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Child-Inclusive Caribbean Community Risk Information Tool CCRIT

[DATE]

About CRIT

- The Caribbean Risk Information Tool (CRIT) allows Caribbean nations the option to assess the aggregate risk faced by exposure to hazards present in the Caribbean region. CRIT is a community or district level assessment tool, aiding in easily identifying areas within a country which require more attention for comprehensive disaster management (CDM) planning.
- The overall goal is to lessen vulnerabilities and improve disaster risk reduction capacity on a community level while tailoring planning to the hazards present within the community.

- CRIT is responsive to the individual needs of countries and affords countries the opportunity to determine their risk only due to factors that are applicable and pertinent to them.
- The power to determine risk based on relevant criteria as well as access to indicators tailored to the Caribbean context, makes CRIT an invaluable resource in disaster risk management and disaster risk reduction when completing assessments of and planning for the needs of communities.

• The Caribbean Risk Information Tool (CRIT) recognizes the interconnectedness of factors in causing, and worsening, disaster. As a result, CRIT was developed to include three major components influencing overall susceptibility to risk on a subnational scale; in either districts or communities, in the Caribbean region. These components are : -

- The **hazards** present in the given geographical location and potential exposure to these hazards
- The **vulnerability** of individuals residing and working in these communities to being affected by the potential hazards
- The **capacity** that the community possesses to mitigating and responding to a disaster and its corresponding effects
- CRIT is tailored to the reality of Caribbean hazards and provides relevant indicators to capture a realistic picture of the vulnerabilities and capacities of communities within a given country. This risk index can be applied to entire countries or to smaller political or geographic regions within a country.

• CRIT has the advantage of not only being applicable to the Caribbean social context, by including indicators which can be easily obtained in the region, but also being responsive to amendments. The application of CRIT to a region allows governments or other bodies the ability to include additional subcomponents pertinent to the calculation of risk in a given community or country.

- This application of CRIT, in Suriname was completed including a section of child-centred vulnerability indicators, which were factored in the calculation of the final risk index.
- The Child-Inclusive CRIT was born.

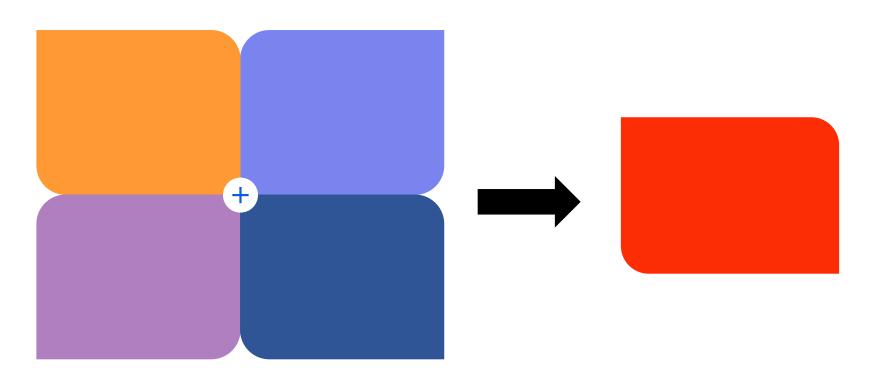
• a tool that allows decision makers to objectively select communities for interventions to increase their resilience.

- The Child-Inclusive Caribbean Community Risk Information Tool (CCRIT) risk assessment device that seeks to equip countries with the ability to objectively select the most vulnerable communities based on assessment of their aggregate risk
- CCRIT implementation is a continuation of the implementation of the risk information tool that commenced in 2017 with support from UNICEF

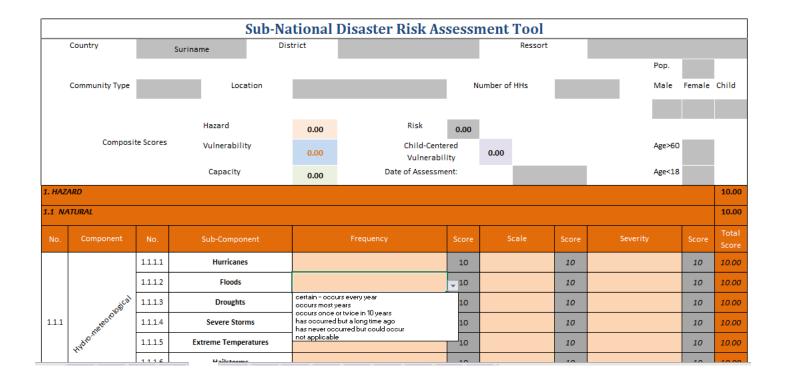
- Determining risk is done by combining the overall effects that exposure to hazards, existing vulnerabilities and levels of capacity have on the creation of hazards
- -CCRIT seeks to identify existing vulnerabilities in the overall population, as well as in children, to which special attention is drawn

- Ccrit development is a work in progress.
- Govt in Suriname will use it as a planning tool for development.

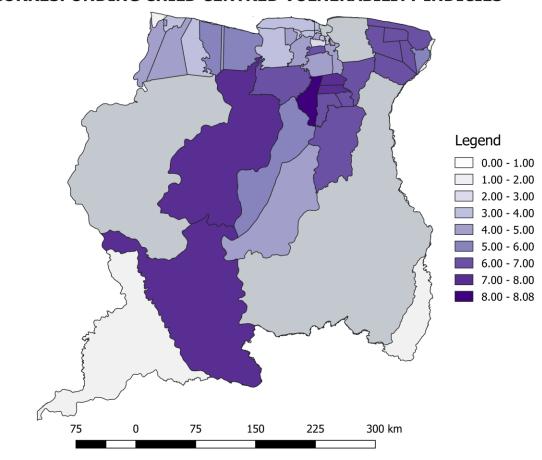
Representation of CCRIT Risk Index score generation

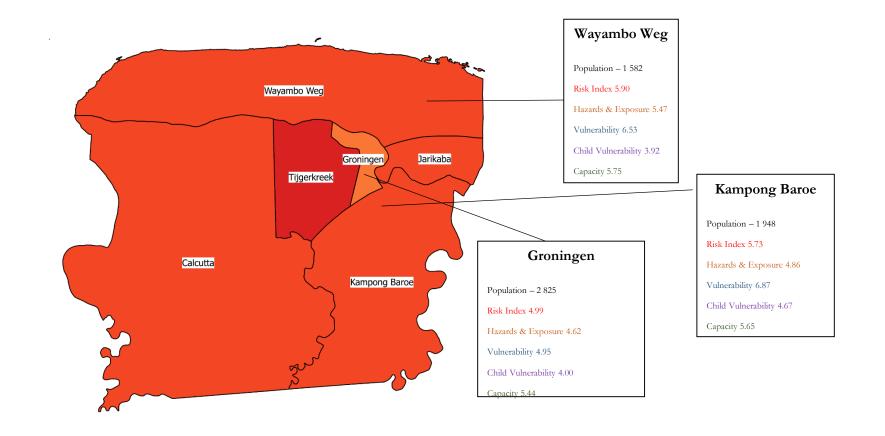


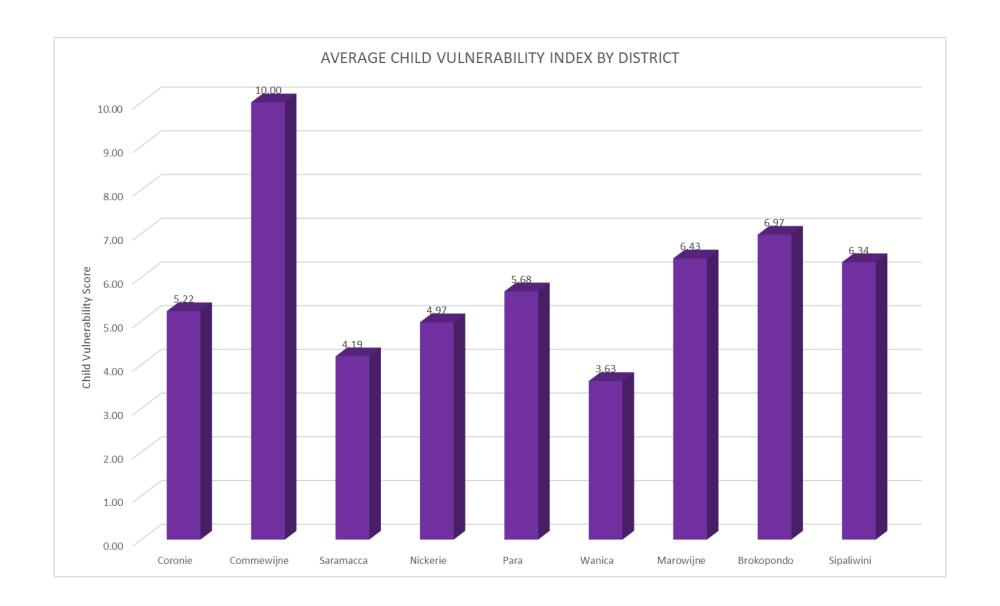
Assessment tool at a glance



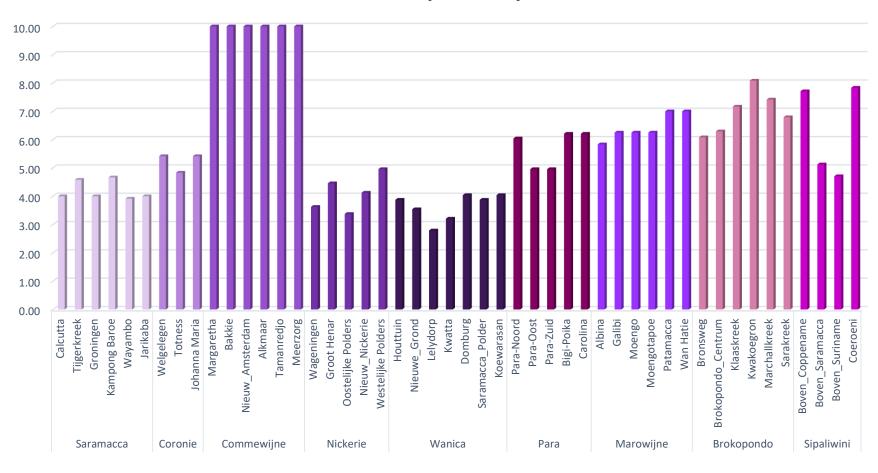
MAP OF SURINAME SHOWING DISTRICTS AND CORRESPONDING CHILD CENTRED VULNERABILITY INDICIES





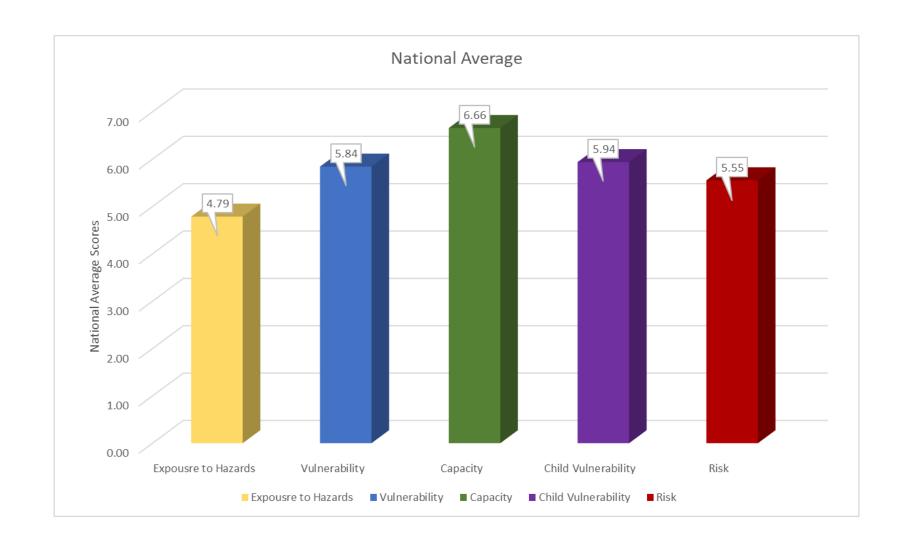


Child-Centered Vulnerability Scores by District and Ressort



Proxy for National Score

Indices	National Average			
Exposure to Hazards	4.79			
Vulnerability	5.84			
Capacity	6.66			
Child Vulnerability	5.94			
Overall Risk	5.55			



Gran Tangi!

Climate Landscape Analysis for Children in Guyana



Presentation by Paulette Bynoe, PhD; AA

Understanding Risk – Caribbean Conference



UNICEF PANEL DISCUSSION: Wednesday, 29 May 2019

LOCATION: Barbados

VENUE: University of the West Indies (UWI) Cave Hill Campus, Errol Barrow Center for Creative Imagination.





• The effects of climate change -diseases, droughts and floods that destroy food sources and livelihoods- further exacerbated risks to children and deepened deprivation for millions. Crushing poverty and widening disparities in health, education and protection undermined the lives and futures of millions more.....Children who are given a fair start in life nurturing care, access to nutrition and basic health services, an education, protection from violence and exploitation – are more likely to fulfill their potential as adults and make their societies richer in every sense.

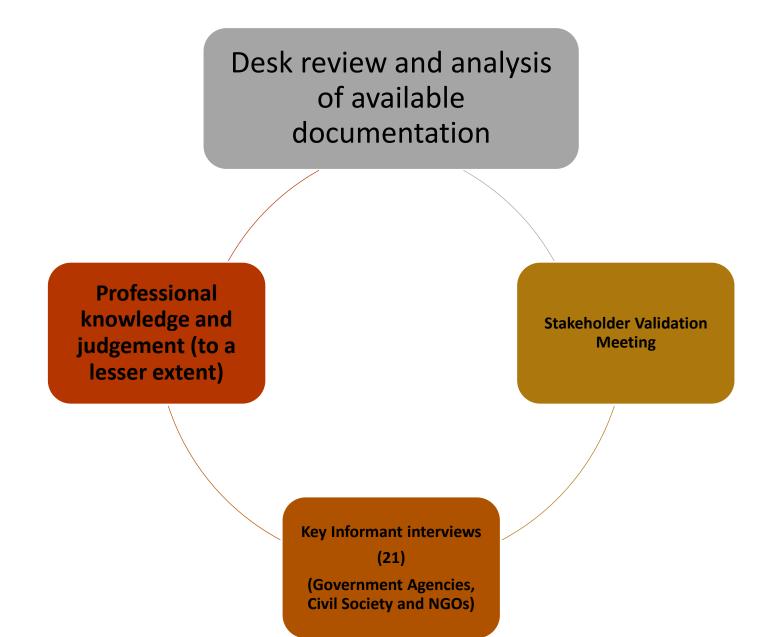
(UNICEF 2015 Annual Report)

Aim of CLAC

To conduct a Climate Landscape Analysis for Children (CLAC), examining the baseline situation of climate, energy and environment (CEE) -related issues affecting children and how they relate to UNICEF's priorities.

- Specifically, the CLAC helps to identify:
 - Knowledge and data gaps, issues for further research;
 - Strategic entry points for the Country Office (mainstreaming and stand-alone);
 - Strategic partnerships;
 - Opportunities for leveraging climate finance for improved results for children;
 - What UNICEF can bring to the table in potential joint proposals and partnerships; and
 - Recommendations for building the office's capacity on climate, energy and environment issues.

Methodology



Guyana's Exposure

- According to UNICEF (2016), between 1990 and 2014, floods were the main natural hazard/disaster that occurred in the country. In fact, the IDB Disaster Exposure Index (DEI) ranks Guyana as the fourth most exposed country in the Latin American and Caribbean region to 'natural' disasters.
- This high level of exposure (0.60 on a scale of 1.00) is mainly due to the country's high exposure to and experience of flooding and drought (CRSAP, 2015); Garlati, A. (2013). Climate change and extreme weather events in Latin America: An Exposure Index, Inter-American Development Bank, Department of Research and Chief Economist, available here:
- Note:
- Guyana has less than one million inhabitants with children representing approximately 36 % of the total population According to the Convention on the Rights of the Child, a "child" is a person below the age of 18.



Climate Outlook

Generally, climate models project that:

temperatures will increase (There has been an increase by 1.0°C of the mean annual temperature within the last century)	Average annual temperature	↑ 0.4°C to 2.0°C	↑ 0.9°C to 3.3°C	↑ 1.4°C to 5.0°C
annual average precipitation will decline;	Average annual precipitation	+0% to -4%	-4% to -8%	-4% to -5%
the proportion of total rainfall that falls in heavy events will increase; and sea level and the height of storm surges will rise	Proportion of total rainfall that falls in heavy events		个 1-2%	个 2-3%
	Sea level rise	↑0.14 m to 0.26 m	↑ 0.21 m to 0.43 m	↑ 0.25 m to 0.51 m
Source: McSweeney et al., 2008, Government of Guyana, 2012, ted in CRSAP, 2016.)	Sea level rise + storm surge	↑ 2.94 m to 5.94 m		↑ 2.93 m to 6.19 m

Climate

variable

2040s - 2070s

2070s - 2100

2030s

School attendance

- Children suffer from the negative impact of climate change, especially flooding in areas that prevent them going to school: for example, children may only have one pair of shoes or uniform and if either becomes wet, they (the children) will be kept at home by parent.
- On the other hand, because of drought conditions, especially in the interior regions, the water level is usually extremely low; as such, schools remain closed during such periods, thereby affecting children.
- Even when children are allowed to attend school the heat is so intense that they become very restless and lack concentration

Health and Well-being

- During periods of dry spells and intense rainfall, water resources in hinterland areas are at risk of contamination due to poor sanitation services and existing shallow wells that can lead to diarrhoeal disease the second largest killer of children under 5 worldwide.
- In Region 7: Less than half of the region's population (22.2%) undertake some form of water treatment, whether through household treatment or through the provision of water purification guidelines as well as potable water by the Guyana Water Incorporated (GWI) through the commissioning of recent ground wells in the area.
- During dry spells rural and hinterland areas children are forced to walk for miles in search of water for basic domestic use and are also required to provide assistance on their family farms to ensure food security. This creates a safety risk.

• When these conditions become extreme, families in Guyana's hinterland are forced to relocate, and this in turn impacts children (e.g. education process is disrupted, social adjustments etc.)

- Improper Sanitation and Hygiene
- The WASH sector is already affected in many different ways by weather and climate events (such as variability, seasonality and extreme events) and that this translates into negative impacts on drinking water availability and quality, and also in negative performance of sanitation and hygiene services (UNICEF, 2016)
- Future climate change will put an additional stress on delivering and sustaining health and well-being related outcomes

Energy insecurity

• Children, particularly those in hinterland and rural communities, lack sufficient access to energy services: for instance, reliable electricity supply to study at nights or use ICT.

• In other cases, children may be required to search and collect firewood as part of their household chores which can be burdensome and time consuming. Also, the homes that use firewood for cooking are exposed to particulate matter (soot or smoke) and high concentrations can lead to respiratory problems, allergies, and asthma.

- Energy insecurity
- Lack of a reliable power supply also affects school children's ability to study and engage in other important extra-curricular activities:
- Street lighting- although street lights can be found along the main access roads.
- Although children may want to attend extra lessons to fully grasp the concepts taught at school in their academic pursuit, they are told by parent to return early to their homes that are perceived as being safer.
- Consequently, many children do not attain education beyond the primary level and are hardly involved in extra curricular activities which would have helped to develop their psycho-motor skills, memory and, ultimately their improved social development.

Recommendations

- Strengthen stakeholder engagement in CEE (GSDS: Governance and Institutional Pillars)
- 2. Support Child Sensitive CEE Policy and Planning (GSDS: Governance and Institutional Pillars)
- 3. Engage the Ministry of Education to support Education for Sustainability (GSDS: Sustainable Management of Natural Resources and Expansion of Environmental Services: stewardship of natural patrimony)
- 4. Promote and support greater equity in accessing potable water supply, schools and health centres in rural and hinterland areas (GSDS: Resilient Infrastructure and Spatial Development)
- **5. Further research on barriers to children engagement in CEE** (GSDS: Governance and Institutional Pillars)

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Thank You For Listening

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Caribbean Safe Schools Initiative

Building resilience in the Education Sector Risk informed education







History of the Caribbean Safe Schools Initiative

- ► First Caribbean Ministerial Forum on School Safety and launch of the Caribbean Safe School Initiative (CSSI) in April 2017
 - ► The Antigua and Barbuda Declaration on School Safety signed by 11 Caribbean Ministries of Education
 - ► A Regional Road Map on School Safety
- ► Lessons learned exercise at technical level (2018)
- ► Education in Emergency training (2018)
- ► Second Ministerial Meeting (2019)
 - ► Review and update the road map

Hurricane Ivan (2004) Grenada 73 of 75 schools damaged

Haiti Earthquake (2010) 4,000 schools destroyed

2017 Hurricane Season Impact in the entire Caribbean







Safe School structure



Enabling Environment



Pillar 1: Safe Learning Facilities



Pillar 2: School Disaster Management



Pillar 3: Dis. Red. & Resilience Education

Building resilience

Comprehensive and inclusive education

Support the risk informing process at all levels

Children, family and community engagement

Quality education







Achievements and lessons learned



- ► Political commitment at regional and national level
- ► Varying levels of priority given to Safe Schools in Caribbean States
- ► Emergency Response Disaster centered





Achievements and lessons learned (ii)



- ► Regional guidelines approved by Ministers of Education (Feb, 2019)
- ► Limited human and financial resources
- ► Lack of risk data and prioritization
- ▶ Other partners involvement (Ministry of Finance, etc).





Achievements and lessons learned (iii):



Pillar 2: School Disaster Management

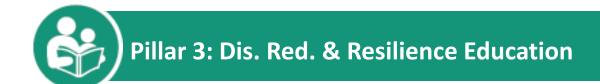
- ► Several countries moving forward to ensure all the schools have updated Disaster Management Plans
- ► Varying levels of capacity at national and school level
- ▶ Different levels of engagement of children, youth, communities and families
- ► From Action Plans to Strategy Plans, including environment sustainability and mitigation







Achievements and lessons learned(iv):



- ► Disaster Risk Reduction is included in almost all the Education Programmes / curriculum
- ▶ What is resilience education?
- ► How we include resilience education in the existing programmes
- ► Climate change as a must











Any Questions?