



# COMPLETION REPORT

November 2014 – March 2017

**Project for Capacity Building on Disaster Risk  
Reduction Education through Cooperation with  
Local Community in Cebu Province**



## Acknowledgements:

SEEDS Asia acknowledges the **Department of Education (DepEd) National** specifically the **Disaster Risk Reduction and Management Service (DRRMS)**, **DepEd Region VII Officials**, the **DRR Education Core Team** and most especially the **ten (10) Schools Division Office (SDO) Project beneficiaries** with the **thirteen (13) Disaster Risk Reduction Education (DRRE) Model and Promotion Schools and their hardworking schools heads and teachers** for their cooperation and support which contributed to the successful implementation of this partnership initiative called the ***Project for Capacity Building on Disaster Risk Reduction Education through Cooperation with Local Community in Cebu Province.***

Likewise acknowledged are the Japanese Technical Advisory experts from **Hyogo Prefectural Board of Education** for sharing their sound practices and experiences on DRRE and the technical resource speakers from the **Philippine Government agencies** such as **PAGASA, PHIVOLCS, OCD-7, DSWD** and **Bureau of Fire Protection** which provided additional learning for our Project beneficiaries. Our appreciation also goes out to our other supportive government partners such as the **LGUS of Danao, Bogu, Daanbantayan, Cebu City, Lapu-Lapu City, Mandaue City, Naga City, Carcar City, Talisay City and Toledo City** including the **Cebu Provincial DRRMO**.

The Completion Report November 2014 – March 2017 for the Project for Capacity Building on Disaster Risk Reduction Education through Cooperation with Local Community in Cebu Province

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DRR Mascot Design (Lily Ligtas and Juan Handa): Ms. Rhea Kristine U. Elnar, Teacher I, Guadalupe Elementary School



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PROJECT FOR CAPACITY BUILDING ON DISASTER RISK REDUCTION  
EDUCATION THROUGH COOPERATION WITH LOCAL COMMUNITY IN  
CEBU PROVINCE

# THE COMPLETION REPORT

November 2014 – March 2017



*Hi I'm Lily Ligtas!*

*Hi I'm Juan Handa!*

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***Advocating for safe and disaster resilient  
communities in the Philippines!***

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DRR Education application in classes, (up) English class at Talavera Elementary School and (down) Music class at Mandaue City Comprehensive National High School

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# I. Project Background, Overall Goal, Purpose, Expected Outputs and Overview

## A. Background

Typhoon Haiyan, locally known as Typhoon Yolanda in the Philippines, was considered to be the strongest and the highest category (equivalent to Category 5) tropical storm that was recorded to have made a landfall. This damaging natural disaster occurred in November 8, 2013 with the sustained wind at landfall of 195 miles per hour and wind gusts of up to 235 miles per hour causing surge in sea level during the storm of about 13 feet (ReliefWeb, 2013).

Many lives were lost and properties damaged especially in the Visayas Region and with these one of the severely affected was the Education Sector because many schools, if not destroyed, were used as temporary shelters by the victims of the disastrous typhoon.

SEEDS Asia, committed to supporting people in the Asia Pacific Region to build safer and resilient communities through DRRE, conducted an immediate relief for affected schools through the provision of teacher and student kits as well as information, education and communication (IEC) materials at selected schools at the northern part of Cebu Province particularly the cities of Danao and Bogu and the municipality of Daanbantayan during the 1<sup>st</sup> quarter of 2014.



Figure 1. Typhoon Haiyan at peak intensity and approaching the Philippines on November 7, 2013 (Source: (Wikipedia, 2013))



Figure 2. Severely damaged schools in various sites in Danao, Bogu and Daanbantayan taken during the field survey of SEEDS Asia in January 2014.

During the field survey in January 2014, schools heads were asked of their preparedness measures for any kind of natural hazard that may happen. Majority said that they only conduct earthquake and fire drills which can sometimes be intermittent. This clearly shows the need to establish for a comprehensive disaster risk reduction education in schools together with the communities.

This prompted SEEDS Asia to take the initiative of conducting a project that would help improve the resiliency of schools and its communities. Through the support of Japan International Cooperation Agency (JICA) under its Technical Cooperation for Grassroots Project together with Hyogo Prefectural Board of Education (Hyogo BoE) and in cooperation with DepEd National-DRRMS and DepEd Region VII Office (DepEd RO7), the partnership initiative called the **"Project for Capacity Building on Disaster Risk Reduction Education through Cooperation with Local Community in Cebu Province"** commenced in November 2014.

## B. Project Overview

1. **Project Duration:** November 2014 – March 2017 (2 years and 4 months)
2. **Target Area:** Cebu Province; 10 Divisions and 13 Pilot Schools
3. **Scope:** Integration of DRRE into Enhanced Basic Education Curriculum from Kindergarten to Grade 10

#### 4. Phases of Target Areas:

- **1<sup>st</sup> Phase: DRRE Model Schools (2 schools/division)**

DIVISIONS	NAME OF SCHOOLS
1. Danao City Division	<ul style="list-style-type: none"> <li>▪ Guinsay Elementary School</li> <li>▪ Beatriz D. Durano Memorial National High School</li> </ul>
2. Bogo City Division	<ul style="list-style-type: none"> <li>▪ Bogo Central School I</li> <li>▪ City of Bogo Science and Arts Academy</li> </ul>
3. Cebu Province Division- Daanbantayan District	<ul style="list-style-type: none"> <li>▪ Daanbantayan Central Elementary School</li> <li>▪ Tapon National High School</li> </ul>

- **2<sup>nd</sup> Phase: DRRE Promotion Schools (1 school/division)**

DIVISIONS	NAME OF SCHOOL
4. Cebu City Division	<ul style="list-style-type: none"> <li>▪ Cebu City Central Elementary School</li> </ul>
5. Carcar City Division	<ul style="list-style-type: none"> <li>▪ Carcar City Central Elementary School</li> </ul>
6. Lapu-Lapu City Division	<ul style="list-style-type: none"> <li>▪ Buaya Elementary School</li> </ul>
7. Mandaue City Division	<ul style="list-style-type: none"> <li>▪ Mandaue City Comprehensive National High School</li> </ul>
8. Naga City Division	<ul style="list-style-type: none"> <li>▪ Balirong Elementary School</li> </ul>
9. Talisay City Division	<ul style="list-style-type: none"> <li>▪ Tanke Elementary School</li> </ul>
10. Toledo City Division	<ul style="list-style-type: none"> <li>▪ Talavera Elementary School</li> </ul>



Figure 3. DRRE Project Area in Cebu Province. Source (CebuWatch, 2008-2015)

### C. Overall Project Goal and Purpose

**"Sustainable DRR Education through cooperation with the local communities conducted in Cebu Province"** is the **overall goal of the Project** which is hoped to be achieved in the long run.

Whereas, the **purpose** is to have **"practical DRR Education through cooperation with local community that is conducted at DRR Education Promotion Schools in Cebu Province"** which is supposed to be achieved within the 2 years and 4 months duration of the Project.

### D. Expected Outputs

There are four (4) **expected outputs** that needs to be realized within the implementation period of the Project which are as follows:

1. System for promoting DRR Education in cooperation with local communities is set up at DepEd RO7;
2. Practical models for DRR Education in cooperation with local communities are created in three (3) DepEd Schools Division Offices;
3. Trained teachers apply the developed models to the Promotion Schools of seven (7) Schools Division Offices within Cebu Province; and
4. Knowledge on DRR Education through cooperation with local community is shared at the national level.

## 5. Project Organizational Structure

The following describes the roles and responsibilities of the Project organizational structure:

- **SEEDS Asia** – the overall in-charge of the Project management which ensures that the purpose and expected outputs are achieved successfully within the implementation period;
- **JICA** – the Project funding partner of SEEDS Asia that supervises the overall implementation of the Project;
- **Hyogo BoE** – the technical supporting partner for DRRE-related concerns of the Project that shares sound practices for possible adoption by the Project beneficiaries;

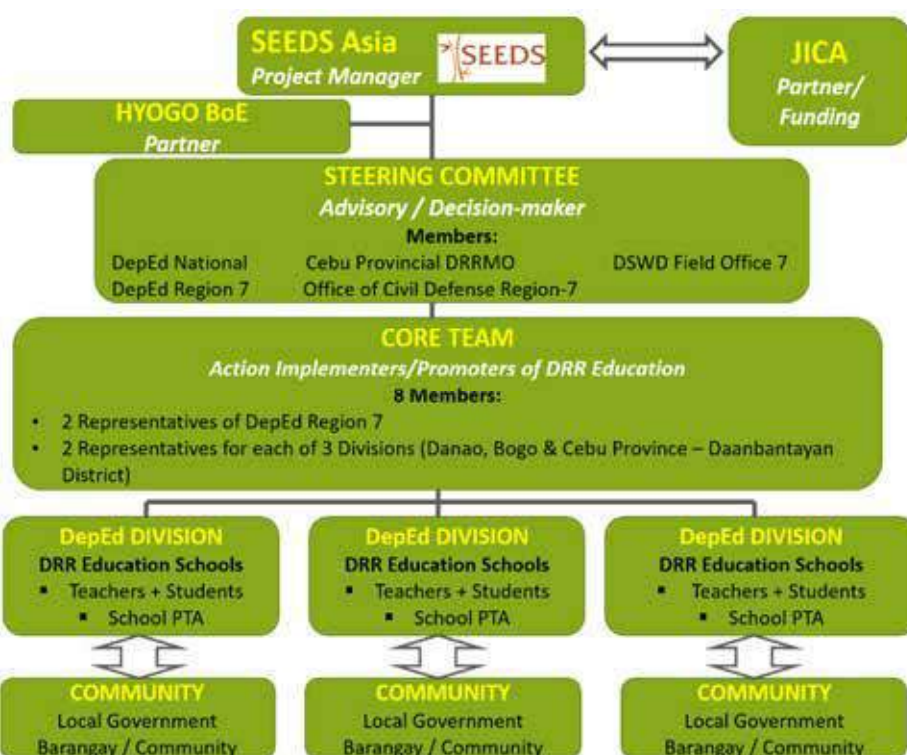


Figure 4. DRRE Project Organization Structure

- **Steering Committee** – composed of DRRE-concerned government agencies which supports and helps in the promotion of DRR Education in Cebu Province. The members include representatives from the *DepEd National-DRRMS, DepEd RO7, Cebu Provincial Disaster Risk Reduction and Management (DRRM) Office, Office of Civil Defense (OCD) – Region VII and Department of Social Welfare and Development (DSWD) Field Office VII*. This Committee also conducts periodic meetings together with the DRRE Core Team and DepEd Division DRRM focal persons or coordinators for information sharing on relevant DRRE-related concerns.



Figure 5. Steering Committee Meeting

Among the members of this Committee, **DepEd RO7** through the **Regional Director**, oversees the overall DRR Education compliance and performance of the Schools Division Offices (SDOs). Whereas the **Curriculum and Learning Management Division (CLMD)** is in charge of conducting quality assurance and monitoring of the Instructional Plans (iPlans) or lesson plans with DRRE integration into the Basic Education Curriculum, while the **Regional DRRM focal person/coordinator** is in charge of coordinating with the Division DRRM coordinators of their compliance and monitoring of DRRM and DRRE initiatives. Other responsibilities of the CLMD and the Regional DRRM includes the following:

- ensures that the DRR Education is cascaded/rolled-out to other Divisions under DepEd RO7 especially those not covered by the SEEDS Asia partnership Project;
  - monitors compliance reports of cascading/rolling-out of the Divisions; and
  - provides policy direction for continuous learning and education to enhance capacities for DRR Education.
- **Core Team** – composed of eight (8) members with (two) representatives each from DepEd RO7 and the three (2) Divisions such as Danao City, Bogo City and Cebu Province – Daanbantayan District. The DRRE Core Team shall be the action implementers and promoters of DRRE that:
    - establishes practical models of DRRE;
    - prepares and designs the Teachers' Training Program for DRRE;



- conducts the teachers' training for DRRE
  - holds meetings together with the DRR-related administrative bodies to share information and make necessary adjustment for DRRE implementation;
  - helps in ensuring the efficient and effective implementation of DRRE in schools; and
  - assists in monitoring the implementation status of DRRE by the Project beneficiaries.
- **DepEd Division** - each of the ten (10) DepEd Division Project beneficiaries namely **Bogo City, Danao City, Cebu Province, Cebu City, Carcar City, Lapu-Lapu City, Mandaue City, Naga City, Talisay City and Toledo City** through the leadership of its **Schools Division Superintendent (SDS)**, supervises the overall performance and compliance of the schools of their DRRE implementation. Furthermore, its respective **Curriculum Implementation Divisions (CIDs)** ensures the quality of the iPlans with DRRE integration and submits to DepEd RO7 for quality assurance.

The **Division DRRM focal persons/coordinators**, on the other hand, assists in making sure that the DRR-related policies are fulfilled by the schools and collects then consolidates the compliance reports on DRRE activities (both classroom-based and school-based) as well as establish partnership with the local communities and the local government concerned. More specifically the CIDs roles and responsibilities are as follows:

- promotes and ensures that the teachers integrate DRR into the Basic Education Curriculum through iPlans and applying to classes;
- reviews and checks submitted v.01 iPlans by the Teachers, consolidates comments and suggestions of Pilot Testing results, reviews and edits v.02 iPlans including resource packaging and submission of v.03 to DepEd RO7 – Curriculum Learning and Management Division (CLMD);
- together with their Education Program Supervisors (EPS) continuously coach and mentor Teachers to write iPlans as well as form Professional Learning Communities (PLCs).

At the **school level**, the **School Head** is in charge of making sure that the **DRRE trained teachers** integrates DRRE into the classes and school activities for the students. The **school DRRM coordinator** assists the school head in complying and reporting of the school's DRRE and DRRM activities. Additionally, they should be coordinating with the school's **Parent-Teacher Association (PTA)**, the **barangay** and most especially with the **local government authority** for partnership and support for DRRE and DRRM activities.

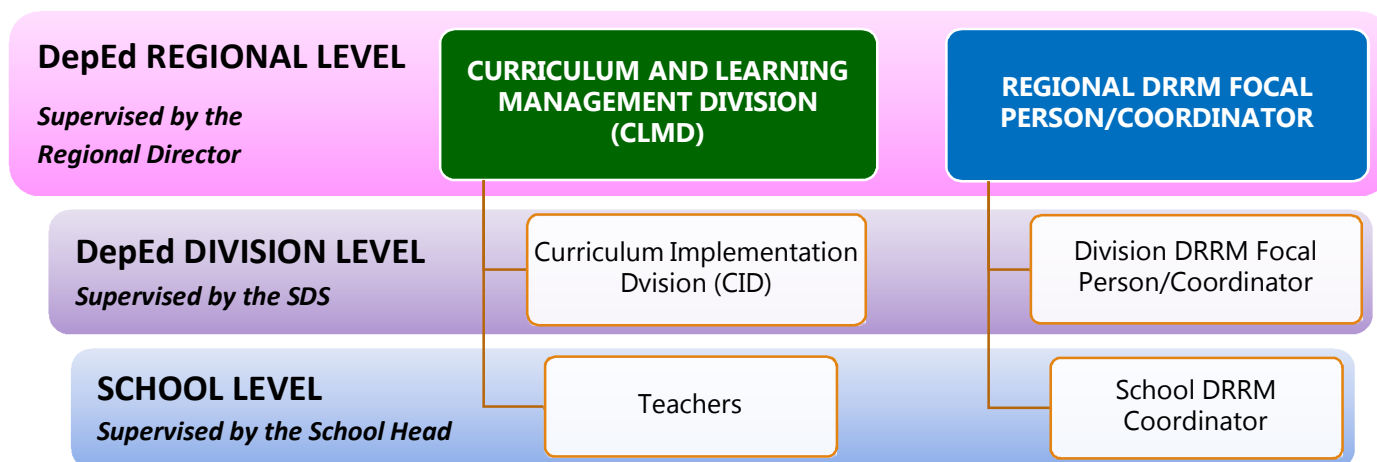


Figure 6. Hierarchy of DRRE and DRRM at DepEd

- **Community** – the concerned **local government units (LGUs)** through the **local DRRM office (LDRRMO)** and the **barangay/community** through the **barangay captains** provides support for the DRRE and DRRM initiatives of the schools. The LGU LDRRMO and the barangay may also be requested to provide technical support by being a resource speaker for DRR-related concerns including presentation of their DRRM programs and projects for the awareness of the schools.

## II. Brief Profile of the Project Beneficiaries

### A. DepEd Region VII

The Project area of SEEDS Asia, Cebu Province, is under the jurisdiction of DepEd RO7. Cebu Province, which is the island itself, should not to be confused with one of the DepEd Divisions under the Region.

- **Regional Director:** Dr. Juliet A. Jeruta, CESO V (Officer-in-Charge)
- **Total no. of Schools Division Offices (SDOs):** 13  
(Bogo City, Carcar City, Cebu City, Cebu Province, Danao City, Lapu-Lapu City, Mandaue City, Naga City, Talisay City, Toledo City, Bohol Province, Tagbilaran City, Siquijor Province)
- **SEEDS Asia DepEd Schools Division Project Beneficiaries:** 10 Divisions (kindly refer to the following pages for the details and list of trained teachers in the Annex section of this Report)



Figure 7. DepEd Region VII Office in Sudlon, Lahug, Cebu City

- **Administrative Division Chief:** Mr. Victor Yntig
- **Curriculum, Learning and Management Division (CLMD) Chief:**  
Dr. Emiliano B. Elnar Jr.
- **Learning Resource and Management Development System (LRMDS) Manager:** Ms. Maurita F. Ponce
- **Education Support Services Division (ESSD) Chief:** Dr. Luz C. Jandayan
- **Division DRRM Coordinator:** Mr. Ranilo Edar (recently appointed last December 2016)

### B. DRRE Core Team

There are eight (8) DRRE Core Team members which are composed of the following representatives:

#### 1. DepEd RO7 Representatives

- a. Dr. Emiliano B. Elnar Jr., Chief-CLMD
- b. Ms. Maurita F. Ponce, Manager-LRMDS

#### 2. Bogo City Division Representatives

- a. Ms. Jocelyn M. Conta, Chief, CID
- b. Ms. Norma M. Lepiten, Chief, School Governance Operations Division (SGOD)

#### 3. Danao City Division Representatives

- a. Mr. Arnold M. Peñalosa, Public Schools District Supervisor (PSDS)
- b. Mr. Christopher L. Besin, Project Development Officer II/Division DRRM Coordinator
- c. Mr. Rumil F. Banzon, (former) Chief, SGOD (deceased)

#### 4. Cebu Province Division – Daanbantayan District

- a. Mr. Gerardo Mantos, Physical Facilities Coordinator of the Division
- b. Mr. Tony T. Aplacador, (former) PSDS of Daanbantayan District, (current) PSDS of San Francisco District



Figure 8. DRRE Core Team, receiving their Japan Study Visit Completion Certificates



## C. Ten (10) Schools Division Office (SDO)

### 1. Danao City Division



**SDS:** Dr. Rosalie M. Pasaol

**CID Chief:** Ms. Lilia R. Ybañez; **Division DRRM:** Mr. Christopher L. Besin

**Total no. of School Districts:** 4

**Total no. of Public Schools:** 58 (44 elementary; 14 high school)

**Total no. of DRRE trained from the Division:** 3



Figure 10. DRRE trained teachers from the 2 schools of Danao City Division with the DRRE Core Team members from the same Division, Local DRRM Officer and SEEDS Asia

#### Project beneficiaries:

##### 1. Guinsay Elementary School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 425
- Total no. of Teachers in the school: 36
- Total no. of Students in the school: 1,144

##### 1. Beatriz D. Durano Memorial National High School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 963
- Total no. of Teachers in the school: 47
- Total no. of Students in the school: 1,162



Figure 9. Location map of Danao City (Wikipedia, 2005)

### 2. Bogo City Division



**SDS:** Dr. Nimfa D. Bongo

**CID Chief:** Ms. Jocelyn M. Conta; **Division DRRM:** Ms. Manilyn Andales

**Total no. of School Districts:** 4

**Total no. of Public Schools:** 35 (23 elementary; 12 high school)

**Total no. of DRRE trained from the Division:** 3



Figure 12. DRRE trained teachers from the 2 schools of Bogo City Division with the DRRE Core Team members from the same Division, Local DRRMO representative and SEEDS Asia

#### Project beneficiaries:

##### 1. Bogo Central School 1

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 395
- Total no. of Teachers in the school: 39
- Total no. of Students in the school: 1,166

##### 2. City of Bogo Science and Arts Academy

- Total No. of DRRE trained: 12 ( teachers only, school head unable to attend)
- Total no. of Students taught by the trained Teachers: 269
- Total no. of Teachers in the school: 38
- Total no. of Students in the school: 862



Figure 11. Location map of Bogo City (Wikipedia, 2005)

### 3. Cebu Province Division – Daanbantayan District



SDS: Dr. Rhea Mar A. Angtud  
 CID Chief: Dr. Mary Ann P. Flores; Division DRRM: Ms. Ester S. Roldan  
 Total no. of School Districts: 55  
 Total no. of Public Schools: 1,134  
 Total no. of Public Schools in Daanbantayan District 1:  
     23 (16 elementary; 7 high school)  
 Total no. of Public Schools in Daanbantayan District 2:  
     19 (14 elementary; 5 high school)  
 Total no. of DRRE trained from the Division: 4



Figure 13. Location map of Daanbantayan (Wikipedia, 2005)



Figure 14. DRRE trained teachers from the 2 schools of Cebu Province Division with the DRRE Core Team members from the same Division, Local DRRMO representative and SEEDS Asia

Project beneficiaries: Daanbantayan Districts 1 and 2

1. **Daanbantayan Central Elementary School (Daanbantayan District 1)**

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 449
- Total no. of Teachers in the school: 54
- Total no. of Students in the school: 1,861

2. **Tapilon National High School (Daanbantayan District 2)**

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 679
- Total no. of Teachers in the school: 25
- Total no. of Students in the school: 679

### 4. Cebu City Division



SDS: Dr. Bianito A. Dagatan  
 CID Chief: Dr. Grecia F. Bataluna; Division DRRM: Ms. Theron L. Aranas  
 Total no. of School Districts: 16  
 Total no. of Public Schools: 143 (69 elementary; 45 high school;  
     29 night high school)  
 Total no. of DRRE trained from the Division: 2



Figure 15. Location map of Cebu City (Wikipedia, 2005)



Figure 16. DRRE trained teachers from Cebu City Central Elementary School and Cebu City Division together with the DRRE Core Team, selected Model School trainers and SEEDS Asia

Project beneficiary:

1. **Cebu City Central Elementary School**

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 1,470
- Total no. of Teachers in the school: 117
- Total no. of Students in the school: 4,818



## 5. Carcar City Division



SDS: Dr. Gregorio Cyrus R. Elejorde

CID Chief: Dr. Mary Jane J. Powao; Division DRRM: Mr. Randay A. Watin

Total no. of School Districts: 2

Total no. of Public Schools: 49 (33 elementary; 16 high school)

Total no. of DRRE trained from the Division: 2



Figure 18. DRRE trained teachers from Carcar City Central Elementary School and Carcar City Division together with the DRRE Core Team, selected Model School trainers and SEEDS Asia



Figure 17. Location map of Carcar City (Wikipedia, 2005)

### Project beneficiary:

#### 1. Carcar City Central Elementary School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 473
- Total no. of Teachers in the school: 56
- Total no. of Students in the school: 2,062

## 6. Lapu-Lapu City Division



SDS: Dr. Marilyn S. Andales

CID Chief: Dr. Oliver M. Tuburan; Division DRRM: Ms. Ma. Elena Berame

Total no. of School Districts: 10

Total no. of Public Schools: 69 (44 elementary; 25 high school)

Total no. of DRRE trained from the Division: 2



Figure 19. Location map of Mactan Island where Lapu-Lapu City is situated (Wikipedia, 2006)



Figure 20. DRRE trained teachers from Buaya Elementary School and Lapu-Lapu City Division together with the DRRE Core Team, selected Model School trainers and SEEDS Asia

### Project beneficiary:

#### 1. Buaya Elementary School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 911
- Total no. of Teachers in the school: 42
- Total no. of Students in the school: 1,700

## 7. Mandaue City Division



**SDS:** Dr. Arden D. Monisit

**CID Chief:** Dr. Fay C. Luarez; **Division DRRM:** Mr. Amiele D. Yngayo

**Total no. of School Districts:** 5

**Total no. of Public Schools:** 50 (27 elementary; 23 high school)

**Total no. of DRRE trained from the Division:** 2



Figure 22. DRRE trained teachers from Mandaue City Comprehensive National High School and Mandaue City Division together with the DRRE Core Team, selected Model School trainers and SEEDS Asia



Figure 21. Location map of Mandaue City (Wikipedia, 2005)

### Project beneficiary:

#### 1. Mandaue City Comprehensive National High School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 1,705
- Total no. of Teachers in the school: 157
- Total no. of Students in the school: 3,493

## 8. Naga City Division



**SDS:** Dr. Senen P. Paulin

**CID Chief:** Dr. Genda P. De Gracia; **Division DRRM:** Mr. Conrado Dejarme

**Total no. of School Districts:** 3

**Total no. of Public Schools:** 47 (26 elementary; 21 high school)

**Total no. of DRRE trained from the Division:** 2



Figure 24. DRRE trained teachers from Balirong Elementary School and Naga City Division together with the DRRE Core Team, selected Model School trainers and SEEDS Asia



Figure 23. Location map of Naga City, Cebu (Wikipedia, 2005)

### Project beneficiary:

#### 1. Balirong Elementary School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 685
- Total no. of Teachers in the school: 28
- Total no. of Students in the school: 995



## 9. Talisay City Division



SDS: Dr. Leah P. Noveras

CID Chief: Ms. Ma. Lourdes L. Ipong; Division DRRM: Dr. Byreceles P. Daan

Total no. of School Districts: 3

Total no. of Public Schools: 43 (25 elementary; 18 high school)

Total no. of DRRE trained from the Division: 2



Figure 25. Location map of Talisay City (Wikipedia, 2005)



Figure 26. DRRE trained teachers from Tanke Elementary School and Talisay City Division together with the Regional Director of DepEd RO7, the DRRE Core Team, selected Model School trainers and SEEDS Asia

### Project beneficiary:

#### 1. Tanke Elementary School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 365
- Total no. of Teachers in the school: 28
- Total no. of Students in the school: 1,046

## 10. Toledo City Division



SDS: Dr. Joseph Irwin A. Lagura

CID Chief: Dr. Gemma Gay T. Alvez; Division DRRM: Ms. Anna Liza Sardovia

Total no. of School Districts: 4

Total no. of Public Schools: 63 (50 elementary; 13 high school)

Total no. of DRRE trained from the Division: 2



Figure 27. Location map of Toledo City (Wikipedia, 2005)



Figure 28. DRRE trained teachers from Talavera Elementary School and Toledo City Division together with the DRRE Core Team, selected Model School trainers and SEEDS Asia

### Project beneficiary:

#### 1. Talavera Elementary School

- Total no. of DRRE trained: 12 (1 school head, 11 teachers)
- Total no. of Students taught by the trained Teachers: 999
- Total no. of Teachers in the school: 27
- Total no. of Students in the school: 1,083

# III. DRRE Implementation Overview

## A. Implementation Overview

In order to have a bird’s eye view of the DRRE implementation, below were the major highlighted activities. In between these cited undertakings, there were other various actions that were organized periodically such as the technical visits of Japanese experts from Hyogo BoE, coordination meetings, Japan Study Visit and other activities undertaken by SEEDS Asia and the initiatives of the Project beneficiaries themselves. Details can be seen at the Summary of Activities chapter of this Report.



Figure 29. Overview of DRRE Project implementation

## B. Dispatch of Japanese Technical Advisory Experts

As part of the Project implementation, Hyogo BoE dispatched experts to Cebu to share their experiences and sound practices on DRRE for possible adoption of the Project beneficiaries. Following are the summary of the technical visits and names of the experts:

### 1. 1<sup>st</sup> Dispatch: December 10-14, 2014

- Introductory meeting during 1<sup>st</sup> Steering Committee and introduction of Hyogo BoE's DRRE system;
- Field visits to six (6) to see the actual situation on the ground;
- **Dispatched experts from Hyogo BoE** are Education Supervisors, (a) **Mr. Atsuhito Ikuta**; and (b) **Mr. Naohide Fujimoto**.



Figure 31. Introductory meeting during 1<sup>st</sup> Steering Committee Meeting together with former Regional Director Dr. Carmelita Dulangon



Figure 32. Presentation of Hyogo BoE's DRRE System during 2nd Steering Committee Meeting



Figure 33. Demonstration of sample ways on how to conduct DRR classes by Mr. Kanda, an EARTH Teacher



Figure 34. School visit in one of the Model Schools in Danao City

### 2. 2<sup>nd</sup> Dispatch: August 23-28, 2015

- Information sharing of DRRE sound initiatives as applied in classes during 2<sup>nd</sup> Steering Committee Meeting and with the three (3) Division Project beneficiaries;
- Field visits to six (6) Model Schools;
- **Dispatched experts from Hyogo BoE:** (a) **Mr. Naohide Fujimoto**, Education Supervisor; and (b) **Mr. Koji Kanda**, an EARTH Teacher.



Figure 36. Field visit at schools and Typhoon Yolanda resettlement areas

### 3. 3<sup>rd</sup> Dispatch: November 3-11, 2015

- Field visits to the Model Schools and Typhoon Yolanda resettlement areas as well as presentation of Kesennuma's DRRE initiatives;
- Introductory meeting with the seven (7) Divisions where DRRE Promotion Schools will be selected together with the selected Core Team members and LGUs concerned;
- Resource speakers to the 1<sup>st</sup> National Disaster Risk Reduction and Resilience in Education Forum;
- **Dispatched experts:** (a) **Mr. Naohide Fujimoto**, Education Supervisor, Hyogo BoE; (b) **Mr. Nobuhiro Okubo**, JICA Kansai; (c) **Mr. Yukihiro Oikawa**, Senior Adviser of SEEDS Asia, member of Japanese National Commission of Japan and former Vice Director of Kesennuma City Board of Education; and (d) **Dr. Aiko Sakurai**, Board Member of SEEDS Asia and Associate Professor of Tohoku University.



Figure 37. (L-R) Dr. Oikawa, Mr. Fujimoto and Dr. Sakurai during the 1<sup>st</sup> National DRRRE Forum



Figure 39. Field visit at schools and Typhoon Yolanda resettlement areas



#### 4. 4<sup>th</sup> Dispatch: August 21-26, 2016

- Meeting with the Project beneficiaries for their progress reporting (representatives from 10 Divisions with the 13 schools) and with Hyogo BoE presenting more details on their DRRE implementation including the key strategies, challenges encountered and how to address them as well as success stories among others;
- Conduct of DRRE class observations in six (6) schools and discussions on further improving these classes with inputs from the Japanese experts;
- Dispatched experts from Hyogo BoE:** (a) **Mr. Naohide Fujimoto**, Education Supervisor; and (b) **Mr. Masaki Tabuchi**, EARTH Teacher.



Figure 39. (L-R) DRRE Class observation in one of the 6 schools (Carcar City Central Elementary School) and technical exchange/discussion on improving DRRE classes with the CID and teachers



Figure 38. Meeting with the Project beneficiaries with the presentations from Hyogo BoE

#### 5. 5<sup>th</sup> Dispatch: November 27 – December 2, 2016

- Meeting with Project beneficiaries for their progress reporting (representatives from 10 Divisions with the 13 schools) and with Hyogo BoE presenting the importance of passing down lessons learned from past disasters as a method to increase the interest and desire of learners for DRR;
- Conduct of DRRE class observations in three (3) schools;
- Participation to the "DepEd Region VII Pasundayag (Showcase) 2016" with one of the event activity for DRR called "Regional Commemoration of Disaster Event: Mga Pagtulon-an sa Nangaging Katalagman" (*Lessons Learned from Past Disasters*).
- Dispatched expert from Hyogo BoE, Mr. Naohide Fujimoto**, Education Supervisor.



Figure 41. Mr. Fujimoto as one of the judges to the various DRR themed contests during the Regional Commemoration of Disaster Event



Figure 40. DRRE class observation in one of the schools (Cebu City Central Elementary School)

#### 6. 6<sup>th</sup> Dispatch: February 12-15, 2017

- Resource speaker and participation in the 2<sup>nd</sup> National Disaster Risk Reduction and Resilience in Education Forum;
- Meeting and courtesy call to JICA Philippines for the 2<sup>nd</sup> Project of SEEDS Asia;
- Dispatched experts from Hyogo BoE:** (a) **Mr. Shigeru Yonetani**, Manager, Education Planning Division; and (b) **Mr. Naohide Fujimoto**, Education Supervisor.



Figure 43. Participation in the 2nd National DRRRE Forum



Figure 42. Meeting with JICA Philippines

## C. KIDA Model Approach

Education for Disaster Risk Reduction takes into account measures for actions with the responsibility that people are able to work out their understanding before and after a disaster occurs. This Project offers the KIDA Tree Model wherein it displays the relationship of having knowledge prior to taking action in any eventful disaster. KIDA was embraced after the AIDMA model, a marketing representation of consumerism and the behavioral patterns of efficient advertising. AIDMA portrays Attention, Interest, Desire, Memory and Action. Similarly, the key components of the KIDA model emphasize Knowledge, Interest, Desire and Action which best represents the phases of the learning process that is through gaining information, realization, appreciation and then implementation.

Knowledge, Interest and Desire are necessary inputs and Actions are significant outputs for reducing disaster risks. Simply put, a person will not act on something that he/she has no knowledge of.

The identified DRRE activities in this Project was anchored on the KIDA Model approach. It is very important to build the learners knowledge on the various natural hazards first so that their interests and desires are sparked for them to take action to prepare and mitigate the risks and impacts of disasters which may affect them.

### Knowledge

Awareness of hazards, functionality of the society, environment and other related risks associated with life.

### Interest

Developing a curious mind that can cover wide-ranging options and choices that values human life, i.e. preparedness, sustainability and environmental protection.

### Desire

An inner want to be part of the concept and practice of reducing disaster risks.

### Action

Taking the necessary steps to be part of the preparation.

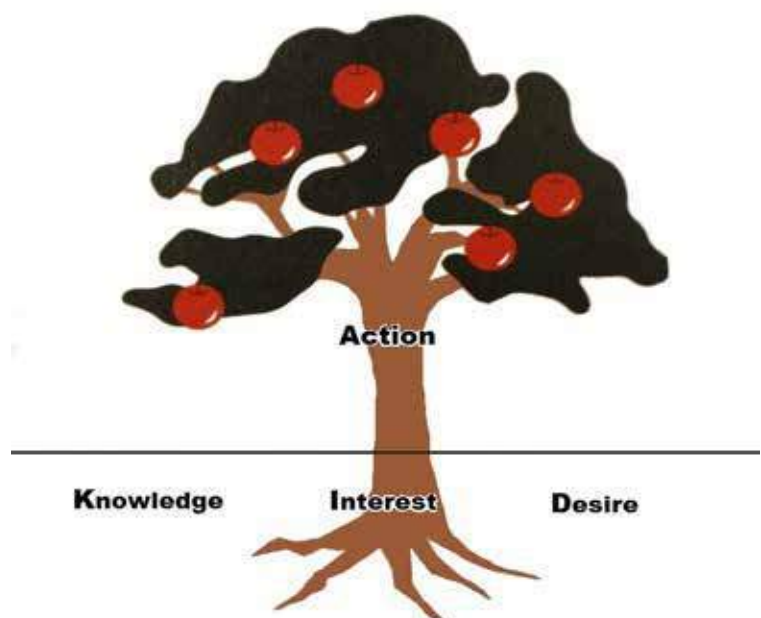


Figure 44. The KIDA Tree Model. Knowledge, interest and desire are necessary outputs to promote in order to take action and actions are significant outputs of disaster education (Shaw, 2009).

## D. The Use of 21 DRRE Activities

The use of activity-based teaching method wherein the learners are able to participate actively throughout the learning process is a very effective strategy. This is also known as the *child or learner-centered approach*, otherwise known as active learning, wherein DepEd is also strongly advocating to be implemented by the teachers in schools as expressed in their policy under the *Enhanced Basic Education Act*. There are increasing evidences that present a wide-array of opportunities that children in school can actively participate and learn about hazards and reducing their risks and impacts. In line with this, the twenty-one (21) DRRE Activities that is anchored with KIDA Model Approach was recommended to be used by the educators. These identified DRRE Activities are only a few of the many other modes that can be used in teaching about DRR.

Through innovative and effective facilitation of the teachers, the learners may be able to easily build their knowledge on various natural hazards and through the use of the twenty-one (21) DRRE Activities, their interest and desire will increase in order to take action for disaster preparedness. These activities are unique since they are experiential and promote active and functional learning. Educators can easily tap to these activities due to their practical applications in varied classroom settings. The capital letter/s after each title of 21 DRRE Activities means Knowledge, Interest, Desire, and Action based on KIDA Model Approach. The details of the contents about each activity are shown in the 1<sup>st</sup> Volume of the DRRE Guidebook. Following are the recommended twenty-one (21) DRR Education Activities:

NO.	DRRE ACTIVITIES	INCLUSIONS	KIDA
1	Lecture and Video Presentation		K
2	Picture and Story Show	Role playing, puppet shows, DRR mascots, DRR miniature models, etc.	I, D
3	Drawing and Coloring	Poster and slogan making contest	I, D
4	Stories of Affected People		I, D
5	DRR Jingle/Song/Music		I, D
6	DRR Card/Board Game		I, D
7	Fire Fighting	Bucket relay or use of fire extinguisher	I, D
8	DRR Sports Festival		I, D
9	Basic First Aid	Basic Life Support (for advanced levels)	I, D
10	Indigenous Knowledge		I, D
11	DRR Writing	Essay writing/essay writing contest, rain diary writing, journal writing, etc.	I, D
12	DRR Reading	DRR reporter, newspaper reading, vocabulary, etc.	I, D
13	DRR Calculating	Calculations related to DRR to be integrated in Math subject	I, D
14	School Watching and Hazard Mapping		A
15	Town Watching and Hazard Mapping		A
16	Evacuation Drill		A
17	Family Meeting		A
18	Emergency Bag Preparation		A
19	Emergency Cooking		A
20	DRR Memorial Corner Making		A
21	Sandbag for Protection		A



## E. DRRE Objectives per Grade Level and Program

For each DRRE Goal per grade level, the specific objectives are set for each of the DRRE Program. The DRRE Objectives will help in setting the strategies towards the direction of achieving the specific DRRE Goal for each grade level of the learners.

Notice the difference in the operation/behavioral verbs used in the objective statements which are underscored below. These indicates the depth of learning process of the learner as the grade level advances.

The stated DRRE objectives are also patterned after the *Spiral Progression Approach* which is also the similar approach being used in the K to 12 Program of DepEd. This means that the basic or general concepts are learned first and as the learning progresses, more and more details are introduced while at the same time they are related to the basics which are reemphasized/rediscovered many times for connection and mastery (Corpuz, 2014). The learning concepts are the same depending the DRRE Program but the operation/behavioral verbs used vary per grade levels.

	KINDERGARTEN	GRADES 1-3	GRADES 4-6	GRADES 7-10
DRR PROGRAMS	<b>DRR EDUCATION GOAL FOR KINDERGARTEN:</b> Kindergarten learners with the basic ability to (1) protect themselves from any type of disasters, (2) understand the concept of safety and danger areas, (3) follow simple rules and instructions and (4) communicate and cooperate with their family and community.	<b>DRR EDUCATION GOAL FOR GRADES 1-6:</b> Elementary learners have an understanding of the disaster risks and impacts including historical occurrences especially those that happen frequently with the ability to take safe actions in consideration of their family, community and country or mutual help.		<b>DRR EDUCATION GOAL FOR JUNIOR HIGH SCHOOL:</b> Junior High School learners with the ability to take spontaneous preparedness actions and have sound judgement in dealing with disasters and understands the importance of helping their community by willfully participating in DRR activities.
I. NATURAL HAZARDS & ITS MECHANISMS	1. To <u>identify</u> the common natural hazards. 2. To <u>differentiate</u> the causes and mechanisms of these common natural hazards.	1. To <u>identify</u> the natural hazards and its past occurrences. 2. To <u>distinguish</u> the causes and mechanisms of these natural hazards.	1. To <u>analyze</u> the natural hazards and its past occurrences. 2. To <u>describe</u> the causes and mechanisms of these natural hazards.	1. To <u>analyze</u> the natural hazards and its past occurrences. 2. To <u>explain</u> the causes and mechanisms of these natural hazards.
II. RISKS AND IMPACTS	1. To <u>recognize</u> the risks of common natural hazards that may happen. 2. To <u>identify</u> the impacts or effects of common natural hazards.	1. To <u>relate</u> to oneself the risks of natural hazards that may happen. 2. To <u>describe</u> the impacts or effects of natural hazards.	1. To <u>determine</u> the risks of natural hazards that may happen. 2. To <u>relate</u> the impacts or effects of natural hazards to daily life.	1. To <u>categorize</u> the risks of natural hazards that may happen. 2. To <u>relate</u> the impacts or effects of natural hazards to daily life.
III. PREPAREDNESS AND MITIGATION INCLUDING	1. To <u>differentiate</u> safe and unsafe (danger) situations.	1. To <u>detect</u> safe and unsafe (danger) situations.	1. To <u>describe</u> safe and unsafe (danger) situations	1. To <u>evaluate</u> safe and unsafe (danger) situations.

<b>LINKAGE AND NETWORKING</b>	2. To <b><u>identify</u></b> necessary basic actions, such as protecting oneself, to cope with common natural hazards. 3. To <b><u>follow</u></b> simple rules and instructions through verbal and visual communications.	2. To <b><u>perform</u></b> disaster preparedness and mitigation actions together with their family and community. 3. To <b><u>demonstrate</u></b> the ability to follow simple rules and instructions through verbal and visual communications.	2. To <b><u>demonstrate</u></b> disaster preparedness and mitigation actions based on given varied situations. 3. To <b><u>plan</u></b> alternative actions that can lessen the impact of disasters.	2. To <b><u>perform</u></b> disaster preparedness and mitigation actions based on given varied situations. 3. To <b><u>plan</u></b> alternative actions that can lessen the impact of disasters. 4. To <b><u>perform</u></b> voluntary activities that will help their community mitigate and prepare for varied disasters.
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## F. DRRE Scopes per Grade Level

The scopes indicated herein were based on the ones set in the Curriculum Guides of DepEd.

DRR PROGRAMS	KINDER TO GRADE 2	GRADE 3 ONLY	GRADES 4-6	GRADES 7-8	GRADE 9 ONLY	GRADE 10 ONLY
<b>I. NATURAL HAZARDS &amp; ITS MECHANISMS</b>	Self, Home, School, Local Community	Self, Home, School, Local Community, Municipality /City, Provinces within My Region	Self, Home, School, Local Community, Municipality /City, Provinces, Regions, My Country	Self, Home, School, Local Community, Municipality /City, Provinces, Regions, My Country, Asia	Self, Home, School, Local Community, Municipality /City, Provinces, Regions, My Country, Asia, Western Countries	Self, Home, School, Local Community, Municipality /City, Provinces, Regions, My Country, World

## IV. Summary of Activities

### A. November 2014 – March 2015

#### 1. Initial Meeting with DepEd RO7 for the DRRE Project Briefing (November 25, 2014)

Having full understanding of the DRRE Project by the concerned Project beneficiaries is very important especially that of the decision-making authorities of DepEd RO7. In November 25, 2014, an initial briefing meeting was conducted by SEEDS Asia together with the former Regional Director, Dr. Carmelita Dulangon (retired) and the chiefs from the CLMD, ESSD, Administrative Division, Field Technical Assistance Division (FTAD) and Human Resources Development Division (HRDD).



Figure 45. Initial meeting of SEEDS Asia with DepEd RO7 authorities

#### 2. DRRE Project Briefing Meeting with DepEd National (December 2, 2014)

In order to be get full support and further inputs on how to effectively and efficiently implement the Project, a Project briefing and consultation meeting with DepEd National was conducted on December 2, 2014 with former Undersecretary (Usec.) and Chief of Staff of the DepEd Secretary, Hon. Reynaldo Laguda. In this meeting, Usec. Laguda recommended close coordination with the National office to assist in the monitoring and support for its implementation



Figure 46. SEEDS Asia with former DepEd Usec. Reynaldo Laguda and Ms. Mariel Bayangos

#### 3. 1<sup>st</sup> Technical Visit of Hyogo BoE and Formation of the Steering Committee Meeting (December 11, 2014)

The introduction of SEEDS Asia's Project in Cebu Province paved the way in forging ties with Project partners that will establish a system in conducting practical DRR Education in DepEd RO7 level. The Committee is composed of key representatives from the DepEd National and Region VII Offices, Office of Civil Defense Region VII (OCD-7), Department of Social Welfare and Development Field Office VII (DSWD-FO7) and Cebu Provincial Disaster Risk Reduction Management Office (CPDRRMO). On December 11, 2014, an initial meeting was organized to brief the Steering Committee on the specifics of the Project and their expected roles and responsibilities. In addition, Hyogo BoE gave a lecture on their experiences and emphasized on the elements that should be incorporated in implementing DRRE. Hyogo BoE were also able visit schools which enabled them to understand the local situation of the Education system.



Figure 47. Meeting with Project partners for the organization of the Steering Committee

#### 4. Coordination Meetings with Partners (January 13, 2015)

To advance the support from the other Project partners, coordination meetings with the CPDRRMO and OCD-7 was held separately on January 13, 2015. Project implementation details were discussed including the support needed from these government agency partners.



Figure 49. Meeting with OCD-7



Figure 49. Meeting with CPDRRMO



## 5. Project Design Matrix Workshop with JICA Philippines and DepEd RO7 (January 21-22, 2015)

To have a participatory process in planning the Project implementation and to provide the foundation for building local project ownership, JICA Philippines together with SEEDS Asia, conducted the Project Design Matrix (PDM) Workshop on January 21-22, 2015 which was participated in by DepEd RO7 officials (including then newly appointed Regional Director Juliet A. Jeruta) and concerned DepEd divisions. Through this activity, the outputs generated were revised PDM, Target Distribution Matrix, Simple Risk Management Plan, Project Management and Implementation Structure, Outline of the Plan of Operations and Inputs Provision Plan. These documents served as the guide in the execution of the Project.



Figure 50. PDM Workshop with DepEd RO7, JICA Philippines and SEEDS Asia

## 6. Coordination Meetings with LGUs of Danao, Bogo and Daanbantayan (February 23-24, 2015)

Consecutively, coordination meetings between SEEDS Asia and the local government units (LGUs) in the target areas of Danao, Bogo, and Daanbantayan were arranged on February 23-23, 2015 to ensure that Project initiatives will be in line with the DRR-related programs implemented by the respective LGUs and to get their support for the Project. This collaboration will also enable schools and communities to work hand in hand towards building a culture of disaster-resilience with the assistance from the concerned local government authorities.



Figure 51. Meeting with the LGUs (mayor/city administrator, local DRRM officer and other officials)

## 7. Series of Meetings for the Formation of the Core Team (March 10, 17 and 31, 2015)

Part of the Project scheme was identifying the members of the Core Team which will train teachers in the Model and Promotion Schools. The minimum qualifications for selecting the members was that they should not be retiring soon, should not be transferred or re-assigned to another division, have general knowledge on DRR issues of the country, understand the need for DRR preparedness and management especially for the Education Sector and were willing to undergo workshops and training sessions. The Core Team is composed of eight (8) members with two (2) from DepEd Region VII Office and two (2) from each Division Offices of Danao, Bogo and Cebu Province Division particularly Daanbantayan District. Each member were nominated by their respective offices which were then submitted to SEEDS Asia. Thereafter the finalization, detailed briefing of the DRRE Project was provided.



Figure 52. Series of meetings with prospective DRRE Core Team members

## B. April 2015 – March 2016

### 1. 5-Day DRRE Capacity Building Training of the Core Team by SEEDS Asia (April 20-24, 2015)

To ensure the effectivity of the Core Team as trainers of teachers at the Model and Promotion Schools, a capacity building training was conducted on April 20-24, 2015. The Core Team



Figure 53. Technical resource speakers (L-R) Mr. Alfredo Quiblat Jr. of PAGASA, Ms. Rizajoy Hernandez of OCD-7, Ms. Grace Yana of DSWD FO7, Mr. FOZ Edelson Sarvida of BFP and Mr. Robinson Jorgio of PHIVOLCS

were asked to answer the Knowledge Test to check the level of their awareness on various DRR concerns prior to the training and after the training. To level-off their understanding, a lecture on DRR terms and concepts was presented including the Philippine law on DRR (Republic Act 10121), the Hyogo Framework for Action (HFA) and the Thrusts and Policies on DRR Education of DepEd.

For the knowledge building session, resource speakers from various government agencies such as the Philippine Atmospheric, Geophysical and Astronomical Service Administration (PAGASA), Philippine Institute of Volcanology and Seismology (PHIVOLCS), DSWD-7, OCD-7, Bureau of Fire Protection (BFP) of Cebu City and Danao City Local DRRM Office shared relevant information on the different types of natural hazards, its mechanisms, preparedness and mitigation measures before, during and after those hazards as well as basic first aid and life support.

Finally, the members underwent workshops and experienced the 21 DRR Education activities of SEEDS Asia where they learned practical and stimulating activities which teachers can use to promote DRRE lessons.



Figure 54. Experiential learning of the Core Team for DRRE

### 2. Coordination Meeting with Danao City Local DRRM Office (May 8, 2015)

The coordination meeting focused on discussing the support needed from the LGU and its Local DRRM Office (LDRMO) in partnership with DepEd Danao City Division and SEEDS Asia for the successful implementation of DRRE in cooperation with the local community in Danao City. Likewise, with the consensus between Danao City Division and the LDRMO Officer present in the meeting, the nominated Model Schools were finalized. SEEDS Asia presented updates on the Project as well to the LGU for their information update. All the parties present in the meeting agreed to provide full support to the Project and have continuous coordination for its sustainability.



Figure 55. Coordination meeting with LGU DRRMO and Danao City Division



### 3. 2-Day DRRE Integration Workshop Part I of the Core Team with SEEDS Asia (May 28-29, 2015)

One of the major components of the Project was the process of integrating DRRE into the Enhanced K-12 Basic Education Curriculum. In order to address this, a 2-day DRR Education Integration Workshop was organized on May 28-29, 2015 with the Core Team. The Workshop provided a chance for the members to collaborate in formulating a functional format of the DRR Education Integration Matrix which will serve as a framework and guide for the teachers on how to integrate DRR into their classes and school-led activities from Kindergarten to Grade 10 through the technical assistance of SEEDS Asia.

During this Workshop also, the overall and per grade level DRRE goals, objectives and scopes per grade level per DRR Program were drafted.



Figure 56. DRRE Core Team brainstorming on the integration process and its details

### 4. Japan Study Visit for the DRRE Core Team (June 3-12, 2015)

To further enrich the Core Team's capacity on DRRE, a Study Visit to Japan was conducted on June 3-12, 2015. The technical study visit gave them a first-hand experience in observing the practical and innovative DRRE practices of the schools in Japan and the actual initiatives and strategies of education administrators, teachers, students and community members in building safe schools and disaster-resilient communities. Meetings with the Board of Education of Hyogo and Kesenuma, school visits, lectures and workshop were conducted.

Through this experiential learning, they obtained additional knowledge and insights on how they can apply DRRE in Cebu Province. Most importantly, the Study Visit opened their eyes and provided them deeper understanding on the importance of promoting DRR Education in the Philippines.



Figure 57. DRRE Core Team Japan Study Visit activities and meetings



## 5. Coordination Meeting with Daanbantayan Municipal Government and Visit to the Nominated DRRE Model Schools for Cebu Province Division (June 30, 2015)

Getting full support and cooperation of the LGU concerned for the SDO and school beneficiary is one of the key strategies for the efficient implementation of the Project. In this coordination meeting, the DRRE Project was introduced to the Mayor of Daanbantayan Municipality and the Local DRRM Officer and the details of the support needed was also presented. The nomination of the DRRE Model School was also consulted with the LGU and Cebu Province Division. Thereafter, SEEDS Asia visited briefly the two (2) nominated schools for familiarization purposes and introduction of the Project.

## 6. Post Study Visit Reporting and Reflection Workshop (July 7, 2015)

Revisiting the Plan of Action outputs of the Core Team that was discussed on the last day of the Study Visit in Japan was further refined in this reporting and workshop session which was conducted on July 7, 2015 and graced by the attendance of Regional Director Juliet Jeruta. Details of the Action Plans including the strategies to be implemented and its timeline were several of the matters brainstormed by the Team through the guidance of SEEDS Asia. Updates on the action taken by the Core Team after returning to their respective stations was also reported.



Figure 58. Reflection Workshop of the Core Team graced by RD Jeruta for full support

## 7. Coordination Meeting with Bogo City Government and Visit to the Nominated Model Schools (July 28, 2015)

This coordination meeting also aims to get the full support and cooperation of the LGU and also get the consensus of both the Municipal Government of Bogo and the DepEd Division on the nominated DRRE Model Schools. Afterwards the meeting, SEEDS Asia proceeded to the nominated schools also for familiarization purposes which were conducted on July 28, 2015.

## 8. 2-Day DRRE Integration Workshop Part II of the Core Team with SEEDS Asia (August 4-5, 2015)

Continuing and further refining the DRRE Integration Matrix to ensure of its quality called for a second part of the Workshop which was held on August 4-5, 2015. The Deputy Executive Director of SEEDS Asia, Mr. Yasutaka Ueda from the Headquarters in Japan, was able to witness the hard work and dedication of the Core Team during this Workshop which he commended.



Figure 59. The hardworking men and women for the DRRE Integration Matrix Workshop part 2 participated by the Deputy Executive Director of SEEDS Asia, Mr. Ueda

The DRRE Integration Matrices from Kindergarten to Grade 10 for utilization by the Teachers in preparing their Instructional Plans (iPlans) or lesson plans based on the Learning Competencies of the K-12 Curriculum using the 21 DRRE activities was finalized in time before the start of the Model School Teachers capacity building training.

#### 9. 2<sup>nd</sup> Steering Committee Meeting (August 24, 2015)

Conducted on August 24, 2015, the DRR Education Steering Committee had its 2nd meeting to report on the implementation status, the upcoming Project activities and presentation of DRRE initiatives of Hyogo Prefectural Board of Education (Hyogo BoE). Valuable inputs were likewise shared by the participants to enhance its implementation. The meeting was attended by its members such as the DepEd National, DepEd RO7, and Cebu Provincial DRRMO, JICA Philippines and Hyogo BoE as well as the DRRE Core Team members. Other members includes the OCD-7 and the DSWD FO7.



Figure 60. 2nd Steering Committee Meeting with DepEd RO7 Regional Director Juliet Jeruta delivering message

#### 10. 2<sup>nd</sup> Technical Visit of Hyogo BoE (August 23-28, 2015)

In order to continue the transfer of information from Japan to the Project beneficiaries such as the Core Team, Model Schools and SEEDS Asia's local Project partners, sound practices in promoting DRR Education in schools and in partnership with the community were shared by Mr. Naohide Fujimoto, Education Supervisor of Hyogo BoE and Mr. Koji Kanda, one of the leading EARTH (Emergency And Rescue Team by school staff in Hyogo) Teachers on DRRE in Hyogo, which was held on August 25-26, 2015. Core Team members also presented their Post-Study Visit Reflection Workshop Action Plan Outputs. Thereafter, whole day visit to each of the six (6) Model Schools with Hyogo BoE with the support of the Core Team members was conducted on August 27, 2016 to observe the local school scenario.



Figure 61. (Up) DRRE class demonstration with Core Team. (Below) School visit at Model Schools and meeting with Project beneficiaries

#### 11. 2-Day Teacher's Training Program Design Workshop of the Core Team (September 2-3, 2015)

Anchored on establishing the sense of ownership by the Project beneficiaries, the Core Team together with SEEDS Asia conducted a 2-day workshop on September 2-3, 2015 to draft the "Teachers' Training Program Design and Development" for DRRE capacity building of the Model Schools. The scheme is patterned after the Program Designing and Resource Development Operations Manual System of DepEd that sets the standards, processes and tools for implementing training and development.

Being part of the resource speakers for the 5-day Capacity Building Training, each member of the Core Team and SEEDS Asia Cebu Project Team were assigned various topics to present. In line with this, a series of follow-up meetings was conducted in order to discuss the details of the 5-day training including the preparation of the Session Guides by each of the resource speakers.

The Session Guides contains information on the key understandings to be developed, learning objectives, resources needed, introductory activity, the main topic session activity, analysis activity, abstraction/generalization (lecturette), and application activity which can be in the form of an assignment/homework and the concluding activity.



Figure 62. (L-R) Dr. Elnar, Core Team member and chief of CLMD of DepEd RO7, explaining the standards and processes of training design. Ms. Ponce, also Core Team member and LRMDs Manager presenting the outputs



#### 12. Coordination Meeting with Cebu Province Division (September 17, 2015)

Additional coordination meeting was conducted with the (then) SDS of Cebu Province Division, Dr. Arden Monisit, together with the CID chief, Dr. Mary Ann Flores and the Core Team member from the said Division, Mr. Gerardo Mantos, to explain further the Project details and confer the two (2) DRRE Model Schools selected for the Division. The needed support for the implementation of the DRRE Project was also discussed and the SDS gave instructions to extend all possible assistance.



Figure 63. With Cebu Province Division's SDS, CID chief, Core Team member and SEEDS Asia

#### 13. Pre-Training Orientation of DRRE Model Schools of Danao, Bogu and Daanbantayan (September 24-25, 2015)

Prior to the 5-day training, a Pre-Training Orientation was conducted on September 24-25, 2015 in order to provide Project briefing and to level-off expectations of all the identified DRR Education Model School Teachers from the Divisions of Danao, Bogu and Cebu Province-Daanbantayan District as well as getting their full commitment to the Project. The teachers also took pre-training Knowledge Test to know the current level of DRR knowledge. The local DRRM Officers, respectively were also invited to share the DRR Plans and Programs of the respective cities/municipality to increase the awareness of the training participants. All in all there were six (6) DRRE Model Schools.



Figure 64. Pre-training Orientation of Model Schools for the Model Schools of the 3 Divisions

#### 14. DRRE Training Session Guide Refinement Meeting of the Core Team (September 29, 2015)

Continuous improvement of the Session Guides in order to prepare for the capacity building training of the teachers was conducted on September 29, 2015. This meeting aims to ensure the quality of the training program delivery so that each session objectives are met through the lectures and activities that are to be conducted in the 5-day training by the trainers.

#### 15. DRRE Training Resource Packaging and Walkthrough of the Core Team (October 15-16, 25, 2015)

This meeting is a dry-run of each trainer in delivering their respective assigned topics and also planning the 5-day training proceedings. Tips and strategies on how to make sure that the participants will give their full attention to the speakers, assignment of roles and responsibilities of the training team and finalization of the training materials and logistical requirements were also discussed during this 2-day meeting which was held on October 15-16, 2015. As final preparation, a meeting a day prior to the training day itself was once again conducted. The preparation of the DRRE Core Team together with SEEDS Asia was very detailed and stringent in order for the training to be successful.



Figure 65. Dry-run sessions prior to the 5-day Capacity Building Training of the Model Schools



## 16. 5-Day DRRE Capacity Building Training of the Model Schools (October 26-30, 2015)

A total of 72 participants from six (6) DRR Education Model Schools were trained which are composed of Teachers, School DRRM Focal Persons and School Heads. DRRE Capacity building training contents were:

✓ <i>Basic DRR Terms</i>	✓ <i>Fire Hazard including Extinguishing Fires</i>
✓ <i>Global and National Policies for DRRM</i>	✓ <i>Basic First Aid</i>
✓ <i>DepEd DRRM Framework and Thrusts for DRRE</i>	✓ <i>KIDA (Knowledge, Interest, Desire and Action) Model</i>
✓ <i>DepEd Orders related to DRR</i>	✓ <i>Introduction to Education for Sustainable Development (ESD)</i>
✓ <i>Camp Coordination and Camp Management</i>	✓ <i>Introduction of the 21 DRRE Activities</i>
✓ <i>School Safety Concept and Inclusive DRR</i>	✓ <i>Lecture and Experiential Learning Sessions of the 21 DRRE Activities</i>
✓ <i>Mechanisms, Early Warning Systems and Preparedness Measures for Geologic Hazards</i>	✓ <i>iPlan Preparation and DRRE Integration Workshop</i>
✓ <i>Mechanisms, Early Warning Systems and Preparedness Measures for Weather-related Disturbances</i>	✓ <i>Demo Teaching and Critiquing of selected iPlans with DRRE Integration</i>

On day 1, prior to the start of the formal training session, all the participants were asked to answer Pre-Training Rapid Competency Assessment Test to know their current level of knowledge of the topics that will be taken up as well as Pre-Training Teacher's Willingness Questionnaire to know the teachers attitude for DRRE. Towards the end of the training, the participants were likewise requested to answer the Post-Training Knowledge Test, Post-Training Rapid Competency Assessment Test and Post Willingness Questionnaire as well as the End of Program Assessment to know the feedback of the participants regarding the 5-days training that they underwent.

The Core Team and SEEDS Asia together with the invited technical resource speakers from PAGASA, PHIVOLCS, DSWD-FO7, Bureau of Fire Protection and Danao City DRRMO served as trainers during the said capacity building training which was held on October 26-30, 2015 at DepEd Ecotech. JICA Philippines also witnessed the training on its first day with Mr. Hayato Nakamura, the Project Formulation Advisor for Disaster Management.



Figure 66. DRRE Model School Teachers experiential learning



17. 3<sup>rd</sup> Technical Visit of Japanese Experts to Cebu (November 3-7, 2015)

For Project area familiarization purposes and to further enrich the technical exchanges, Japanese experts visited Cebu together with JICA Kansai on November 3-7, 2015. Six (6) Model Schools and selected Typhoon Yolanda Relocation Sites in Bogo City and Daanbantayan Municipality were visited by Dr. Yukihiro Oikawa, Board Member of SEEDS Asia and Mr. Nobuhiro Okubo, representative of JICA Kansai, on the first two (2) days of their technical visit.



Figure 67. Visits and meetings of Japanese experts in Cebu

On the third day, Dr. Oikawa and Mr. Naohide Fujimoto, Education Supervisor of Hyogo BoE, provided pertinent information on the DRRE experiences of Japan to the seven (7) target DepEd Divisions for the roll-out towards the Project’s 2nd phase which will be called the DRR Education Promotion Schools.

18. 1<sup>st</sup> National Disaster Risk Reduction and Resilience in Education (DRRRE) Forum (November 10, 2015)

Conducted on November 10, 2015 at DepEd National’s Bulwagan ng Karunungan Conference Hall, a total of one hundred thirty (130) participants attended the National DRRRE Forum that includes Project partners and representatives from DepEd Central, 18 DepEd Regional Offices, selected DepEd divisions, DRR-related national government agencies and NGOs. The participants were introduced to the sound practices of the DRRE Project in Cebu Province and other existing DRRE programs and initiatives that involved several communities through a themed-panel discussion.



Figure 68. (Former) DepEd Secretary Armin Luistro delivering the welcome message

Two (2) experts from Japan, Dr. Yukihiro Oikawa, of SEEDS Asia and Mr. Naohide Fujimoto of Hyogo BoE likewise imparted the DRRE experiences of Japan to enrich the appreciation on the initiatives showcased. Looking at the future of DRRE in the country, the ‘Way Forward’ message was delivered by Dr. Aiko Sakurai, SEEDS Asia’s Board Member and Professor of Tohoku University. The aim of the National Forum was to share and deepen the realization, at the national level, of the importance of DRRE and the need to incorporate DRR into the Basic Education Curriculum in order to foster the culture of safety.



Figure 69. 1st National DRRRE Forum photo proceedings

#### 19. Coordination Meeting with DepEd RO7 for Project Status Update (November 26, 2015)

Regular coordination and reporting of Project status to DepEd RO7 is one of the key initiatives to get support and cooperation. With a number of activities and initiatives implemented already for almost a year since the Project started, status update reporting meeting was conducted by SEEDS Asia on November 26, 2015 with DepEd RO7 concerned offices such as the CLMD and Administrative Division. Reported were the status of the submission of iPlans and the upcoming activities for the DRRE Project.

#### 20. Follow-up Coordination Meeting with DRRE Model Schools: (a) Beatriz D. Durano Memorial National High School (December 8, 2015); (b) Daanbantayan Central Elementary School (December 10, 2015); (c) City of Bogo Science and Arts Academy (December 11, 2015); (d) Tapilon National High School (December 14, 2015); (e) Guinsay Elementary School (December 15, 2015); and Bogo Central School I (December 17, 2015)

Thereafter the capacity building training of the Model School Teachers, SEEDS Asia visited each of the schools together with the Core Team members from their Divisions to share information on the results of the pre and post training Knowledge Tests and Rapid Competency Assessment Tests for them to know how their schools fared in terms of the DRR knowledge of their respective teachers. In addition to this, the roles and responsibilities of the trained teachers in the implementation of the Project were also recapped especially the need to coordinate the DRR-related classes and activities with the community such as the school Parent-Teachers' Association (PTA), barangay and the LGU. Cascading of the DRRE capacity building training to the remaining teachers of the Model Schools and the role of the Division to eventually roll-out to other schools were also emphasized. Status of iPlan submission from the trained teachers, tips and strategies including the tools and references to be used in the integration of DRRE into their classes and school activities were likewise shared by SEEDS Asia with additional inputs from their CID's and Education Program Supervisors. iPlans with DRRE integration needs to be reviewed and pilot-tested to ensure of its quality by their respective CID's and for this the status was also reported by the CID representative present in the meeting. The upcoming activities of the DRRE Project was provided to the teachers to give them heads-up on what to expect.

Demonstration of the five (5) disaster miniature models (namely typhoon, flood, earthquake, storm surge/tsunami and landslide) was also conducted during this meeting and they were advised that they may borrow these models.

During these school visits, SEEDS Asia noticed the significant changes in the schools in terms of being disaster prepared. Majority of them put-up directional signage on where is the safe evacuation area in the school, and school hazard maps, warning signage of the risk areas of the school, putting up emergency contact information in conspicuous areas and

removal of hazard and risks structures, among others. These clearly shows the impact of the capacity building training for DRRE which helped open their eyes to become aware of their environment for safety concerns of their learners.

These follow-up meetings helps to motivate the DRRE trained teachers to sustain their efforts for the successful implementation of the Project.



Figure 70. Follow-up coordination meetings with the 6 Model Schools



## 21. Coordination Meeting with Cebu Province Division (January 12, 2016)

With Cebu Province Division having a wide scope of coverage with fifty-five (55) districts, the need to carefully plan for the implementation DRRE is very important. For this, a coordination meeting with the CID chief and the Core Team member of Cebu Province Division was conducted on January 12, 2016. Discussed in this meeting is how to monitor the submission of iPlans, pilot testing and how to improve the iPlan writing competency of the trained teachers from the Model Schools in Daanbantayan District. It was agreed in this meeting to conduct an iPlan Writing Workshop together with the Education Program Supervisors under the CID and the trained teachers.

## 22. Coordination Meeting with DepEd RO7 (January 13, 2016); and Update Reporting with the DRRE Core Team (January 20, 2016)

Ensuring the sustainability of the DRRE Steering Committee in the long run was discussed with DepEd RO7 by SEEDS Asia in this coordination meeting conducted on January 13, 2016. SEEDS Asia proposed merging the Steering Committee with existing established body which was the Education Cluster. This proposal received positive response from Mr. Victor Yntig, chief of the Administrative Division of DepEd RO7 and also suggested ways on how to further its function for DRR during peacetime.

Half-way through the DRRE Project implementation, SEEDS Asia presented to the Core Team members the accomplishments as well as the proposed DRR Education Day/Week Celebration of DRR Education Schools and merging of the Steering Committee with the Region Education Cluster for their comment and approval. Likewise, the upcoming Project activities was also discussed including the meeting with the School PTAs, Barangays, Local DRRMOs in order to connect the school beneficiaries with the community. Sustainability and monitoring measures were also tackled in the meeting that was conducted on January 20, 2016.



Figure 71. Meeting with the DRRE Core Team

## 23. DRRE Project Briefing for Education Program Supervisors and iPan Review Workshop for Cebu Province Division (January 29, 2016)

Through the initiative of the CID of Cebu Province Division, a DRRE Project briefing with the Education Program Supervisors (EPS) subject specialists or Auxiliary Teams and iPlan Workshop for the trained teachers from Daanbantayan Central Elementary School and Tapon National High School was conducted on January 29, 2016 at DepEd Ecotech.

In this session, the drafted iPlans with DRRE integration were reviewed and given comments by the EPS for further improvement. Selected iPlans were presented and critiqued by the group so that the teachers' awareness on how to write a sound iPlan would increase.



Figure 72. iPlan Review Workshop of Cebu Province Division

**24. Harvest of Excellence Awarding to DepEd RO7 Partners**  
(February 1, 2016)

DepEd RO7 conducted on February 1, 2016 a thanksgiving program for its partners called the “Harvest of Excellence Awarding Ceremony”. It aimed to recognize the valuable contribution of DepEd supporters to the cause of promoting quality Basic Education through the provision of much needed learning support for the improvement and development of schools in Region VII. SEEDS Asia was one of the awardees for its significant contribution for capacitating teachers on DRRE for the benefit of the learners and the community being prepared for disasters.



Figure 73. Recognition Award received by SEEDS Asia from DepEd RO7

**25. Meeting of the JEL Team of Danao City Division (February 1, 2016)**

Each Division Project beneficiaries were implementing ways on how to further improve the iPlans of the trained teachers. Through the initiative of the DepEd Danao City Division’s CID, a Job-Embedded Learning (JEL) Team meeting was conducted on February 1, 2016. The trained teachers from Guinsay Elementary School and Beatriz D. Durano Memorial National High School together with the EPS/Auxiliary Team of the CID discussed important points in writing iPlans and conducted critiquing of iPlan sessions.

**26. Meeting with the Community such as the School PTA, Barangay and LGU of the Model Schools: (a) City of Bogo Science and Arts Academy (February 22, 2016); (b) Bogo Central School I (Feb. 23, 2016); (c) Tapilon National High School (February 23, 2016); (d) Beatriz. D. Durano Memorial National High School (February 24, 2016); (e) Guinsay Elementary School (February 24, 2016); and (f) Daanbantayan Central Elementary School (February 29, 2016)**

After building the capacity of Teachers, the next step would be to enjoin the participation of the School PTAs and concerned barangays together with the support of the local government unit’s (LGU) DRRM Office in order to be comprehensive and sustainable in implementing DRR initiatives. In order to start the ball rolling and to serve as an example, SEEDS Asia called for a meeting for each Model Schools together with their respective PTAs, barangay captains and LGU DRRM Officers.

During the meetings conducted on February 22-24 and 29, 2016 with the key stakeholders and the trained Teachers, SEEDS Asia and the DRRE Project was presented for familiarization purposes as well as the role and cooperation needed from School PTA, Barangay Officials and the LGU. The LGU DRRM Officer was requested to present its DRRM plans and programs for the information of the group including the support that they can provide for the DRRE of schools. Each of the attending community stakeholders delivered their commitment of support to the school’s DRR initiatives. This meeting with the community helped bridge the gap between the schools, barangays and the LGUs.



Figure 74. Group photos of meetings with the community partners of the Model Schools

## 27. Rolling out of DRR Education: Meeting with the Promotion School DepEd Divisions and LGU (March 2, 2016)

Moving into the 2nd phase of the DRRE Project, a 2nd meeting with the seven (7) DepEd Divisions was conducted on March 2, 2016. In this coordination meeting, the details of the Project, the accomplishments, nominations of schools and teachers including the criteria as well as the activities that will be conducted for the capacity building training of the finalized list of schools and participants were presented.



*Figure 75. (L-R) Regional Director Juliet Jeruta delivering message to the participants and Dr. Elnar of the Core Team explaining presenting the Project accomplishments of Model Schools*

## 28. Distribution of Post-Knowledge Tests for Students of Model Schools (March 21, 2016)

With the school year (SY) 2015-2016 already over and with the implementation of DRRE by the trained teachers of the Model Schools being applied, post Knowledge Test papers were distributed by SEEDS Asia to know the impact of the initial phase of the Project. All six (6) DRRE Model Schools received these test papers and the teachers were asked to check them and record the results for submission to SEEDS Asia.