



MINISTRY OF NATIONAL SECURITY

GOVERNMENT OF THE REPUBLIC OF TRINIDAD AND TOBAGO

NS: 35/27/4 Sub. II

February 19, 2019

Mrs Jacqui Sampson-Meiguel
Clerk of the House
Parliament of the Republic of Trinidad and Tobago
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Mrs Sampson-Meiguel

The Twelfth Report of the Public Administration and Appropriations Committee on an Examination into the Administration of Disaster Relief in Trinidad and Tobago

I write further to your correspondence Parl.: 5/5/22 dated December 19, 2018, pertaining to the captioned matter.

In this regard, please find attached, the response of the Minister of National Security to the recommendations/comments on the Report at caption.

Sincerely,

Permanent Secretary

The Ministry of National Security's Response re the Twelfth Report of the Public Administration and Appropriations Committee (PAAC) on an Inquiry into the Administration of Disaster Relief in Trinidad and Tobago

Synopsis of Observations and Recommendations by the PAAC	Recommendations	MNS Response
Specific recommendations posed to the Ministry of National Security (Permanent Secretary)		
Staffing Issues at the ODPM		
During discussions with the Ministry of National Security, the Committee was informed that the ODPM had been experiencing a staff shortage for the past seven (7) years. The ODPM was required to have a staff complement of forty-four (44), however, at the time of the public hearings, the ODPM had eighteen (18) employees. Officials indicated that Members of staff were performing three (3) to four (4) functions and that officers at the technical level were performing managerial functions as well. The MNS stated it was in the process of interviewing persons to fill these vacancies.	• The MNS should prioritise the hiring of staff for the ODPM to alleviate staff shortages. • The MNS should submit a progress report to the Parliament outlining the progress made in filling the vacancies at the ODPM by January 31, 2019.	The Ministry is undergoing an exercise to fill existing vacancies.
Risk Reduction Management Centres (RRMCs)		
The MNS advised that due to continued budgetary constraints it was uncertain if the Ministry would be able to proceed with the RRMC project via a Cost Sharing Agreement given its required contribution. The MNS at the time of the inquiry was liaising with the Ministry of Foreign and CARICOM Affairs to renegotiate the Standard Basic Assistance Agreement (SBAA) with the UNDP to enable the implementation of the RRMC Model.	The MNS should provide an update on the implementation of the RRMC Model by January 31, 2019, including its final decision on the UNDP proposal and any alternative it has considered.	The RRMC Model proposal is still under review.

Synopsis of Observations and Recommendations by the PAAC	Recommendations	MNS Response
Specific recommendations posed to the Office of Disaster Preparedness and Management (ODPM)		
Sensitization of the public		
On the sensitization of children, the ODPM stated that it worked with the Ministry of Education on a public education programme for schools. Some teachers were engaged by the ODPM to deliver public education and sensitization to children. The ODPM indicated it planned to work closely with the Ministry of Education once the resources were available to continue.	The ODPM should provide to the Parliament by January 31, 2019 a schedule of its visits to schools for the academic year September 2018 to July 2019.	Please see Appendix I for a synopsis of the Programme and the schedule of visits for the academic year September 2018 – June 2019. Additionally, it should be noted that the ODPM re-engaged the Digicel Foundation for the third phase of the <i>Preparing You</i> programme to educate special needs children on emergency preparedness. This programme was launched on Wednesday January 23, 2019. Appendix II provides a synopsis of the Programme and the Preliminary Training Schedule.
Officials explained that the ODPM was a coordinating agency and not a First Responder. The Agency believed that there is a misunderstanding by the public of its role.	The ODPM should develop a manual defining and including examples of incident, event, occurrence and disaster clearly stating the role and responsibilities of the ODPM. This should be completed by January 31, 2019.	The Ministry is in the process of consultation with internal stakeholders to ensure the manual is all encompassing.
The Committee also learnt of the ODPM's Community Organize and Ready for Emergency (CORE) Programme which was intended to sensitise the public.	- The ODPM should re-launch the CORE programme to ensure information is shared with the population on a continuous basis; and - The Agency should develop a semi-annual schedule for the programme across Trinidad. A status report on the re-launch should be submitted to the Committee by March 31, 2019.	Communities are being engaged at a smaller scale through a community outreach exercise while planning for the re-launch of the CORE programme. Financial and human resource constraints at the ODPM have affected the re-launch.

Synopsis of Observations and Recommendations by the PAAC	Recommendations	MNS Response
With regard to the ODPM's social media presence, the Agency explained that Social Media monitoring was an additional function for employees who were already carrying out various duties in light of staff shortages. As a result, there was no employee dedicated to social media monitoring. The ODPM expressed its desire for the creation of a Customer Care Centre which would improve the agency's Social Media presence.	• The ODPM should conduct a needs assessment and thereafter acquire the requisite services of dedicated personnel to monitor and increase its Social Media presence. The ODPM shall submit a status update by January 31, 2019. • The ODPM must revisit the use of Social Media to involve more than the sharing of information from the Trinidad and Tobago Meteorological Office and other agencies. ODPM must create content that is specific to the anticipated or existing hazard, and must ensure that its use of Social Media also involves the opportunity for the public to respond and have their responses addressed. The ODPM shall submit a status update by January 31, 2019.	The Ministry of National Security has established an Operational Command Centre, within which a Call Centre for the ODPM has been incorporated. The ODPM's 511 reporting mechanism has already been integrated into this Command Call Centre, which is designed to integrate social media as a communications platform to sensitize the general public. The Ministry will shortly be undertaking an exercise to fill positions at this Call Centre. The ODPM currently utilises the following three (3) social media platforms for public education (including climate change adaption tips), emergency preparedness information (alerts), and hazard monitoring: 1. Facebook 2. Twitter 3. Instagram Social media is also used to address questions by the public as well as any rumours that may arise from time to time.
Other Recommendations		
TEMA's Virtual Vision App		
During examinations the Committee learnt of a technological based virtual vision application (App) used by TEMA to assist in sharing and receiving information. Officials indicated that TEMA had the capacity through its information technology system and an IT supervisor to	The ODPM and all Regional Corporations should collaborate with TEMA to explore the possibility of this App being used throughout the country to assist in disaster management.	The ODPM acknowledges the benefits of the Virtual Vision Application, and notes that the UN's specialized agency for information and communication technologies (the International Telecommunication Unit) has agreed to work alongside CDEMA to offer the Virtual Vision platform at no cost to Trinidad & Tobago.

Synopsis of Observations and Recommendations by the PAAC	Recommendations	MNS Response
monitor the App on a 24-hour basis. They also stated that the App had been successfully applied throughout the island of Tobago.		To this end, the ODPM is expected to engage TEMA by the end of the first quarter of calendar 2019.
TEMA's Community Emergency Response Team (CERT) Programme		
The Committee notes the proactive efforts being made by TEMA through its CERT Programme thus ensuring quick response and awareness in the event of emergencies or disasters and recommends greater collaboration between ODPM and TEMA.	There should be greater collaboration between the ODPM and TEMA. The Ministry of National Security should submit a report to Parliament by January 31, 2019 on the plan (including implementation schedule) to facilitate collaboration between the ODPM and TEMA.	The ODPM expects to engage the THA, and by extension TEMA, by the end of the first quarter of calendar 2019.
Flooding in July, August and October 2018		
Subsequent to the public hearings held with ODPM on July 1, 2018, various areas in Trinidad were affected by severe flooding. This was due to a Tropical Wave which caused rains over a 72 hour period. Trinidad experienced flooding again on August 13 and 14, 2018 which was as a result of the interaction of a low-level trough with the Inter Tropical Convergence Zone (ITCZ). The Committee also noted that several parts of the country experienced severe flooding and disruptions in October 2018. In response to these incidents the ODPM utilised its Standard Operating Procedures.	The ODPM should develop a mechanism for documenting lessons learnt. A copy of the documentation of the lessons learnt as a result of the three (3) incidents in July, August and October 2018 should be submitted to Parliament by January 31, 2019.	A comprehensive mechanism for documenting lessons learnt is currently being finalized. In summary, lessons learnt as a result of the three (3) incidents in July, August and October 2018 include the need for: 1. The implementation of a National Incident Management Systems/Incident Command Systems at the national level; 2. Position specific training for all NEOC personnel; 3. Post psychological support for responder and emergency management personnel; 4. The Operationalization of the NEOC facility at Mausica;

Synopsis of Observations and Recommendations by the PAAC	Recommendations	MNS Response
		5. Additional Visual displays assets (e.g. screens/ monitors) for the development and ongoing maintenance of the Common Operating Picture; 6. Business Continuity Management/ Continuity of Operations at the Organizational level (which is directly linked to the staffing issues); 7. Legislation/national approved policies to support the operations of the ODPM at all stages of the Disaster Management Cycle inclusive of BCM; 8. A social media management service; 9. The hiring of staff in critical positions; and 10. The enforcement of the National Crisis Communications Response Framework.

ODPM's Safer Schools Programme

BACKGROUND

The Caribbean region is comprised of a number of small islands and low-lying coastal states, where the major urban areas, the associated infrastructure and key economic sectors are located in areas that are highly vulnerable to the impacts of both natural and anthropogenic hazards. The Caribbean is particularly vulnerable to natural disasters — ranging from hurricanes, drought, floods, storm surges and tsunamis to technological and manmade disasters. Each year, these events result in significant loss of life, the destruction of homes, public infrastructure and livelihoods and the reversal of hard-won economic gains (CDEMA, 2012).

Trinidad and Tobago continues to experience a number of repeated losses flooding, landslides, and earthquakes. Apart from natural hazards, the region including Trinidad and Tobago is also susceptible to a number of technological hazards. These include large-scale fires, oil and chemical spills, aircraft accidents, accidents involving the transportation of toxic and hazardous waste material on land and sea, large-scale marine and on-land transportation accidents.

Cognizant of the above, the Office of Disaster Preparedness and Management (ODPM) continues to execute its Safer Schools Programme. The Safer Schools Programme is of utmost importance, given the vulnerability of the student population. Children also play an integral role in enforcing proper behaviours in adults and therefore are essential in establishing a culture change to one of disaster resilience within Trinidad and Tobago. It aims to build a culture of safety and resilience in all national schools and educational institutions.

The ***Safer Schools Programme*** for Trinidad and Tobago considers the following policy and framework documents:

- The Comprehensive Disaster Risk Management (CDM) Cycle
- Sendai Framework for Disaster Risk Reduction 2015 - 2030
- Comprehensive School Safety Framework

It recognizes all five dimensions of DRR education and the Comprehensive School Safety Framework (CSSF). It also recognizes the importance of adopting a holistic risk and resilience education framework. It examines both natural and man-made hazards and the impact of climate change.

Goal:

To build a culture of safety and resilience in all national schools and educational institutions.

Objectives:

To protect learners and education workers from death, injury, and harm in schools

- To plan for educational continuity in the face of all expected hazards and threats
- To safeguard education sector investments
- To strengthen risk reduction and resilience through education

Training Methodology

The following is the methodology used for the Safer Schools Programme:

- Identify the most vulnerable community in each regional corporation
- Identify the schools (early childhood centre, primary and secondary, special needs) that are present in each community
- Conduct a preliminary assessment of the schools (risks, vulnerabilities, previous reports of hazard impact etc.)
- Rank selected schools
- Conduct Train the Trainer Works with Principals and Senior Teachers
- Review/create evacuation plan with the Trinidad and Tobago Fire Service and the Municipal Corporation
- Conduct Emergency Preparedness Training (Led by Participants of the Train the Trainer Works and representative of the ODPM)
- Conduct one scheduled drill alongside the Trinidad and Tobago Fire Service.
- Monitor and Evaluation - Conduct one unscheduled drill alongside the Trinidad and Tobago Fire Service and Municipal Corporation.

Disaster Risk Reduction Education Framework

The ODPM's Safer Schools Programme is influenced by the five essential dimensions of disaster risk reduction education (See Figure 1 below).

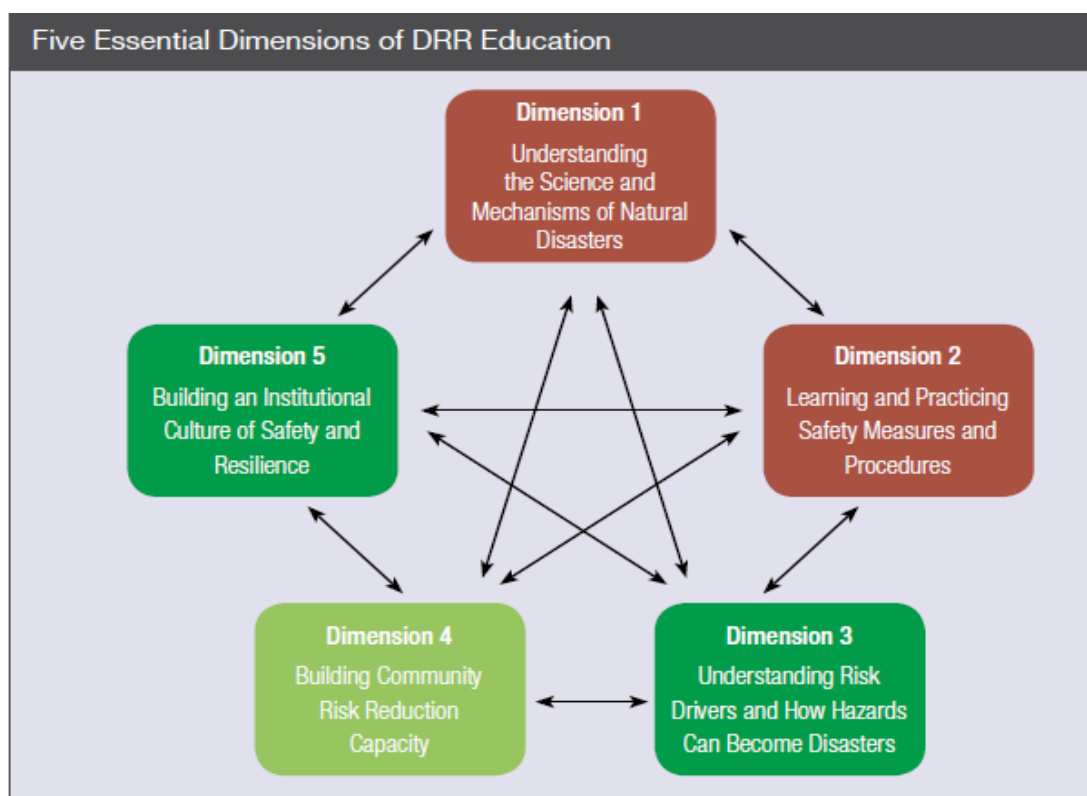


Figure 1: Five Essential Dimensions of DRR Education

Dimension 1: Understanding the Science and Mechanisms of “Natural” Disasters

- Developing an understanding of the science and mechanisms of natural hazards such as cyclones, tsunamis and volcanic eruptions: why they happen; how they develop; where they occur; their frequency and power; their physical impacts; trends and patterns in their occurrence.
- Sciences such as physical and natural science and geography have been dominating early disaster – related international discourse before the social and economic consequences of disaster became the focal point of attention, so disaster – related education spearheaded by science is giving way to a broader, multi – disciplinary, social oriented approach.
- Cultivating rich understanding of mechanisms involves moving beyond the textbook and/or workbook towards engaging students in activity enquiry, experimentation, project work, analysis and discussion of stimulus learning material and active engagement with DRR professionals, metalogics, climate change researchers, community DRR activists and those with indigenous insight.

Dimension 2: Learning and Practicing Safety Measures and Procedures

- Instruction and practice in safety measures and procedures in the event of hazard, at school, at home or out in the community or local environment.
- Familiarization with hazard early warning signs and signals, instruction in evacuation or sheltering procedures, drills and exercises, familiarization with basic first aid and the contents of a first kit, health and safety measures, and guidance on how to stay safe after a hazard has subsided.
- Safety awareness tends to find a place in co – or extracurricular elements as an addition to textbook study of hazard in science lesson.
- A cross – curricular approach is needed in which safety behaviours are internalized and continually improved through reinforce practice.

Dimension 3: Understanding the Risk Drivers and How Hazards can Become Disasters

- Seeks to encourage learners to act and be proactive in mitigating risk through a thorough examination of the elements at work in the fundamental disaster risk formula.

Disaster Risk = $\frac{\text{Natural Hazard} \times \text{Vulnerability}}{\text{Capacity of Societal Systems}}$

- Hazards and disasters are different. A hazard is an event with the potential to cause harm. A disaster happens when the hazard exceeds people’s capacity to cope, to devastating effects. The more intense the hazard, the greater likelihood of disaster.
- The level of disaster risk is fundamentally influenced by prevailing conditions of vulnerability. Forms of vulnerability that drive up the likelihood of disaster risk. Risk drivers include – social (e.g. illiteracy and lack of knowledge and education) or economic (e.g. poverty and inequality) or environmental (e.g. deforestation and other forms of ecosystem degradation).

Dimension 4: Building Community Risk Reduction Capacity

- Engages learners in processes of resilience building in their own community through grassroots level initiatives such as undertaking local vulnerability assessment and mapping initiatives, identifying hazards, developing resilience action plans, and implementing those plans.

- Resilience building embraces both mitigation and adaptation. Mitigation, at one level, is about reducing or limiting the potential threat from hazard. At this level, it overlaps considerably with adaptation, (i.e., adjusting human or natural processes to modify the effects of hazard, for example, changing an agricultural method to cope with drought).
- At a deeper level, mitigation concerns examining how and to what extent human activities may contribute to increasing frequency and severity of hazard, and, how to effect fundamental changes in human behaviour (e.g., encouraging consumer behaviour changes toward sustainable consumption).

Dimension 5: Building an Institutional Culture of Safety and Resilience

- Covers any measure not involving physical construction that uses knowledge, practice or agreement to reduce risks and impacts.
- Places an emphasis on blending the structural and non-structural elements so that the school becomes a DRR learning community or organization oriented towards building a culture of safety and resilience.
- It involves principals and teachers in looking for possibilities to give a voice to students in the curriculum, in their daily lives and in the processes of the school regarding both structural and non-structural aspects of safety and resilience building.

Methodology for the Selection of Participating Educational Institutions for the School Resilience and Safety Programme

The following methodology for school selection was developed to ensure that the most appropriate and vulnerable schools are chosen. The ODPM select educational institutions based on eight (8) main criteria.

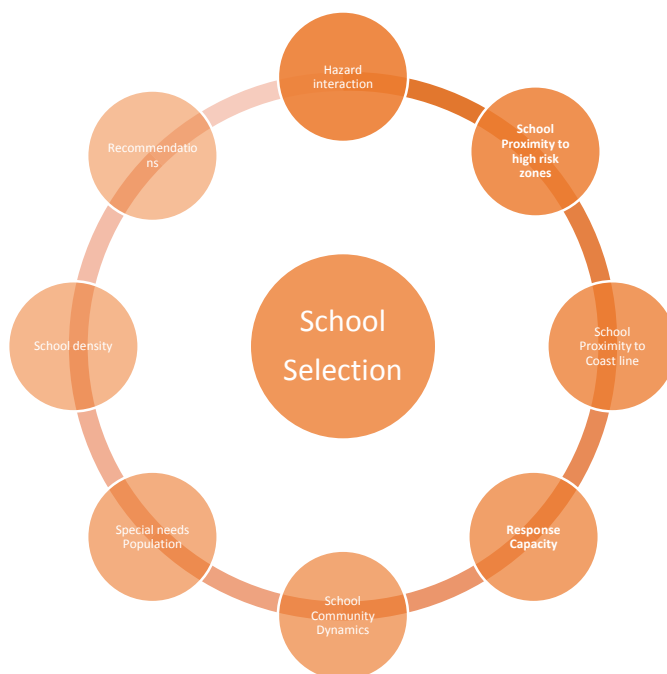


Figure 2: Criteria for the Identification of Vulnerable Communities and Schools

1. Hazard Interaction

Data Source: Ministry of Rural Development and Local Government and the Ministry of Works and Transport

The frequency of multi-hazard occurrences and the severity of their impacts - An analysis of the hazard occurrences for 2010 to 2018 was conducted in order to determine the municipalities most frequently impacted by multiple hazards. Some of the major incidents events reviewed were Tropical Storm Bret, Severe Flood Events of October 2017, Earthquake August 2018 and Severe flood Event of October and November 2018. Reports of landslides and coastal erosion were also considered.

The schools in communities regularly affected by hazards and those that were placed on the high priority list for inspection following the earthquake in August 2018 were given top priority. In order to ensure that all regional corporations are able to benefit from the project, the top 5 highest impacted communities from each municipality were selected, and the schools found within them evaluated.

Hazard Interaction – Flood, landslip, coastal erosion	Rate	Score
School directly impacted by a hazard e.g. School experienced flooding, landslip, coastal erosion, fire etc.	High	3
School is situated within 1 mile of reported severe hazards e.g. flooding, landslip, coastal erosion etc.	Medium	2
Over 2 miles from reported severe hazards e.g. flooding, landslip, coastal erosion etc.	Low	1

Hazard Interaction - Earthquake	Rate	Score
School reported severe impact from the August 2018 earthquake.	High	3
School reported minor cracks from the August 2018 earthquake.	Medium	2
School did not report impact but is within the 1 mile radius of an active fault line	Low	1
School did not report impact from August 2018 earthquake and is not in close proximity to an active fault line	n/a	0

2. Proximity to high-risk zones

Data Source: ODPM

The geographical location of a community has significant implications on the types of hazards, threats and overall level of risk - for example, communities located in flood zones or near industrial areas.

Proximity	Rate	Score
Situated within the zone, e.g. inside the Industrial Compound	High	3
Situated within 1 mile of the High Risk Zone	Medium	2
Over 2 miles from the High Risk Zone	Low	1

3. Proximity to the Coast line

Data Source: ODPM

A school's proximity to the shoreline was also considered in the event of hazardous sea conditions or a tsunami alert.

Proximity	Rate	Score
Situated within one 1 mile of the coastline	High	3
Situated within 2 miles of the coastline	Medium	2
Situated over 3 miles of the coastline	Low	1

4. Response Capacity

Data Source: Ministry of Rural Development and Local Government

Hindrances to response/relief efforts - Response capacity was divided into two categories:

- a. Community Response Capacity
- b. School Response Capacity

Community Response Capacity	Rate	Score
Community has been marooned from national responders for at least 3 days	High	3
Community main access roads is susceptible to temporary disruption for at least 2 days	High	3
Community main access roads is susceptible to temporary disruption for at least 1 day	Medium	2
Community has limited transportation system e.g. one access route.	Medium	2
Community has two main access routes.	Low	1
Community has over three access routes.	Low	1

School Response Capacity	Rate	Score
School is further than 1 mile from a fire station	High	3
School is within 1 mile of a fire station	Medium	2
School is within 10 meters of a fire station	Low	1

5. School Community Dynamics

Data Source: Ministry of Rural Development and Local Government

Role of the School within the Community - In Trinidad and Tobago schools play an essential role in emergency relief and response. Educational institutions which are identified as emergency shelters were given higher priority.

School Community Dynamics	Rate	Score
School used as an emergency shelter within the last 3 years	High	3
School used as an emergency shelter within the last 5 years	Medium	2
School identified as a possible emergency shelter	Low	1
School is not approved as an emergency shelter	n/a	0

6. Vulnerable Population

Data Source: Ministry of Education

Schools with vulnerable students such as those with special needs or students with disabilities were also considered and given higher priority. The special needs schools identified within the Preparing You Programme with the Digicel Foundation were given priority this academic year.

Special Needs Population	Rate	Score
School caters directly to the needs of special needs students	High	3
School has between 5-10 students on wheelchairs	Medium	2
School has under 5 students on wheelchairs	Low	1
School does not include special needs children	n/a	0

7. School Density

The capacity of the school - Schools with greater student populations were given special consideration.

Score	Density	Number of Students	
		Primary School	Secondary School
3	High	Over 700 Students	Over 800 Students
2	Medium	<< 200 to 700 >> Students	<< 500 to 800 >> Students
1	Low	Under 200 students	Under 500 students

8. Recommendations

Data Source: Ministry of Rural Development and Local Government

Expertise Input - Recommendations by field experts are an integral part of the selection process. Input is gathered from those familiar with the school and community such as the members of the Municipal Disaster Management Units.

Recommendation	Level	Score
Highly Recommended	High	3
Recommended with reservations	Medium	2
Not Recommended	Low	1

Sensitization of the Schools
ODPM's Preliminary Training Schedule September 2018 – June 2019

Training Schedule Dates	Regional Corporation	Selected Communities	Selected Schools	Programme	Type of Training	Status
13/11/2018	San Juan/Laventille Regional Corporation	Barataria	Servol Life Centre- Barataria	Safer Schools Programme	Student Training	Completed
16/01/2019	Port- of - Spain City Corporation	Woodbrook	Esche's Learning Centre	Safer Schools Programme	Train the Trainer	Completed
19/02/2019	Mayaro/Rio Claro Regional Corporation	Mafeking	Mafeking Government Primary School	Safer Schools Programme	Student Training	
21/02/2019	Mayaro/Rio Claro Regional Corporation	Manzanilla	Manzanilla Government Primary School	Safer Schools Programme	Student Training	
26/02/2019	Penal/Debe Regional Corporation	Debe Proper	Debe Hindu Primary School	Safer Schools Programme	Student Training	
27/02/2019	Diego Martin Regional Corporation	Petit Valley	Association for Developmental Education (ADE) New Beginnings	Preparing You Programme	Train the Trainer	
12/03/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop - Victoria Education District	Safer Schools Programme	Train the Trainer	
13/03/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop - St. Patrick Education District	Safer Schools Programme	Train the Trainer	
14/03/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop - St. George East Education District	Safer Schools Programme	Train the Trainer	
15/03/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop - South Eastern Education District	Safer Schools Programme	Train the Trainer	

Training Schedule Dates	Regional Corporation	Selected Communities	Selected Schools	Programme	Type of Training	Status
19/03/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop- North Eastern Education District	Safer Schools Programme	Train the Trainer	
20/03/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop Caroni Education District	Safer Schools Programme	Train the Trainer	
24/04/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop -Port of Spain and Environs Education District	Safer Schools Programme	Train the Trainer	
26/04/2019	---	---	School Principal's Disaster Risk Reduction Train the Trainer Workshop Tobago Education District	Safer Schools Programme	Train the Trainer	
30/04/2019	Sangre Grande Regional Corporation	Toco	Toco R.C. School	Safer Schools Programme	Student Training	
01/05/2019	Sangre Grande Regional Corporation	Toco	Rampanalgas R.C. School	Safer Schools Programme	Student Training	
02/05/2019	Mayaro/Rio Claro Regional Corporation	Guayaguayare	Guayaguayare Secondary School	Safer Schools Programme	Student Training	
06/05/2019		South	ODPM DRR Ambassador Volunteer Training - South	Safer Schools Programme	Train the Trainer	
07/05/2019		South	ODPM DRR Ambassador Volunteer Training - South	Safer Schools Programme	Train the Trainer	
09/05/2019		Central	ODPM DRR Ambassador Volunteer Training - Central	Safer Schools Programme	Train the Trainer	
10/05/2019		Central	ODPM DRR Ambassador	Safer Schools Programme	Train the Trainer	

Training Schedule Dates	Regional Corporation	Selected Communities	Selected Schools	Programme	Type of Training	Status
			Volunteer Training - Central			
13/05/2019		North	ODPM DRR Ambassador Volunteer Training - North	Safer Schools Programme	Train the Trainer	
14/05/2019		North	ODPM DRR Ambassador Volunteer Training - North	Safer Schools Programme	Train the Trainer	
15/05/2019	Tunapuna/Piarco Regional Corporation	Longdenville	Raghunanan Government Primary School	Safer Schools Programme	Student Training	
17/05/2019	Diego Martin Regional Corporation	Maraval	La Seiva Primary School	Safer Schools Programme	Student Training	
21/05/2019	San Juan/Laventille Regional Corporation	Barataria	St. Georges' College	Safer Schools Programme	Student Training	
22/05/2019	Penal/Debe Regional Corporation	Woodland	Woodland Hindu Primary School	Safer Schools Programme	Student Training	
24/05/2019	Penal/Debe Regional Corporation	Woodland	Woodland ECCE	Safer Schools Programme	Student Training	
28/05/2019	Penal/Debe Regional Corporation	Penal	Clarke Road Hindu Primary School	Safer Schools Programme	Student Training	
29/05/2019	Penal/Debe Regional Corporation	Monkey Town	Monkey Town Government Primary School	Safer Schools Programme	Student Training	
03/06/2019	Tunapuna/Piarco Regional Corporation	Kelly Village	St. David RC Primary School	Safer Schools Programme	Student Training	
06/06/2019	Tunapuna/Piarco Regional Corporation	Las Lomas	Las Lomas Government Primary School	Safer Schools Programme	Student Training	
11/06/2019	Diego Martin Regional Corporation	Diamond Vale	Diego Martin North Secondary school	Safer Schools Programme	Student Training	
12/06/2019	Diego Martin Regional Corporation	Diamond Vale	Diego Martin Girls Primary	Safer Schools Programme	Student Training	
14/06/2019	San Juan/Laventille Regional Corporation	Morvant	Morvant Epiphany Anglican School	Safer Schools Programme	Student Training	
17/06/2019	San Juan/Laventille Regional Corporation	Laventille	Laventille Girls Government Primary	Safer Schools Programme	Student Training	

Training Schedule Dates	Regional Corporation	Selected Communities	Selected Schools	Programme	Type of Training	Status
18/06/2019	Chaguanas Borough Corporation	Enterprise	Enterprise Government Primary School	Safer Schools Programme	Student Training	
21/06/2019	Port- of - Spain City Corporation	Port – of – Spain Proper	Nelson Street Boys R.C.Primary School	Safer Schools Programme	Student Training	
21/06/2019	Port- of - Spain City Corporation	Port – of – Spain Proper	Nelson Street Girls R.C. Primary School	Safer Schools Programme	Student Training	
24/02/2019	Port- of - Spain City Corporation	Cascade	Cascade School of the Deaf	Safer Schools Programme	Train the Trainer	
25/02/2019	Port- of - Spain City Corporation	Cascade	Cascade School of the Deaf	Safer Schools Programme	Student Training	

Digicel Foundation's *Preparing You* Programme

The Preparing You Programme was launched on **Wednesday 23rd January, 2019**.

During the period 2018-2020, through partnership with the Inter-American Development Bank (IDB), the Digicel Foundation committed to work with ten (10) institutions that cater to populations or persons with special needs. At the end of the period, it is intended that over 2000 persons would be direct beneficiaries, including 900 students and at least 150 special needs caregivers and teachers, as well as family members and local community stakeholders.

The Digicel Foundation invited the ODPM to collaborate on the project in the following areas:

1. Developing tailored emergency and disaster response protocols and procedures for each institution;
2. The provision of training materials and an appropriate training methodology and plan in conjunction with teachers, parents and other caregivers to suit the targeted students/resident at each facility;
3. Supply of each student with a first aid kit;
4. Development of a database using GIS technology to capture demographics and other pertinent information required for evacuation aid and response.

The project is divided into two components as follows:

Component 1 – Risk Assessments and Selection of Beneficiary Institutions

The Digicel Foundation has selected the institutions to benefit from the project. All of the schools & homes selected cater for special needs students who have learning disabilities or mobility challenges. The Memisa Centre houses mainly adult males with learning disabilities.

The Digicel Foundation team conducted site visits to assess levels of vulnerability to disasters, as well as key gaps in preparedness. Each was evaluated based on their level of exposure to common emergency events (fire, flood, earthquakes, and tropical storms etc.). Emerging from their analysis and selection of the schools listed below will undergo a further assessment from the Trinidad and Tobago Fire Service to determine targets training/capacity building plans and identification of any physical upgrades required to make selected facilities compliant with disaster preparedness and basic safety requirements.

The six (6) schools / facilities selected to benefit for the first year of the programme based on the Digicel Foundation's internal Vulnerability Risk Assessment (VRA) are:

	School	Location	Demographics	Age Group	Students	Teachers /Caregivers
1	Association for Developmental Education (ADE) New Beginnings	Petite Valley	Autism, Down Syndrome, Dyslexia	9 – 18 years	27	8
2	Wharton Patrick Government School	St. Ann's, Port of Spain	Autism, Down Syndrome, Cognitive Disabilities	5-16 years	34	6
3	Lady Hochoy Arima	Heights of Guanapo, Arima	Autism, Down Syndrome, Cognitive Disabilities, Cerebral Palsy	5-18 years	29	7
4	Memisa Centre	Heights of Guanapo, Arima	Autism, Down Syndrome	18-57 years	57	18
5	Goodwill Industries	Port of Spain	Autism, Down Syndrome, Cognitive Disabilities, Physical (wheel chair bound)	14-25 years	110	33
6	National Centre for Persons with Disabilities (NCPD)	San Fernando	Autism, Down Syndrome, Cognitive Disabilities	16-25 years	250	60
	Total				507	132

Component II – Training and Empowerment

The objective of this component is to train teachers, parents/guardians and students in disaster risk preparedness, community emergency response training (CERT) and first aid training in partnership with national agencies (ODPM, Fire, Red Cross etc.). The intent is to develop tailored emergency and disaster response protocols and procedures for each institution as well as training materials and an appropriate training methodology, content and delivery plan. It is also envisaged that content and training methodologies will use available and engaging technologies such as animation, apps and virtual reality in combination with more traditional based learning, board games, puppet shows etc.

A train the trainer approach will be utilised, identifying key leaders from the participating institutions/schools, who will plan and deliver training and capacity building on an on-going basis. The training facilities for the teachers will be provided by Digicel Foundation and IDB. The ODPM is required to provide the training materials and conduct the training sessions. The Digicel Foundation has advised that the following is the preliminary training schedule:

**Digicel Foundation *Preparing You* Programme
Preliminary Training Schedule**

TRAINING SCHEDULE DATES	REGIONAL CORPORATION	SELECTED COMMUNITIES	SELECTED SCHOOLS	PROGRAMME	TYPE OF TRAINING
2/19/2019	Mayaro/Rio Claro Regional Corporation	Mafeking	Mafeking Government Primary School	Safer Schools Programme	Student Training
2/21/2019	Mayaro/Rio Claro Regional Corporation	Manzanilla	Manzanilla Government Primary School	Safer Schools Programme	Student Training
2/26/2019	Penal/Debe Regional Corporation	Debe Proper	Debe Hindu Primary School	Safer Schools Programme	Student Training
To be determined by Digicel Foundation	Port- of - Spain City Corporation	Woodbrook	Goodwill Industries	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	Port- of - Spain City Corporation	Woodbrook	Goodwill Industries	Preparing You Programme	
2/27/2019	San Juan/ Laventille Regional Corporation	Las Cuevas	Las Cuevas Government Primary School	Safer Schools Programme	Student Training
To be determined by the Digicel Foundation	Arima Borough Corporation	Heights of Guanapo, Arima	Lady Hochoy Arima	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	Arima Borough Corporation	Heights of Guanapo, Arima	Memisa Centre	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	Arima Borough Corporation	Heights of Guanapo, Arima	Lady Hochoy Arima	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	Arima Borough Corporation	Heights of Guanapo, Arima	Memisa Centre	Preparing You Programme	Train-the-Trainer
3/12/2019	Mayaro/Rio Claro Regional Corporation	Manzanilla	Plum Road Presbyterian School	Safer Schools Programme	Student Training

TRAINING SCHEDULE DATES	REGIONAL CORPORATION	SELECTED COMMUNITIES	SELECTED SCHOOLS	PROGRAMME	TYPE OF TRAINING
To be determined by the Digicel Foundation	Diego Martin Regional Corporation	Petit Valley	Association for Developmental Education (ADE) New Beginnings	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	Port- of - Spain City Corporation	St. Ann's	Wharton Patrick Government School	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	Diego Martin Regional Corporation	Petit Valley	Association for Developmental Education (ADE) New Beginnings	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	Port- of - Spain City Corporation	St. Ann's	Wharton Patrick Government School	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	San Fernando City Corporation	San Fernando	National Centre for Persons with Disabilities (NCPD)	Preparing You Programme	Train-the-Trainer
To be determined by the Digicel Foundation	San Fernando City Corporation	San Fernando	National Centre for Persons with Disabilities (NCPD)	Preparing You Programme	Train-the-Trainer
3/27/2019	Penal/Debe Regional Corporation	Woodland	Woodland Hindu Primary School	Safer Schools Programme	Student Training
3/29/2019	Tunapuna/Piarco Regional Corporation	Kelly Village	St. David RC Primary School	Safer Schools Programme	Student Training
5/17/2019	Mayaro/Rio Claro Regional Corporation	Manzanilla	The Manzanilla Secondary School	Safer Schools Programme	Student Training
5/21/2019	Sangre Grande Regional Corporation	Toco	Toco R.C. School	Safer Schools Programme	Student

TRAINING SCHEDULE DATES	REGIONAL CORPORATION	SELECTED COMMUNITIES	SELECTED SCHOOLS	PROGRAMME	TYPE OF TRAINING
5/22/2019	Sangre Grande Regional Corporation	Toco	Rampanalgas R.C. School	Safer Schools Programme	Student Training
5/24/2019	Mayaro/Rio Claro Regional Corporation	Guayaguayare	Guayaguayare Secondary School	Safer Schools Programme	Student Training
5/28/2019	Tunapuna/Piarco Regional Corporation	Longdenville	Raghunanan Government Primary School	Safer Schools Programme	Student Training
5/29/2019	Diego Martin Regional Corporation	Maraval	La Seiva Primary School	Safer Schools Programme	Student Training
6/4/2019	San Juan/ Laventille Regional Corporation	Morvant	Morvant Epiphany Anglican School	Safer Schools Programme	Student Training
6/11/2019	Penal/Debe Regional Corporation	Monkey Town	Monkey Town Government Primary School	Safer Schools Programme	Student Training
6/12/2019	Penal/Debe Regional Corporation	Penal	Clarke Road Hindu Primary School	Safer Schools Programme	Student Training
6/18/2019	Tunapuna/Piarco Regional Corporation	Las Lomas	Las Lomas Government Primary School	Safer Schools Programme	Student Training
6/21/2019	Diego Martin Regional Corporation	DiamondVale	Diego Martin North Secondary school	Safer Schools Programme	Student Training
6/25/2019	Diego Martin Regional Corporation	DiamondVale	Diego Martin Girls Primary	Safer Schools Programme	Student Training

TRAINING SCHEDULE DATES	REGIONAL CORPORATION	SELECTED COMMUNITIES	SELECTED SCHOOLS	PROGRAMME	TYPE OF TRAINING
6/26/2019	San Juan/ Laventille Regional Corporation	Laventille	Laventille Girls Government Primary	Safer Schools Programme	Student Training
6/28/2019	Chaguanas Borough Corporation	Enterprise	Enterprise Government Primary School	Safer Schools Programme	Student Training
6/14/2019	Port- of - Spain City Corporation	Port – of – Spain Proper	Nelson Street Boys R.C.Primary School	Safer Schools Programme	Student Training
6/14/2019	Port- of - Spain City Corporation	Port – of – Spain Proper	Nelson Street Girls R.C.Primary School	Safer Schools Programme	Student Training
7/4/2019	Port- of - Spain City Corporation	Cascade	Cascade School of the Deaf	Safer Schools Programme	Student Training
7/5/2019	Port- of - Spain City Corporation	Cascade	Cascade School of the Deaf	Safer Schools Programme	Student Training