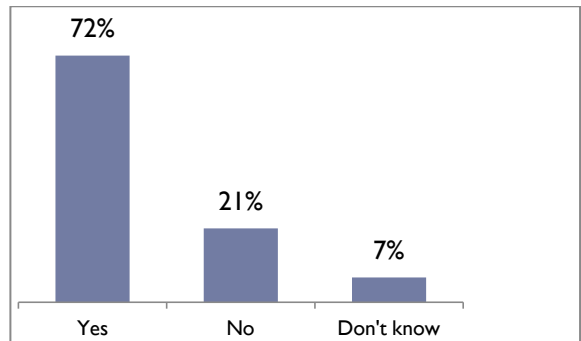
Damage To School Infrastructure



23 per cent (three) schools were reported to have suffered partial damage and 77 per cent (10) had not.

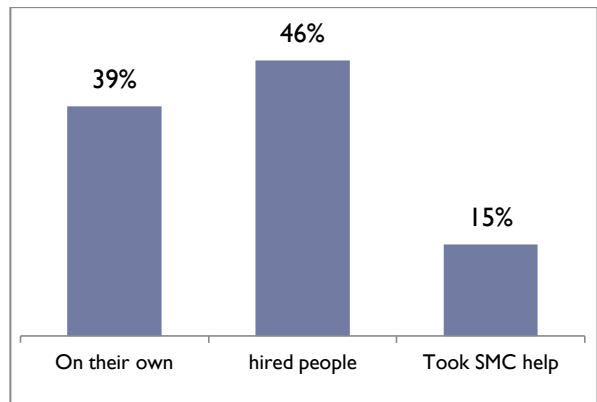
The fact that relatively lesser number of schools had suffered damage was reassuring since these schools could be expected to be functional in a reasonable amount of time, thus helping their students pick up the thread of their education without much ado.

Do You Think School Building Is Safe For Children?



Most teachers - 72 per cent- felt school buildings were safe for children; 21 per cent felt otherwise.

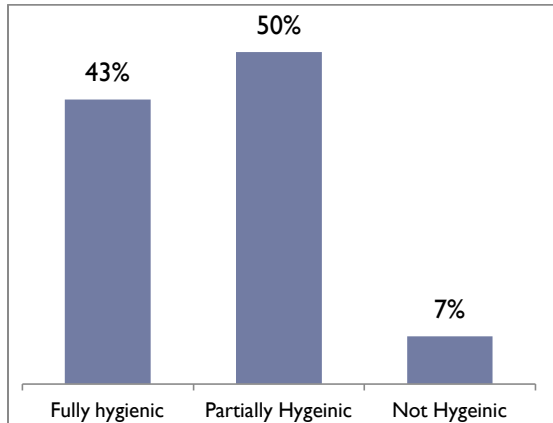
How Did School Authorities Clean School Buildings?



It comes as no surprise that almost 86 per cent schools reported they cleaned up their premises on their own or hired external help (39 per cent cleaned the schools themselves and 46 per cent hired external help); only 15 per cent took the assistance of the Srinagar Municipal Corporation (SMC) in the cleaning up process of schools.

This shows the urgency that schools accorded to WASH issues so that the educational process could be restarted in earnest.

Hygiene in Schools After The Flood

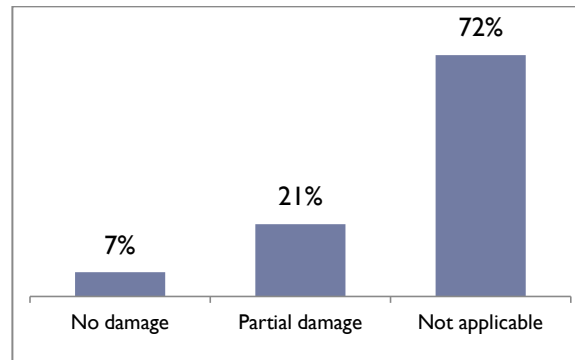


Given that schools took WASH seriously, it is not surprising, therefore, to observe that 43 per cent of the schools reported that they were fully hygienic and 50 per cent were at least partially hygienic.

Given that the rehabilitation of existing and the construction of new water points and rebuilding/repairing sanitation facilities was a priority, overall, about 93 per cent schools were either totally or partially hygienic and thus in a position to restart the educational process.

MDM Supplies/Utensils

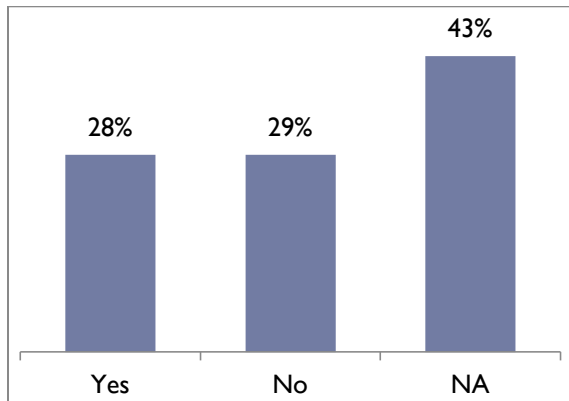
Status Of Kitchens



In all the affected districts without exception, most children, teachers and PRI members reported that the Mid Day Meal had been stopped as schools were defunct, which had a huge impact on nutritional status of children. In this survey, 72 per cent teachers could not comment on the status of the school kitchens since either they had not had an opportunity to take stock or because their school was not flood-hit; however, of those who were directly affected, seven per cent said school kitchens were not damaged while 21 reported kitchens being partially damaged. This was good news for the children of these schools, given that there is no special nutritional provision for children, as children would not have to forsake hot cooked meals in schools for very long, especially when their families were probably hard pressed to provide them a balanced and nutritious diet at home.

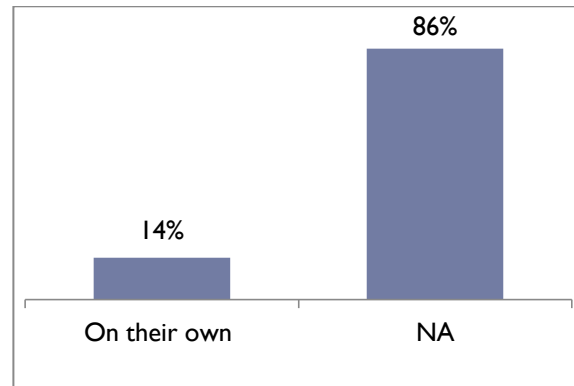
Did Your School Procure New Utensils/Supplies

After The Flood



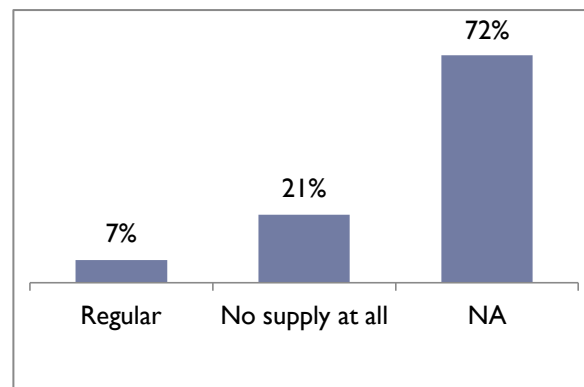
Interviews with affected families, government departments, children (through one to one interaction), focused group discussions, key informant interviews and also physical verification of assessment team went into determining the state of school kitchens as part of this survey.

28 per cent of teachers reported they had to procure new kitchen equipment and supplies for the school kitchen while only a marginally higher 29 per cent said they did not have to do so. The question was not applicable to 43 per cent respondents either because they were not directly affected by the floods or they had not been able to take stock of their school kitchens at the time of the survey.



Of those who did procure new kitchen equipment and supplies, 14 per cent had done it from their own resources, while for 86 per cent respondents, the question was not applicable to them at the time of the survey.

Did You Receive Supplies From Govt. After Flood?



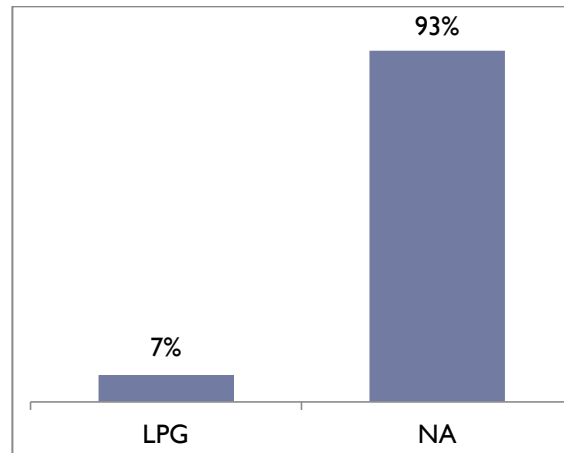
Only seven per cent teachers reported the school kitchen was receiving supplies regularly; for 21 per cent respondents, however, there was no supply at all while for 72 per cent respondents, the process of making the school kitchen

functional had not yet begun at the time of the survey and thus the question was not applicable to them.

Critically seen, there could be several causes why supplies were irregular or there were no supplies at all to schools after the floods-roads/bridges may have been washed away, leading to logistical bottlenecks; supplies were destroyed/washed away in the floods; those that remained were contaminated or were unfit for human use; the rehabilitation effort was slow off the mark and thus even slower to reach schools in far flung/remote or inaccessible areas.

But there can also be another reason why supplies were delayed or irregular to schools- for most government agencies involved in the rebuilding effort, MDM supplies were (possibly) the last thing on their minds in the overall rehabilitation/rebuilding effort. This was largely because schools were important to the relief effort only as relief distribution centres or for running relief camps, and not for restoring them quickly for the benefit of thousands of students and teachers. Children were informed that the schools were closed as they were being used as shelters; many also reported that they were unable to attend classes due to inaccessibility of roads due to flood damage.

Fuel Used For Cooking Post-Flood

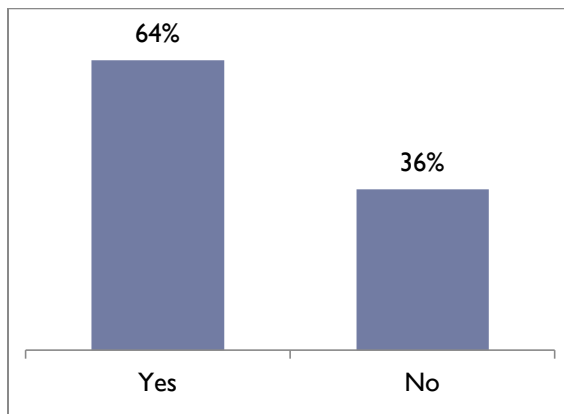


For almost all respondents- 93 per cent teachers- school kitchens were yet to be operationalised on a regular basis and thus the question of fuel supply was not applicable at the time of the survey; for those who had already begun to serve MDM meals in their schools, seven per cent used respondents used LPG for cooking.

However, it must be kept in mind that the question of fuel supply would become very significant as schools begin to resume normal functioning and school MDM meals are cooked for the students.

TEACHERS

Do All Teachers Regularly Attend School Post Flood? If No, Why? How Is Teacher Irregularity Impacting On The Teaching- Learning Process?



A large proportion of teachers – 64 per cent - reported they were regularly attending to their duties in schools after the flood, while 36 per cent (5) said they could not.

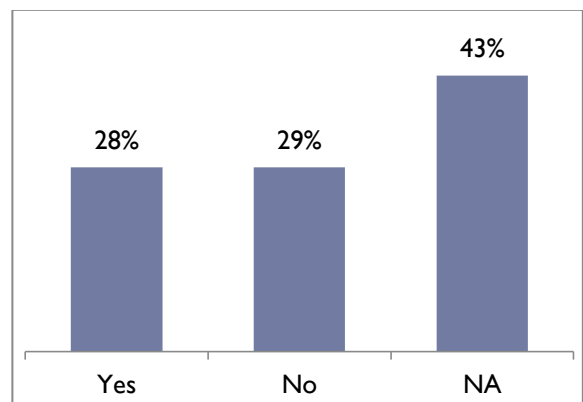
This was largely because many teachers were themselves affected by the floods and thus pre-occupied with restoring /rebuilding their homes and not in a position to attend school.

However, it must be emphasized that in the flood, it was imperative that schooling provides psychological and social support to all children, but the data shows that education continues to be not seen to be a priority in such emergencies.

As a result, we have repeated instances wherein teachers, schools and students are bemoaning constraints like limited funding (and what is available is often focused on primary education alone), staff shortages, limited institutional

capacities (private and public school system, Department of Education, etc.), issues of difficulties with access, with emphasis only on buildings and supplies over quality and content.

Do Schools Have Adequate Teaching Staff?



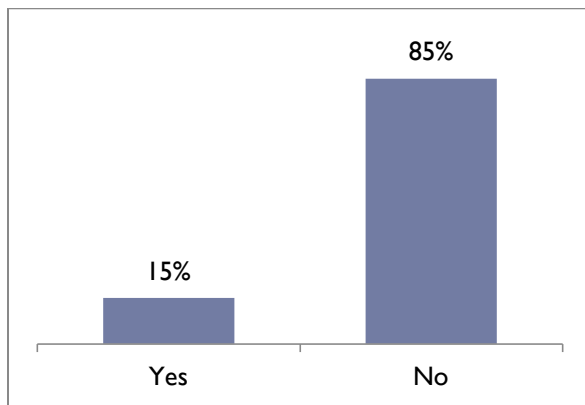
28 per cent teachers answered in the affirmative when asked about adequate staff to teach children; a marginally higher number-29 per cent- said staff was inadequate while for 43 per cent respondents, the question was not applicable since schools had not begun functioning.

In normal circumstances, this question would perhaps be not as significant but in the face of the flood emergency, when almost all of a community's children were either out of school or facing great difficulties in continuing their education – especially vulnerable groups of children like displaced children, those from minority ethnic communities, girls , etc.- it

should be a priority for all schools to quickly come up to strength so as to ensure that all children received the needed care and support during the flood.

True, homes of many a teacher were unfortunately also been damaged or destroyed, but if a plan was in place that addressed just such an emergency (the learning could have come from the earthquake calamity just three years ago), the numbers would have told a different story.

Do You Teach Extra Classes Post Flood?

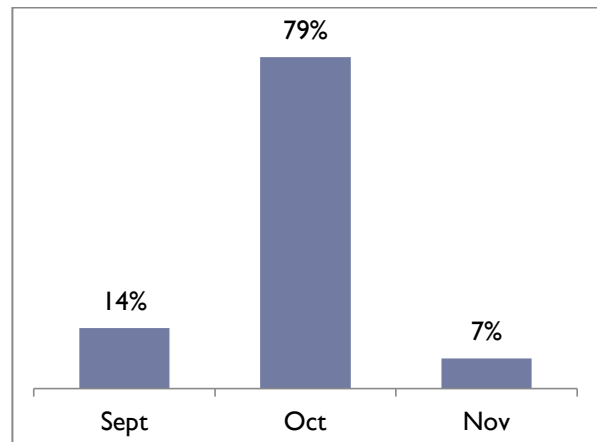


Because of teacher shortages and student absenteeism, only 15 per cent teachers said they were able to take extra classes to make up for lost teaching time, while 85 per cent said they did not do so.

Another reason, perhaps, could be that teachers remained confident about covering the syllabus in the time available to them.

For those teachers forced to take extra classes, the implication could be additional stress, added to what they were already facing in terms of damaged infrastructure, lack of basic services (economic, water, energy etc.), which could further compound their vulnerabilities.

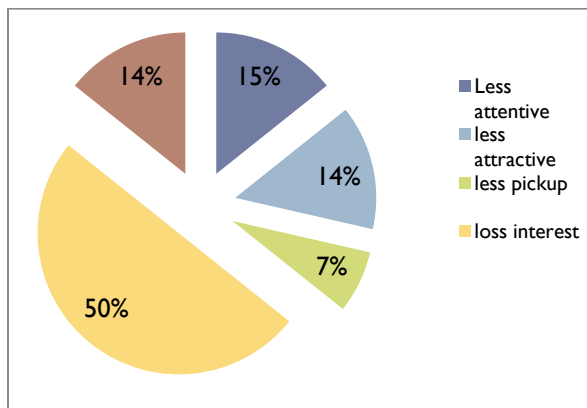
Re-Starting Work



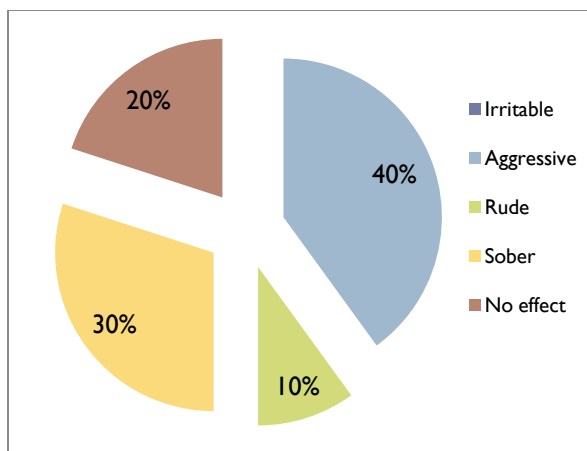
Only 14 per cent teachers said they were able to restart work immediately following the flood in September, 2014, while encouragingly, most— 79 per cent – had restarted work by October 2014, barely a month after the flood when rehabilitation and rebuilding were still in full swing.

Only a small number of teachers - seven per cent - said they could only restart work in November, mostly due to extenuating circumstances like homes or schools being extensively or totally damaged.

Effect Of Flood On Learning Capacities Of Children?



Effect On Behaviour Of Children?



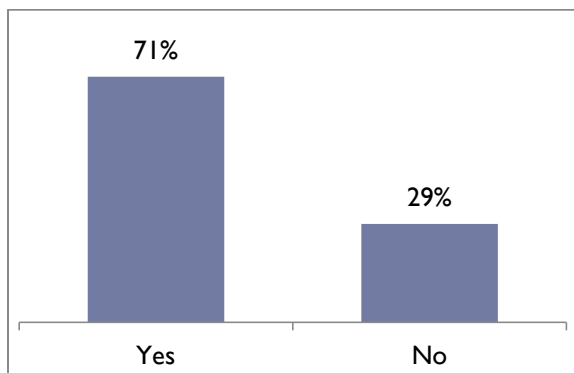
The flood situation affected children in a range of ways, both directly and indirectly; on a personal level through changes in normal routines and issues of safety and well-being, as well as damage to infrastructure and non-delivery of essential services like health, education and transport at the community level. The flood damaged thousands of school buildings and those which were intact were housing victims.

Thus, thousands of children are now out of school and are falling behind in their studies. Consequently, they are more likely to drop out of primary and middle school in their teens. Children out of school face social, economical and emotional issues. All this adds up to a higher dropout ratio and health and psychological issues.

Most would have little-if any- experience of a situation like this; everything they were familiar with was changed in a minor or significant way- school infrastructure, relevance of classroom content, levels of attendance, teacher absenteeism, loss of life and/or property, economic and physical duress at home, injuries etc. Many children and adults also needed access to psychosocial counseling services and/or referrals. This was particularly true for persons with disabilities and other vulnerable groups.

As can be expected, 80 per cent teachers reported children in their schools as either withdrawn (30 per cent), aggressive (40 per cent), rude (10 per cent) and only 20 per cent reported they saw no change in the behaviour of children in their schools in the aftermath of the floods.

Are You Short Of Books, Blackboards, Chalk Boxes, Boards And Other Teaching Aids Post Flood?



A large proportion of teachers -71 per cent- said they were short of school books, blackboards, chalk boxes, boards and other teaching aids post the flood, while 29 per cent said they were adequately provisioned to teach.

Most schools had completely or partially lost books, blackboards, chalk boxes, boards and other teaching aids post the flood.

And again we make the point made in an earlier question: we have repeated instances wherein teachers, schools and students are bemoaning

shortages in school-related issues like limited funding, staff shortages, teaching-learning material, books and notebooks, laboratories etc. because of a basic flaw in how we plan response during emergencies such as these - co-ordination and emphasis on rebuilding and rehabilitation is often only focused on hardware – buildings, roads, bridges – and not on ‘soft’ issues like schools, AWCs, dispensaries etc. Unless this paradigm shift happens, this plea will continue to resonate for a long time.

Any Other Challenges That You Face In Running The School After The Flood?

Respondents said that a major concern was ensuring that children’s interest in their school and lessons returned, so that they had a semblance of normalcy in their lives while also ensuring that too much time was not lost in covering the syllabus.

Water logging was still an issue, and so was the looming financial crunch faced by schools and students alike (students could not pay fees, for example, as a result of which schools could not pay their teachers or undertake repair work), and there was a severe scarcity of space for holding classes in schools.

Respondents also said that many classes were being held in the same compound for want of

adequate space, which was of particular concern to children in higher classes because of the distraction it created.

47 per cent children said they had lost their textbooks, notebooks and other study material. A majority, mostly girls, said they had even lost their lab-work (practical) notebook to the flood, which was now impossible to recover and thus a huge setback to a whole years' effort. The postponement of examinations to March-April, 2015, had also upset most: 40 per cent children who participated in the discussion were of the view that the government should announce mass promotions since there was no study material available with them. It was also seen from responses that most children were more focused on class 8th, 10th and 12th examinations and studies since they thought the Board examinations in these classes need more preparation and hard work.

40 per cent children in the area complained of un-hygienic conditions at school. Bad smell, ruined infrastructure, unavailability of teaching aids and irregular staff seemed common concerns for many a student.

47 per cent children (mostly girls), participating in discussion, are afraid of water. Infections and skin allergies seem common. Only one ICDS center in the area was functional after the flood but only for children below six years of age. No

There was also a general shortage of funds in schools, which hampered rebuilding efforts as

well as routine school activities like ensuring school cleanliness and hygiene, toilets and drinking water supplies, classroom stationary and supplies, classroom aids, classroom furniture, adequate seating space etc.

Many teachers were worried about outstanding fees since September (2014) and its impact on disbursing salaries of staff and other expenses.

Do You Have Any Suggestions For Improving The Functioning Of The School?

When asked about improving the functioning of schools, respondents were of the opinion that frequent transfers were an impediment to ensuring quality of education and frequently led to lax management and little accountability in school functioning. Responses included teaching students using the play-way method that makes studying interactive and fun as as to sustain their interest in studies, instead of the usual chalk-and-blackboard method that encourages passivity and rote.

Similarly, many were of the opinion that homework assignments should not be forced upon students so that they have time to pursue their own interests also, so that they continue to be engaged with, and interested in, their lessons as well.

Increased participation of parents in the education and overall development of their wards was seen as a significant change that would go a long way in making school education participatory and ensuring that schools benefit from the advice and guidance from parents for not only the appropriate development and growth of the school itself but also of their wards, and thus keeping the focus on children's needs and priorities.

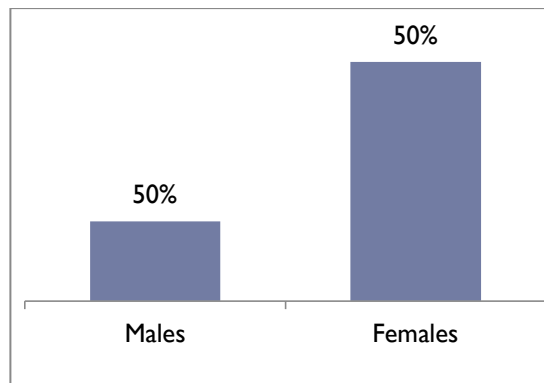
It was also felt that government agencies must also provide necessary assistance and rehabilitation work without too much delay and bureaucracy in order to fast-track rebuilding and rehabilitation processes in schools.

Absenteeism because of inability or non-payment of school fees because of loss of parental income, overcrowded classrooms and poor school facilities (damaged labs, computers, desks, unavailability of textbooks, etc), loss of books, materials and stationery and excessively long delays in restoration of power / energy supply (LPG, kerosene for cooking/heating) etc. were issues of concern to most respondents, who felt their immediate resolution was necessary if the education of children in affected areas was not to suffer longer than absolutely necessary.

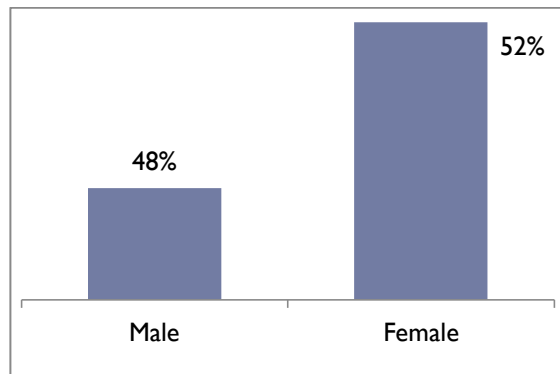
A problem repeatedly flagged by respondents was damage to homes of children, which had, at least temporarily, shifted family priorities away from children's education, fees, uniforms, stationery etc. to rebuilding homes and/or farm rehabilitation.

Parental Section

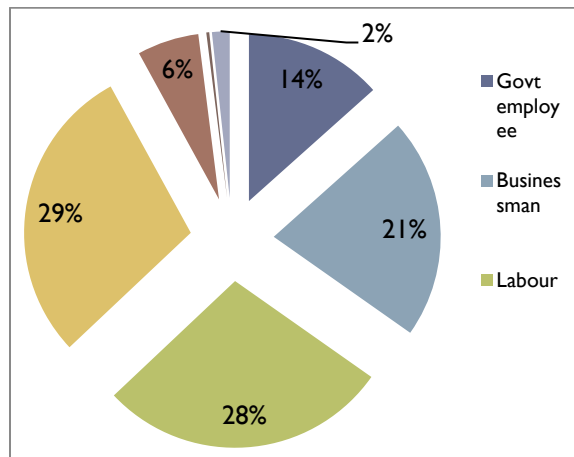
Number Of Families: 351, Family Strength: Adults (>18 Yrs) – 526, F-530



Children (0-18 Years): M - 403, F-437; Total - 840



Occupation Of Parent/Guardian



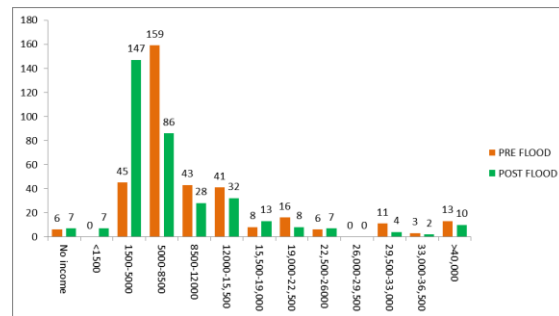
Out of 351 respondents, 29 per cent (102) respondents were skilled labourers (masons, carpenters etc.), 28 per cent (99) were unskilled labourers; 21 per cent (75) were businessmen, six per cent were private sector employees and 14 per cent were government employees. There was only one family which was entirely dependent on the local community for sustenance.

Sensible, short-term public and private investments in children are needed in order to reduce the flood's long-term repercussions.

Government investment should help bolster income support and employment amongst poor and unemployed parents while other assistance should be directed to serve children most in

This only goes to show that the flood impacted on a wide canvass of people working in a range of occupations from section of the population.

Family-Income: Pre-Flood & Post-Flood



As in previous charts, we find that people in occupations where the median income levels were in the range of Rs 1500-5000 per month have reported a rise in their incomes, wherein the number of people reporting an increase in incomes rose from 45 to 147, an huge increase of 226 per cent! If extrapolated against occupations, we find that most people in this income bracket were either skilled labourers or unskilled workers, and it is interesting why their incomes show a rise as compared to people working in other occupations: because the flood had damaged or destroyed many homes across all the three surveyed districts, there was a spurt in demand for the services of skilled workers like masons, brick layers, carpenters, painters, electricians, plumbers, car mechanics, etc, since

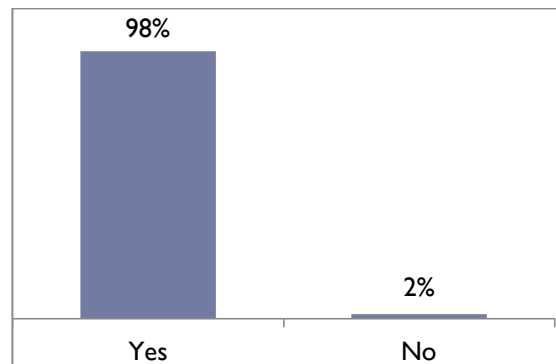
their skills were in great demand in the overall rebuilding effort.

Similarly, unskilled labourers were also in great demand in the rebuilding effort in the flood-affected areas of these districts. As a result, the incomes of persons in occupations mentioned above saw an unusual spike as compared to others in the graph.

People who were tradesmen, merchants, showroom owners, etc. said they had seen a steep drop in incomes in their typical income brackets - Rs 5000-8500- wherein the number of persons saying they had seen a drop in their incomes in this income bracket rose sharply from 159 to 86.

We see a similar trend in people in income brackets Rs 12000-15,500 (a drop of 65 per cent), in the income bracket Rs 19000-22,000 (drop of 50 per cent), and Rs 29,500-33,000 bracket. Overall, the picture is of loss in livelihoods and unnecessary duress in family incomes due to loss of homes, damage to properties, loss of personal belongings, etc.

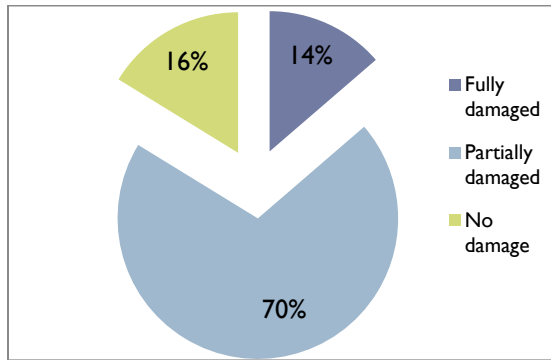
Were You Living In This Village Before The Floods Or Have You Moved After The Flood?



Practically all (98 per cent) families reported living in the same village before the floods; only two per cent said they had moved to the village after being displaced by the floods. Though no family had been permanently displaced by the floods, it must be kept in mind, however, that many living in the village were doing so in partially damaged houses and thus had less living space (since only two or three rooms were functional), nor could they afford rented accommodation.

Even relatives and friends were not in a position to offer much help to them since their homes, too, had also been damaged or destroyed. Overall, thus, the picture is of greatly inconvenienced lives, overcrowded living spaces, shortages of food, electricity and water, and living lives under temporarily erected shelters and tarps.

What Is The Nature And Extent Of Damage That Has Made Your House Unlivable?



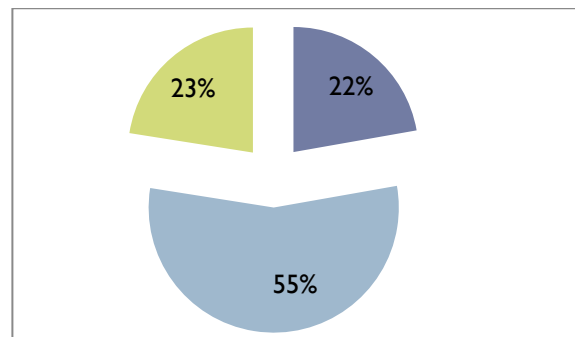
A majority of respondents - 70 per cent- said their houses had been partially damaged; 14 per cent (48) said their homes had suffered complete damage (and were thus largely unliveable), while 57 per cent (16) said their homes had suffered no damage at all.

It will do well to remember that many living in partially damaged houses were doing so out of desperation and because they had no choice, because relatives and friends could not extend help since their homes were also damaged or destroyed. Most had little living space (only one or two rooms were functional), nor could they afford rented accommodation.

It was common to find people living in overcrowded spaces, with food shortages, no electricity or water supply, and a temporary roof

over their heads made from plastic sheets and tarps to keep out the elements.

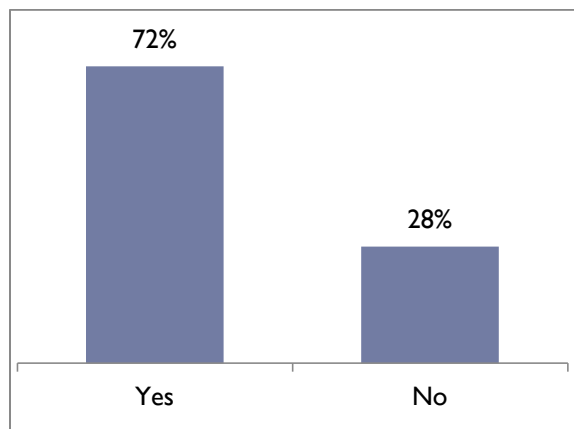
If It Was Your Own House, Are You Repairing / Renovating or Rebuilding It? If Not, Why?



In light of livelihoods being under duress because of wide-spread damage to life and property, more than half the respondents - 55 per cent- cited financial problems and shortage of material/supplies of essential commodities for not having started repairs to their homes.

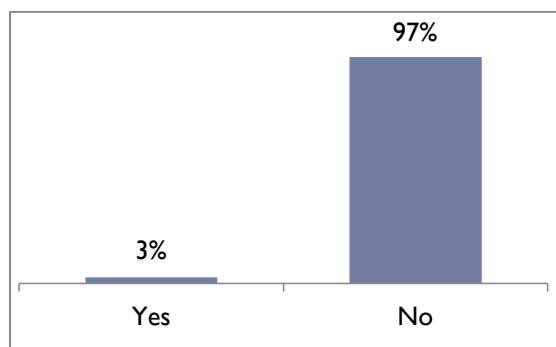
While a larger number – 78 per cent – said they had started on the long road to repairing or reconstructing their homes, the decision to do so was largely spurred by the thought of approaching winters.

Has The Flood Affected Your Monthly Income?



The economic profile of the surveyed population was varied, and inequality embedded. 72 per cent respondents were of the view that the flood had impacted their family income; 28 per cent (99) felt it had not impacted family incomes in any manner.

If There Has Been A Drop In Your Monthly Income, How Are You Making Up The Deficit? Has It Compelled Your Child to Seek Work?



In keeping with trends in other flood-affected districts, 97 per cent respondents said the floods and the resultant loss in incomes/livelihoods had not compelled them to force their children into child labour; only three per cent (9) families were faced with the compulsion of seeing their children being employed as child labour to supplement the family's meager income.

Children (<18-years) Currently Not Going to School

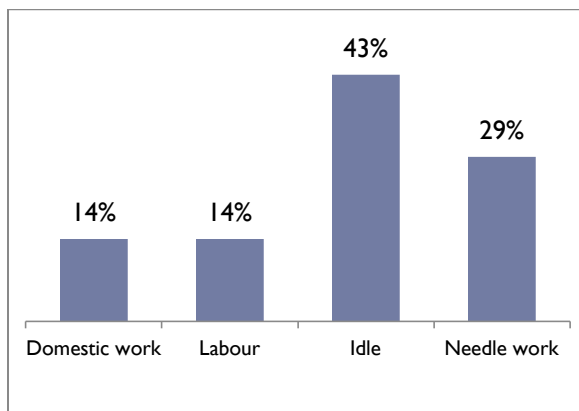
Total Children Not Going To School-18

The poorest of the poor - many living in flood-risk zones - suffered the heaviest proportional losses, faced with the dire prospect of sinking even further into poverty. This could impact their children's education in a very significant manner: the total number of children not going to school for various reasons was 18; of these, 39 per cent (7) had dropped out of school due to floods while 61 per cent (11) were not going to school even before the flood.

However, even 39 per cent is an unacceptably high number and is indicative of a systemic failure in keeping children in schools, since even if the flood had undermined children's education data revealed that there seems to be inadequate and, possibly, inappropriate efforts to reduce this adverse impact. This can only suggest that the

state-level education system in general still does not adequately cater for children in disaster-prone areas. They continue to be treated the same as children in other areas and made to sit for the same national examinations, whilst the time lost as a result of disasters was not being factored into the overall approach nor compensated for.

If Your Child Is Working Currently, What Kind Of Work Is He/She Doing To Supplement



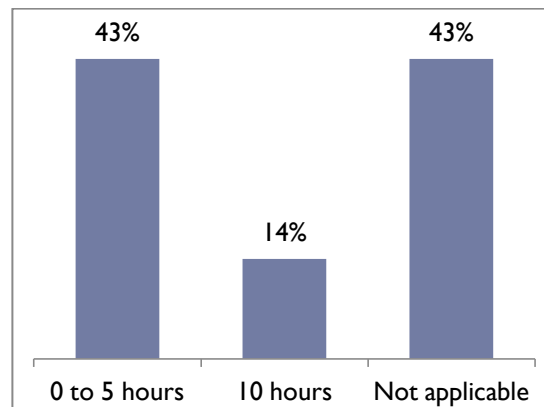
Limited partner capacity to implement and monitor education activities, access constraints to remote flood-affected areas, and difficulties in obtaining accurate data, including on damaged schools, were challenges during the survey.

As a result, while it may be difficult to pinpoint trends in children moving into child labour or other forms of employment, the survey did show that 43 per cent (3) respondents said they were

idle at home, 29 per cent said they did needle work, 14 per cent said they were engaged in labour and 14 per cent said they were employed in domestic work.

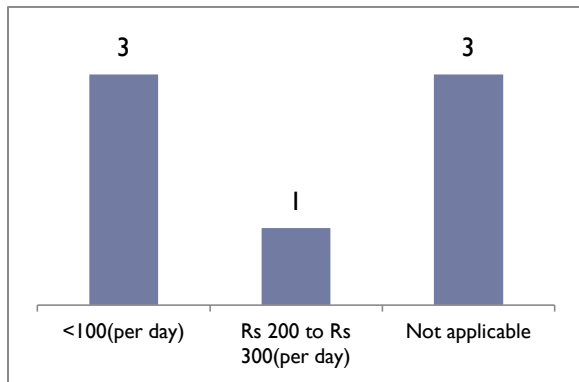
Floods can be blamed for loss of learning hours affecting the quality of education and, in its worst outcome, lead to drop-out's. However, there should have been a system in place to catch even these children driven by extenuating circumstances to child labour instead of being in school.

How Much Time Do They Spend At Work?



43 per cent children said they spent close to 5 hours every day at work, 14 per cent said they spent 10 hours while for the other 43 per cent, since they were not employed anywhere, the question was not applicable.

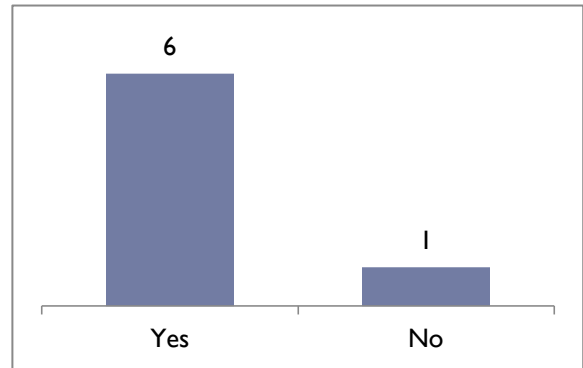
How Much Do They Earn



The floods caused insecurity in household food and income, increased children’s vulnerability to exploitation, disrupted community protective networks, heightened psychosocial distress reduced family and individual abilities to cope.

This pushed some children into seeking employment to support their families, even if their income was, at best, meager. In the survey, three children reported they earned less than Rs 100 per day, one reported earning between Rs 200-300 per day while the rest were idle at home and thus did not earn anything.

*Do You Want Your Child To Go Back To School?
If No, Why?*



Homes were as vulnerable as schools to flooding, which compounded the effect of the flood on school children. FGDs have shown that some children whose houses were affected by floods dropped out of school, whilst others stayed at home trying to recover from the disaster impacts.

However, 86 per cent (6) respondents said they wanted to see their children back in school and only 14 per cent (one) respondents said they did not want their children to go back to school. Some reasons cited for not wanting the child back in school include low family income, parents wanting their children to learn skills that would be useful in generating an income, or just sheer lack of interest in the child’s education.

Suggestions For Children Not Going To School After The Flood?

Data has shown consistently that local communities see provision of education as a top priority in assistance. Children and parents have both expressed urgency in continuing schooling, even though clearly the already under-resourced communities can barely cope. And while communities were able to establish some type of education (like tuition classes, for example), they struggled to maintain or enhance these efforts without outside assistance.

However, when children themselves prioritize education as a part of emergency assistance, it should become a powerful reason for including it in our response. This was why most respondents said they wanted to continue going to school - to salvage their future. This was also one reason why there was so much emphasis on distribution of textbooks, uniforms and learning material to be provided by either the government or the schools themselves.

Surprisingly, many respondents voiced the opinion that schools should not break for vacations and instead use the time lost to floods to cover the syllabi. They were also very clear that exams should be held on time so that they could go to school regularly.

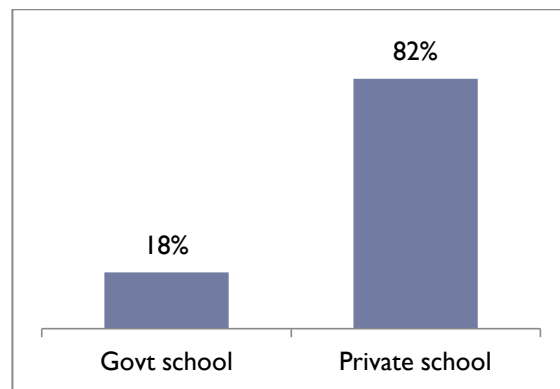
Another interesting point was instituting special scholarships for fee concessions for children

affected by the floods to help them families cope with the added financial burden of rebuilding their homes, loss of livelihoods **and** paying for the fees and tuition classes of their children.

Providing education, recreation and psychosocial support services was essential to the rehabilitation process; however, because playgrounds and parks had been damaged or washed away, children were particularly keen to have these spaces restored as soon as possible.

Children (<18 years) Currently Going to School

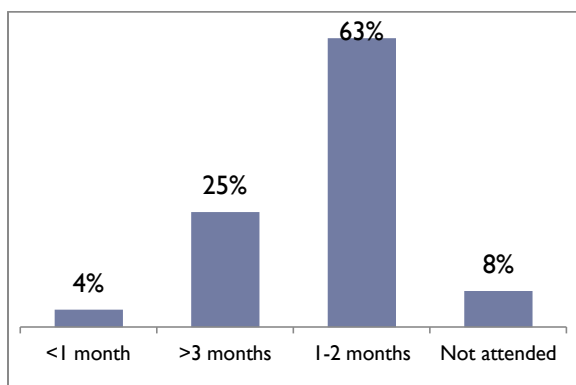
Children Presently Going To School:740



82 per cent children attended private schools while only 18 per cent attended government schools. Displaced families and even families hosting displaced relatives for months had exhausted their own savings and assets. But this

did not prevent a large number of them to send their children to private schools based on the perception that facilities and teaching in private schools was better than in government schools, and thus worth the high fees charged by these schools.

After The Flood, How Long Did Children Spend At Home Before Going Back To School?

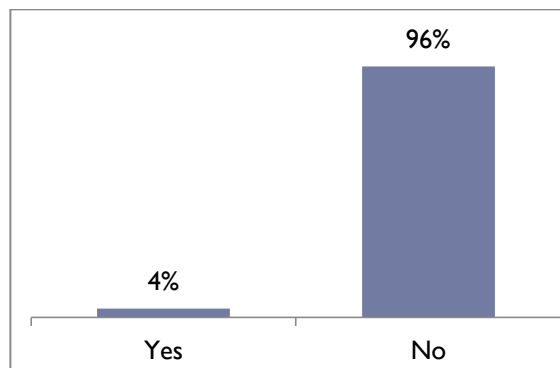


On an average, 63 per cent (468) children spent 1-2 months at home after the floods before re-joining school; 25 per cent (186) children spent more than three months at home, while only eight per cent (58) had to spend less than one month at home.

The fact that 63 per cent children were back in school within a month of the flood is indicative of the importance students and families attach to continuing their education with as short a break as possible, while also acknowledging the effort

put in by schools in normalizing education in flood-affected areas.

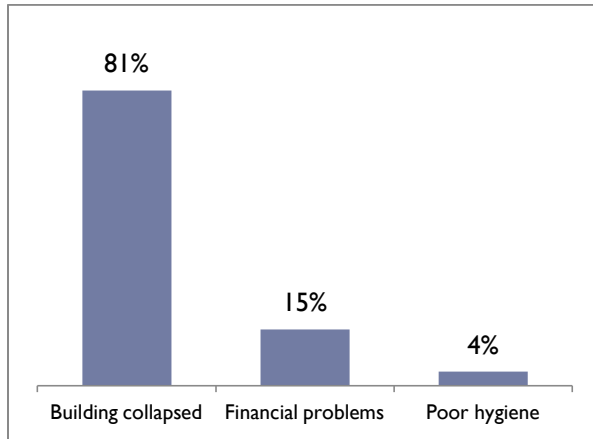
Did You Change The School Of Your Child After The Flood?



Challenges continue to affect service delivery and raise costs of early recovery efforts, including the sheer size and geographical spread of the population affected and the logistical difficulties in delivering assistance; the limited number and capacity of partners and the negative impact of the floods on service providers themselves.

It was surprising, therefore, that in the course of focus group discussions with children and key informants, it came to the fore that while there were many flood-related factors that contributed to school dropouts and absenteeism, 96 per cent (714) families did not change their children's school and only four per cent (26) opted to do so.

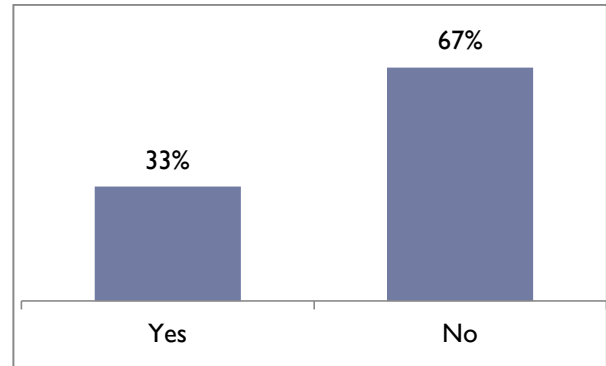
If Yes, Why Did You Change School?



Of respondents who opted to change their children's school, 81 per cent (21) said it was because the school building had collapsed, 15 per cent said they had financial problems and four per cent (1) said they had issues with hygiene in the school.

All in all, most issues that forced parents to change their children's school had more to do with the damage to school infrastructure, sanitary and safety issues than mere pedagogy-related concerns.

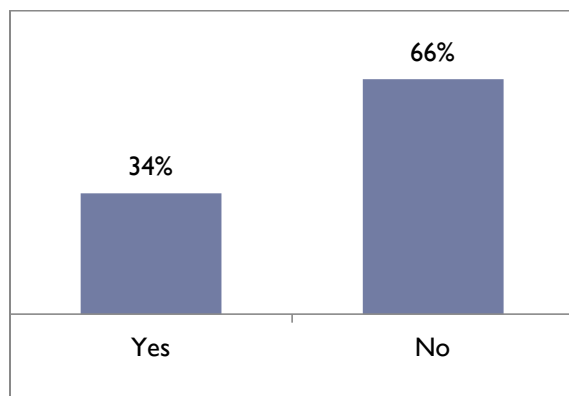
Do Children Have Textbooks And Uniforms?



67 per cent (497) respondents said they had been able to ensure that their children have received textbooks and uniforms and 33 per cent reported this was not so with them, perhaps because textbooks and uniforms were either in short supply or because of their own financial circumstances.

Attention should be drawn to the fact that loss of text and note books of children, if not addressed in time as in the case of Srinagar, was resulting in missed school and delayed academic progress, missed social opportunities and increased exposure to various life stresses like idleness, child labour and dropping out of schools. As such, it was a problem that should have been addressed at par with the rebuilding response.

Are You Able To Pay School Fees Regularly? If Not, Why?



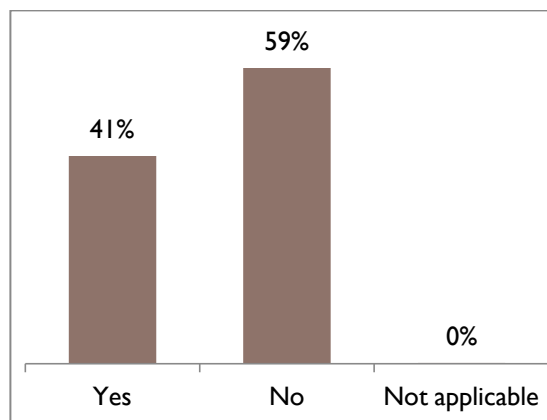
66 per cent (489) parents were able to pay their children's school fees on a regular basis while 34 per cent (251) parents were not able to do so.

The fact that many parents were not able to pay school fees regularly is, unfortunately, a pointer to the duress they were probably under as a result of expenses incurred towards rebuilding their

Most parents expressed support for any proposal that would delay the payment of school fees for children of flood victims until the middle or year-end, to lighten their immediate financial burden. Many said any step towards reduction of the educational cost burden to households in terms of fees and levies by schools would help them feed and clothe their children better at least till they were able to get their finances in order.

homes and taking care of more pressing family priorities.

Is The Current School Your Child Is Attending Fully Functional?



59 per cent respondents said the school their children were currently attending was fully functional, while 41 per cent disagreed.

If Not Fully Functional, Why?

Respondents who reported that schools were not fully functional did so for the following reasons: Focus group discussions with children and key informants indicated that there were many flood-related factors that contributed to school dropouts and absenteeism.

Floods contributed to issues like food insecurity and damage to school infrastructure, creating a poor learning environment.

As a result of loss of family livelihoods, some children were ending up having a negative attitude to learning because of poor learning environments. Lack of financial resources was forcing some parents to withdraw their children from school. Both key informants and children agreed that a poor learning environment was emerging as the highest contributing factor to school dropouts and absenteeism.

Children highlighted that some of the classes were conducted outside. As a result, some children choose to be absent from school, whilst others end up dropping out.

Other reasons included:

- There was overcrowding because of shortage of space due to damage to the school building
- Because of flood water damage, the furniture in classrooms was currently not adequate to seat all the students; even the blackboards and teaching aids/facilities were damaged and not replaced
- Teacher absenteeism was another issue, though to be fair to the teachers, many were themselves struggling with

damaged/destroyed homes; this also led to teachers being irregular to schools

- Basic infrastructure like drinking water facilities and toilets were still dysfunctional

Any Other Difficulty Your Child Faces In School?

1. Many parents said that schools were still very unhygienic and children complained of falling prey to diseases & infections; there was no electricity supply, the school library was still non-functional and, in many instances, the villagers were still using schools to keep their livestock.
2. Also, many schools had lost important documents, as a result of which there were no records of the students' progress and other vital documentation. Not just the records, the floods has also damaged books and other school material, much of it beyond salvage, which had a direct bearing on the children's studies. Even the Mid Day Meals were not being served in schools yet, the seating arrangements were still unsatisfactory given the loss of classroom furniture, playgrounds were still unusable and teachers were irregular to schools.

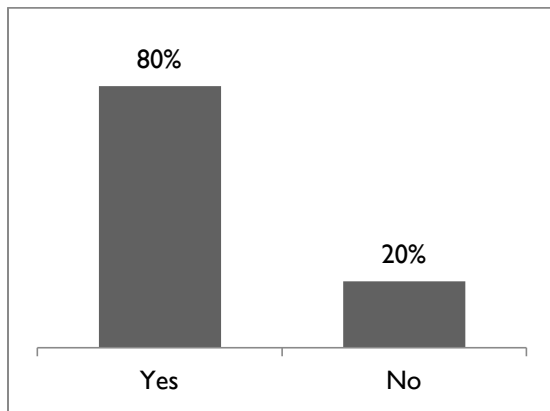
3. Many children felt schools were needlessly pressurizing them to pay fees when their families obviously could not afford to do so. The children were also very confused about preparing for examinations for two classes simultaneously and were upset that the examinations had been delayed.
4. In some instances, the first floor of the school had been damaged by the floods, and young children faced problems climbing the stairs to the upper floors of the school.

Many children also had been traumatised and feared a recurrence of the floods and thus could not concentrate on their studies. As a result, many still continued to be absent or irregular to school. In instances wherein the school had been shifted to the local mosque, for some it had only increased the distance they had to travel to reach school, especially given the poor road connectivity. Floods had damaged school infrastructure and property such as furniture, books, classrooms and toilets. It was reported that classroom walls and toilets had collapsed or had large-scale damage. This posed a danger to children who spend most working hours in school.

Children highlighted that because their classrooms had cracked walls they were always afraid and feel insecure, thus reducing their attention to learning, resulting to poor performance. The collapsed toilets forced some children to resort to bush toilets, leading to danger of disease and hygiene issues in schools, apart from the risk of contamination of drinking water supply. These unfavourable learning conditions forced children to drop out from school whilst others chose to stay away. Many students said they were over burdened since the syllabus had to be covered in a very short span of time, especially if they had to cover the previous as well as the new class' syllabus. In fact the words used by students to describe schools included 'Chaos', "confusion", "unhygienic", "depressing", etc.

Many children also had been traumatized and feared a recurrence of the floods, and thus could not concentrate on their studies.

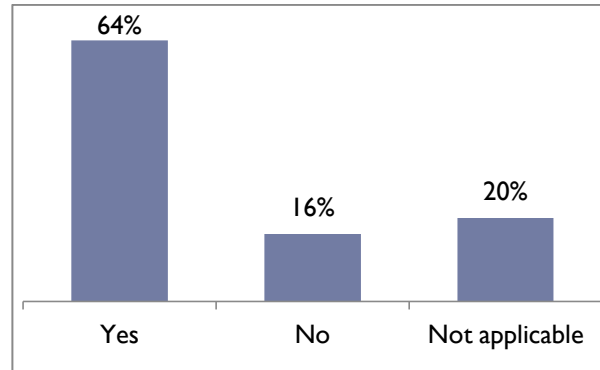
Do You Send Your Child For Tuitions?



An overwhelming number of parents - 80 per cent- conceded that they sent their children to tuitions. Most parents, despite their difficult circumstances, wanted to give their children any advantage they could in terms of their education, despite, as the next chart shows, tuitions being a financial drain on most, especially under the current circumstances.

Also, tuitions also were vital (atleast in the aftermath of the floods) as a remedial class for children who had been forced to take long breaks from regular classes because of various circumstances explained earlier. Thus, even children who were not attending tuition classes earlier were forced to resort to tuitions to help them cover their syllabus or serve as a remedial class.

If Yes, Is It A Financial Burden On You?



For 64 per cent (469) respondents, tuitions were a financial strain on their already-over stretched financial resources, while 16 per cent (121) said tuitions were not a financial burden on them. As explained above, even the poorest were hard pressed to arrange for funds to pay for their children's tuition fees, though few would balk at this expenses unless they had their backs to the wall. Furthermore, what is often ignored in this situation is the stress a student faces as he/she is often forced to attend both coaching classes and school simultaneously, thus facing pressure from parents, school teachers and tutors alike.

How Do You Cope With This Additional Financial Burden?

For many, it was an end game by itself- there was no scope for another option but to pay for the tuition fees, come what may. This reflects the sheer desperation of harried parents as they

despaired to put together their already-meager resources to meet the cost of tutoring their children to the best of their ability. For many, its cost to the family as a whole in terms of reduced money available for more important domestic expenses like food, clothing, transport, energy costs (electricity, petrol, gas etc.), and other expenses took a back seat, if necessary to be met through loans, credit, sale of family assets and so on.

Many parents felt that the floods had weakened their children's ability to study, and so they felt they had to arrange for the fees 'any how' so they could 'compete well', even though the duress of the floods had weakened their ability to pay for the extra expenses.

Many parents said while they wanted to, they were not able to pay regularly; it had become difficult to pay for the tuitions due to their lessened incomes and most did so by cutting corners in their domestic expenses. Sometimes, both parents were working hard to pay for school or tuition fees.

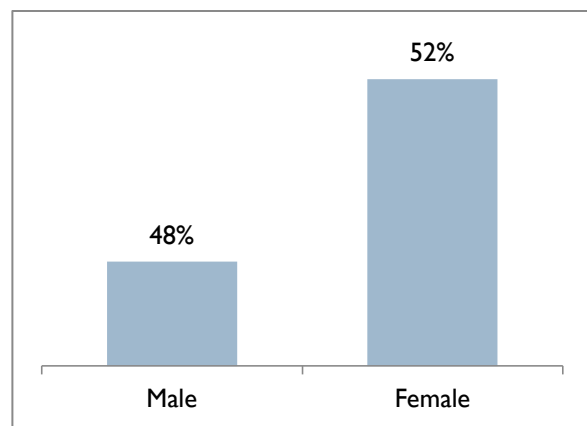
Some parents had gone to the extent of taking money on credit from friends, neighbours and relatives and were paying them back in installments; in some instances, parents were able

to pay for the fees of only one child while the others stayed at home because their father was out of work! If there were elder siblings, they contributed to sharing the fee expense. Sometimes, the students themselves did odd jobs after school hours to earn some extra money to manage the fees. Some had mortgaged family assets to generate funds to pay for school/tuition fees.

In some households, parents had put up extra rooms on rent to pay for the fees or did overtime or held more than one job to earn extra money. In another instance, one respondent unfortunately confided that his mother had to work as a maid to supplement the family income, while another said his mother did *ari* (part time job).

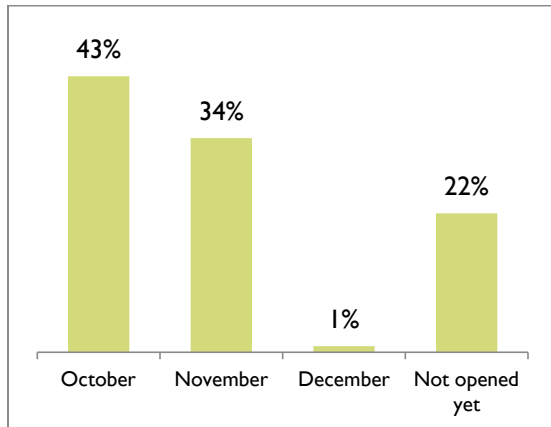
CHILD SECTION

Number Of Children Interviewed: 700,



All Respondents Attended School.

If School Going Before Floods, When Did You Last Attend School (Month)?

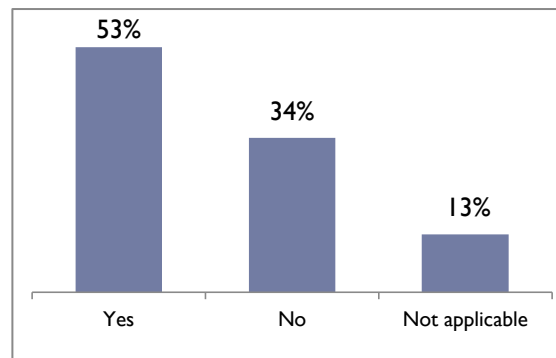


With extra burden and reduced capacity of families to care for and protect their children, fragmentation of households resulting in children living with extended relatives and outside of family care meant many were out of schools for extended periods with little or nothing meaningful to look forward to. This also added to their increased susceptibility to crime and exploitation.

While the floods had occurred around September 5th, 2014, it was nevertheless surprisingly to find that 43 per cent of children were able to resume school in October, and 37 per cent resumed schooling in November, one per cent in December 2014, while 22 per cent said their schools were yet to open after the floods.

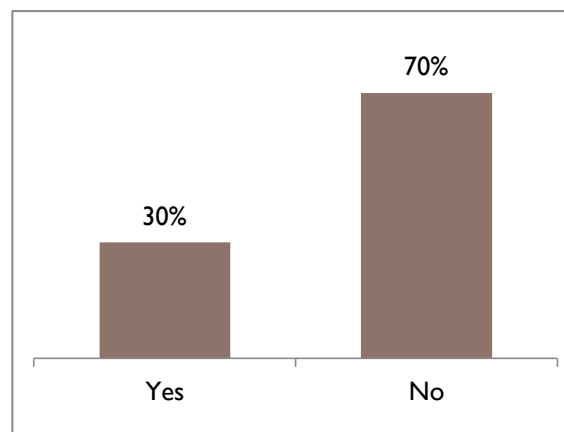
Thus, 78 per cent of children had resumed school within three months of the floods, significantly mitigating the chances of discrimination, exploitation and abuse of these vulnerable children.

Do You Have Proper/Regular Teachers For Each Subject At School?



53 per cent (375) students said they had regular teachers for each subject at school, while 34 per cent (236) said they did not.

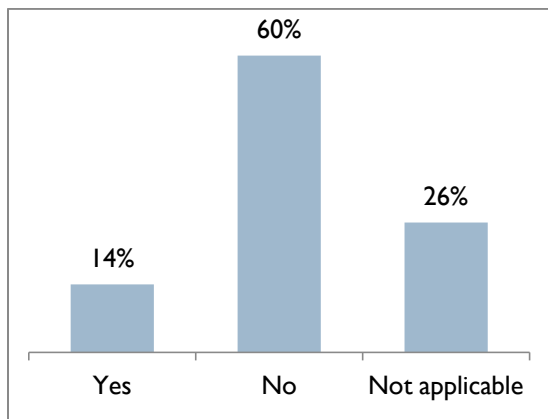
Do You Have Proper Books/Uniforms?



Only 30 per cent (213) respondents had proper books/uniform for school while a large proportion of respondents-70 per cent- were still struggling for getting their school-related material together so they could resume their studies as soon as possible.

However, since these issues may still take an inordinate amount of time, it would be prudent of the authorities to ensure that students at least have access to a reasonable number of books and uniforms to be able to attend school with the minimum of constraint.

If No, Do You Face Pressure From School For Proper Uniforms?

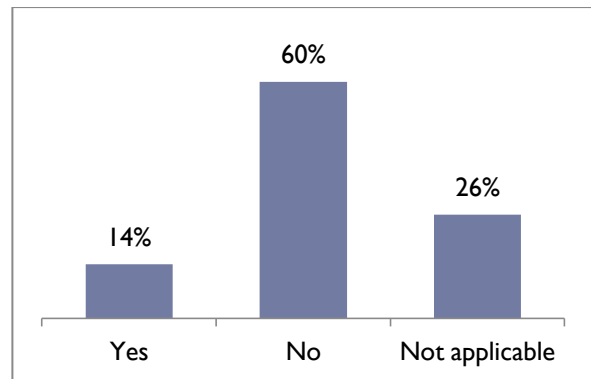


14 per cent (96) respondents said they were under pressure from school authorities to wear proper uniforms to schools, while 60 per cent (420) respondents felt they were not under pressure to wear proper /new uniforms by their school; 26

per cent respondents had yet to rejoin their school so were unable to answer the question.

This raises the larger question of fair and considerate treatment of school children by their schools, especially since families of children were under inordinate pressure because of personal losses of property, livelihoods and families under severe financial constraint to pay for uniforms and books etc.

If No, Do You Face Pressure From Peers For Proper Uniform?

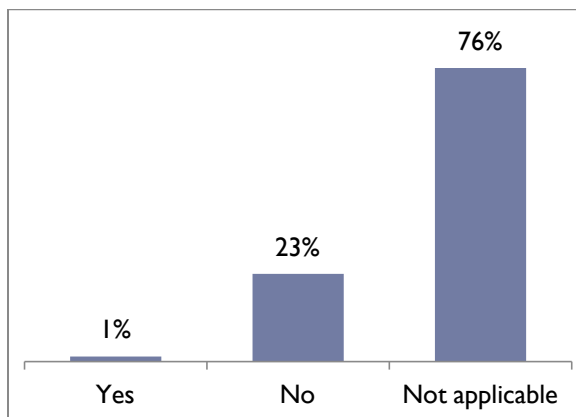


60 per cent (420) respondents said they were not under pressure from their peers to wear proper uniforms to schools, while only 14 per cent (96) said they were under pressure from their peers to do so.

Responses from 26 per cent (184) respondents were inconclusive since they included those

children who were either out of school or were yet to join school after the flood.

Do You Get Mid-Day Meals At School After The Flood?

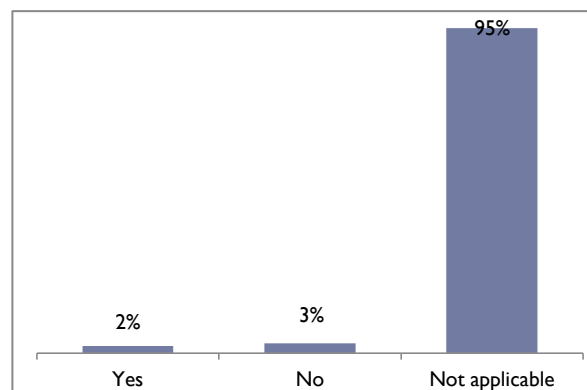


23 per cent (159) respondents said they did not receive any MDM in their schools after the flood, while 76 per cent (532) respondents were those who were yet to join school or had never received any MDM in school even before the flood. Only one per cent (9) respondents said they received MDM meals in schools.

Since flooding damaged school infrastructure like kitchen equipment and supplies, this could be one reason why children reported non-resumption of MDM in their schools. Another factor could be interruption in MDM supplies like food grains, fruits and vegetables, unavailability of teachers, and unavailability of cooking medium like gas, kerosene etc.

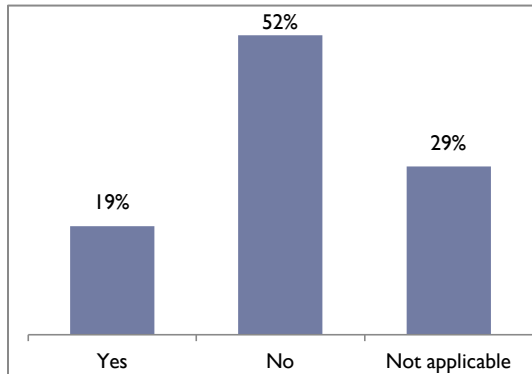
However, since the Mid Day Meal Program is aimed at providing one meal out of the three meals for a child in the school and atleast one third of the calories and half of the protein RDA per child per day, efforts should have been made – especially in vulnerable/socio-economically disadvantaged communities to be able to operationalise MDM so as to fill the nutrient gap that exists in the diets of children.

Has Quality Of That Meal Changed After The Flood?



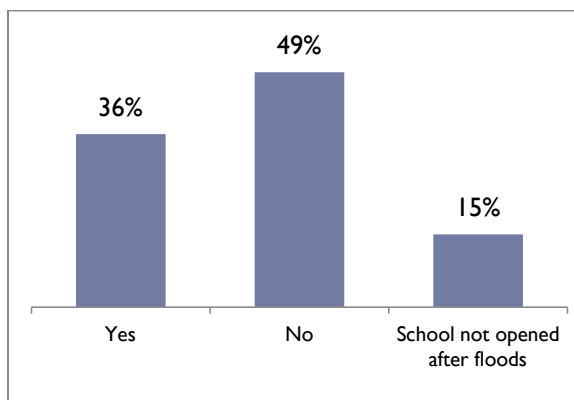
Two per cent (15) respondents said the quality of MDM meals had changed after the floods and three per cent (20) respondents felt to the contrary; 95 per cent (665) respondents were those who were yet to join school or had never received any MDM in school even before the floods.

How Many Students In Your Class Attend School After The Flood?



19 per cent (132) respondents said most of their classmates had rejoined school after the floods, whereas a majority - 52 per cent (364)-said many of their classmates were still to join classes yet. The rest -29 per cent- included those who had never been in school either before or after the floods.

Did Your School Provide Co-Curricular or Recreational Activities After Floods?



36 per cent (252) respondents said their schools provided for co-curricular/recreational activities after the flood, whereas 49 per cent (342) respondents said this was not so.

It can be assumed that most schools were not able to provide for co-curricular/recreational activities after the flood since schools were still reeling from damaged infrastructure, loss of equipment and absence of teachers, apart from damaged or inundated playgrounds.

It is surprising why alternatives like ALS were not tried out in these situations, which could have gone a long way in meeting not only the recreational needs of children who attended government schools, but could have also provided an opportunity to increase the enrollment of out-of-school children and to mainstream them subsequently in regular government schools after the flood response had mitigated.

If Yes, What Kind Of Activity?

Most sport and recreational activities provided by schools included cricket, football, racing, Kho-Kho, volley ball and drawing/painting.

Do You Feel Your School Environment Has Become Tense After Flood?

Many respondents felt that after the floods, the focus on learning should be on what is realistic and important for a child to learn rather than exclusively using the framework of a detailed state curriculum, especially in the light of the fact that teachers, students and parents - all lacked interest in education because the floods had destroyed everything, classrooms had been damaged and were unhygienic, infrastructure damaged and there was wide-spread overcrowding in classrooms.

Many felt that particularly after the floods, teachers had become more irregular, attendance had fallen, most students did not have text or note books, there was no morning assembly and no recreational facilities available in schools.

Many students were in need of psychosocial support in view of the trauma caused by the sudden and unexpected floods that had devastated their homes, villages and schools and thrown all normal routine out of gear.

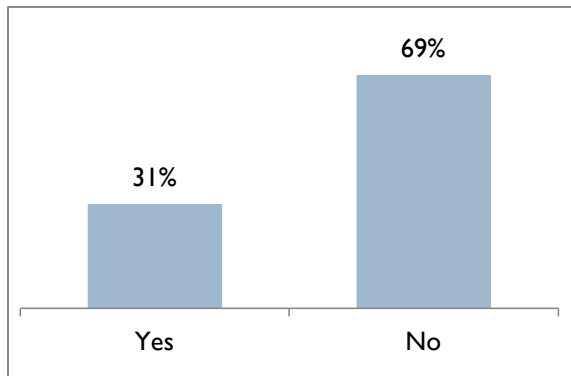
The major challenges are cleaning the classrooms, pumping of stagnant water and debris cleaning and disposal. Many respondents, expectedly, complained of damaged

infrastructure, unhygienic school conditions (broken/dysfunctional toilets and drinking water supply) and bad odour from classrooms which may not be sufficiently cleared of flood debris and the like.

Some respondents also spoke of 'fear' from recurrent flooding episodes leading to 'depression', indicating a need for appropriate physical, cognitive and psychosocial support in school and family situations.

Children have informed that schools are closed as they are being used as shelter and children are unable to attend due to inaccessibility of roads; almost all children in assessed areas reported they had lost education material such as text books, note books and school bags, uniforms etc. Most children reported that the Mid Day Meal had been stopped as schools were defunct, which has a huge bearing on the nutritional status of these children. Children also reported that Teaching Learning Materials, teaching aids etc. were either wet/washed out and thus not useful. Others reported that classes were running in temporary spaces due to full or partial damage to school buildings, while some also reported that relief camps were running in schools.

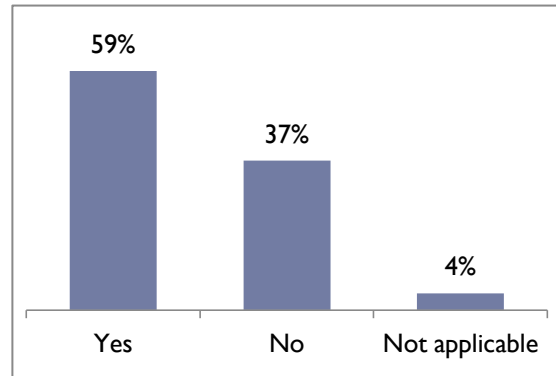
Are Your Fee Dues Clear?



Only 31 per cent (216) respondents said they had been able to pay their school fee while only 69 per cent (484) expressed their inability to do so. This could be reflective of the finances of many a parent being under duress, leading to their inability to pay school fees.

However, it can be assumed that with time, the situation will ease for most parents (though possibly not for all), and the percentage of children being able to clear their school fee will consequently rise.

Do Your School Authorities Pressurize You For Clearing Dues?



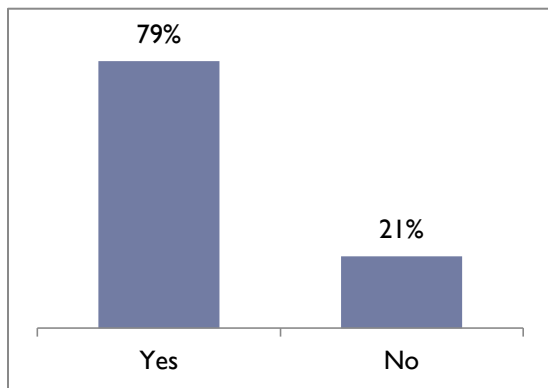
59 per cent (413) respondents answered in the positive when asked if they were being pressurized into paying fees by their schools, while 37 per cent said it was not so. However, it must be emphasized here that to an extent, schools could be justified in asking students to deposit their fees regularly since they will need to be financially viable to undertake rebuilding of damaged school infrastructure, replacing lost teaching-learning material, textbooks, school records, classroom furniture, teachers' salaries and the like.

For most schools, undertaking rebuilding of school infrastructure could be a major financial burden most would be unprepared for. However, while it may be legitimate, therefore, for schools to demand school fees from their students, it should be ensured that this does not translate into unreasonable pressure on the students and/or

their families given the fact that most would be struggling to make ends meet.

Families of students who have been adversely affected should receive government support in the form of special waiver of fees, scholarships or guaranteed jobs to cope with the expenses. Fees can also be taken from students in reasonable installments over the year.

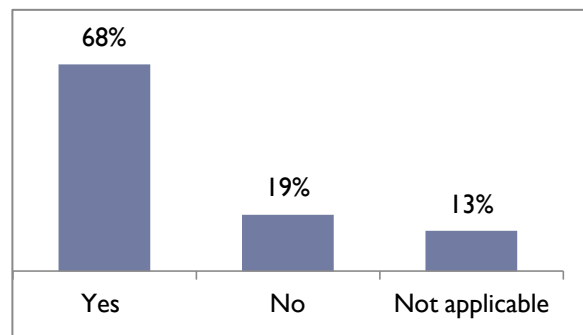
Do You Take Tuitions?



79 per cent (552) respondents said they attended tuition classes while only 21 per cent (148) said they did not do so. The fact that a large proportion of respondents were attending tuition classes despite the constraints of weather, financial stress at home (due to partially or wholly damaged homes, ill health or loss of livelihoods) points to the importance education is given in most families. Also, because of

circumstances created by the flood, most students looked at tuitions as a 'remedial' class to cover their syllabi which could not be covered in schools due to their closure.

If Yes, Do You Pay For Tuitions?



68 per cent (477) respondents said they paid for tuition classes whereas only 19 per cent (130) respondents said they did not do so, while 13 per cent (93) respondents did not attend tuition classes either before or after floods.

Thus, for a majority of children -and their families, by default- tuitions were not only important in their overall scheme of school education, but, it can be assumed, was also a major financial investment for most parents to make under the circumstances.

Do You Have Any Suggestions For Improving The School?

That there was urgency amongst families and students that schools be reopened as early as possible there is no doubt. Many children were of the opinion that mid-day meal programme was up and running in their schools, ICDS centers were functional to provide necessary nutritional support to children, infants and mothers and also to ensure primary/play education, and that schools were reopened/restored as soon as possible.

Apart from these priorities, many respondents expressed the desire to have more and better playgrounds, provision for free books and uniforms and a deferment or concession in payment of school fees, scholarships for those in need and ensuring regular attendance of teachers. Some demanded for heating arrangements in classes in the winter and proper hygiene.

Some children also wanted more school / educational tours and outings and more recreational activities for girls, qualified staff and improved infrastructure (like better computer facilities etc.).

Some even wanted the government to not force them to pay fees and or buy new textbooks, have

classes on time and regularly, and holding examinations on time.

Some respondents advocated for better medical care and shifting of the school back to its original location since the shifting of the school to a new location was causing hardships to students; some added that if the school offered transport facilities then it could be acceptable to them.

Many parents said if the government upgraded government schools in the area they would not be forced to bear the additional burden of sending their children to private schools.

Respondents were also of the opinion that financial assistance for purchasing free books and uniforms should be explored. Similarly, scholarships for affected children, special scholarships for girl students and children who have dropped out of schools due to their parents' inability to pay for uniforms, books and fees.

Parental Section

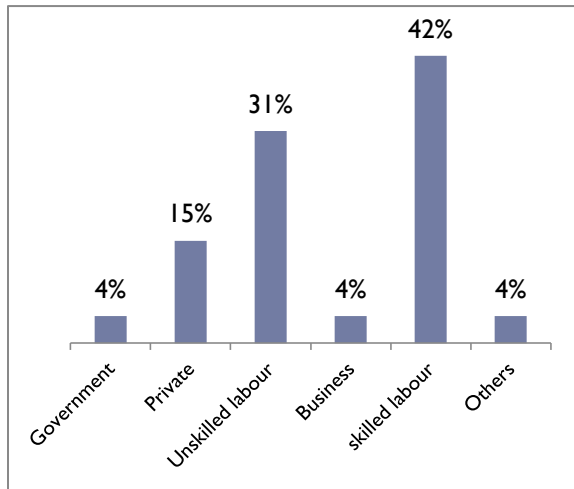
Number Of Families -26, Family Strength (Adults >18 yrs): M-31, F-36

The total number of respondents, gender-wise, was 46 per cent (31) males and 54 per cent (36) females, out of a total family strength of 26.

Children (0 To 18 Years): M-31, F-36, Total Number Of Children-67

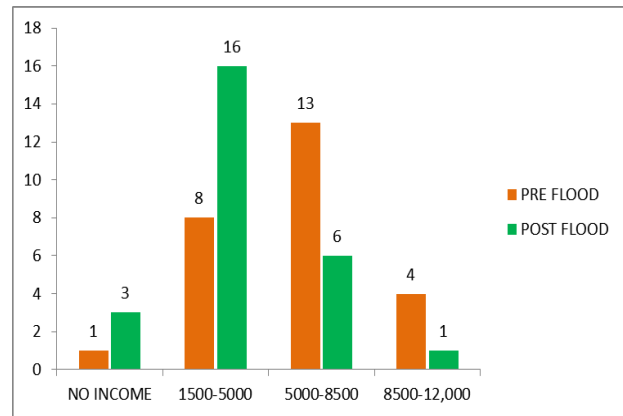
The total number of respondents who were children in the survey was 67; of these, 46 per cent (31) were male and 54 per cent (36) were female.

Occupation Of Parent/Guardian



Amongst all respondents, 42 per cent - were skilled labourers, 31 per cent were unskilled labourers, 15 per cent held private jobs, and four per cent each were government employees, businessmen, and the rest four per cent were dependent on society to support them.

Family Income: Pre And Post Flood



The number of people who did not have an income because they had no job rose from one to three, a 33 per cent increase! Similarly, the number of people in the Rs 5000-8500 income range whose income saw a drop post flood rose from 6 to 13, an increase of 46 per cent, and those in the Rs 8500-12,000 income range whose income saw a drop post flood rose from 1 to 4, an increase of 25 per cent.

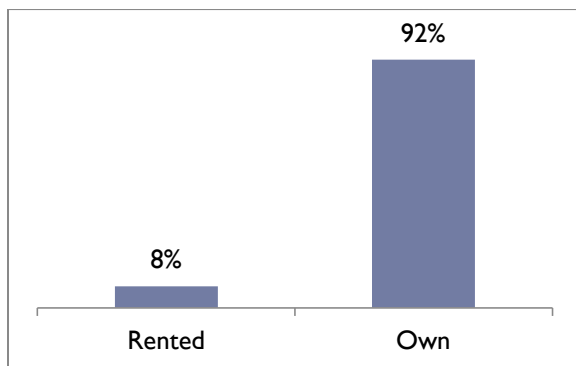
The only income bracket that actually saw a rise as compared to people working in other occupations was Rs 1500-5000, mainly comprising skilled and unskilled workers; this was because the flood had damaged or destroyed many homes across all the three surveyed districts, leading there was a spurt in demand for the services of skilled workers like masons, brick layers, carpenters, painters, electricians, plumbers, car mechanics, etc, since their skills

were in great demand in the overall rebuilding effort.

Similarly, unskilled labourers were also in great demand in the rebuilding effort in the flood-affected areas of these districts. As a result, the incomes of persons in occupations mentioned above saw an unusual spike as compared to others in the graph.

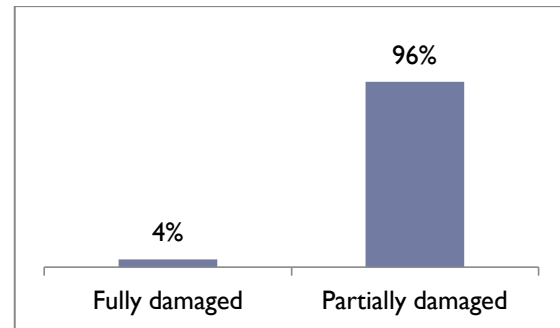
Were You Living In This Village Before The Flood Or Have Did You Move After The Flood?
All 26 out of the 26 respondents (100 per cent) said they have been living in same village before the flood.

Was The House You Lived In Prior To The Flood Your Own, Rented or Any Other



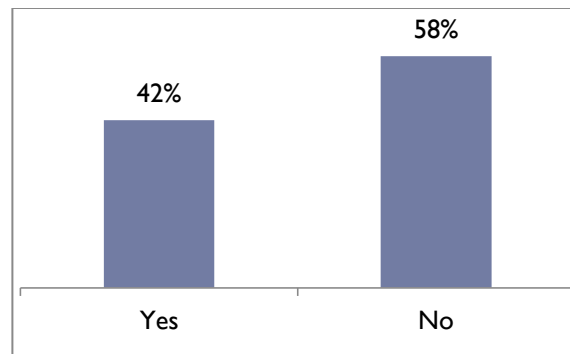
92 per cent respondents reported living in their own house prior to the floods; only eight per cent said they were living in rented homes prior to the floods.

What Is The Nature And Extent Of Damage That Made Your House Unliveable?



96 per cent reported that their homes had been partially damaged; four per cent reported their homes were fully damaged by the flood.

If Own House, Are You Working On Repairing, Renovating Or Rebuilding It? If Not, Why?



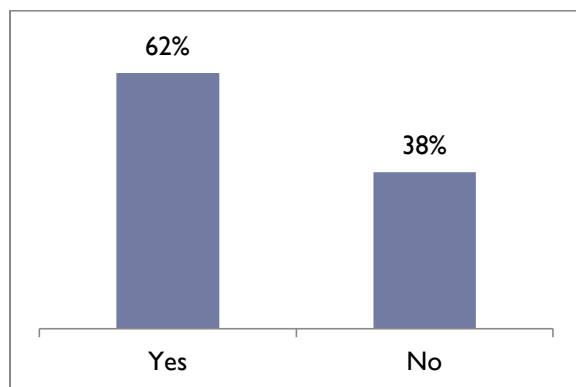
A majority of respondents - 58 per cent- said they were not working on the repair/renovation or rebuilding of their partially / fully damaged homes, while 42 per cent said they were working on the

repair / renovation / re-building of their damaged homes.

For most, the most significant reason for not repairing or rebuilding their homes was financial constraint, given that livelihoods of a large number of respondents had been impacted, or their priorities had changed given the adverse circumstances they were faced with. Another reason was the onset of the winter season and the resulting shortage of manpower/labour and the difficulty of working in harsh winter conditions.

On similar lines, even the homes of workers or craftsmen skilled in masonry/carpentry were also damaged/destroyed, forcing them to focus on the repair of their own homes rather than work on the repair/restoration of homes of the public at-large.

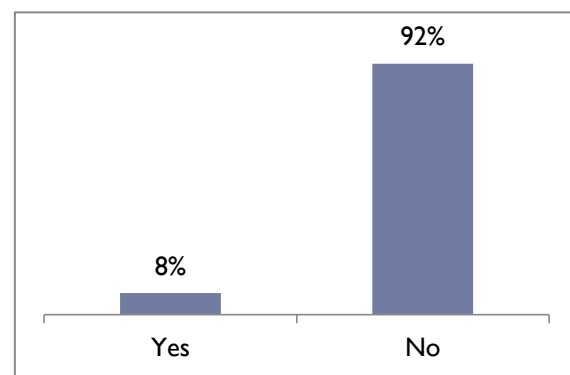
Has Flood Affected Your Monthly Income?



38 per cent respondents said the floods had impacted their incomes and/or livelihoods

significantly. However, 62 per cent said it was not so. Since Srinagar is a semi urban district, the percentage of respondents whose incomes or livelihoods was affected seems to be relatively less than those in other districts where the mainstay of most livelihoods is agriculture or farming.

If There Has Been A Drop In Your Income, How Are You Making Up The Deficit? Has It Compelled Your Children To Work?



Only eight cent (two) respondents reported a loss of income post flood, while an over-whelming majority of respondents - 92 per cent- said they had experienced no drop in their household income after the flood. This could be because, unlike agriculture dependent livelihoods in other districts, the relatively urbanized district of Srinagar meant that most people here were in secondary and services sector jobs, like tradesmen, merchants, grocers, government and

private sector employees, etc. and thus were able to pick up their lives quicker relative to those in primary occupations like farming, even though the impact of the flood was severe for anyone unfortunate enough to have been caught in its path. Also, many living in urban centers are fortunate enough for any emergency response to be focused in restoring services in cities and towns; they also have the luxury of salaried jobs and savings, which is rarely the case for persons making a living from agriculture or farming. **No respondents reported any child being forced into child labour.**

Children (up to less than 18 years) Currently Not Going to School

While 7.69 per cent children living in temporary shelters had dropped out of school, no child assessed reported having dropped out of school due to floods.

If Your Child Is Working, What Kind Of Work Is She/He Doing?

Both children who had dropped out of school were working as child labourers.

How Much Time Does He/She Spend At Work?

One child reported work hours of about three hours every day while the other child reported

working hours of approximately seven hours, respectively.

How Much Do They Earn?

One child reported an income Rs 1500/month while the other reported an income of Rs 3000/month, respectively.

Do You Want Your Children To Go Back To School?

Both respondents who were working as child labourers said they wanted to go back to school.

Any Suggestions For Children Who Are Not Going To School To Facilitate Their Education?

The provision of temporary teaching /learning materials and aids in flood affected districts has been low, and due to poor physical facilities there is a real possibility of dropout rates increasing with time if the situation is not addressed.

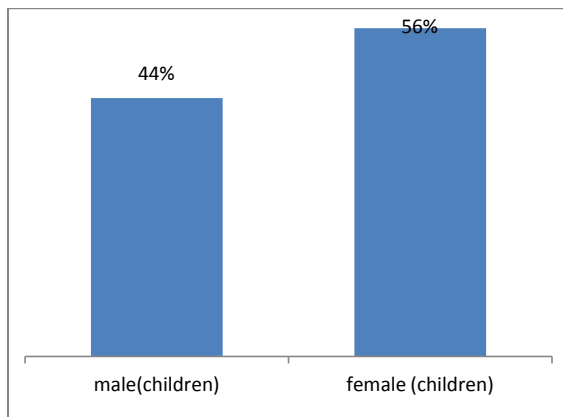
In many cases, homes of teachers themselves have been lost or damaged, increasing chances of teacher absenteeism, which ultimately affect the quality of education in the schools. In smaller villages and hamlets in the district, families were reluctant to send their children to schools in other villages, which necessitates bringing school to the door step of children.

A major reason given by families and children in this survey for children not being able to attend school was loss/damage to school text and note books; schools should be encouraged to help children replace books spoiled due to flood so that they can continue their studies, in the process ensuring access, retention and equity in schools are restored.

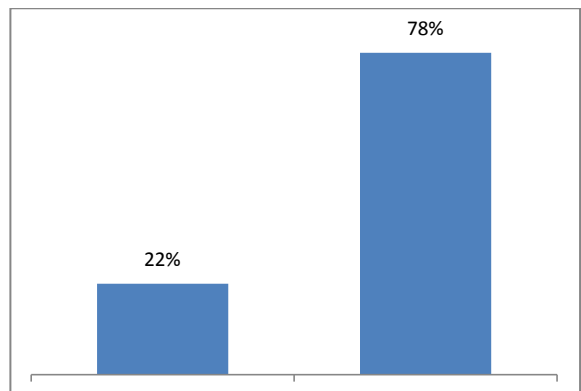
This is even more crucial when it comes to addressing the needs of children with disabilities and those with access and functional needs, who are particularly vulnerable in the event of disasters like the recent floods.

Children (<18 years) Going to School

Total Number Of Children Assessed: 59



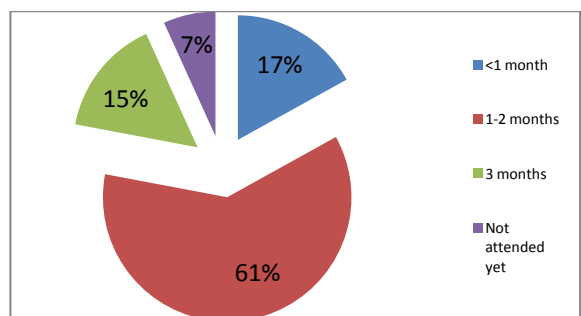
Of 59 children assessed as part of this survey, 44 per cent (26) were male and 56 per cent (33) were female.



Again, 78 per cent of the respondents studied in private schools and 22 per cent studied in government schools.

This is only indicative of the bias most families had towards educating their children in private schools based on the premise that education, generally, was better in private schools and thus it was worth the extra expense they would have to incur to give their children that extra advantage.

After The Flood, How Long Did Children Spend At Home Before Going Back To School?

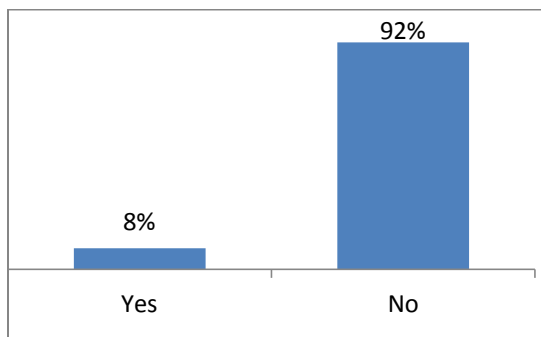


The main challenge was –and continues to be– improving the pupil attendance and bridging the gap in the learning of students caused by closure of schools. On an average, 17 per cent (10) children had to stay back at home for less than a month before re-joining school, 61 per cent (36) respondents stayed at home for 1-2 months, 15 per cent for three months and 7 per cent (4) were yet to go back to school after the floods.

Did You Change School Of Your Children After Floods?

No respondent had changed schools post the flood.

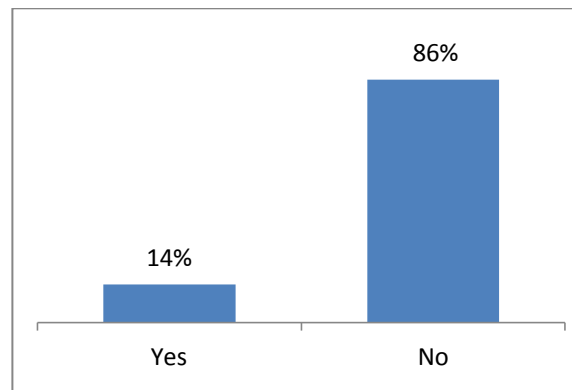
Have You Ensured Children Have Received Textbooks And Uniforms?



For children, the disaster resulted in loss of textbooks, notebooks and all school essentials. These children needed basic school supplies to restart their education. However, only eight per cent (5) respondents were able to ensure that

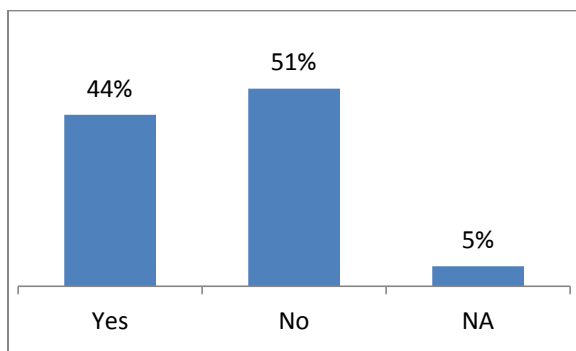
children had received their textbooks and uniforms, while a significant number – 92 per cent – reported unavailability or inability to ensure that children had received their textbooks and uniforms. This was a significant impediment to children resuming their education, and a pointer once again to how humanitarian efforts at restoring schools should also include not just the rehabilitation of damaged physical infrastructure but also the ‘soft’ components like replacing lost or damaged TLM, textbooks, notebooks, blackboards, classroom furniture and the like. The loss of a child's belonging such as text books, note books, stationery, uniform, etc. increases financial burden on poor families not to mention the stress on the minds of children. Moreover, vulnerable/socially excluded families are hit harder and many struggle just to put them back in schools.

Have You Been Able To Pay School Fees Regularly? If Not, Why?



Only 14 per cent (8) respondents said they were able to pay children's school fees regularly, while a large number of respondents – 86 per cent- expressed their inability to do so. This has implications for both parents and children: for the parents, it was frustrating to not be able to pay for the fees of their children because of lost livelihoods, changed family circumstances and financial priorities etc, while for the children, the changed circumstances could further undermine their sense of security and normalcy, especially since they look at schools to provide a stable, familiar environment to them return to normal activities and routines (to the extent possible).

Is The School Your Child Is Attending Fully Functional?



44 per cent (26) respondents said the school their children were attending was fully functional, 51 per cent said the schools were not fully functional and five per cent had not yet joined school to give a definitive answer. The floods had caused

extensive physical damage to most schools and the Education Department deferred school operations for weeks until repairs were complete and schools safe for children to return to.

Moreover, some schools were also shut because they were being used as shelters or evacuation centers, which caused further disruption to normal teaching and learning.

If Not Fully Functional, Why?

Some reasons why schools were not fully functional, as observed during field work, included:

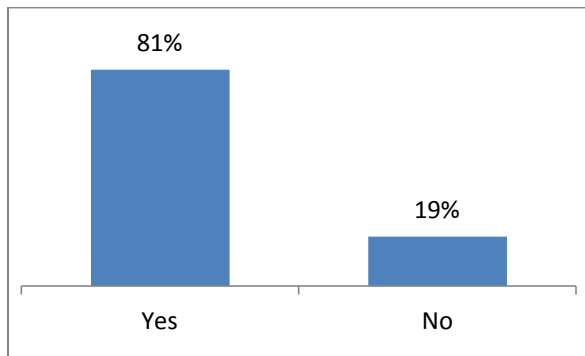
- Damage to buildings- roofs blown off, damage to windows, blackboard, etc.
- Damage of classrooms by flood waters.
- Disruption and damage to drinking water sources and toilets etc.
- Damage to teachers' own houses
- Damage to infrastructure like computer labs, science laboratory, library, playground equipment, staff rooms, etc.
- Long delays in restoration of water, power and MDM services.

- Long delays to carry out timely repairs and maintenance because of lack of funds or unavailability of manpower

Any Other Difficulty Your Children Face At School?

The respondents did not mention any other issue(s) the children faced at school.

Do You Send Your Child For Tutions?



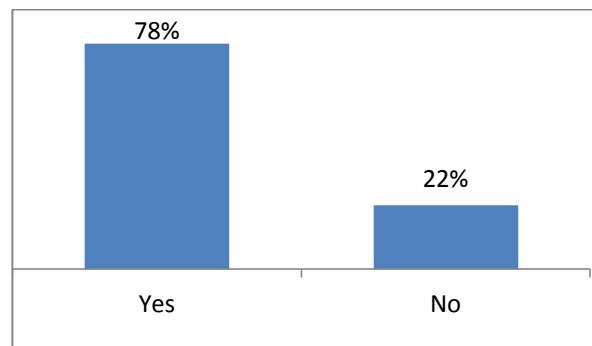
The fact that 81 per cent (48) respondents sent their children to tuitions reflects that fact that most parents, despite difficult circumstances, wanted to give their children any advantage they could in terms of their education, despite, as the next chart shows, tuitions being a financial drain on most, especially under the current circumstances.

Also, tuitions also were vital (at least in the aftermath of the floods) as a remedial class for children who had been forced to take long breaks

from regular classes because of various circumstances explained earlier.

Thus, even children who were not attending tuition classes earlier were forced to resort to tuitions to help them cover their syllabus or serve as a remedial class. Only 19 per cent (11) respondents said they were not sending their children for tuitions, possibly because of aggravated financial circumstances.

If Yes, Is It A Financial Burden To You?



78 per cent (46) respondents reported that tuitions were a financial strain on their already-over stretched financial resources, while 22 per cent (11) said tuitions were not a financial burden on them. As explained above, even the poorest were hard pressed to arrange for funds to pay for their children's tuition fees, come what may, though few would balk at this expenses unless they had their backs to the wall. Furthermore, what is often ignored in this situation is the stress

a student faces as he/she is often forced to attend both coaching classes and school simultaneously, thus facing pressure from parents, school teachers and tutors alike.

How Do You Cope With This Additional Financial Burden?

To cope with the additional financial burden of sending their children to tuitions, most respondents identified the following coping mechanisms:

- Asking for assistance from relatives to help pay fees
- Reducing household expenses to cover tuition fees
- Take financial assistance from relatives on credit
- “Manage somehow” is the usual response, as families resort to a variety of options to cut costs and balance expenses so that the tuition costs of their children are met.

It was thus not strange to hear parents make statements like “I want my son should become an educated person. So I manage the tuition expenses somehow and if necessary, take the help of relatives”.

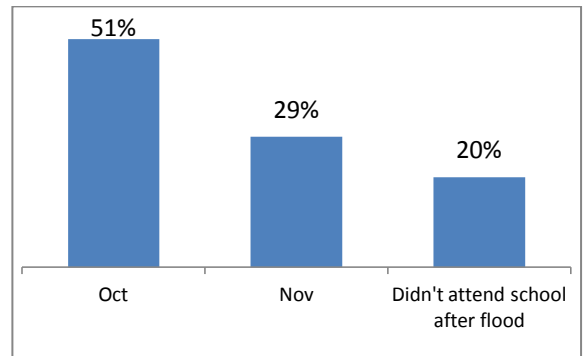
For many, it was an end game by itself- there was no scope for another option but to pay for the tuition fees, come what may. This reflects the sheer desperation of harried parents as they despaired to put together their already-meager resources to meet the cost of tutoring their children to the best of their ability. For many, its cost to the family as a whole in terms of reduced money available for more important domestic expenses like food, clothing, transport, energy costs (electricity, petrol, gas etc.), and other expenses took a back seat, if necessary to be met through loans, credit, sale of family assets and so on.

Suggestions To Facilitate Your Child's Education/Education Of Affected Children In Temporary Shelters?

Many respondents said they needed financial assistance to clear tuition fees, buy text books, stationary, uniforms, and pay school fees. Many felt that cramped spaces and overcrowding meant their children were not paying attention at school or getting enough attention from the teacher. Because there was overcrowding at home as well for many, many felt it was distracting the children from their studies; many said the children needed psychosocial support to cope with the drastically changed circumstances.

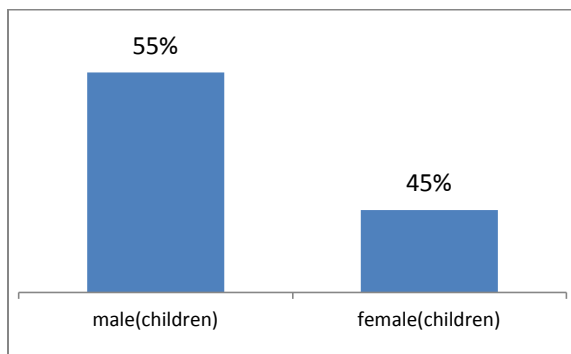
Schools that had moved to temporary sheds were difficult to study in because of the severe cold and cramped sitting space.

Many felt that the government should provide financial assistance to children affected by the flood.



Part C: CHILD SECTION

Total Number Of Children Interviewed: 55



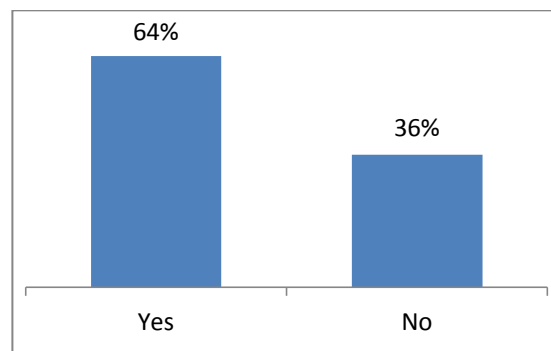
Of the 55 respondents, 55 per cent were male and 45 per cent were female. All the respondents interviewed were attending school at the time of the survey.

Were You Going To School Before The Floods?
All respondents attended school before the flood.

Since When Did You Start Going To School After The Flood?

51 per cent (28) respondents had joined school in October, 2014 (the floods began around September 5th, 2014), 29 per cent (16) by November 2014, and 11 per cent did not attend school either pre or post flood.

Do You Have Regular Teachers For Each Subject At School?

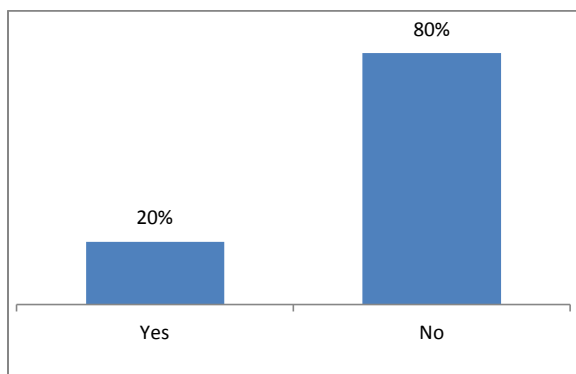


The floods took a major toll on education. Many schools were occupied as evacuation centres / shelters for displaced families, while other schools remained flooded or damaged. Many of the students' homes and belongings were

damaged or destroyed, and even after weeks of cleaning out the mud and draining the water, most homes still remained a mess. This was particularly ominous given the approaching winter season.

64 per cent respondents said they had regular classes in schools while 36 per cent said regular classes were **not** being held in their schools. Perhaps provision should be made that when the water level rises, there should be possibility of moving up to safe spaces in the premises. Thus, providing lofts or attics in classrooms to stack furniture and other materials, and making the upper floors / terrace usable for the school and/or community, building schools on high ground so that flood does not affect school infrastructure and amenities are the other practical options that can be explored to reduce losses in the future.

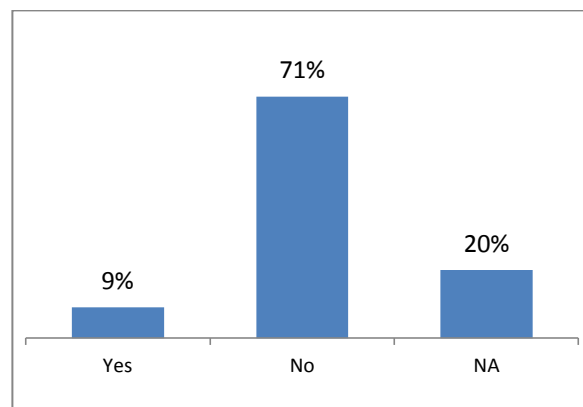
Do You Have Proper Books/Uniforms?



20 per cent (11) respondents reported they had access to proper books and uniforms to go to school, while 80 per cent (46) said they did not.

Thus, while a majority of respondents may not have had access to proper books and uniforms, it can be surmised that they would do so as supply lines were re-established and restoration of school functionality improved. However, since these issues may still take an inordinate amount of time, it would be prudent of authorities to ensure that students have access to books and uniforms to attend school with the minimum constraint.

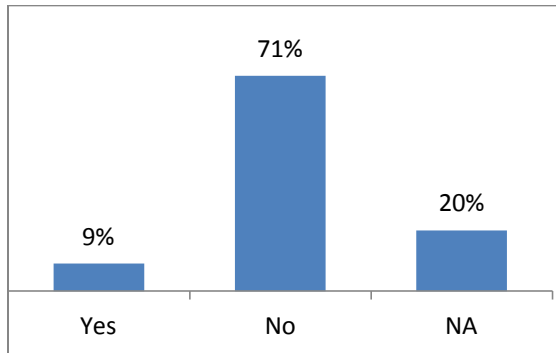
If No, Do You Face Pressure From School For Proper/ New Uniform?



71 per cent (139) respondents said they were not under pressure from school authorities to wear proper uniforms to schools, and nine per cent (5)

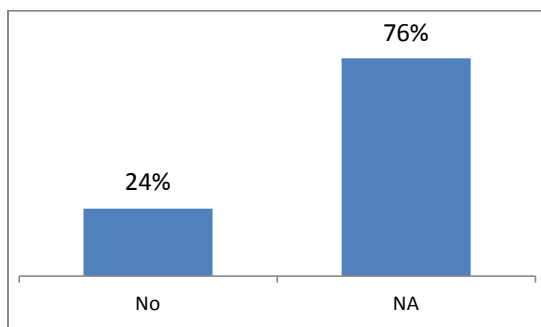
said they were under pressure to wear proper uniforms to school.

If No, Do You Face Pressure From Peers For Proper/ New Uniform?



A majority of respondents – 71 per cent- said they were not under pressure from their peers to wear proper uniforms, while only nine per cent (5) said they were. Responses from 20 per cent respondents were inconclusive since they included children who were either out of school or were yet to join school after the floods.

Do You Get Mid-Day Meals At School After The Flood?



24 per cent (13) respondents said they were not receiving any MDM after the floods in their schools, while 76 per cent (42) respondents were those who were yet to join school or had never received any MDM in school even before the floods. Since flooding damaged school infrastructure, some schools lacked proper kitchen, store rooms and sources of clean water supply, while in some food grains supplied were adulterated and pilfered, which affected the availability and efficacy of MDM in schools. These could be some reasons why children reported non-resumption of MDM in their schools.

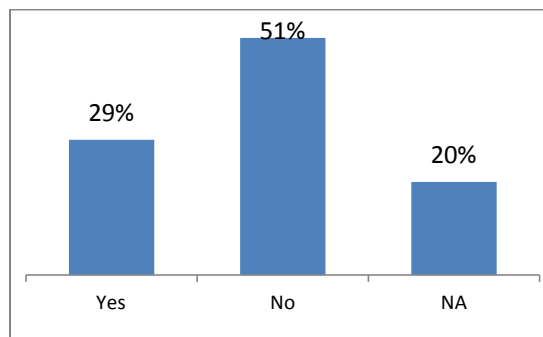
Another factor could be interruption in MDM supplies like food grains, fruits and vegetables, unavailability of teachers, damage to supplies already with the school and unavailability of cooking medium like gas, kerosene etc.

However, since the Mid Day Meal Program is aimed at providing one meal out of the three meals for a child in the school and at least one third of the calories and half of the protein RDA per child per day, efforts should have been made – especially in vulnerable/socio-economically disadvantaged communities to be able to operationalise MDM so as to fill the nutrient gap that exists in the diets of children.

Has Quality Of MDM Changed After The Flood?

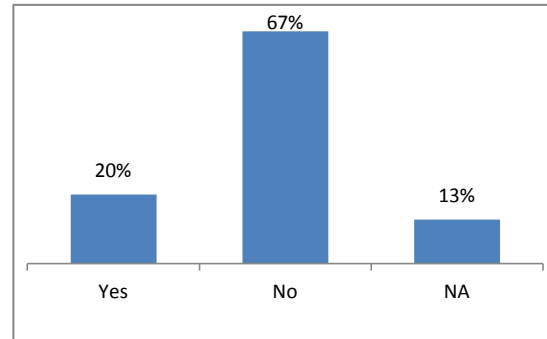
The respondents were of the opinion that the quality of MDM meals had not changed after the floods.

How Many In Your Class Attend School After The Flood?



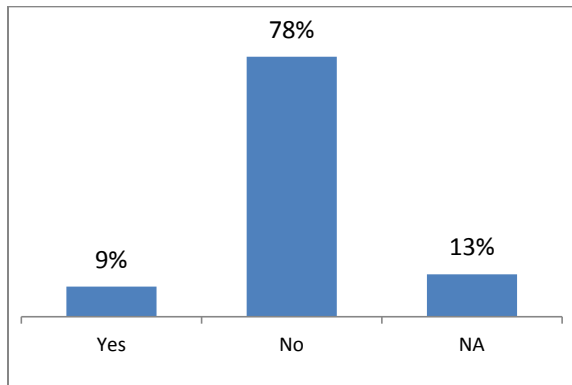
29 per cent (16) respondents said that most of their classmates had rejoined school after the floods, whereas 51 per cent (28) said many had not joined classes yet. The rest -20 per cent- included those who had never been in school before or after the floods. Given the immediacy of the survey following the floods, it is not surprising that a large number of children were yet to join classes. However, factors like almost all affected children's parents being unwilling to continue their children's studies; though admitted, parents were reluctant to provide children any tutorial support to make up for lost classes; and classroom pedagogy was insufficient due to over-crowding in schools, etc. also affected the attendance of children in schools after the flood waters had ebbed..

Do You Like Going To School After The Flood?



20 per cent (11) respondents said they liked going to school post the floods, while 67 per cent said they did not. Given that repairs/rebuilding of school infrastructure was still underway and there were issues with drinking water supplies, electricity, MDM meals, hygiene etc. a large number of students were still reluctant to attend school till these problems had been resolved. It was expected that with the post flood rebuilding effort becoming more vigorous and effective, more and more children would be encouraged to go back to school. Often, it was a situation of great financial or social distress that children often quoted as the reason why kept away from schools; for most, it was something they always looked forward to.

Did Your School Provide Co-Curricular or Recreational Activities After The Flood?



Only nine per cent (5) respondents said their schools had co-curricular/recreational activities after the flood, whereas 78 per cent (43) said this was not so. It can be assumed that many schools were not able to provide for co-curricular/recreational activities since they were still reeling from damaged infrastructure, loss of equipment and damaged or inundated playgrounds.

If Yes, What Kind?

Most schools had activities and sports like badminton, football and cricket.

Do You Feel Your School Environment Has Become Tense After Flood?

A significant proportion of children affected by disaster are out-of-school. A priority of families was to ensure learning opportunities for these children. It was seen that flood-affected communities themselves had prioritize the

provision of education for their children even before more immediate material needs. The burden of school fees, investing in school meals and ensuring a supply of qualified, motivated teachers were issues that both schools and students were grappling with post floods, as schools tried to ensure access to education - much needed at this hour to keep children in school – while also making sure that they achieve meaningful learning outcomes during their time there.

The major challenges are cleaning the classrooms, pumping of stagnant water and debris cleaning and disposal. Many respondents, expectedly, complained of damaged infrastructure, unhygienic school conditions (broken/dysfunctional toilets and drinking water supply) and bad odour from classrooms which may not be sufficiently cleared of flood debris and the like.

Some respondents also spoke of ‘fear’ from recurrent flooding episodes leading to ‘depression’, indicating a need for appropriate physical, cognitive and psychosocial support in school and family situations.

Children have informed that schools are closed as they are being used as shelter and children are

unable to attend due to inaccessibility of roads; almost all children in assessed areas reported they had lost education material such as text books, note books and school bags, uniforms etc.

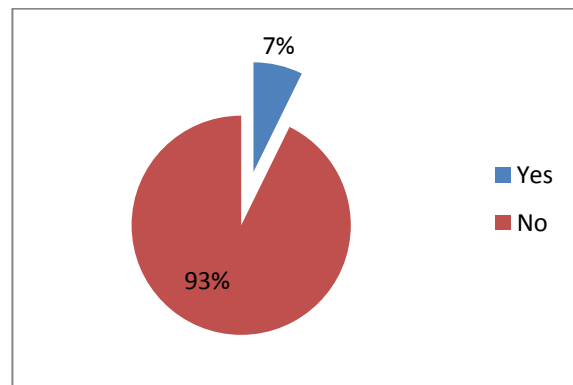
Most children reported that the Mid Day Meal had been stopped as schools were defunct, which has a huge bearing on the nutritional status of these children. Children also reported that Teaching Learning Materials, teaching aids etc. were either wet/washed out and thus not useful.

Others reported that classes were running in temporary spaces due to full or partial damage to school buildings, while some also reported that relief camps were running in schools.

For example, students in Subhanpora (Anantnag) do not know which books to buy and only 31 per cent (out of 48) had been able to get new books for the new classes, but not the books for the classes they were supposed to sit for exams! SO some students got photocopies of books and notes and prepare for their exams using these. Because examinations have been postponed and the new date has not been announced, many are left in the lurch. Some students also said that if there free ration could be distributed after the flood, why was there no waiver of school fee, since many can no longer afford the school fee.

There is thus an urgent felt need to establish temporary learning/education centers, provide education material/kits including school bags, uniform for children who lost education material, and restore the physical infrastructure of schools on a war footing to make sure that children can quickly be brought up to speed with their syllabi.

Are Your Fee Dues Clear?

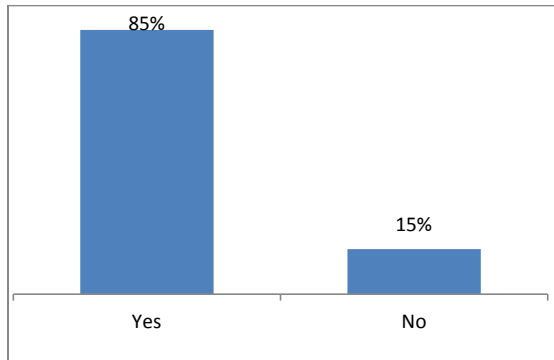


93 per cent (51) respondents said they had not been able to pay their school fee while those who had were a miniscule minority – seven per cent (4). This situation could be reflective of the financial position of many parents being under duress, and thus their inability to pay school fees of their wards.

However, it can be assumed that with time, the situation will ease off for most parents (though possibly not for all), and the percentage of

children being able to clear their school fee will consequently rise.

Do Your School Authorities Pressurize You For Clearing Dues?

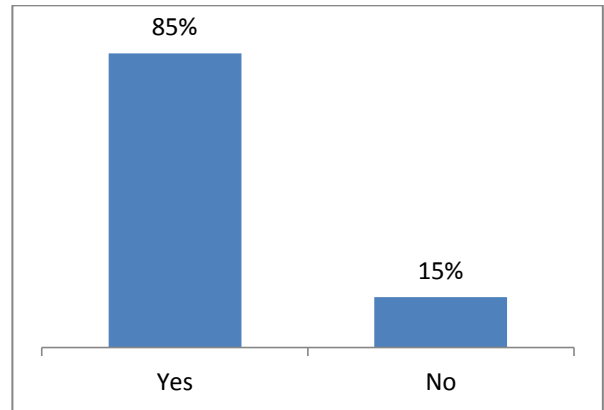


85 per cent respondents answered in the affirmative when asked if they were being pressurized into paying fees by their schools, while only 15 per cent (8) said it was not so. However, it must be emphasized here that schools could be justified in asking students to deposit their fees regularly since they will need to be financially viable to undertake rebuilding of damaged school infrastructure, replacing lost teaching-learning material, textbooks, school records, classroom furniture, teachers' salaries and the like.

For most schools, undertaking rebuilding of school infrastructure would be a major financial burden most would be unprepared for. However, it should be ensured that this does not translate

into unreasonable pressure on the students and/or their families given the fact that most would be struggling to make ends meet.

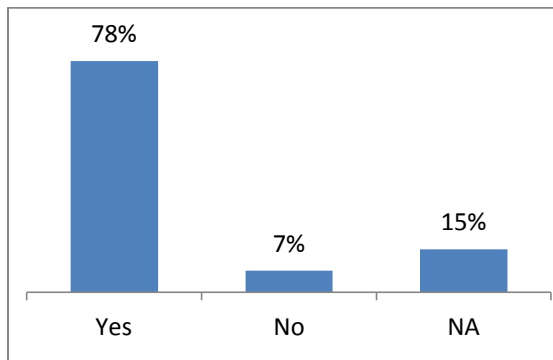
Do You Take Tuitions?



85 per cent respondents said they attended tuition classes while only 15 per cent said they did not do so. The fact that a large proportion of respondents were attending tuition classes despite the constraints of weather, financial stress at home (due to partially or wholly damaged homes, health reasons or loss of livelihoods) and irregular classes at school points to the importance education is imparted in most families.

Also, because of exceptional circumstances created by the floods, most students looked at tuition classes as a way to keep up with their lessons and serve as a 'remedial' class for syllabi not covered due to shutting down of schools.

If Yes, Do You Pay For Tuitions?



78 per cent (43) respondents said they paid for the tuition classes whereas only seven per cent respondents said they did not do so; 15 per cent respondents did not attend tuition classes either before or after floods. Thus, for a majority of children -and their families, by default- tuitions were not only important in their overall scheme of school education, but, it can be assumed, was also a major financial investment for most parents to make under the circumstances.

Suggestions For Improving The School?

That there was urgency amongst families and students that schools be reopened as early as possible there is no doubt. Many children were of the opinion that mid-day meal programme was up and running in their schools, ICDS centers were functional to provide necessary nutritional support to children, infants and mothers and also to ensure primary/play education, and that

schools were reopened/restored as soon as possible.

Apart from these priorities, many respondents expressed the desire to have more and better playgrounds, provision for free books and uniforms and a deferment or concession in payment of school fees, scholarships for those in need and ensuring regular attendance of teachers. Many felt that after the flood, the administrative and supervision of schools remained a neglected area.

Many teachers were reluctant to take on responsibilities related to rebuilding and restarting schools since they pleaded they were not mandated to do so. The mainstream school structures thus remained weak and understaffed as a result of which some of the basic requirements of fully functional school: punctuality and regularity of attendance of the teachers, maintenance of records, effective liaison with parents and community, etc. were neglected to the detriment of education

With huge volumes of contaminated, dirty water all around there was a fear of spreading of waterborne diseases.

Nutrition and health of children was get adversely affected due to scarcity or

unavailability of food, milk and water. Many respondents wanted this issue to be addressed on a priority before beginning classes.

Parents expressed their reservations about children contracting diseases like diarrhea due to poor hygienic conditions still prevalent in many schools, and wanted to be completely sure of school surroundings and hygiene before sending their children back.

With schools sustaining damage and books and uniforms getting washed away, teachers expressed their apprehension that there were chances that many children may not be able to continue with formal schooling. Many could, thus, opt to dropout or take a break from schools.

Many children were in fear of not being able to continue their education, now that they have gone back to their communities and found their schools completely destroyed. As confirmed from assessments, school supplies and teacher absenteeism are the most urgent gaps that still need to be addressed in terms of education. Some schools also continue to be used as relief centers.

District Srinagar: Numbers At A Glance

Affected

1. 84 per cent said their houses were partially /completely damaged
2. 78 per cent had started repairs to their homes
3. 97 per cent said the flood loss in incomes/livelihoods did not force their children into child labour
4. Of the total children not going to school (18), 39 per cent had dropped out of school due to the flood
5. Of those in child labour, 43 per cent were idle at home, 29 per cent did needle work, 14 per cent were engaged in labour and 14 per cent were employed in domestic work
6. 43 per cent children said they spent close to 5 hours every day at work, 14 per cent said they spent 10 hours
7. 63 per cent children spent 1-2 months at home after the flood before re-joining school
8. 67 per cent said their children had received textbooks and uniforms
9. 66 per cent parents were able to pay their children's school fees
10. 59 per cent said their the children's school were was fully functional
11. 80 per cent parents sent their children to tuitions
12. 64 per cent parents said tuitions were a financial strain

13 78 per cent of children had resumed school within three months of the flood

14. 53 per cent students said they had regular teachers for each subject at school

15. Only 30 per students had proper books/uniform for school

16.14 per cent said they were under pressure from schools to wear proper uniforms

17. 19 per cent said most of their classmates had rejoined school after the flood

18.36 per cent said their schools provided for co-curricular/recreational activities after the flood

19. Only 31 per said they had been able to pay their school fee

20. 59 per cent said they were being pressurized into paying fees by their schools

Teacher

1. 36 per cent teachers felt children were attending school

2. 36 per cent felt there was an increase in the number of children employed as child labour

3. Many teachers felt that the flood had totally ruined school infrastructure.

4. 23 per cent schools reported partial damage

5. 86 per cent schools reported they cleaned up the schools themselves or hired external help

6. 43 per cent schools reported they were fully hygienic and 50 per cent were partially hygienic
7. 21 reported kitchens being partially damaged
8. 28 per cent reported they had to procure new kitchen equipment and supplies for the kitchen
9. Only seven per cent teachers reported the school kitchen was receiving supplies regularly
10. 64 per cent reported they were regularly attending their duties in schools after the flood
11. 28 per cent teachers said there was adequate staff to teach children
12. 15 per cent teachers said they were able to take extra
13. 79 per cent had restarted work by October 2014, barely a month after the flood
14. 80 per cent reported children in their schools as either withdrawn (30 per cent), aggressive (40 per cent), rude (10 per cent) after the flood
15. 71 per cent teachers said they were short of school books, blackboards, chalk boxes, boards
16. Children coming to ICDS centre before the flood were 527; this fell to 160 after the flood

17. 72 per cent ICDS centers reported no damage; 28 per cent were partially damaged

18. 72 per cent ICDS centres reported supplies and equipment had not been damaged

19. 50 per cent ICDS centres had not started functioning when this survey was conducted

20. Six per cent reported their premises were fully hygienic

21. 21 per cent AWC reported buying new supplies or equipment

22. 78 per cent AWCs reported receiving no supplies/equipment from Government after the flood

Recommendation

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There is increasing recognition that the 2014 flood in J&K has created a long-term humanitarian and development crisis which requires a response far more demanding than ‘business as usual’

given the limited capacity of governments to respond. Unprecedented in scope and scale, this crisis has not only affected those who have lost

life or property, but also has had a disastrous impact on families, and in particular, children.

From this study, it was apparent that NGOs’ involvement in areas like management of alternative education centres has been there, but a robust institutional mechanism that harnessed the power of NGOs and involved them in various aspects of flood response programming, implementation and which encouraged those doing good work was conspicuously missing. So, while NGOs did their bit - and so did other civil society actors and government agencies- most appeared to be working in silos without any effective mechanism that coordinated the overall effort at delivering aid and succor to those most in need.

Which brings us to the first rung of flood disaster management- local communities. First, because communities are the ones who suffer the most. Second, community-based organizations (CBO) and other community institutions act faster in responding to disaster before the arrival of external help, and third, in both the immediate and long term, assistance of local communities can help mitigate some effects of the disaster at the family/household level through physical, financial or manpower contributions that are need-specific, have local buy-in and acceptability

and are immediate till the larger emergency response is able to react. More importantly, talking to communities will tell us what is actually needed and relevant to them as against what is provided.

Another problem which was apparent was the flood mitigation strategy which seemed to be top-down instead of being bottom-up, with communities and other stakeholders having little –if any - role in either the planning, allocation of resources or implementation of the response. For example, it is obvious from the study that when most respondents wanted schools to reopen, AWCs to be functional and teachers return to schools, there does not seem to be any urgency in the overall response to address these issues; instead, most of the focus continues to be on rescue and aid disbursement, oblivious to the community's real needs. There also needs to be an integrated framework that brings together services like water supply, health, education, sanitation since the need for each of these services was immediate and overlapping, while the response seems to have been piece-meal; as a result, while these services may have been available on the ground as part of emergency response, their effectiveness in toto left much to be desired.

Similarly, one aspect of the whole tragedy that seems to have been given little attention is child and family oriented support services that promote the care, protection and support of vulnerable children (including differently abled children, children with special needs, child labour, children who living outside of -or with limited- family care and protection), which are important services in their own right, and can enhance the impact and social equity of the larger relief effort in communities by preventing the abuse and exploitation of these children. Since these children – and by extension, their families- need access to psychosocial support and even bereavement counseling, Social Welfare department, Health, Women and Child Development department, community-based child protection committees, local religious and opinion leaders, social workers, police and justice officials, teachers and health care providers could have been more proactive in facilitating early detection and care of these children.

Documentation is a vital need, and it seems no attention has been paid to it so far. For example, with their personal belongings washed away or damaged beyond salvage, people will need access to vital documents like ration cards, birth registration, school records, property papers, property and health care insurance documents

and the like, which ideally should see the relevant departments evolving a ‘one-stop shop’ approach to making these services available in the most convenient manner possible, so that people do not have to run from pillar to post in availing these services.

Focus should be on developing human capital (health, nutrition, education, skills and labour) so that the future livelihoods of vulnerable youth – which is a pressing concern and the reason why many have already opted to work as child labour rather than continue with their studies.

Programmes that promote livelihoods-oriented knowledge and skills among vulnerable youth – like teaching them new skills and knowledge that will better equip them to cope with future floods – could be vital to their long-term prosperity; this includes economic empowerment programming, income generating initiatives, vocational and leadership training. This is also one space that NGOs and other donor agencies should explore to move into almost immediately, identify promising practices in livelihoods-based social protection that are sustainable and cost-effective, with the potential for scaling up.

Immediate efforts should be made to make education available to all children - including the most vulnerable - to ensure continuity, loss of school year, addressing the issue of retention,

attendance and Out of School children, nutrition (by operationalising Mid Day Meals immediately) and ensuring all textbooks and notebooks are made available to children of all classes without further ado. Furthermore, it would be worthwhile to explore financial and in-kind scholarships for students who can no longer afford to pay school fees or buy new uniforms, books and other school –related items.

Why institutions like the Panchayati Raj Institution (PRI) were not approached -or they did not step up to offer assistance- is not clear. But PRIs can be a local source of vital reach and access to government agencies and funds, and can play indispensable and multiple roles towards improved targeting; monitoring and assisting those in need to “navigate the system” and to gain access to their entitlements. Perhaps NGOs can identify strengthening of PRI capacities on disaster management / emergencies to ensure their active participation and buy-in in emergencies like this. Continuous efforts should be made to build political will among government ministries (where ‘buy-in’ remains weak), and to foster leadership among key stakeholders on disaster management and social protection issues. A concerted effort should be made to enhance the institutional capacity of social welfare ministries and other key stakeholders to implement social protection

programming, particularly where integration of support services and policies is concerned.

Conclusion

existing systemic challenges, lack of updated baseline data and the limited capacity of implementing partners/NGOs capable of responding to such a large scale emergency posed many difficulties. to restore basic services like water, electricity sewage, health, education and transportation; address social issues And though we will only learn of the long-term economic and social implications of flooding over the next few months, we can atleast start to rectify the lacunae and help people recover from the trauma and begin rebuilding their lives.



If there is any take away from the recent flood, it is the learning that follows a thorough assessment of the effects of the flood and to internalize these lessons to improve preparedness to reduce losses from any such event in the future.

The challenges were many: the scale of the response required, difficulties in accessing and assessing affected populations, slow pace of the response especially in rural and remote areas, the geographic spread of the floods were, pre-

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