



Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

Republic of Vanuatu



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Authors:

Virana Lini, Ministry of Education and Training; Shantony Moli, Save the Children; Danielle Wade, Save the Children; Marla Petal, Save the Children.

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Save the Children

Contributors:

Roy Obed, Ministry of Education and Training; Pierre Gambetta, Ministry of Education and Training; Roy Ben, Ministry of Education and Training; Glenden Ilasia, Ministry of Education and Training; Esther Tinning, Ministry of Education and Training; Jennifer James, Ministry of Education and Training; Jim Allan Knox, Ministry of Education and Training; Alice Iarem, National Disaster Management Office; Masood Akhrt, National Disaster Management Office/IOM; Simion Tavoia, Live and Learn; Charley Robert, Curriculum Development Unit; Marinetter Twomey, Vanuatu Society for Disable People (VSDP); Ben Tamas, Scout Commissioner; Gordon Craig, Ministry of Education and Training; Dick Hopkins, Ministry of Education and Training; Marcel Yamsu, School Based Management; Antoinette Bihu, School Based Management; Olivia Johnson, Save the Children; Ginette Morris, Save the Children; Joe Kalotap, Ministry of Education and Training; Tony Benjamin, Procurement Unit, Oztomea Bule, Ministry of Education, Melvin Boesel Policy and Planning Ministry of Education, James Melteres Curriculum Development Unit; Phillip Mansale Vanuatu Meteorology Department.

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INTRODUCTION FOR THE EDUCATION VANUATU EDUCATION SNAPSHOT

The Education Sector Snapshot (ESS) for Comprehensive School Safety (CSS) and Education in Emergencies (EiE) was developed to provide consistent background and orientation for national and international stakeholders to understand the hazards and risks facing the education sector in Vanuatu, the organizational context for both disaster management and education, and the current status and progress made towards protecting children and staff in schools, planning for educational continuity, safeguarding education sector investments, and developing a culture of safety.

The First ESS Comprehensive schools safety (EIE) and Education in Emergencies (EIE) was completed in 2013, through a partnership with Ministry of Education and Training and Save the Children. This update was produced in 2016.

The details described in this document are intended to guide MOET administrators, partners in development and humanitarian work, donors by sharing common knowledge and starting point, to train new workers and new contributors, to use as a reference for planning and program development.

Disaster Risk Reduction and Education in Emergency (EIE) have been a key priority of the Ministry of Education and Training (MOET) for several years. The MOET has made many efforts and achieved important strides in the context of the Comprehensive School Safety Framework.

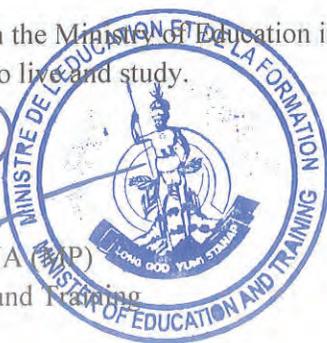
This is evidenced in the Vanuatu's quality standards for education, and in the first Vanuatu Education in Emergency Policy (2013-2017) which includes 3 main goals:

1. **Access:** to increase access to education for all people at all levels in Vanuatu through disaster at all levels of education in Vanuatu through disaster risk management interventions and through being better prepared for and to respond and recover after an emergencies.
2. **Quality:** to improve the quality of education in Vanuatu through disaster risk management intervention and to better prepared and respond to an emergency.
3. **Management:** to improve and strength the disaster risk management of the education system in Vanuatu and to be better prepare for and to respond and recover and after an emergency.

I am proud to say that in 2016, Vanuatu has declared its commitment to join the *Worldwide Initiative for School Safety* as a champion country; leading the way and seeking support of all of our partners in strengthening the education sector and making it resilient to the impacts of climate change and hazard impacts of all kinds.

It is my humble conviction that through collective efforts of all key stakeholders, we can work together towards the attainment of the Comprehensive School Safety Framework through Disaster Risk Reduction and Education in Emergency (EIE) priorities.

I now invite you to join the Ministry of Education in making the school environment a safer and better place for our children to live and study.



Hon. Jean-Pierre NIRUA (MP)
Minister of Education and Training

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> Cover Photo: Children learn about disaster risk reduction and climate change at school, Vanuatu.
Photo: Save the Children



1. INTRODUCTORY DEMOGRAPHICS

Geography and population overview

The Republic of Vanuatu is a nation and group of islands in the South Pacific Ocean. It is composed of over 80 islands with 2,528 km of coastline and a total surface area of 14,760 km². The population of Vanuatu in 2013 was estimated at 264,657. There is a yearly population growth of 2.6% and just over half the population is male. The rapid population growth that is in turn placing increasing pressure on the existing health/education systems. 98.5% of the population in Vanuatu is made up of indigenous Melanesians. About 30,000 live in the capital, Port Vila; another 10,700 live in Luganville (or Santo Town) on Espiritu Santo; and the remainder of the population live in rural areas. Vanuatu has a very young population with around 40% under 15 years of age.

Although the national language is Bislama-a local pidgin-the colonial heritage of the country has meant that English and French are also official languages. Vanuatu has 105 languages and Indigenous Melanesians are multilingual, they can speak more than two languages

Vanuatu is one of the most vulnerable nations in the world in terms of natural and man-made hazards. It is located inside the “ring of fire” and situated within the cyclone belt. This means that Vanuatu is prone to experiencing earthquakes, landslides, tsunamis, volcanic eruptions, volcanic ash, acidic fall, droughts, cyclones, floods and sea level rise and many others. With approximately 80% of the population dependent on subsistence agriculture the potential impact of climate change and natural hazards is significant.



> One of the Manua School buildings after Cyclone Pam.
Photo: Save the Children

2. EDUCATION SECTOR OVERVIEW

Originally established by the colonial government, Vanuatu has a dual education system, whereby French and English streams of education are delivered in parallel with a common curriculum

The Education is governed by the Education Act, which has a clear directive to provide for the development and maintenance of an effective and efficient primary and secondary education system for the benefit of Vanuatu and its people. (Source: Education Act No. 21 of 2001).

Cabinet of the MoET

The cabinet of the MoET is responsible for the portfolio that is usually assumed by a Minister of Education and Training. This is the overarching authority within the education sector in the country. The Minister of Education and Training under the guidance of the Education Act (EA) ensures its purpose achieved with the support of the Office of the Director General and Directors responsible for each divisions and its existing staff.

The specific functions and powers of the Minister of Education and Training are clearly spelled out in Part 2, of the Education Act No. 21 of 2001. All of the rules governing education are enumerated in the Education Regulation Order.

Office of the Director General

The Office of the Director General is responsible for executing directives from the Minister as also guided by the EA and other policies, plans and programs for education. Most importantly, the Director General liaises and communicates with the Minister's Office and external agencies to facilitate effective policy management of the education system; and provides effective dissemination and communication of policy and administrative decisions to Directors and staff within the Ministry and to other interested parties as necessary.

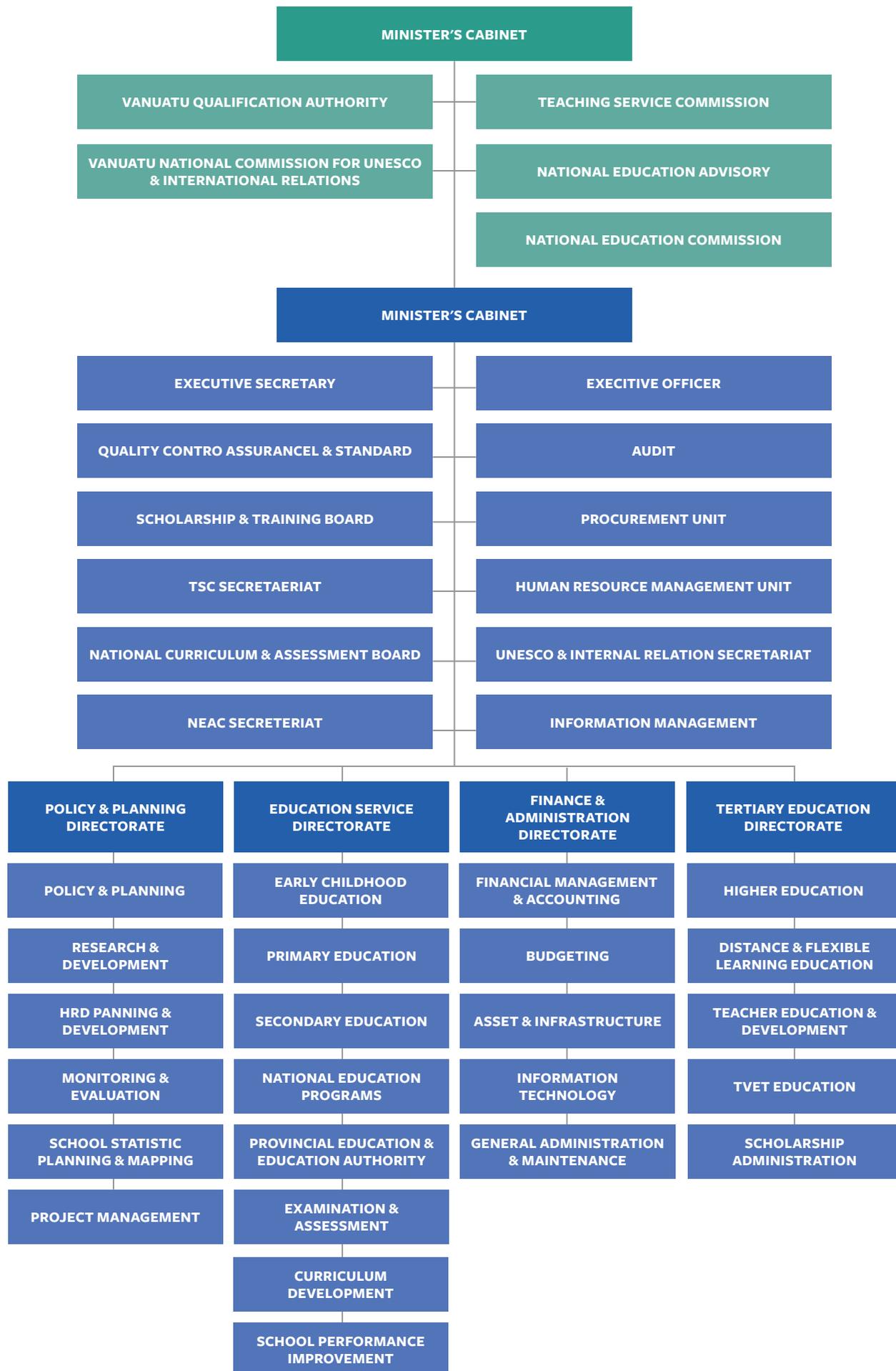
The specific functions and powers of the Director General of Education are clearly spelled out in Part 2, of the Education Act No. 21 of 2001.

Directorates of MoET

Within the MoET, there are 4 main directorates the 'Policy and Planning Directorate', 'Educational Services Directorate' and the 'Finance and Administration Directorate and the 'Tertiary Education Directorate'.

1. Policy and Planning –coordinate the developments of policies, reviews the education act and develops corporate and business plans.
2. Educational Services -coordinates the pre-school, primary and secondary education and manages school programs and administration
3. Finance and Administration- manages financial aspects of the education sector to enable delivery of financial and administrative resources to achieve the goals of education at the end of the day
4. Tertiary Education – manages post-secondary education and administration

Structure of the MoET



Organization of Education Sector

The MoET is located in the Vanuatu's capital, Port Vila and there are also six Provincial Education Offices operating within the six provinces of the country. Each provincial office is led by a Provincial Education Officer who works with a team of school improvement officers, zonal curriculum advisors, and finance officers.

Education policies are developed and managed at the national level while its implementation is realized at the provincial level. The Division of Policy and Planning coordinates and facilitates the development of educational policies, plans (and programs).

School Based Management (SBM) is part of the current Vanuatu Education Sector Program (VESP) which succeeds the Vanuatu Education Road Map (VERM 2009-2012). The program seeks to address Universal Primary Education through implementation of the Vanuatu Minimum Quality Standards for Primary Access to Education, and ensuring that the Vanuatu Education System is well managed at all levels. The School Improvement Officers (SIOs), Zone Curriculum Advisors and Provincial Finance Officers received technical support from partner agencies and stakeholders to implement the program. SBM is financially and technically supported by AusAID, NZAID and UNICEF.

School Base Management operates under the following specific targeted areas:

- Awareness on Vanuatu Minimum Quality Standards for Primary Schools;
- Awareness on Government Grant and its intended usage;
- Facilitate public awareness campaigns to encourage parents to enroll their children in schools;
- Empowering local school management through participatory planning processes involving School Heads, School Committee members, Community members and student representatives. This process also involves agreeing on the Roles & Responsibilities of School Committee members;
- Financial management training and mentoring to head masters and management of schools
- Monitoring & Evaluation of performance of head teachers as managers of schools;
- Assist with the assessment of school facilities and provide advice to the ministry as appropriate;
- Establish relationships with stakeholders to improve the education sector in general.

Number of Schools, Students and Teachers

There are a total of about 1105 schools pre-school to secondary level that are registered in the Vanuatu Education Management Information System (VEMIS) in Vanuatu with 80800 enrolled students and 3764 teachers.

Geospatial Data

In 2010-2011, the MoET through the School Mapping unit updated the geographical location of all primary and secondary schools in country by province, school levels (years 1- 6; years 1 – 8 and years 7 – 13). It also collected spatial data on school location and displayed the information on maps. A Map of locations of schools can be found through an online platform where you can also explore the language of instruction at that school. This can be found here: http://moetvanuatu.cartodb.com/viz/47f6cd60-63d1-11e4-97a7-0e018d66dc29/embed_map

Table 1. Number of registered schools and enrollments 2015

SCHOOL TYPE	PROVINCE	SCHOOLS	ENROLLMENT	TEACHERS
Early Childhood Education	Torba	29	563	37
	Sanma	146	3283	227
	Penama	82	1707	148
	Malampa	99	2148	164
	Shefa	110	3926	182
	Tafea	110	2674	143
Early Childhood Education Total		576	14301	901
Primary School	Torba	26	1827	80
	Sanma	94	9268	411
	Penama	64	6177	282
	Malampa	86	7353	318
	Shefa	86	12882	499
	Tafea	77	8424	274
Primary School Total		433	45391	1864
Secondary School	Torba	4	510	19
	Sanma	16	4266	199
	Penama	14	2133	137
	Malampa	20	2517	126
	Shefa	25	8751	436
	Tafea	17	2391	82
Secondary School Total		96	20568	999
TOTAL		1105	80260	3,764

> Source: VEMIS, 2015

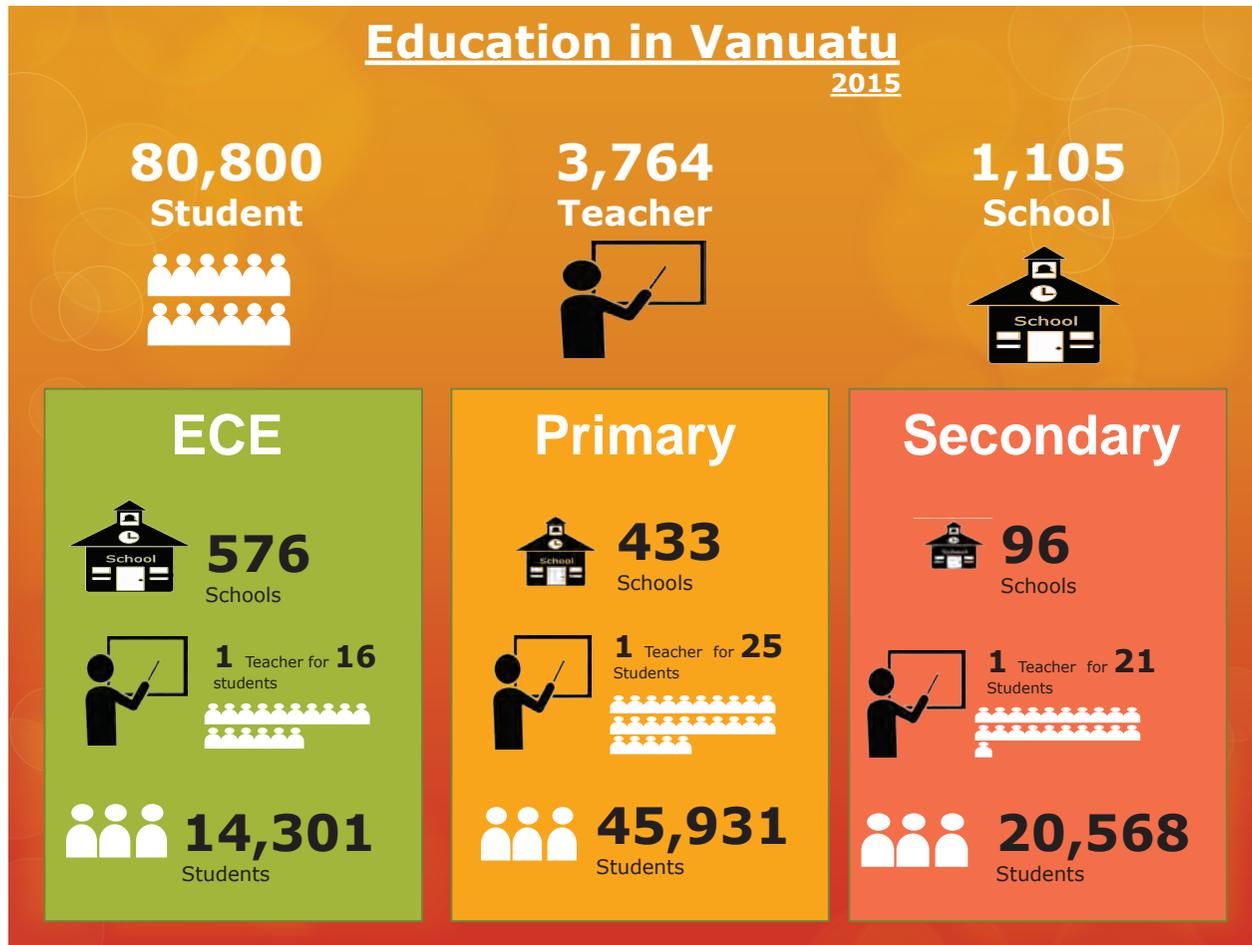
In primary school, the proportion of boys is 52% and girls 48%. In secondary school, the proportion of boys and girls is even.



> Ekiye students wait to perform their tsunami haka as part of Children's Day.
Photo: Tim Nelson/Save the Children

School Enrolment of Students with Disabilities

In the year 2015 VEMIS data identified and record a total of 110 student with disability that attend different Education school level in the country. With the Early Childhood Care and Education, disability student number recorded was 14, follow by Primary school education with a student number of 88 and the Secondary school student with a total of 8. The student disability are



> Source: VEMIS unit, 2015

categorized as Speech Impairment, Multiple disability, Sigh Impairment and Physical Disability have been identified in schools. This indicates that school age children with disabilities are less enrolled in schools. This finding, it also shows that there still a gap/ big difference with the education level of student achievement especially from Primary education opportunity to secondary education opportunity. The figures shows that most of the students with disability are left out or drop out at primary level of education for some reasons and only few have access to secondary level of education.

Early Childhood Education Care and Education(ECCE)

Pre-school education is administered and managed by the communities and is governed by a national Policy. The Government has acknowledged the need for a more specialised level of training for teachers administering education to children aged 4, 5 and 6 years as there is an understanding that children of that age require a more tailored pedagogic approach to their learning needs. The Preschool Unit sits within the Education Services in the Ministry of Education and Training.

The ECCE Coordination Unit in the Ministry of Education and Training in Vanuatu coordinates all activities and projects related to the development of ECCE in Vanuatu and is exploring assistance to preschools and training of teachers. (Source: Education Policy Statement, 2009-2016)

Basic Education- K1 to 8 and Cost of school

Education in Vanuatu is not compulsory. Languages of instruction are in English and French. Literacy and numeracy levels are tested through the Vanuatu Standardised Test of Achievement (VANSTA) in years 4-6.

Through support from development partners investing in the Vanuatu Education Road Map in 2010 the Government established a fee free primary education system from year 1 to Year 6 where general fees are subsidised by donors. The Education Regulation Order (ERO) No.44 of 2005, under section 19 and 20 provides for the school fees structure which should guide the school councils to decide on the fees to be applied in Secondary schools . Most secondary schools do not follow the fees outlined in the Education Act.

In some cases, schools apply fees to uniforms, transportation, canteen, board and caution fees as a bond associated with a student's ongoing enrollment¹.

It is important to note that school fees for tuition alone do not represent the full cost of education. Some schools do impose additional levees and fees and parents must also meet the cost of transport, uniforms, some textbooks and meals.

Types of Schools

AUTHORITY TYPE	EARLY CHILDHOOD EDUCATION	PRIMARY SCHOOL	SECONDARY SCHOOL	TOTAL
Church (Government Assisted)	16	115	35	166
Church (Not Government Assisted)	2	2	4	2
Community	178	5	1	184
Government of Vanuatu		303	53	356
Private	386	8	5	399
Grand Total	582	433	98	1109

> Source: 2015 Vanuatu Education Management Information System (VEMIS)

¹ Caution fees are foregone if the stated notice period for continuing enrolment is not given prior to the student leaving the school.

Number of schools by Authority and school type, 2015

AUTHORITY TYPE	EARLY CHILDHOOD EDUCATION	PRIMARY SCHOOL	SECONDARY SCHOOL	TOTAL
Government of Vanuatu		303	53	356
Church (Government Assisted)	16	114	34	164
Church (Not Government Assisted)		3	3	6
Community	175	5	1	181
Private	385	8	5	398
Total	576	433	96	1105

> Source: VEMIS, 2015

Most residential (boarding) schools in Vanuatu are secondary schools. These are either administered by government, church authorities or by individuals. There is a total of ## residential schools.

Size of schools

About 60% of schools are small rural schools, about 18% are and about 22% are larger "center" schools which have a wider catchment area, encompass a range of grade levels, or are residential secondary schools.

School Completion Rate

The school completion rate for grade 8 is 68%.

School Year:

The beginning and end of school year -including major breaks- is guided by the Education Regulation Order (ERO) determined by the MoET.

Annual commencement and closing of schools:

1. 1) A school is to commence its annual teaching operations on or about the fourth week of January each year and;
2. 2) A school is to close its annual teaching operations on or about the first week of December.

Annual term breaks

- a. a) For the first term- a 2 week break commencing in May;
- b. b) For the second term- a 2 week break commencing in August.

Annual mid-term breaks

1. 1) The first annual mid-term break is to include Good Friday and Easter Monday
2. 2) The second annual mid-term break is to include 30th-31st of July (independence day).

According to the school calendar there are 13 weeks of schooling per term, 3 school terms, and 39 academic weeks in a year for a total of 195 days, minus 10 official public holidays per year. This makes the normative number of school days per year 185.

Section 28 of the Education Regulation Order, states that “the Prescribed teaching hours” are as follows.

1. The prescribed number of hours each week for teaching subjects in kindergarten is 4 hours per day
2. The prescribed number of hours each week for teachers to work in primary schools is 6 hours per day
3. The prescribed teaching contact hours each week for teachers to work in secondary school shall be at a minimum of 20 hours

Education Management Information System

The MoET developed its Education Management Information System (EMIS) called VEMIS in 2007. VEMIS captures data disaggregated by gender, island, province, church authorities, language of instruction, school profile (name of school, land area, location of school, administration etc.), teacher information, school resources (facilities, water, electricity, equipment, textbooks, library books etc.), Education for All (EFA) Indicators, school finance etc, by school levels (ECCE, Primary and Secondary). In the meantime, VEMIS also includes EiE data and will need to continue to capture activities that are yet to be implemented in line with EiE policy.

Education resources

At the national level all curriculum resources need to be approved by NAB and Curriculum board.

Distribution of education resources in education has been decentralized to the school level thus affording schools with greater levels of autonomy to identify their own resource needs directly with suppliers in either Port Vila or Luganville. However, resources must be received by the school's bank account, before orders can be placed, and payment made, causing time delays in procurement, especially to rural communities.

Often, schools in urban areas have better equity (and access) to education resources because of the superior infrastructure, transport and geographical location. Transportation costs, time, and weather impacts, are extremely costly for rural areas. Inequity of distribution of resources is mostly experienced within the Torba province, a remote province located in the northern part of the country. Given this, Torba schools are often disadvantaged when it comes to procuring their own school supplies and paying the higher transport costs.

In addition, communication plays a factor towards driving inequity between rural and urban schools. During times of bad weather, communications are affected which has a knock on effect for those rural schools that require additional school supplies and resources. This is not simply limited to the Torba province, as there are other schools that are experiencing similar challenging operating systems.

3. HAZARDS AND RISKS OVERVIEW

Vanuatu Hazard Profile

Each province in Vanuatu is vulnerable to common natural and man-made hazards such as floods, earthquakes, tropical cyclones, landslides, droughts and fire. Climate change is also having significant impacts which include changing rainfall patterns; a longer dry season and a wetter wet season. The geographical location of the archipelago in the southwest Pacific is on a pathway occasionally traversed by cyclones. The area of Vanuatu (land and sea) receives about 2-3 cyclones in a cyclone season, and the greatest frequency is in January and February. On average, Vanuatu and its marginal seas is a common route to some 20 to 30 cyclones per decade, with 3 to 5 causing severe damage. Refer to the map which summarizes the key hazards affected each province.

Figure 2. Map of Hazards affecting Vanuatu



According to the National Disaster Management Office (NDMO) (International Climate Change Adaptation Initiative for Pacific Climate Change Source Program), in the 41 year period between 1969 and 2010, 94 tropical cyclones passed within 400 km of Port Vila, an average of two to three cyclones per season. The number of cyclones varies widely from year to year, with none in some seasons but up to six in others.

Historical impacts of disasters and conflict on schools and related child-protection

Historical impacts of disasters and conflict on schools and related child-protection which have not been reported as there is no assessment has been carried out.

Damage assessment data

MoET has conducted some damage assessments and reports since 2000:

YEAR	HAZARD	LOCATIONS AFFECTED	IMPACT
June 2009	Earthquake	Shefa centered between Emae and Tongoa islands	(9) primary schools on Tongoa Island that have been seriously damaged by the earthquakes.
April 2009	Volcanic eruption	Ambrym island	No Data
February 2012	Cyclone Jasmine	Tafea province Tanna and Aneityum islands	minor damage to classrooms and sleeping houses
	Sea level rise	Terujah South Malekula	Loss of area used by school grounds due to coastal erosion Damage to classroom and teaching materials from flooding
13 March 2015	Cyclone Pam	Tafea province, Shefa province, Ambrym and Paama, Pentecost and Ambae	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. 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. 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 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
October 2015	El Nino drought	Across various parts of the country	Out of 380 schools that we reach, 3.68% school were in need of water and food, 3.42% school were in need of water, 5.00% were in need of food, 4.47% were facing health issues

4. DISASTER RISK MANAGEMENT OVERVIEW



> Children in a child friendly space after cyclone Pam.
Photo: Save the Children

The Republic of Vanuatu is one of the most vulnerable nations in the world. Its geographical location in the ‘ring of fire’ and the ‘cyclone belt’ area of the Pacific, and its archipelagic geological characteristics and wide distribution of a number of small islands in a large EEZ, together with limited financial and technical capacity make Vanuatu particularly vulnerable to many different hazards.

Vanuatu regularly suffers from volcanic eruptions, cyclones, earthquakes, droughts and floods, some of which are increasing in frequency and variability, as well as extreme events due to climatic variability and sea-level rise associated with human-induced climate changes. Increasing population, uncontrolled growth of urban centres and spontaneous peri-urban settlements are contributing to increased levels of vulnerability. The potential for devastating cyclones and earthquakes in

fast growing urban areas, such as Port Vila, highlights the need for a more coordinated approach to urban planning as natural hazards can trigger other hazards in a domino effect.

The impacts of disasters on lives and livelihoods of people, as well as damage to physical infrastructure, are large, affecting both the social and economic fabric of communities. For example, Cyclone Uma in 1987 cost the private sector about US\$25m in damages, together with infrastructure damages of another US\$25m. The Government in its effort to rebuild the community incurred a national budget deficit increase of about US\$8.5m – US\$10.6m. The 2002 Port Vila earthquake damage and loss was estimated to be over US\$2.5m, whereas Cyclone Ivy in 2004 incurred a loss of around US\$6m, that affected about 50,000 people and the loss of one person’s life.

These impacts affect Vanuatu's ability to meet the needs and aspirations of its people and to address the sustainable development goals at national, provincial and community levels which are articulated in the Comprehensive Reform Programme (CRP) and Priorities and Action Agenda (PAA), and also reflected in the Regional Economic Development Initiative (REDI).

Historically, Vanuatu has demonstrated resilience to natural hazards and an ability to rebuild its subsistence economy and societies, using traditional knowledge and external disaster relief and other development assistance. However, the capacity of Vanuatu to effectively deal with the impacts of major disasters remains fragile, particularly as parts of the country become urbanized and where traditional knowledge has been lost. The challenge of achieving sustainable development goals, including the reduction of poverty, increasing economic growth and protection of the environment, will be undermined unless the potential impact of hazards on vulnerable communities and economies is addressed.

The risks posed by such hazards can only be effectively reduced and managed as part of a sustainable development process that adopts a broader and more integrated approach to disaster risk reduction and disaster management (DRR&DM). This will involve the proactive management of disaster risks and reduction of vulnerability, expanding beyond the traditional approach to disaster preparedness, response and recovery, and adopting a strategic approach to improve and strengthen development effectiveness and efficiency by emphasizing DRR&DM.

The Government has recognized that Vanuatu has limited financial and technical capacity to adequately deal with disaster risk management and, as a member of Pacific Islands Forum, has acknowledged the importance and relevance of continued assistance by regional organizations as well as by regional and

international development partners. Vanuatu is also a party to several international and regional instruments on sustainable development, including commitments on DRR&DM.

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National Disaster Management Office

The national Disaster Management office is governed by the Vanuatu Climate Change and Disaster Risk Reduction Policy 2016-2030, the Disaster Risk Reduction and Disaster Management National Action Plan 2006-2016 and the Vanuatu National Disaster Management Office Standard Operating Procedures, 2013.

The Vanuatu Climate Change and Disaster Risk Reduction Policy 2016-2030 applies six principles:

[1] Accountability, [2] Sustainability, [3] Equity, [4] Community focus, [5] Collaboration, [6] Innovation with a vision that 'Vanuatu is a resilience community, environment and economy'.

Table 1: Vanuatu Climate Change and Disaster Risk Reduction Policy

Vision Vanuatu is a resilient community, environment and economy					
Principles					
Sustainability	Accountability	Equity	Community focus	Collaboration	Innovation
Strategic Goal Resilient development					
Strategic Priorities					
Systems			Themes		
Strategies					
Governance	Finance	Knowledge & Information	CCA/DRR	Low Carbon Devlpt	Response & Recovery
<ul style="list-style-type: none"> • Institutional structures • Legislation and policy • International obligations • Strategic and business planning • M & E 	<ul style="list-style-type: none"> • Funding allocation • NIE accreditation • Budgets • Financial statements • Procurement • Project management • Small grants scheme 	<ul style="list-style-type: none"> • Information management • Traditional knowledge • Knowledge sharing • Lessons learned • Data analysis • Research • Risk assessment 	<ul style="list-style-type: none"> • Vulnerability and impact assessment • Community based adaptation • Loss and damage • Ecosystem approaches 	<ul style="list-style-type: none"> • Energy Road Map • Renewable energy • Energy efficiency • Mitigation and REDD+ • Blue Carbon 	<ul style="list-style-type: none"> • Planning • Preparedness • Community awareness • Early warning systems • Post-disaster assessment • Recovery
Cross Cutting Issues					
Capacity building		Mainstreaming		Gender and social inclusion	
Multi-hazard approach		Partnerships			
Implementation					
Integration into corporate and business plans		Monitoring and evaluation		Reporting	Policy review

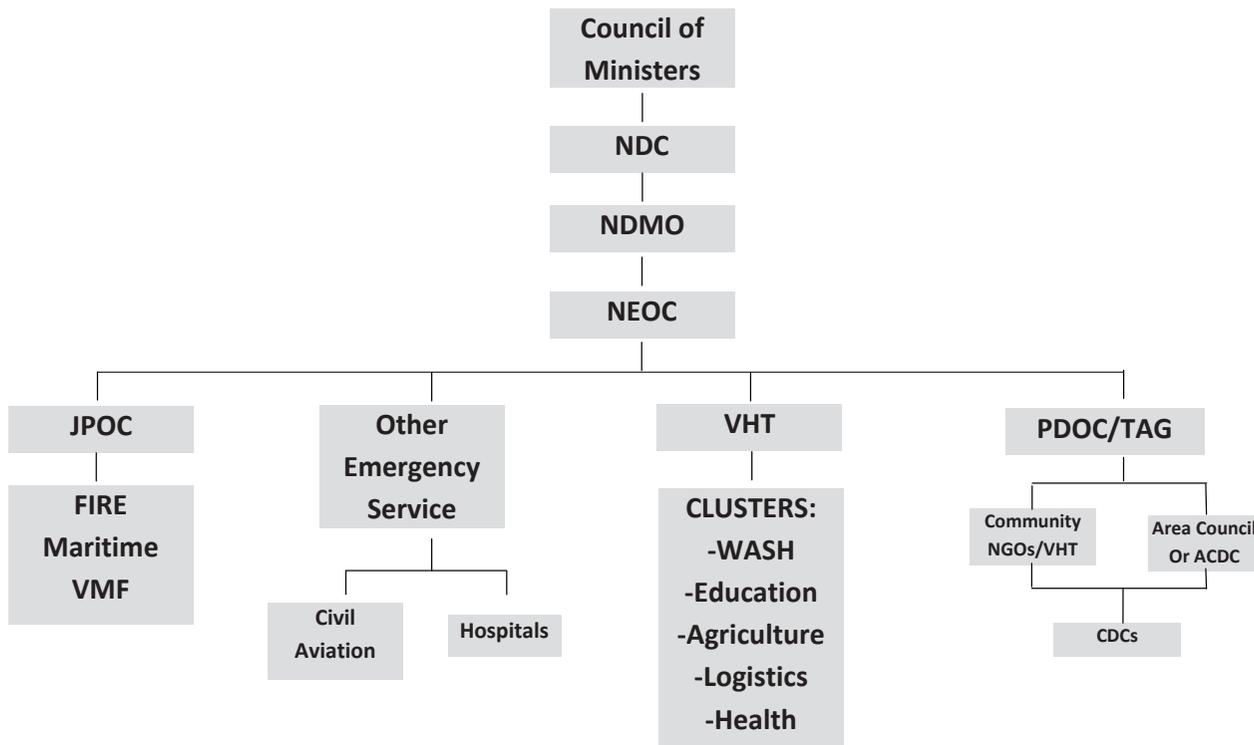
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The Vanuatu DRR&DM National Action Plan 2006 – 2016 has six specific objectives which are to:

- recognise disaster risk management as a sustainable development issue;
- mainstream all-hazards risk management into all sectors and decision-making processes at all levels of government, including national planning and budgetary processes;
- establish a strong governance framework for DRR & DM, with clear policies and legislation, accountable institutional and organisational arrangements and connections across and within levels of government, sectors and communities;
- empower communities through targeted capacity enhancement to reduce their risks to hazards and prepare for, respond to, and recover from disasters;
- promote knowledge-based decision-making, including traditional knowledge and know-how on disaster risk reduction and coping mechanisms in times of disasters; and
- provide for a sustained, coordinated and harmonised support from regional, international organisations and development partners.

The Structure of National Disaster Organisational office is as follows:

National Disaster Organizational Structure:



Technological: Early warning

The Vanuatu Meteorology and Geo-Hazard Department (VMGD) monitors and coordinates the overall warning system in Vanuatu. Early warning systems in place and being further developed for cyclone, tsunami and volcanos. Information and products are frequently disseminated by a combination of radio, television, SMS and mobile megaphone . With the current VMGD information disseminations platform, information will be better managed to relevant authorities.

Cyclone early warning:

The Vanuatu Meteorology and Geo-Hazard Department (VMGD) provides advisory and early warning information for cyclones within the Vanuatu forecast area. There is a sessional tropical cyclone outlook that provides information on the upcoming season and it is out before end of October each year. Prior to cyclone season each government and non-government organisations provide significant promotion of the use of cyclone

tracking maps. Advisory and early warnings all provide location of cyclones using the tracking map grid reference via radio and SMS during communication of information.

The NDMO has implemented an SMS early warning system where subscribers are automatically provided with updated information on hazards. The general public can also access this free service by SMS text with the word info to the number 166. Significant promotion of the service is made both prior to and during the cyclone season.

An SMS short code system has also been developed that can be used by the NDMO to capture initial assessment information after a hazard has impacted an area.

All Provincial Governments have short wave radio that can be used in times when mobile network services are disrupted.

Tsunami early warning:

Tsunami early warning is developed for long-range generated waves with plenty of lead

time before impact. However for near-field and medium-field tsunami warning, the public must be taught that "strong or long earthquake shaking" is the natural early warning signal that means they must immediately evacuate, and seek verification before returning home.

Volcano early warning:

The Vanuatu Geo-hazards (Volcanoes, Earthquakes and Tsunamis) Observatory has an ongoing monitoring network for Volcanoes in Vanuatu and maintains an Alert level status for each of these. If the level of activity

changes this information is provided to the NDMO for broader dissemination as early warning advisory.

ENSO early warning system:

The climate division of VMGD monitor slow onset climate related events such as EL Nino and La Nina and climate variability using data from VMGD 8 observation stations and 84 rainfall sites. The Information tailor is based on the ENSO directive and provides to the government for through the ENSO committee and widely distributed by media.

5. DISASTER RISK REDUCTION AND CLIMATE CHANGE IN THE EDUCATION SECTOR

There is an Education in Emergency Focal Point (EiE FP) at national level in the MoET, the connection point for all aspects of comprehensive school safety.

School Safety in Vanuatu is governed by the Education in Emergencies Policy 2013-2017, the Infrastructure Policy and draft WASH in schools and Child Protection Policy.

The core objective of EiE policy is “to improve disaster risk reduction and mitigation measures and preparedness in order to minimize the adverse effects of natural disasters and to facilitate effective response when disaster strikes”.

The Education in Emergencies Policy includes 3 main goals

1. Access: to increase equitable access to education for all people at all levels of education in Vanuatu through disaster risk management interventions and through being better prepared for and to respond and recover after an emergencies.
2. Quality: to improve the quality of education in Vanuatu through disaster risk management intervention and to better prepare and respond to an emergency.
3. Management: To improve and strength the disaster risk management of the education system in Vanuatu and to be better prepared for and to respond and recover and after an emergency

Key policies or standards for school safety

POLICY	EXPLANATION	PILLAR
NATIONAL		
Education Act No. 21 of 2001		
Vanuatu Education in Emergency Policy 2013-2017		2,3
Minimum standards for good primary schools in Vanuatu	These minimum standards integrate DRR. Example: Standard 9: All school buildings are safe, secure and well maintained. Standard 11: School management and staff protect teachers and students from harm.	1,2
Education regulation No44-outline buildings spaces.		1
Maintenance Policy		1
Curriculum statement		3
National Scout policy		3
REGIONAL		
Pacific Education, Climate Change and Disaster Risk Management Framework.		1,2,3
A Regional Strategy in climate and disaster resilience building to support its implementation.	Secretariat of the Pacific Community (SPC) has been instrumental in promoting the integration of climate change and DRM, which led numerous PICTs to the development of integrated national policies, and ultimately led the region to requesting the development of this integrated regional Strategy.	

The EiE FP is responsible for shepherding the EiE policy implementation plan. Current priorities identified by the education cluster are:

1. Develop a National Education Preparedness Plan for quick and slow onset natural disasters;
2. Develop a set of Education Contingency Plans for each Province;
3. Every school to develop a School Safety Plan; and
4. As part of the School Safety Plan, all schools are to conduct regular disaster response drills (fire, earthquake, etc).
5. All secondary school to have a weather observation site

The International Network for Education in Emergencies (INEE) Minimum Standards (MS) required for these actions are linked to NAP: Theme 8 of the NAP Implementation Strategy is: Community - Strengthen individual and community capacity in DRR & DM. The key actions to be undertaken are to:

- 8.1) Assess the needs and develop programs for strengthening capacity at the community level in addressing vulnerability to hazards and disasters in their community;
- 8.2) Develop programs to strengthen village and community leadership and networks in DRR & DM, including integrating practices with scientific information; and
- 8.3) Strengthen Provincial Government and Area Council arrangements for interactions and engagement with traditional community leaders for planning and response to disasters (Source: Disaster Risk Reduction and Disaster Management National Action Plan- 2006-2016)

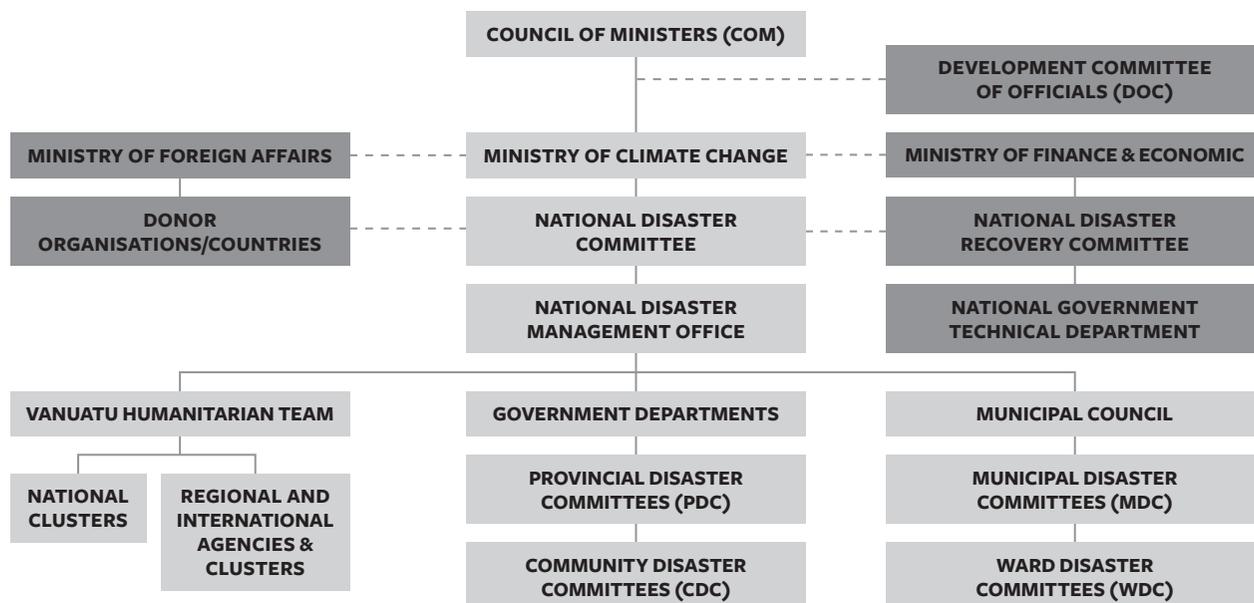
Donor, INGO and NGO support is needed to support implementation of these plans.

There is a strong national commitment to disaster risk reduction and Education in Emergencies. MoET has an annual budget allocation of 500,000VTU for EiE, risk reduction and resilience programming in the Ministry.

The Education Cluster is primarily a coordinating body with its function aimed at ensuring DRR/DM activities are rolled out in schools across Vanuatu.

The overarching mechanism and coordination structure below shows links through partnership between the immediate government agency responsible for disaster (NDMO) within the country and its humanitarian team and education cluster that oversees the effort to support DRR in the education sector.

Coordination Structure



The MoET has a disaster management structure which goes from the national level and to provincial level and right down to the schools and communities. However, in practice these focal points are not all in place at all levels.

At the national level, the EiE FP is responsible for the overall disaster management while coordinating and managing the DRR activities in collaboration with partners according to the EiE policy.

At the provincial level, the disaster management role is assumed by the Provincial Education Officers in six provinces with the help of Zonal Curriculum Advisors through an overall coordination from the national EiE Focal Point. School-based management has been introduced to Vanuatu, and it is believed that in the long-term, this will be the place to introduce and embed responsibilities for leading participatory school disaster management. The provincial education offices have their own contingency and disaster plans that theoretically guides pre- and post-disaster activities in schools and communities. At present these are written as separate plans for different hazard scenarios. The common elements of these plans, need to be drawn out and the plans more widely communicated and understood by school administration, school communities and school-based management as they come on board.

At the school level, the head teachers assume responsibility of the disaster management with the help of the ZCAs and communities. The NGOs have also helped in implementing activities of disaster management at the provincial level.

Progress monitoring via Zonal Curriculum Advisors, School Management trainers and School Inspectors, as well as Provincial Education Officers is being piloted through several NGO projects, but remains to be systematized.



> Children play at recess, Vanuatu.
Photo: Save the Children

6. PILLAR 1: SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS



> Teacher stands in a classroom damaged by Cyclone Pam.
Photo: Save the Children

The school-mapping unit is currently working with the Geo Hazard Unit (within the Meteorological Department) to create hazard risks maps that the MoET could use to overlay with the school spatial data to identify schools that are located within disaster prone areas. Once the hazard risks maps are completed by Geo Hazard, then the school-mapping unit will start to overlay the data with the available school data.

Since cyclone Pam, the MoET undertook structural assessments of all damaged schools with a schedule of retrofit and repair established. A report is available at the Facility Unit in the MoET.

New school construction

The MoET has an infrastructure guideline which is responsible for governing safe school site selection; however, there are infrastructure guidelines for building schools in Vanuatu.

Standard 9 of the Minimum quality standards for primary schools in Vanuatu (February 2013), requires that existing and newly built schools be safe, secure and maintained thus school buildings must comply with the MoET facilities infrastructure guideline. This is to ensure that school buildings are safe and comfortable to ensure that all children can attend classes and maintain good health. The education regulation no.44 outlines building space requirements.

There are 4 standard building types

1. Permanent structure
2. Semi permanent
3. Vernacular
4. Hybrid (vernacular + modern)

Most of the schools are funded by the Government supported by the donors namely, AusAID, NZAID, EU, UNICEF, France and China.

The School Facilities Unit within the Ministry of Education and Training coordinates the design and construction of the classrooms buildings in compliance with the Education Regulation Order section 13.

The School Facilities Unit is responsible for tender management, design and implementation, monitoring the construction by providing site inspections and mobilizations, and care maintenance.

The Facilities Department from the MoET is in the process of developing minimum infrastructure guidelines for classrooms, toilets, and water facilities. Once completed, these standards will help School Committees to decide how to upgrade and maintain their school infrastructure. The quality and needs are provided for under the guidelines and emphasize: 1) site selection, 2) site layout, 3) building design and 4) building construction and maintenance.

According to the infrastructure guideline, all new schools built have to be disaster-resilient and also comply with Standard 9 of the minimum quality standards for primary schools in Vanuatu. The disasters focused on in the guidelines are cyclone and earthquake.

School retrofit, rehabilitation and replacement

The infrastructure guideline does not mention school retrofit, rehabilitation and replacement. The Education Regulation Order under Section 23 very briefly refers to: "Applications for new schools or to relocate schools" based on "a proper assessment of the relevant site by the suitably qualified officers of the Department." This is then approved or not by the Director General. However disaster risks are not specifically mentioned as criteria for replacement.

Non-structural mitigation

According to the infrastructure guideline, there is no mentioned of the need for non-structural mitigation to protect against fire, earthquake, cyclone or flood threats. This represents a gap in terms of the risk exposure of schools and children in Vanuatu.

Safe access

According to the infrastructure guideline, there is no mentioned of the need for safe access and relatively continuous access to schools. This represents a gap in terms of the risk exposure of schools and children in Vanuatu, and equal access.

School maintenance, water and power

A final School Infrastructure Policy (SPM) should elaborate more on its objectives and outcomes to govern the school maintenance. Likewise, the responsible education officers will have their roles clarified under each objectives and the outcomes education is expecting at the end of the day.

The majority of school maintenance is funded through donor aid, especially for permanent structures. Otherwise, school buildings built from local materials are often maintained by the school council with the support of the wider community.

Adequacy of school classroom and water and sanitation facilities in general

There is no baseline as far as the adequacy or quality of school-based water and sanitation facilities.

While annual rainfall in Vanuatu remains fairly stable, the distribution of that rainfall over the year has left longer and longer dry periods and more intense rainy periods. As a result some schools have already reported that insufficient rainwater harvesting capacity leaves schools without adequate water, and students without access to the water needed to keep their uniforms clean. Children are either carrying water long ways to school, refusing to attend school or some schools are closing as much as 2 weeks earlier than they should. (Inadequate community access to water also means that in some places young children walk 4km twice daily to fetch the water needed for family consumption and to wash their school uniforms - which also inhibit school attendance.)

Schools as Evacuation Centres

The Education in Emergencies Cluster has developed principles for use of schools during and after an emergency. These are intended to ensure communities have access to safe havens during the immediate times of natural hazards but also ensure minimal disruption to the continuity of learning within the school for students post hazard impact. IOM is working with MoET and NDMO to ensure that schools are retrofitted for use as evacuation centres.

Challenges

- Site selection –limited site choice due to land disputes and topography on islands
- Many schools (existing)are in potential risk areas eg: located near volcano and close to the sea
- While policies are in place, these have been difficult to implement and monitor
- Lack of budget
- At the community level, many schools are built by the community
- Schools and communities require stronger linkages to the provincial facility officer. However, only 50% of the provinces have a provincial officer in place.
- Within the National facility Unit of MoET and the Ministry of Public Works there is no structural engineer. Engineers are only provided on temporary international consultancy basis.
- High turnover in staff in MoET due to low salary
- Poor maintenance of schools
- Decentralised responsibility-poor leadership need empowerment in terms of salary, teams resources and budget access to carry out maintenance
- No systematic training of local builders or transfer of knowledge
- Construction supervision is not always undertaken due to funding gaps

- Progress monitoring rather Quality Monitoring is undertaken during the construction supervision
- Majority of teachers live on the school ground but there has been no effort to assess the safety of housing as it does not currently fall under the remit of MoET policies and standards
- Currently, schools have not been assessed to ensure safety as evacuation centres so therefore being designated evacuation buildings could be putting more lives at risk
- Local knowledge of vernacular construction is fading however this traditional knowledge will be important to maintain

High Priorities

- New Structures: Review the criteria for establishment, safe site selection and application form and ensure that MoET has a clear process
- Ensure that the criteria for safe site selection is adhered to
- New Structures: Select safe school sites to make every new school a safe school.
- New Structures: implement disaster-resilient design and construction to make every new school a safe school.
- Existing Structures Implement prioritizations schema for retrofit and replacement (including relocation) of unsafe schools.
- Existing structures: provide certification of cyclone safety for those assessed and improved
- Expand and improve implementation of model schools (WASH, Disability, Gender)
- Non-Structural: Develop guidance to minimize building and facilities non-structural risks from all sources, including design and interior layout and furnishings safe for survival and evacuation. Include disability access in these considerations.

- Non-structural for safe evacuation and equipment for safety (eg. door opening to the outside for evacuation)
- Non-structural: interior design and furnishing (eg. Fastening shelves to walls for earthquake safety)
- Structural: for disability access (included in WASH in school guidance)
- Develop and adapt NDMO/MoET standards for use of schools as shelters (operational guidelines for evacuation centres)
- Financing for selected schools as evacuation centres to have access to DRR funds
- Infrastructure for Access (roads, bridges, telecommunications): Ensure that children's access to schools is free from physical risks (pedestrian paths, road and river crossings, violence)
- Water and Sanitation: facilities adapted to potential risks (rain-fed and lined latrines)
- WASH – ensure compliance with standards (20 students per 1 toilet)
- 'Green Schools': Environmental Stewardship: Implement climate-smart interventions such as rainwater harvesting, solar panels, renewable energy, school gardens, recycling
- Maintenance: Plan for financing and oversight for ongoing facilities maintenance.

Recommendations:

- Coordination with non-gov& donors (like JICA) to fill the capacity gap
- Employ a Structural engineer in MoET
- Source funding and resources
- Fund mobilisation to implement retrofit & rehabilitation for existing structures post Pam assessment
- MoET coordination with NDMO to access DRR funds for selected facilities as evacuation centres (for structural & non-structural improvement)
- Linking CDC- SBM/SDMC
- Connecting community DRR plans with schools plans & mobilizes for advocacy- Every new school is a safe school.
- Community Advocacy to stimulate demand (public education campaign)
- Improve Linkages between & MOET at NDMO at all levels Understandings roles and responsibility
- Standardize PDNA& data collection for mobilization of resources and use this for any emergency any size – including when one school is affected for example fire
- Harmonization of assessment standardize
- Improve coordination between non-govt partners.
- Understanding how schools damage, Infrastructure & access has affected attendance & educational continuity.
- Improve Wash facilities
- Improve disability access
- Schools grants should be classified based on vulnerability assessment /local need (not blanket distribution based on enrolment #).

7. PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS

SDM as part of School-Based Management

The school disaster management is integrated into school-based management as provided by Standard 11 (Health, Safety and Protective Environments) of the Vanuatu Minimum Quality Standard for Primary schools.

Standard 11 aims to ensure that staff and students are protected from harm in schools. The policies that schools should develop to maintain a safe school environment should address the areas of: school should develop seven policies: i) Child Protection (prevention of and responding to bullying, corporal punishment, verbal humiliation and sexual harassment) , (ii) Disaster Risk Reduction (emergency response plan) , (iii) Blood Handling (iv) School Safety (busy roads , falling coconuts, avoiding unwanted people and animals trespassing the school grounds, etc.), (v) Healthy Food Consumption in School, (vi) Inclusion and Anti-Discrimination (gender, religion, students with special needs, people living with HIV/AIDS, etc.) (vii) cyber safety. It is stated within the Minimum Standards Guidelines that the “capacity of teachers should be built to implement these policies on a daily basis”, and that School Improvement Officers and ZCAs will monitor the implementation of these policies

at the school level. The School Disaster Management project has made use of this position by ensuring that there has been broad representation from each of these three groups (teachers, SBM and ZCAs) at the trainings conducted. Furthermore the focus of the guidance framework and participatory activities that have been developed contribute directly to the policy areas within Standard 11, particularly Disaster Risk Reduction, School Safety and Inclusion and Anti-Discrimination.

The ZCAs and provincial level education offices are charged with routine (approximately quarterly) monitoring of the activities undertaken in the schools within their zone. The results of these reports can be consolidated to form Province-wide snapshots of activity or preparedness levels, or can form the basis of requests for assistance or improvements to national bodies such as SBM or the MoET. All existing levels of the education sector have been integrated within this approach, and the new roles and responsibilities that have been developed are closely aligned with those that already existed. It is expected that this approach will significantly contribute to the ongoing success in achieving Standard 11 both now and into the future.

Save the Children’s piloted an approach for School Disaster Management in schools in the provinces of Shefa and Penama. In depth training was provided to head teachers and principals. An SDM toolkit included a teachers handbook, planning forms, a flipchart of children’s participatory activities and an SOP DVD. While the pilot has found to have great success with neighbouring schools also adopting the lessons, funding gaps have prevented this model from going to



> Erakor Bilingual School evacuating to higher ground during a tsunami evacuation drill. Photo: Save the Children

scale. In addition, in monitoring at the school level differences in achievements have been found which often is the result of leadership by the school board and head teacher. After running a workshop – some are committed and roll out, others do nothing however some organize exercise within the schools. There are strong success stories from TC Pam, of those who carried out activities for Schools Disaster Management and protected students, equipment and supplies

Physical and environmental risk reduction in schools

Schools are still at the early stages of implementing physical and environmental risk reduction. Awareness raising and school disaster management workshops have reached leaders from some schools in three provinces. In future, other schools are also expected to complete their school safety plans.

In the Implementation Plan of the EiE Policy, “Human and Financial Resources” is a component, requiring of the MoET is to provide budget templates to PEOs for financial planning for education in emergencies. This will be part of a financial request and submission back to the MoET to include it in its overall budget for implementing such action. While the Implementation Plan of the EiE Policy intends that this should happen “before” an emergency (Preparedness), implementation falls short of intentions.

Response-preparedness in schools

Standard operating procedures for building and area evacuation, lockdown, shelter-in-place, and family reunification have been developed but MoET in partnership with Save the Children, but are not yet part of regular practice. While school safety plans make up part of the school disaster activities, in most cases schools are not implementing these.

Mass Evacuation in Natural Disaster (MEND) has been implemented in Tanna, Ambrym, Ambae and Guawa which sees coordination of the whole of community in an evacuation simulation drills. This is a program being undertaken under the leadership of NDMO.

The scope and quality of school drills

This is part of an action mentioned in the EiE Policy that is yet to be systematically implemented in and by the schools. While EiE Policy states requires national and provincial preparedness planning, these are not understood and standard procedures have not been implemented at the school level. However, written and video guidance exists for school heads, ZCAs, and school based management committees to implement however difficulties in taking this nation-wide persist.

Administrators and teachers skills in organisation of post-disaster response

In expecting the administrator and teacher to be disaster service workers, they have to be trained. Workshops have been held for school principals, head teachers and ZCAs in Shefa and ZCAs in Penama province. All training provided in regard to EiE and SDM should be vetted through the Vanuatu Quality Authority (VQA) to approve the training for national implementation. Principals and head teachers of Penama will be included in the plan of trainings in 2014. Education sector personnel skills in post-disaster response are mentioned in the EiE Policy.

Education personnel as disaster service workers

Education personnel are expected to be disaster service workers though this has not formally been embedded in their roles.

Referring to the Implementation Plan of the EiE policy, under the component of “Human and Financial Resources”, eight important actions will involve education personnel before an emergency. Actions expected of the education personnel will be as follows:

1. Identify human resource needs for minimum level of readiness in each core area of response- assessment, teachers, learning spaces, teaching and learning materials, coordination and management
2. Determine how staff will be recruited and deployed or redeployed (including reviewing existing staff roles and responsibilities)
3. Have TORs ready to adapt
4. MoET provides budget templates to PEOs for financial planning for emergencies
5. Work with partners to determine likely funding needs for potential emergency scenario, including school construction, materials, supplies and human resources.
6. Maintain and strengthen relationships with donors at country level
7. Become familiar with funding mechanisms, including CERF, Flash Appeal and CAP

There is recognition that having only one focal point for EiE in the MoET is insufficient and an emerging recommendation from the 2016 Comprehensive School Safety priority setting workshop is to develop a team of personnel responsible for the implementation and monitoring of school safety programs.

Education personnel household disaster preparedness

Individual household disaster preparedness is not common practice. Just before a cyclone hits, individuals assess their homes to ensure that their home is safe, however, this assessment is carried out just before a cyclone and as such preparedness in its wider sense is not conformed to. Personnel require

training and awareness as a reminder that household disaster preparedness is important and necessary to ensure their own safety and availability to resume their professional roles as soon as possible.

Education in emergencies capacity

Tools for rapid damage and needs assessment for the education sector

The Education Cluster has standardized school damage assessment tools.

The EiE Policy Implementation Plan includes actions during an emergency, as follows:

1. Distribute education kits and emergency education curricula, including psychosocial support according to the response plan based on the education sector assessment;
2. If teachers are not trained, train them to better support the kids;
3. If necessary, distribute teachers; guides, textbooks and other teaching and learning materials from the formal curriculum.

This post damage needs assessment has been recommended for revision and update in 2016.

Contingency plans for alternative sites, methods, and days of instruction to assure educational continuity

National contingency plans are being developed in 2016 as a key priority action. Some provinces have produced contingency plans but these are not well disseminated.

Schools as temporary shelters/collective centers:

The practice is that during disaster people use schools and church buildings as temporary shelters and/or collective centers for cyclones, to ensure the safety of the community. If the building is damaged then the community will be responsible for any human damage to the school building.

Similarly, when disaster strikes such as cyclone and volcano, school buildings are the only permanent buildings available for internally displaced people for the duration of the disaster. A good example is during the volcano of Gaua island in Torba province where people are evacuated and temporarily housed in schools. Little notice is given to ensuring that these schools are able to quickly return to their normal functions. Under these circumstances, schools can be disrupted and there are no systematic measures in place for Temporary Learning Spaces. More attention and guidance to plan for this is priorities for 2016 based on lessons learned from Cyclone Pam.

In the School Disaster Management guidance implemented in 2013/14 in Shefa and Penama provinces educational continuity planning at the school level was introduced which highlighted the local capacity as well as open conversation about provincial level readiness to support education in emergencies. In 2016, IOM have partnership with NDMO to support the MoET in producing standards for use of schools as shelters and operational guidelines for their use.

Alternative methods of learning available during disasters and emergencies:

In reality, no alternative methods of learning during disasters and emergencies have not been considered or planned, however during TC Pam an influx of NGOs and provided temporary learning spaces and child friendly spaces.

Training for psychosocial support:

While 8 story books for psychosocial support is available under the department of Early Childhood Care and Education with in the Ministry of Education and Training, this has not yet been rolled out nation-wide in Vanuatu.

Challenges

- Assessment and planning at school level
- Inadequate of Human resources at National and Provincial level
- Maintenance schools building and schools grounds for safety
- Lack of Policy (DRR, school safety policy)
- M&E mechanism is ineffective
- Need to adapt SOP more effective
- Building staff capacity in DRR information linkage across all sector
- Network coverage is poor
- Lack of implementation of disseminating IEC materials

High priorities

- A. Assessment & planning
 - ▶ Provide policies, guidance at sub-national and school-site levels for ongoing site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement
 - ▶ Develop, roll-out, institutionalize, monitor and evaluate the establishment or empowerment of school-site disaster risk management committee involving staff, students, parents and community stakeholders.
 - ▶ Develop inspection guidelines which assist in hazard identification, assessment and planning for risk reduction
 - ▶ Provide guidance for participation in and compliance with early warning systems
 - ▶ Establish national and sub-national and local contingency plans to support educational continuity, including plans and criteria to limit the use of schools as temporary shelter
 - ▶ Incorporate the needs of pre-school children

- ▶ Incorporate the needs of out-of-school youth
- ▶ Incorporate the needs of both girls and boys
- ▶ Incorporate the needs of children with disabilities
- ▶ Develop linkages between disaster management sector, nationally, sub-nationally, and locally

B. Physical and environmental protection

- ▶ Maintain school building and school grounds for safety
- ▶ Implement non-structural mitigation measures (eg. for fire and earthquake safety)
- ▶ Safeguard assets and supplies from earthquake, flood, wind damage

C. Response capacity development – skills

- ▶ Adapt standard operating procedures as needed, for hazards with and without warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.
- ▶ Practice and improve on response preparedness with regular school-wide and community-linked simulation drills

D. Response capacity development - provisions

- ▶ Provide standardized list of provisions to be kept on site or stockpiled, based on hazards faced, enrolment, and use of schools as temporary shelters
- ▶ Provide financing or finance methods and guidance for maintenance of provisions
- ▶ Assign extra responsibilities to teachers as a school DRR officer

Recommendations

- EIE/DRR need to be expanded at national level down to provincial level
- EIE/DRR need to be trained upskilled
- MoET need to allocate certain percent of Annual budget for EIE/DRR
- Out of school grants, need to allocate certain percentage for EIE/DRR funds
- MoET need to have a permanent storage space at National /Provincial and schools level
- MoET needs to strengthen M&E for EIE/DRR at all levels
- EIE DRR to be allocated as extra responsibilities to school staff/focal point(head teachers)
- Strengthen communication and coordination linkages across all levels

8. PILLAR 3: CLIMATE-SMART DISASTER RISK REDUCTION EDUCATION: Policies, practices & programs



> Children learn about risk reduction and climate change during class
Photo: Save the Children

Formal education

The Vanuatu National Curriculum Statement has been reviewed to include “Environment and Sustainable Production” which allows “Every child and students needs to know how human interventions contribute to such occurrences as climate change, soil erosion, or the death of reefs, which adversely affect the environment, and how these changes impact on human lives.

The school curriculum was reviewed to provide for the DRR/CCM in schools with support of SPC and GIZ. Implementation of reviewed curriculum began in late 2015. CDU prepared the curriculum for the In-Service Unit with the Vanuatu Institute of Teachers Education to train trainee teachers in 2015.

Subjects that are integrated climate change and disaster risk management are:

- Years 11-13: Earth Science, Development Studies, Geography, Civic Education and Agriculture
- Years 7-10: Science, Social Science, Agriculture and Civic Education (all compulsory).
- Years K-6: Social Studies (Caring for our Environment), Science (Impact of Climate in the natural and the farming ecosystem & Our earth and Space)

While Save the Children in Vanuatu has worked on development of DRR Curriculum materials for grades 4, 5, 6, further development is

awaiting an opportunity to engage Vanuatu curriculum development and teacher training personnel in the infusion process.

Formal curriculum is approved by the NAB and curriculum board and there is a quality assurance unit in the Director General's office in MoET.

Child rights, child protection, school health and nutrition, road safety, water safety, and peace education

The 2013 Senior Education Officers conference considered the inclusion of an amendment to the Education Regulation Order on issues around child rights and child protection, health and nutrition, road safety, water safety, and peace education. New sections to be included in the review of ERO are safety, child protection and children with disability. Under the safety section, a new section will be included: the "Education in Emergency Preparedness and Response.

Informal education

There are no specific laws, policies or practices in relation to the inclusion of DRR/CCA in informal education.

DRR activities in schools are integrated in both formal and technical vocational education and training in schools within secondary schools. TVET in schools coordinator has the role to ensure that DRR activities are also integrated in schools curriculum (technical subjects in secondary schools).

The Vanuatu Scouts is national wide and have a membership of approximately 400 scouts.

Traditional Knowledge

Vanuatu has cultural practices inherited from its descendants and may be specific to certain islands or tribes. Much of this kastom knowledge remains valuable and protective, but is important to differentiate specific useful knowledge from both myth and impracticality.

Some of this valuable indigenous knowledge includes:

Cyclone safety:

- Build low-lying thatch roof house- with roof pitching almost to the ground, to prevent winds from blowing off the house easily when it comes to cyclone (cyclone proof house)
- Plant crops according to seasons- especially root crops so it is safe underground during disaster period to be consumed over the cyclone seasons
- Food preservation for the duration of disaster period. For example, on Torba province, breadfruit is baked and preserved for cyclone seasons
- Gardening and or planting trees at the backyard act as wind breaks during cyclone seasons.

Earthquake safety

- Climb a particularly deeply rooted tree to be safe from tsunami (a reasonable suggestion, but only if you can find that particular tree, and if you have the skills to climb it).

There has been recognition that there is a need to integrate both scientific and valuable and protective traditional knowledge into learning materials for children. VMGD is taking lead with stakeholders to document traditional knowledge on weather and climate change especially on national indicators for weather/ climate change hazard to be integrated with modern science. This will help with decisions making at the village level

Key Messages for Risk Reduction and Resilience for Public Education

The International Federation of Red Cross and Red Crescent published the 'Public awareness and public education for disaster risk reduction: key messages' – a guide, designed to help harmonize messages for disaster risk reduction. Harmonized messaging is a key goal in disaster reduction awareness, and is particularly important when it comes to scaling-up efforts to create a culture of safety. To promote consistent actions to the public, Vanuatu hosted their Key Messages workshop in 2013 to adapt and contextualise the core, common and comprehensive information about safety and resilience that was needed for their communities. The key messages are currently available in a guidebook to be used by Households and Individuals, Community leaders, trainers and members, School disaster management committees and teachers, Agencies and ministries who provide education and awareness to the public. However recommendations to simplify these messages into other communication tools such as brochures, SMS, songs, radio, DVDs, and billboards have been suggested.

Challenges

- Financial Constraint
 - Lack of Human Resources
 - Poor monitoring and evaluation
 - Poor evidence based
 - Transportation Infrastructure
 - Poor Radio coverage and telecommunications
- ### High Priorities
- Develop scope and sequence for teaching about hazards, disasters, and problem-solving for risk reduction.
 - Analyze entry points in curriculum for disaster risk reduction education

- Infuse risk reduction throughout the curriculum and provide guidelines for integration of DRR into carrier subjects.
- Establish current levels of climate change and disaster risk reduction knowledge, beliefs and teaching practice amongst curriculum developers, principals and teachers
- Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials.
- Develop strategies to scale-up teacher involvement for effective integration of these topics into formal curriculum as well as non-formal and extra-curricular approaches with local communities.
- Develop guidance tools for all-school involvement in school disaster management planning
- Develop a community-based climate change and disaster risk management training module and/or integrate climate change into existing modules for the SPC Community Education Training Centre
- Develop and enhance specialised courses on climate change and disaster risk management-related topics for university students and other tertiary education systems targeted at pre-service teachers and students.
- Collect and analyse educational results of secondary students in relation to understanding of climate change and disaster risk management
- School network should contribute to weather data collection
- Develop a school sustainability model handbook for emissions mitigation, adaptation and risk reduction at the country level.
- Renew assessment examination and certification policy to address students sitting national examination in areas disastrous affected by any forms of hazard

Recommendations

- Strengthen Household Planning
- Data: Standardize assessment tool forms and survey
- Upgrade training module in VITE and VIT credited training providers
- Strengthen more involvement of stakeholders in DRR
- Clear channel of communication and sharing of reports required
- Training module need to approve by government before use the training module
- Proper coordination –led by government.
- Strengthen NDMO /Share Resources with MOET/CDU
- Integrate DRR into curriculum (currently more regarding climate change)
- Integrate traditional knowledge into curriculum
- Develop COMS paper to address students affected by any form of Hazard (Disaster in relation to student Assessment-examinations)
- Improve communication / strengthen communication coverage radio /TV/Mobile phones and others communication tools
- Display the national key messages in forms such a brochure, billboard, radio and other
- Strengthen M&E in Education /training
- Install simple weather observation



Contact Information:

Ministry of Education and Training

P.O. Box 9028

Fax line 2284

Telephone 22309 ext. line 4498

Education in Emergency Program

Port Vila , Vanuatu