

Ministry of Education and Training Lessons Learned from Response to Lobenben Volcano, September-October 2017



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Acknowledgment

Thanks to everyone including school principals, teachers and the provincial education office staff in Santo, Efate and Ambae for sharing their experiences and thoughts with regards to Evacuation and repatriation of Ambae people in September and October 2017. It is a first time ever in Vanuatu that the council of Ministers has decided to evacuate the whole population of an island like Ambae due to the eruption of the Volcano Lombenben.

Ministry of Education and Training and its EOCs acknowledges all the education partners and NGOs who have been proactively supportive before, during and after the evacuation and repatriation of Ambae people. All means of support including supplies and psychosocial support training have been made available to assist our host schools in Santo, Pentecost and Maewo.

MOET with DFAT support was able to pay school grants to all schools in Santo so that host schools are able to accommodate all Ambae students in their schools. The decision for the host schools to use the school grant money during the evacuation was a positive stepping stone for all our children, students and teachers.

I wish to thank especially the MOET EOC team both in Vila and in Santo for their tremendous support in coordinating all Ambae students and teachers' evacuation and repatriation in passive manners. Many students were able to continue their education in Santo, Pentecost and Maewo despite all. I wish to acknowledge their teachers who have been very collaborative and have agreed to continue teaching in host schools either in Santo, Pentecost or in Maewo.

I wish to share with you all, my deep appreciation for all your support, commitments and accountabilities. Without all your determinations and assistance, MOET won't be able to provide support to all the students and teachers who have been evacuated from Ambae in September 2017.

Hon. Jean Pierre NIRUA
Minister of Education and Training

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Executive Summary

The objective of this document is to gather and synthesize perceptions of staff based Santo for the 5 days of the response on the lessons emerging from the activation of the Ambae Volcano evacuation and repatriation. There were contextual factors that facilitated a rapid response, including national capacities for disaster risk reduction and the resilience of local actors. Against this backdrop, the perceptions were that overall response took place after the state of emergency set by the council of Ministers 26th of September 2017 supported a faster response, but that there were also challenges.

The table below sets out the key perceptions or emerging lessons, and also indicates the level of convergence in terms of how many staff mentioned it as a lesson, and whether it was a lesson that was new to Vanuatu or an ongoing lesson from MOET's response to previous emergencies. NDMO declaration explicitly recognize that the scale of the Ambae people evacuation and repatriation due to the Volcano Lobenben highly focused on Humanitarian emergency response.

Emerging lesson	Convergence	New/Ongoing/Done
EOC, Inter-Cluster Coordination Team and EIE cluster explicitly recognized that support during and after the evacuation of Ambae student was effectively done	High	Done (+)
EOC, Inter-cluster Coordination Team and EIE Cluster confirmed that rapid response of Education supplies was done progressively and effectively	High	Ongoing (+)
Coordination of the EOC in Santo and Port Vila was conducive	High	Ongoing (+)
Coordination of Data collection before and after the evacuation daily updated	Medium	Ongoing (-)
Strengthening of communication with teachers and students during the evacuation and repatriation needs improvement	Medium	Ongoing (-)
Monitoring of EIE supplies require MOET commitments	Medium	Ongoing (-)

Footnote:

- ✚ Marked as **HIGH, MEDIUM or LOW CONVERGENCE**, depending on how many staff mentioned it as a lesson;
- ✚ Identified as **new or ongoing**, depending on whether it is a lesson from other emergencies or a new lesson from Volcano Lebenben. Where the lesson is ongoing, it is marked as either positive (+) indicating that on balance staff 3
- ✚ Thought that the lesson was applied with positive results, or (-), indicating it is a lesson that staff thought MOET has not fully learned.

Introduction



Ambae volcano, known locally as Lobenben, has erupted after so many years of inactivation. The volcanic eruption at Ambae is continuing in the minor eruption state and confined to Lake Vouli. New scientific analyses confirm that there is currently no evidence of risk escalation from this activity. As a consequence, the Volcanic Alert Level remains at Level 3. The restricted area of risk is limited within 3 km from the active vent in Lake Vouli.

Vanuatu Government under the decision of the council of ministers has decided to evacuate 11,600 people to safe nearby island on September 28th. Disaster authorities have been assisted with help from French, Australian and New Zealand defense personnel and various international and local NGOs and private sectors, which have brought with them tonnes of relief supplies. Government officials, Inter-cluster members as well as people working under different NGOs have been deployed to Santo, Pentecost and Maewo to provide first hand support and supplies to all the evacuees. Among the overall total number of evacuees, 3,688 are students that consist of 481 children, 2,268 primary students and 938 secondary students. About 85% of these students have been evacuated to Santo, 15% to Pentecost and Maewo. The evacuation cannot be delayed for convenience or perfect planning and therefore it was difficult for MOET to plan well or place the Ambae students in schools in Santo, Pentecost and Maewo. While help and support continue to be given to the evacuees in the evacuation centres and host schools, the Council of Ministers announced the date of repatriation. This gives a mandate to all the inter-clusters to start planning for the repatriation of Ambae population in October.

The repatriation of evacuees started well on Sunday 22 Oct till 11 and 12 November, end of state of emergency. An estimate of **9,785** people have been repatriated back to Ambae. Through partners' ongoing support, MOET, UNICEF, Save the Children and the Gender & Protection team especially youth volunteers and staff from Ministry of Youth & Sports and Ministry of Justice have been deployed to assist with the repatriation and psychosocial support training in Ambae. Overall a total of about 3,735 students that consist of 481 children from 33 ECCE centers, 2,268 primary students from 28 primary schools, 938 secondary students and 47 technical school students have been repatriated to their school communities on their home island of Ambae. Despite the repatriation, the situation of the volcano remains active, living in some parts of the Island will change. Some families and their children have decided to move back to Santo at their own costs. This could contribute to the possible decrease of enrolment in Ambae schools in 2018.

Special repatriation for Examination students

It has been decided by the council of ministers that the exam and non-exams students will remain in Santo, Pentecost and Maewo host schools until exams are over. The repatriation of these students has been done on two batches. The first group of students of about 2,751 students in ECCE and primary have moved with their parents and their class teachers in the first wave of the repatriation. It was instructed by MOET that upon the date of arrival the students in Ambae, they will continue to go to school till 17th of November, the date on which all schools in Vanuatu will close. About 937 of which 283 are students in examination year and 654 students' non examination classes from year 7 to 13 have been repatriated to Ambae from 11th to 17th November.

Overarching lessons

In the evacuation response there were contextual factors that facilitated a relatively rapid response, including: the relative strength of national capacities for disaster response; the resilience of local actors, including affected populations, and their willingness to work in partnership with the international community; and the strength of the supplies and logistics capacity in-country, which were enhanced in a whole month by the rapid deployment of the NDMO logistics team in Santo and the other cluster members deployment to sites. Education partners, international and local NGO and regional and national institutions have responded positively during the evacuation of all affected Ambae students and teachers. Lots of relief supplies have been provided on time to help the affected children, primary and secondary school students and teachers to pursue their learning and teaching in Santo, Pentecost and Maewo.

Sanma students continue their education despite of the arrival of Ambae students in their schools. : Partners such as UNICEF and Save the Children have contributed with the learnings spaces to enable Ambae students to continue with their education as planned. Two main schools in town were used as evacuation centres, however arrangements were, students are schooling in day time and in the evening, the classrooms are used to shelter the evacuees.

Education in Emergency and Human Resources

Close coordination between NDMO and inter cluster EOC and MOET EOC team in Vila and the PDOC in SANMA which consist of the SANMA Provincial education Office together with Partners, there was proactive coordinated despite of the coordination challenges in communication. Early deployment of MOET staff, Save the Children and UNICEF staff done to provide assistance to the evacuees on the ground both in Ambae and Sanma

- The balance between programme and operations and junior and senior staff still need improvements and strengthening. However, there were still gaps, with staff identifying the following sub-lessons:
- Supply and logistics are coordinated by NDMO and line ministries, with dedicated staff in each field location, including warehouse managers and assistants, logistics specialists, logistics assistants and a warehouse expert, to ensure supplies are received, distributed, recorded and tracked.

Strengthening of EIE office in with human resources to implement EIE activities.

- All staff deployed should be knowledgeable on what to do and who/where to receive instructions from. This deployment should be done on a 'no regrets' basis and either maintained or scaled down subsequently.
- Whilst a supply and MOET officials was deployed rapidly to Santo, Pentecost and Maewo, there were not sufficient staff to handle the high volume of supplies for the first few weeks, and as a result supplies were not recorded and tracked. This was subsequently rectified, but created backlog, and diverted staff from other tasks.

Comment [SM1]: Distributions records to be annexes

MOET repatriation plan

MOET with support from UNICEF was able to develop a repatriation Plan in Santo that involves consultations with other stakeholders, EOC team in Santo and few members from other inter-clusters. Unicef as one of the active member of the education cluster was able to assist MOET in monitoring regular data collection from the host schools in Santo, Pentecost and Maewo using the provincial education communication networks that already exist on the ground. In order to repatriate all the evacuees from the three host islands in an orderly and systematic manner, the EOC team in Santo was able to map all the host schools and update number of students

enrolled and teachers on daily basis with support from Sanma education staff and UNICEF. The mapping has included the collection of data from the host schools, ECCE centers and Friendly learning spaces in the Evacuation Centers.

Table 1: list of Host schools in Santo, Oct 2017.

No	Host Secondary	No	Host Primary	No	Host ECCE
1	Santo East SSS	1	Santo East PS	1	Chapuis Stadium EC
2	Matevulu College	2	Hog Harbour PS	2	Sapi Catholic Church EC
3	College de St. Michel	3	Banban PS	3	Banban ECCE
4	Hog Harbour	4	Luganville East	4	Baptist Church Chapuis EC
5	Collège de Luganville	5	Sarakata PS	5	Lopelope EC
6	Aore Adventist Academy	6	St Michel PS	6	St Michel Kindy/EC
7	Bombua	7	Ste Therese Luganville	7	Chief's Nakamal EC
8	Tata Secondary School	8	Sarakata SDA PS	8	Camp David - Ban Ban EC
9	Ste. Anne (Port Olry)	9	Kamewa PS	9	Godden Willie - B P Pon EC
10	Nandiutu English	10	Lopelope EC	10	Manioc EC
11	Sarakata PS	11	Rohani PS	11	Yapusani SDA - Solway EC
		12	Vunabulu PS	12	Kathy Bani Residence, Ban Ban - EC
				13	Anglican Church Chapuis EC
				14	Amon Ngwele EC
				15	Presbyterian Church Chapuis EC
				16	LDS Mormon EC
				17	Solway EC
				18	VCF Church EC
				19	Anglican Church Sarakata EC
				20	Teproma EC
				21	Solomon Hill EC
				22	Alice Residence EC
				23	Second Canal EC
				24	Stone Hill

The development of the repatriation was done in consultation with the education stakeholders (eg. School principals, Sanma education staff, international and local NGOs and MOET as a whole). The repatriation plan outlined five main phases:

Phase 1: Preparation before Repatriation

Phase 2: Repatriation

Phase 3: Psycho-social support

Phase 4: Rehabilitation of Teaching and Learning environment: Infrastructure, Teaching and Learning Materials and WASH

Phase 5: Strengthening School Based Disaster Risk Resiliency Preparedness at National, Provincial and School level: Bridging the gap between Humanitarian and Programme – Capacity building maybe required to up skills our national stakeholders to plan and participate effectively in the recovery of MoET tents issued by UNICEF and other education partners (eg.SCA) for reuse in Ambae or future emergencies.

As a way forward, the repatriation plan has been endorsed by the MOET (Education in Emergency cluster) on 10th October. At this meeting, MOET has decided to incorporate some of the activities from the repatriation plan in the 2018 MOET business plan and likely in the review of the MOET contingency planning, to implementation strategies of the EIE policy 2013-2017 and the Education Standard Procedure (SOP).

Roles and responsibilities of MOET EOC, information-sharing and communication

What Work Well, what did not work well and Why?

The line of responsibility between the MOET EOCs at the national and provincial level was clarified early on and communicated to staff, partners and NGOs with not enough facts. However, there was not a common understanding of what this meant in practice, in particular on delegated authority to make decisions on issues that had to be actioned by the MOET EOC i.e. distributing supplies, Communicating with international and local NGOs and school principals, students and their parents. This stemmed in part from a lack of clarity in the draft MMOET SOPs on the precise accountabilities of the MOET EOCs. This confusion was particularly acute in the first 2 weeks and led to delays in delivery of logistics planning and supplies. However, there were examples of success, including delivery of education supplies from partners including WASH, where strong collaboration between staff from the EOC, the provincial education staff and other standby partners and NGOs drove a rapid response, with services being delivered to the affected students within two weeks of the response. This appeared to be primarily due to positive inter-personal dynamics, underscoring the value of periodic 'peace time' interaction between sectors and line ministries. There is also a need to review the respective accountabilities of the EOCs at the national and provincial levels. In addition, whilst there was greater clarity on the roles, responsibilities and reporting lines of EOC team than in previous emergencies.

From MOET EOC level, it is acknowledged that there was a strong internal coordination, communication and information-sharing which have contributed to the overall success of the Evacuation and Repatriation activities. Still MOET needs to strengthen data collection during and after an emergency. It is to note that many activities could have been delayed due to the internal delivery and financing systems which are not compatible with the emergency situation and needs. While information-sharing is essential in the whole process of planning and assisting the evacuees, communication needs to be strengthen in a holistic and strategic manner. Open VEMIS online system could be used as a baseline source of information but not to support real-time emergency needs and help to schools.

MOET would like to see more collaborative efforts around merging NDMO information system with Open VEMIS. There should be buy-in opportunities for both systems to consolidate and provide additional features in both system to import education in emergency data.

During the evacuation, strengths opportunities have been put forward with assistance from UNICEF to collect and update school enrolment on daily basis using Akvo Flow. It was a simple device but highly acknowledged by the EOC team in Santo. Few staff at the provincial education office were able to update school enrolment in host schools based on their local communication network that already exists and understood by school principals,

school improvement officers and all the teachers. Part of the active communication on data collection was successfully done under the effective and well-coordinated supervision from the PEO of Sanma Education Office.

Cluster coordination

What Work Well, what did not work well and Why?

Inter-cluster meetings were held daily at the Sanma provincial government conference room to ensure Coordination and Information management from the National level right down to Penama and Sanma is taken care of. Regular meetings were also held at the Sanma Provincial Office under the supervision of Mr. Thompson Wari, PEO of Sanma Education Office. As a result MOET the EOC team with support from UNICEF was able to develop and approved the Education Response Plan with also working closely with the other cluster such as Health, Food cluster, Gender and Protection and WASH to ensure Children friendly Space were set up, food rations, health checkup and making sure Children have the right to protection throughout all phases.

EIE cluster leads continue

EIE cluster leads continue to face the same set of inter-related difficulties on cluster coordination, relating to a lack of common understanding internally on its accountability as Cluster Lead Agency (CLA). With the effective communication between MOET and its partners, all the support has been widely appreciated by all. There are gaps that need more attention but this can be improved gradually with MOET's capacity and the technical advice from the education partners and stakeholders.

During the MOET lesson learned workshop, it has been highly recommend for EIE capacity training at the Provincial level to ensure that the provincial EOC staff have better Coordination and Information Management skills.

Humanitarian Planning, Performance Monitoring and Evaluation

What Work Well, what did not work well and Why?

It has been highlighted that response planning is sometimes contradicting when provincial staff are not informed most of the time and properly trained. There is a high need to up-scaling MOET's capacity in Planning, Monitoring and Evaluation during the emergency phases and integration with Open VEMIS. As a result, the policy and planning team within MOET needs to incorporate education in emergency activities in the MOET Monitoring and Evaluation strategies and plans. So far, the monitoring and evaluation of all education in emergency responses is still weak and would need up-scaling capacity building training for the EOC team, the M&E team at MOET and provincial education staff.

MOET needs to take more ownership on how to track all the education supplies and provide to the EiE cluster members a complete monitoring report that would determine issues, challenges and benefits of the education supplies been distributed to schools from NDMO, MOET or from partners and NGOs.

Supply and Logistics

What Work Well, what did not work well and Why?

In overall the supply and logistics of all education supplies remain a challenge. The monitoring of supplies on the ground require further improvement from MOET and the cluster lead. Most requests to the education partners were done without a distribution list. Therefore clear instructions maybe required by MOET from all the education partners on what mechanisms are required to ensure that requests and release of all the education supplies are distributed to schools in accountable manners. Despite the MOET efforts to provide assistance to all the host schools in Santo, Pentecost and in Maewo, the EIE cluster lead as well as the Provincial EOC team in Santo have been very proactive, their requests for support to the education partners was done successively based on internal decisions and agreements from the national and provincial EOC teams who kept regular communications with all the school principals on the ground. As a result, a large number of Ambae students have had the opportunity to continue their schooling in the host schools in Santo, Pentecost and in Maewo.

Most partners have been positively respondent to MOET requests for support before, during and after the evacuation. However, some of the education supplies were not released due to lack of storage at MOET (eg. 35 school in a box, 28 recreation kits and 20 packs of Vanuatu Story books) still remain at the UNICEF warehouse, awaiting to be picked up by MOET. The lack of storage at MOET could be an area that would require further attention in the future.

Practical lessons

What Work Well, what did not work well and Why?

There are practical innovations or practices that would significantly increase the timeliness and quality of Education in Emergency responses. MOET needs to liaise with education partners for them to share their experiences and expertise through capacity training at the national and provincial level. A simpler tool is needed for tracking incoming supplies, both for informing MOET and education partners and enabling planning at the province level.

MOET needs to work closely partner to erect school tents and train local actors. Distribution to the end user should be organized from the hub, as shipping supplies directly Vila to the final consignee is a risk. Needs on the ground evolve rapidly, and drivers from other locations do not have enough knowledge of the affected areas to carry out granular deliveries.

Operations and Staff well-being

What Work Well, what did not work well and Why?

NDMO has been able to establish field presence rapidly, aided by the inter-cluster members. A logistics hub was established within the first week of evacuation in Santo. In addition, warehouse space was identified rapidly, including partnerships with DFAT and NDMO-led logistics cluster, whereby space was lent to all education partners and NGOs free of charge. As mentioned under human resources, staff members were also rapidly deployed to Santo, Pentecost and Maewo.

However, there were weaknesses in terms of working conditions (see below) and instances where the SOPs were not utilized fully. If minimum standards for living and working conditions are not met, staff welfare and effectiveness is affected.

Transport was another factor that slows down the effectiveness of all operations and assessments on the field due to lack of proper logistic plans and budget commitments. So far, it was not clear on how much money been allocated on transports. According to inter-cluster decisions, disbursement of the transport funds was only given to the logistic operation cluster on the ground to facilitate the distribution of food and all the relief supplies from the NDMO warehouse to the evacuation centres including the host schools.

Information and Communication Technology (ICT)

What Work Well, what did not work well and Why?

NDMO and MOET needs to scale up their ICT systems so that it can handle an influx of MOET staff and education partners in the event of a disaster. The open VEMIS system is not compatible to the education in emergency situation and configured to adapt to any type of hazard. There were duplications of efforts in collecting information from the same schools during and after the evacuation. Many staff attempted to compensate by switching to use of the mobile Phone rather than emails, but this was impeded by the poor coverage of internet network at the education office in Sanma Province.

MOET staff need mobile phones that are pre-paid and have two SIMs, as credit is not always available and network coverage can be weak. This did not happen and as a result many staff struggled to make calls and to provide regular update to the national EOC team in Vila, even from school level.

Partnerships with NGOs

What Work Well, what did not work well and Why?

MOET has developed prolific mechanism over the years to strengthen its partnership opportunities with international and local NGOs in Vanuatu. In terms of requesting support from the education partners and NGOs, there are processes and requirements that MOET could comply with before requesting support from any partners. It is clear that training maybe necessary to enhance the active participation of the MOET staff in the future. But overall the collaboration between MOET and especially key partners such as DFAT, UNICEF and Save the Children was very optimistic and well appreciated by MOET. These key partners were highly represented at the EIE cluster lead level and through the many field assessments and visits to Santo, Pentecost and Maewo host schools and evacuation centres.

It is likely that education partners, whether in the country or at the regional and international levels recognized that MOET has evolved a lot in its overall collaborations. At the national lessons learned workshop in Santo on 22 and 23 November, the EIE officer of the Ministry of Education has acknowledged support from DFAT, UNICEF and Save the Children as well as the MoJCS and MoYS who have dedicated their tremendous time and support in the evacuation and repatriation operations.

This confirms the appreciation of the MOET and especially the Government of Vanuatu on the effective support from the education partners as the entire NDMO team and especially all the partners were present during the MOET EIE officer presentation.

Communication and humanitarian advocacy

What Work Well, what did not work well and Why?

In overall, communication and humanitarian advocacy of the Evacuation and repatriation was coordinated despite of the weak coordination and communication between both EOCs. At the national lessons learned workshop, the communication officer and members of the MOET EOC need to advocate more on the following themes:

- Humanitarian access and principles (Ensure day to day information/update is released)
- Use information to advocate on funding support

- Use information to advocate on protection of children, students and teachers
- Use of information to advocate on better planning and coordination.

MOET as a whole and member of the EiE cluster lead require support in terms of training on better communication before, during and after an emergency, hence the case of the evacuation and repatriation of Ambae students. It was pointed out at the lessons learned workshop in Santo that the government must utilize the local expertise of its communication officers who are already in the system to communicate to the media on state of emergencies in the islands and this was the case during the evacuation. During the national lessons learned workshop in Santo, this is one of the areas raised during the group discussions that require improvements in the future. According to the group discussions, the Government communication staff could become more useful in the communication and humanitarian advocacy if they are member of the clusters.

Recommendations

Findings and Recommendation

Phase 1: Preparation before Evacuation

- NDMO to strengthen coordination with other clusters
- Sanma Education needs a provincial EiE officer
- Directives needs to get to PEO offices in good times
- Needs to build up evacuation centres or clarify role of schools as evacuation centres.
- Provide Capacity Training for Provincial staff on humanitarian responses
- PEO Penama and PEO Torba should worked closely with PEO Sanma to coordinated and implement the whole emergency operations plans.
- Open VEMIS needs to be more user-friendly and adapted to suit all level of hazards. This system needs to be shaped in a way that it provide flexible features to import data from other sources such as the CRVS system.
- During the evacuation, all Ambae student should be relocated to pre-defined and agreed host schools
- Improve and work on the response plan that has already established and develop further according to the disaster that we have faced from the past

Phase 2: Evacuation

- Psycho Social support team should be ready at schools at the same time when receiving affected students and Teachers from Ambae
- Schools need to have clean and adequate sanitation for evacuees.
- Funding for Sanma education emergency team should be done to lift moral of late work.
- Simple survey technology would have been useful to speed up the otherwise manually intensive process of data collection (e.g. confirming which students were being hosted where). With AKVO flow, for example, all students could have been listed in a pre-set menu, and each school (if equipped with a tabled) could have just selected the student names and updated this every couple of days). Instead, it was a drawn out and unnecessarily complicated process.
- Consider having school principals equipped with such devices for their routine reporting to MoET, then this device could also be of value during emergency response scenarios.
- There is a great opportunity here, now the situation is realised and "fresh" to advocate for funding to scale-up school infrastructure (particularly WASH-related). A strong investment in rainwater catchment supplies (especially gutters and downpipes) would very cost effective in improving school resilience.
- Team work, and only one leader inside the team to advise and direct

Phase 3: Repatriation

- Future plan for stationing a disaster officer in Sanma province
- Inform the principles of the repatriations dates
- Good assessment of schools situations must be done before setting repatriation date.
- All provincial team must follow MOET and NDMO instructions/Directives managers.
- Strengthening Sanma Coordination team
- Increased awareness on volcano risks.
- Clearer monitoring and quicker release of information and funds are done based on transparency of their allocation and use.
- Develop a contingency plan for the provincial Education office to support the National MOET contingency Plan

Annex:

A) Lessons Learned Feedback from school principals in Santo and Education stakeholders and partners

PHASES OF ACTIVITY	WHAT WORKED WELL	WHAT DIDN'T WORK WELL	WHY IT DID NOT WORKED WELL	WAY FORWARD/SOLUTIONS FOR IMPROVEMENT
PREPARATIONS BEFORE EVACUATION	<ul style="list-style-type: none"> - Ambae People listened to warnings and reacted when they received the order. - Sanma School prepare and organised to receive and accommodate teachers and students - MOET in coordination with Sanma education office had developed and approved education sector response plan - Affected schools were catered for in all host schools activities - Final year exams were well coordinated by host schools and affected with the help from Exams office and MOET - Sanma Education office attended all PDC meetings - Assessment were done by host schools heads to identify space in existing classroom to cater for affected students. - Fair sharing of students from all levels into host schools. - Series of meeting were held with the principals of host schools, DG and other MOET officials. - MOET baseline data is made available to be used. - Continues collection of data to 	<ul style="list-style-type: none"> - Ambae Transportations not arranged early enough considering the state of the roads - There were not enough classroom to accommodate the affected children. - Sanma Education response plan were not considered by MOET (sanma planned to accommodate schools only from north and west ambae). - No regular feedback on data collected and used from Sanma Education Operations centers to schools - Lack of Proper Consultations and evacuation plans to the host and affected Principals. - Open VEMIS not user friendly during emergency. - Shipments from Ambae to Santo was not well organised when arriving in santo. - Coordination of Teachers and Student out of Ambae was not well coordinated and information flow was not very good - Coordination is not efficient as key officers should have a response plan already set out when it was on level 2 and should activate the plan 	<ul style="list-style-type: none"> - Misleading/ miscommunication by some in the community created confusion. Geo-hazard info not "confident" - Information from NDMO to schools were received late - Short Notice for the evacuation process - There were a lot of directives from many people. - There were principals who had plan to get a lot of students more than other schools to get more grants. - Lack of coordination in releasing funds for the PSS training - Open VEMIS feature not compatible with emergency situation - Limited Supplies eg. Blankets - Lack of proper Communication from the national to the schools - Lack of Coordination and registrations 	<ul style="list-style-type: none"> - NDMO should strengthen coordination with other clusters - Sanma Education need one understandable response manager for emergencies. - Directives needs to get to PEO offices in good times - Needs to build up evacuation centres - Provide Capacity Training for Provincial staff in regards to Disasters - PEO Penama should worked closely with PEO Sanma to coordinated and implement the whole operations plans. - VEMIS should give correct data - During evacuation ambae schools should go straight to the host schools - Improve and work on the response plan that has already established and develop further according to the disaster that we have faced from the past

	<p>monitor the baseline provided by MOET.</p> <ul style="list-style-type: none"> - Education team responsible did a good job by ensuring the priority of ensuring the students have a place of learning during the evacuation period. 	<p>as soon as it was on level 3. Assessments & Monitoring, Communication, Coordination, Finance, Logistics should be well organized by the right people in the MoET. There are a lot of resourceful people with the capability to carry out the task but because there are no stats to indicate this special skills to assist in times of disaster.</p>		
EVACUATION	<ul style="list-style-type: none"> - NDMO support on planning and movement. - Relief supplies provided to displaced people. - People's safety was the priority of the government - All examination classes are hosted in schools - There were foods provided for the education staff to be able to do their work - MOET Education staff try their best to collect schools data. - Evacuations students are well accommodates - Affected Children were able to complete their final year's exams. - Stationaries supplies were disseminated to host schools - Food distributions to schools was well coordinated with education cluster , food cluster and finance departments 	<ul style="list-style-type: none"> - Evacuation of affected ambae population does disturb Sanma schools operations classes - Children for the associated schools loose interest to learn - Evacuation schools are scattered to different host schools - Evacuees were not place in schools according to language of instructional learning - Some students were not attending schools. - Data collection were not really good until UNICEF intervention - Sanma EOC lacks proper coordination. - Data were provided late by the principals. - Community evacuation centers do not have space and resources for students to continue their learning - Data were not really accurate due to the students scattered everywhere in other area in luguanville - Evacuated Teachers and principals 	<ul style="list-style-type: none"> - NDMO should work closely with the education authorities - NDMO needs conducted briefing with PEO sanma - Continued misleading information. - The response period helped us realise the shortfall in school infrastructure in meeting minimum standards. We found that schools didn't have nearly sufficient infrastructure for their regular student numbers, yet alone additional students they were required to host. - First time to assist emergency 	<ul style="list-style-type: none"> - Psycho Social support team should be ready at schools at the same time when receiving affected students and Teachers from ambae - Schools needs to have clean sanitation facilities. - Funding for sanma education emergency team should be done to lift moral of late work. - Simple survey technology would have been useful to speed up the otherwise manually intensive process of data collection (e.g. confirming which students were being hosted where). With AKVO flow, for example, all students could have been listed in a pre-set menu, and each school (if equipped with a tabled) could have just selected the student names and updated this every couple of days). Instead, it was a drawn out and unnecessarily complicated process. - Consider having school principals equipped with such devices for their routine reporting to MoET, then this device could also be of value during emergency response scenarios.

- do not follow Plan developed by Sanma Education office.
- Sanma education officers were not familiar with host evacuation centres
 - There were no proper and timely messages to the exams students to remain at the host schools when their parents repatriated to ambae.
 - Sanma Provincial Education were late in activated its operation
 - Ambae students and Teachers were scattered in deferent locations therefor difficult to collected data
 - To many people giving directives therefor cause a lots of chaos and confusion.
 - PSS training Conducted very late with the exams students.
 - Worry about property/possessions at home.
 - Decision by the government was to quick. Felt rushed at times; some travel at night.
 - Distribution of supplies not fare in some communities.
 - Ships overcrowded (some forced to pay their own transport).
 - Separation of some couples/families.
 - Government not well prepared to provide food and water during initial phase.

- There is a great opportunity here, now the situation is realised and "fresh" to advocate for funding to scale-up school infrastructure (particularly WASH-related). A strong investment in rainwater catchment supplies (especially gutters and downpipes) would very cost effective in improving school resilience..
- Team work, and only one leader inside the team to advice

REPATRIATION

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| <ul style="list-style-type: none"> - Develop a repatriation plan - NDMO executive the repatriations plan for students to be drop off in their allocated ports - ECCE and Primary schools students were repatriated with their parents - People were happy to return home again. Relief supplies continue to arrive. - Government support on transportation. | <ul style="list-style-type: none"> - Early closure of some schools affects the operations of other operatives schools - Uncoordinated activities between PEO Penama and Sanma officers - Plans develop by Principals to host students and teachers were not implemented(waste of time) - Little information on the on-going volcano risks (eruptions, water contamination, etc.) - Damage to crops (animals, acid Psychological stress due to continued ash fall, eruptions, acid rain, etc. - Disruptions to current school term. - No assessment on Ambae prior to repatriation (water, crops, air quality, etc.) | <ul style="list-style-type: none"> - Implementations of Repatriation plans is not well communicated and coordinated between the Sanma education Emergency Team and the PDOC. - Duplication of sharing resources between schools - Repatriation events brings a lot of confusion on exams classes and no exams classes traveling at deferent times not following the initial repatriations - Short notice of repatriations plan - Principals from both affected schools and host schools are always complaining - Bad network in some places - Radio coverage not clear | <ul style="list-style-type: none"> - Future plan for stationing a disaster officer in sanma province - Inform the principles of the repatriations dates - Good assessment of schools' situations must be done before setting repatriation date. - All provincial team must follow MOET and NDMO instructions/Directives managers. - Strengthening Sanma Coordination team - Increased awareness on volcano risks. - Clearer monitoring and quicker release of information and funds. - Need for better contingency planning at the community level – there is no evacuation plan for children/schools currently in place. |
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B) Lessons learned online Monkey Survey Link

Visit this link to access the online EIE Monkey survey: <https://ee.humanitarianresponse.info/::YysT>

C) Lessons learned template used during the Workshop in Santo, Penama and also with some officer within MoET.

Phases of Activities	What work Well	What did not work well	Why it did not work well?	Way Forward/Solutions for Improvement
Preparation before Evacuation				
Evacuation				
Repatriation				