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.
Building Community Resilience through Education and Training: Caribbean Experiences

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Outline

- CDEMA
- CDM and the Regional CDM Strategy - a road map for resilience
- The CDM Governance Mechanism
- Caribbean DRM Education Experiences
  - Overview
  - Specific interventions
- Some lessons learned
CARIBBEAN DISASTER EMERGENCY MANAGEMENT AGENCY (CDEMA)

Overview
CDEMA is the inter-governmental Agency responsible for disaster management in the Caribbean Community (CARICOM)

- 1991- established as CDERA by an Agreement of Heads of Government of CARICOM
- September 1, 2009 – CDERA officially transitioned to CDEMA

Membership comprises 18 Participating States (PS)

- Signatories to the Agreement establishing the agency
Countries That Are Members of CDEMA

- Jamaica
  - Bahamas
  - Belize
  - Haiti
  - Turks and Caicos Is.

- Antigua and Barbuda
  - Anguilla
  - Montserrat
  - St. Kitts and Nevis
  - Virgin Is.

- Barbados
  - Dominica
  - Saint Lucia
  - St. Vincent

- Trinidad and Tobago
  - Grenada
  - Guyana
  - Suriname
COMPREHENSIVE DISASTER MANAGEMENT (CDM)
Comprehensive Disaster Management (CDM)

- CDM is the management of all hazards
- through all phases of the disaster management cycle
- by all peoples - public and private sectors, all segments of civil society and the general population
- CDM involves risk reduction & management and
- integration of vulnerability assessment into the development planning process
Regional Outcomes
Priority Area 2 - Knowledge Management

2.1: Regional Disaster Risk Management Network for informed decision making at all levels improved

2.2 Integrated systems for fact-based policy and decision making established

2.3 Incorporation of community and sectoral based knowledge into risk assessment improved

2.4 Educational and training materials for CDM standardised, improved and applied in the region

INCREASED AND SUSTAINED KNOWLEDGE MANAGEMENT AND LEARNING FOR CDM
Regional Outcomes

Priority Area 4 - Community Resilience

4.1: Standards for safe communities developed, agreed and applied
4.2: Community-Based Disaster Management capacity built/strengthened for vulnerable groups
4.3: Community Early Warning Systems integrated, improved and expanded
4.4: Community livelihoods safeguarded through effective risk management

STRENGTHENED AND SUSTAINED COMMUNITY RESILIENCE
Regional CDM Strategy 2014 - 2024

- Cross-cutting themes
  - Climate
  - Gender,
  - Environmental management
  - ICTs.

- **Priority sectors**: Agriculture, Civil Society, Education, Finance, Health, Physical Development/Planning, Tourism

- Congruent with various global and regional development agendas e.g. Hyogo and Sendai Frameworks for DRR action
CDM Governance Mechanism

- Provides policy and technical advice for CDM implementation at the national, regional and sector levels
  - Established for the 2007 Strategy, will continue for the 2014 Strategy
- Objectives include *inter alia*:
  - Promote **sector mainstreaming** of DRM at national and regional levels
  - Facilitate effective **harmonisation and coordination** of CDM-related projects
  - Provide **technical guidance** to DRM-related project implementation
  - Facilitate **learning and knowledge management** of CDM among key stakeholders
CDM Governance Mechanism: Structure
Education Sector Sub-Committee

- University of the West Indies (UWI), (Chair and Sector Lead)
- CARICOM Secretariat
- CARICOM Regional Organization for Standards and Quality (CROSQ)
- Caribbean Examinations Council (CXC)
- University of Guyana (UG)
- University of Technology, Jamaica (UT)
- H Lavity Stoutt Community College, British Virgin Islands
- CDEMA CU Representative.
- International Federation of Red Cross and Red Crescent Societies (IFRCS)
- Caribbean Knowledge Learning Network (CKLN)
- Caribbean Academy of Sciences (CAS)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations Children’s Fund (UNICEF)
- United Nations Economic Commission for Latin America and the Caribbean (UNECLAC)
- Technical Representative from Belize
Education & Training for DRM and CCA: Strategic Approaches

- Policy and legislative frameworks for DRM that recognise the role of capacity building

- Promoting the involvement of and leadership by sector actors in DRM knowledge management and learning

- Building partnerships among actors at different levels
  - Sector, regional, national, local

- Promoting the integration of CCA and DRM
Education & Training for DRM and CCA

- Formal learning opportunities
  - M. Sc. DRM (UWI, UG), M. Sc. CC (UWI), Associate degree DRM ((HLSCC))
  - Primary and Secondary school curricula

- Non-formal and informal avenues for learning
  - CBDRM planning and training- ("climate smart")
  - Youth-led initiatives
  - Regional agencies, NGOs interventions
    - EKACDM Project (click here)- inter alia training and guidance for Informal
  - Awareness building products, promotions and initiatives- regional and national
Safer Building Course

- For small-scale contractors, informal builders, experienced foremen
- Builds their knowledge of safer building techniques which they can apply to their projects
  - Goal: more resilient housing stock in vulnerable communities
Safer Building Course

- Virgin Islands - regular offerings at HLSCC since 2005
  - Required to receive a contractor’s license
- Bahamas - post-event reconstruction of homes, training for builders, communities
- Dominica - State College has run the course several times, currently exploring integrating course content into existing construction courses
- At least 288 persons trained 2009 - 2013
Community Preparedness Training Toolkit (2013)

- Toolkit of resources to assist **community facilitators** in working with local people to develop “climate-smart” community disaster management plans
- Emphasizes participatory approaches and local capacity building
- Rationale
  - Communities are the first point of impact in a disaster and in many cases, the first responders during emergencies.
  - Community-level planning that involves local people is crucial to capacity building for resilience.
- Cadre of facilitators trained in 2012
Community Preparedness Training Toolkit (2013)

- Comprises manuals, tools and other resources for facilitator and participants:
  - Facilitator
    - Handbook
    - Unit slides (models)
    - Templates and games for workshop activities
    - Additional resources
  - Participants
    - Workshop manual
Climate Smart Community Disaster Management Programme

- Designed to complement the Community Preparedness Toolkit
- Develops “climate-smart” community disaster management plans
  - Handbooks for facilitators and workshop participants
  - Tools, templates and other resources
- Promotes ‘bottom-up’ approach to CBDRM that recognizes and is based on local knowledge and experiences
Climate Smart Community Disaster Management Programme

- CCDM II has continued the programme
  - Target of 5 communities with “climate-smart” community DRM plans
- Current 4 communities are underway
  - Anguilla
  - St. Kitts & Nevis
  - St. Lucia
  - Virgin Islands (U.K.)
- IFRC- enhanced the VCA process using this tool
Community Emergency Response Teams (CERTs)

- Train and equip community volunteers to provide early response
- CERTs/CERT trainers trained in 11 CDEMA countries
- Benefits
  - They are the first to respond - equipment and expertise will be within community
  - They know and understand the culture
  - More cost effective handling minor crises - important given the implications of CC
  - Allow “Experts” to concentrate on major crisis and disasters
  - Highly Motivated
CERTs IN ACTION

“Doing the Greatest Good for the Greatest Number”
CDM Youth Champions Competition

Grenada

- Student representatives from secondary schools compete to be crowned CDM Youth Champion
  - Prepare and execute a CDM/CC awareness building programme in their school and wider community
  - Winning student “reigns” for one year
  - School debate competition
- Engendered CDM School groups
- Replicated, provided significant opportunities for partnerships among schools, NDOs and civil society
  - Red Cross DRM Song Competition
Model Safe School Programme

Regional

- Model approach to developing and implementing a comprehensive programme of safety and risk-reduction in schools
- Establishes a set of **standards** for school safety built around two thematic areas: Safety and Greening
  - DRR and climate change are well integrated
- Model for School Safety Certification Programme
  - Flexible and Adaptable
Model Safe School Programme

- Designed to **complement and enhance** the existing work of school administrators, MOEs and other regional partners
- Case study: Virgin Islands (UK)
- Piloted in Anguilla, Barbados, St. Vincent and the Grenadines
- Other CDEMA PS are adapting the Model
MODEL SAFE SCHOOL PROGRAMME

Includes…

- A Model Safe School Policy,
- A set of comprehensive standards for school safety and “greening”,
- Assessment tools for the Safety and “Green” standards and guidance on application of the tools,
- An assessment tool for building conditions,
- A Model School Disaster/Emergency Management Template,
- A Model Safe School Certification Process.
**DRR EDUCATION TOOLKIT**

- Development
  - Baseline report on the integration of DRR in curriculum in the CDEMA system
    - Desk reviews of existing curricula (primary, secondary higher level certification programmes);
    - Country-level input, garnered through an online survey;
    - Focus groups interviews with teachers, students and regional organisations
  - Baseline study informed development of Toolkit
  - Piloted in St. Kitts and Nevis, the Turks and Caicos Islands
  - Regional Education Sector Consultation (October 2014)
    - Endorsed by national education and DRM representatives
DRR EDUCATION TOOLKIT

Comprises…

- Learning activities to integrate CDM into existing curriculum
  - Target a range age groups and subject areas
  - Detailed guidance on materials required, the steps to execute
- Introductory and background information for teachers about DRR,
  - Recognizes that users may be unfamiliar with DRM and related issues;
- Guidance for monitoring and evaluating student learning;
- A list of additional web and text resources.

Click here to access DRR Education Toolkit
A Few Lessons...

- Policy and strategic frameworks must be developed for DRM/CCA
- Emphasis on bottom-up approaches works
  - Benefits of empowering the local-level cannot be overstated
- There must be balance of formal, non-formal and informal learning opportunities for DRM and CCA
  - Much knowledge is gained through non-formal, informal learning
- Partnerships and sector leadership are vital
  - Standardisation of delivery of training at the community-level
  - Maximising resources through harmonisation
  - Ensuring technical rigour and soundness of interventions
  - CDEMA Regional Training Centre- way forward
A Few Lessons...

- Need to improve how we document successes
  - Enhanced PMF for the 2014 – 2024 CDM Strategy
- Need to improve our consideration of how we will sustain the gains that are made
- Support systems are needed to sustain interventions
  - E.g. committed funding to support communities in implementing their climate-smart community DRM plans
  - Linkages with technical expertise e.g. engineering, architecture, coastal engineering
- Need for
  - Partnerships e.g. IFRC
Should you have any queries, please contact:

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THANK YOU

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