

**Saint Vincent and the
Grenadines
School Safety Policy (SSP)**

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Acronyms and Abbreviations

AP	Action Plan
APEIS	Assisted Private Educational Institutions and Schools
BoMs	Boards of Management
CCA	Climate Change Adaptation
CEO	Chief Education Officer
CSSI	Caribbean Safe School Initiative
CDEMA	Caribbean Disaster Emergency Management Agency
CDM	Comprehensive Disaster Management
CDMS	Comprehensive Disaster Management Strategy
CSS	Comprehensive School Safety
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
ESD	Education for Sustainable Development
ERC	Education Review Committee
GAP	Global Action Program
GOSVG	Government of Saint Vincent and the Grenadines
JBM	Joint Boards of Management
MoE	Ministry of Education
NEEC	National Emergency Executive Committee
NEMO	National Emergency Management Organization
PEIs	Public Educational Institutions
PEIS	Private Educational Institutions and Schools
PPDB	Physical Planning and Development Board
PPP	Purchasing Power Parity
SBoM	School Board of Management
SDGs	Sustainable Development Goals
SIDS	Small Island Developing State
SFDRR 2015-2030	Sendai Framework for Disaster Risk Reduction
SSP	Safe School Policy
SVG	Saint Vincent and the Grenadines
UNDRR	United Nations Office for Disaster Risk Reduction
UNESCO Organization	United Nations Educational, Scientific and Cultural Organization
WISS	Worldwide Initiative for Safe Schools

Foreword

The vulnerability of our country to multiple hazards underscores the relevance of integrating Disaster Risk Reduction in the Education Sector. Schools have a fundamental role of imparting knowledge as well as shaping behaviours and attitudes. These institutions also provide the best options for the dissemination of information on disaster risk reduction. Although students are considered highly vulnerable to hazards and disasters, they can be effective drivers of disaster risk reduction and climate change initiatives. This policy is about providing the tools to build the capacities and resilience of the school community to ensure children feel safe in their learning environment.

The momentum on safe schools is globally, regionally and nationally very important. The complexity of hazards in the Caribbean requires commitment by Caribbean Disaster Emergency Management Agency (CDEMA) participating states to support the implementation of the Caribbean Safe School Initiative (CSSI). Our country's location in the Atlantic Hurricane Belt and our particular geographical conditions require specific measures to improve schools infrastructural capacity to handle the impact of hazards. The Antigua and Barbuda Declaration on School Safety in the Caribbean- signed by the Minister of Education in April 2017 examines and reaffirms our country's commitment to disaster risk reduction and disaster management in the education sector.

School safety is a multifaceted construct of inclusive health, security, sustainability, and access to information. The Government of St. Vincent and the Grenadines (GOSVG) by developing this policy sets the foundation for the country's school safety guidelines, and further advanced the efforts to guarantee the right to education for the next generations of students. At the same time the policy promote disaster risk reduction and safety of the entire country to minimize the impact of hazards on our economy and communities.

Introduction

As stated by the Global Action Programme (GAP) on Education for Sustainable Development (ESD), the education sector plays a global and fundamental role in achieving the Sustainable Development Goals (SDGs) targets by 2030. However, in light of global climate change conditions, natural hazards pose constant and increasing challenges for this sector's outcomes and improvement in the Caribbean. Disasters triggered by natural hazards have the potential to negatively affect school and community safety, quality of life and development opportunities.

Given that investments in education also lead to more rapid and sustainable economic growth and development (World Bank 2011), improving the safety conditions of schools and minimizing the negative impacts of disasters on education is a priority at the regional and national levels.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has defined, a safe school as one that has a combination of structurally safe learning facilities, DRM at the national and schools levels, and the integration of DRR and resilience education in the curricula. Therefore, in the pursuit of promoting Comprehensive School Safety (CSS), the GOSVG commitment to provide universal access to education extends to the fundamental need of promoting schools which are a safe physical, social and emotional environment where teachers and students can teach, learn and develop.

Furthermore, providing for school infrastructure safeguard is not only a matter of protecting children's and teacher's lives from disaster risks. Besides the potential of causing human losses, physical damage to schools is a contributing cause in the loss of public investment in social infrastructure and the multiplication of social issues that can develop when children are out of school for long periods as a result of disasters. Therefore, this Safe School Policy acknowledges the fundamental role of education in reducing vulnerability and building the country's social and economic resilience, at the national and community levels and to achieve sustainable development.

1. Background and Rationale

1.1 Saint Vincent and the Grenadines disaster vulnerability context

As a Small Island Developing State (SIDS), Saint Vincent and the Grenadines (SVG) is exposed to a variety of natural hazards. Hurricanes, floods, volcanic eruptions, earthquakes, tsunamis, landslides, droughts and fires are among the most common threats to public safety, infrastructure and natural resources of this SIDS. SVG is among the 60 countries most exposed to climate change related hazards, with an estimated USD 11.3 million (PPP) annual average losses caused by natural disasters between 1998 and 2017 (Global Climate Risk Index 2019).

The potential increase in disaster occurrence and magnitude poses excessive challenges for SVG's poverty reduction and sustainable development strategies. Education systems are one of the core components of such strategies, but education is also one of the most impacted sectors when disasters hit. Over the last decade, several Caribbean countries have endured loss of lives for students, teachers and education personnel and severe damage and destruction to educational infrastructure. This provides evidence of the need to focus on improving this sector's disaster preparedness and enhancing the educational community skills and capacities to become more resilient. In fact, although there is no consolidated information on the impacts of natural hazards on the education sector in the Caribbean, figures illustrate the size of the problem: 97% of Grenada's public schools were affected by Hurricane Ivan in 2004; in Haiti, 2010 earthquake caused 38,000 students and 1,300 teachers and education personnel to lose their lives; and the 2017 hurricane season affected 1,700 school buildings in Cuba, and 18,500 school-aged children and 57 schools in Dominica, just to give a few examples (Second Caribbean Ministerial Safe School Forum, 2019).

Hazards have the potential to completely destroy or damage the physical structure and environment of schools, making them unsuitable for use and result in costly repairs or reconstruction. This includes damage and loss of school books, records and other important

documents, computers and other equipment, labs and other supplies that are essential for day to day functioning of the School. Students and staff can be injured or killed in disasters, especially from unsafe structures and faulty equipment. Many institutions lack water storage capacity and back-up electricity, which can delay the reopening of schools after a hazard impact. Such delays can setback the completion of educational programmes especially for those required to do external exams. Moreover, non-resilient communities experience major challenges to get children back to school and recover the full operation of educational activities, as the emergency response, recovery and reconstruction process takes place, usually over during prolonged periods of time (World Bank 2017).

The experiences and loss from disasters can also have traumatic effects on students and staff. There are also new and emerging threats such as cyber bullying, substance abuse and gang related issues, which threaten the safety and security of schools. These issues also need to be taken into consideration and addressed through the national curricula to ensure the best education possible in a safe teaching and learning environment. However, the vulnerability of St Vincent and the Grenadines to multiple hazards underscores the relevance of prioritizing the integration of Disaster Risk Reduction in the Education Sector.

School structures in disaster-prone areas, or that are constructed without shock resistance and climatic standards fail to provide adequate safety and comfort conditions for its users, not only increasing the exposure to natural hazard events, but also causing potential indirect impacts on the learning environment. Moreover, the accumulative impact of disasters makes it harder for the Government to finance and operate school facilities and ensure the continuity of educational services, especially in the poorest areas (World Bank, 2017).

1.2 Policy and Institutional Framework

In 2015, Saint Vincent and the Grenadines, along with most member countries of the world, adopted the Sustainable Development Goals (SDGs), an important part of the 2030 development agenda. In particular, Sustainable Development Goal 4 seeks to “Ensure inclusive and equitable quality education and to promote lifelong learning

opportunities for all". Additionally, the Sendai Framework for Disaster Risk Reduction highlights the importance of providing disaster resistant structures for schools and incorporating awareness of hazards and risk as part of the school curriculum to reduce disaster risk and increase resilience.

The Caribbean Region response to disaster risk reduction is through, the Caribbean Comprehensive Disaster Management Strategy (CDMS) which recognizes the need to reduce vulnerability in the education sector. This is guided by the Caribbean Safe School Initiative (CSSI) and Road Map for School Safety which outlines an enabling environment and three core pillars: a) Safe Learning Facilities; b) School Disaster Management; and c) Disaster Risk Reduction and Resilience Education. These three pillars must be aligned with disaster risk management at all levels (national, regional, district, and local).

At the national level, the institutions with relevant roles for the implementation of the SSP are:

Ministry of Education (MoE)

The MoE's goals and objectives include; (a) To promote the education of the people of St. Vincent and the Grenadines by establishing educational institutions or schools which will foster the spiritual, cultural, moral, intellectual, physical, social and economic development of the community; and (b) To frame all educational policies so as to provide a more valid, comprehensive and relevant educational service directly related to the changing needs of St. Vincent and the Grenadines. The achievement of these goals requires a learning environment that is safe, nurturing, positive and respectful where students are able to learn and staff members can carry out their responsibilities and duties, protected from threats to their physical and emotional wellbeing.

The Ministry of Education in the 2017 to 2018 school year supervised 231 learning facilities with a population of almost 30,000 students and over 2,000 teachers, spread across 13 districts (Ministry of Education, 2019). This represents over a quarter of the population of SVG who could be at an educational institution during the impact of a hazard (Ministry of Education, 2019). Approximately 30% of the country's 150 designated emergency shelters are learning facilities (See Annex 1).

National Emergency Management Organization (NEMO)

The role of NEMO is to aid in the prevention, preparedness, response, mitigation and recovery in relation to hazards, disasters and emergencies.

The National Emergency Executive Committee (NEEC) is responsible for the implementation of the policies and plans of the National Emergency Council (NEC). As such, it has the power to establish sub-committees with specific responsibilities, these could include providing an inspection checklists to be included as part of the schools' safety and DM plans, and technical assistance and support using qualified personnel to carry out the periodical inspections of schools facilities as established in those plans. Inspection ought to cover water, electricity, telecommunications, internet, waste disposal receptacles and fire safety equipment in collaboration with the agencies responsible for these services.

A specific subcommittee for school safety is recommended to help formulate the maintenance and repair recommendations and submit to the head of each educational institution for action.

Ministry of Health (MoH)

The Ministry of Health has as one of its goals to "Provide a nutritional supplement to children attending Pre-Schools and Primary Schools".

The feeding programme of the Ministry of Health seeks to ensure that children are healthy and can enjoy a better quality of life, which is an important part of their learning process.

In collaboration with the schools the ministry will ensure that food handlers on the compound are in possession of a valid health certificate and that meals served on the compound are nutritious.

Physical Planning Department

The Physical Planning Department main role for school safety is the site and construction supervision for all public and private schools and providing technical support for the inspection of public school facilities. The department is also responsible for ensuring that buildings are

constructed in accordance with the standards and guidelines designed to make them safer. There is also support for mapping using Geographic Information Systems (GIS) which should be incorporated to enhance school safety planning.

Roads, Buildings and General Services Authority (BRAGSA)

BRAGSA's is the unit responsible for the management and supervision of the construction and maintenance of roads and buildings, stone-crushing, quarrying and construction operations of the Government of St. Vincent and the Grenadines. They undertake the repairs and maintenance of schools throughout St. Vincent and the Grenadines.

CWSA/Solid Waste Management Unit

All schools should have adequate waste disposal receptacles around the school compound, in offices, classrooms and other rooms. The principal, staff and students should ensure that the school environment is always kept in a sanitary condition.

The CWSA/Solid Waste Management Unit is responsible for collection and disposal of waste from all educational Institutions. Waste collection is usually done twice per week in Kingstown and once a week in rural areas. Additional collection can be done when requested.

All schools should have access to potable water in strategic locations to ensure a healthy and sanitary environment. All schools should also seek to have adequate water storage capacity. Schools with water storage supply should ensure that it is tested and treated at least once per term.

Police Services

The Police Traffic Department is responsible for ensuring that pedestrian crossings are in place and there is proper signage in areas where schools are close to the road.

Fire Department

All schools should have fire safety and suppression equipment and persons trained to use them. Fire safety and suppression equipment

must be inspected and maintained regularly to ensure they are functional when required.

There should be regular inspection of fire safety equipment, such as fire extinguishers, fire hoses, fire hydrants and smoke detectors.

1.3 Legislation

The most relevant laws related to the approval and implementation of this SSP are:

a) Education Act (2006)

This law stipulates the organizational structure and obligations regarding SVGs educational system, as well as the school community characteristics, rights and obligations.

It enunciates certain aspects to be included as part of the education systems' specific goals and objectives' knowledge and skills (Part II, Division 1, Section 3 Subsection 3). However, this enunciation as provided is not restrictive. Therefore, due to the reality and context of SVG, it can be assumed that DRR and CCA are part of the basic knowledge and skills, which the education system should encourage and promote.

For Private Educational Institutions and Private Schools (PEIS), it establishes conditions for registration and operational permits, which incorporate the requirement to comply and follow the standards and procedures for school safety issued by the MoE, in accordance with what is stipulated in Part IV, Division 3, Sections 73-79 of this Act **and any relevant sections following the review and amendment of this Act.**

Regarding the schools management this law determines the power of the Minister to issue specific provisions for schools management, and also the creation of Boards of Management (BoMs) with the competencies to establish policies for the administration, management and operation of the school.

The Act makes provision for the establishment of the Education Review Committee (ERC), which has the role of reporting on the physical condition and maintenance of educational institutions and the suitability of the curriculum.

The Minister has the power to install Special Committees for specific matters and duties (Part II, Division 3, Section 13). Therefore, a Special Committee for School Safety could play a specific role for the implementation of the SSP.

b) National Emergency and Disaster Management Act (2006)

This Act's main objective is to provide for prevention, preparedness, response, mitigation and recovery in relation to hazards, disasters and emergencies as well as the establishment of the National Emergency Management Organisation (NEMO).

NEMO's main competency is to act as the central agency for coordinating disaster management in SVG. Its higher authority is the National Emergency Council, which is responsible for establishing a specific sub-committee in charge of public information, training and education for DRR.

This law also provides for the approval of the National Disaster Management Plan that contains details of arrangements for procedures related to the coordination of this plan with the preparation and implementation of DM plans by Ministries.

Finally, in accordance to what is provided in this Act, Schools Safety Committees, if installed, should coordinate its activities with NEMO's District Disaster Management Committees. Therefore, there is the need for a joint assessment of SVG's district division by the Physical Planning and Development Board (PPDB), the National Emergency Executive Committee (NEEC) and the MoE to ensure adequate coordination for school safety at the district level.

c) Building Code

The Building Code establishes the regulations for the design and construction of new buildings and the alteration, reconstruction, maintenance and occupancy of existing buildings.

According to this Act, the PPDB has the power to authorize specific buildings standards, as in the case of the schools safety and construction standards.

d) Town and Country Planning Act

This act enables the orderly and progressive development of land and the proper planning of town and country areas. The PPDB has the responsibility of preparing local plans, with the designation and demarcation of any land that may be allocated for any public purpose, which includes the identification of safe sites for schools infrastructure (section 8, subsection 5b) and any relevant sections following the review and amendment of this Act.

1.4 Policy Rationale

Following the regional agreements of the Antigua and Barbuda Declaration on School Safety and the Regional Roadmap Implementation, safe schools implementation at the national level has been adopted as a priority by the GOSVG. Furthermore, addressing schools' safety through the definition of specific strategic objectives and actions prioritization is one firm step towards the integration of DRM into development planning as set out by the Caribbean's Comprehensive Disaster Management Strategy 2014-2024. Therefore, the purpose of the School Safety Policy is to guide the development of procedures to improve the safety and security of students, staff and other users of schools, taking advantage of regional efforts for School Safety shared knowledge and promoting the multilevel cooperation for School Safety programs implementation among international, regional, national and local stakeholders.

This policy supports the overarching objective of the National Emergency Management Organization (NEMO) in "enhancing the capacity of St Vincent and the Grenadines to prepare for, respond to, and recover from disasters", and applies to the Ministry of Education, all schools and other institutions of learning in SVG whether private or public. Implementation will be done in collaboration with NEMO and other key stakeholders in SVG and it extends to the wider school community including parents, PTA's, Teachers' Union, School Safety Committees and other school committees and partner agencies.

In accordance with the above stated, the MoE is committed to providing learning environments that are safe, nurturing, positive and respectful where students are able to learn and all staff members are able to carry out their responsibilities and duties, protected from threats to their physical and emotional wellbeing.

Large scale investments in the safety of school infrastructure requires policy changes based on the dialogue between various stakeholders and the GOSVG that takes recommendations into account during the policy implementation process. **Through the development of this policy the Ministry is ensuring that all new or retrofitted schools are guided by the principles outlined in the safe school policy.**

2. Guiding Principles

It shall be the Policy of the GOSVG that the actions towards improving school safety are guided by the following principles:

2.1 Equitable and inclusive access to a safe learning environment

Child protection is the unifying goal of the education sector and every student has entitled access to education. Safety is a precondition of academic success, and therefore providing a safe and respectful environment for the development of students is the shared responsibility of the school community, including government ministries and agencies and security institutions, administrators, teachers, students, parents, and community partners.

Education administrators, teachers and other staff should feel safe in their work environment.

Inclusive educational infrastructure and universal design for universal access are at the core of the Government and school community efforts to achieve equitable access to safe learning facilities.

2.2 Optimal utilization of education resources

A comprehensive approach of School Safety requires the optimal utilization of human and financial resources to provide affordable technical solutions that can be customized to the local context.

The utilisation of construction standards for educational buildings with regards to their location sites, water and sanitation services and climatic performance promotes a more efficient use of the public resources allocated by the Government for educational purposes.

Establishing a baseline of existing school infrastructure and the demand for new school infrastructure, measuring the impacts of disaster risk on the education sector and developing solutions and innovation for safe and resilient school infrastructure can inform resource allocation. In addition, such measures can inform investments for vulnerability reduction of school infrastructure, and further contribute to a more efficient use of public education resources.

2.3 Context based awareness for DRR and resilience

School Safety efforts must focus on developing the culture of safety and resilience communities. Providing access to information on DRR and CCA formal and non-formal educational programmes will contribute to broaden the school community knowledge base to prevent, respond and recover from the impact of disasters. Furthermore, building awareness and capacity of key actors to identify risks and vulnerability is essential to for resilience.

3. Goals and Strategic Objectives

The goals of this policy are: a) to strengthen SVG's institutional systems for DRR and DRM in the education sector at the national and community levels; b) to protect learners and education workers from death, injury and harm in schools in case of disaster; c) to plan for educational continuity in the face of all expected hazards; d) To safeguard education sector investments; and d) to strengthen risk reduction and resilience through education.

As such, this Safe School Policy defines three strategic objectives aligned with the three pillars adopted by the CSSI and defined through the Comprehensive School Safety Framework. The objectives of this policy are:

1. To improve the quality of educational facilities with regard to the safety and comfort conditions that impact students' performance.
2. To enhance the physical, environmental and social protection level of school infrastructure and its users in case of disaster.
3. To increase the awareness of the school community on resilience and DRR.

To achieve these strategic outcomes, the MoE will be the leading institution responsible for the implementation of this policy, with a holistic and multi-hazard approach.

4. Safe School Policy Programs

The SSP programmes and the correspondent priority actions, responsible agencies, expected outcomes and tools are shown in tables 1, 2 and 3. The Government will define the necessary mechanisms for the financing of the SSP's prioritized actions.

Programmes 1:

Development of design, construction, operation and maintenance standards for schools buildings and other educational infrastructure.

Table 1: Safe School Policy Programme 1		S.O. 1		
		To improve the quality of educational buildings with regard to the safety and comfort conditions that impact student performance.		
Programme	Priority Action	Responsible	Associated Outcome	Tools
Development of design, construction, operation and maintenance	Site and building assessment of existing and new educational buildings	LA: Physical Planning SA: MoE, MoW, SBoM, Mobilisation, MoH, NEMO	Increase in students' performance and reduction of school disaster mortality rates and post disaster absenteeism. Reduce psychosocial issues more informed disaster planning and vulnerability reduction	Construction and performance standards for schools buildings; Updated and adapted evaluation forms for construction and performance assessment
	New buildings construction supervision for	LA: Physical Planning SA: MoE,	Defined budget to improve each school Information on risk	Construction and performance standards; USAID inspection guide;

maintenance standards for school building and other education infrastructure.	quality control	MoW, SBoM, MoF	condition of schools Evaluation to include persons with disabilities	CDEMA – Enhanced Building Condition Assessment Tool
	Retrofitting needs assessment of existing school buildings	LA: Physical Planning SA: MoE, MoW, SBoM, Mobilisation, BRAGSA, CWSA, VINLEC	Renovation projects for schools Determination of services, and accessibility gaps according to building codes and standards parameters	Reviewed building code; construction and performance standards; Structural Assessment Checklist; School retrofitting prioritization list
	Implementation of School Maintenance Plans	LA: MoE SA: MoW, SBoM, BRAGSA, CWSA, VINLEC	Reduce loss of instructional time due to service issues Reduce impact on parents and families Timelines for school maintenance developed to incorporate utility agencies.	Guidelines for the formulation of School Maintenance Plans; Mandatory communication system for school maintenance

SO: Strategic Objectives

Source: MOE, 2019

LA: Lead Agency

SA: Supporting Agency

Programme 2:

Standardization and updating of school safety and DRM plans.

Table 2: Safe School Policy Programme 2		S.O. 2		
		To enhance the physical, environmental and social protection level of school infrastructure and its users in case of disaster		
Programme	Priority Action	Responsible	Associated Outcome	Tools
. Standardization and updating of school safety and DRM plans	Implementation of Schools Safe Operation Standards	LA: MoE SA: Ministry of Health, Water Management Authority, CWSA, Police Traffic and Fire Departments	Development of cleared guidelines of expectation regarding the operations standards; Implementation of the DRM plan	MoE approval and publication of Standards; Schools Operation Licences
	Training for multi-hazards risk assessments	LA: NEMO SA: MoE, Police Traffic and Fire departments, VINLEC, CWSA, Physical	Increase awareness of hazards and how to mitigate	Updated training manual simulation tools; Signage

		Planning, Transport and works		
	Formulate inclusive and participatory School Disaster Management Plans (SDMPs)	LA: NEMO SA: MoE, police Traffic and Fire departments	Creation of School Safety Committees and implementation of SDMPs	Updated Guidelines for the formulation of Schools Safety and DM Plans
	Formulate standard operating procedures in case of disaster	LA: NEMO SA: MoE, All government and private sectors; media, FLOW, Digicel	Identification of key agencies; Sending of timely and accurate information on events	Emergency Procedures publication/Directory of key agencies; Comprehensive Schools information digital platform
	Contingency and educational continuity post-disaster planning	LA: NEMO SA: MoE, MoH, CWSA, MoTW, Police (for security)	Set a time limit; Rebuilding the affected area Counseling/Therapy - to bring the affected person to normal	Schools Social workers/counselors training guidelines

SO: Strategic Objectives
Source: MOE, 2019
LA: Lead Agency
SA: Supporting Agency

Programme 3:

Integration of DRR and Resilience into existing formal and non-formal educational programs.

Table 3: School Safety Policy Programme 3		S.O. 3		
		To increase the awareness of the school community on resilience and DRR from a comprehensive and context based perspective.		
Program me	Priority Action	Responsibl e	Associated Outcome	Tools

. Integration of DRR and Resilience to existing formal and non-formal educational programs.	Integrating context-based education for DRR and CCA into national curricula	LA: MoE, Chief Education Officer (CEO) SA: Social Development	Increased number of teachers and students with strengthened DRR and CCA knowledge and capacities	Climate Change Adaptation Policy; DRR and CCA Schools Committees
	Implementation of extracurricular and community based educational projects for DRR and CCA	LA: MoE SA: Social Development	Increased number of extracurricular and community based educational projects strengthened educational community	MoE Annual Operational Plan
	Implementation of a communication strategy to address DRR and CCA at the community level	LA: MOE SA: Social Development	Reduced number of persons negatively affected by natural hazards	Social media platforms Visual material
	Integration of DRR and resilience awareness in cultural events	LA SA: Department of Culture, shows promoters	Increased DRRM and resilience awareness at community level	Cultural events (drama festival, carnival, nine morning etc.)

SO: Strategic Objectives
Source: MOE, 2019
LA: Lead Agency
SA: Supporting Agency

5. Policy Implementation

The Chief Education Officer (CEO) of the MoE will be responsible for developing the administrative principles and procedures for the SSP implementation. The main instrument for this purpose is the Action Plan (AP) for the implementation of the SSP.

Some of the activities to be carried out as part of the AP shown in **Table 4** have already been initiated under the Disaster Risk Reduction and Climate Change Adaptation (DRR/CCA) programme.

Table 4: School Safety Programme Activities

Expected Outcomes	Activities
Development of guidelines for location and design of resilient schools	Work along with the OECS to develop guidelines for safe school design and construction
School building maintenance	Work with schools to identify safety concerns and lobby for repair, retrofitting and enhancing safety of school facilities
Assessment of school buildings	School visits – assembly, PTA, Staff meetings to guide hazard and vulnerability assessment in schools Support primary and secondary schools in conducting hazard assessment
Knowledge attitude practice (KAP) survey	Complete the collection of baseline data on the status of school DRM/Safety plans
Develop disaster/contingency plans for school and the Ministry Of Education (units, department, ministry)	Ensure that all schools have copies of model plans Continue to assist with the development of the plan in schools Provide feedback to school that have submitted plans Work with the Ministry to develop education sector disaster/contingency plan
Conduct simulation exercise and drills	Develop scenarios to test various aspects of school disaster plans Evaluation and feedback Review and update plans accordingly
Develop disaster risk reduction and climate change curriculum	Support the consultants selected on the DVRP to develop and test the curriculum for disaster and climate change in secondary schools
School safety and hazard awareness	Disaster management workshops at various levels in the Education sector Hazard preparedness presentation to students Develop circulars, flyers, posters and opportunities for knowledge sharing Ministry of Education to host the 2nd Safe School Ministerial Forum on School Safety
Youth involvement in school safety	Develop a series of activities and competition (essay, poster, jingle, poetry, creative arts) to engage youth and encourage their involvement in school safety

Source: MOE. 2019

5.1 Coordination, Monitoring and Evaluation

The MoE will be responsible for establishing the coordination and cooperation mechanisms at national, communal and school levels for the effective implementation, monitoring and evaluation of the SSP prioritized actions. A set of monitoring indicators at the national level to track the impact of the SSP is shown in Table 5.

Table 5: Set of monitoring indicators by objective

No.	Indicators
1.	Number of learning facilities classified as structurally safe
2.	Education Sector investment losses due to disasters
3.	Development of learning facilities construction and performance standards
4.	Number of retrofit prioritized learning facilities
5.	Number of school maintenance plans implemented
6.	Development of SDMP guidelines
7.	Number of SDMP's approved by MOE
8.	Development of DRR and DM teacher training guidelines
9.	Number of teachers trained in DM
10.	Post disaster education continuity
11.	Number of post-disaster contingency plans approved
12.	Development of CCA and DRR curricula
13.	Number of schools with DRR and CCA Committees established
14.	Number of extra curricula and community based DRR educational projects
15.	Development of a communication strategy to address DRR and CCA at the community level
16.	Number of cultural programmes for DRR and CCA awareness

Strategic objective 1: To improve the quality of educational buildings with regard to the safety and confort conditions that impact student's performance

Strategic objective 2: To enhance the physical, environmental and social protection level of school infrastructure and its users in case of a disaster

Strategic objective 3: To increase the awareness of the school community on resilience and DRR from a comprehensive and context-based perspective

SDMP: School Disaster Management Plan
 CCA: Climate Change Adaptation
 DRR: Disaster Risk Reduction

The MoE will establish the mechanisms for the collection of baseline data for the SSP monitoring and evaluation. For this purpose, a phase-in approach will be considered and school's teachers and administrators will provide information periodically according to the information forms and/or models provided by the Ministry.

The policy will be revised as deemed necessary. The times for the revision will be established as part of the SSP Action Plan.

Annexes

1. Education Statistics by Levels 2017/2018

Table 6: Educational facilities, population and shelter use per level

Educational Level	# Students	# Teachers	# Facilities	# Facilities used as shelters
Early Childhood Centres	3655	451	125	6
Primary Schools	13,194	917	68	30
Special Needs Schools	111	23	3	0
Secondary Schools	9,808	707	27	12
Technical Centres	248	57	4	0
Post-Secondary/College	1,946	160	4	0
Total	28,962	2,475	231	48

Schools used as shelter by district and level

Table 7: Schools used as shelter by district and level

District	Pre School	Primary	Secondary
ONE		1. Owia Government 2. Sandy Bay Government	
TWO		3. Tourama Government 4. Langley Park Government 5. Georgetown P	1. Georgetown Secondary
THREE	1. <i>Christopher Bernard Preschool</i>	6. Diamonds Government 7. Pamelus Burke Primary	2. George Stephens Sr. Secondary 3. North Union Secondary
FOUR		8. Greggs Government 9. Lowmans Windward Anglican 10. New Grounds Primary 11. New Prospect Primary	4. Adelphi Secondary
FIVE		12. Marriaqua Government 13. Richland Park Government	5. Emmanuel High School Mesopotamia
SIX	2. <i>Gomea Methodist Day</i>	14. Brighton Methodist 15. Calliaqua Anglican 16. Sion Hill Government	6. West St. George Secondary 7. St.Clair Dacon

	<i>Nursery & Preschool</i> 3. <i>Glad Tidings Tabernacle Pre School</i>	17. Belmont Government 18. Fair Hall Primary 19. Calder Government	Secondary
SEVEN		20. Lodge Village Government 21. Dorsetshire Hill Government	8. Dr. JP Eustace Memorial
EIGHT		22. Lowmans Leeward Anglican	9. Bethel High School
NINE		23. Buccament Government	
TEN	4. <i>Spring Village Methodist Preschool</i>	24. Barrouallie Government	10. Central Leeward Secondary
ELEVEN		25. Troumaca Government 26. Chateaubelair Methodist 27. Fitz Hughes Government	11. Troumaca Secondary 12. Petit Bordel Secondary
TWELVE	5. St Michael Catholic Pre school	28. Bequia Anglican Primary	
THIRTEEN	6. Clifton Pre school	29. Mayreau Government	
Total (47)	6	29	12

Source: MOE

3. School Safety Policy consultation meetings

- 2009 - Multi stakeholder committee formed by NEMO to develop Educational Institutional Plan and Policy. Draft policy Developed.
- 2014 - Based on recommendations from a consultant the policy and plan were separated and revised
- 2014 - In collaboration with USAID/OFDA meetings with groups of stakeholders to review and update the policy was conducted. Some stakeholders were absent and it was suggested that one to one visits be conducted.
- 2017 - Visits to several stakeholders were done and minor revisions made on the Safe School Policy
- 2019 (July) - Review and revision of the Safe School Policy by World Bank, UNICEF and recommendation from CDEMA to align to MSSP
- 2019 (August) - Consultation with key stakeholder to review, refine and revise the National Safe School Policy

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