

EDUCATION SECTOR RESPONSE

Samoa, September/October 2009



Organisations Involved

Ministry of Education, Science and Culture;
ADB; Caritas; JICA; NZAID; Salvation Army;
Save the Children; TearFund; UNESCO;
UNICEF; World Vision

Impact on Education Sector

- Approximately 1000 primary and secondary students no longer had access to schools and another 400 students were in schools not damaged but whose schools were closed due to recovery efforts
- 4 primary schools and 2 secondary schools were damaged/destroyed by tsunami
- 42 teachers were affected in these schools
- Damage to teaching/learning materials- school furniture; textbooks
- Destruction of 9 ECE Centres- 310 children between 3 and 5 in these centres (20 deceased from these centres)

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RESPONSE: 2 Weeks Post Disaster

Within 1 Week

- TOR for Education Cluster Coordinator drafted and recruitment undertaken (SC/UNICEF)
- Cluster Coordinator introduced CC mechanism to MESC
- Education Cluster Coordination meetings initiated
- Distribution of Recreation and Early Childhood Kits

Within 2 Weeks

- Rapid Assessment undertaken by MESC
- 8/10 Week Education in Emergency Response Matrix (INEE) drafted
- Temporary school tents installed: NDMO; Australia Government
- Bottled water distribution
- IEC materials (Key messages: Safe Drinking Water; Hand Washing; Food Preparation)
- ECE assessment undertaken by Council of Early Childhood Education for Samoa (NCEES)

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RESPONSE: 3 Weeks and Beyond

- Provision of portable latrines for schools
- Provision of 15 child friendly school tents
- Provision of school furniture and first aid kits
- Coordination of fundraising for ECE Centres

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Lessons Learned

Coordination

- Considerable time/energy expended in introducing and advocating on cluster modality & processes
- Importance of cluster coordination with/within SWaP mechanism
- Value of inter-cluster meetings on cross-sectoral issues for better integration of response (ie WASH in Schools)
- Lack of clarity on interface with Early Recovery Cluster
- Planning of monitoring & evaluation as of outset

Assessment

- Lack of qualitative indicators as well as sex disaggregated data within Rapid Assessment

Supplies

- Supply specifications difficult to procure within the Pacific region and therefore need pre-positioning (ie smaller child friendly tent sizes)
- End-user monitoring of distribution of supplies a challenge

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Initial Recommendations

- Development of national **Education in Emergency Plans** and **capacity development** of MoE staff in its implementation, monitoring and evaluation.
- Agreed **Terms of Reference** of Education Cluster arrangement at national level and accountabilities within this.
- Comprehensive rapid **needs assessment** tool available and familiar to MoE staff at **decentralised** levels.
- Inclusion of **Early Childhood Education** within TOR for Education Cluster remit
- Assessment of **availability** of emergency education supplies (and elaboration of spec's for these)- temporary learning centres; teaching/learning materials; IEC materials