

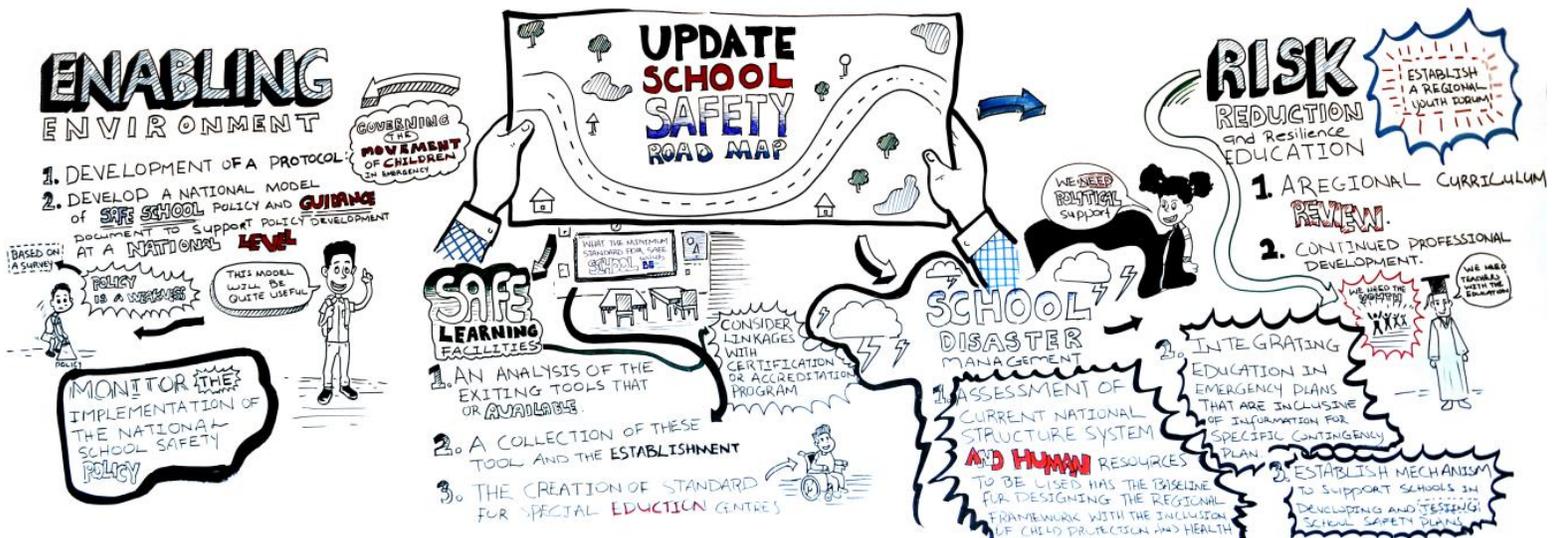


Second Caribbean Ministerial Safe School Forum

Education Sector Resilience: Exploring the Possibilities

29 and 30 April 2019, Saint Vincent and the Grenadines

FORUM REPORT



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CCA	Climate Change Adaptation
CSS	Comprehensive School Safety
CSSI	Caribbean Safe School Initiative
CDM	Comprehensive Disaster Management
CDEMA	Caribbean Disaster Emergency Management Agency
CHC	Coordination and Harmonization Council
CWP	Country Work Programme
CYAP	CARICOM Youth Ambassadors Programme
DRR	Disaster Risk Reduction
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
PAHO	Pan American Health Organization
SDGs	Sustainable Development Goals
SFDRR	Sendai Framework for Disaster Risk Reduction 2015-2030
SVFCF (SVGCF)	St. Vincent and the Grenadines Cadet Force
TVET	Technical and Vocational Education and Training
UNDRR	United Nations Office for Disaster Risk Reduction
UNESCO	United Nations Educational, Scientific and Cultural Organization
WISS	World Initiative for Safe Schools

1) Executive Summary

The Second Caribbean Safe School Ministerial Forum was hosted by the Ministry of Education, National Reconciliation, Ecclesiastical Affairs and Information in Saint Vincent and the Grenadines on 29 and 30 April 2019 in Kingstown. The Forum was organized by the Ministry in close collaboration with the Caribbean Disaster Emergency Management Agency (CDEMA), the United Nations International Children's Emergency Fund (UNICEF), the United Nations Office for Disaster Risk Reduction (UNDRR), United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Organization of Eastern Caribbean States (OECS). The organization of the Forum was possible thanks to the financial support by the Department of the European Commission for Civil Protection and Humanitarian Aid Operations (ECHO).



The Second Caribbean Safe School Ministerial Forum on School Safety is a follow-up of the Forum held in April 2017, adding to a collaborative and coordinated approach among actors of the region's education sector. It contributed to the Regional Comprehensive Disaster Management (CDM) Strategy and Programming Framework 2014-2024 of CDEMA; Worldwide Initiative for Safe Schools (WISS) by UNDRR; Caribbean Safe School Initiative; the Samoa Action Plan for SIDS, the Global Action Program on Education for Sustainable Development; the Sendai Framework for Disaster Risk Reduction 2015-2030, the Paris Agreement on climate change and to the 2030 Agenda for Sustainable Development.

The forum focused on the following objectives:

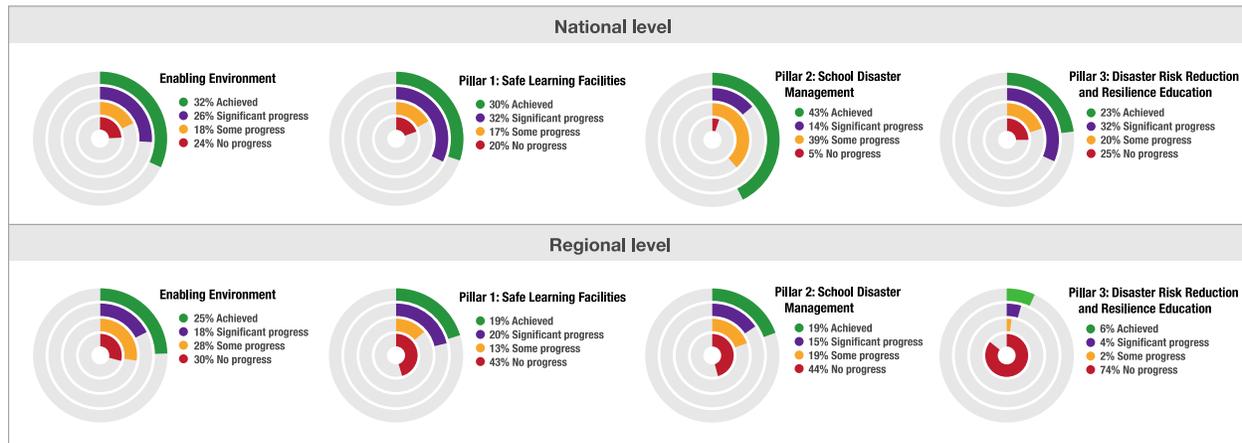
- a) To update the Caribbean Regional Roadmap on Schools Safety
- b) To facilitate sign on to the Antigua and Barbuda Declaration on Schools Safety and Regional Roadmap Implementation by new members
- c) To monitor progress and achievements in the implementation of the Caribbean Regional Roadmap on Schools Safety
- d) To promote and raise awareness of the World Initiative on Safe Schools and the Caribbean Schools Safety Initiative
- e) To promote the engagement of Youth in the CSSI
- f) To facilitate a ministerial dialogue with donors on support for the Caribbean Safe Schools Initiative

Ministers and representatives from 19 countries attended the forum, accompanied by technical advisors, with the total number of participants reaching 89. Furthermore, for the first time the Forum included the participation of representatives from national disaster management offices, mainly from Anguilla, the British Virgin Islands and Saint Vincent and the Grenadines. Attending countries included Anguilla, Antigua and Barbuda, Bahamas, Barbados, British Virgin Islands, Cuba, Curaçao, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Sint Maarten, Suriname, and Turks and Caicos Islands.

Between March and April 2019, a monitoring process to measure the level of implementation of the 2017 Roadmap was implemented, researching the level of progress as perceived by key national and regional-level

informants, representing 11 out of the 12 countries signatories to the Antigua and Barbuda Declaration on School Safety at the time of the monitoring. A summary of the performance for each Roadmap component is shown in the following chart, distinguishing between national and regional levels.

Overall reported performance of the 2017 Caribbean Roadmap on Safe School



During the Forum key considerations and lessons learned in regard to school safety were shared and discussed among representatives. These were a valuable input for the follow-up discussions on the updating of the 2017 Roadmap. Elements raised included the increase of cross-ministerial collaboration and private and public partnerships; awareness rising on risks, vulnerabilities and capacities; continuing the work reviewing and updating building codes, wider dissemination and support of SMART School Toolkits, the inclusion of psychosocial support mechanisms for teachers, staff and students; the need to further address the development of strategies allowing for continuous financial resources for school safety; integrate Protection into emergency response and in particular into school safety; and the need to build and sustain the linkages between ministries of education and these disaster risk management structures.

The forum was be linked to the youth forum “My Island, my life”, held on the days prior to the Ministerial Forum, providing an opportunity for young people to share their perspectives and engage on the Caribbean Schools Safety Initiative from the disaster risk reduction and climate change perspective. The results of this Forum were captured in an open letter with resolutions to be considered at the Second Ministerial Forum, including:

- Engagement of youth groups and subsidiaries for dissemination actions and decision-making processes.
- Allocation of human and financial resources to disaster risk reduction and school safety.
- Advancement of safe and protective learning spaces in emergencies.
- Creation of partnerships for the execution of engagement activities and tangible solutions.

Over the course of day two of the Ministerial Forum, participants engaged in discussion on the future of the Caribbean Roadmap for Safe Schools. The discussions held over the course of the previous day, the monitoring of the 2017 Roadmap as well as the statement by the Youth Forum were key resources to guide the work carried out reviewing the Roadmap activities.

From a general perspective, all eight priority areas were considered to be still valid and important, not undergoing any changes, nonetheless, it was paramount to incorporate lessons learned during the very active 2017 hurricane season. Therefore, regional and national activities were reviewed, amended or added to better reflect the required areas of focus to advance school safety in the region. Furthermore, means to 'localize' the roadmap were introduced by incorporating blank planning columns to be completed at country and/or institutional level. It is expected this will improve the planning, monitoring, evaluation and reporting of the Roadmap.

The Ministerial Forum provided the chance for Curaçao, Grenada, Haiti, Jamaica, Sint Maarten and Suriname to endorse the Caribbean Safe School Initiative, by signing the Antigua and Barbuda Declaration on School Safety, adopted during the first Ministerial Forum in 2017. To date, 18 Caribbean countries officially endorse the Caribbean Safe School Initiative¹.

The success of the Ministerial Forum shows the importance given Caribbean countries to school safety and are a testimony to their continuous commitment to this subject. The events seen in the Caribbean since the first Ministerial Forum highlighted the achievements and gaps alike, with the Second Caribbean Safe School Ministerial Forum providing a key platform to incorporate lessons learned stemming from these not only in the context of a single nation, but in the benefit of the wider Caribbean community.

These lessons as well as concerns raised by representatives, were duly incorporated into the 2019 Roadmap on School Safety, providing guidance for national and regional-level actions advancing school safety in the Caribbean and contributing to the Worldwide Initiative on Safe Schools.

The Third Caribbean Safe School Ministerial Forum on School Safety is expected to be held in 2021 in Sint Maarten and the fourth Forum, scheduled for 2023, in the British Virgin Islands.



Representatives from: (standing left to right) Saint Kitts and Nevis, British Virgin Islands, Anguilla, Grenada, Cuba, Dominica, Antigua and Barbuda, Dominican Republic, Haiti, Barbados; (seated left to right) Montserrat, Jamaica, Sint Maarten, St. Vincent and the Grenadines. Curacao. Suriname. Guvana: (not in picture) Bahamas. Turks and Caicos Island.

¹ As to 9th June 2019

2) Background

a) *Sendai Framework for Disaster Risk Reduction and reference to safe schools' initiatives*

The Sendai Framework for Disaster Risk Reduction 2015-2030² was adopted by the United Nations Member States on 18 March 2015 at the Third United Nations World Conference on Disaster Risk Reduction in Sendai, Japan. The Sendai Framework is a 15-year voluntary, non-binding agreement, which recognizes that while the State has the primary role to reduce disaster risk, that responsibility should be shared with relevant stakeholders including local government, the private sector and others. It aims for the following outcome: *The substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries.*

Education plays a crucial role in reducing vulnerability and building community resilience to disaster risks. Furthermore, it is also essential for empowering people and reducing poverty. Recognizing that a quality education is the foundation to improving people's lives and sustainable development, the 2030 Agenda for Sustainable Development adopted by the 193 countries represented by the United Nations General Assembly reflects the commitment to "ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all" as Goal number 4 of the Sustainable Development Goals for 2030. Damage to schools by disasters can lead not only to the loss of children's and teachers' lives but also to a loss of public investment in social infrastructure and interruptions to education, which in turn can have lifelong implications.

To advance this goal, the Sendai Framework recognizes that schools should incorporate disaster-resistant structures according to local risks, while at the same time calling for knowledge and awareness of hazards and risk to be part of the school curriculum in order to bring about behavioural changes that support disaster risk reduction and greater resilience. The framework also states that policies and practices for disaster risk management should be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment. It also calls for the strengthening of disaster resilient public and private investments, particularly through structural, non-structural and functional disaster risk prevention and reduction measures in critical facilities, in particular schools and hospitals and physical infrastructure.

The Worldwide Initiative for Safe Schools (WISS) was developed in collaboration with partners from the Global Alliance on Disaster Risk Reduction Education and Resilience in the Education Sector (GADRRRES) building on guidance from the 2009 and 2011 Global Platforms on Disaster Risk Reduction to undertake risk assessments on existing education and health facilities and the call of the High-level Communiqué at the 2013 Global Platform for Disaster Risk Reduction "To start a global safe schools and safe health structures campaign in disaster-prone areas with voluntary funding and commitments to be announced at the World Conference on Disaster Risk Reduction in 2015". It is a government-led global partnership for advancing safe school implementation at the national level. Saint Vincent and the Grenadines was the first Caribbean country that has signed up to WISS. During the first Caribbean Ministerial Safe School Forum, 12 Caribbean governments committed to school safety under the framework of the Caribbean Safe School Initiative (CSSI), which is the Caribbean contribution to the WISS.

² <http://www.unisdr.org/we/inform/publications/43291>

The Initiative seeks to motivate and support Governments to develop national strategies and implement school safety, building upon the Comprehensive School Safety Framework (see Figure 1) and defining a safe school as one that combines all of the following elements, defined as its three core pillars, which should be addressed by education policies and plans, and aligned with disaster management at national, regional, district, and local school site levels:

- Safe Learning Facilities (disaster-resilient infrastructure);
- School Disaster Management;
- Disaster Risk Reduction and Resilience Education.

Furthermore, the WISS also strives to promote the sharing of good practices and achievements in safe school implementation, as well as to help identify challenges and offer technical assistance and particular expertise around its three pillars.

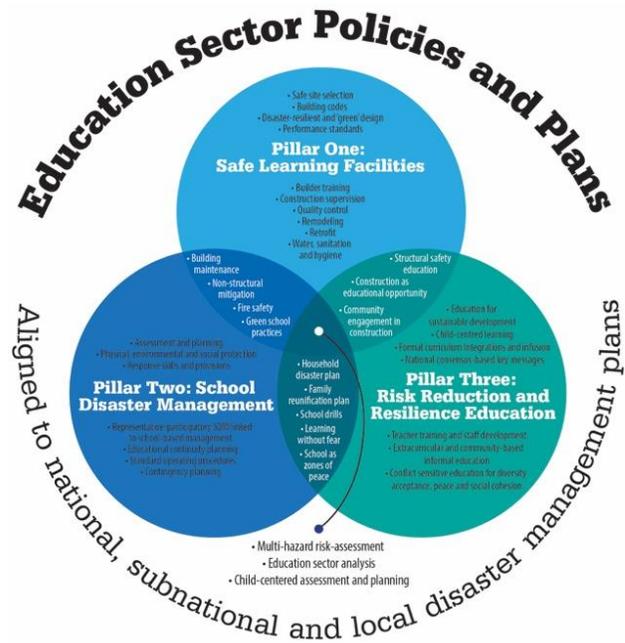


Figure 1: Comprehensive School Safety Framework

b) Comprehensive Disaster Management Strategy and reference to safe school initiatives

In the Caribbean, the Regional Comprehensive Disaster Management (CDM) Strategy 2014-2024 is the strategic road map for disaster risk management. The Strategy was developed through a broad-based, participatory and consultative process that was led by the Caribbean Disaster Emergency Management Agency (CDEMA) and involved regional disaster risk management stakeholders including CDEMA Participating States, representative of key sectors, regional and international development partners and donors. The Strategy aims to integrate CDM more firmly into development planning and will provide broad strategic direction to addressing the challenges of disaster risk management in the Caribbean during its ten-year lifespan. Education has been given significant consideration under this regional Strategy.

The Strategy prioritizes four areas for addressing DRM issues, generally summarized as (i) institutional strengthening, (ii) knowledge management³ for CDM, (iii) mainstreaming of CDM into key sectors and (iv) building and sustaining community resilience. More specifically, Priority Area 2 of the Strategy aims to achieve “Increased and sustained knowledge management and learning for Comprehensive Disaster Management”.

A number of Regional Outcomes have been identified to support this Priority Area, as well as indicators and targets for tracking progress and achievements.

³ Knowledge Management is the collection of processes that govern the creation, dissemination, and utilization of knowledge (Sources: What is Knowledge Management?)

PRIORITY AREA 2			
Increased and sustained knowledge management and learning for Comprehensive Disaster Management			
Regional Outcome 2.1 Regional Disaster Risk Management Network for informed decision-making at all levels improved	Regional Outcome 2.2 Infrastructure for fact-based policy and decision making established/strengthened	Regional Outcome 2.3 Incorporation of local/community and sectoral based knowledge into risk assessment improved	Regional Outcome 2.4 Educational and training materials for CDM standardized, improved and applied in the region

c) *School Safety in the Caribbean Context*

Caribbean developing countries are exposed to a variety of similar natural hazards, namely hurricanes, floods, volcanic eruptions, earthquakes, tsunamis, landslides, droughts and fires. These hazards have compromised country's poverty reduction strategies, hindered development gains and endangered educational systems and their impacts are likely to be magnified by the expected effects of changes in global climate and potentially more frequent and severe extreme weather events. Low-lying states in the Caribbean are especially vulnerable to these effects which pose significant risks to public safety, infrastructure and natural resources.

Disasters have a major impact on children, youth and education systems. Studies suggest that worldwide each year, 175 million children are likely to be affected by natural hazards, and children in the Caribbean are no exception. In 2004, Hurricane Ivan caused widespread destruction in Grenada damaging 73 of 75 public schools. In 2010, in Haiti, a massive earthquake killed 38,000 students and 1,300 teachers and education personnel. It destroyed 4,000 schools, as well as the headquarters of the Ministry of Education. The 2017 hurricane season affected 1,700 school buildings in Cuba. Dominica had 18,500 school-aged children out of school, and 57 Government primary and secondary schools were damaged or destroyed. Children from Barbuda and Dominica had to be temporarily relocated to Antigua to attend classes. These figures are likely to increase unless populations improve their capacity to anticipate, prepare, adapt and become more resilient to such events.

Most countries, however, are small and resources are scarce or non-existent for each to carry out tasks on an individual basis. In spite of this, major strategies have been implemented individually in different countries in order to improve school preparedness. In order to ensure political commitment at the regional and national level, the First Caribbean Ministerial Safe School Forum was organized in April 2017 in Antigua and Barbuda. Main outcomes were a Regional Road Map on School Safety, and the Antigua and Barbuda Declaration on School Safety⁴, which was signed by 12 Caribbean Ministries of Education prior to the Second Ministerial Forum. These documents guide the Caribbean Safe School Initiative that was launched in April 2017 during the Ministerial Forum. The CSSI is the suggested framework to advance school safety in the Caribbean. The initiative is the Caribbean contribution to the Worldwide-Initiative on Safe Schools (WISS) and promotes the partnership for advancing safe school implementation. Ministries of Education lead the implementation and get technical supported by international, regional and national partners.

⁴ Antigua and Barbuda, Anguilla, Dominica, Dominican Republic, Cuba, Guyana, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Turks and Caicos, Virgin Islands.

d) My Island, My Life Youth Forum

Young people are active partners and agents of change and their ideas and commitment contribute to ensuring school safety and building a culture of safety in school and communities. Their innovative capacities are crucial to the success of the implementation of the Regional Road Map on School Safety. The first Youth Forum entitled “My Island, My Life”, was held shortly before the Ministerial Forum, providing an opportunity for 17 young people from 9 Caribbean countries⁵ to share their perspectives and engage on the Caribbean Schools Safety Initiative from the disaster risk reduction and climate change perspective. The results of this Forum were captured in an open letter with resolutions to be considered at the Second Ministerial Forum. The key messages of this open letter are as follows⁶:

- Engagement of youth groups and subsidiaries in order to enable the youth to effectively and efficiently disseminate information, and coordinate effective actions, such as media, marketing & sensitization; as well as representation of youth in decision-making, planning and policy development as it relates to disaster risk reduction and school safety.
- Allocation of human and financial resources to disaster risk reduction and school safety. In particular region-specific capacity building for personnel directly involved in school administration, community and national response mechanisms; and the development of safe learning facilities through retrofitting or repair of unsafe structures, or construction of new, safe schools.
- Advancement of safe and protective learning spaces in emergencies.
- Creation of partnerships for the execution of engagement activities and tangible solutions.

3) The Second Caribbean Safe School Ministerial Forum

The Second Caribbean Ministerial School Safety Forum was hosted by the Ministry of Education, National Reconciliation, Ecclesiastical Affairs and Information in Saint Vincent and the Grenadines from April 29 to 30, 2019 in Kingstown, as a follow-up to the first Caribbean Safe School Ministerial Forum held in April 2017. The Ministry organised the Forum in close collaboration with the Caribbean Disaster Emergency Management Agency (CDEMA), the United Nations International Children's Emergency Fund (UNICEF), the United Nations Office for Disaster Risk Reduction (UNDRR), the



⁵ (Antigua, Barbados, British Virgin Islands, Dominica, Grenada, Montserrat, St. Lucia, St. Vincent and the Grenadines, Trinidad & Tobago)

⁶ The full Youth Resolution can be read at https://www.preventionweb.net/files/63939_youthresolutiontothe2ndministerialf.pdf

United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Organization of Eastern Caribbean States (OECS). A joint Planning Committee agreed on the theme and objective of the Forum, guided the development of the agenda and its sessions, oversaw the implementation of the Roadmap progress monitoring, defined all public communication, mobilized resources and promoted synergies among partners. This strengthened the collaborative and coordinated approach among actors in the region's education and disaster risk management sectors. The organization of the Forum has been possible thanks to the financial support by the Department of the European Commission for Civil Protection and Humanitarian Aid Operations (ECHO).

The Second Caribbean Safe School Ministerial Forum on School Safety in the Caribbean contributed to the CDEMA's Regional Comprehensive Disaster Management (CDM) Strategy and Programming Framework 2014-2024; the UNDRR's Worldwide Initiative for Safe Schools (WISS); the Caribbean Safe School Initiative; the Samoa Action Plan for SIDS, the Global Action Program on Education for Sustainable Development; the Sendai Framework for Disaster Risk Reduction 2015-2030, and to the 2030 Agenda for Sustainable Development.

During the days leading up to the Ministerial Forum, the Youth Forum "My Island, My life" was held, with the purpose of identifying safety issues around the three CSS pillars. The attending youth prepared a statement which presented their conclusions and recommendations during the Ministerial Forum. Therefore, their views became a valuable input to the updating process of the Regional Roadmap on Safe Schools.

a) Objectives

The forum focused on the following objectives:

- g) To update the Caribbean Regional Roadmap on Schools Safety
- h) To facilitate sign on to the Antigua and Barbuda Declaration on Schools Safety and Regional Roadmap Implementation by new States
- i) To monitor progress and achievements in the implementation of the Caribbean Regional Roadmap on Schools Safety
- j) To promote and raise awareness of the World Initiative on Safe Schools and the Caribbean Schools Safety Initiative
- k) To promote the engagement of Youth in the CSSI
- l) To facilitate a Ministerial Dialogue with Donors on support for the Caribbean Safe Schools Initiative

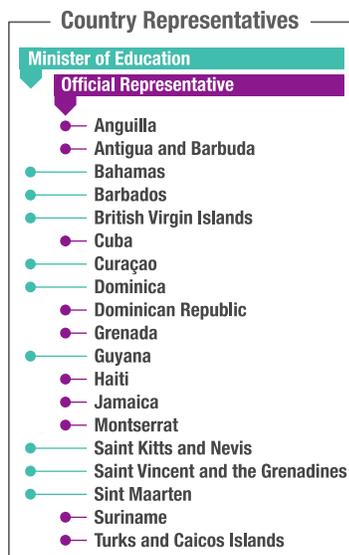
b) Outcomes

The expected and achieved outcomes were:

- a) Caribbean Regional Roadmap on Schools Safety Updated
- b) Sign on to the Antigua and Barbuda Declaration on Schools Safety by new countries
- c) Progress report on the implementation of the Caribbean Regional Road map on Schools Safety
- d) Awareness of the Caribbean Schools Safety initiative and the World Initiative on Schools Safety raised
- e) Youth contributions to the Caribbean Regional Road map on Schools Safety harnessed

- f) Donor support for the Caribbean Safe Schools Initiative identified
- g) Inputs for the Global Platform and Regional Platform 2020 defined
- h) New Chair of the Caribbean Safe Schools Initiative and next host state identified

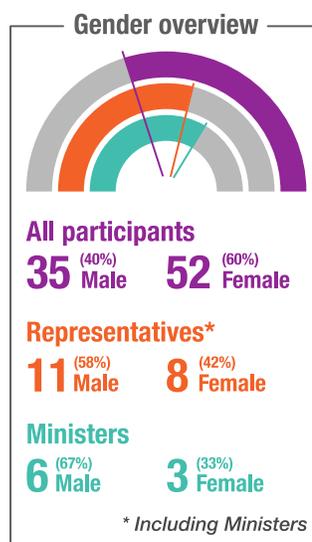
c) Participants



Continuing the work initiated with the First Ministerial Forum in 2017, the event sought the participation of high-ranking officials from ministries of education of Caribbean countries. Consequently, Ministers or representatives from 19 countries attended the forum, accompanied by technical advisors, with the total number of Forum participants reaching 89. Furthermore, for the first time the Forum included the participation of representatives from national disaster management offices, mainly from Anguilla, the British Virgin Islands and Saint Vincent and the Grenadines. Attending countries included Anguilla, Antigua and Barbuda, Bahamas, Barbados, British Virgin Islands, Cuba, Curaçao, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Sint Maarten, Suriname, and Turks and Caicos Islands.

Furthermore, regional organizations with capabilities to support the implementation of the CSSI also attended the Forum, including the Caribbean Development Bank, CDEMA, Build Change, UNESCO, UNICEF, UNDRR and the World Bank.

Local organizations who attended or supported the forum are the Association of Principals of Secondary Schools, Caribbean Media Corporation, CYAP, National Emergency Management Organisation, Primary Principals Association, Royal St. Vincent and the Grenadines Police Force, School representatives, Saint Vincent and the Grenadines Red Cross, SVGCF, Teacher's Union, Truancy and TVET.



d) Methodology

The three central elements to the methodological approach were the progress monitoring of the 2017 Roadmap on Safe Schools, lessons learned and recommendations on key subjects sourced from other regional events or raised by participants, and the Comprehensive School Safety Framework, which acted as the guiding tool throughout the event.

Therefore, day one focused on establishing the necessary resources to discuss about school safety in the Caribbean, being leadup to the Roadmap updating process. An overview of the CSS framework was provided, as well as the outcomes and main findings of the 2017 Roadmap monitoring, carried out during the weeks previous to the Forum. Group discussions, plenary presentations, panels, as well as an online audience interaction system was used to share and discuss the relevant topics.

Day two saw participants conduct groupwork, organized around the three CSS pillars as well as its Enabling Environment, reviewing the Roadmap on Safe Schools to be implemented over the coming two years. This exercise was supported through resources stemming from the discussions held the day prior.

Throughout the Forum, innovative means to engage in dialogue and share and capture content were applied. Participants could share feedback, questions and opinions through an online audience interaction platform, enjoy Live Drawings which saw their discussions sketched in real-time, creating a visual representation of the dialogue, as well as diverse group dynamics conducive of in-depth dialogue.

4) Monitoring of the Caribbean Roadmap for School Safety

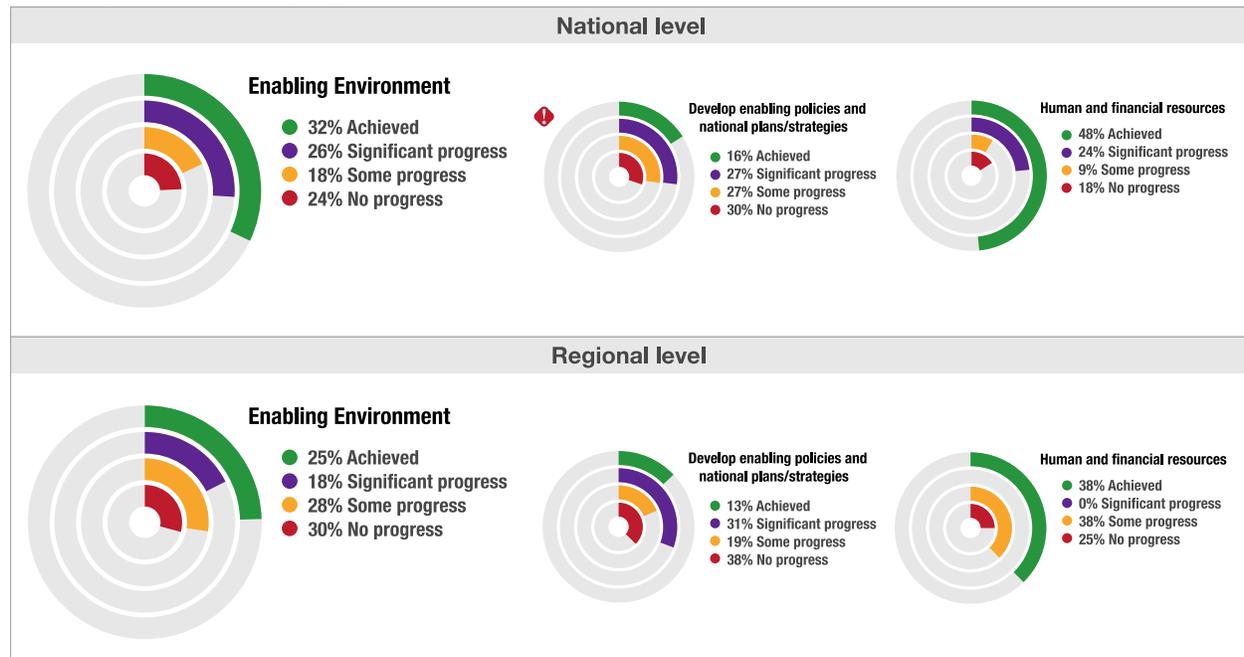
Between March and April 2019, a monitoring process to measure the level of implementation of the 2017 Roadmap was carried out, researching the level of progress as perceived by key national and regional-level informants. During the monitoring tool design phase, implementation benchmarks were identified for each of the 21 national-level and 15 regional-level activities. These benchmarks were tied to a 4-tier scale, divided into *No progress*, *Some Progress*, *Significant Progress* and *Achieved*, following a sequence logic. Most tiers had multiple benchmarks, therefore accounting for varying national or institutional contexts. With respondents being able to mark various benchmarks for each activity, only the highest-ranking selection was used to interpret the level of progress of a specific respondent.

A total of 11 out of 12 target countries provided input to the monitoring, offering valuable national-level information; at regional level 8 responses were received, coming from intergovernmental organizations, international non-governmental organizations and an international financial institution.

The following section summarises the main findings of this monitoring process. Percentages are expressed in reference to the total number of respondents for the national and regional level respectively. Unlike national-level activities - where these represent a common interest - progress of regional-level activities varies in function of the institutional mandates of respondents. A spread among achievement tiers is therefore to be expected. Furthermore, the survey researched activities regional institutions engaged in, but the results are limited in the scope to which countries benefited from these actions.

a) *Enabling Environment*

Enabling Environment progress



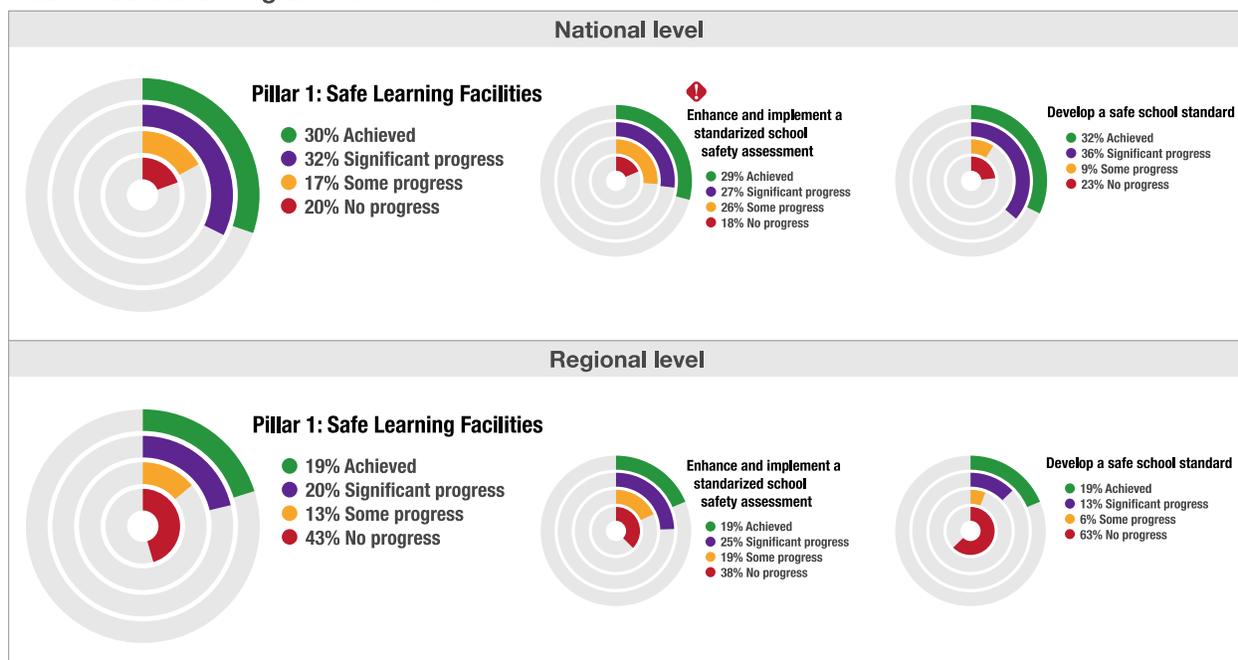
At national level, the priority “*Develop enabling policies and national plans/strategies*” was one of the three least performing throughout all pillars. This is mainly due to the limited effort invested by countries into the review and analysis of national legislation, with only 2 countries managing to engage a working group or a consultant to conduct such an analysis. In some cases, there are ongoing reviews of other related national laws, such as the national disaster legislation, which necessarily precedes work on the inclusion of DRM policies and strategies into the education sector. Notwithstanding the lacking policy analysis, 9 out of 11 countries reached *Significant progress* or *Achieved* levels for updating and/or development of national school safety plans and policies. The alignment of school safety plans with the national DRM plans, as well as the monitoring and evaluation of these school plans showed an even spread among the 4 progress tiers.

Over the course of the roadmap implementation period, ministries of education invested in “*Human and financial resources*” and more specifically in the establishment of institutional capacity dedicated to school safety, with 9 out of 11 countries reporting achievements in this area. Of these, three countries established a structure or unit within the Ministry of Education to advance school safety. Similarly, significant progress was made developing proposals to secure funding for school safety, however in regard to the inclusion of school safety provisions into the national budget, success was less consistent.

At regional level, 4 regional institutions achieved significant progress supporting the mapping of school safety national plans, while 3 had significant progress or achieved their goal of providing technical guidance for the development of national policies, plans and strategies.

b) Pillar 1: Safe Learning Facilities

Pillar 1: Safe Learning Environment

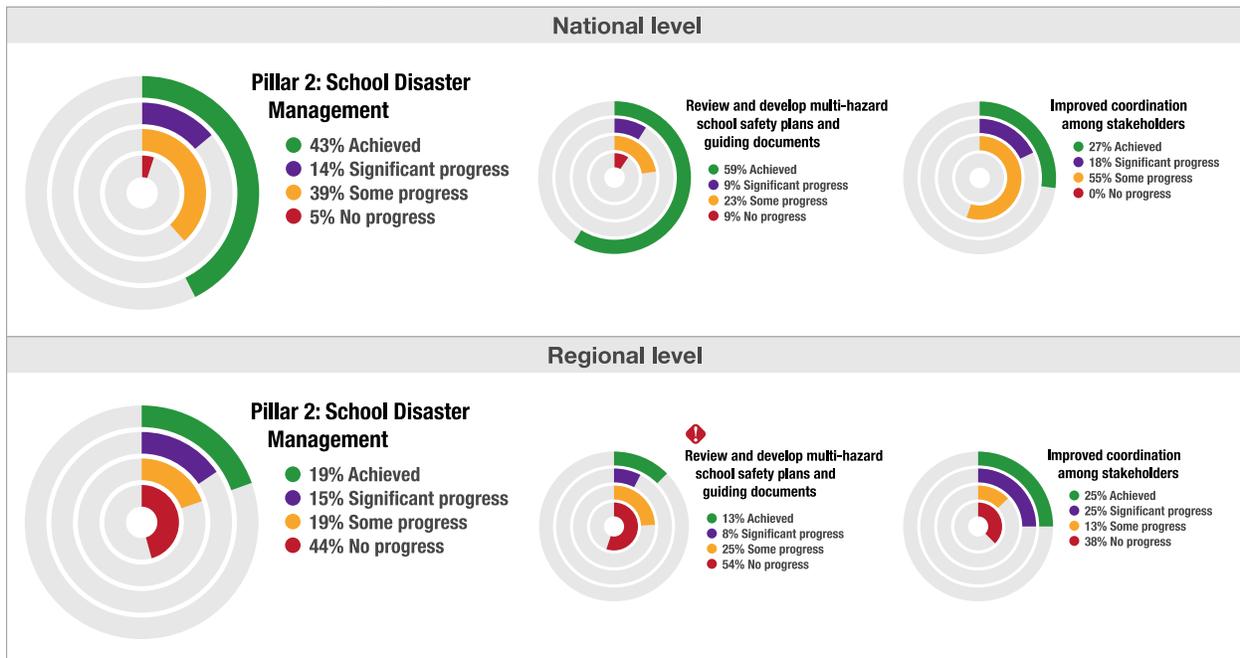


In regard to the “*Enhancement and implementation of a standardized school safety assessment*”, countries made important advancements with many adopting an assessment tool, training staff in its implementation and pilot the tool in selected schools. Nonetheless, the following steps of calibrating the tool, its implementation at the national level and monitor and evaluate its performance still shows a significant progress gap. Similarly, the development of a safe school standard was only achieved by 4 countries and of these only 3 made these a national policy.

From a regional perspective significant progress has been made establishing a selection criterion for the collection and review of regional assessment tools, but a final output has yet to be achieved. Nonetheless, 3 out of the 8 regional institutions actively support the tool application in different countries, mobilizing experts or making the final version of assessment tools available.

c) Pillar 2: School Disaster Management

Pillar 2: School Disaster Management

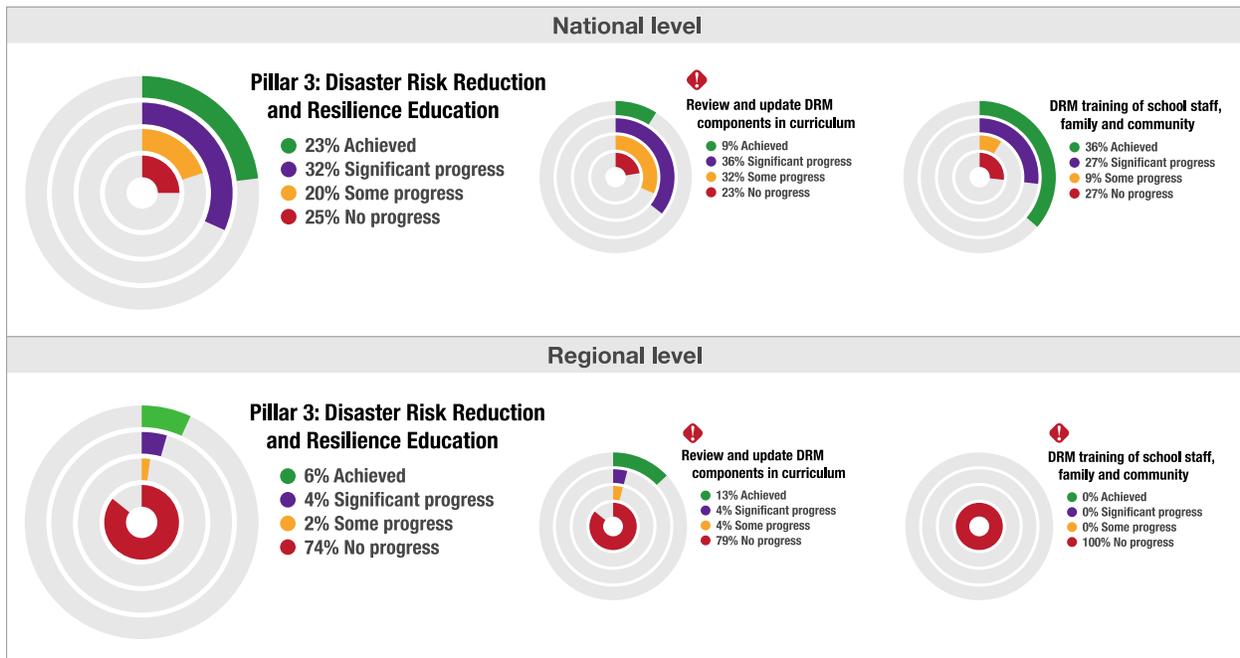


Countries have engaged extensively in the “*Review and development of multi-hazard school safety plans and guiding documents*”, with 4 countries achieving the development of a draft policy on multi-hazard school safety plans and 9 out of 11 countries training teachers, parents, students and officials or conducting other sensitization activities. This area represents the widest common achievement among Caribbean countries in regard to school safety roadmap priorities. In parallel, 3 countries have achieved the development of a final document outlining key stakeholder’s roles and responsibilities, as well as coordination and monitoring mechanisms. To a larger extent, countries have only managed to develop a draft version of such a document and to a higher proportion only a list of stakeholders involved with school safety coordination has been developed.

At regional level a draft document assessing current national structures, systems, and human resources to be used as the baseline for designing the regional framework has been developed, but regional engagement in this area has been very limited. Achievements, conversely, have been made in the areas of a regional template for the development of school safety plans as well as the sharing of good practices and lessons learned among Caribbean countries. From a coordination perspective, advancement has been varied, with some institutions establishing lists of key actors, a working group to identify these or a coordination proposal document. Only 2 regional institutions developed either a draft of a final coordination protocol.

d) Pillar 3: Disaster Risk Reduction and Resilience Education

Pillar 3: Disaster Risk Reduction and Resilience Education



The “Review and update of DRM components in curriculum” had intermediate advancement, with only two countries reporting a draft version of such a curriculum. Remaining countries mostly reported significant progress with the development of recommendations, or a concept note on how to integrate DRM into curriculum or engaging a working group or consultant to review and adjust the curriculum. Overall, this priority is one of the least performing areas in the roadmap. More effort has been invested into “DRM training of school staff, family and community” with 4 out of 11 countries delivering teacher training on DRM subjects. Other two countries developed training materials but have yet to implement the trainings or are working to integrate DRM components into teacher training curricula.

Regionally only one institution managed achievement by developing recommendations on the inclusion of Climate Change Adaptation into national curricula, conducting a baseline assessment, as well as developing a curricula framework for professional training or development. At regional level, no progress was made on providing an overview on existing capacity building opportunities such as DRR Education Toolkit, USAID/OFDA Safe School training for teachers, or Youth in DRM programme.

e) Country experiences creating impact

Recognising the impact of all the efforts made by partners through the gathering, systematisation and dissemination of evidence, and to promote good practices, strengthens accountability processes towards beneficiaries and donors. Furthermore, it provides incentive for greater cooperation and investment in disaster risk reduction in the region. This evidence is usually tied to specific commitments, communities taking leadership, institutions promoting good practices and the continuous improvement of disaster risk reduction

practices. During the Roadmap monitoring process, countries shared some of these best practices and positive changes:

- Dominican Republic: creation of specific departments tasked with enforcing a DRR institutional structure to improve the capacities of educational community.
- Dominica: increased knowledge among the school community about hazards likely to affect them have led to a change in attitude. This change of attitude can be attribute to the significant amount of work done with schools in the area of Hazards, Vulnerability and Capacity Assessment done after Hurricane Maria.
- Grenada: students, teachers and staff are more conscious of the importance of school safety planning due to their involvement in school safety activities. These initiatives were a joint effort between the Ministry of Education and the National Disaster Management Agency.
- Antigua and Barbuda: regular drills have shown changes during response efforts at school level, through the development and dissemination of contingency plans, being the Model Safe School Programme a catalyst in this process.
- Saint Vincent and the Grenadines: the use of Tsunami early warning resources together with a series of drills and sensitisation actions about these warnings have prompted better responses from the community. This has been further enhanced through annual hurricane awareness campaigns and compulsory development of school safety plans.
- Saint Lucia: schools with school safety plans, developed in an inclusive and participatory manner, have seen an improvement in safety. As a consequence, parents and students have requested assistance for the development of home safety plans.
- Montserrat: with the exposure of stakeholders to a Model Safe School Training in 2017, a significant shift in the approach to school safety was initiated. This has been further supported by the training of all secondary school staff.

5) School safety: exploring the possibilities

Experiences implementing the 2017 Roadmap highlighted that the practical implementation of school safety is a multifaceted construct, where collaboration and cooperation is a key enabling factor in enhancing disaster risk reduction and recovery. This encompasses cross-ministerial collaboration (particularly Ministry of Education and Ministry of Health), private and public partnerships and regional support mechanisms.



In preparation to the Roadmap review, lessons learned on key areas were shared and discussions held, identifying elements to incorporate into the regional school safety workflow over the coming two years. These acted as resources for participants during the updating of the Regional Roadmap. The following section summarises the main outcomes of these sessions.

a) Policy Opportunities from Education Sector Resilience: Lessons from Recent Events

Lessons learned from the previous two years highlight the importance of building awareness and capacity of key actors to identify risks and vulnerabilities, build disaster resilience state, private and civil society structures, as well as communities. Recent events have shown that ministries of education do respond positively when the need to implement response and recovery actions arises, while at the same time demonstrating commitment to the right of education and child protection. From a policy perspective, lessons learned identified over this period include the need for better intersectoral plans, improved governance and coordination at national level, develop or clarify policy on specific issues, mainly with respect of:

- the use of schools as shelters and the search for functional alternatives;
- the problems stemming from students moving across islands during emergencies without a proper immigration process when exiting or entering territories;
- streamlining a cross-cutting gender sensitive approach during all phases of disaster risk management,
- and the need to develop means and procedures to safeguard materials and records.

Participants highlighted constraints to advance policy components for school safety, such as the geographical and geological characteristics of island-states in the Caribbean and the consequent relative costs of implementing policies in such a context. Representatives highlighted the need to further address the development of strategies allowing for continuous financial resources for school safety, such as setting aside a percentage of the Value Added Tax for disaster response. A mid to long-term strategy will allow moving forward from a policy-making approach to policy implementation.

From another perspective, Irma highlighted the need to review insurance policies, as these showed not to be able to cope with a large/scale disaster in a manner conducive for rapid recovery and rehabilitation. The 2017 hurricane season provided evidence of gaps in insurance schemes, where disbursements of funds was not at par with the financial requisites for communities to rehabilitate and reconstruct, resulting in delays and thus putting pressure on the education sector as a whole.

Beyond the financial constraints imposed by disaster risk reduction actions or disaster response, enforcing compliance of policies, such as building codes; mandatory policy-based capacity-building activities, such as regular drills; insufficient use of risk information for decision-making, inadequate knowledge to plan and implement education in emergencies was raised by country representatives and wider dissemination and support of SMART School Toolkits. In addition, leadership and political will are critical factors highlighted driving policy transformation, with recent events being a catalyst for change.

b) Child Protection - A unifying theme in Education Sector Resilience

As stated during the Forum, children form half of the population displaced during disasters, raising the questions about disaster risk reduction plans address the protection of children and other vulnerable groups. Representative shared concerns about rights of children being absent from disaster management and resilience policies, emphasising the need to further integrate Protection into emergency response and in particular into school safety.

The events experienced between 2017 and 2019 revealed the existing gap to effectively track and follow-up on children migrating from countries affected by emergencies and ensuring the protection of their rights in host countries. This is also closely linked with the provision of psychosocial support services, which was identified not only as a need for them, but also for teachers and other professionals engaged in supporting children. Child Protection policies, services and protocols must be present at all levels, including provision in each school safety plan. Pillar-centred recommendations encompass a gender-sensitive and inclusive approach to the retrofitting or construction of new schools, active participation of children in school disaster management plans, as well as the inclusion of Protection into disaster risk reduction and climate change adaptation curriculum.

Some of the actions implemented by countries responding and recovering from disaster and deemed as having had a positive impact on child protection include:

- Improving tracking mechanisms and protocol for the integration of students migrating from affected countries
- Implementation of psychosocial support activities, such as the Return to Happiness programme, creating safe spaces for children to express.
- Provide psychosocial support activities to teachers working with children, who have also been affected either through their personal experience or through the containment they offer children through their work.
- Introduce child protection into shelter management.

In Anguilla in 2017, for example, a multi-sectoral response to Irma made a significant difference, allowing for relaxed procurement rules, active support from an insurance facility, the relocation of a school and the introduction of a shift system to accommodate displaced students. In parallel in-kind support was provided to families and teachers. Several countries implemented the Return to Happiness programme as part of their psychosocial support approach, reinforcing safe environments for children and youth.

c) Linkages between national emergency management offices & ministries of education

While it is expected that ministries of education implement disaster risk management actions to protect the school community and ensure the right to education is upheld during emergencies, the technical expertise in this area lies elsewhere. National emergency management offices are the usual entities overseeing a country's disaster risk management efforts. This includes advancing risk identification initiatives, implementing better governance for disaster risk reduction, promoting financial protection to ensure minimising impact of disasters and be able to respond effectively, as well as continuously preparing for response. Within this wider spectrum, Education is one of the elements, therefore cooperation between these offices and ministries of education is paramount to achieve effective results.

Consequently and for the first time, national emergency management offices were invited to participate in the Ministerial Forum, acknowledging the need to build and sustain the linkages between ministries of education and these disaster risk management structures. Joint achievements shared by countries include:

- Advocating for DRR to be included in curriculum
- Retrofitting of unsafe schools
- Implementing sensitization and awareness activities around known risks
- Conduct trainings and capacity building activities for teachers and staff

For its achievement it's fundamental for political will and commitment to exist, in order to establish an overall strategic vision for resilience building in the education sector, beyond punctual cooperation raising as a consequence of a destructive event. The development of the appropriate enabling environment and institutional arrangements is key to sustain these linkages. To advance in this area, representatives advocate for open communication in order to capitalize on the opportunity given by hazard events to advance this agenda.

Previous expertise of national emergency management offices in other sectors can be transposed into the education sector. An example for this is the Smart Hospitals Initiative, promoted by PAHO and ministries of health, which was evolved into the SMART School Programme, such as has been implemented in the British Virgin Islands. Similarly, schools had to pursue a certification programme, which led them through a comprehensive school safety process requiring a multi-sector approach.



d) Regional Donor support for the advancement of School Safety

The Caribbean Development Bank works to be a catalyst for development resources into the region, working with our Borrowing Member Countries and other development partners, towards the systematic reduction of poverty in their countries through social and economic development. Funding of specific initiatives is made on an evidence-based approach. Based on 2018 data, more than half of mobilised resources are planned for investment in education and human resource development, including livelihoods enhancement. Water and Sanitation Services Enhancement and Basic Community Roads and Drainage Improvement in vulnerable communities.

More specifically, the CDB supported Volcano Awareness activities, and provided funding and technical support for a range of education needs such as teacher training in both public and non-public primary schools; enhancing school infrastructure; improving learning assessments and curriculum reform, among other key areas. At regional level, it supported CDEMA and the implementation of the Model School Safety Programme. Eligible countries who want to access CDB funding must develop a country Policy Framework.

The Global Program for Safer Schools (GPSS) of the World Bank aims to boost and facilitate informed, large-scale investments for the safety and resilience of new and existing school infrastructure at risk from natural

hazards, contributing to high-quality learning environments. The focus is primarily on public school infrastructure in developing countries. Funded by the Global Facility for Disaster Reduction and Recovery (GFDRR), the GPSS was launched in 2014, building on the experience and lessons learned from the World Bank's safe school projects in various countries. Its strategy lies in the implementation of the CSS Framework, but focuses to large extent on Pillar 1: Safe Learning Facilities, due to limited policy changes or investments to promote the safety of school infrastructure, despite international agreements to reduce disaster risk and address climate change.

At the country level, the program supports—through World Bank projects—governments' efforts to: design and implementation of safer school programs; influence policy reforms and wider investments in risk reduction that create safer school environments; and inform long-term national strategies that prioritize safety at scale and link previous and ongoing activities in the education sector.

Within each CSS Pillar, the actions supported are the following:

Pillar 1: Develop global evidence-based knowledge on safety and resilience of school infrastructure.

- 1.1 Impacts of disaster risk on the education sector.
- 1.2 Solutions and innovation for safe and resilient school infrastructure networks.
- 1.3 Tools to inform investments for vulnerability reduction of school infrastructure networks.

Pillar 2: Integrate risk reduction considerations into World Bank education infrastructure operations.

- 2.1. Screening of school infrastructure investments in World Bank education operations.
- 2.2. Guidance notes and tools for task teams to integrate risk into World Bank operations.
- 2.3. Learning by doing: Technical assistance to selected ongoing World Bank operations.

Pillar 3: Provide technical advice for in-country activities and facilitate the design of risk-informed investments.

- 3.1. Diagnosis of school safety at country level.
- 3.2. Grant resources for in-country activities.

Pillar 4: Make available knowledge products

- 4.1. Web-based platform and IT solutions.
- 4.2. Accelerated solutions through e-learning.

To promote a systematic approach, a guidance note titled "Roadmap for Safer Schools" was developed in 2016 and launched in January 2017. The roadmap is an operational tool to guide the interactions of World Bank project leads with infrastructure managers and stakeholders, to promote a more informed and structured dialogue on investing in the safety of new and existing school infrastructure as a means of mitigating disaster risk.

6) Enhancement of the Caribbean Roadmap for Safe Schools

Over the course of day two of the Ministerial Forum, participants engaged in discussion on the future of the Caribbean Roadmap for Safe Schools. The discussions held over the course of the previous day, the monitoring of the 2017 Roadmap as well as the statement by the Youth Forum were key resources to guide the work carried out reviewing the Roadmap activities.

From a general perspective, all eight priority areas were considered to be still valid and important, not undergoing any changes. However regional and national activities were reviewed, amended or added to better reflect the required areas of focus to advance school safety in the region. Furthermore, means to 'localize' the roadmap were introduced by incorporating blank planning columns to be completed at country and/or institutional level. It is expected this will improve the planning, monitoring, evaluation and reporting of Roadmap activities.

a) Changes to the Caribbean Roadmap for Safe Schools

While the link to the full Roadmap document can be found in Annex II, the main changes to the document are summarized below. Priorities for which no changes were introduced are not listed in this summary.

Updated or new activities for the Enabling Environment

- Priority “Develop enabling policies and National plans/strategies”
 - (New) Develop a protocol governing the movement among countries of children in emergencies.
 - (New) Develop a national model of safe school policy and guidance document to support policy development at national level.
 - (New) Expand the geographical scope of the safe school subcommittee to facilitate collaboration among the wider Caribbean.
 - (Updated) Review legal and policy framework to ensure the Safety School is part of it.
 - (New) Monitoring implementation of the national school safety policy.

Updated or new activities for Pillar 1: Safe Learning Facilities

- Priority “Enhance and implement a standardized school safety assessment”
 - (Updated) Collect and review existing tools, analyse the purpose and expected outcomes of each, determine the most suitable ones for application by countries in the Caribbean (e.g. VISUS and MSSP tools), and create a regional repository of the recommended tools.
- Priority “Develop a safe school standard”
 - (Updated) Compile and promote good practices for safe school standards and establish minimum standards to secure school safety, captured in a regional repository of standards.
 - (New) Ensure the safe school standards include specificities for Special Education Centres.
 - (New) Develop a regional consensus on the concept of “safe learning facility” in the context of the Caribbean.

Updated or new activities for Pillar 2: School Disaster Management

- Priority “Review and develop multi-hazard school safety plans and guiding documents”
 - (Updated) Assessment of current national structures, systems, and human resources to be used as the baseline for designing the regional framework, including child protection, health and environmental footprint.
 - (New) Integrating succinct “Education in Emergencies” plans into the broader education sector plan, giving due consideration to child protection, health, and environmental footprint.
 - (New) Establish a mechanism to support schools in developing and testing school safety plans and build their capacity (E.g. individual experts or support teams).
 - (Updated) Develop, approve and implement a Safe School policy aligned with the national priorities and plans.

Updated or new activities for Pillar 3: Risk Reduction and Resilience Education

- Priority “DRM training for school staff, family and community”
 - (New) Conduct a regional review of school staff, family and community curricula to establish the level to which DRR and Resilience education is part of these.
 - (New) Compile resources to support the teacher training on subjects related to DRR & Resilience and psychosocial support.
 - (New) Establish a Youth Forum to advance DRR & Resilience education the region.
 - (Updated) Deliver regular teacher training preservice and in-service, including the use of technology for distance education.
 - (New) Engage civil society groups (youth groups, faith-based, others) in public education activities and expand communication channels such as social media and parent forums.

b) Additional signatories to the Antigua and Barbuda Declaration on School Safety

The Ministerial Forum provided the chance for new countries to endorse the Caribbean Safe School Initiative, by signing the Antigua and Barbuda Declaration on School Safety, adopted during the first Ministerial Forum in 2017. During the Forum and the weeks following the event, the following 6 countries signed the Annex to the Declaration:

- Country Curaçao
- Grenada
- Republic of Haiti
- Jamaica
- Sint Maarten
- Republic of Suriname

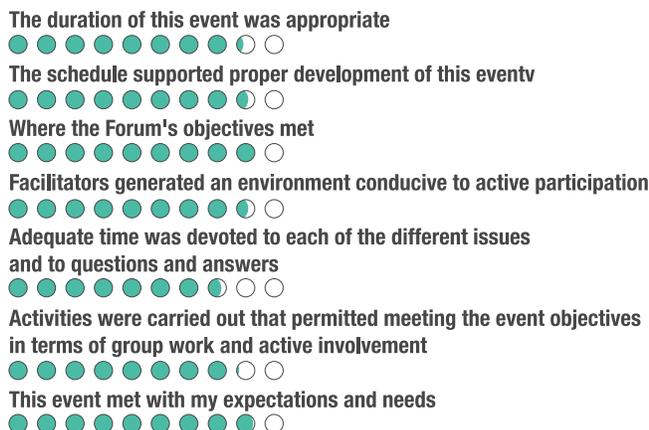


The above signatories are now part of a group of 18 Caribbean countries officially endorsing the Caribbean Safe School Initiative⁷.

The Third Caribbean Safe School Ministerial Forum on School Safety is expected to be held in Sint Maarten and the fourth Forum, scheduled for 2023, in the British Virgin Islands.

7) Participants evaluation

Upon the closure of the Forum, all participants were invited to respond a survey to measure the level of perceived achievement in different areas of the event. The following graph shows the average score for the different areas, with 1 being the lowest score and 10 the highest.



8) Conclusions

The success of the Ministerial Forum shows the importance given by Caribbean countries to school safety being a testimony of their continuous commitment to this subject. The events seen in the Caribbean since the first Ministerial Forum highlighted the achievements and gaps alike, with the Second Caribbean Safe School Ministerial Forum providing a key platform to incorporate lessons learned stemming from these not only in the context of a single nation, but in the benefit of the wider Caribbean community.

In line with the expected outcomes, the Forum's achievements were:

- The Caribbean Regional Roadmap on Schools Safety has been updated and enhanced, being publicly available for countries and regional institutions to use.
- Six new countries have signed the on to the Antigua and Barbuda Declaration on Schools Safety by new countries, raising the total number of signatories to 18.
- The progress monitoring results on the implementation of the Caribbean Regional Road map on Schools Safety was shared and discussed with participants, providing important input into the Roadmap updating process.
- Awareness of the Caribbean Schools Safety initiative and the World Initiative on Schools Safety was raised among participants through a dedicated session and its continuous exemplification throughout the Forum.
- The Youth Statement prior to the enhancement of the Roadmap was a key contribution, allowing for the voice and opinion of youth to be heard and streamlined into discussions.

⁷ As to 9th June 2019

- f) Areas of support from the Caribbean Development Bank and the World Bank for the Caribbean Safe Schools Initiative have been identified
- g) Inputs for the Global Platform and Regional Platform 2020 to be presented by the Chair of the Caribbean Safe School Initiative
- h) Minister of Education, National Reconciliation, Ecclesiastical Affairs, and Information of Saint Vincent and the Grenadines, Hon. St. Clair Prince has taken on as the new Chair of the Caribbean Safe Schools Initiative and Sint Maarten as well as the British Virgin Islands have been identified as next host states for 2021 and 2023 respectively.

9) Annexes

- a) *ANNEX I: Annex to the Declaration of Antigua and Barbuda + 6*

Read at: https://www.preventionweb.net/files/63939_annextothedeclarationofantiguaandba.pdf

- b) *ANNEX II: Updated Caribbean Roadmap for School Safety*

Read at: https://www.preventionweb.net/files/63939_cssiupdatedroadmapapril2019.pdf

- c) *ANNEX III: Youth Resolution for the Second Ministerial Forum on School Safety*

Read at: https://www.preventionweb.net/files/63939_youthresolutiontothe2ndministerialf.pdf

d) ANNEX IV: Second Caribbean Safe School Ministerial Forum on School Safety Agenda

Time		Monday, April 29, 2019
08:30-09:00	Registration	
09:00-09:45	Opening ceremony <i>Representatives from regional organizations, the Minister of Education, National Reconciliation, Ecclesiastical Affairs and Information of Saint Vincent and the Grenadines as well as other national delegates will deliver welcome & opening remarks.</i>	
09:45-10:05	Session 1: Introduction to the Forum <i>Presentation of Forum objectives, expected outcomes, agenda, working methodology and provision of logistical information</i>	
10:05-10:35	Coffee break	
10:35-10:50	Session 2: Comprehensive School Safety Framework – Progress in Global Implementation <i>Presentation of an overview of the CSS Framework and detail global advancements in its development and implementation.</i>	
10:50-11:45	Session 3: Antigua and Barbuda Declaration on School Safety and Progress in the Implementation of the Regional Roadmap for School Safety <i>Delegates will receive a background presentation on the Caribbean Safe Schools Initiative, Antigua and Barbuda Declaration on Schools Safety and the Regional Roadmap developed in 2017. Progress in the implementation of the roadmap will be shared and achievements, gaps and opportunities for advancing the roadmap will be highlighted.</i>	
11:45-13:00	Session 4: Policy Opportunities from Education Sector Resilience: Lessons from Recent Events <i>Summary presentation on some of the key lessons emerging for the Education Sector from the impact of Irma and Maria and analysis on policy changes which have been implemented or are being considered by their Ministries of Education.</i>	
13:00-14:15	Lunch	
14:15-15:30	Session 5: Child Protection - A unifying theme in Education Sector Resilience <i>Insight into relevant linkages between the education sector and child protection will be provided, highlighting opportunities, including the development of a regional multisectoral protocol on child protection, to address these.</i>	
15:30-16:00	Coffee break	

16:00-17:00	Session 6: Case studies on good practices in building resilience in the education sector through National Emergency Management Offices & Ministry of Education Linkages <i>Showcase selected case studies on good practices in building resilience in the education sector through National Emergency Management Offices/ Ministry of Education Linkages</i>
19:00-20:00	Welcome Cocktail hosted by the Government of St. Vincent and the Grenadines at the Prime Minister's residence.

Time	Tuesday, April 30, 2019
08:30-09:00	Recapitulation of previous day
09:00-10:15	Session 7: Enhancing the Regional Roadmap for School Safety <i>Enhancing the Regional RoadMap for Schools Safety. Delegates will receive an overview of the session's methodology and delegates will proceed to working groups to enhance the 2017 Roadmap.</i>
10:15-10:45	<i>Coffee break</i>
10:45-11:30	Session 8: Working group presentations <i>Presentation of working group outputs.</i>
11:30-12:00	Session 9: Regional Donor support for the advancement of School Safety <i>Development partners will share indications of support for the Caribbean Safe Schools Initiative and implementation of the Regional Safe Schools Roadmap.</i>
12:00-12:25	Session 10: Signing of the Antigua and Barbuda Declaration
12:25-12:45	Next steps and closing ceremony
12:45-13:45	<i>Lunch</i>
14:00-16:00	Field visit

e) *Participants list*

Name	Title	Organization	Country/Region
Saskia Carusi	External relation officer	UNDRR	Americas and Caribbean
Luisa Pareja	Programme Technical Assistant	UNDRR	Americas and Caribbean
Melissa Meade	Director	Department of Disaster Management	Anguilla
Chanelle Petty Barrett	Permanent Secretary Education	Ministry of Home Affairs and Education	Anguilla
Clare Browne	Director of Education	Ministry of Education, Science and Technology	Antigua and Barbuda
Julian Anderson	Deputy Director of Education	Ministry of Education	Bahamas
Jeffrey Lloyd	Minister of Education	Ministry of Education	Bahamas
Joy Adamson	Deputy Chief Education Officer	Ministry of Education, Technological and Vocational Training	Barbados
Kerry-Ann Thompson	Project Coordinator	CDEMA	Barbados
Aloys Kamuragiye	Representative	UNICEF	Barbados
David Knaute	Resilience to climate change	UNICEF	Barbados
Lucille Moe	Minister (Ag.) of Education, Technological and Vocational Training	Ministry of Education, Technological and Vocational Training	Barbados
Unai Sacona	Education Manager	UNICEF	Barbados
Elaine King	Programme Specialist	UNICEF	Barbados
Daniel Mendez	Officer	UNICEF	Belize
Sharleen DaBreo	Director	Department of Disaster Management	British Virgin Islands

Natalio Wheatley	Honourable Minister	Ministry of Education and Culture, Government of the Virgin Islands	British Virgin Islands
Marcia Potter	Permanent Secretary	Ministry of Education and Culture	British Virgin Islands
Clive Murray	Communication & Education Specialist	Caribbean Disaster Emergency Management Agency (CDEMA)	Caribbean
Elizabeth Riley	Deputy Executive Director	Caribbean Disaster Emergency Management Agency (CDEMA)	Caribbean
Paul Murphy	Operations Officer (Education)	Caribbean Development Bank	Caribbean
Marcel Goyeneche	Facilitator	UNDRR	Chile
Eva Escalona Serrano	Directora Nacional de Ciencia y Técnica	Ministerio de Educación de la República de Cuba	Cuba
Latifa Bakrimi	Advisor to the Minister	Ministry of Education, Science, Culture & Sports	Curaçao
Marilyn Alcalá-Wallé	Minister	Ministry of Education, Science, Culture & Sports	Curaçao
Leocadie Melena Fontaine	Chief Education Officer	Ministry of Education & HRD	Dominica
Petter Saint-Jean	Minister of Education	Ministry of Education & Human Resource Development	Dominica
Carlos Vargas de la Cruz	Director de Emergencias y Desastres	Ministerio de Educación República Dominicana	Dominican Republic
Lidra Remacka	Education in Emergency Consultant	UNICEF	Eastern Caribbean Area
Jair Torres	International Consultant	UNESCO	Global
Angella Finlay	Acting Senior Planning Officer	Ministry of Education, Human Resource Development and Religious Affairs	Grenada

Nicolette Odella Henry	Minister of Education	Ministry of Education	Guyana
Wasley Demorne	Consultant in DRR	UNDRR	Haiti
Miloddy Phaine Vincent	Directeur de communication	Ministère de l'Éducation nationale et de la Formation professionnelle	Haiti
Pierre Jean Stenio	Field Support Specialist	UNICEF	Haiti
Andrew Pitkin	Asst Registrar - Independent Schools'	Ministry of Education Youth & Information	Jamaica
Rebecca Tortello	Education Specialist	UNICEF	Jamaica
Henry Grandison	Live scribe	Henry Grandison	Jamaica
Latoya Swaby-Anderson	National Programme Officer for Education	UNESCO Cluster Office for the Caribbean	Jamaica
Alando Terrelonge	Minister of State	Ministry of Education, Youth and Information	Jamaica
Hyacinth Bramble-Browne	Education Planner & Policy Analyst	Ministry of Education	Montserrat
Shawn Richards	Deputy Prime Minister and Minister of Education, Youth, Sports & Culture I	The Government of St. Kitts & Nevis	Saint Kitts and Nevis
Kenton Chance	Correspondent	Caribbean Media Corporation	Saint Vincent and the Grenadines
André Browne	CARICOM Youth Hamb.	CARICOM Youth Ambassadors Programme (CYAP)	Saint Vincent and the Grenadines
Kathleen Jeffers	Director	Department of Adult and Continuing Education	Saint Vincent and the Grenadines
Gillian King-Bradshaw	Qualified Assistant Teacher	Dorsetshire Hill Government	Saint Vincent and the Grenadines

Janeil Rose	Communications	Ed. Saint Vincent and the Grenadines	Saint Vincent and the Grenadines
Jane Farrell	Principal assigned to Disaster Management Unit	Ministry of Education	Saint Vincent and the Grenadines
Vivian Crooke	Project Officer 1	Ministry of Education	Saint Vincent and the Grenadines
Hannah Browne	Senior Education Officer	Ministry of Education	Saint Vincent and the Grenadines
Yvette Antoine	Senior Education Officer	Ministry of Education	Saint Vincent and the Grenadines
Kay Martin-Jack	Senior Education Officer - Secondary Schools	Ministry of Education	Saint Vincent and the Grenadines
Deborah Charles	Parliamentary Secretary	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Idelia Ferdinand	Education Officer Disaster Management and School Safety	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Delise Jones	Minister of Education - Secretary	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
St. Clair Prince	Minister of Education, National Reconciliation and Information	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Elizabeth Walker	Chief Education Officer (Ag.)	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Mycle Burke	Permanent Secretary (Ag.)	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Dixton Findlay	Deputy Chief Education Officer (ag)	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines

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Alton McPherson	ES-SAO	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Thelma Charles	EO-SIS	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Tamara Bameo	EO-Media	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Yinea Lewis	IT Admin	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Jocelyn Blake Brown	SEO	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
Degra Michael	N/A	Ministry of Education, National Reconciliation and Information	Saint Vincent and the Grenadines
DONNA JOYETTE BASCOMBE	Health Disaster Coordinator	Ministry of Health, Wellness and the Environment	Saint Vincent and the Grenadines
Sandra Augustus	Child Protection Officer	Ministry of National Mobilisation	Saint Vincent and the Grenadines
Michelle Forbes	Director	National Emergency Management Organisation	Saint Vincent and the Grenadines
Ave-Stephen Weekes	President	Primary Principals Association	Saint Vincent and the Grenadines
Juliana Charles	Assistant Superintendent of Police	Royal St. Vincent and the Grenadines Police Force	Saint Vincent and the Grenadines
Harvey Farrel	Vice President	Saint Vincent and the Grenadines Red Cross	Saint Vincent and the Grenadines

Sylmond Leroy Jack	N/A	Saint Vincent and the Grenadines Red Cross	Saint Vincent and the Grenadines
Wendy Bynoe	President	Saint Vincent and the Grenadines Teacher's Union	Saint Vincent and the Grenadines
Naseem Smith	School Principal	School for Children with Special Needs	Saint Vincent and the Grenadines
Godwin Martin	Principal/ Vice - President	St. Vincent and the Grenadines Association of Principals of Secondary Schools (SVGAPSS)	Saint Vincent and the Grenadines
Bertilla Hamilton	Major	St. Vincent and the Grenadines Cadet Force (SVGCF)	Saint Vincent and the Grenadines
Violeta Gutierrez Somels	N/A	Truancy	Saint Vincent and the Grenadines
Aliché Paul	N/A	Truancy	Saint Vincent and the Grenadines
Edlen Ades	Project Officer	Technical and Vocational Education and Training (TVET)	Saint Vincent and the Grenadines
Tasheka Haynes-Bobb	National coordinator	UNDP GEF Small Grants Programme	Saint Vincent and the Grenadines
Olga Mussington-Service	Head Student Support Services Division	Ministry of Education, Culture, Youth & Sport	Sint Marteen
Shermina Powell-Richardson	Secretary General	Ministry of Education, Culture, Youth & Sport	Sint Marteen
Wycliffe Smith	Minister of Education, Culture, Youth & Sport	Ministry of Education, Culture, Youth & Sport	Sint Marteen
Eduardo Ereño Blanchet	Senior Disaster Risk Management Specialist	World Bank	Spain/España
Lydia Hewitt-Austin	Head Bureau Primary Education	Ministry Of Education And Culture Suriname	Suriname

2ND CARIBBEAN SAFE SCHOOL MINISTERIAL FORUM

EDUCATION SECTOR RESILIENCE: EXPLORING THE POSSIBILITIES

KINGSTOWN, ST. VINCENT AND THE GRENADINES
APRIL 29-30, 2019

Mark W Garland	Deputy Director	Department of Education, MoEYC&LS, Turks & Caicos Island	Turks and Caicos Islands
Jessica Stanford	Director of Programs and Partnerships - Caribbean	Build Change	United Kingdom of Great Britain and Northern Ireland