

# Vanuatu Education Cluster

## Tropical Cyclone Pam Response Lessons Learned



(Photo Courtesy: Liku Jimmy, MOET )

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Facilitated by: Georgia Noy, Save the Children; Mark Choonoo, UNICEF; Liku Jimmy, MOET

Prepared by:

The Ministry of Education and Training

Save the Children

UNICEF

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## 1. Purpose

The purpose of this document is to capture the key lessons of the Education Cluster response to Tropical Cyclone Pam. These lessons are intended to inform the broader National Disaster Management Office (NDMO) lessons learned workshop, and the future development of the Education Cluster in Vanuatu.

## 2. Introduction

Tropical Cyclone (TC) Pam struck Vanuatu on the evening of 13<sup>th</sup> March at approximately 11p.m. local time. The Category 5 cyclone caused widespread damage across the archipelago. The cyclone's eye passed close to Efate Island, where the capital Port Vila is located, with winds estimated to have reached 250kmph and gusts peaking at 320kmph.

According to the 2014 VEMIS data, there were 92 schools operating in Tafea province with 436 classrooms catering for an enrolment of 11,007. The cyclone affected the operation of 81 (85%) schools. There are 120 kindies with an enrolment of 2,617 children. 108 have been destroyed. 17 kindies are identified as located within an existing school.

The 2014 VEMIS data also identifies 108 schools operating in Shefa province with 539 classrooms catering for an enrolment of around 16,100. The cyclone affected the operation of 71 (65%) schools. There are 54 teachers' houses either destroyed or seriously damaged. There are 109 kindies with an enrolment of 3819 children. 60 have been destroyed and 26 have suffered major damage. 16 kindies are identified as located within an existing school.

In Pentecost and Ambae within the Penama Province, they have 1,608 students with 105 classrooms. Six of the classrooms are destroyed, seven with major damages and four with minor damages. 72 staff houses were damaged and WASH for 36 classrooms. The number of kindies destroyed is estimated at 14.

In Malampa Province, on the Island of Paama and Ambrym they have 22 primary and secondary schools altogether with 1,653 students with 53 classrooms. Ten of their classrooms are totally destroyed, ten with major damage and three with minor damage. They also have ten Early Childhood Care and Education (ECCE) Centres that are estimated as destroyed or seriously damaged.

The Education Cluster convened a meeting on the third week of March 2015 after TC Pam struck the country. Due to a shortage of personnel at the NDMO office to assist with the National Emergency Operation Centre, the cluster initially appointed some of the Education officers to help out. The Ministry of Education and Training (MOET) Officers were then recalled back to the MOET on the third week of the operations to set up the MOET operation centre and also coordinate the Education Cluster meetings. In addition they organised operations to collect damage assessment information from schools and to coordinate the education response.

The main objective of the Education Cluster at that time was to ensure re-opening of schools, including kindies in affected areas; resumption of learning programs for all students in affected schools; and resumption of kindies located within schools. This included:

- bringing classrooms back into use allowing children to attend school;

- provision of teaching & learning materials & equipment to allow teachers to teach in learning spaces; and
- Provision of funds to assist communities to set up temporary learning spaces for Kindies to start up.

It is believed that the longer the children are kept out of school the more vulnerable they would be to many issues, including protection issues. Therefore, the overall outcome of the response was to ensure that all children were provided with temporary learning spaces and learning materials and were back to school.

### **3. Summary of Lessons Learned**

This report presents the lessons learned from the preparation and response to Tropical Cyclone Pam, by Education Cluster and the MOET, starting from the week of 7<sup>th</sup> March, and leading on to 13<sup>th</sup> and 14<sup>th</sup> March, 2015, when Vanuatu was hit and thereafter to date.

The report provides a snapshot look at the actions and steps that were taken and the important things done at the National level, including things that were done well and can be replicated and recommendations for things to improve on in the future.

In summary, the lessons learned from the workshop included:

- The importance of data collection and having community and school data ready at the provincial level
- Having standards for buildings as well as for distribution
- The importance of traditional technology in terms of safe buildings that can withstand high intensity cyclones
- The importance of having first aid kits and training
- Clearly marked evacuation centres/buildings that were built to standard
- Protection of the practitioners (teachers and ZCAs etc.),
- The need to strengthen decentralised Education Management Information System
- The lack of School Safety Plans in schools and importance of having them
- The need to strengthen Early Warning Systems and Education
- The observed dependency created by aid supply
- Tension created by aid due to unfair distribution
- The need for education cluster to collaboratively work with other sectors e.g. WASH to collect Schools WASH data.

## 4. What went well

### Things that had been done well before TC Pam struck Vanuatu

- The MOET had released preparedness Advisory Messages to the schools via Email and Radio. Communications had been shared well with the National and Provincial education staff and also with some school principals/head teachers and teachers.
- Securing the MOET and DOET offices and buildings.
- UNICEF through their communications officer had put together a video clip with the MOET on some of the activities done in preparedness for TC Pam.
- MOET working together with NDMO to allocate schools to be used as evacuation centres.
- MOET staffs were called from their duties to be part of the National Emergency Operation Centre after its activation.
- Education Cluster Lead (MOET) and Co-lead (Save the Children) meeting to discuss preparedness measures before TC Pam Strikes.

### Things that had been done well during TC Pam operations response

- The Education Cluster managed to open the school term as planned regardless of the damage to schools. To a large extent most pupils returned and remained in school through the term.
- MOET senior management took the lead role in collecting damage information from schools on the Island of Efate one week after the cyclone and this continued to other schools in other islands as organised by the NDMO and the VHT.
- Collaborative work between all MOET and DOET officers to date.
- Activation of the MOET TC Pam Operation centre at the MOET conference room.
- Weekly Education Cluster meetings to date.
- Collaborative work between MOET and partners to effectively respond with temporary learning spaces to damaged schools, teaching and learning materials, food rations to boarding schools, some WASH supplies to date.
- MOET ECCE Unit, with help from UNICEF, facilitates a training of trainers for Psychosocial workshop and these workshops were then rolled out to all the Islands of Tafea and Shefa Province; similar training carried out in Malampa through Save the Children.
- Continuous submission of 3Ws and HAP report to the NDMO.
- Submission of all important documents requested by Prime Minister's office, NDMO and Vanuatu Humanitarian Team.
- Joint action between MOET and local communities on Tanna Island was effective in rapid response to distribution activities. The Tafea Provincial government mobilized the schools and local communities to collect transport and set up the tents and supplies brought in by UNICEF. This was completed in hours and showed the commitment of sub national government as well as communities to resolve problems themselves.
- Though not all relevant parties were involved, the sector managed to contribute to and finalise the first FLASH Appeal within days of the response.
- Phase two damage assessment was carried out with speed, accuracy and enabled the sector to represent its damage and loss assessments in the PDNA.

## 5. Key Recommendations

During the workshop, six strategic objectives were agreed by the Education Cluster for future responses. The following recommendations are made against each objective for both preparedness and during future responses.

### ***Specific Objective Statement One: The MOET leads coordination of partners for emergency preparedness and response prior to the next emergency.***

#### *Immediate preparedness actions:*

- Review the exiting Education Cluster Terms Of Reference
- Develop disaster manuals to guide disaster drills
- Coordinate information sharing
- Clear understanding on other education partners approaches and iron this out before cluster
- Establish education sub-cluster group in provinces
- Schools to develop school safety policies, plans and procedures
- MOET to review EIE policy and plan to address lessons learnt from TC Pam
- Develop a Partners guideline in terms of resource mobilization and distribution
- Education Cluster policy should include vetting processes/registration
- Identify other partners and their responsibilities

#### *Actions during and after next response:*

- Coordinate information sharing
- Schools to implement school safety plans and procedures
- The education partners to appoint leaders or assign officers to coordinate with the MOET in terms of response
- Work in partnership with agreement on responsibilities and assistance with no duplication
- All education distribution and activities must be channelled through the Education Cluster

### ***Specific Objective Statement Two: IM and dissemination systems must be strengthened to allow the MOET as Cluster Lead to better target and make informed decisions.***

#### *Immediate preparedness actions:*

- Strengthen the current practices to improve data collection
- Strengthen School VEMIS and introduce the concept of open VEMIS Coordinated distribution of information
- Develop a standardised assessment form to be completed at school level by school
- Develop baseline information on children with disabilities
- Baseline & IM systems must be updated and accurate

#### *Actions during and after next response:*

- Coordinate distribution of information during and after an emergency

- Provide clear definition and clarification on emergency responses within time frame
- All schools to keep proper up to date and accurate reporting on responses

**Specific Objective Statement Three: There is a need for consistency in implementation of standards for quality infrastructure (minimum facilities standard) and learning services prior the next emergency**

*Immediate preparedness actions:*

- Establish manual to guide the development of emergency standards
- Develop clear process and procedures for schools to build
- Build traditional community evacuation centres
- Local construction companies to respect accessible universal design
- School building design must captured safety and made accessible to ALL children & teachers taking into account special needs, gender, etc
- Administration and asset management unit at MOET must approve all designs scope of works for new buildings and renovations prior to implementation
- Include the cyclone safety standards into the minimum school standards
- Develop clear structure of MOET disaster committee
- Establish and strengthen provincial disaster committee
- Implement the aid-in-kind guidelines

*Actions during and after next response:*

- Coordination of disaster response activities using the approved structure of work.
- The director to instruct PEO delicate responsibility to officers
- Ensure that schools know and implement standards

**Specific Objective Statement Four: Clear resource mobilisation and management will be established by the MoET in collaboration with the NDMO and other agencies to ensure appropriate levels of accountability.**

*Immediate preparedness actions:*

- Develop a MOET distribution policies
- Develop/establish distribution standard forms and distribute to all provincial Education Clusters
- School principals must be trained in what to do before, during and after devastating disasters
- MOET to locate storage for disaster relief before an emergency
- Include and increase disaster funding for MOET
- Strengthen EIE section in MOET by identifying focal point in EIE at the Provincial Education offices
- Schools to add to plans and their budgets for emergency or maintenance
- Review MOET standards in terms of response to align with the international standards
- Key MOET staff should be trained as Education Cluster Coordinators and be able to lead the preparation, management and reporting of funding mobilisation tools such as the FLASH and HAP

*Actions during and after next response:*

- Resource mobilisation to be strictly based on accurate data collection from assessments
- Schools to be involved in selection of resources

***Specific Objective Statement Five: The MOET has processes in place to ensure mutual accountability with implementing agencies.***

*Immediate preparedness actions:*

- Establish clear processes and standardise forms for who is doing what where and when
- Have a well-established, clear policy on what MOET wants from the development partners
- MOET must guide the development partners and implementing partners on what they need to do for the education and training sector

*Actions during and after next response:*

- The MOET to be made aware of all the assistance provided to schools by donor partners and funding agencies

***Specific Objective Statement Six: The cluster will ensure that all responses are evidence based and designed on verified needs assessments.***

*Immediate preparedness actions:*

- Standardised assessment forms developed and contained inside the disaster manual to be used by all provincial clusters
- Training must be conducted to all MOET personnel and cluster partners on how to use the standardised approved assessment forms
- Strengthen the link of communication from MOET to the provincial education office; to the ZCAs and to the schools for assessment to be conducted accurately and on time
- VEMIS information to be accurately provided within time frame
- Empower the provincial education officers to carry out assessments

*Actions during and after next response:*

- There needs to be an official letter from the MOET/NDMO director/Cluster to schools outlining purpose of conducting assessments
- Need to involve technical staff from administration and asset management to do in depth assessments for proper costs and recommendation for implementation
- Schools to be involved in assessment with regards to their schools

## 6. Annexes

### I. List of Participant to the Education Cluster Lessons Learn Workshop, Tuesday 16<sup>th</sup> June 2015.

	NAME	ORGANIZATION	EMAIL ADDRESS
1.	Gloria Duvu	Ministry of Education & Training.	<a href="mailto:gduru@vanuatu.gov.vu">gduru@vanuatu.gov.vu</a>
2.	Melvin Boesel	Ministry of Education & Training.	<a href="mailto:mboesel@vanuatu.gov.vu">mboesel@vanuatu.gov.vu</a>
3.	Jeffrey Tari	Ministry of Education & Training.	<a href="mailto:tjeffrey@vanuatu.gov.vu">tjeffrey@vanuatu.gov.vu</a>
4.	Arnaud Malessas	Ministry of Education & Training.	<a href="mailto:amalessas@vanuatu.gov.vu">amalessas@vanuatu.gov.vu</a>
5.	George Berry Reman	Teaching Service Commission	<a href="mailto:gberry@vanuatu.gov.vu">gberry@vanuatu.gov.vu</a>
6.	Roy Ben	Ministry of Education & Training.	<a href="mailto:rben@vanuatu.gov.vu">rben@vanuatu.gov.vu</a>
7.	Serge Lewawa	Ministry of Education & Training.	<a href="mailto:slewava@vanuatu.gov.vu">slewava@vanuatu.gov.vu</a>
8.	Elina Gilu	Vila North School	<a href="mailto:kalanelina@yahoo.com">kalanelina@yahoo.com</a>
9.	Jennifer James	Ministry of Education & Training.	<a href="mailto:jjames@vanuatu.gov.vu">jjames@vanuatu.gov.vu</a>
10.	Joseph Molkis	Vanuatu Institute of Technology	<a href="mailto:jmolkis@gmail.com">jmolkis@gmail.com</a>
11.	James Melteres	Curriculum development Unit	<a href="mailto:jmelteres@vanuatu.gov.vu">jmelteres@vanuatu.gov.vu</a>
12.	Felicity Rogers – Nilwo	Curriculum development Unit	<a href="mailto:fnilwo@vanuatu.gov.vu">fnilwo@vanuatu.gov.vu</a>
13.	Leisel Masingiow	Curriculum development Unit	<a href="mailto:lmasingiow@vanuatu.gov.vu">lmasingiow@vanuatu.gov.vu</a>
14.	Roy Obed	Ministry of Education & Training.	<a href="mailto:robed@vanuatu.gov.vu">robed@vanuatu.gov.vu</a>
15.	Bulleban J-marc	Ministry of Education & Training.	<a href="mailto:bjmarc@vanuatu.gov.vu">bjmarc@vanuatu.gov.vu</a>
16.	Jackson Tambe	Ministry of Education & Training.	<a href="mailto:jtambe@vanuatu.gov.vu">jtambe@vanuatu.gov.vu</a>
17.	John Niroa	Ministry of Education & Training.	<a href="mailto:jniroa@vanuatu.gov.vu">jniroa@vanuatu.gov.vu</a>
18.	Hopkins Dick	Ministry of Education & Training.	<a href="mailto:hdick@vanuatu.gov.vu">hdick@vanuatu.gov.vu</a>
19.	Reginald Garoleo	Malapoa College	<a href="mailto:bss66.mc80@gmail.com">bss66.mc80@gmail.com</a>
20.	Jean Marie Virelala	Ministry of Education & Training.	<a href="mailto:jmvirelala@vanuatu.gov.vu">jmvirelala@vanuatu.gov.vu</a>
21.	Oztomea Bule	Ministry of Education & Training.	<a href="mailto:obule@vanuatu.gov.vu">obule@vanuatu.gov.vu</a>
22.	Adrian Banga	Ministry of Education & Training.	<a href="mailto:abanga@vanuatu.gov.vu">abanga@vanuatu.gov.vu</a>

23.	Shantony Moli	Save the Children Vanuatu	<a href="mailto:Shantony.moli@savethechildren.org.vu">Shantony.moli@savethechildren.org.vu</a>
24.	Grayline George	Save the Children Vanuatu	<a href="mailto:graylinegeorge@gmail.com">graylinegeorge@gmail.com</a>
25.	Marcel Yamsiu	School Base Management Unit	<a href="mailto:myamsiu@vanuatu.gov.vu">myamsiu@vanuatu.gov.vu</a>
26.	Liku Jimmy	Ministry of Education & Training.	<a href="mailto:ljimmy@vanuatu.gov.vu">ljimmy@vanuatu.gov.vu</a>
27.	Wendy Griffin	Ministry of Education & Training.	<a href="mailto:wgriffin@vanuatu.gov.vu">wgriffin@vanuatu.gov.vu</a>
28.	David Coulon	Live and Learn	<a href="mailto:David.goulon@livelearn.org">David.goulon@livelearn.org</a>
29.	Christina Bare Karae	UNICEF	<a href="mailto:clulukarae@unicef.org">clulukarae@unicef.org</a>
30.	Mark Choonoo	UNICEF	<a href="mailto:mchouna@unicef.org">mchouna@unicef.org</a>
31.	Libby Hegerty	MOET Vanuatu education support program	<a href="mailto:Libby.hegerty@espvanuatu.org">Libby.hegerty@espvanuatu.org</a>
32.	Melizabeth Uhi	Principal Manua School	<a href="mailto:melizabethstede@gmail.com">melizabethstede@gmail.com</a>
33.	Christella Threffry	Australian High Commission	<a href="mailto:Christelle.thieffry@dfat.gov.au">Christelle.thieffry@dfat.gov.au</a>
34.	Shirley Joe	Ministry of Education & Training.	<a href="mailto:jshirley@vanuatu.gov.vu">jshirley@vanuatu.gov.vu</a>
35.	Agnes David	Ministry of Education & Training.	<a href="mailto:adavid@vanuatu.gov.vu">adavid@vanuatu.gov.vu</a>
36.	Junko Saito	MOET JICA	<a href="mailto:jsaito@vanuatu.gov.vu">jsaito@vanuatu.gov.vu</a>
37.	Jim Knox	Ministry of Education & Training.	<a href="mailto:jkallauson@vanuatu.gov.vu">jkallauson@vanuatu.gov.vu</a>
38.	Pierre Gambetta	Ministry of Education & Training.	<a href="mailto:pyambetta@vanuatu.gov.vu">pyambetta@vanuatu.gov.vu</a>
39.	Herem Navat	School Base Management Unit	<a href="mailto:hnavat@vanuatu.gov.vu">hnavat@vanuatu.gov.vu</a>
40.	Obed Tabi	WASH cluster	<a href="mailto:otabi@vanuatu.gov.vu">otabi@vanuatu.gov.vu</a>
41.	Neil Carlo	WASH cluster	<a href="mailto:nkalofuko@vanuatu.gov.vu">nkalofuko@vanuatu.gov.vu</a>
42.	Glenden I	Ministry of Education & Training.	<a href="mailto:gilaisa@vanuatu.gov.vu">gilaisa@vanuatu.gov.vu</a>
43.	Gideon John	Ministry of Education & Training.	<a href="mailto:jgideon@vanuatu.gov.vu">jgideon@vanuatu.gov.vu</a>
44.	Esther Tinning	Ministry of Education & Training.	<a href="mailto:testher@vanautu.gov.vu">testher@vanautu.gov.vu</a>
45.	Johnson Toa	Ministry of Education & Training.	<a href="mailto:jtoa@vanuatu.gov.vu">jtoa@vanuatu.gov.vu</a>
46.	Emmanuel Aru	Ministry of Education & Training.	<a href="mailto:egaraesiri@vanuatu.gov.vu">egaraesiri@vanuatu.gov.vu</a>
47.	Gordon Craig	MOET Vanuatu education support program	<a href="mailto:gordoncraig@espvanuatu.org">gordoncraig@espvanuatu.org</a>

48	Thomas Sergio	Ministry of Education & Training.	<a href="mailto:tsergio@vanuatu.gov.vu">tsergio@vanuatu.gov.vu</a>
49	Samuel Katipa	Ministry of Education & Training.	<a href="mailto:skatipa@vanuatu.gov.vu">skatipa@vanuatu.gov.vu</a>
50	Julia Whippy	Ministry of Education & Training.	<a href="mailto:jwhippy@vanuatu.gov.vu">jwhippy@vanuatu.gov.vu</a>
51	Ginny Chapman	New Zealand High Commission	<a href="mailto:Ginny.chapman@dfat.govt.nz">Ginny.chapman@dfat.govt.nz</a>
52	Virana Lini	Ministry of Education & Training.	<a href="mailto:vlini@vanuatu.gov.vu">vlini@vanuatu.gov.vu</a>
53	Georgia Noy	Save the Children Vanuatu	<a href="mailto:Georgia.Noy@savethechildren.org.vu">Georgia.Noy@savethechildren.org.vu</a>
54	Kathy Wright	Save the Children Vanuatu	<a href="mailto:Kathy.wright@savethechildren.org.vu">Kathy.wright@savethechildren.org.vu</a>

## II. Report from Lessons learned workshop for Tafea Province, June 11, 2015.

### Executive Summary

This report presents the lessons learned from the preparation and response to Tropical Cyclone Pam, by Tafea Provincial Education officers, starting from the week of March 7, and leading on to March 14, 2015, when the province was hit and thereafter to date. The outcomes from this report will feed into the national Education sector lessons learned workshop which will take place in Port Vila on Tuesday, 16 June, 2015.

The report provides a snapshot look at the actions and steps that were taken and the important things done at the provincial level, including things that were done well and can be replicated and recommendations for things to improve on in the future.

Lessons learned from the workshop included importance **of data collection** and having community and school data at the provincial level, having **standards** for building as well as for distribution, the importance of **traditional technology** in terms of safe buildings that can withstand high intensity cyclones, the importance of having **first aid kits and training**, clearly marked **evacuation centres/buildings** that were built to standard, **protection of the practitioners** (teachers and ZCAs etc.), the need to **strengthen decentralised Education Management Information System**, the lack of **School Safety Plans** in schools and importance of having them, the need to strengthen **Early Warning System and Education**, the observed **dependency creation** by aid supply and **tension created by Aid** due to unfair distribution

Information for the report was gathered from a one day workshop and focus group discussion were conducted with the Provincial Education officer, zone curriculum advisors, provincial trainers, TVET manager and some head teachers and teachers. Around 30 participants took part in this exercise.

### Tropical Cyclone PAM response

Tafea Province was one of the hard hit provinces in Vanuatu and is still recovering from the aftermath of tropical cyclone PAM. Response and Recovery to schools have taken place with integral assistance from education officials based in the province, and Rehabilitation plans for the province underway, however, with the cyclone season around the corner (November to April), this exercise is to take stock of the actions taken in response to TC PAM and based on that prepare better for the future.

## **Findings and Recommendations:**

1. **Data Collection** – education data at the provincial level is not well established, including that of the communities. Hence after the cyclone additional resources, including education staff were deployed to the community to collect data, both on schools and communities.

### **Recommendation:**

Need to strengthen data collection and management of information and information system at the provincial level to limit time and human resource spent on collecting information after the fact.

2. **Standards** – school buildings which were thought be sturdy and rigorous to withstand the cyclone were found to be not. It seems that building standards were not in place, or were not checked (quality assurance lacking) to certify fitness of buildings. Moreover, different agencies responded in different areas resulting in differences in the supplies provided, causing tension between the schools and communities.

### **Recommendation:**

Facilities unit at MoET must ensure that all school buildings must adhere to the standards set by them, and there should be certification of the buildings that have built to standard. Moreover, there should be a registration of agencies coming into the province by the provincial Education Cluster so that the cluster can filter supplies and ensure there is fair distribution to all schools, to avoid some schools getting more than other schools, and to manage expectations and morale of teachers and students.

3. **Traditional Technology** – there is a feeling that traditional houses which can withstand cyclones are no longer being built in the communities and are being traded for permanent houses which were not built to standard and are more dangerous during cyclones.

### **Recommendation:**

It was observed that people are now starting to rebuild in some communities using traditional technology. Perhaps these houses would be good to have as teachers' houses.

4. **First Aid – Kits and Training** – kits and training on how to use these kits are non-existent in the schools and the province.

### **Recommendation:**

ZCAs express the need for school to have basic first aid kit and all education personals to be trained on how to use these kits and even be trained on how to conduct basic first aid response.

5. **Evacuation centres** – Evacuation centres were not clearly marked (e.g. with big painting or writing saying 'EVACUATION CENTER'), nor were they identified well and truly beforehand to give the community members enough time to evacuate to it and wait out the cyclone.

### **Recommendation:**

A school building that will be used as an evacuation centre should be built to standard and certified and clearly marked with 'EVACUATION CENTER') so the surrounding communities and come to shelter in it beforehand, rather than run around looking for an evacuation centre during the cyclone.

- 6. Protection the Practitioners** – teachers and education personals who have lost their homes and properties do not have their needs addressed but were expected to bounce back and assist in the response, including returning to school when MoET gave the directions. Some teachers are still living in classrooms, 3 months from when the cyclone struck.

**Recommendation:**

Important for MoET and other agencies to look at teachers conditions and address them as well, especially shelters, and not only focus on students returning to school.

- 7. Strengthen decentralised EMIS** – this information is very weak and lacking in this emergency. Information sent to the central level were also not shared with the provincial office, for example, assessment information sent to the central level were not sent back to the province to inform them of what the responses will be. Moreover, assessments at schools were mainly done by officers sent from the central level with little or no input from the provincial level.

**Recommendation:**

School data and information needs to be strengthened not only at the provincial level but even at the school level as well. Assessments at the school level needed to be led by the provincial education officers, as opposed to fly in missions that bypass the provincial officers and systems. Information from central level needs to be sent back to the province so they will be able to see and comprehend how the data are being used and what the responses are or should be. Basically it will also the provincial office to be part of decision making in the response to their schools.

- 8. Include School Safety Plans** – it seems that schools do not have any school safety plans, nor do they carry out any drills, including preparation drills for TC PAM.

**Recommendations:**

School safety plans must be included as part of school based management plan for schools. In order to have schools seriously include it in their plans and school documents, suggest that SSP and safety drills be included as a criteria for receiving school grants, so schools will actually develop SSPs and regularly carry out safety drills in schools.

- 9. Early Warning Education** – the early warnings for PAM were received by many but not they were not clear or did not make much sense to the communities as they were used to being hit by cyclones that they thought that this is just another one like others in the past.

**Recommendations:**

Need to have a really good system of warning in laypeople's language. The term 'category 5' means nothing to them. It is important to highlight the types of destruction that a Cat. 5 can do. For example, one can use the description "this kind of cyclone can lift and turn nabanga's over", or "it can flatten a brick building that does not have enough steel rods" etc. School children would be good medians in taking these messages through to parents. For events like these, it is important to do a thorough warning system, including going through the phases and explaining what needs to be done for each phase.

**10. Dependency Creation** – according to a good number of people’s observance, the aid providence and supply in response to this cyclone seem to create a dependency on aid. It seems that people are now waiting on aid and not proactive in starting up for themselves.

**Recommendations:**

To discuss with other clusters

**11. Aid created tension - unfair distribution** – since many of the education staff were involved in the provincial governments response, they observed the differences in the distribution based on certain agency’s area of development work, and other factors, creating tension between communities. In terms of schools, since UNICEF is the only major agency which responded, the supplies are uniform.

**Recommendations:**

To discuss with other clusters

**12. Education Cluster** – there was no Education Cluster at the provincial level and education officials were directed to work at the provincial government office in one of the 3 clusters which were operated by members of the provincial disaster committee. As such responses to schools were not prioritised as education resources were also held up at the provincial government to assist the government’s response.

**Recommendations:**

It is recommended that a provincial cluster is formed that reflects the central makeup to give the education office some form of authority to act in behalf of schools and school children during an emergency.

### III. Tasks in the Terms of Reference for the Education Cluster, how it was done for TC PAM and how it can be improved (detailed notes from session):

The Education Cluster Terms of Reference are summarised as:

1. Bringing partners together
2. Setting standards
3. Leading assessments
4. Setting priorities
5. Defining how the resources are to be used (Who must do what where and when)
6. Keeping implementers accountable
7. Accountability to affected population
8. Link with other sectors

Areas	TOR	Pre-Cyclone Preparedness	How was this carried out in Response	What recommendations for the future
Bringing Partners together	<ul style="list-style-type: none"> <li>• TOR for Education Cluster group</li> <li>• MOET leading agency</li> <li>• Save the Children Co-lead</li> <li>• Limited representation</li> <li>• Local ownership at MOET is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of preparedness in media (emails to PEO)</li> <li>• DRR Workshop</li> <li>• Carry out safety measures at MOET head offices – shutters and plastic covers for MOET equipment</li> <li>• No Education Cluster meetings before TC PAM strikes.</li> <li>• MOET has an existing Education Cluster which needs review of its cluster membership.</li> <li>• MOET and members of Education Cluster had worked with the 6 province</li> </ul>	<ul style="list-style-type: none"> <li>• MOET managers met &amp; planned responses on Monday 16<sup>th</sup> March 2015</li> <li>• 17<sup>th</sup> March met with DG and Minister</li> <li>• Appointment of taskforce members on 17.03.15</li> <li>• Visits to all schools on Efate began on 17.03.15</li> <li>• The Education Cluster activates its meetings on the third week of emergency after TC Pam Strikes.</li> <li>• The response from the partners was good/supportive.</li> <li>• Cluster meetings daily or weekly</li> <li>• 3 ws</li> <li>• Telecommunications</li> </ul>	<ul style="list-style-type: none"> <li>• MOET to appoint proper cluster team with cleared TOR</li> <li>• Review current TOR for Education Cluster</li> <li>• TAs need to be on ground for a minimum of 3 months</li> <li>• Need workshop of cluster and risk management issues &amp; responsibilities</li> <li>• Set up the cluster committee before any disaster happens with allocated responsibilities – empowering the committee</li> <li>• Establishment of provincial disaster committee – with clear reporting structure</li> <li>• Timing for coordination meetings should be agreed as quickly as [possible]</li> </ul>

		<p>to develop their provincial contingency plans and had also worked with schools in Penama, Torba and some in shefa, Malampa and Tafea to develop their School safety plans (school disaster Management Plan).</p> <ul style="list-style-type: none"> <li>• Education in emergency group meetings every 2 months.</li> <li>• No TC Pam specific activity to bring partners together before TC Pam.</li> <li>• Nothing in place</li> <li>• Zero/nating</li> </ul>	<ul style="list-style-type: none"> <li>• Partners in Education are Save the Children, Red Cross, World Vision, Samaritan's purse, UNICEF, WFP, Solidarity</li> </ul>	<p>(Education Cluster meeting were slow to start).</p> <ul style="list-style-type: none"> <li>• Pre cyclone meeting would be useful.</li> <li>• Need up to date contact list for all agencies.</li> <li>• Set up registration desk at MOET to register all external agencies, individuals to obtain contact information and record their intention to help with coordination.</li> <li>• Clear coordination/mechanism policy directive</li> <li>• E.g. who are the partners for cluster?</li> <li>• MOET Disaster Response. Communication contact listing (clear TOR and Strategic System.</li> <li>• Response Teams (Logistics, operations, data, planning and communications) with clear TOR and strategic system. Well written policy and adequate disaster management Plan at all level of education sector.</li> <li>• Information between NDMO and MOET must flow.</li> </ul>
Raising Resources	<ul style="list-style-type: none"> <li>• No clear TOR for appropriate resources</li> <li>• Lack of clear processes of immediate responses</li> <li>• Manual guideline for response to different types of</li> </ul>	<ul style="list-style-type: none"> <li>• No budget for disaster response</li> <li>• No stock of relevant resources in the country</li> <li>• Zero. One understanding</li> <li>• Limited copies of flash Appeal</li> </ul>	<ul style="list-style-type: none"> <li>• Heavily dependent on overseas assistance</li> <li>• NDMO had information but were not shared.</li> <li>• VHT shared the information</li> <li>• Partners provided generators to few schools, tarpaulins, tools, first aid kit, bed nets, blankets, food, water plastics, school tents, stationeries, bag packs, ECCE kits,</li> </ul>	<ul style="list-style-type: none"> <li>• Work in partnership with agreement on responsibilities and assistance with no duplication</li> <li>• All weather proof storage room to be built in all schools</li> <li>• Within 48hrs after disaster Education Cluster lead must come up with a response plan</li> <li>• Schools to budget for disaster</li> <li>• Review traditional knowledge &amp;</li> </ul>

	disasters. E.g. cyclones, earthquakes, fires etc.		tarpaulins), School rations (secondary)	practices to determine disaster(s) & use livelihood methods for survival. <ul style="list-style-type: none"> <li>• Flash circulation has to be very clear.</li> <li>• MOET to keep database of all donor support. Education Cluster policy should include vetting processes/registration</li> <li>• Official acknowledgement letter need to be sent to responding partners.</li> <li>• There should be fair distribution</li> </ul>
Setting standards	<ul style="list-style-type: none"> <li>• MOET Disaster Manual must set standards for disaster response</li> </ul>	<ul style="list-style-type: none"> <li>• Use existing policy &amp; practices</li> <li>• Legislation/standards existed but there was no implementation plan and no pretested template.</li> <li>• Draft Emergency Policy/plan.</li> <li>• NDMO act 2006 Cap. 26 7</li> <li>• Emergency communication Tree</li> <li>• Not well communicated</li> </ul>	<ul style="list-style-type: none"> <li>• No standard in place</li> <li>• Do not know the roles and responsibilities of Education Cluster</li> <li>• MOET officers collaborate in meetings and committed to carry out plans</li> <li>• Develop template to collect data &amp; train officers on how to use the template</li> <li>• Bring Provincial Education Officers to help plan to collect data in the province.</li> <li>• There were inconsistent/changing instructions from NDMO.</li> <li>• Received conflicting info from the field</li> <li>• Distribution, shelter packages needs to be improved.</li> <li>• Check if standards are correct for implementation and are shared.</li> </ul>	<ul style="list-style-type: none"> <li>• Set common standard between donor partners &amp; implementing partners (provincial, community &amp; school)</li> <li>• Recording and reporting standards</li> <li>• Establish emergency contacts</li> <li>• NDMO must make sure that communication is available 48hrs after disaster</li> <li>• Building standards to be developed</li> <li>• Materials donated overseas must meet the building codes</li> <li>• Provide training</li> <li>• Need to make recommendations to NDMO about importance of consistent information request.</li> <li>• Need to agree and test templates for assessment before using it.</li> <li>• Quick response shelters have to be categorised. (clear definition of different phases)</li> <li>• Awareness across all sectors in education.</li> <li>• Security and safety assets monitored. (drills)</li> <li>• Update DRR package at Teachers</li> </ul>

				college
Setting Priorities	<ul style="list-style-type: none"> <li>• Clear TOR for setting priorities using current data</li> </ul>	<ul style="list-style-type: none"> <li>• MOET must have up-to-date data i.e. VEMIS data</li> <li>• Accurate/proper data</li> <li>• Annual Budget MOET</li> <li>• No proper meetings to setup priority goals</li> <li>• No priority setting</li> </ul>	<ul style="list-style-type: none"> <li>• VEMIS were not submitted so operation centre have to contact provinces or schools to get data</li> <li>• MOET came up with shopping list for short term and long term</li> <li>• Setting up of EOC at MOET with clear functions &amp; roles</li> <li>• Resources concentrated on pre-school and primary levels</li> <li>• Affect/delay in the Overall response.</li> </ul>	<ul style="list-style-type: none"> <li>• Need training for cluster members on how to prioritise needs</li> <li>• Need to know national priority needs to align with them</li> <li>• Schools must submit reliable data to MOET</li> <li>• Community must be proactive to clear up schools after disaster and not to wait for the government to response.</li> <li>• Need to prioritize certain activities for immediate response, short term and long term priorities.</li> <li>• Fair distribution at all levels of schools and provinces based on assessments carried out.</li> <li>• Centralise data system</li> <li>• Budget allocation for disaster</li> <li>• Establishment EMS for MOET</li> <li>• Sectorial Establishment.</li> </ul>
Leading Assessment	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• No standardised template</li> <li>• Not enough assessment personnel capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Briefing of assessment teams before sent out for assessment.</li> <li>• Physical limited capacity</li> <li>• Pressure on few officers only</li> <li>• There was assessment but no reasons why assessments took place</li> <li>• No funds for assessment</li> <li>• Vila based officers did assessments/No PEO</li> <li>• Rich information were collected.</li> <li>• There is no one at the provincial level to lead the assessments. All</li> </ul>	<ul style="list-style-type: none"> <li>• Provide funding for assessment</li> <li>• VEMIS data should be accessible and updated (standby generator)</li> <li>• Standard assessment form to capture relevant data</li> <li>• Identify specific team leaders for each province</li> <li>• The rapid assessment should be organized with other clusters</li> <li>• In-depth Assessment is the MOET business only (Ministry of Provinces)</li> <li>• Strengthen structure between National and provincial to ensure devolution of power.</li> </ul>

			<p>other assessments were done by fly in missions from central level.</p> <ul style="list-style-type: none"> <li>• Lack of information due to network (data)</li> <li>• Assessment is carried out without proper profile, recording and follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Training in Data management (manageable templates)</li> <li>• Mobilization plan</li> <li>• Satellite phones</li> <li>• Standardize forms</li> <li>• Statistic officer must share information to all staff</li> <li>• Need to resource better e.g. vehicles, for ZCA for assessments</li> </ul>
Keeping Implementers Accountable	•	<ul style="list-style-type: none"> <li>• There is work to be done but there are no responsible persons to implement the responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Information Collected @ cluster meetings and through 3 W forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up registration desk at MOET to record all information on implementers.</li> <li>• Update 3 W to include “when” and status and keep monitoring it.</li> <li>• Ensure implementers advice MOET of their current contact point at all times.</li> <li>• Have to be driven by the sectoral coordinator.</li> <li>• Clear policy guideline for the 3 W</li> <li>• Delegate responsibilities to the chosen implementers.</li> </ul>
Accountability to affected population	•	•	<ul style="list-style-type: none"> <li>• All teachers took responsibilities to; make reports on school and communities, and the office sees the problems faced by the communities.</li> <li>• Teachers and Education officers collect information and submit to Provincial Disaster Committee</li> <li>• Feedback report is very weak</li> </ul>	<ul style="list-style-type: none"> <li>• Keep updates on school based information that includes communities</li> <li>• Strengthen accountability by providing accurate information</li> <li>• Need to provide a reporting format to the province.</li> <li>• Need to share 3 Ws and 4 Ws with the provincial Education Cluster</li> </ul>
Link with other sectors	•	<ul style="list-style-type: none"> <li>• Link with other sectors is weak</li> </ul>	<ul style="list-style-type: none"> <li>• There is links but there is also difficulty because other sectors do not work along with the education to know what it needs to be done.</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster set up priority needs of the sector so they can work on.</li> <li>• Strengthen accountability by providing accurate information</li> </ul>

#### IV. Timeline summary:

Preparedness (activities before cyclone)	Rapid assessment (activities immediately after the cyclone) <b>Wk.1</b>	Assessments & Data mgt (activities from Mar 22 – 31) <b>Wk. 2</b>	Data mgt, meetings & coordination. First 2 weeks April. <b>Wk 3 &amp; 4</b>	Data mgt, meetings & coordination. Last 2 weeks April. <b>Wk 5 &amp; 6</b>	Data mgt, meetings & coordination. Month of May <b>Wk 7, 8, 9, 10</b>
<p><b>Cluster</b></p> <ul style="list-style-type: none"> <li>As cluster we did not meet</li> <li>Conduct/ attend Education Cluster meeting</li> <li>Update MoET cluster list and email to NDMO</li> </ul> <p><b>Preparedness activities</b></p> <ul style="list-style-type: none"> <li>Prepared office materials to be safe</li> <li>Prepare MoET office, premises to be safe</li> <li>Check my team is safe and prepared</li> <li>Advisory messages to schools re: cyclone preparedness</li> <li>Send students and teachers home to be prepare their homes</li> <li>Normal work</li> </ul>	<p><b>Cluster</b></p> <ul style="list-style-type: none"> <li>Cluster meetings</li> <li>Decision making on next steps for MoET</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Damage assessment at schools</li> <li>Data collection</li> </ul> <p><b>Clearing</b></p> <ul style="list-style-type: none"> <li>Clearing up my own house</li> <li>Clearing and cleaning the MoET office</li> <li>Early clear up of debris for access to school</li> </ul>	<p><b>Cluster</b></p> <ul style="list-style-type: none"> <li>Attend VHT meetings</li> <li>Attend cluster meetings</li> <li>Flash appeal</li> <li>Start to prepare PDNA and the HAP</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Compile 2nd assessment report</li> <li>Continue assessments</li> </ul> <p><b>Data management</b></p> <ul style="list-style-type: none"> <li>Coordination of 3Ws</li> <li>Draw key information out of assessment</li> <li>Contact provinces to get information</li> <li>Communication within MoET</li> <li>Data entry</li> </ul> <p><b>Start of implementation</b></p> <ul style="list-style-type: none"> <li>Developed psychosocial materials for children/ communities</li> <li>Setting up temporary learning spaces</li> <li>Visit schools and give support to principals</li> <li>Distribution of tarps and teaching materials</li> </ul>	<p><b>Cluster</b></p> <ul style="list-style-type: none"> <li>Attend cluster meetings</li> <li>Key messages on what should be done after cyclone</li> <li>Activate Education EOC at the MOET</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>In-depth assessments</li> </ul> <p><b>Data management</b></p> <ul style="list-style-type: none"> <li>Coordination of 3Ws</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Sending tents and tarpaulins to schools</li> <li>Reviewing recovery tasks and refocusing team back to normal activities</li> </ul>	<p><b>Cluster</b></p> <ul style="list-style-type: none"> <li>Chairing cluster meeting</li> <li>Attending cluster meeting</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Joint intercluster in depth assessment</li> </ul> <p><b>Data management</b></p> <ul style="list-style-type: none"> <li>Coordinating 3Ws and submitting to VHT</li> </ul> <p><b>Data analysis &amp; decisions</b></p> <ul style="list-style-type: none"> <li>Development of draft government recovery plan</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Setting up tarpaulins in schools</li> <li>Relief distribution</li> <li>Development and training of psychosocial training</li> </ul>	<p><b>Cluster</b></p> <ul style="list-style-type: none"> <li>Cluster meetings (NDMO, PMO)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>In depth survey of damaged buildings, from schools</li> </ul> <p><b>Data management</b></p> <ul style="list-style-type: none"> <li>3Ws data collection and communication</li> </ul> <p><b>Data analysis &amp; decisions</b></p> <ul style="list-style-type: none"> <li>Prioritisation of schools in to categories</li> <li>Identification of gaps</li> <li>Communication paper from MoET regarding school fee exemption</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Distribution of food and tents (logistics)</li> <li>Relief coordination</li> <li>Psychosocial workshop training</li> </ul>

