# Presentation on Ministry of Education Experiences on Earthquake and other Hazards and Interventions

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# Outline

- Introduction
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# Introduction

- A hazard may be defined as an extreme event that is capable of causing a disaster (DRM, 2018)
- Malawi faces a number of hazards, both natural and human-made, which include floods, drought, stormy rains, strong winds, hailstorms, landslides, earthquakes, pest infestations, diseases outbreaks, fire and accidents.
- The most likely disaster prone districts in terms of natural disasters include Phalombe, Nsanje, Chikwawa, Machinga, Mulanje, Mangochi, Thyolo, Chiradzulu, Zomba, Karonga, Blantyre, Balaka, Ntcheu, Salima, Rumphi, Lilongwe, Mwanza, Dedza and Neno.

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- The Education Sector is affected in two ways when hazards occurs:

➢ School infrastructure is damaged and learners are affected and traumatized.

➢ Schools are used as displacement sites for the affected communities which render schools unusable for along time and learners are forced to stay at home instead of being in class.

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- The effect of the hazards on the education sector is a decline in the quality of education and socio-economic conditions of the affected populations in the long term.

# Experiences on Hazards

- In 2007,  Karonga district was hit by an earthquake and school infrastructure were damaged.
- In January 2015, Karonga, Mulanje, Nsanje and Chikwawa districts were heavily hit by floods which saw schools turned into camps hence disturbing learning process. The floods destroyed 508 Classrooms and 118 teacher houses.
- In 2019, Cyclone Idai hit Malawi and school learners were also affected.
- In 2020, COVID 19 hit Malawi and schools were closed.
- In 2021 over 250 school infrastructure had there roofs blown off due to stormy rains.
- In 2022, Cyclone Ana and Khombe hit Malawi  schools have been affected.

# Interventions

- Developed high risk areas designs for primary schools under the DFID Project after the 2007 earthquake in Karonga.
- Developed the Malawi Safer Schools Construction Guidelines Volume 1 after the 2015 floods to guide stakeholders on construction of resilient school buildings.
- Communities have since been advised to first of all seek guidance from local councils before opening new schools.
- Development partners and all stakeholders are advised to seek guidance from Ministry of Education through Education Infrastructure Management Unit on designs and construction norms and guidelines for education infrastructure.

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- Constructed new educational infrastructure and rehabilitated in compliance with technical hazard resilient criteria under MESIP, KFW and MFERP.
- Developed  a low cost effective design, construction manual and supervision and monitoring plan for use by the local councils under the  upcoming MERP.

# CONCLUSION

- The Ministry recognizes the significant impacts of these hazards to the population specifically learners and teachers and to the contribution of the education sector to the country's economy as such the Ministry through EIMU is reviewing the draft Norms and Guidelines for school infrastructure in Malawi.
- It covers site planning, design, construction and maintenance and provides guidance on safety from natural hazards.
- The guidelines will set minimum standards that have to be used by anyone in school construction.

# THANK YOU FOR YOUR ATTENTION