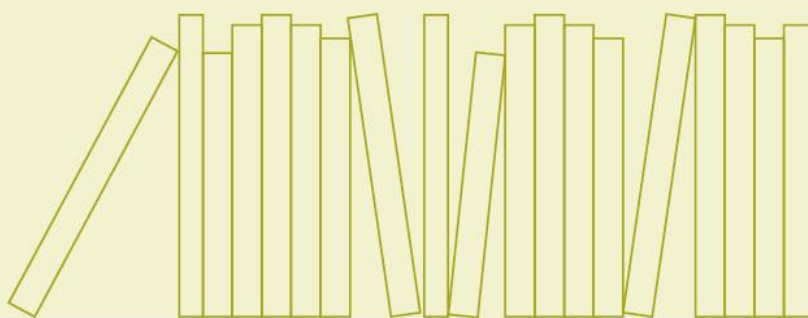


Economic Commission for Latin America and the Caribbean

# **ECLAC SUBREGIONAL HEADQUARTERS FOR THE CARIBBEAN**



## **Report of the expert group meeting on inclusive and equitable education during the COVID-19 pandemic**



UNITED NATIONS

**E C L A C**





Economic Commission for Latin America and the Caribbean  
Subregional Headquarters for the Caribbean

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Expert group meeting on inclusive  
and equitable education  
during the COVID-19 pandemic

Virtual meeting, 13 August 2021

LIMITED  
LC/CAR/2021/5  
9 December 2021  
ORIGINAL: ENGLISH

## **REPORT OF THE EXPERT GROUP MEETING ON INCLUSIVE AND EQUITABLE EDUCATION DURING THE COVID-19 PANDEMIC**



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## **A. MAIN CONCLUSIONS AND RECOMMENDATIONS**

1. During the COVID-19 pandemic, schools have employed a range of remote learning strategies including online classes, physical collection/drop off of schoolwork, and use of recorded video/audio lessons. Remote learning worked best where teachers received tools, training and mutual support and where relationships were developed with parents and guardians. The widespread use of online classes for children with access to devices and Internet connectivity highlighted an urgent need to address the digital divide.
2. School closures have negatively impacted not only the academic but also the social and emotional development of children. Remote education has not reached all children and there is concern that the longer children remain disconnected from the education system, the greater the risk that they may never return.
3. Achieving high levels of vaccination among teachers is crucial to successful school reopening. Schools should implement measures to facilitate safe reopening, for example hygiene measures (frequent hand washing and temperature control at entry), education about the pandemic, social distancing, mandatory school masks, schedule changes (staggered start and finish times, staggered break and lunch times), class size reduction and revised transport arrangements.
4. Ministries of Education (MOE) need to assess the mental health and psychosocial impacts of the crisis on children and their families. For example, school psychologists saw an increased demand for consultations and an increase in students and parents suffering from anxiety and depression, often related to the economic impact of the crisis.
5. Mental health and psychosocial support (MHPSS) services must be adaptable to the remote learning context. When children are at home rather than in school, reaching out directly to families becomes much more important. Social media, hotlines and online consultations can all be deployed to communicate and connect with students and their families.
6. Social and emotional learning (SEL) and Health and Family Life Education (HFLE) are especially important in an emergency situation and should continue to be delivered including remotely where necessary (too often these elements of the curriculum were either discarded or deprioritized).
7. Special attention should be paid to the needs of students from marginalized groups, for example students with disabilities, with migrant or refugee status or from indigenous populations. For example, online learning was often inaccessible to students with disabilities. Students from indigenous populations who face language barriers to education and migrant children struggling to arrange a school place saw these problems compounded by a context of widespread disruption to education systems and the shift to remote education.
8. Unequal access to remote learning, particularly online, has widened educational inequalities. As a consequence, there is now an urgent need for remedial, catch up and accelerated learning programmes to compensate for the educational losses and missed opportunities experienced by many children.
9. The pandemic has seen a step change in the use of technology in education which should be reinforced through greater emphasis on technology in initial teacher training and professional development, development of open electronic educational resources, and greater use of technology as a complement to face-to-face learning.

## **B. ATTENDANCE AND ORGANIZATION OF WORK**

### **1. Place and date of the meeting**

10. The expert group meeting on inclusive and equitable education during the COVID-19 pandemic was held on Friday 13 August 2021.

### **2. Attendance<sup>1</sup>**

11. The meeting was attended by Caribbean education policymakers, planners and practitioners from the member States of Antigua and Barbuda, Bahamas, Barbados, Guyana, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago and the associate members of Anguilla, Bermuda, British Virgin Islands, Montserrat, Sint Maarten and Turks and Caicos Islands. Education experts from the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Emergency Fund (UNICEF), the CARICOM Secretariat, the Organisation of Eastern Caribbean States (OECS) and the University of the West Indies also participated, as did representatives of several non-governmental organizations.

### **3. Agenda**

1. Opening of the meeting
2. Access to education in the context of COVID-19
3. Mental health impacts and psychosocial support services
4. Inclusion of students from marginalized groups
5. Discussion
6. Conclusions

### **4. Documentation**

12. The draft study entitled "Education during the COVID-19 pandemic: Access, inclusion and psychosocial support", prepared by ECLAC subregional headquarters for the Caribbean served as the background document for the meeting. The study assesses the impact of COVID-19 on the Caribbean school system focusing particularly on psychosocial impacts on students and teachers and issues of access and barriers to education for children from vulnerable and marginalized groups.

13. The study was based on information collected from 17 Caribbean countries<sup>2</sup> about the impact of COVID-19 on education systems; mitigation measures implemented by MOE and schools; and the needs of students and their families. Information was collected through a questionnaire as well as through interviews and focus groups with representatives of MOE, school principals, teachers, representatives of civil society organisations and other stakeholders such as parent-teacher associations and student councils. The information was used to identify best practices, lessons learned and to shape recommendations on how to build more inclusive, resilient and equitable education systems.

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<sup>1</sup> See annex I for a full list of participants.

<sup>2</sup> Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Martinique, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands.

## **C. SUMMARY OF PROCEEDINGS**

### **1. Opening of the meeting**

14. In her welcoming remarks, the Director of ECLAC subregional headquarters for the Caribbean described how the COVID-19 pandemic had severely disrupted the education of all children. The extended periods of school closures and/or partial closures combined with remote learning have not only affected children's academic progress and future prospects but also their social and emotional development, their physical and mental health and overall well-being. Furthermore, the pandemic has worsened pre-existing educational inequalities. The success of remote education is heavily dependent on the stability of the home environment, parental support, access to technological devices and Internet access, and therefore the educational playing field has been tilted towards children that can count on this support and infrastructure, to the disadvantage of those who cannot. Children from socioeconomically disadvantaged households are more likely to be affected by separation from their peers and from the supportive environment that school provides. Groups such as children with disabilities, those of migrant or refugee status or from indigenous communities face additional difficulties participating in remote learning, for example problems relating to technology or language. The pandemic has also been stressful and challenging for teachers who have been working in difficult circumstances, sometimes at risk to their own health.

15. The Director emphasized the importance of assessing these impacts on the education system and learning from the many innovations which have helped to maintain continuity of education. The lessons learned during the first two years of the COVID-19 pandemic will help to build greater resilience into the Caribbean school system and can also contribute to building a post-pandemic education system for the achievement SDG 4, that is, a more inclusive, equitable and high quality education system.

16. She noted that MOE have been planning for a return to the classroom, with either full reopening of schools or a continuation of hybrid models which combine elements of both face-to-face and remote education. For the foreseeable future, education officials will continue to need to safeguard the health of children, teachers and communities while minimising, as far as possible, the impact of the pandemic on children's education and personal development. The Director anticipated that the virtual expert group meeting would provide a platform for participants to share experiences and lessons which will inform preparations for the coming school year and contribute to recovery, catch-up, and a more resilient and equitable education system in the future.

### **2. Access to education in the context of COVID-19**

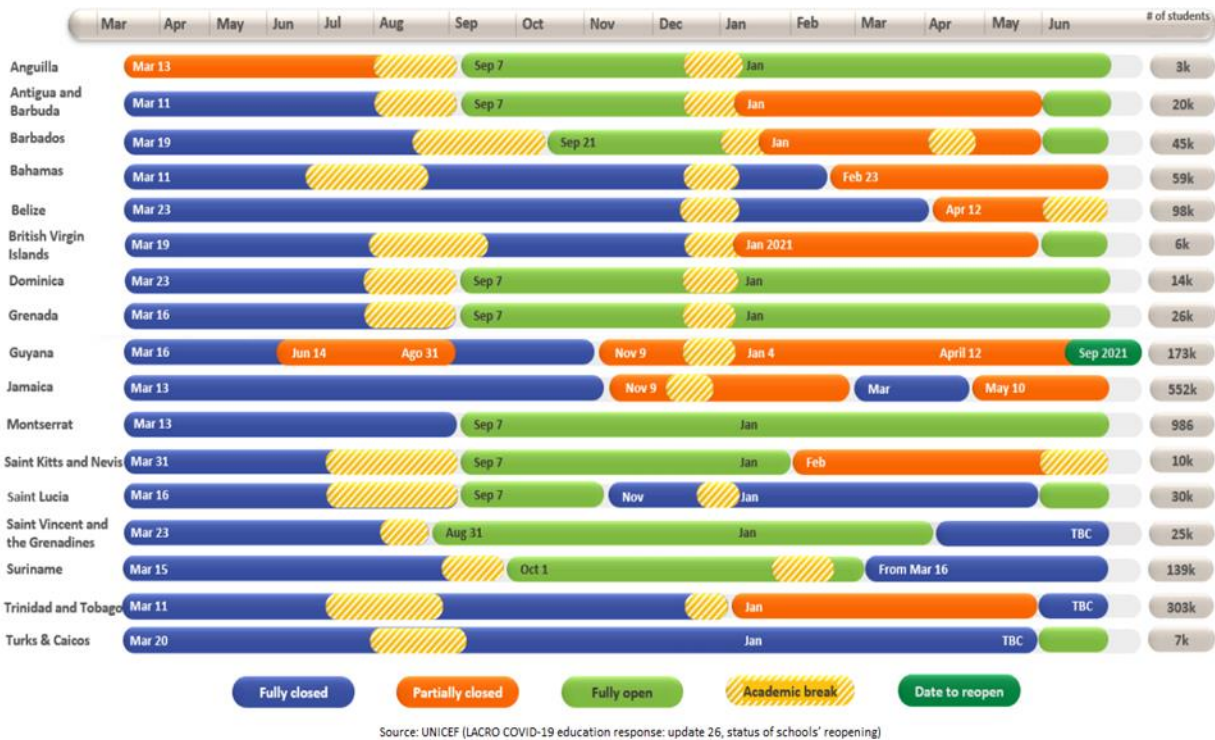
17. The Population Affairs Officer of ECLAC introduced the study "Education during the COVID-19 pandemic: access, inclusion and psychosocial support". Based on regional data from UNICEF (see figure 1), he explained that the COVID-19 pandemic impacted all schools throughout the Caribbean subregion during the period March 2020 to June 2021. From March 2020, schools were fully closed for the last part of the academic year 2019–2020 in all countries, except Anguilla where schools were only partially closed. From September 2020, many of the smaller islands were able to reopen schools as the spread of COVID-19 was under control, in contrast to countries like Guyana, and Trinidad and Tobago that experienced longer periods of closure or partial closure due to a higher prevalence of COVID-19 cases. Waves of COVID-19 cases affected different countries at somewhat different times and MOE had to be flexible and continuously monitor the epidemiological data to determine when schools had to close or could reopen.

18. School closures, whether complete or partial, forced countries to employ various remote learning strategies depending on local circumstances. Many schools employed synchronous live online classes or online delivery of learning materials and assignments to students. Some schools used direct delivery and



physical drop off locations for schoolwork, which students had to complete and return to the teachers for marking. Teachers also recorded video and audio lessons to be broadcast on television or radio, or dissemination through social media. Some countries created online platforms to distribute learning materials and assignments, while face-to-face classes were organised for selected groups of students, for example those living in remote areas where Internet connectivity was limited or students whose parents were unable to supervise online learning.

**Figure 1**  
**Closure and reopening of Caribbean schools (from March 2020 to June 2021)**



19. The study found that the implementation of remote learning placed huge demands on teachers who had to quickly adapt their approach to teaching. Most had not been trained to implement remote learning or use online teaching platforms and experienced technological challenges and constraints. Teachers reported that they were overwhelmed with increased workloads, particularly preparation of online classes, while also balancing work with their own care responsibilities. Teachers need tools, training and mutual support to successfully implement remote learning.

20. In most countries, the approach to remote learning was mainly determined by the availability of devices and Internet connectivity. While MOE had programmes to make devices available to students, there were still major gaps in Internet connectivity. The widespread employment of remote education reinforces the case for Internet connectivity to be regarded as a public good and necessary to fully participate in society.

21. The Population Affairs Officer noted that there had been a step change in the use of technology in education during the pandemic and MOE should consider how the increased knowledge and experience with technology could be harnessed in post-pandemic education systems. He offered some recommendations for remote learning based on those schools which reported success in this area. Programmes must be developed to provide home Internet access to students who cannot currently participate in online classes. Teachers, families and students all need support in the use of technology for

remote learning. Information and communication technology (ICT) competencies must be given greater emphasis in teachers' initial training and professional development. Furthermore, consideration should be given to the role that technology can play in improving access to education for marginalized populations.

22. However, he stressed that while remote learning has mitigated the impact of the pandemic on children, it is not currently a substitute for face-to-face schooling, not least because remote learning has not been able to reach all students and the longer children are disconnected from the education system, the less likely they are to return. School closures have negatively impacted on the academic achievements, social and emotional development, mental health and well-being of children. Achieving high levels of vaccination among teachers (in addition to the wider population) is crucial to successful school reopening. MOE must also finalize protocols and risk-reducing measures for when schools can safely reopen, for example hygiene measures (frequent hand washing and temperature control at entry), social distancing and mandatory mask wearing or implementing a hybrid school system of staggered classes and smaller class sizes.

23. The National Programme Officer for Education of the UNESCO Office for the Caribbean also presented on the topic "Access to education in the context of COVID-19", addressing the impact of the pandemic on education in the Caribbean subregion and the response from UNESCO. She mentioned that impacts of school closures as a result of lockdown measures were multi-dimensional affecting learners, teachers and parents. While school closures interrupted learning, there were additional impacts for some under-privileged children such as the possible loss of free or discounted meals (although many school feeding programmes did continue in a modified form through either direct delivery or vouchers). School closures also exposed the unequal access to digital learning portals and gaps in parental support for home schooling, all of which contributed to a rise in dropout rates.

24. In 2020, UNESCO conducted a rapid assessment survey to determine the emerging needs of MOE, schools, communities and households arising due to the pandemic. The consultations showed that there were specific needs at the Ministry level for support in strengthening policies and protocols for remote and hybrid education, as well as the maintenance of up-to-date records and data management systems to inform quick decision-making. At the school level, priorities included teacher training in the use of online tools and capacity building support for principals and school administrators to help them lead and manage the implementation of remote learning. There were also requests for post-COVID strategies to regain lost instructional time and the development of new tools for assessing the quality of education. Among communities and households, the main needs were assistance for students in rural and remote areas; low or no-tech learning materials to support families without digital access or capacity; feeding programmes for vulnerable communities affected by poverty; and psychosocial support for students and parents.

25. Based on the outcomes of the rapid assessment, UNESCO in collaboration with CARICOM and other regional partners, developed a response strategy that focused on continuity, quality and equity of remote learning. This response strategy was based on six pillars: (i) strategic planning; (ii) monitoring and data analysis; (iii) mapping of immediate and long-term responses and strategies; (iv) online blended teacher training initiatives; (v) technical assistance to Caribbean governments; and (vi) digital learning resources for teachers and parents. The UNESCO Caribbean COVID-19 Response Task Force was established to provide advice and technical assistance to governments. This was a virtual network made up of educational focal points across the subregion that has been very responsive in supporting many blended learning and online strategies.

26. UNESCO, in collaboration with UNESCO, WFP, FAO and UNICEF, also published a framework for the reopening of schools which focused on safe operations, learning, well-being, inclusion and protection of the most marginalized. In moving forward to the reopening of schools, the National Programme Officer emphasized that under the learning framework, countries should revise their admissions policies and requirements from primary through to tertiary level to align with the goal of universal

education, eliminating barriers and reducing entry requirements. To address the learning gaps during the pandemic, she recommended large scale remedial programmes to mitigate learning loss and to ensure accessibility for those students who have been out of school, whether due to socioeconomic reasons, disability or migrant status. There should also be programmes to deal with learning recovery and students' mental health and psychosocial needs, with teachers trained and equipped to identify behavioural and cognitive changes and to provide appropriate support when needed.

### **3. Mental health impacts and psychosocial support services**

27. The ECLAC consultant presented chapter III of the study which focused on “The psychosocial dimensions of e-learning and technology-based pedagogies”. This section of the study reviewed the provision of mental health and psychosocial support (MHPSS) services across nine Caribbean education systems<sup>3</sup> and considered how e-learning and the use of technology-based pedagogies could be leveraged to provide psychosocial services. She also looked at emerging issues around mental health and psychosocial support during COVID-19 and offered some recommendations on how countries could strengthen MHPSS service provision.

28. Most education systems in the Caribbean subregion provided some level of MHPSS service before the COVID-19 pandemic. This support would usually be through a student support services unit, guidance counsellors and Health and Family Life Education (HFLE) Programmes. However, during the pandemic, due to the emphasis on having to make up instructional time, HFLE Programmes were often dropped from the curriculum. With children at home, countries including Barbados, Jamaica, Saint Vincent and the Grenadines, and Trinidad and Tobago created helplines for families seeking mental health and psychosocial support.

29. Of the five case countries studied,<sup>4</sup> Trinidad and Tobago had the most systemized approach to psychosocial support services before the pandemic. The Government's Student Support Services Division had psychologists and counsellors trained to carry out virtual assessments and consultations, and so was in a relatively strong position to adapt its services to the new situation created by the pandemic. Other countries issued daily mental health tips, e-guidelines and pamphlets on social media platforms such as Facebook and WhatsApp. In Belize, the MOE in collaboration with UNICEF, launched a television and radio programme called “In It Together”, made for children by children, while UNICEF, PAHO and USAID delivered a six-part interactive radio programme across 12 countries on the theme of “COVID-19: Supporting our Children”.

30. Other examples of MHPSS interventions targeted teachers and parents as they too had to quickly adapt to the new online mode of learning. In Antigua and Barbuda, Jamaica and Trinidad and Tobago, Zoom was used to try and reach parents and teachers with virtual guidance counselling and mental health sessions. These sessions were not mandatory and some suffered from low turnout, perhaps due to inadequate promotion or just fatigue from too many online activities during this period.

31. In many countries, social and emotional learning (SEL) was not mainstreamed in school curriculums before the pandemic and so the transition to remote education, and all the challenges which that presented, further marginalized the teaching of “soft skills”. There needs to be a multi-pronged approach to psychosocial well-being, with investment to ensure that all children who need MHPSS services can access them along with SEL and HFLE as an integral and mandatory part of the school curriculum.

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<sup>3</sup> Countries under analysis were Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Jamaica, Saint Vincent and the Grenadines, Saint Lucia, and Trinidad and Tobago.

<sup>4</sup> Antigua and Barbuda, Belize, Jamaica, Saint Lucia and Trinidad and Tobago.

32. The Senior Psychologist from the Barbados Ministry of Education, Technological and Vocational Training, gave a presentation entitled “Mental health impacts and psychosocial support services in a COVID-19 environment”, where she described the psychosocial support services that were provided by the Ministry’s Student Support Services Unit during the pandemic.

33. She noted that in the early period of the pandemic, psychological consultations were mainly requested by parents for students who were experiencing difficulties adapting to the online mode of learning. There was an increase in referrals for students who presented with anxiety and depression, as many households were affected by job losses and reduced income. The Student Support Services Unit also expanded their support services to parents who were finding it difficult to cope and who were also suffering from stress and/or depression. It noted, for example, that psychiatric hospital admissions and referrals due to suicide threats both increased during this time.

34. During the early lockdown restrictions in March of 2020, the Barbados MOE created a vulnerable student register which was based on a needs assessment where social workers and counsellors provided the names of over 1,000 students who had been experiencing challenges before the pandemic. A weekly check-in system was implemented through which social workers and counsellors would monitor students and families via phone calls, WhatsApp, emails and Zoom. A system was also put in place to enable essential home visits to take place.

35. Social welfare assistance was provided through the Student Support Services Unit in the form of food vouchers and food debit cards. Some students were provided with technological assistance to ensure that they were able to participate in online schooling. Students were given laptops and tablets and those without access to Internet connectivity were given sim cards or free access to the Internet through a local provider. The Student Support Services Unit also disseminated information for students, parents and teachers on how to cope with lockdown restrictions. The Unit conducted online counselling sessions using Google Classroom and shared mental health information on various social media platforms as well as through television and radio. Hotlines were set up for persons who needed counselling and parenting support as well for those who needed devices or any other assistance.

36. The Barbados Ministry of Education, Technological and Vocational Training has recently established a Mental Health and Wellness Committee to devise a comprehensive mental health plan for schools drawing on lessons learned over the previous year. The committee is currently in the process of reviewing and making recommendations to policymakers on initiatives to address the mental health needs of school communities.

37. The Director of Academics in the Ministry of Education in Bermuda explained “how to identify and acknowledge trauma in students during the COVID-19 pandemic”. He stated that in some instances, the pandemic contributed to traumatic events or triggered reactions that could result in child traumatic stress which can play out in the classroom. Child traumatic stress can manifest itself in many different ways, ranging from intense and ongoing emotional upset; depression and anxiety; behavioural changes; difficulties with self-regulation; problems relating to others or forming attachments; regression or loss of previously acquired skills; attention and academic difficulties; nightmares; difficulty sleeping and eating; while older children may resort to drug use, alcohol use and risky behaviours including unhealthy sexual activity. These reactions can interfere with teaching and learning and social interactions and may be triggered by things such as tone of voice, places, people, loud sounds, certain events and anniversaries. They can also be exacerbated by risk factors such as poverty, inadequate parenting and prior history of trauma.

38. The Director emphasized that there are protective factors that can mitigate traumatic events such as supportive caregivers and a caring school community. Furthermore, a welcoming school environment

that includes the teaching (and reteaching) of expected behaviours can contribute to building positive learning relationships with students.

#### **4. Inclusion of students from marginalized groups**

39. The ECLAC consultant on inclusive education presented the findings of research assessing the effects of school closures as a result of the COVID-19 pandemic on students from marginalized groups, with particular emphasis on students with disabilities, students with migrant or refugee status, and students from indigenous populations. Based on the results from the surveys and focus groups, including across countries implementing different remote education strategies, students from marginalized groups tended to face greater difficulties accessing education which properly catered to their needs.

40. In the case of students with disabilities, most of the online learning materials were not in accessible formats. Furthermore, in teaching children with certain disabilities, interaction and feedback are particularly important and online sessions made this kind of individual engagement with students more difficult. Students with migrant or refugee status were also more likely to face difficulties participating in remote education, for example due to economic constraints preventing them from accessing digital devices and Internet connectivity. Some students of migrant or refugee status faced language barriers and cyberbullying inspired by xenophobia. Students from indigenous populations often lacked access to the Internet since many of them live in remote rural communities and this exclusion was intensified during the pandemic. Another challenge for some indigenous students was that both live and recorded online classes were not in the official or local indigenous language which made communication difficult.

41. The consultant offered some recommendations on how to remove barriers and promote inclusion for marginalized students. It was found that while most families from marginalized groups had at least one digital device (such as a smartphone), they were unable to bear the cost of Internet connectivity, especially during an economic downturn. Therefore, immediate and short-term strategies should focus on strengthening programmes that support students' access to the Internet at home as well as their access to devices. Support in the use of technology is important for students, parents and teachers who have all had to adapt to using online platforms. Medium-term solutions should consider remote education not only as a strategy to respond to an emergency but also as an option to reach remote areas, address teacher shortages and improve education quality for marginalized populations. ICT competencies and remote learning methods should be given higher priority in initial teacher training and professional development.

42. To better cater to the needs of students with disabilities, the consultant recommended that accessible materials, online platforms and radio and television programmes must be developed for blind, deaf and other students with disabilities. Where schools are partially open, students with disabilities, including in special education units, should be prioritized for face-to-face teaching. For students from indigenous populations and with migrant or refugee status, governments should consider how language barriers in remote education can be overcome, for example communicating with parents and developing learning materials in alternative languages. There should also be increased flexibility to enrol students with migrant or refugee status so they can be integrated into the school system at different points in the year, independently of their legal status.

43. The Director of Education of Bahamas gave an insight into his Ministry's response to the COVID-19 pandemic with a focus on students from marginalized and vulnerable groups. He explained that, unlike the other islands in the subregion, the Bahamas is unique in its situation as it is an archipelago that is made up of approximately 700 islands. There is a central MOE in New Providence which oversees the education system across the islands and therefore the Ministry's response to the pandemic was not a one-size-fits-all approach but had to be tailored to the public health situation in each island.

44. Bahamian society has high levels of inequality, particularly in terms of standards of living, and with an increase in unemployment and persons getting temporarily laid off due to the pandemic, these inequalities were exacerbated. The MOE therefore focused its attention on students belonging to vulnerable families, many of whom were already beneficiaries of social protection programmes.

45. There is a relatively high level of digital engagement and Internet connectivity in the Bahamas which facilitated the transition to virtual learning platforms. There was already some experience of virtual school platforms which were used after Hurricane Dorian in 2019 to minimize interruptions to the schooling of students from affected islands and this smoothed the deployment of online education at the beginning of the pandemic. With assistance from CARICOM, the MOE was able to develop a framework for operating face-to-face and hybrid modes of education. This framework also outlined potential support for students, teachers and parents to help them adapt to the new learning environment. There were professional development sessions for teachers on how to use online learning platforms and how to develop interesting lessons, while counselling and psychosocial support were available to students and parents if needed. There was also a remote working policy that was developed for teachers which allowed them to conduct their classes from home if they had additional responsibilities supervising their own children.

46. With assistance from the private sector, students from low-income households who were already receiving school lunches and uniforms through social welfare programmes were provided with laptops or tablets. Students who lived in rural communities were also prioritized for the distribution of devices or the provision of free Internet connectivity for one year. The Ministry uploaded lessons on their website and was able to negotiate a zero-rating connectivity so that the Ministry's website could be accessed free of charge.

## **5. Discussion**

47. Participants agreed that while the COVID-19 pandemic has been a major source of disruption, it has also led to a great deal of innovation and entrepreneurship which potentially creates opportunities to improve access and quality of education for vulnerable populations. With the pandemic still ongoing and the ever-present threat of natural hazards, fully exploiting the educational potential of technology can help education systems to become more flexible, resilient and inclusive.

48. Bearing in mind the barriers that students faced in accessing or adapting to online education, MOE should consider adjusting the matriculation requirements to ensure that students are not denied access to education. There should also be an effort to quantify the impact of the pandemic on academic achievement, which will provide policymakers with the evidence needed to develop remedial and catch-up programmes.

## **6. Conclusions**

49. In her closing remarks, the Programme Manager of the Human Resource Department of the CARICOM Secretariat thanked all the national and regional collaborators in the education sector who responded to the suddenness of COVID-19. She highlighted the inventiveness and creativity with which education systems were redesigned in such a short space of time and emphasised the importance of continuing to build and foster learning relationships on the basis of equity. She also stressed the need for data collection and monitoring of educational inequalities, so that policymakers can design strategic interventions targeted, above all, to those who did not participate in remote education and who therefore urgently need to be reintegrated into the school system.

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Annex II

**PROGRAMME**

09.30 – 9.40 a.m.	<p><b>Opening of the meeting</b></p> <p>Welcome remarks Diane Quarless, Director ECLAC subregional headquarters for the Caribbean</p>
9.40 – 10.15 a.m.	<p><b>Access to education in the context of COVID-19</b></p> <p>Francis Jones, Population Affairs Officer, ECLAC Latoya Swaby-Anderson, National Programme Officer, Education, UNESCO Office for the Caribbean Discussion</p>
10.15 – 10.50 a.m.	<p><b>Mental health impacts and psychosocial support services</b></p> <p>Malaka Parker, consultant, ECLAC Juanita Brathwaite-Wharton, Senior Psychologist, Ministry of Education, Technological and Vocational Training, Barbados Discussion</p>
10.50 – 11.25 a.m.	<p><b>Inclusion of students from marginalized groups</b></p> <p>Pablo Alfaro, consultant, ECLAC Marcellus Taylor, Director of Education, Ministry of Education, Bahamas Discussion</p>
11.25 – 11.30 a.m.	<p><b>Conclusions</b></p> <p>Laurette Bristol, Programme Manager, Human Resource Department, CARICOM Secretariat</p>



Economic Commission for Latin America and the Caribbean (ECLAC)  
Comisión Económica para América Latina y el Caribe (CEPAL)  
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