

Regional Workshop on Advancing the Integration of Comprehensive Disaster Management (CDM) into Education in CDEMA Participating States.



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Building #1,
Manor Lodge Complex,
Lodge Hill, St. Michael,
Barbados, BB11000
Tel: (246) 425-0386
Fax: (246) 425-8854
Email: cdema@cdema.org
www.cdema.org



Participating States:

Anguilla, Antigua and Barbuda, The Commonwealth of The Bahamas, Barbados, Belize, British Virgin Islands, The Commonwealth of Dominica, Grenada, Republic of Guyana, Haiti, Jamaica, Montserrat, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Suriname, Republic of Trinidad and Tobago, Turks and Caicos Islands.

Disclaimer

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Prepared by: CDEMA Coordinating Unit

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TABLE OF CONTENTS

1	Background	1
2	Regional Workshop to Advance the Integration of CDM into Education	2
3	Workshop Day 1: Welcome and Introductions.....	2
4	Presentation on the Regional Comprehensive Disaster Management Strategy 2014-24	3
4.1	Background on CDEMA	4
4.2	CDM Strategy 2014 - 2024	4
4.3	Mainstreaming CDM into the Education Sector	5
5	Presentation of the CDEMA Education Toolkit and Model Safe School Programme and Toolkit	6
6	Meeting Presentations from Pilot Countries	7
6.1	St. Kitts and Nevis	7
6.2	Turks and Caicos	7
6.3	St. Vincent and the Grenadines	8
6.4	Discussion:	9
7	Role plays of Disaster Risk Reduction Toolkits.....	10
8	Action Planning Workshop to Sustain These Tools within the Caribbean Education System	14
9	Integrating Disaster Risk Management into the National Education Sector (DAY 2)	16
9.1	Trinidad and Tobago	16
9.2	British Virgin Islands.....	17
9.3	Anguilla	18
10	Regional Initiatives to Support Integrating Disaster Risk Management into the Education Sector.....	18
10.1	Presentation by UNICEF	18
10.2	Presentation by the Barbados Red Cross.....	19
10.3	Presentation by the Jamaica’s Office of Disaster Preparedness and Emergency Management	20
11	Working Group Presentations on Implementing DRR in the Region.....	22
11.1	Sharing What is Happening across the Region	22
11.2	Going Forward - How to Stay Connected and Continue to Support Each Other	27
11.3	Disaster Awareness Game	27
12	Advancing the Integration of Disaster Risk Management into the Education Sector	28
13	Workshop Evaluation.....	31
	Appendix 1 - Workshop Agenda	34
	Appendix 2 - List of Participants	36

LIST OF ACRONYMS

CDEMA	Caribbean Disaster Emergency Management Agency
CDM	Comprehensive Disaster Management
CU	Coordinating Unit
DFATD	Department of Foreign Affairs, Trade and Development
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
DRRE	Disaster Risk Reduction Education
GWG	Gender Working Group
HFLE	Health and Family Life Education
MOE	Ministry of Education
MOW	Ministry of Works
MOF	Ministry of Finance
MSSP	Model Safe School Programme
NDO	National Disaster Office
PS	Participating State



1 Background

The countries of the Caribbean are among the most disaster-prone regions in the world due to their vulnerability to a range of natural and anthropogenic hazards. These disasters pose impacts that threaten the economic, social and environmental stability of the region.

The Caribbean Disaster Emergency Management Agency (CDEMA) is an institution that was established and supported by members of the Caribbean Community (CARICOM) as a specialised regional disaster management agency. CDEMA comprises eighteen (18) Participating States with a Coordinating Unit (CU) headquartered in Barbados.

Realising the threat which disasters pose to sustainable development, CARICOM countries have adopted a Comprehensive Disaster Management (CDM) approach, emphasising risk reduction and resilience building while continuing to maintain effective response and recovery mechanisms. CDEMA is therefore a broker and driver of CDM in the Region.

Through a broad-based consultative process, CDEMA and other regional disaster management stakeholders articulated the Regional CDM Strategy 2014-2024 which aims to link CDM more firmly to development decision-making and planning. This Strategy will give broad strategic direction to disaster risk management stakeholders for addressing the challenges of disaster risk management in the Caribbean over the next ten years. Having been refined since its inception in 2001 the current Strategy more clearly emphasises disaster loss reduction through risk management and through a results-oriented, programmatic approach. The CDM Strategy 2014 – 2024 prioritises four areas for strategic intervention over the next ten (10) years. These are summarised as (i) institutional strengthening, (ii) knowledge management¹ for CDM, (iii) mainstreaming of CDM into key sectors and (iv) building and sustaining community resilience.

A key sector for mainstreaming disaster risk management at all levels of society is education which generates knowledge transfer utilising both formal and informal modes of engagement to promote a “culture of safety”. The concept of a “culture of safety” goes beyond concern for specific natural hazards and embraces all of the socio-economic and physical factors that can place the individual and society at risk.

Within the formal education system, schools at the primary and secondary levels offer perhaps the best opportunity to engender a “culture of safety” within a given population. It is therefore vital that Caribbean schools increase the level of integration of risk-reduction theory, thinking and behaviour into both the curriculum and the management of school. Critical issues of climate change, climate change adaptation and environmental management (greening) must also be addressed.

¹ Knowledge Management is the collection of processes that govern the creation, dissemination, and utilization of knowledge

2 Regional Workshop to Advance the Integration of CDM into Education

One of CDEMA's key mandates is to support its Participating States in the development and implementation of CDM-related programmes at the national level. To this end, the CU maintains a suite of resources for Participating States, across a broad range of thematic areas. For the education sector, the CU has recently enhanced its resources for teaching and learning about CDM and for engendering safe, "green" schools. It was toward this mandate that the CDEMA CU held a participatory regional meeting, the Regional Workshop on Advancing the Integration of Comprehensive Disaster Management (CDM) into Education in CDEMA Participating States.

The two-day workshop was convened on 2nd – 3rd October 2014 at the Hilton Barbados Resort in Barbados (Appendix 1). The workshop was supported by the Australian Government Department of Foreign Affairs and Trade (DFAT); the UK Department for International Development (DFID); and the Department of Foreign Affairs, Trade and Development Canada (DFATD) through the Comprehensive Disaster Management Harmonised Implementation Programme (CDM HIP) Phase 1.

The overall meeting objective was to appraise regional education and disaster management practitioners of the resources available for integrating Comprehensive Disaster Management (CDM) into the education sector in CDEMA Participating States. The workshop was also a forum for identifying and articulating progress, challenges, new opportunities and concrete actions for advancing the mainstreaming of CDM into national education systems.

The specific objectives of the Regional Consultation were to:

1. Review the upgraded CDEMA CDM Education Toolkit
2. Capture and share lessons learned from the piloting phase of the Toolkit
3. Identify any gaps and make recommendations for addressing these gaps
4. Identify entry points, and critical actions for integrating the Toolkit into the education systems of CDEMA Participating States
5. Develop a regional action plan for the sustained use of the CDEMA Disaster Risk Reduction Education Toolkit in the education programmes of CDEMA Participating States
6. Identify challenges and opportunities for integrating disaster risk management into national education systems.

3 Workshop Day 1: Welcome and Introductions

Ms. Gayle Drakes – Education and Training Specialist at CDEMA introduced the facilitator for the meeting, who then welcomed all to the workshop and asked for a round table of introductions. The participant list is shown in Appendix 2.

Participants were then asked to identify their key anticipations for the workshop. Later these anticipations were organised along five themes (Table 1).

Table 1. Participant's anticipations for the workshop.

Learning From Each Other	Integrating Tool Kit With Existing Programmes	Issues For Using The Tool Kit	Mainstreaming DRM Education	Regional Collaboration
To gather ideas of disaster management in schools.	Learn how this tool kit can be integrated and compliment existing programmes in school safety. (2 persons mentioned this)	To have a completed DRM and DRR tool kit to be endorsed and used in the education sector.	Identify next steps in the mainstreaming of DRR in education – some practical steps.	To inform and make accessible a digital repository of DM tools that can be used in the education sector.
Learn more about DRR integration in education in other countries (4 persons mentioned this) and have a dissemination strategy.	Tool kit must be used to build on existing programmes and easily adapted.	Increased education on the use of the tool kit to include ongoing information on possible disasters, tsunamis.	Action plan for mainstreaming DRM into education, sustained. (2 persons mentioned this)	An agreed set of guidelines to ensure standardisation across the region.
What can I take back home and implement in school, i.e. Dominica education?	Linkage of CDM tool kit with broader community education programme. (2 persons mentioned this)	Exposure to various strategies for implementing the tool kit into the curriculum.	To identify linking the NDO into the integration of CDM into the education system. (2 persons mentioned this)	Clarify why this initiative does not collaborate with CFS, OESS and national strategic plans.
Adopting best practices and strengthening networks.	Tool kit must be realistic, easily implemented/adapted.	How to practically use the toolkit as a conduit to facilitate integration and DRM education in schools.	Additional strategies for the delivery of disaster education in schools	Streamlined framework of mechanisms and content to affect CDM into education especially for primary and secondary levels.

The meeting used a professional facilitator who suggested the following meeting guidelines:

<i>Guidelines for high quality conversations</i>	
• Only one person speaks at a time • Actively listen respect different views • Ask question if you need to	• Try to stay on topic • Please go for depth without going on and on ... • Use “ELMO” “Enough let’s move on”
<i>Guidelines for maximum productivity</i>	
• Please be punctual respect designated times, • Turn of cells or put to vibrate and Please put away computers	

4 Presentation on the Regional Comprehensive Disaster Management Strategy 2014-24

Ms. Gayle Drakes presented on the Regional CDM Strategy 2014-2024 and the role of the Education Sector in achieving the goals of the Strategy and CDEMA initiatives. She began by explaining the background of the organisation.

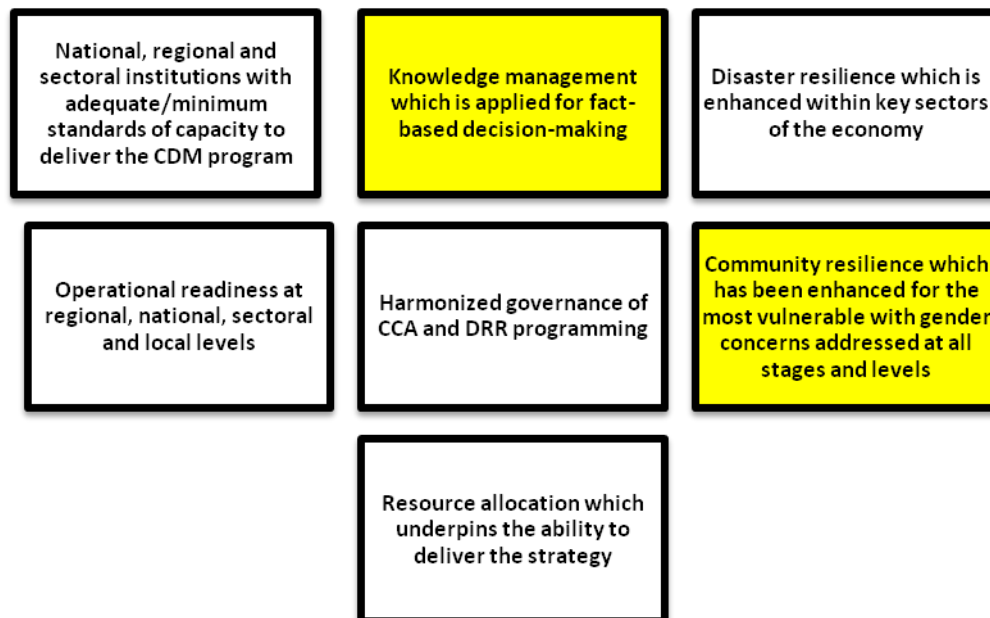
4.1 Background on CDEMA

- The Caribbean Disaster Emergency Management Agency (formerly Caribbean Disaster Emergency Response Agency) started in 1991 to address how the region can improve its response time to disasters.
- The name of the agency was changed from CDERA to CDEMA in 2009. The change in the name reflected the change from response centred activities to include those of risk reduction through comprehensive disaster management.
- CDEMA comprises 18 Participating States and is a CARICOM Institution.
- The functions of CDEMA are to:
 - Mobilise and coordinate **disaster response and relief**;
 - Secure, coordinate and provide information on disasters;
 - Encourage adoption of DRR approaches;
 - Create cooperative arrangements and mechanisms for DRM;
 - Ensure adequate DRM capabilities among the Participating States.
- Comprehensive Disaster Management (CDM) is defined as the management of all hazards through all phases of the disaster management cycle by all people - public and private sectors, all segments of civil society and the general population.
- CDM involves risk reduction and management plus the integration of vulnerability assessment into development planning process.
- CDEMA is funded through contributions from its Participating States as well as support through donor-funded projects.

4.2 CDM Strategy 2014 - 2024

- Past regional CDM strategies were for 5-year periods, but the new regional CDM strategy will be for a 10-year period with emphasis on an integrated approach to risk management.
- The new regional CDM Strategy 2014-2024 will promote actions that will serve both Climate Change and Disaster Management agendas.
- What is new about this strategy?
 - It expands the stakeholder base and merges priority sectors - (i) Physical and Environmental Planning and (ii) Finance and Economic Development;
 - It strengthens public-private partnerships within all the sector groupings;
 - It focuses on a more strategically aligned and integrated risk management approach, where climate change considerations are integrated into priority sectors allowing for the application of appropriate interventions;
 - It aims for results-oriented programming and monitoring through the elaboration of an Implementation Plan and an Online Monitoring and Evaluation System.

Ms. Drakes outlined the future desired state (see below), and noted that the workshop would contribute to the two highlighted areas:



She outlined the long-term goal of the strategy: 'Safer, more resilient and sustainable CDEMA Participating States through Comprehensive Disaster Management' and noted the unifying theme of 'Resilient Caribbean States.' She reaffirmed 'Gender', 'Climate Change', 'Information and Communications Technology' and 'Environmental Sustainability' as cross-cutting themes of regional CDM 2014-2024.

4.3 Mainstreaming CDM into the Education Sector

Ms. Drakes further noted that the Global Final Outcome 2 'Increased and sustained knowledge management and learning for Comprehensive Disaster Management' suggests support for the Education Sector included in current initiatives;

- Resources for primary and secondary level;
- Safer building course for informal contractors;
- Education Sector Sub-Committee;
- Web-based DM training programmes;
- Regional Training Centre;
- Risk information systems- decisions based on factual information.

Participants had a number of questions and comments:

- Queried how CDEMA is funded

- Advised of lack of private sector involvement in the CDM process at the national level, and expressed a hope that the workshop's discussions will speak to the how other countries have engaged the private sector.
- Expressed appreciation for the emphasis placed on the Education Sector, but noted there appears to be no involvement of the education sector in the DRM process.
- Advised that the OECS recently agreed to an Education Development Plan, and each country likely has their own strategic plan. Suggested that CDEMA monitor when countries are reviewing these plans to ensure that DRM is integrated at the formulation of the plan.
- Advised that the strategy is designed to ensure that existing work plans can be mapped and can support activities at the regional level.
- Queried the composition of the ESSC.
- Advised that the current ESSC composition is primarily regional agencies but will be reviewed in light of the new CDM Strategy and how to strengthen involvement at the national level.
- Noted that the CU is open to discussions on how the ESSC membership can be improved.
- Queried whether there is any room for updating the 2014-2024 CDM Strategy to include any gaps that may come on board before the end of the strategy.
 - Advised that more emphasis is being placed on monitoring and evaluating the new strategy and this should allow for the capture and addressing of gaps.
- Queried the sustainable measures built into the plan.
 - Development of the regional CDM strategy was highly participatory process amongst the regional and national level stakeholders. Partners have made a commitment to tailoring their work plans and identify linkages between their plans and the results of the CDM Strategy.
 - Noted that from the national level when the National Disaster Offices is compiling its country work programme, the other sectors plans feed into the national plan.

5 Presentation of the CDEMA Education Toolkit and Model Safe School Programme and Toolkit

Ms. Drakes provided some background information on the Disaster Risk Reduction Education Toolkit and the Model Safe School Programme. She began by noting the following about the Toolkit:

- The materials in this Toolkit are primarily for the use of primary and secondary school teachers.
- The consultancy delivered a baseline report on the level of integration of DRM in education at primary and secondary levels, and a DRR Education Toolkit.
- The Toolkit was piloted in St. Kitts and Nevis and The Turks and Caicos Islands.
- The consultancy was Sustainability Frontiers.

She shared that the Model Safe Schools Programme:

- Sought to develop a model approach for school safety programme.
- The consultancy delivered a suite of tools that can be adapted at the national level.
- The Programme was piloted in Anguilla, Barbados and St. Vincent and the Grenadines.
- The consultancy was Trojan Design and Development Ltd.

6 Meeting Presentations from Pilot Countries

The meeting next received presentations from a panel of representatives from the pilot countries (Turks and Caicos Islands, Anguilla and St. Vincent and the Grenadines) who shared their experiences, lessons learned and recommendations.

6.1 St. Kitts and Nevis

Mr. Michael Blake, Senior Education Officer from the St. Kitts Ministry of Education outlined the experience from those at the school which was piloted. He noted the following:

- Timing was inopportune for field testing and acquiring of baseline research as schools had just re-opened and they were in the midst of celebrating Independence. Therefore teachers were not very well prepared and were not familiar with the content of the Toolkit
- Teachers were selected based on their presumed level of competence in the following subjects: history, geography and social studies. He believed that the Toolkit should not be spread across subject areas but should be a discrete and distinct process which is properly time-tabled.
- He requested that consultants provide a comprehensive report to guide the way forward.
- Teachers and principals recognized the need for training to introduce all to the Toolkit and how to manipulate it.
- Some materials and supplies recommended in the Toolkit were not readily available which caused 'dissonance'.
- In some cases. students were not as open to receiving the information as was hoped.

6.2 Turks and Caicos

Dr. Keran Williams-Toussaint, Education Officer from the Turks and Caicos Department of Education noted the following about the Disaster Risk Reduction Education Toolkit:

- Stage 1: Contacted by Department of Education and Department for Disaster Management to assist in the pilot exercise, and identified the Ona Eliza Simons Primary and the Helena Jones Robinson High School as pilot schools.
- Interviews were conducted with consultants and teachers, students and education personnel. This aided them in identifying what the consultants were looking for.

- Acknowledged that although they were not using the Disaster Reduction Toolkit, they were promoting disaster management in other areas of the curriculum from K-classes to the national curriculum Forms 1 – 3, and that Forms 4 – 5 (utilised CXC courses of study).
- Stage 2 posed a challenge (interview process) due to end of term activities, so it was difficult to get teachers and students to participate.
- Stage 3: Workshop was organized to familiarise teachers and students with the process, but consultants were unable to travel. In addition, TCI experienced flooding from Tropical Storm Cristobal. This forced a re-scheduling of pilot activities.
- Stage 4: 2-day visit with the consultant team for observations on a new, later date.
- Stage 5: Planning meeting with stakeholders.
- Stage 6: Use of materials in classrooms. Acknowledged that the lessons are student-centred and adaptable. The Toolkit can be used as a guide for teachers to further develop and meet the needs of the grade level.
- Lessons were very interactive but needed more time than allotted.
- Toolkit complemented the Critical Incident Management Handbook developed with support from CDEMA in 2013.

Ms. Toussaint recommended the following:

- That time allotment for lessons be revised
- That a resource bank be established
- The need for greater collaboration between NDO and the Department of Education
- That man-made disasters be considered.

6.3 St. Vincent and the Grenadines

Dr. Idelia Ferdinand, graduate assigned to Education, Research, Information and Communications Technology Department of the SVG Ministry of Education noted the following about the Model Safe School Programme Pilot:

- The Owia Government School was selected based on a survey.
- The Principal welcomed the initiative
- The Ministry of Education also welcomed the initiative as they are in the process of launching their School Safety Programme, and would like to gain access to the tool to complete assessments for other schools.
- The school is very remote and is a designated emergency shelter for a population of over 2,000.
- The school is a combination of an early childhood centre and a primary school.
- The timing for observation was not ideal as the assessment was completed at the end of the school term and teachers were occupied.

- More agencies could have been involved in the assessment process. She felt the agency for maintenance of schools could have played a more vital role (BRATSA).
- The tool focused on functional, structural and non-structural elements of the school. The school therefore is considered not safe and scored 55% as opposed to the threshold for safe schools of 80%.
- Financial constraints prohibited all of the consultant's recommendations from being implemented. Those taken on board were: purchasing of smoke detectors, emergency lighting, identifying exits and the installation of an additional water catchment container to support the community in the event of an emergency.

Lessons and Suggestions noted by Ms. Ferdinand were:

- The flow of communication between stakeholders was not as fluid as it should have been.
- A plan of action is required for rolling out to other schools.
- Support training is needed on the use of tools (e.g. training on the use of fire extinguishers).
- Policies are necessary to ensure continued monitoring and evaluation of the assessments.
- Other critical actions may take priority over what is listed in the Toolkit.

6.4 Discussion:

- The Toolkit makes a contribution toward having safe and child-friendly schools.
- It will be disseminated in 2015.
- The role of the parents and community in the school safety programme was queried and it was replied that the role of parents and the community is integrated into the standards.
- It was acknowledged that the school safety certification process will take a lot of financial resources to raise schools standards. Therefore it was queried as to what actions could be put into place for schools to reach the certification stage.
- CDEMA was commended on the production of the Toolkit.
- It was advised that it is the government's responsibility for certifying school safety, and queried whether there are schools within the region that do not have a safe school policy. Acknowledged that Jamaica has a policy and manuals which they are willing to share with others instead of having them 'reinvent the wheel'.
- Informed that schools in St. Kitts are now required to submit a School Safety Policy as part of their portfolio.
- Queried whether the Child Friendly Initiative was considered in development of these initiatives.
 - Advised that the models were built on one currently being used in a CDEMA PS, but unsure if the Child Friendly Initiative was one of the guiding documents.
 - Informed that the consultants who completed the Model School Safety Programme were to conduct research on initiatives existing within the region as part of their work plan.

- Acknowledged that consultants did their research and made a concerted effort to avoid duplication of efforts, but recognise that there may still be gaps.

7 Role plays of Disaster Risk Reduction Toolkits

For a hands-on experience participants tested some of the exercises from the Toolkits. Half of the group took part in a learning activity from the DRR Education Kit while the other half of the group undertook an exercise from the Model Safe Schools Programme based on disaster scenarios designed for the purpose of the exercise. Each group responded to the following:

1. *Are the DRRE toolkit / MSSP relevant and applicable to regional schools? If so why or why not?*
2. *What changes or improvement would you make to make the tool more relevant?*
3. *Who should lead the initiative? Ministries or individual schools? Please state your reasons.*
4. *Where should school safety certification be focused? Should it be a regional or national certification? Please give your reasons.*

Table 2 shows the responses from the working groups.



Table 2: Role Play Results by Group

Group and Topic	Are the DRR toolkit / MSSP relevant and applicable to regional schools? If so why or why not?	What changes or improvement would you make to make it more relevant?	Who should lead this? Ministries or individual schools? Please give your reasons.	Where should school safety certification be focused, regionally or nationally?
Group 1 MSSP	• Yes • It provides guidance and basic standards. • Generally reflective of regional context and content (of tools).	• Review of existing practices, toolkits, plans, strategies. • Further adapt to local context (school specific). • Wider stakeholder engagement.	• Ministry of Education (MoE) to lead with support from National Disaster Organisations (NDOs) and other stakeholders.	• Regional certification with standardised criteria and 'pressure' to comply • Recommend that certification be tied to sustainable funding source
Group 2 DRR Toolkit	• Yes • It can be adapted to suit country-specific situations • It is comprehensive which increases its relevance.	• Conduct a more in-depth analysis of the toolkit and programme before using it • Consider increasing interactivity by adding an electronic dimension to the paper-based model	• MoE supported by the NDOs and other agencies e.g. Public Works. Buy-in required at level of MoE.	• At the national level to comply with country-specific standards.
Group 3 DRR Toolkit	• Yes • It is not prescriptive and can be easily adapted to local circumstances • Some parts are already utilized.	• Provide greater sensitization and support to ensure the information is properly understood. • NDOs facilitate training for teachers and provide teachers with regular feedback	• Led by MoE with support from NDO and Ministry of Works (MoW) So that MoE has ownership and ultimate responsibility.	• Certification should have regional guidelines with a national focus. • Standardisation and quality control should be at the regional level • Each country is unique in terms of hazards, population, topography, etc.

Table 2: Role Play Results by Group

Group and Topic	Are the DRR toolkit / MSSP relevant and applicable to regional schools? If so why or why not?	What changes or improvement would you make to make it more relevant?	Who should lead this? Ministries or individual schools? Please give your reasons.	Where should school safety certification be focused, regionally or nationally?
Group 4 DRR Toolkit	• Yes, especially the Radio Warning activity • Raises awareness about disaster preparedness for students and community • Experiences can be shared in classroom and standard operating procedures (SOPs) can be developed • Based on limited knowledge (of the group) it can be noted that details offered in the activity are relevant • Timing is acceptable for classroom setting • Activities relevant for professional development of teachers and community workers	• Ensure each activity can be applied to schools • Include instructions that allow teachers and principals to use activities for disaster preparedness emergency evacuation planning • Needs an implementation guide • Regular updates depending on arising health & safety circumstances e.g. chikungunya/ebola	• Should be led by MoE because they have jurisdiction over schools but in collaboration with the following agencies: 1. NDOs 2. Ministry of Health 3. Government Information Service	• Certification should be national but based on regional standards with adherence to best practices
Group 5 DRR Toolkit and MSSP	• DRR Toolkit: Yes, with clarification • It is applicable	• MSSP: Incentivise • If mandatory ramifications for non-compliance	• Dependent on mandatory / incentivize / NDO or Ministry or other agency	• What is intent of certification? Is it a mandatory requirement? Are there incentives? • Need to look at the

Table 2: Role Play Results by Group

Group and Topic	Are the DRR toolkit / MSSP relevant and applicable to regional schools? If so why or why not?	What changes or improvement would you make to make it more relevant?	Who should lead this? Ministries or individual schools? Please give your reasons.	Where should school safety certification be focused, regionally or nationally?
	• MSSP: Relevant but has fundamental issues, i.e. delivery issues, MER?? needs to be considered regarding capacity, validation and inadvertent impacts • It is too much!			ramifications • Will it be public and private? • What about non-compliance, capacity or penalties? • How often to recertify, i.e. 5, 10 years, etc? • Modalities and standards need to be established • M&ER – Capacity to facilitate • MSSP: Level of autonomy for certification • Key sectors represented – education, DM, Health, Security, Public Works, Transport ...

In discussion about the exercise it was queried as to whether it might be feasible to draw on other PS Safe Schools policies and whether learning from these policies be incorporated into the Toolkits? Jamaica has several policies and guidelines that may be useful.

8 Action Planning Workshop to Sustain These Tools within the Caribbean Education System

The purpose of this session was to validate and build on the input of pilot countries during the upgrade of the DRR Toolkit and the development of the MSSP. The findings and recommendations will be used to guide further work by CDEMA and other regional agencies.

To gain input from participants a workshop was carried out using the Consensus Workshop Method². This method was developed by the Institute of Cultural Affairs (ICA)² and designed to help people think together and to work as teams. A step-by-step process, it begins with a focus question which will be answered in the workshop. In the case of the CDEMA meeting the focus question was ***“What actions are necessary for these tools to be adopted and sustained?”***

To begin, participants were asked to brainstorm answers to the focus question individually, and then share their three best ideas with others in small groups. After some discussion, the teams selected their best ideas and wrote them on cards (one idea per card, 3-8 words and to be written in 1” letters). These were passed forward to the facilitator who, with the group’s direction, organized the ideas into clusters of similar ideas on a sticky wall³. Little by little like-minded ideas were grouped on the wall until none were left ungrouped.

Next was ‘the naming step’, where the facilitator encouraged the group to give a title to each of the clusters. In this step the group read the cards in each cluster and then named them according to the focus of the actions within the cluster.

The next step was for participants to choose which actions should get priority attention and who should take the lead on implementation. Participants were given three colors of dots for assigning agencies. Green was for CDEMA, Red for National Disaster Organisations and Blue for Ministries of Education. Figure 1 shows the actions put forward by the group and through the dot voting exercise, which actions should get priority attention and who should take the lead on following through.



The agenda called for repeating the consensus workshop on the second day to answer the focus question, “What actions are necessary to integrate Disaster Risk Management into the Education Sector in CDEMA Participating States?” However, the group realized that the same actions would apply to that question.

² The Institute of Cultural Affairs in the U.S.A. (ICA-USA) is a private, non-profit, social change organization that promotes positive change in communities, organizations and individual lives. ICA Head Office: 4750 N. Sheridan Road, Chicago, Ill, 60640, <http://www.ica-usa.org/>.

³ A nylon sheet sprayed with a non-permanent adhesive that allows for the repositioning of cards by a facilitator.

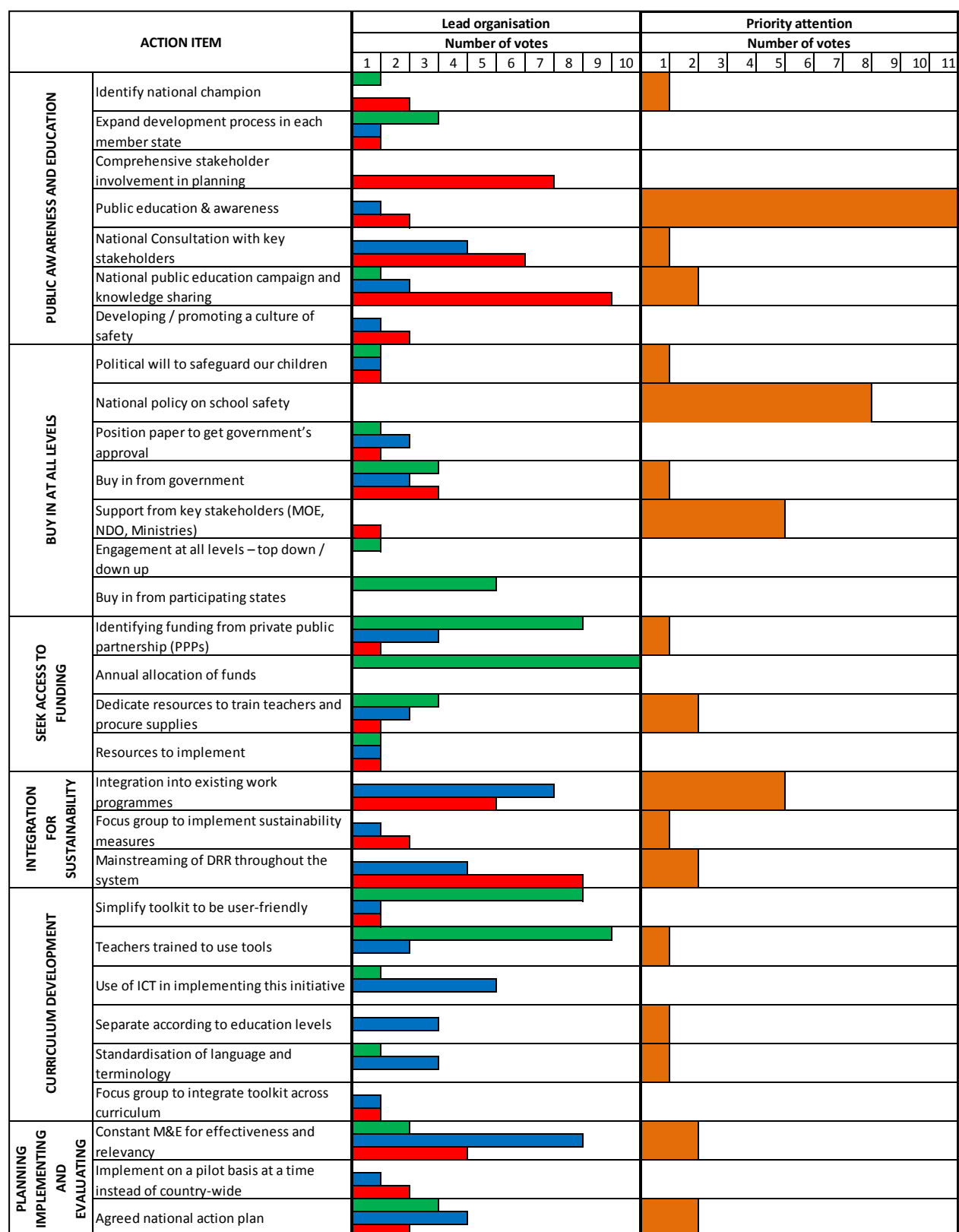


Figure1: Actions to integrate and sustain CDEMA disaster management tested tools and disaster management in general into education in CDEMA Participating States with priority actions identified. Key: CDEMA (green), Ministries of Education (blue) and NGOs (red).

9 Integrating Disaster Risk Management into the National Education Sector (DAY 2)

The workshop received presentations on the work that CDEMA Participating States have done to integrate CDM into Education. A Q&A session followed each presentation.

9.1 Trinidad and Tobago

A presentation on DRR education in Trinidad and Tobago was offered by Ms. Timal, Training and Development Officer of the Office of Disaster Preparedness and Management (ODPM).

- She noted that their strategy is linked to HFA Strategy 2005-2015 in particular the outcome ‘Use knowledge, innovation and education to build a culture of safety and resilience at all levels.’
- She advised that the 4th National Annual Primary Schools Quiz focused on developing a more disaster resilient nation.
- She advised of the creation of the Kid’s Activity Book which is an animated e-book.
- She informed of the ODPM Disaster Shopper Game which is a fun interactive tool used to identify items required in a Disaster Toolkit.
- She noted initiatives launched to carry out DRM into the Education Sector:
 - A teacher’s workshop – Over 200 teacher’s trained in Emergency/Evacuation Planning
 - School Drills – being revamped to lessen the burden faced by Trinidad and Tobago Fire Service and partner with Red Cross’s activities
 - National Disaster Risk Reduction Committee Platform – all sectors and different stakeholders/agencies can assist in influencing the representatives from the Education sector of the DRM cause. “They feel accountable for lack of progress so we appeal to their social responsibility.”

Ms. Timal noted the following challenges:

- Limited resources of stakeholders
- Staff resources
- Funding
- “God is a Trini” Culture in Education Sector, which leads to some complacency about DRR.

Ms. Timal noted some lessons that have been learned:

- Having the Education Sector actively involved in the shaping of content in all initiatives allows for documentation of the Ministry's endorsement of new ideas to promote DRM.
- Streamlining existing projects and accessing approval from line ministries.

She shared the following recommendations:

- Select students to accompany teacher's at workshops
- Make reporting to supervisors in the education sector be discussed at meetings to ensure feedback is recorded
- Maintenance of attendance records from education representatives
- Main Takeaways
 - Give Stakeholders in the Education Sector defined roles
 - Validate and document their challenges and successes
 - Ask for input from the Education sector in initiatives instead of throwing new ideas, they are great advocates for DRM.

9.2 British Virgin Islands

A presentation was offered by Ms. Philomena Robertson, Information and Education Manager from the National Disaster Office of the British Virgin Islands.

- She confirmed that certification runs across all boundaries (daycare through tertiary).
- She noted there are currently 17 schools certified.
- She advised that the Safety Schools certification is valid for 3 years. She further advised that with the launch of the SMART schools project they are encouraging schools to work towards SMART certification.
- She noted that the CDEMA MSSP is modeled after the BVI school safety initiative.
- She advised that DRR is integrated into social studies and science. She further noted that they work closely with BVI DDM to provide professional development programmes for the MOE.
- For schools who do not meet certification, when the assessment is completed, the report is provided to the schools to help fill gaps identified. The BVI DDM also works closely with schools.
- Participants queried what role other government ministries played in the process (Ministry of Finance, Ministry of Works, etc)? She advised that the onus would be on the schools to liaise with the ministries directly.
- Some schools do have corporate sponsors and may utilize these resources. Schools also use existing relationship established through public-private partnerships and school PTAs.
- She recognised that the MOE is responsible for the maintenance of schools. The MOE will then prioritise activities based on availability of funds.

9.3 Anguilla

A presentation was offered by Ms. Susan Hodge, Programme Officer (Community Outreach Preparedness and Education) from the National Disaster Office in Anguilla who shared how DRR education is being implemented there.

- The Department of Disaster Management was established in 2005.
- DRR has been integrated into all levels of the school curriculum.
- In 2009, they hosted summer camp under the theme “We Ready! We Safe!” and took participants through a series of disaster awareness exercises.
- Anguilla implemented the Living Schools Project in 2012.
- Sensitization sessions are offered to bring awareness to the education sector about DRR.
- Safety teams were formed in schools and a draft disaster plan template and manual have been developed.
- Disseminated radio warnings to schools which are linked to the national disaster warning system.
- Interested in capturing past DRR experiences from the older generations, for sharing with the children.
- Advised that Anguilla was the first speaking English-speaking country to be designated “Tsunami-Ready.”

10 Regional Initiatives to Support Integrating Disaster Risk Management into the Education Sector

The workshop received presentations on resources, programmes and initiatives that regional agencies have provided to support mainstreaming CDM into national education programmes. A Q&A session followed each presentation.

10.1 Presentation by UNICEF

A presentation was offered by Dr. Wycliffe Otieno regarding the current programmes of UNICEF.

- He advised that the Child Friendly Schools programme has several pillars. One is the safety and security of children. They look at the classroom and school environment and the coping mechanisms of children during emergencies.
- UNICEF Eastern Caribbean Office covers 12 territories of which 9 are members of OECS.
- UNICEF offers psycho-social support through their ‘Return to Happiness’ initiative which looks at the welfare of the child after a disaster event.
- There is a Global Rapid Response Team (trained education and emergency specialists) who visit countries to provide programmes to help children cope after an event.
- There is an Early Warning/Early Action webpage which provides statistical data on UNICEF countries.

- There is an Education and Emergency Training Programme
- A mid-term review exercise was conducted a few weeks earlier. An outcome of this exercise was the creation of a specific indicator for mainstreaming DRR into Education.

10.2 Presentation by the Barbados Red Cross

Ms. Reynette Royer-Thomas, Coordinator of the Barbados Red Cross provided an overview of the Red Cross Red Crescent Movement.

- The mission: 'To inspire, encourage, facilitate and promote at all times all forms of humanitarian activities by National Societies, with a view to preventing and alleviating human suffering, and thereby contributing to the maintenance and promotion of human dignity and peace in the world.'
- Fundamental Principles: Humanity, Impartiality, Neutrality, Independence, Voluntary service, Unity and Universality
- The Red Cross Caribbean DM Strategic Framework aims to 'establish a foundation on which all Red Cross Red Crescent programmes, projects and interventions in DRR and all actions which contribute to the building of safe and resilient communities can be created, developed and sustained.'
- Inter-American Knowledge Management Platform:
 - Desaprender.org: a social learning network offering a number of tools (blogs, forums, chats, Webstreaming, etc.) to promote informal learning
 - Learning Platform: This platform can offer a significant variety of courses in the form of self-directed and independent learning (CornerStone Technology)
 - Campuscruzroja.org: this second learning platform supports the development of more specialized courses where facilitation by tutors can be provided (Moodle technology).

Ms. Royer-Thomas noted existing and potential resources available to the Caribbean

- The Red Cross Red Crescent has a long tradition of educating communities on disaster risks, increasing safety and resilience through campaigns, informal education, participatory learning and formal school-based interventions.
- National Societies, chapters and programmes have developed a wide array of tools to support these activities. Indeed, in 2005–08, research found that 50 out of 82 National Societies had carried out structured public-awareness and education activities on disaster reduction, 38 per cent of which were connected to children and schools.
- Informal school-based disaster risk reduction education has formed part of Red Cross Red Crescent activities since the 1970s. It is widely practised partly because it is much easier to access than formal education, and because it does not compete with the regular curriculum. Schools welcome the help, and students welcome some fun. Schools also offer the opportunity to develop junior or youth Red

- Cross Red Crescent groups – a continuous source of new members and volunteers. This is especially true if teachers can be identified within the school to lead these ongoing groups. Informal education in schools can take many forms, including:
 - Disseminating publications
 - Giving presentations
 - Role play
 - Community-service projects
 - After-school clubs.
- One of the strengths of school-based informal education is that the school can act as a hub to attract the wider community, through special programmes, by showcasing student work and by sending messages home with students. Just like other strategies, the potential benefits of informal education will be reached through scaling up, consistent messaging and a focus on behaviour change.

10.3 Presentation by the Jamaica's Office of Disaster Preparedness and Emergency Management

Ms. Judanne Lennox Training Manager gave a presentation on the Office of Disaster Preparedness and Emergency Management.

- National Disaster Plan stipulated Standard Operating Procedures for all segments of the disaster management cycle as well as specific roles to be undertaken by the varying departments, ministries and agencies.
- Outlined some DRR initiatives related to Education

Ms. Lennox explained the Child Friendly Disaster Management and Response.

- Aim: To guide planners and implementers in preparing for and responding to an emergency, taking into consideration the needs of children in emergency situations.
- Funded by UNICEF and based on international standards and core commitments
- Standards include Health, Water and Sanitation, Food and Nutrition, Shelter, Education, Child Protection and Psycho-Social Support.

She described the School Emergency Response Capacity Project.

- Title: Protecting Children in emergencies by Strengthening the Capacity of School and Surrounding Communities to respond to Disasters – Phase 1.
- Funded by UNICEF
- Aim: To strengthen the capacity of schools and their surrounding communities to protect children during emergencies
- Targeted 30 schools

- Main activities include:
 - Training of teachers and staff
 - Defining a clear communication structure between MOE and ODPEM
 - Establishing CERTS in the communities of the 30 schools targeted
 - Educational material developed for use in schools

Ms. Lennox explained the USAID OFDA School Safety Course.

- Facility focus
- Assessment of the school plant structure
- Envisioned to bolster other “soft mitigation” strategies employed in the schools.
- Recently introduced
- Included the training of school representatives

She spoke of the Living Schools Risk Reduction Project.

- One school targeted to employ varying methods to reduce facility vulnerability as well as social vulnerability.
- Activities include the procurement of response equipment
- Sensitization and completion of the EPRP
- Retrofitting of the auditorium which is a priority shelter
- Water harvesting and guttering to promote eco friendly approaches

Current Tracks in Jamaica include:

- Review of current public education tools specifically for children
- The updating of our community hazards manual which can also be used in late primary to secondary school- JICA
- Project initiatives aimed at a parish or community level is crafted to have purposeful impacts on critical facilities such as schools
- Synergize activities between MOE, ODPEM and other children focused ministries such as MYCD

Recommendations she offered were to:

- Promote disaster preparedness through a mass marketing strategy
- Institutionalize a more robust social media operations strategy
- Incorporate emerging areas of disaster management such Climate Change Adaptation, Gender and Psychosocial support
- Develop a Mainstreaming Monitoring Framework equipped with training packages, exercise and plan testing and medium term support.

11 Working Group Presentations on Implementing DRR in the Region

11.1 Sharing What is Happening across the Region

In this session participants shared with each other in their working groups about the ways their organisations are implementing DRR education in their countries. They responded to the following:

- What initiatives are currently taking place regarding DRR education in your country?
- What initiatives are “in the pipeline,” or the planning stages?
- How can we support each other in furthering DRR education as we go forward?

The working groups documented the results of their discussions on flip charts.

Current Initiatives - Anguilla	In Process
• Hazard assessments in the education sector • Child Friendly School Initiative • Resources – Riskland, ABC, Into the Eye • CLASP summer camp • Tsunami ready awareness • Living Schools Project • Sensitisation sessions • Safety plan template and manual • Disability workshops • First aid, CPR training	• Education and awareness – video, jingles, play, Disaster Badge, Intergenerational project • Curriculum improvement – social studies
Current Initiatives - Bahamas	In Process
• 70% of schools produced an emergency plan • School Safety Plan – USAID	• Link schools to emergency disasterware housing programme, throughout chain of islands • Connecting and supporting each other • Establish linkages and partnerships • Exchange visits • Share best practices • Social media platform • CDEMA interactive platform
Current Initiatives – British Virgin Islands	In Process
• Safe Schools Initiative • Sustained Mitigation Adaptation and Resilience Techniques (SMART) • School pilot (Safe Hospital PAHO, Teen certification team model) • Certification and Associate Degree at HLSCC • Safe Building Course at HLSCC • Training procurement and distribution of safety tools • Summer camp for students • Equipping schools with safety devices • School health and safety policy	• Expansion of SMART Schools pilot • Developing ECI emergency preparedness standards from MoE supported by DDM • Further integration of DRR in curriculum

• School disaster management plans • School and business simulations (evacuation drills) • Regional development for teachers • DRR curriculum reform • Teaching materials and work books	
Current Initiatives - Grenada	In Process
School's Disaster Management Plan • Ministries develop emergency plans - simulations and drills • Plans integrated into curriculum – social studies, geography, science • DRR booklets funded by UNICEF re hazards • Disaster presentations by NADMA officials • Essay competition organized by NADMA • Public education through jingles, commercials, fire drills and billboards • Participation in Caribwave (regional response coordination) exercise • Building back better after Hurricane Ivan (2004) • Safer building codes • Disaster Preparedness Week	• Full integration of DRR into curriculum • Teacher training in collaboration with NADMA • Production of work books / activities for children • Increase public awareness campaigns • Closer collaboration with UNICEF, Red Cross and CDEMA (human and financial resources) • Greater use of various media – social and others plus new technology such as Skype, etc.) • Intentional targeting of churches, NGOs and statutory bodies • Greater collaboration with other countries in the region (webinars) • Sharing of technical personnel and best practices
Current Initiatives - Guyana	In Process
• Protocol for Safe and Secure Schools • Integrated the CARICOM Health and Family Life Education (HFLE) guidelines • Safe School Pilot in 14 schools • Climate change for education in 15 primary schools • Launch of public education programme in all schools – competitions • National survey re awareness of disaster preparedness • Establishment of Climate Change Committee • Capacity building – educators policy makers, specialists, persons with disabilities • National Action Plan for Climate Change in Schools • Television series • Film – nursery level • Mangrove Awareness Programme • Introduction of disaster awareness material – jingles, PSAs, tool kits	• Flood monitoring programme in schools via clubs disaster • Continuation of national campaign • Projects integrated into curriculum to enhance disaster preparedness volunteer system in schools
Current Initiatives - Jamaica	In Process
• DRM sector focus • UNICEF EPRP Project	• Developing a more robust voluntary core using the White Helmets model

• Safe Schools Initiative (MoE) • Training and Exercise Request Form • Child Friendly Guidelines in Emergency Response (ER)	• Disaster preparedness clubs • More child friendly DRM material • Updating of child friendly manuals • Expanding training • Youth and youth stakeholder's forum (regional thrust from CDEMA); All stakeholders in education, youth and culture, g Government and NGOs • Regional DRR /DRM internships across CDEMA participating states (focus on DRM in education)
Current Initiatives - Montserrat	In Process
• Partnership with RC in the School Safety Program (hazard mapping and VCA) etc. • DDE revival to strengthen community emergency response – focus on youth • Use of a popular contemporary media to impart DRM knowledge • CDEMA / FAO / BC L.S. created two books about DRM	• Use of hazard specific campaigns e.g. earthquake awareness • Training for teachers under the Child Friendly Schools Initiative • Using youth groups to push DRM agenda e.g. Boys Brigade • Using a merit system
Current Initiatives – St. Kitts and Nevis	In Process
• Training of teachers • Production of school safety manual • Regular evacuation drills • Outfitting schools with equipment/ supplies • Liaising with other stakeholders • Have abolished use of schools as shelters • All schools have developed school safety plans	• School Safety Policy • More direct student involvement – competitions • More widespread, deliberate, discrete instruction in DRR / CDM
Current Initiatives – St. Lucia	In Process
• School Safety Programme (St. Lucia) • School safety course – USAID • Individual school safety plans • 32 certified first aid instructors • School safety policy before Cabinet • Starting branches of Red Cross / St. John's Ambulance In schools • Child Friendly School • School crisis management policy – (working draft Dominica) • Return to Happiness • Psychosocial • 3 joint regional initiatives (UNICEF) Best practices • Human Resource / Technical • Collaboration among local agencies engaged in DRR	• Current • Use of Critical Mgt H/BK • School Safety Policy (SVG) • All safety and security policies have been (are being) renewed (Jamaica) • Certified search & rescue training (ALL) • DM incorporated in health and family life curriculum (Jamaica, TCI) plus all national curriculum

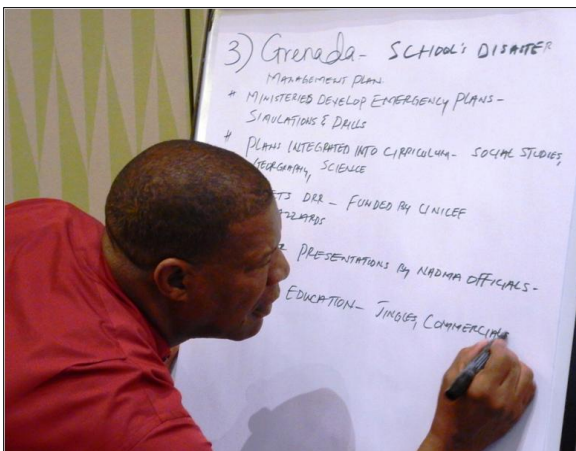
Current Initiatives – St. Vincent and the Grenadines	In Process
• Over 300 teachers trained in USAID School Safety Course • Participated in CDEMA Safe Schools pilot • Tsunami SMART Training with teachers, students, hoteliers and other coastal stakeholders • Using the SRC teacher and student workbooks, trained two teachers from each school in SVG and students from different schools. • School disaster planning training piloted in four schools and outfitted four schools with safety equipment (first aid kits, fire extinguishers and training to the team). • Officer installed to deal with school safety at MOE • Public servants from each department/ministry trained in developing department plan at junior, middle and senior level. • MOE working on school safety policy. • An 'All Hazards' public education and awareness campaign targeting schools at all levels, churches and the private sector. • 'April Volcano' awareness activities collaborated with Seismic Research Centre (SRC) • Highlight educational field tour to the La Soufriere Volcano under the guidance of scientist from SRC • Workshops with students and communities from the red volcano hazard zone to teach them about volcano the risk. • May Hurricane Awareness • Hurricane Whistle Stop/Caravan - with speakers mounted on a truck playing disaster preparedness music and moving across the island announcing hurricane preparedness information and other hazards specific information. • Collaborated with SRC, Red Cross "Think Tank" project to produce PSA on volcano risk (one will be specific to Dominica and one to SVG). • Collaborated with the SRC and University of East Anglia on the STREVA Project to produce documentary about persons living in the Red Zone when the volcano erupted in 1979. • Collaborated with the USAID / OFDA and the MOE to train early childhood teachers in SVG • Working with private sector to develop their Business	Policy school safety to be released MOE to lead in school safety – have officer appointed Release documentary for PSA – a Red Cross project Release films – recording experiences from 1979 volcanic eruption Union Island to be Tsunami Smart • Develop teen certification • Encouraging the MOE to integrate DRR in the school curriculum

Continuity Plan • Worked with the Hotel and Tourism Association and the Tourism Authority to train hoteliers in DRR and to develop their plan • Regular school programme (pre-school up to tertiary level) • Jingles and print material tailored to suit the local context • Assist schools in conducting drills.	
Current Initiatives – Trinidad and Tobago	In Process
• Safer Schools Programme, • Communities Organised and Ready for Emergencies (CORE) • National Volunteer Programme • Introduction to DRM Course (for first responders and members of the public) • Public awareness multimedia campaign • “Let’s Get Ready” - Risk Reduction Management Centres (RRMC) programme - school drills, teachers workshops, NDRRC	
Current Initiatives – Turks and Caicos	In Process
• PSA competition (TCI) • Pilot for Model Schools Safety Toolkit • FA training • Living School Initiative • Public education campaign • Youth certification • Youth links • School disaster planning and drills	

11.2 Going Forward - How to Stay Connected and Continue to Support Each Other

The group posed several ideas about how they could support each other in furthering DRR education in the region. Following are their ideas to maintain a network of DRR education stakeholders. (There was some repetition in the ideas.)

- Provide quarterly regional updates
- Utilise existing internet platforms to foster increased information sharing
- Establish an E-forum
- Engage in technical exchanges (coordinated and financed).
- Use CDEMA Participating States to impact information in regional exam bodies for development of problem case studies (direct impact on education)
- Provide an information platform
- Build a regional contact group
- CDEMA CDM in education
- Points of contact from NDDs, MOE, donor agencies and CDEMA CU
- Creation of a regional resource bank platform. Maintenance and updating of a resource bank is key to this impact!



11.3 Disaster Awareness Game

At the close of the meeting attention was given to a new Disaster Awareness Game (DAG) created by Dr. Virginia Clerveaux from Turks and Caicos Islands. The DAG is a Jeopardy-type game which offers an entertaining way to build awareness about DRR. Several participants were interested in obtaining the game and contact information was provided: email: vclerveaux@gmail.com, website: www.ddmetci.gov.tc

12 Advancing the Integration of Disaster Risk Management into the Education Sector

In this session the group explored the external forces that either support or block their efforts in implementing DRR education. To do this, participants brainstormed factors that will help to advance DRM into the education sector (opportunities) and those factors that will threaten, resist or block their efforts. The factors were then written onto cards, organized on the sticky wall and the groupings of ideas were given a category which was written on the heading card. To do this exercise, members of the group were invited to co-facilitate by organizing the ideas with the help of the group. Table 3 and 4 shows the results of the Assisting and Resisting Factors workshops.



Table 3: Assisting Factors Workshop Results

Focus Question: What factors will assist us in implementing DRR into Education?						
STRONG POLICY FRAMEWORK	INSTITUTIONAL KNOWLEDGE	WELLNESS & ABILITY TO COLLABORATE	FUNDING ENVIRONMENT	EXISTENCE OF TECHNICAL COMPETENCIES	RESOURCES AVAILABLE TO BUILD CAPACITY	STAKEHOLDER PARTICIPATION
Adoption and implementation of policies	Sharing of best practices	Collaboration among local regional agencies	Funding from regional and international donors	Technical capacity resides in region	Resources for teaching and training	Greater demand from public for information
Buy in from Minister	Use of success stories	Intentional inter-agency collaboration	Strong donor support regional & international	Vibrant disaster office	Use of ITC tools to support DRM in education	Feedback from youth
High on development agenda	Enhancing communication and coordination	Identification of local champions	Financial resources	Country specific mainstreaming monitoring tool	DRM training for educational sector	
Promote more harmonized legislation across sectors		MOU with stakeholders	Availability of funds		Production of publications for use in schools like those in BVI, TNT, Jamaica	
An actual regional, but not deadly disaster						
We're passionate about the subject						

Table 4: Resisting Factors Workshop Results

Focus Question: What factors will resist us in implementing DRR into Education?				
WEAK FINANCIAL RESOURCE BASE	LACK OF SHARED VISION	COMPETING INTERESTS AMONG STAKEHOLDERS	AMBIGUOUS POLICY FRAMEWORK	INADEQUATE TECHNICAL & HUMAN CAPABILITIES
Lack of resources	Resistance form key stakeholders	Turf war	Lack of policy legislation	Limited technical capacity
Slow economic growth	Lack of buy-in	Lack of collaboration amongst sectors	Poor governance and unrest	Passive disaster office and NGOs
	Limited political will	Too many autonomous agendas	Lack of consolidated info. Platform for DRR in education	Unwillingness of teachers to implement
	Generational reluctance to hazard awareness	Predetermined donor restrictions	Infrequency in hazard event	Lack of coordination / inadequate preparation of teachers / project
	DRM doesn't get votes!	Absence of proper M&E mechanism		Unproductive staff
	Lack of prioritizing DRM	Competing priorities		Poor knowledge management
	Religious beliefs, i.e. "God loves Trinis"			Failure to produce feasible projects
				Inadequate human resources
				Inactivity in the region

13 Workshop Evaluation

The workshop closed with a participant evaluation of the meeting. Participants were asked to read questions 1 to 7 and rate their experience of the workshop by responding with a number between 1 and 4, where 1 is **strongly disagree** and 4 is **strongly agree**. The results are shown below with percentages of responses. (There were 22 responses and one or two missed questions.) Following the rating participants replied to specific questions and added general remarks.

Evaluation questions	Strongly disagree		Disagree		Agree		Strongly agree		Total No.
	No.	%	No.	%	No.	%	No.	%	
1. The workshop venue was:									
a) Comfortable	1	5		-	8	36	13	59	22
b) Well located		-	1	5	8	38	12	57	21
c) Food and refreshments were adequate		-		-	9	43	12	57	21
2. The workshop content was:									
a) Relevant		-		-	7	33	14	67	21
b) Comprehensive	1	5		-	9	41	12	55	22
c) Easy to understand		-		-	9	43	12	57	21
3. Workshop handouts:									
a) Supported presentation material	1	5	1	5	7	33	12	57	21
b) Provided useful additional information		-	1	5	9	45	10	50	20
c) Were clear and well-organised		-	1	5	7	35	12	60	20
4. The workshop was:									
a) Well paced		-	3	15	12	60	5	25	20
b) Breaks were sufficient		-		-	10	48	11	52	21
c) A good mix between listening and activities		-	2	9	12	55	8	36	22
5. The activities were useful learning experiences	1	5	1	5	9	41	11	50	22
6. The facilitators were:									
a) Knowledgeable		-	2	10	7	33	12	57	21
b) Well-prepared	1	5	2	9	4	18	15	68	22
c) Responsive to participants' questions		-	1	5	9	43	11	52	21
7. The workshop objectives were met		-	1	5	9	45	10	50	20

8. What did you like best about the workshop?

- Interactive sessions
- Country presentations
- Meeting other participants that affect and exposure to multiple variables/factors that affect CDM / DRR
- Facilitation - engendered active participation
- Group activities
- The sequencing of activities was very good. The facilitation kept things moving.
- I like getting feedback from other educational sectors across the region to discussing our NORPC.
- The information presented was relevant to our current situation.
- Discussions
- Sharing and the group / team work.
- Group work

- Inter-activeness
- Hearing about best practices in other countries
- Sharing of information, introductory info session
- Well organised - relevant information
- It allowed for the sharing of a lot of information and learning tools.
- Knowledge exchange
- Gaining knowledge from other countries and seeing how we can collaborate.
- The group work where experiences were shared.
- The opportunity to hear / share about initiatives being done re integration of DM into the educational sector as well as the resources, initiatives, programmes to support mainstreaming CDM. Countries sharing.

9. What did you like least about the workshop?

- How the time was allocated, particularly the first day.
- Having to find my own dinner. I would have preferred a smaller stipend but on-site dinner.
- Nothing
- Working too late in the evening.
- Afternoon sessions should have been more interactive. Sessions should end by 4:00 pm.
- Too short. Need another day.
- Not sticking to the schedule.
- Not enough time for some sessions.
- Repetition via various presentations.
- The lack of participation by some participants.
- Not too much time allowed for discussion and question
- My support representative faced challenges in attending.
- Not being able to really examine the toolkit.
- The coolness of the air conditioning at the workshop venue.

10. General remarks, suggestions

- CDEMA ought to secure funding to conduct trainings re the kits specifically and DRM / DRR in general in each CDEMA member country. Some of us like St. Kitts still need intense, dense assistance and support to take the kit from theory to action and practice.
- Very informative workshop. Good sharing of activities by member states.
- It was a very productive workshop. I am happy I came and on my return will be reviewing and building on our efforts in the area of DRR. All the facilitators and presenters did a great job.
- I think the use of the board is great for documenting similar trends of thinking across sectors and seeing the value in certain opportunities, resisting factors. However, for this group the scribing and sharing via flip charts seemed to have persons more engaged.
- Timely seminar, very relevant information. Afternoon sessions should have greater activities to keep interest.
- Generally a fairly good workshop.

- Would love if there is follow up sessions and more dialogue to support the programme. There is need for more regional support to facilitate buy in from the officials in the Ministry - Minister, PS, Chief Education Officer.
- The day's workshop was too long; this includes both days.
- Keep up the progressive work initiatives CDEMA.
- Perhaps a network and mechanism where we can share and be physical resources for our sister states. (2) Regional printing of resources at reduced cost. (3) Regional public awareness campaign coordinated at the national level.
- Overall the workshop was well executed. It provided a platform for the sharing of best practices in advancing DRR into the education sector. It was on all exclusively learning and sharing experience which has enhanced my understanding and commitment toward DRM in the educational sector.



Appendix 1 - Workshop Agenda

REGIONAL WORKSHOP ON ADVANCING THE INTEGRATION OF COMPREHENSIVE DISASTER MANAGEMENT (CDM) INTO EDUCATION IN CDEMA PARTICIPATING STATES

Hilton Barbados; 2nd – 3rd October, 2014

Meeting Objective

This workshop seeks to apprise regional education and disaster management practitioners of the resources available for integrating Comprehensive Disaster Management (CDM) into Education in CDEMA Participating States. The workshop will also be a forum for identifying and articulating progress, challenges, new opportunities and concrete actions for advancing the mainstreaming of CDM into national education systems.

The Specific Objectives of the Meeting are to:

- i. Review the upgraded CDEMA CDM Education Toolkit and Model Safe Schools Programme.
- ii. Capture and share lessons learned from the piloting phase of the Toolkit.
- iii. Identify any remaining gaps and make recommendations for addressing these gaps.
- iv. Identify entry points, and critical actions for integrating the Toolkit into the education systems of CDEMA Participating States.
- v. Develop a regional action plan for the sustained use of the CDEMA Disaster Risk Reduction Education Toolkit and Model Safe Schools Programme in the education programmes of CDEMA Participating States.
- vi. Identify challenges and opportunities for integrating disaster risk management into national education.

Day One – Thursday, October 2nd

Timing	Activity
8:30 – 9:00 a.m.	1. Registration
9:00 – 9:30 a.m.	2. Opening Remarks <i>Mr. Ronald Jackson, CDEMA Executive Director, and representatives from the Education Sector Sub-Committee and Department of Emergency Management, Bdos</i>
9:30 – 10:00 a.m.	Break
10:00 – 10:30 a.m.	2. Introductions, anticipations and review of the agenda
10:30 – 10:45 a.m.	3. Presentation; Regional Comprehensive Disaster Management Strategy 2014-24 <i>Includes the role of the education sector in achieving the goals of the Strategy, and CDEMA initiatives and support for education and training.</i>
10:45 a.m. – 12:15 p.m.	4. Presentation of the CDEMA Education Toolkit and Model Safe School Programme and Toolkit <i>The workshop will receive a presentation on the upgraded Toolkit. A panel of representatives from pilot countries; TCI, Anguilla and St. Vincent will also share their experiences, lessons learned and recommendations. A Q&A session will follow</i>

12:15 – 1:15	Lunch
1:15 – 2:30 p.m.	5. Role plays of DRR Education Kit Learning Activities and Model Safe School Assessments <i>Role plays will familiarise participants with the DRR Education Kit Learning Activities and Model Safe School Assessments. Followed by a Reflection on the exercise</i>
2:30 – 3:30 p.m.	6. Stakeholder Review of the Upgraded CDEMA Toolkit <i>Small groups evaluate DRRE Kit and the Model Safe Schools Toolkit - Table reports</i>
3:30 – 4:50 p.m.	7. Workshop to outline broad actions for sustaining the use of these tools within the Caribbean education system. <i>This session will validate and build on the input of pilot countries during the upgrade of the Toolkit. The findings and recommendations will be useful for guiding the work of CDEMA and other regional agencies.</i>
4:50 – 5:00 p.m.	8. Reflection on the day and conclusion of day 1

Day Two, Friday, October 2nd

Timing	Activity
9:00 – 9:15 a.m.	1. Warm up activity
9:15 – 9:30 a.m.	2. Recap of Day One
9:30 – 11:00 a.m.	3. Integrating Disaster Risk Management into the Education Sector: The National Experience <i>The workshop will receive presentations on the work that CDEMA Participating States have done to integrate CDM into education. Q&A sessions will follow each presentation.</i>
11:00 – 12:30 p.m.	4. Regional Initiatives to Support Integrating Disaster Risk Management into the Education Sector <i>Discussion: the workshop will receive presentations on resources, programmes and initiatives that regional agencies have to support mainstreaming CDM into the national education programme.</i> <i>Q&A sessions will follow each presentation.</i>
12:30 – 1:30 p.m.	Lunch
1:30 – 3:00 p.m.	5. Advancing the Integration of Disaster Risk Management into the Education Sector <i>The workshop will utilise participatory activities to explore the factors that will help to advance DRM into the education sector (opportunities) and the factors (threats) that will resist or block our efforts.</i>
3:00 – 4:30 p.m.	6. Consensus workshop to brainstorm actions that will help to integrate Disaster Risk Management into the Education Sector in CDEMA Participating States. Assign priority and key actors
4:30 – 5:00 p.m.	7. Reflection on the day, next steps and participant evaluation of the workshop

Appendix 2 - List of Participants

NAME	ORGANISATION	POSITION	CONTACT DETAILS
Lawrence Bethel	National Emergency Management Agency (NEMA)	Operations/Training Officer	Churchill Building, Rawson Square, Base Street, Nassau The Bahamas (Interim) Gladstone Road, Nassau The Bahamas (Permanent) Tel: 242 397 7044; Cell: 242 434 5023; Fax: 242 326 5452 Email: lukebethel@bahamas.gov.bs lukebethel55@gmail.com lukebethel@hotmail.com
Michael Blake	Ministry Of Education , St.Kitts	Senior Education Officer	Stanford Building, Golden Rock, Basseterre, St.Kitts Tel: 869-465-8886 (h); 869 467 1408 (W); Cell: 869 669 0984 Fax: 869 466 7443; Email: michaelsblake69@yahoo.com
Clare Browne	Ministry Of Education, Science And Technology	Deputy Director Of Education	Government Office Complex, Queen Elizabeth Highway, St. John's, Antigua and Barbuda Tel: 268 462 4959; Cell: 268 772 5023; Fax: 268 462 4970 Email: clabro@hotmail.com
Maria Charles Viechweg	Ministry of Education	Curriculum Officer (Head of Curriculum Ag)	Botanical Gardens, Tanteen St. George's Grenada Tel: 473 440 2737; Cell: 473 456 6909; Fax: 473 440 6650 Email: loumay13@yahoo.com
Virginia Clerveaux	Department of Disaster Management and Emergencies (DDME)	Director	1360 Customs Complex, Leeward Highway, Providenciales, Turks and Caicos Islands Tel: 649-946 4521,4177; Cell: 649 232 4462; Fax: 649 941 4532; Email: vclerveaux.ddme@gmail.com vclerveaux@gov.tc
Jillian Douglas Phillip	Ministry of Education and Culture	Chief Education Officer (Ag.)	P O Box 72, Central Administration Complex, Road Town, Tortola, VG 1110, Virgin Islands Tel: 284 468 2036; Cell: (284) 468 8784; Fax: (284) 494 5421 Email: JDOUGLAS-PHILLIP@GOV.VG
Gayle Drakes	Caribbean Disaster Emergency Management Agency (CDEMA)	Education & Training Specialist	Building#1, Manor Lodge Complex, Lodge Hill, St. Michael, Barbados Tel: 246 425 0386; Fax: 246 425 8854 Email: gayle.drakes@cdema.org
Dulci Duurham	National Coordination Centre for Disaster Management	Office Manager	Kwattaweg # 29, Suriname Tel: 597 520840,426416; Cell: 597 861 1731; Fax: 597 474320 Email: nccr@sr.net , duurhamd@hotmail.com

NAME	ORGANISATION	POSITION	CONTACT DETAILS
Sandra Fahie	Department of Education	Education Officer, Curriculum	Department of Education, The Valley, Anguilla Tel: 264 497 5403/5704; Cell: 264 584 2136; Fax: 264 497 3721 Email: sandra.fahie@gov.ai sandrafahie@outlook.com
Idelia Ferdinand	Ministry of Education	Graduate Assigned to Education, Research, Information and Communications Technology Department	Halifax Street, Kingstown, St. Vincent and the Grenadines Tel: 784- 457 0718; Cell: 784 526 6767 Email: ideliafd@hotmail.com , ideliaf@gmail.com
Melanie Fontaine	Ministry of Education and Human Resource Development	Chief Education Officer (Ag.)	Education Building, Cornwall Street, Roseau, Commonwealth of Dominica Tel: 767 266 5514/266 5571; Cell: 767 295 8879 Fax: 767 448 1701 Email: chiefeduoff@education.gov.dm spedecedom@yahoo.com
Glenn Francis	Ministry of Education	Director of Education	Government Headquarters, Brades, Montserrat Tel: 664 491 2541/3209; Cell: 664 495 9126; Fax: 664 491 6941; Email: francisg@gov.ms
Shelly-Ann Harper	UNICEF Eastern Caribbean	Early Childhood Development Specialist	1st Floor UN House, Marine Gardens, Christ Church, Barbados Tel: 246 467 6171,6000; Fax: 246 436 2812; Cell: 246 836 9971; E-Mail: sharper@unicef.org
Kerry Hinds	Department of Emergency Management	Deputy Director	Department Of Emergency Management No#30 Warrens Industrial Park St.Michael, Barbados Tel: 246 438 7575; Fax: 246 421 8612 Email: kerry.hinds@barbados.gov.bb
Susan Hodge	Department of Disaster Management	Programme Officer, Community Outreach Preparedness and Education	P.O. Box 60, The James Ronald Webster Building, The Valley, AI-2640, Anguilla Tel: 264 497 2926; Cell: 264 584 0653; Fax: 264 497 3134 Email: susan.hodge@gov.ai
Natalie Hutchinson		Senior Development Officer	Development Section, Bishop's Court Hill, St. Michael, Barbados Tel 246 629 3588; Fax 246 629 3623 Email: Natalie.Hutchinson@international.gc.ca

NAME	ORGANISATION	POSITION	CONTACT DETAILS
Ronald Jackson	Caribbean Disaster Emergency Management Agency (CDEMA)	Executive Director	Building#1, Manor Lodge Complex, Lodge Hill, St. Michael, Barbados Tel: 246 425 0386; Fax: 246 425 8854 Email: ronald.jackson@cdema.org
Sherrod James	National Office of Disaster Services (NODS)	Deputy Director	P.O. Box 1399, American Road, St. John's, Antigua and Barbuda Tel: 268 460 7075, 562 2144; Cell: 268 464 8457; Fax: 268 462 4742 Email: nodsanu@gmail.com , Sherrod.james@gmail.com
Bernezh Khodra	Ministry Of Education, Human Resource Development And Labour	Schools' Safety Co-Ordinator	3 rd Floor, Francis Compton Building, Waterfront, Castries, Saint Lucia Tel: 758 720-1198, 452-5088, 468 5256; Cell: 758 720-1198 Fax: 758 453 2299 Email: bernezhkhodra@yahoo.com
Pamela Knights	Caribbean Disaster Emergency Management Agency (CDEMA)	Communications Specialist	Building#1, Manor Lodge Complex, Lodge Hill, St. Michael, Barbados Tel: 246 425 0386; Fax: 246 425 8854 Email: pamela.knights@cdema.org
Judanne Lennox	Office of Disaster Preparedness and Emergency Management (ODPEM)	Training Manager	2-4 Haining Road, Kingston 5, Jamaica Tel: 876 906 9675/5; Cell: 876 442 1727; Fax: 876 754 3229 Email: jlennox@odpem.org.jm
Coleridge Minto	Ministry of Education (MOE)	Director of Security and Safety in School	56 Duke Street, Kingston, Jamaica Tel: 876 922 8028; Cell: 876 852 4605 Email: coleridge.minto@moey.gov.jm presidentcsm@yahoo.com
Velda Otave-Joseph	National Emergency Management Organization (Nemo)	National Disaster Coordinator (Ag.)	Bisee, Castries, Saint Lucia Tel: 758 452-3802; Cell: 758 484-9860; Fax: 758 453 2152 Email: Director@Nemo.Gov.Lc
Wycliffe	United Nations Children's Fund (UNICEF)	Chief of Children's Education	UNICEF Office of Eastern Caribbean UN House, Marine Gardens, Christ Church Tel: 246 467 6176; Cell: 836 9976
Houlida Peters	National Emergency Management Organisation (NEMO)	Training Officer	Old Montrose, Kingstown, St. Vincent and the Grenadines Tel: 784-456-2975; Cell: 785-530-5814; Fax: 784-457-1691 Email: nemosvg@gmail.com , houlida21@gmail.com

NAME	ORGANISATION	POSITION	CONTACT DETAILS
Elizabeth Riley	Caribbean Disaster Emergency Management Agency (CDEMA)	Deputy Executive Director	Building#1, Manor Lodge Complex, Lodge Hill, St. Michael, Barbados Tel: 246 425 0386; Fax: 246 425 8854 Email: Elizabeth.riley@cdema.org
Philomena Robertson	Department of Disaster Management	Information & Education Manager	Department of Disaster Management #3 Wailing Road, MacNamara, Tortola VG1110 Virgin Islands Tel: 284 468 4200; Fax: 284 494 2024 Email: PRobertson@gov.vg
Reynette Royer	Red Cross Caribbean Disaster Risk Management Reference Centre	Coordinator	International Federation of Red Cross and Red Crescent Societies Barbados Red Cross Society, Warrens, St. Michael, Barbados Tel:(246) 417 1530/2727; Fax (246) 417 1540 Email reynette.royer@ifrc.org
Danielle Skeete	Department of Emergency Management	Programme Officer	Department Of Emergency Management No#30 Warrens Industrial Park St.Michael, Barbados Tel: 246 438 7575; Fax: (246) 421-8612 Email: danielle.skeete@barbados.gov.bb
Anne Thomas	Disaster Management Coordination Agency	Assistant Secretary – Information and Outr each	St John's, Montserrat Tel: 664 491 7166; Cell: 664 493 5686; Fax: 664 491 2465 Email: thomasa@gov.ms
Trevor Thwaites	Government Information Service (GIS)	Senior information Officer	Ministerial Complex, Botanical Gardens, Tanteen, St George's, Grenada Tel: 473 440-2061; Cell: 473 538-3696 Email: tmtboutya@yahoo.com
Arlini Timal	Office of Disaster Preparedness and Management (ODPM)	Training and Education Officer	4A Orange Grove Road, Tacarigua, Trinidad and Tobago Tel: 868-640 1285; Cell: 868 777 1580; Fax: 868 640 8988 Email: atimal@mns.gov.tt
Glenroy Tousaint	Department of Local Government and Community Development	Assistant Local Government Commissioner (ag)	High Street Roseau, Commonwealth of Dominica Tel: 767 266 3929; Cell: 767 275 4738; Fax: 767 448 4717 Email: tousg_69@hotmail.com
Dr. Keran Toussaint	Department of Education	Education Officer	PO Box 186, Lighthouse Road, Grand Turk Turks and Caicos Islands Tel: 1 649 946 2840,2319; Fax: 1 649 946 2500 Email: KBToussaint@gov.tc

NAME	ORGANISATION	POSITION	CONTACT DETAILS
Donna Walker	Caribbean Disaster Emergency Management Agency (CDEMA)	Human Resources Manager	Building#1, Manor Lodge Complex, Lodge Hill, St. Michael, Barbados Tel: 246 425 0386; Fax: 246 425 8854 Email: donna.walker@cdema.org
Gertude Welch	UNESCO	Senior Education Officer	Ministry of Education and Human Resource Development, The Elsie Payne Complex Constitution Road Bridgetown Barbados Tel: 246 430 2753; Fax: 246 436 2411 Email: gwelch@mes.gov.bb

