



## Knowledge hub - Collection of best practices

### Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Caribbean Safe School Initiative (CSSI)

2. Country or countries where the practice is implemented \*

Caribbean countries

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

Caribbean Disaster Management Emergency Agency (CDEMA), UNESCO, UNICEF, Ministries of Education, National Disaster Management Authorities (NDMAs).

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

School safety, natural hazards, all hazards, climate change, Ministries of Education, National Disaster Management Authorities (NDMAs)

6. What makes it a best practice? \*

The Caribbean along with South-East Asia is among the regions where National Governments are most engaged in Safe School programming in the context of natural hazards. The next Ministerial Meeting is planned on June 28-30, making it very timely.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

Caribbean developing countries are exposed to a variety of similar natural hazards, namely hurricanes, floods, volcanic eruptions, earthquakes, tsunamis, landslides, droughts, fires as well as technological and biological hazards.

Despite scarce resources, major strategies have been implemented individually in different countries to improve school preparedness, resilience, response and recovery. To ensure political commitment at the regional and national level, the First Caribbean Ministerial Safe School Forum was organized in April 2017 in Antigua and Barbuda, during which the Caribbean Safe School Initiative (CSSI) was launched, being the suggested framework to advance school safety in the Caribbean. The same event yielded a Regional Road Map on School Safety, and the Antigua and Barbuda Declaration on School Safety, which guide the CSSI. During the First Ministerial Forum the Antigua and Barbuda Declaration was signed by 12 Caribbean Ministries of Education. During the Second Ministerial Forum, held in 2019 and hosted by the Ministry of Education and National Reconciliation of Saint Vincent and the Grenadines, the number of signatories raised to 18.

The initiative is the Caribbean's contribution to the Worldwide-Initiative on Safe Schools (WISS) and promotes the partnership for advancing safe school implementation. Ministries of Education lead the implementation and get technical support from international, regional and national partners. Since its launch, the CSSI has been an inclusive effort, promoting the participation of all islands in the Caribbean, including CDEMA Participating States and overseas territories, as well as bridging language barriers across English, French, Dutch and Spanish-speaking communities.

The Third Caribbean Ministerial School Safety Forum will be an in-person event, hosted by the Ministry of Education, Culture, Youth and Sport of Sint Maarten on 28 to 30 June 2022 in Sint Maarten, observing all COVID-19 regulations in place at the time. Originally scheduled to take place in 2021, the COVID-19 pandemic had the event postponed and, in its place, "The Virtual Caribbean Safe School Initiative Pre-Ministerial Forum" was held online on 15 to 26 March 2021. The upcoming Ministerial Forum build on the outcomes of this pre-forum. Furthermore, it will offer the opportunity to reflect upon the changes and challenges the Caribbean has faced since launching the Caribbean Safe School Initiative, mainly the effects of more frequent extreme weather events, such as Hurricane Irma and Maria, or biological hazards, such as COVID-19.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

\*

The forum will be linked to a youth forum "My Island, My Voice" to determine how Youth can be empowered and mobilized to improve school safety, increase inclusion, reduce the digital divide, foster child protection, address cyber bullying and protect the environment. Outcomes of the Youth Forum will be presented to the Ministers of Education during the Third Ministerial Forum.

Objectives

- To create an occasion for discussion, contemplation and decisions on school safety among Ministers of Education, School Safety Focal Points and key stakeholders.
- To update the Caribbean Regional Roadmap on School Safety.
- To reassert commitment to the Caribbean Safe School Initiative by nations from the region.

Outcomes

- Progress on the implementation of the Caribbean Regional Roadmap on School Safety shared among CSSI members.
- Increased coordination among School Safety Focal Points through a dedicated working session.
- Opportunities for a systemic approach to risk in the education sector identified through contributions from other government sectors, the private sector and youth.
- Donor support to the Caribbean Safe School Initiative identified.
- Updated Caribbean Regional Roadmap on School Safety.
- Adopted Sint Maarten Declaration on School Safety, replacing the Antigua and Barbuda Declaration on School Safety (2017).

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

See above

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

See above

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

This high-level collaboration between Ministries of Education and NDMAs is Safe School programming is unique globally and needs to be replicated in other regions.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

<https://www.undrr.org/event/undrr-roamc-cssi-third-caribbean-ministerial-forum-school-safety> and <https://gadrrres.net/comprehensive-school-safety-framework/>