

Updated Caribbean Roadmap for School Safety

The present version of the Caribbean Roadmap for School Safety is the outcome of the work conducted during the 2nd Caribbean Safe School Ministerial Forum, held in Kingstown, Saint Vincent and the Grenadines, from April 29 to 30, 2019, hosted by the Ministry of Education, National Reconciliation, Ecclesiastical Affairs and Information.

While no changes were made to the Priority Areas identified in the 2017 version of the Roadmap, regional and national activities were reviewed, amended or added to better reflect the required areas of focus to advance school safety in the region. Furthermore, means to 'localize' the roadmap were introduced by incorporating blank planning columns to be completed at country and/or institutional level.

- Maximum timeframe: refers to the amount of time required to fulfill a task or deadline for its completion.
- Lead: identifies the national or regional entity conducting the main coordination and/or implementation efforts for a certain activity. Assigning a specific department, office or unit to take lead on activities is encouraged.
- Others providing technical / financial support: other national and/or regional actors providing support to the Lead through implementation efforts, technical advice, financial support or other.

Enabling Environment

Priority area	Reg/Nat	Activity	Max .Timeframe	Lead	Others providing technical / financial support
Develop enabling policies and National plans/strategies	Regional	Mapping school safety national plans and policies			
	Regional	Provide technical guidance in developing national policies, plans and strategies			
	Regional	Develop a protocol governing the movement among countries of children in emergencies			

	Regional	Develop a national model of safe school policy and guidance document to support policy development at national level			
	Regional	Expand the geographical scope of the safe school subcommittee to facilitate collaboration among the wider Caribbean			
	National	Update and/or development National School Safety plans and policies (ensure the inclusion of the budget)			
	National	Review legal and policy framework to ensure the Safety School is part of it.			
	National	Align the SS plans with the National DRM plans			
	National	Monitoring and evaluation of National School Safety Plans			
	National	Monitoring implementation of the national school safety policy			
Human and Financial resources	Regional	Provide technical support in project development and fundraising initiative at regional level			
	National	Create capacity within MoE dedicated to the School Safety			
	National	Develop a proposal for School Safety funding			
	National	Include specific funds for School Safety into the MoE National budget			

Pillar 1: Safe Learning Environment

Priority area	Reg/Nat	Activity	Max .Timeframe	Lead	Others providing technical / financial support
Enhance and implement a standardized school safety assessment	Regional	Collect and review existing tools, analyse the purpose and expected outcomes of each, determine the most suitable ones for application by countries in the Caribbean (e.g. VISUS and MSSP tools), and create a regional repository of the recommended tools			
	Regional	Support tool application in different countries and adjust to the national context as required			
	National	Adopt the most suitable tools for country specificities			
	National	Training of trainers and capacity building activities on the adopted tools			
	National	Pilot to selected schools			
	National	Calibrate the tools based on the pilot			
	National	Scale it up to the National level			
	National	Monitor and evaluate			
Develop a safe school standard	Regional	Compile and promote good practices for safe schools standards and establish minimum standards to secure school safety, captured in a regional repository of standards			

	Regional	Hold a regional consultation forum with different stakeholders			
	Regional	Ensure the safe school standards include specificities for Special Education Centers			
	Regional	Develop a regional consensus on the concept of “safe learning facility” in the context of the Caribbean			
	National	Develop final safe school standards			
	National	Make the standards a national policy			

Pillar 2: School Disaster Management

Priority area	Reg/Nat	Activity	Max .Timeframe	Lead	Others providing technical / financial support
Review and develop multi-hazard school safety plans and guiding documents	Regional	Assessment of current national structures, systems, and human resources to be used as the baseline for designing the regional framework, including child protection, health and environmental footprint			
	Regional	Develop a regional template or model which will be adapted/adopted in all the countries and schools. This plan should include the			

		school community and immediate surrounding community			
	Regional	Share relevant information including good practices and lessons learned at regional level so that a regional policy and guidelines can be drafted			
	National	Develop Education in Emergencies plans and integrate concise versions of such plans into the broader education sector plan, while giving due consideration to child protection, health, and environmental footprint			
	National	Establish a mechanism to support schools in developing and testing school safety plans and build their capacity (Eg. individual experts or support teams)			
	National	Develop, approve and implement a Safe School policy aligned with the national priorities and plans			
	National	Training and/or sensitization for line personnel (teachers, parents, students, officials) in the implementation of policy and template			
Improved coordination among stakeholders	Regional	Identify key stakeholders, assign roles and responsibilities and establish coordination mechanisms			
	National	Identify key stakeholders, assign roles and responsibilities and establish coordination and monitoring mechanisms			

Pillar 3: Risk Reduction and Resilience Education

Priority area	Reg/Nat	Activity	Max .Timeframe	Lead	Others providing technical / financial support
Review and update DRM components in curriculum	Regional	Undertake Baseline Assessments: (i) Audit of existing DRM content in curricula across Caribbean states (ii) KAP survey (iii) Suggestion to include CCA			
	Regional	Identify a Working Group to: (i) Articulate the methodology, time frame and document in a manual (for the baseline assessments above). (ii) Coordinate the baseline assessment activities.			
	Regional	Develop agreed curricula framework which is age specific: Early education (0-5) / Primary (5-11) ? Secondary (11 – 16), Tertiary/post-secondary/Teacher training/Professional development / Lifelong learning			
	National	Apply and adjust age specific curricula framework			
	National	Deliver community level training			
DRM training for school staff,	Regional	Provide an overview on existing capacity building opportunities such as DRR			

family and community		Education Toolkit, USAID/OFDA Safe School training for teachers, Youth in DRM programme			
	Regional	Conduct a regional review of University level, teacher colleges, school staff, family and community curricula to establish the level to which DRR and Resilience education is part of these. Define the definition of Resilience Education			
	Regional	Compile resources to support the teacher training on subjects related to DRR & Resilience Education and psychosocial support.			
	Regional	Establish a Youth Forum to advance DRR & Resilience education the region			
	National	Deliver regular teacher training pre-service and in-service, including the use of technology for distance education			
	National	Engage civil society groups (youth groups, faith-based, others) in public education activities and expand communication channels such as social media and parent forums.			