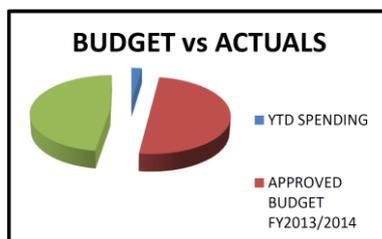


Education Sector Recovery Progress Report – Cyclone Evan (July 2014)

Snapshot (Overview) – the pie chart

Budget: STA 9,467,100
Expenditure to date: STA 643,258
Funds Remaining: STA 8,823,842



don't forget to update



Link to Sector Plan – Goal 5: Establish sustainable and efficient management of all education resources.

Link to National Plan Vision – Social Priority Area (Improved focus on access to Education, Training and Learning)

List of Appendices: (as required by each sector)

1. Education Consultant, Mission Report May 2014
2. Monitoring Report Category 1 Schools
3. Status of MESC Cyclone Recovery Plan (Category 1 to 3)
4. Case Study – Falese'ela Primary School

1. Background (this section should be reviewed but is unlikely to change much for each report)

Findings documented in the Post Disaster Needs Analysis (PDNA, March 2013) estimate damage to schools and materials was approximately SAT9.6 million. The Australian and New Zealand governments and other development partners are providing SAT 11 million over two financial years to assist the GoS with the costs of reconstruction. Schools were categorised into three groups: category 1 (36 schools) – slight damage, category 2 (6 schools) – medium damage, category 3 (7 schools) – major damage or destroyed. Education recovery and reconstruction needs include school repairs and reconstruction, to 'build back better' standards, as well as replacement of furniture and learning materials. An issue for consideration is the need for support for Early Childhood Education (ECE) in cooperation with the Civil Society Support Program (CSSP), with MESC now considering to initiate a similar arrangement as for Category 1 schools (eg provision of a grant agreement to undertake minor renovation). Following the cyclone, it was tentatively decided to progress strengthening of psycho-social programs for school communities to withstand future shocks, however such programs are considered as part of each community's efforts. The proposed revisions to hazard risk reduction programs, in school's curriculum was in place from 2012, in consultation with DMO and covers health promotion, including issues to address vector control, emergency health care and hygiene. The long term aim is for the education sector to create greater resilience against disaster risk hazards and have highly prepared school communities.

An initial assessment of cyclone damaged MESC facilities conducted in August 2013, was subsequently re-visited by DFAT consultant, John Kornie and MESC, in May 2014 (**Appendix 1**). At this time it was deemed that budget estimates for the recommended works could be conducted within available funds of WST \$9,457,100 (at May 2014).

2. Implementation Logic (this section is unlikely to change for each report)

2.1 Sector Recovery Goal

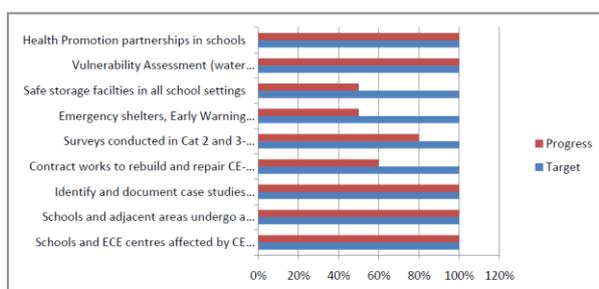
- Education Sector Recovers from CE, reduces vulnerability and enhances resilience to withstand future shocks

2.2 Sector Recovery Outcomes

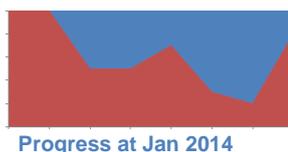
- Education sector recovery results in maintaining access to quality education in a safe environment to meet the national, economic, social and cultural goals of Samoa
- Education sector builds capacity to prepare for and respond to disaster alongside resilience to withstand future shocks

3. Summary of Progress (to June 2014 – this should be reviewed and changed accordingly for each reporting period):

The bar chart (this should be updated for each progress report) shows significant movement in the area of construction-related works, surveys (Cat 2 and 3 schools), M&E, emergency shelter, safe storage, assessments and health promotion partnerships. Progress against the last recovery reporting phase is shown in the bar chart and also illustrated in the Jan 2014 and July 2014 area charts below.



damage to educational facilities is now showing revised 7 x Category 3, 6 x Category 2 (previous estimate was 11) and 36 x Category 1 (previous estimate was 33). Of the 36 Category 1 schools, only 1 school have not been provided the remaining tranche of \$2,000 as MESC is awaiting full compliance with agreement conditions to be met, including accountability for funding expended by the 1 remaining school. MESC will then decide whether to release funds following receipts from this school. A monitoring report pertaining to Category 1 schools, conducted by MESC is attached at **Appendix 2**. MESC will focus on recovery of schools, and further works relating to ECE (there are 14 that suffered minor damage consistent with the Category 1 schools) will be reviewed in consultation with the CSSP in the second half of 2014.



A priority action was to provide temporary schooling for children in alternative facilities (including those with special needs). This was in place for the start of the 2013 school year and continues, with MESC monitoring the situation as planning for permanent facilities proceeds. Communities in CE-affected areas were generous in offering facilities for study in homes and other existing education



facilities (as shown in the photo of the Salamumu Primary School learning in a village fale, which was a temporary measure until the new JICA-constructed school was opened in December 2013). Temporary schooling continues for students of Mulivai and Siumu. Our monitoring teams report that for temporary schooling, there is provision of learning materials for all children as well as some furniture and equipment. Meetings with School Committees are regularly held to identify challenges and best options for MESC to support children in all educational settings.

Facilities in low-lying areas, deemed at risk from natural disaster were the subject of a risk assessment by DMO. Subsequent recommendations were to relocate primary schools in Falese'ela and Savaia. Plans were reviewed by DFAT Consultant, John Kornie in May 2014 (see **Appendix 1**) and MESC is progressing in resolving relocation issues for the aforementioned schools.

The bar chart above shows progress against key outputs conducted during the emergency phase are completed and medium to longer term construction activities have either proceeded or are on the cusp of proceeding. Survey works are mostly completed and procurement for designs are completed or underway. Building works are expected to commence in the second half of 2014. MESC anticipates that the construction of 5 Category 3 schools will be completed in the second half of 2014.

The proposed program for psycho-social wellbeing in schools is now expected to be led at the community level and the strengthening of disaster and climate risk management in school communities is expected to be assisted by DMO.

3.1 Priority Activities (Emergency Phase) – this section is unlikely to change, as the emergency period is now over – however it should remain in recovery reports)

Damage to schools was assessed immediately after TCE struck. Schools were categorised into three groups: category 1 – slight damage, category 2 – medium damage, category 3 – major damage or destroyed. Follow-up assessments have, in some case, shifted some schools into different categories where appropriate.

In some situations, provision was made for children (including those with special needs) to continue to receive education in alternative learning settings with some teachers relocated to alternative sites, including those provided by communities and other schools. The provision of educational inputs including learning materials, furniture and equipment to schools damaged by the cyclone has been mostly delivered to formal and alternative school locations, with the exception of some furniture items. In July 2013, MESC assessed conditions of the damaged buildings and re-affirmed works (if any) by respective villages/communities. A visit to ECE centres by MESC enabled distribution of learning kits provided from UNICEF. In August MESC conducted field monitoring visits to assess the effectiveness of priority activities.

3.2 Medium Term Action for Recovery and Reconstruction (this section provides for a more detailed update on recovery activities and should be reviewed and updated for each recovery report).

Technical assistance provided from AusAID/DFAT (Australian Civilian Corps) commenced in August 2013 and assisted in assessing construction needs, incorporating 'Build back better' principles. TA commenced with site visits to damaged facilities (see fig 1) initially assessed as Cat 3. A report is available from MESC and **Appendix 3** provides a status update for MESC Cyclone Recovery Plans (Categories 1 to 3), as at July 2014. MESC assisted by DMO has identified two schools in hazardous locations (Falese'ela – see Case Study at **Appendix 4** and Savaia Primary Schools in Lefaga district) which are deemed at risk



from future natural disaster and recommended for relocation.

Recovery works have commenced with assessments, topographic surveys, engagement of local building consultants to undertake design, documentation and supervision services. It is expected that initial construction will commence starting with Vaivase Primary School following the contract signing on 9 July 2014. It is noted that progress has been slowed by government processes, including Attorney General approvals and procurement requirements which are designed for non-emergency situations. This issue has been addressed with priority and following several meetings involving MOF and AG's, shorter timelines for post-emergency reconstruction works are a likely outcome that can be expected to assist in the case of future disaster.

MESC anticipate that disaster and climate risk management will be strengthened under the recovery plans, in cooperation with recovery partners, including MNRE/DMO. MESC is aware of continuing efforts to raise awareness in schools and within the MESC to improve preparedness for natural disaster. The Disaster Management Committee of MESC meets regularly to monitor and implement the Action Plan for Disasters and review responsibility for action and 2 MESC representatives attended training on the Action Plan in December 2013 and Disaster Management Committee members from MESC have conducted school monitoring visits in the reporting period to June 2014. Raising awareness in school communities to highlight the imperative to provide for resilient structures as well as ongoing maintenance to promote learning in a safe environment is all part of the regular monitoring visits by relevant parts of MESC. A review of the existing secondary school curriculum that considers mitigation of risk from disaster and climate change is underway and proposed to continue under the new ESSP. A new school curriculum for primary was rolled out in 2012 and includes a focus . A visit in June 2014 was conducted in cooperation with DMO to assess evacuation centres for schools and check minimum service standards are being met. A further visit is proposed in August 2014. The status in schools is documented in an annual report presented to Cabinet and at the Annual Principal's Conference.

MESC also conducted visits to schools in Upolu and Savaii in January 2014 for the start of the school year and were satisfied regarding vector control, safe water provision, access to power. At this time there was no evidence of emergency health care. Under existing health promotion partnership, some schools were closed due to issues of poor sanitation, however generally most schools were deemed in order. Regular visits to schools and checks on minimum service standards, including sanitation and emergency evacuation procedures are conducted on an ongoing basis by MESC.

An additional request from the Public Library to assist recovery from TCE is being considered by MESC and will be reported in the following reporting period (July to December 2014), including consideration of budget options given that the TCE budget is fully allocated.

3.3 Challenges (this section may contain changes for each recovery report – however it may also remain unchanged, depending on sector challenges faced).

Implementation challenges are related to the need to follow procurement guidelines, which can result in slow and protracted processes. It is recommended that this be reviewed and simplified, in the case of emergency works, to balance the need for risk management with the speedy recovery of schools.

Other challenges relate to the need to acknowledge and reimburse communities for repairs in schools but also ensure that the standard of works are not compromised and will demonstrate resilience to future shocks. The problem of ensuring building works meet BBB principles and national building standards is challenging given that some schools have rallied resources to re-build schools (Safa'atoa Primary School Case Study).

4. Comment on Principles of Recovery (this whole section 4 includes examples of how sectors meet the principles of recovery – you can include additional examples at each recovery reporting period, if you choose to do so).

The GoS's Recovery Framework has established a general policy for recovery, which is based on the Cyclone Evan disaster management new paradigm, and on lessons learned by addressing the following guidelines for intervention: Build Back Better, Value for Money, Vulnerability; Inclusive and Informed Decisions; Human Rights & Protection; Common Reporting; Institutional Arrangements; Risk Management; and Monitoring & Evaluation (see appended Education Recovery MEF). In addition, Education Sector Recovery planning and implementation has incorporated the mainstreaming of cross-cutting issues, including gender, climate change and DRR measures into activities.

- **Build Back Better**

The 'Building Back Better' principle is a key guiding principle for the Education Sector, although tensions can exist relating to requirements to fully meet standards as well as additional time allocations. Rehabilitation and reconstruction of education facilities includes explicit reference to BBB standards to meet Building code standards for construction that maximises the potential for resilience, including maintenance requirements and evacuation planning to mitigate common hazards such as cyclone winds, flooding, earthquakes, landslides, tidal surges and tsunamis. MESC also provides written Guidelines for School Buildings in Samoa and it is a requirement when planning a new building or renovation, that schools submit an application for MESC approval, which also involves meeting PUMA and MWTI regulations and standards, in particular the National Building Code for Samoa. The code includes reference to Australian standards for wind loads and to New Zealand standards for earthquake. A Home Building Manual is also made available through MWTI to assist building works. Cyclone resistance integrates anchorage, bracing and continuity of fixings, fastenings and tie-down systems. In addition Disaster and Emergency Management Act 2007, prescribes measures for schools to protect the welfare of students and staff during times of disaster or emergency.

- **Value for Money**

VFM is demonstrated by government procurement processes that ensure contracts are measured against quality outcomes, including value for money indicators. The Education Sector works closely with the Central Tender Board to ensure transparency and accountability principles and follows GoS procurement guidelines. MESC hopes to explore

the potential to review current government systems that can delay contracting in the case of emergency whilst still retaining VfM principles.

- **Cross-Cutting Issues**

Recovery programs will collect and analyse gender-disaggregated data to monitor that the benefits of activities are shared across groups of male and female children. In the case of enrolments that seem to show inequity with more girls than boys in science and maths, these issues are considered at a high level, involving CEO and ACEO levels to consider interventions, review policy, identify research, etc. Under ESSP interventions are expected to be in place to address the former concerns.

In addition to gender equity, recovery programs will consider principles of social inclusion, especially related to the special needs of children with disability. The Samoan Inclusive Education Development Program supported by Australian aid is in place and expected to address issues relating to special needs in schools. MESC has a Special Needs Coordinator in the Curriculum, Materials & Assessment Development section and a Facilities Handbook for use by contractors, which includes standard designs for disability access. Standard guidelines were recently simplified for new school building approvals in Samoa, with assistance from DFAT. These guidelines will apply to village school committees, donor agencies and development projects. MESC provides financial assistance on the basis of a per capita grant to schools providing education for children with disability. A database has been developed to identify students, their disability and their location. The work of MESC in this area has been supported by other donors in the past and is currently supported by Australian aid through the Samoa Inclusive Education Development Program. Our planning ensures attention to special needs has been considered in the provision of alternative ongoing education (during the recovery phase) as well as the provision of equipment and upgrading of facilities to cater to children with special needs.

Climate Change and Disaster Risk Reduction measures are incorporated into recovery, reconstruction and rehabilitation works. The explicit focus on 'Build Back Better' principles is incorporated into local contracts for building against designs to assist in the promotion of a safe environment, including education facilities for all children. MESC work closely with DMO to assess risks related to the siting of schools in areas deemed hazardous.

- **Vulnerability**

Priority recovery activities are geared towards maintaining access to education for those most vulnerable (children, including those with special needs, directly impacted by the cyclone and flooding event). A situational analysis was conducted to promote Inclusive Education in 2013 and revised during March/April 2014. Alternative access to education for the aforementioned groups is monitored by MESC, in consultation with School Committees to assist in responding to needs raised within the school community. Other initiatives are planned to build the resilience of these groups in terms of mitigating future risks arising from natural disaster.

- **Inclusive and Informed Decision-Making**

Education sector recovery planning and implementation is conducted in a consultative and participatory way, whereby representatives from MESC engage directly with school communities through existing School Committees, including Parent Teacher Associations. MESC conducts visits to school communities and this is ongoing, on a weekly basis. Provision for regular meetings with these groups to update them on progress, share

information, raise concerns and propose solutions to progress implementation is evident in our monitoring and evaluation framework. Examples of consultation include the recent community decision regarding the relocation for the Falese'ela Primary School in January 2014.

- **Human Rights and Protection**

Ongoing provision of alternative education during the post-cyclone recovery phase, takes into account the need for all children (including those with special needs) to access free primary and secondary education. MESC is duty-bound to provide continuing education for children affected by the cyclone and will continue to work closely with community partners, including the families of school-aged children to encourage regular attendance at schools, which is regarded in the best interests of the child.

Children are being protected in schools and in cases where there are protection issues, children and families can access the Victim Support Group – *School of Hope*, especially given the alternative arrangements for schooling in homes and other locations (eg are there systems in place to report child abuse, protection issues). MESC also maintain a policy for mandatory reporting of child abuse, which involves referring matters to the highest levels, including MESC CEO, Police and Public Sector Commission (whilst maintaining the confidentiality of victims).

- **Common Reporting**

Following the tsunami, the challenge of developing a coherent system for reporting was highlighted. The MESC has committed to working cooperatively with Recovery partners to achieve its recovery plans. To ensure a coherent approach, the Education Sector Recovery reports will be led by MESC and coordinated at the national level, in close collaboration with the Ministry of Finance, Aid Coordination branch. The adoption of the whole-of-government reporting template by MESC is expected to aid in the overall coordination of progress at the higher level.

- **Institutional arrangements**

To progress implementation of Education Recovery Plans, close collaboration with the following Ministries, Agencies, Donors (Japan, China, USA, Australia, New Zealand), stakeholders and implementing partners is required: MOH, MWTI, MWCSO, CSSP, SWA, UNICEF, MNRE, NUS, USP, NGOs, Donors, private contractors. To assist in effective coordinating across partners, the lead responsibility for implementation is clearly documented in our monitoring and evaluation framework.

- **Risk Management** (it will be important to monitor how your sector is managing its risk exposure – so suggest review this section of section 4 closely at each reporting period).

<u>Issues</u>	<u>Actions</u>
Need to acknowledge community efforts to re-establish schools whilst still balancing the need to ensure buildings are compliant with BBB measures and national building standards.	MESC to discuss incentive arrangements, whereby communities take initiative to build back. MESC to make a greater effort in ensuring communities are fully appraised of government requirements for BBB or other standards (monitoring visits, radio, TV, notices)

Lengthy delays in finalising contracts for reconstruction due to competing government demands.	Initiate dialogue with AG and other departments to mitigate against contract delays and determine if there is special provision for the case of emergency reconstruction. MESC is confident that continued dialogue initiated between MOF and AGs will provide for an improved outcome in the case of emergency.
Threat of ongoing natural disaster during the reconstruction period.	Expedite and improve planning for natural disasters and climate change resilience at all levels.
Constraints on human resources, such as failure to fully staff MESC with project management including M&E expertise	MESC staff to access training / technical assistance in M&E procedures as well as project management relating to construction
MESC is challenged by need to coordinate across different donors	Sector-wide approach to coordinate progress taking into account different donors, including Australia, New Zealand, China, Japan, USA.
Securing of land title to relocate schools in hazardous areas	MESC and other government entities to consult closely with relevant communities regarding land ownership issues. The procedure is lengthy and protracted, however recent success with the Falese'ela school community highlights that positive outcomes can be achieved given willingness and time.
Reconstruction time frames exceed MOF expectation.	Spending on post-cycle reconstruction will need to be spread over several years.
Status of assessments (infrastructure and other education programs), is fluid and not fixed. Initial assessments are not correct and need to be monitored for accuracy, in a flexible and incremental way.	MESC's approach to engage TA to do further assessments after the immediate phase, has assisted in gaining a correct assessment of post-CE status of infrastructure. In a similar way ongoing monitoring enables MESC to gain up-to-date changes regarding programming in the education sector.

- **Sustainability**

Sustainability is promoted through the use of 'Build Back Better' and resilience principles that promote cooperation with school communities. In addition, for construction works sustainability is supported by the local survey and construction provisions, including the sourcing of local materials and maintenance. The Education Recovery Plan for TCE will also migrate across to other longer term development initiatives, including the proposed transition of ESP2 to ESSP in 2015.

5. Monitoring, Evaluation and Lessons Learned (MEL) – section 5.2 may change for each reporting period)

5.1 Monitoring and Evaluation

Programming for recovery and rehabilitation works, following the cyclone is coherent with national goals and sector planning. Progress is documented in regular updates of the Education Sector monitoring and evaluation framework (MEF). Progress is documented in the appended MEF. MESC is committed to the joint monitoring and evaluation of recovery outcomes, in consultation with development partners, including bilateral donors. MESC reports will utilise the whole-of-government reporting frameworks, to aid coordination at the higher levels. A Recovery Committee will convene every six months comprised of Partner government ministries, donors and other relevant development partners. The MEF provides for a review of program performance against program workplan and indicators. Our Recovery Plan anticipates an independent review at the close of the project in 2015. MESC staff have also attended several Monitoring and Evaluation workshops conducted by MOF (and assisted by DFAT's M&E Specialist) in July 2013; January 2014 and seek to build its internal capacity to monitoring program results.

5.2 Lessons Learnt (review this section at each reporting period)

Lessons learned following natural disasters in Samoa to date include the following:

- The need to coordinate across multiple agencies to avoid replication and share information (eg warning systems in Lefaga)
- Importance of maintaining coherence with sector plans
- Need to develop policies to reward communities who show initiative
- Need to expedite recovery actions in the case of emergency – for example ‘fast forward’ to cyclone season 2013/4 and building works are not finalised – partly due to delays arising from procedural matters, which are now the subject of consultation between MOF and AGs.
- Difficulty in obtaining accuracy in the immediate post-disaster phase. Often assessments are completed by less experienced personnel who are in a rush and work under difficult conditions. Hence assessments should be flexible and incremental, to allow for the full picture to emerge. You cannot expect to have an unchanging, fixed set of criteria to build projects around. The challenge then is to measure progress and to keep all players up to date.
- MESC capacity to undertake large procurements works has been challenged by shortages of staff. In the case of large-scale emergency works, the ability to outsource expertise as in the case of DFAT consultant inputs, has been a valued input to progressing construction.
- Timeframes to recover post-cyclone are protracted and provision of funding should not be tied to shortened and/or unrealistic timeframes of recovery.
- Community engagement processes are lengthy, protracted but consensus can be reached over time, as has been demonstrated in the case of the Falese'ela Primary School relocation.

Monitoring and Evaluation Framework (MEF) – Education Sector Recovers from CE, reduces vulnerability and enhances resilience to withstand future shocks (review closely at each reporting period – it is best to utilise the excel version of the MEF and cut and paste back into the word version of the report)

Priority: I-M-L term	Goals	Indicators (how to measure change)	Baseline Pre-CE	Verification Sources (Means of Verification - MOV)	Responsibility (specific lead)	By When	BBB Features	Progress (December-June 2014) - against target
	Education Sector Recovers from CE, reduces vulnerability and enhances resilience to withstand future shocks	Performance, risk management and lessons learnt are documented		6-monthly WoG reports to Recovery Committee documenting performance against agreed indicators	MESC SC (lead)	Dec and July ea yr		
Immed - Med - Long	Education Sector Outcomes - knowledge, attitudes and practice	Indicators (outcome level)	Baseline Pre-CE	Verification Sources	Responsibility (specific lead)		BBB Features	Higher level objectives (related to the progress against related outputs - see below)
Med-Long	Education sector recovery results in maintaining access to quality education in a safe environment to meet the national, economic, social and cultural goals of Samoa	Children (including those with special needs) are able to access education in a safe environment by the commencement of the 2013 school term	105 children with disability enrolled in mainstream schools (gender disaggregated)	MESC SOD Reports and Net enrolment rates indicate children (including those with special needs) continue to access education (safe, with teachers and learning materials - primary and secondary schools)	MESC SC (lead), public sector and partners	6-monthly updates	Nil	(Update) The only school now where children are using alternative settings for education is Mulivai with a roll of 80 children.
		100% of new construction, incl facilities relocated are assessed as stable and safe, culturally acceptable and demonstrate BBB standards by July 2015	PPG Consultant report 2013	6-monthly sector report notes compliance against building safety codes (indep architect assessments) incl identified case studies of BBB practise and lessons learnt	MESC SC (lead), public sector and partners	6-monthly updates	See below	As at Jan 2014 assessments were 36 Cat 1 schools; 2 Cat 2 schools, 7 Cat 3 schools. This work is in progress, as reported below
Med-Long	Education sector builds capacity to prepare for and respond to disaster alongside resilience to withstand future shocks	Strengthened disaster and climate risk management in schools, including access to emergency shelter, provision for safe storage of materials and equipment and access to psychosocial programs by 2015	Survey conducted in 2012 showed 85% of teachers incorp DRR in their lessons.1	Observation (recorded in Transect Walk Checklist) documents 1 emergency drill to emergency shelter per school term and identifies safe storage of materials and equipment in 11 x Cat 2 and 7 x Cat 3 schools		6-monthly updates	See below	Minimum services standard is in place for safe storage and shelter. Monitoring is ongoing to facilitate the maintenance of emergency shelters and storage spaces.
Immed	Schools and ECE centres affected by CE are resourced with learning materials, furniture and equipment	School Principals or ECE Centre Directors reports adequate resourcing of learning materials, furniture and equipment in 55 facilities by July 2013	51 learning facilities with learning materials, equipment and furniture	Inventory of learning materials, furniture and equipment distributed to CE-affected schools and ECE Centres	MESC SC (lead), public sector, UNICEF and partners	Feb-13	Provision for safe storage (see below)	July 15, 2013, MESC visited ECE centres to distribute learning kits provided from UNICEF through AusAID funding support. All primary, secondary and ECE learning facilities in CE-affected areas are provided with learning materials, equipment and furniture. Monitoring visits to 6 schools in August 2015 documented that all children had access to learning materials, furniture and equipment in 6 school settings. ECE schools will be receiving the amount of \$5,000 for minor renovations as done for Category 1 schools. An agreement will be signed for the release of fund. A proposal will be discussed at the Core Executive meeting as soon as possible.
Immed	Schools and adjacent areas undergo a major clean-up operation	Schools and adjacent areas are cleaned up prior to commencement of 2013	No baseline available	Field visit reports to schools documenting clean up	MESC SC (lead), public sector and partners	Feb-13	Nil	This was completed during the Emergency phase and prior to the 2013 school year.

	post-CE	school year						
	Identify and document case studies showing resilience measures and lessons learnt	2 x case studies documenting resilience measures and lessons learnt is available by mid 2014 for GoS Reflection Workshop	Case Studies - 2010 Tsunami	2 x Case Study Reports available by June 2014 and shared at Annual Reflection workshop	MESC SC (lead)	Jun-14	As per case study	One case study of school in Safa'atoa highlights tension between sustainability/BBB principles and community incentive to respond after disaster. MESC has explored options to support the school community, given the work they have done in getting the school operational and we recognise the ownership they have taken as well as demonstration of leadership. The school has been asked to provide a list of materials to build a room for safe storage of their assets etc., as a cyclone resilience measure. A second case study has been drafted on Falese'ela Primary school, where re-location has been taken by the community to ensure the safety of children. This case study highlights the success of ongoing consultation with school communities and acceptance of climate resilience measures relating to the relocation of this school.
Med-Long	Contract works to rebuild and repair CE-affected schools	100 % of Education contract works demonstrate VfM as assessed by MESC against VfM standards	ESP1&2 - MESC oversaw tender contracts to ensure VfM	Central Tender Board record VfM and accountability against infrastructure contracts exceeding SAT100,000 in situations involving a declared state of emergency. MESC Monitoring of all Category 1 Schools	MESC (lead), MOH, MWTI, MWCS, CSSP, SWA and private sectors. (PPP - Private Public Partnership) UNICEF and NGO partners	6-monthly updates	Cat 2 and 3 Schools are reconstructed to BBB standards (see comments)	Works to meet Building code for construction resilient methods (schools and ECD community facilities), including maintenance requirements and evacuation planning. Repair works include resilient methods (schools and ECD community facilities), including maintenance requirements and evacuation planning. Contract works are proposed starting with the design phase and then moving to construction. The procurement of building works will follow the process put in place by MESC for ESP1 project which includes a requirement for topographic survey of sites, engagement of local building consultants to conduct design, documentation and supervision services. Selection and engagement of a building contractor will involve GoS tendering processes. Although the conditions of the Australian grant to cover building reconstruction, stipulates that procurement should follow GoS guidelines, a special dispensation was obtained from the GoS Tenders Board to negotiate with building consultants for the first lot of schools (Lefaga Secondary, Palalaua College, Vaivase Primary - all Category 3 schools). Competitive quotes for site surveys were obtained and subsequently carried out in September 2013. Local consultants Kramer Ausenco were engaged for design, documentation and supervision services in November 2013 and preliminary design reported for 3 sites submitted in Dec 2013. Construction of Vaivase set to commence this month, after contract was signed on 9 July, 2014. For Palalaua and Lefaga Colleges,

Med	Surveys conducted in Cat 2 and 3-affected schools to assess risk and identify risk reductions programs	18 (Cat 2 and 3-affected schools) Survey Reports, incl # schools in high risk, low lying areas identified by December 2013	Assets Damaged Baseline Data for Education Sector Jan 2013	18 (Cat 2 and 3-affected schools) survey reports and Options Paper to Minister of Education with recommendations to relocate schools in high-risk, low lying areas	MESC SC (lead)	6-monthly updates	As per survey reports	TA commencing Aug-Dec 2013 to progress action for survey work and later construction works, including procurement of works. MESC has prioritised 7 Cat 3 schools and on 13 July 2013, MESC revisited 7 Cat 3 schools to re-assess conditions and re-affirm any further work by respective villages/communities. Challenges included how to determine community contribution for schools that have been re-built, including compliance with BBB measures and building standards. There are now 6 schools designated as Cat 2 schools, with only one school funded through MESC (others adopted as projects by development partners, incl Chinese (Siumu Primary) and US (Safata Secondary, Sa'anapu Primary, Sataoa Primary, Vaiee Primary) governments. The US local office have confirmed that the schools will be renovated in 2015. The MESC funding to Poutasi/Saleilua Primary School (Cat 2) provided building materials and the school engaged a registered building contractor to undertake works. – Leififi College Category 2 major renovations have completed (3 classrooms completed renovations),
Med-Long	Emergency shelters, Early Warning System (EWS) and procedures established in all school settings	Provision of DRR curriculum, EWS, emergency drills, incl evacuation to emergency shelter for each school term, by end 2015	DRR Tsunami Teacher's Resource Kit in CD format. Survey conducted in 2012 showed 85% of teachers incorp DRR in their lessons.	Observation (recorded in MESC monitoring visits) indicates EWS, emergency shelter nearby and procedures that includes 1 emergency drill per school term in every school	MESC SC (lead)	6-monthly updates	Any BBB features?	Emergency shelters and early warning system are part of the MESC Disaster Management Committee monitoring in partnership with DMO.
Med-Long	Safe storage facilities in all school settings	All schools and ECE have safe storage for learning materials, furniture and equipment by Dec 2015	No baseline available	Observation (recorded in Transect Walk Checklist) documents access to safe storage of learning materials, furniture and equipment in 11 x Cat 2 and 7 x Cat 3 schools	MESC SC (lead)	6-monthly updates	Storage facilities can withstand impact of cyclone	This is strengthened through the MESC Disaster Preparedness Guidelines and as part of the school's responsibilities through Minimum Service Standards.
Med	Vulnerability Assessment (water shortage, vector problems, access to power and emergency health care)	Vulnerability Assessment documents problems, incl water shortage, vectors, access to power and emergency health care by mid-2013	MESC assessments were initiated in early 2014	Vulnerability Assessment Report is documented in 6-monthly sector report	MESC SC (lead)	6-monthly updates	Nil	MESC conducted visit to all schools in Upulu and Savaia pre-2014 and were satisfied regarding vector control, safe water provision, access to power. Emergency health care could not be accessed on site in schools at the commencement of 2014. This work is done annually and the report is presented to Cabinet and the Principal's Annual Conference.
Med-Long	Health Promotion partnerships in schools	Health promotion activities are delivered in schools by partners (community, other government partners - eg canteens, sanitation, by end 2013)	Sparkle (Sanitation) Program pre-CE	Observation (recorded in Transect Walk Checklist) indicates performance against health and/or sanitation outcomes.	MESC SC (lead)	6-monthly updates	Nil	A partnership with MOH provides the 'Sparkle' program which promotes sanitation in all schools. MESC noted that whilst most schools were deemed fine, some schools were closed due to poor sanitation. This work is continuing.