FROM VULNERABLE TO INVINCIBLE

Learning through Reflection, Living in Application,
Leading Communities to Transformation

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ABOUT THIS PUBLICATION

Maayong adlaw!

This publication is an output created as part of the project outputs from the "Project on the Strengthening and Promoting School-based Disaster Risk Reduction in Central Visayas" to widely share the impacts of the project by introducing the project partner called the Model School, Inabanga North Central Integrated School (INCIS).

It is hoped that the readers of this publication will have an idea of how to strengthen and sustain school-based disaster risk reduction (DRR), gain an understanding of the School-based DRR Training Program, which will be implemented to train school personnel across Region VII within the next few years. This publication will help Schools Division Offices (SDOs), districts, and schools to picture what school-based DRR in practice looks like.

This publication is not possible without the support of the Department of Education (DepEd) Region VII, DepEd Central Office, SDOs, public school, and DepEd personnel, including those of INCIS. Special thanks to SEEDS Asia's longtime partner Hyogo Prefectural Board of Education (Hyogo BoE), and the Japan International Cooperation Agency (JICA), who have made SEEDS Asia's commitment to DRR together with DepEd possible.

A LEARNER'S "ESTORYAHANAY" OF TYPHOON ODETTE

THE IMPACT OF THE

Typhoon Odette on me

As we celebrate the 3rd anniversary of Typhoon Odette, I created this poster to express my experiences and how I handled and overcame this chaos.

In making this poster, I drew inspiration from my own experiences. I discovered unique techniques for creating it; instead of portraying a dark or negative composition of the elements, I choose a positive combination of colors that demonstrates hope and a bright future despite the challenges I encountered. While working on this, I enjoyed revisiting the situation. I didn't let those circumstances defeat me, which is how I found ways to overcome and rise above the difficulties.

Despite all the challenges and hardships faced during the typhoon, including personal and family struggles for daily needs and the devastation of our surroundings, my family and I, along with the community, showed resilience and did not lose hope. We embodied the true spirit of a Boholano and a true Pinoy, in prayers, and Bayanihan always prevailed.

Not all the negative experiences we faced are the final chapter of our story; this poster encourages me to maintain a positive outlook and be ready to accept all the challenges in life, for that is what life is about. Rising up, we didn't lose hope; we had faith and unity, and we rose together to embrace new beginnings. I always keep in mind the phrase, "Ayaw paghunong sa mga hagit nga imong Giatubang, hinunua bangon ug magpakigbisog isip usa ka Pilipino nga dili matarog sa mga pag suway." (English: "Do not give up on the challenges you are facing; instead, rise up and fight as a Filipino who does not falter in the face of trials.")

Ms. Leah V. Ontong

1st Place Winner, Poster Making Competition, Super Typhoon Odette Commemoration Activity, December 16, 2024, Inabanga North Central Integrated School, Lapacan Norte, Inabanga, Bohol

FOREWORD – PROF. RAJIB SHAW

FOREWORD

In 2023, we marked a decade since Typhoon Yolanda (Haiyan) devastated the Philippines in 2013. In the ten years that followed, SEEDS Asia has remained steadfast in its commitment to advancing disaster risk reduction (DRR) in partnership with the Department of Education - Region VII (DepEd RO7), the Hyogo Prefectural Board of Education, and various stakeholders. These efforts have been unified by a common vision: building disaster-resilient schools and communities.

Our initiatives underscore the power of 'linking' and 'bridging' in DRR—linking past experiences with future preparedness, connecting partners across sectors, and bridging knowledge and practice between the Philippines and Japan.

SEEDS Asia's third project under the support of JICA, titled "Enhancing and Strengthening School-based Disaster Risk Reduction in Central Visayas," in collaboration with DepEd RO7 and the Hyogo Prefectural Board of Education, represents a significant milestone. This project builds upon the achievements of two previous initiatives, integrating advances in DRR education and management to reinforce and sustain school-based DRR throughout Region VII.

Among the many accomplishments of this project, the involvement of the Model School—Inabanga North Central Integrated School—stands out as a pivotal component in advancing sustainable, school-based DRR in the region. The school's unwavering dedication, proactive mindset, and eagerness to share their progress have become a beacon of inspiration for other education practitioners.

We are proud to present the publication, "From Vulnerable to Invincible: Learning through Reflection, Living in Application, Leading Communities to Transformation." This work highlights the remarkable transformation of the Model School, now recognized as a leader in continuously improving their DRR practices. We firmly believe that any school in the Philippines can draw valuable lessons from their journey—one that was made possible by the enthusiasm of school personnel and strategic collaboration with partners.

We are confident that readers of this publication will gain practical insights and renewed motivation to advance their own pathways toward becoming disaster-resilient schools.

This meaningful partnership could not have been realized without the collective support of DepEd RO7, Schools Division Offices, School DRR Taskforces, DRR Trainers, and countless other stakeholders.

We hope this publication contributes meaningfully to the field of school-based DRR. The impact of committed school personnel on the resilience of future generations is profound and enduring. We would be delighted if educators and partners find this knowledge product both valuable and inspiring.

Rajib Shaw

Board Chairperson,
SEEDS Asia

SEEDS

MESSAGE

Department of Education Region VII

The Department of Education Regional Office VII is most humbled to be part of your milestones, SEEDS Asia. Your unwavering support protrudes deeply, reaching into the core of our learning individuals. Helping us sustain with Disaster Risk Reduction (DRR) is far more fulfilling than any recognitions. To strengthen and promote Disaster Risk Reduction in schools is to uphold and assert the value of preparation. In order to achieve the feats of preparation, there is a need for both motivation (prevention) and method (planning). Prevention initiates the motivation to prepare for something we do not expect on a daily clock. Planning likewise makes an intelligent method employed as a mechanism to thrust one's motivation. With preparations taking in place is a camouflage of plans all sorted out to equip people, places and organizations the ability to cope with difficulties and minimize devastation. To take advantage of the benefits of planning is to reap the positive effects of prevention as well--- prevention rather than cure. While it is true that prevention potentially exempts us from risks, it also trains our thought processes to become conscious of their ill effects and calculate an intended trajectory or course of action. Planning and Prevention conceives the tangible opportunities of preparation.

Strengthening and promoting are just two of the first phases in Disaster Risk Reduction, the end point of DRR is to train any subjects of disasters to independently manage a crisis situation even at the height of any hostile compelling incidents. Hence, with SEEDS Asia, it is not just DRR but it is DRRM or Disaster Risk Reduction Management all throughout.

Provided with this chance to imprint a message of inspiration and support to your continuous services to DepEd Regional Office VII, I hope and pray that you consistently make it worthy for our learning communities' time and effort. Thank you and God bless you always!

Dr. Salustiano T. Jimenez

JD, EdD, CESO III, Regional Director, Department of Education Region VII

MESSAGES

MESSAGE

Hyogo Prefectural Board of Education

The Great Hanshin-Awaji Earthquake, which struck in the early hours of January 17, 1995, brought unprecedented devastation to the southern part of Hyogo Prefecture. In addition to extensive damage to educational facilities, the disaster claimed the irreplaceable lives of many students and education personnel.

In the aftermath, the Hyogo Prefectural Board of Education committed itself to the principle of "building back better" by advancing a new approach to school-based disaster risk reduction (DRR). This initiative, referred to as the New School DRR, sought to foster a culture of mutual support and volunteerism, while encouraging students to reflect deeply on what it means to live as a human. It also emphasizes the provision of psychosocial support to students affected by disasters.

Building on the New School DRR, Hyogo's School DRR was developed to address not only earthquakes, but a broader range of natural hazards, guided by a vision of a safer, more secure society. In 2000, in gratitude for the overwhelming support received from across Japan in 1995, the Prefecture established EARTH (Emergency And Rescue Team by school staff in Hyogo). Composed of educators and staff who bring direct experience and lessons learned from the earthquake, EARTH plays a pivotal role in delivering training and seminars during normal times, as well as supporting the early resumption of educational activities in disaster-affected schools.

The adoption of the Hyogo Framework for Action (2005–2015) at the Second World Conference on Disaster Reduction in Kobe in 2005 enabled the sharing of action plans, best practices, and innovative technologies to advance disaster resilience worldwide.

In the Project for Enhancing and Strengthening Schoo-based DRR in Central Visayas, members of EARTH and the Hyogo Prefectural Board of Education Secretariat were dispatched to the Philippines to participate in the project's kick-off seminar. During their visit, they engaged in meaningful exchanges with counterparts from the Philippine Department of Education (DepEd) – Region VII and partner organizations. Discussions focused on the implementation of DRR education and school safety management in both countries and the sharing of Hyogo's initiatives including the establishment of EARTH and school-based DRR. The delegation also introduced the past collaborative efforts of Hyogo Prefecture and the Philippines, the origin and evolution of Hyogo's School DRR, human resource development efforts, and initiatives aimed at ensuring the memories and lessons of the 1995 disaster are not lost to time.

We are honored to note that these collaborative efforts contributed to the establishment of a regional DRR training mechanism in Region VII as well as the formulation of a region-wide DRR roll-out plan led by the School DRR Taskforce. The unique training efforts and approaches developed in the Philippines are now being shared with educators in Hyogo.

As 2025 marks the 30th anniversary of the Great Hanshin-Awaji Earthquake, the importance of preserving and passing down the lessons learned from the disaster has never been more profound. It is our sincere hope that Region VII and even other regions, based on this project's outcomes, will continue to share experiences and lessons learned from their local disasters, which will certainly strengthen school-based DRR for safer and more resilient schools.

Yuji Yoshiyama

Hyogo Prefectural Board of Education
Education Planning Division

MESSAGE

JICA Philippines

I would like to extend my heartfelt congratulations to all the agencies and individuals involved in the successful conclusion of the project on Strengthening and Promoting School-Based Disaster Risk Reduction (DRR) in Department of Education (DepEd) Region VII under the JICA's Grassroots Technical Cooperation framework.

More than a decade ago, Central Visayas, including Cebu and Bohol Island, faced unimaginable hardship when a magnitude 7.2 earthquake struck in October 2013. This was followed shortly by the devastation of Super Typhoon Yolanda, one of the strongest tropical cyclones in history. These disasters brought not only destruction but also revealed a pressing need: the importance of disaster awareness and preparedness at the community level.

Since Phase 1 of this project started in 2014, we have been committed to mainstreaming disaster risk reduction and management into the school curriculum and operations. We believe that education is a powerful tool in building resilience. When we equip children with the knowledge and skills to understand and respond to hazards, we are empowering future generations to better protect themselves and those around them. Through this project, we are pleased to see meaningful progress—such as the development of a school DRR trainer training and deployment program and a roadmap for implementing these efforts throughout 20 Schools Division Offices in Central Visayas. These accomplishments are the result of strong collaboration, mutual respect, and a commitment to the power of education.

We are grateful to our partners—DepEd Region VII and all local stakeholders—who have worked with dedication and heart. We are both proud and deeply humbled to see the meaningful dissemination of Japan's knowledge and lessons from the Great Hanshin Earthquake, which was made possible through the tireless efforts of the Hyogo Prefectural Board of Education and active engagement of SEEDS Asia. This initiative goes beyond technical cooperation; it represents the enduring friendship between Japan and the Philippines. With the continued leadership of DepEd, we hope the school-based disaster risk reduction activities will be rolled out nationwide, so that all the children in the Philippines can get fully ready to act on our shared belief in the value of community, preparedness, and hope.

In Japan, disaster preparedness is not just policy—it is a way of life. It is our privilege to share this experience with our Filipino friends, in the spirit of Bayanihan as we work together towards a more resilient future for all.

Takashi Baba

Chief Representative
JICA Philippines Office

LIST OF ACRONYMS

AIP	Annual Implementation Plan
AWS	Automatic weather station
BFP	Bureau of Fire Protection
BLR	Bureau of Learning Resources
CCAM	Climate Change Adaptation and Mitigation
CSSAT	Comprehensive School Safety Assessment Tool
DepEd	Department of Education
DepEd RO7	Department of Education – Region VII Office
DOST-PAGASA	Department of Science and Technology – Philippine Atmospheric, Geophysical and Astronomical Services Administration
DRR	Disaster Risk Reduction
DRRE	Disaster Risk Reduction Education
DRRM	Disaster Risk Reduction and Management
DRRMS	Disaster Risk Reduction and Management Service
EARTH	Emergency and Rescue Team by school staff of Hyogo
ESSD	Education Support Services Division
HRDD	Human Resource Development Division
Hyogo BoE	Hyogo Prefectural Board of Education
iPlan	Instructional Plans
INCIS	Inabanga North Central Integrated School
INSET	In-service Training for Teachers
iPlan	Instructional Plan
JICA	Japan International Cooperation Agency
LDNA	Learning and Development Needs Assessment
LGU	Local Government Unit(s)
NEAP	National Education Academy of the Philippines
OPCRF	Office Performance Commitment and Review Form
PRC	Professional Regulation Commission
SDO	Schools Division Office(s)
SDRR-TF	School Disaster Risk Reduction Taskforce
SIP	School Improvement Plan

ABOUT SEEDS ASIA AND HYOGO BOE

WHO IS SEEDS ASIA AND WHAT DO SEEDS ASIA DO WITH PHILIPPINES DEPARTMENT OF EDUCATION

SEEDS Asia, a Japan-based nonprofit organization, has been working with DepEd in the field of DRR. This section summarizes its decade-long collaborative efforts of both organizations towards making schools more disaster-resilient in Region VII.

Who is SEEDS Asia?

SEEDS Asia has been a partner of DepEd, particularly its RO7, in strengthening its foundation for DRR at schools. Originating in Japan as the sister organization of SEEDS (Sustainable Environment and Ecological Development) in India, SEEDS Asia has partnered with communities, government bodies, and international organizations to implement DRR projects across Asia. SEEDS Asia uses five approaches to bridge people and communities to the future with DRR: Policy and Action, Research and Practice, Kobe, Tohoku, across Japan, then to Asia, Environment and Life, and Past, Present, and Future.

POLICY AND ACTION	RESEARCH AND PRACTICE	KOBE TO TOHOKU, TO JAPAN AND ASIA	ENVIRONMENT AND LIVING	PAST, PRESENT, AND FUTURE
We act on big agenda through small actions. We take small steps toward big goals.	We investigate – try and do – do even better. We learn, try, and improve.	We learn with and from obe, Tohoku, and Asia. We learn with and from Kobe, Tohoku, and Asia.	We treasure nature, surroundings, and day- to-day life. We treasure nature and the wisdom of local communities.	We communicate, communicatively. We find ways to tell and be heard across generations.

Why the Philippines?

For SEEDS Asia, people and communities in the Philippines have been one of the most important partners of DRR. Japan, SEEDS Asia's home country, and the Philippines, share similar disaster risks due to their geographic locations and with both countries being archipelagoes, while varying in how each country has historically approached DRR. Through partnerships in several different projects, there have been many learnings that were shared with one another. Subsequently, these have contributed to grassroots and policy-level transformation.

Who is Hyogo BoE?

Hyogo Prefectural Board of Education (Hyogo BoE) has also been SEEDS Asia's long-lasting partner when it comes to project implementation in the Philippines. While hosting the DepEd personnel who visited Japan after Typhoon Yolanda (Haiyan), Hyogo BoE facilitated a discussion to make DRR in education in the Philippines feasible and sustainable, based on their then 20-year practice post the Great Hanshin-Awaji Earthquake in 1995. In this disaster, over 6,000 people lost their lives, many of which were school children. Schools were starkly impacted by evacuees taking shelter on campus for over months. Following this painful experience, Hyogo BoE has since strengthened its DRR initiatives by implementing DRR education (DRRE), DRR and Management (DRRM), and psychosocial care for impacted children by disasters.

One of the factors contributing to the sustained DRR initiatives by Hyogo BoE is the formation and mobilization of EARTH ("Emergency And Rescue Team by school staff of Hyogo"). EARTH is a team of over 100 teaching and non-teaching school personnel who belong to Hyogo BoE. They have undertaken extensive training in disaster preparedness and response, the majority of which is based on the lessons learned in previous disaster events. Their expertise helps schools equip themselves with the necessary knowledge and practice in day-to-day school operations and in crisis situations post-disaster. A total of eight EARTH members visited the Philippines to share their humble yet profound DRR practice at their respective schools. These visits have provided great insights into what school personnel can do to strengthen their DRR despite many challenges faced by their counterparts in the Philippines, such as: lack of time, budgets, and ideas.

Hyogo BoE's visit in the Philippines – 2014

Hyogo BoE's visit in the Philippines – 2015

Hyogo BoE's visit in the Philippines – 2018

Hyogo BoE's visit in the Philippines – 2022

Yolanda Response: Support for Students and Teachers

January to April 2014

SEEDS Asia first entered the Philippines after the onslaught of Typhoon Yolanda in November 2013. Funded by Japan Platform, SEEDS Asia provided school kits to students and teachers and DRR information posters and booklets to schools in Danao, Bogo, and Daanbantayan – all in Northern Cebu, in cooperation with DepEd. These areas were severely impacted by the Typhoon, yet they had not received local or international support. SEEDS Asia also conducted a seminar and briefing on DRR preparedness to 19 Schools Division Superintendents of DepEd Region VII.

School kits distribution

School kits

Seminar

Study Visit of a Former DepEd Assistant Secretary and Region VII DRRM Focal Person to Japan

A former Assistant Secretary of DepEd Central Office and the DRRM Focal Person of DepEd RO7 were invited to Japan to see the actual situation of the recovery after the Great East Japan Earthquake and Tsunami and the Great Hanshin-Awaji Earthquake. They also saw the well-developed initiatives of DRRE by Kesennuma City and Hyogo BoE. The visitors and Hyogo BoE had a discussion on how sustainable DRRE in cooperation with the community could be localized and developed in the Philippines.

Consultation meeting during a visit at Hyogo BoE

Japan Study Visit with the former DepEd Assistant Secretary Mr Reynaldo Antonio Laguda and the former DRRM Focal Person of DepEd RO7 Dr. Victor Yntig

Those two initial mini projects led to a deeper discussion between DepEd and SEEDS Asia on the challenges encountered by DepEd on DRR – how can the Philippines education system incorporate sustainable DRRE so its learners can proactively protect themselves and their communities when disasters strike?

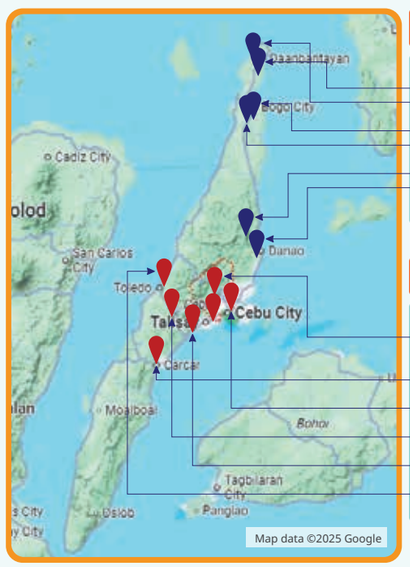
PHASE 1

Project with Hyogo BoE and JICA - SEEDS Asia and DepEd RO7 Collaboration

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

November 2014 to March 2017

The project, in partnership with Hyogo BoE and JICA, focused on the integration of DRRE into Enhanced Basic Education Curriculum from Kindergarten to Grade 10. During this time, DepEd commenced the implementation of K-12, and the subject "Disaster Readiness and Risk Reduction" was taught in Grade 11 and 12. In this project, experts in various DepEd fields (training, curriculum, and DRR) gathered to form a "Core Team" who undertook extensive training by Hyogo BoE to develop a guideline for DRRE integration in different grade levels. The developed guideline was passed to teachers from selected Model Schools. They were then tasked to develop iPlans (instructional plans) in various subject areas and grades. This project sparked the creativity of teaching personnel and resulted in well-thought-out iPlans. These iPlans can be found in the DRRE Guidebooks (available upon request from here) along with the training modules used to train the Core Team and teachers.



MODEL SCHOOLS

1. DepEd Division of Cebu Province
   - Daanbantayan Central Elemantry School.
   - Taplion National High School.
2. DepEd Division of Bogo City
   - Bogo Central 1 Elementary School.
   - City of Bogo Sciences and Art Academy.
3. DepEd Division of Dance City
   - Guinsay Elementary School.
   - Beatriz D. Durano Memorial National High School.

PROMOTION SCHOOLS

1. DepEd Division of Mandaue City
   - Mandaue City Comprehensive National High School.
2. DepEd Division of Carcar City
   - Carcar City Central Elementary School.
3. DepEd Division of Lapu Lapu City
   - Buaya Elementary School.
4. DepEd Division of City of Naga
   - Balirong Elementary School.
5. DepEd Division of Talisay City
   - Tanke Elementary School.
6. DepEd Division of Toledo City
   - Talavera Elementary School.

The project's purpose, which it sought to achieve within its implementation, is "practical DRR Education in cooperation with [the] local community is conducted at DRR Education Promotion Schools in Cebu Province." Several activities were conducted throughout the project. These activities included community meetings, training sessions, national forums with relevant stakeholders, and study visits to Japan. At the end of the project, SEEDS Asia was able to train 72 school heads and teachers and provided the targeted schools with guidebooks on curriculum integration.

Teachers' training

Japan study visit

PHASE 2

Project with Hyogo BoE and JICA - SEEDS Asia and DepEd RO7 Collaboration

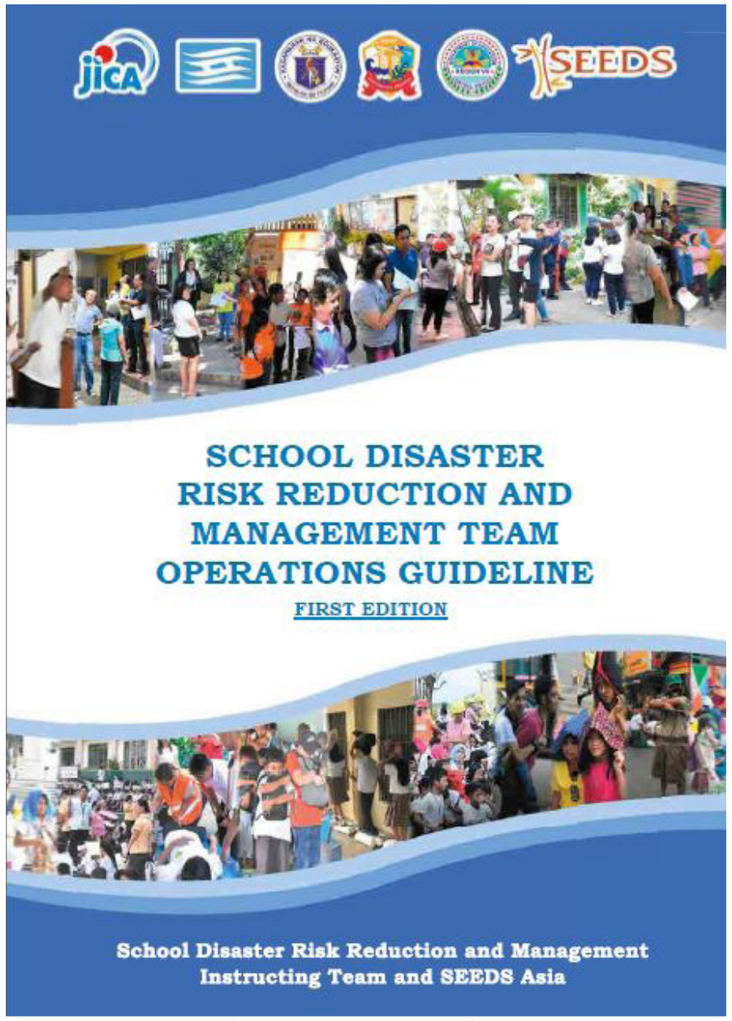
Support Project on Promotion of School Disaster Risk Reduction and Management in Cebu Province

March 2017 to March 2020

Following the success of the Phase 1 Project, DepEd and SEEDS Asia shifted their focus to DRRM after the School Disaster Risk Reduction and Management Manual was published by DepEd Disaster Risk Reduction and Management Service (DRRMS). Acknowledging the need for practical examples of DRRM implementation, DepEd, SEEDS Asia, and Hyogo BoE partnered with Pilot Schools from 10 SDO in carrying out regular school safety inspection, disaster response planning, and disaster drills with realistic scenarios. In this project, DRRM Coordinators from selected SDOs supervising the Pilot Schools formed the School DRRM Instructing Team. Respective Pilot Schools reflected their hazard, vulnerability, and capacity assessments on their drills, and established a working relationship with their respective barangays and LGUs for collaborative DRRM. The Operations Guideline developed during the Project can be accessed here. All those key activities tackled important information schools need in implementing their initiatives, such as government policies and frameworks related to DRRM and useful in setting up their own safety inspection checklists, school organizational charts in peace time and in emergencies, and the roles and functions of school personnel and stakeholders.

A drill

Operations Guideline



A meeting

A visit by EARTH members from Hyogo BoE

Odette Response

Project for Education Continuity in Cebu Province, Region VII

February – September 2022

Typhoon Odette (internationally known as Rai) swept through the Visayas Region in December 2021, just as schools had been preparing for the resumption of face-to-face classes after the COVID-19 pandemic. SEEDS Asia instantly communicated with previous project partners (Division DRRM Coordinators),who had selflessly been working despite the holiday season and being impacted by the disaster themselves.

With the help of Japan Platform, generator sets were donated to SDO for them to continue with regular school operations, such as printing learning materials and using power tools for repairs, amid the long-term power outages. Personal protective equipment was also provided for the schools to resume face-to-face meetings in preparation for the resumption of classroom operations.

Clean-up drives also took place in identified schools that required tools to clear out the school campuses post-typhoon. 105 schools were visited, and the cleanups were participated by volunteers from diverse backgrounds – learners, parents, community members, and government officials.

An architect also paid visits to typhoon-stricken schools to assess their damage and propose safer school construction in the future.

Provision of a generator set

Clean-up activities

Architect's visit

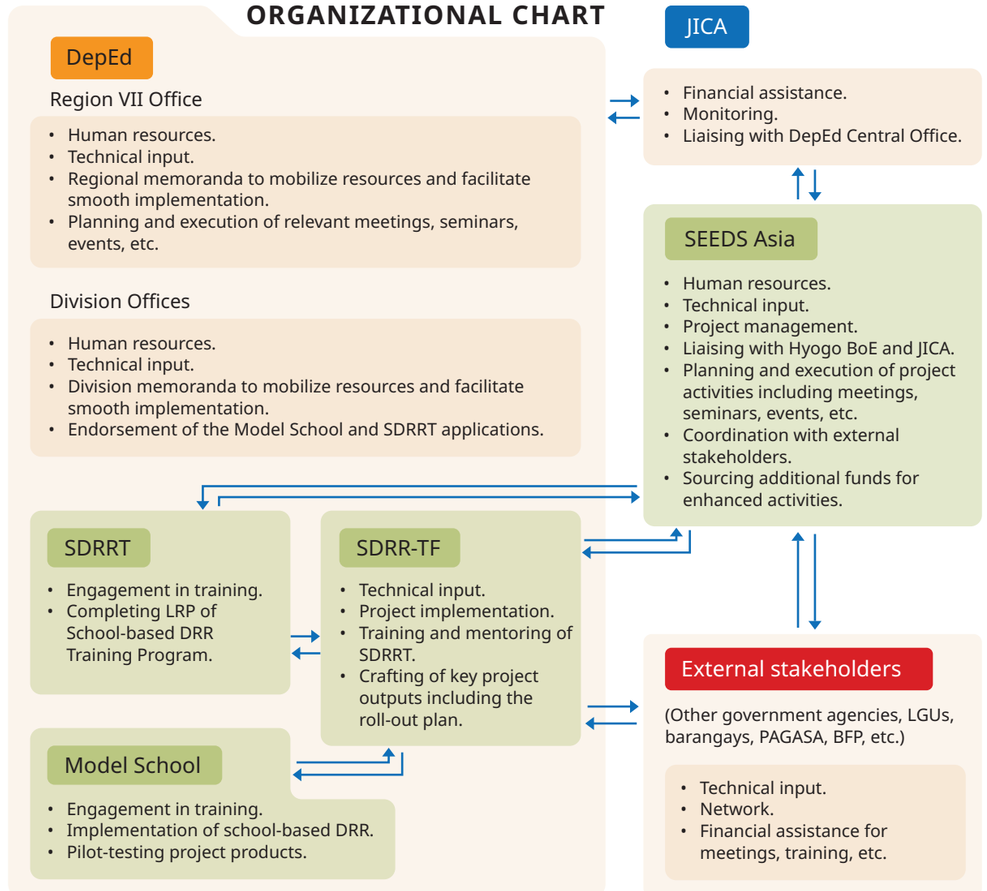
PHASE 3

Project with Hyogo BoE and JICA - SEEDS Asia and DepEd RO7 Collaboration

Project on the Strengthening and Promoting School-based Disaster Risk Reduction in Central Visayas

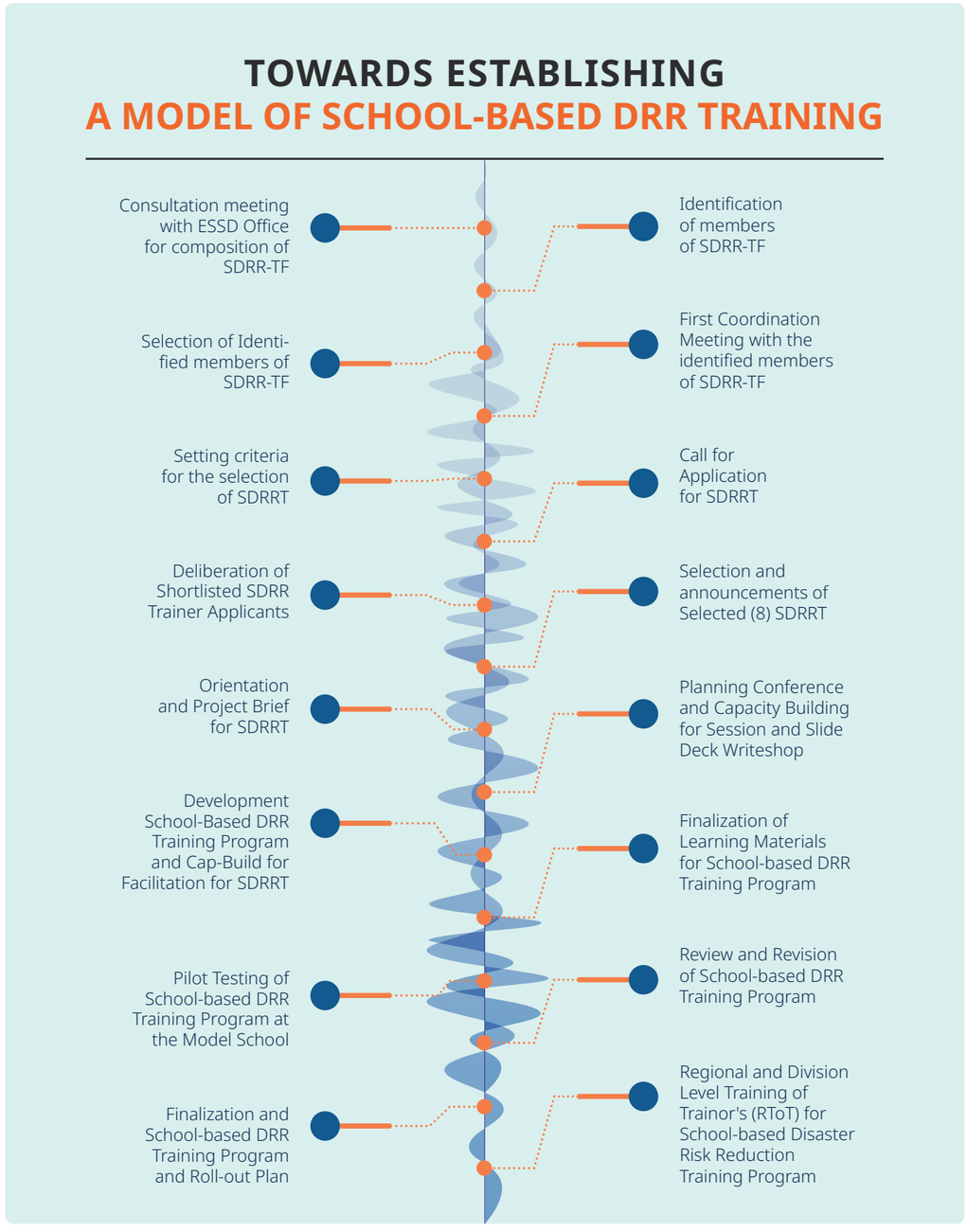
November 2022 – October 2025

Having concluded the two JICA-supported projects on DRR in education, there was a shared understanding of how other schools than the Model/Promotion Schools (Phase 1) and Pilot Schools (Phase 2) would benefit from the outcomes of the years-long initiatives. There had also been an increased demand for Climate Change-responsive DRR practice and an enhanced understanding of education's roles in passing on past disaster experiences and lessons learned, particularly after the occurrence of Typhoon Odette in 2021, which struck the Visayas region after Typhoon Yolanda.



Organizational chart for the project implementation

In this project, the target area expanded from Cebu Island to Region VII-wide[1].



Flow of Model School activities

1 During the conceptualization of the project, Region VII consisted of Cebu, Bohol, Siquijor Islands, and Negros Oriental.

School DRR Taskforce

A taskforce called the "School DRR Taskforce (SDRR-TF)" consisting of DepEd personnel who were involved with SEEDS Asia's previous projects was established. The SDRR-TF serves as the advisory body of the project who gathered their knowledge, expertise, and technicality to institutionalize DRR-related training region-wide.

School DRR Trainers

SEEDS Asia and the SDRR-TF selected a pool of trainers coming from various DepEd divisions in the region through online demonstrations and interviews. The selected trainers attended two phases of capacity-building sessions to enhance their DRR knowledge and skills and learn about the processes and quality standards used in professional development programs.

OVERALL PROCESS OF CHOOSING OF SCHOOL DISASTER RISK REDUCTION TRAINERS (SDRRT)

CALL FOR APPLICATION SDRRT THROUGH RM 0123, S. 2023 FEB 27, 2023

Selection Criteria for the Applicant for SDRRT

1. Must be teaching-related personnel.
2. Must have 1 year relevant work experience in DRRE and/or DRRM in schools or in facilitating trainings.
3. Must have competent skills and experience in making Training Designs and session guides or capacity-building trainings.
4. Must have strong willingness to be trained to become trainers for school-based DRR.

1 INITIAL SCREENING AND SHORT LISTING BY SEEDS ASIA

From 41 applicants, the no. of applicants was narrowed down to 21 because:

- Those teaching-related who applied are – disqualified.
- From 21, 3 applicants didn't write a motivation statement and were disqualified – 21 was narrowed down to 18 applicants
- From the 18 applicants, 5 submitted complete requirements/attachments.
- The 5 will proceed automatically to Phase 2.
- For the 13 applicants lacking supporting documents, SEEDS Asia and SDRR-TF allowed them to submit their lacking attachments to proceed to Phase 2.
- The final number of applicants who will proceed to Phase 2 is fifteen 15.

2 ONLINE SCREENING OF SDRRT BY SDRR-TF (Demonstration and interview) THROUGH RM NO. 0288, S. 2023

Each applicant was given a topic related to school-based DRR. They will prepare a 10-minute online demonstration on the topic

3 DELIBERATION OF THE SCHOOL SDRRT APPLICANT'S DEMONSTRATION AND INTERVIEW BY SDRR-TF

Out of the 14 screened applicants, 8 have been selected as the pioneers of the DepEd RO VII School-based DRR pool of trainers.

4 ANNOUCEMENT OF THE CHOSEN SDRRT THROUGH RM NO. 0457, S. 2023

Below are the chosen SDRRT members:

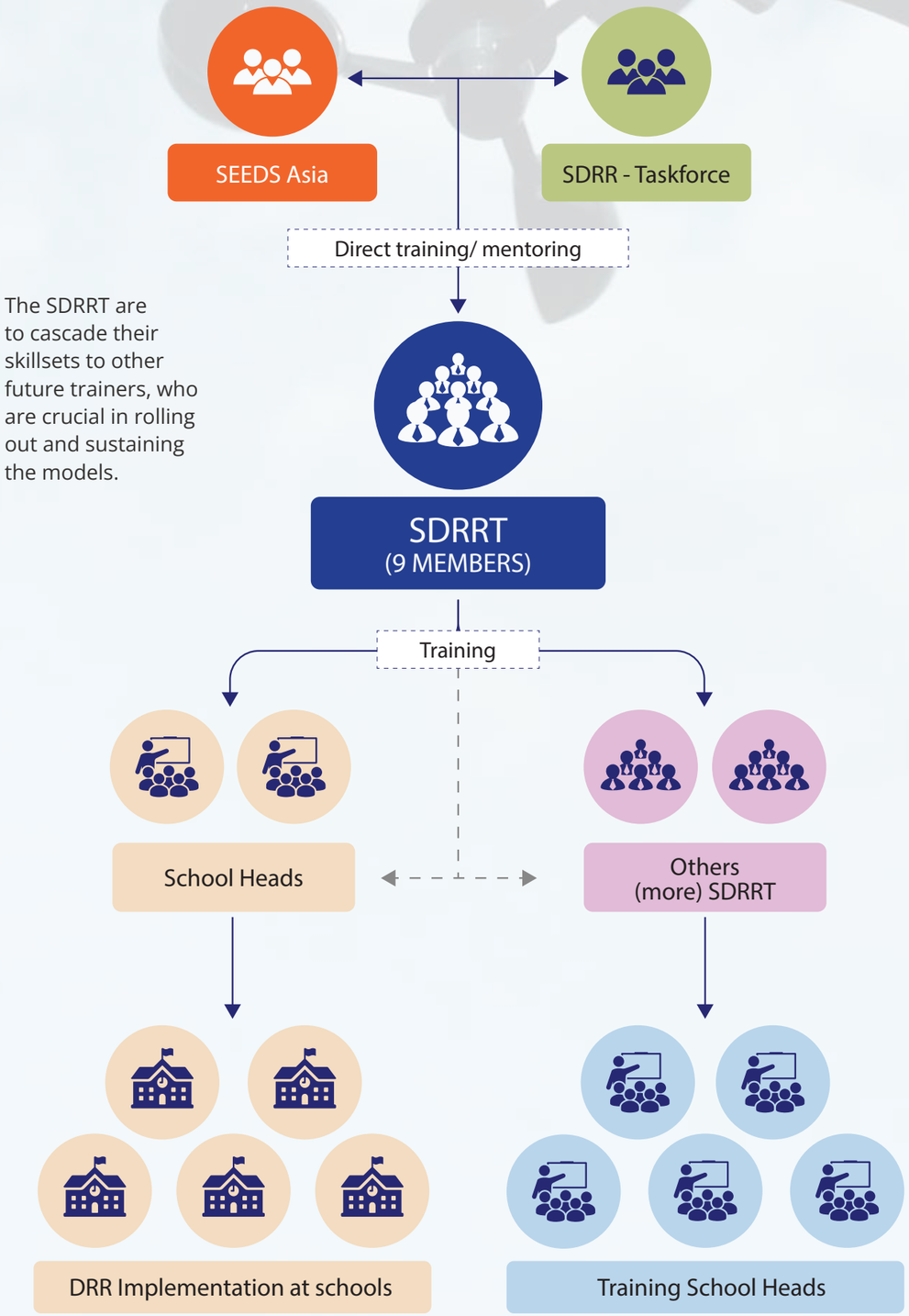
1. Mr. Renato Tabilon
2. Mr. Brendo Torres
3. Mr. Kenneth Regen Blasco
4. Mr. Vincent Padron
5. Mr. Joseph Gemina
6. Mr. Johnrey Legran
7. Mr. Jaime Quinga
8. Ms. Lailani Jansalin

ORIENTATION OF SELECTED SDRRT

ROLES AND RESPONSIBILITIES OF SDRRT

1. Attend the meetings with SEEDS Asia, SDRR-TF, ESSD, and HRDD and assist in the development of the School-based Disaster Risk Reduction Training Design.
2. Assist SEEDS Asia with the conduct of assessment in the chosen Model School.
3. Conduct capacity-building training in the Model School.
4. Provide inputs or insights for the enhancement of the School-based DRR Training Design after the conduct of capacity-building training.
5. Undertake the certification exam administered by SEEDS Asia and SDRR-TF in consultation with the HRDD
6. Assist in the process of cascading school-based DRR training with DepEd Regional Office VII even after the project implementation phase

The SDRRT are to cascade their skillsets to other future trainers, who are crucial in rolling out and sustaining the models.



SDRRT and SDRR-TF

Why another Model School?

Having a partner Model School who supported the completion of training for school-based DRR through participating in intensive training by SDRRT candidates, provided constructive feedback to improve the training, and worked together with SDRRT to integrate their learning into the school's day-to-day practice was essential in reinforcing the practicality of what DepEd and SEEDS Asia wish to roll out. Additionally, the previous JICA-supported projects were two separate initiatives of DRRE and DRRM which needed smooth consolidation, so training on the two topics will be realistically feasible. The Model School was to pilot-test the nation's first comprehensive school-based DRR, and its knowledge and experience was to serve as a model for other school who are to initiate their DRR practice elsewhere.

Who were the Model School and why were they selected?

The Model School was selected as a result of thorough research and discussions between the School DRR Taskforce (SDRR-TF) and SEEDS Asia.

OVERALL PROCESS OF CHOOSING A MODEL SCHOOL

1 CALL FOR APPLICATION OF MODEL SCHOOL THROUGH RM 0249, S. 2023 MAY 15, 2023

- Selection Criteria for the Model School.
- Must be an integrated school.
- High risk of disaster – high exposure to disasters and high vulnerabilities with low capacity.
- Strong willingness of the school to participate in capacity-building activities on school-based DRR.
- No prior engagements and projects with SEEDS Asia.

2 PHASE 1: DOCUMENT SCREENING

- Applicant schools must submit the required supporting documents.
- SEEDS Asia and SDRR-TF screened the submitted required documents after the call for applications deadline.
- Shortlisting of Model School applicants based on the Selection Criteria and the submitted required documents.

List of schools that passed the document screening and proceeded with the online interview:

- INCIS (Bohol)
- Bitlang IS (Cebu City)
- Larena IS (Siquijor)
- Ali-is IS (Negros Oriental)
- Busogon IS (San Remigio, Cebu)
- Zaragosa IS (Badian, Cebu)

PHASE 2: ON-SITE ASSESSMENT

Interview and assessment of the shortlisted model school applicants through school visits by SEEDS Asia.

SEEDS Asia asks the shortlisted model school applicants to provide community resource speakers who can impart or share narratives of the community's disaster experiences.

Shortlisted Schools:

- Busogon IS (San Remigio, Cebu).
- Bitlang IS (Cebu City).
- Zaragosa IS (Badian, Cebu).
- Inabanga North Central Integrated School (INCIS) (Bohol).

3 MODEL SCHOOL SELECTION

SEEDS Asia, DepEd Region VII, and SDRR-TF shall select one (1) Model School after the school visits and announce it through a Regional Memorandum NO. 90, s. 2023 December 14, 2023. Announcement of Chosen Model School for SEEDS Asai Project.

CHOSEN MODEL SCHOOL

Inabanga North Central Integrated School (INCIS) (Bohol).

INCIS personnel

Selection criteria of the Model School

An integrated school	To ensure that the Training Program attends to all grade levels in terms of DRRE, the Model School was desired to be an integrated school.
High risk of disasters	For the Training Program to be flexibly applied to different scenarios, the Model School is assessed to have high hazard exposure, high vulnerability with relatively low capacity.
Strong willingness	Due to the anticipated responsibility of the Model School to contribute to the enhancement of the Training Program by participating in it, the Model School is required to demonstrate a strong willingness and commitment.
No prior engagements and/or projects with SEEDS Asia	As it has been identified that previous partners of SEEDS Asia's projects have higher knowledge, skills, and attitudes towards DRR, the Model School should not have been one of them.

School-based DRR Training Program

As a result of the pilot-testing at inputs by INCIS as training participants, the School-based DRR Training Program has been established.

1	Legal Framework and Responsibilities of the School DRRM Team in the Context of DRR and CCAM (Climate Change Adaptation and Mitigation)
2	Understanding Hazards
3	Weather Literacy for School
4	Resource Mobilization
5	Camp Coordination and Camp Management
6	Community-engaged Disaster Preparedness
7	Development of iPlans With DRRE and Weather Education Integration
8	School-Based DRR-CCAM Implementation Planning

The School-based DRR Training Program has been granted a National Education Academy of the Philippines (NEAP) quality assurance certificate and has been accredited by the Professional Regulation Commission (PRC). This means training participants will be able to earn professional development credits by strengthening their knowledge, skills, and application of DRR.

With INCIS learners

CSSAT

One of the mechanisms to ensure the sustainability of the project impact is the introduction of an assessment tool that assesses how well-capacitated schools are in responding to the disaster risks that are present in their communities. Known as the Comprehensive School Safety Assessment Tool or CSSAT, the tool also integrates various assessment tools used by DepEd, such as the OPCRF (Office Performance Commitment and Review Form) to incentivize school heads to accomplish the assessment tool. The tool was pilot-tested in INCIS before and after the pilot-testing of the abovementioned training program to assess how the project has impacted the school. Details of how CSSAT assessed the changes in INCIS can be found from page 59.

What does the policy for roll-out and sustainability look like?

The policies, mainly on SDRRT training and pooling and on the roll-out of the Training Program, were developed after a series of discussions between DepEd personnel and SEEDS Asia. It entails the steps and guidelines of how the aforementioned outputs of the Project (trained personnel, school-based DRR training program, and everything produced between) are to be signed by the Regional Director as a pledge of commitment to roll out and sustain region-wide school-based DRR.

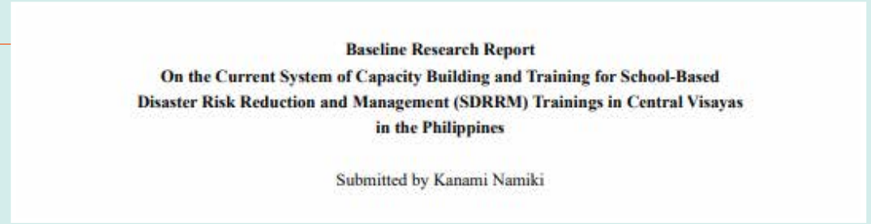
What did the baseline survey tell us?

A baseline survey was conducted by SEEDS Asia in November – December 2021 to examine the current available DepEd human resource training programs on DRR. The survey was constructed on literature review of DepEd Orders, Memoranda, etc. as well as interviews with approximately 70 personnel across Region VII.

Key findings from the survey recommend the following:

- DRR training program be granted NEAP quality assurance certificate.
- Establishing a pool of DRR-related trainers who are certified by RO7.
- Ensuring the willingness and sustainability of assigned School DRRM Coordinators.
- Monitoring take place to evaluate the return of investment for DRR-related activities.
- Training be organized during school breaks due to a new DepEd directive restricting teaching personnel's engagement in non-class activities[2].
- DRR training be planned annually.

Interviews conducted with DepEd personnel during the baseline survey



Baseline Research Report
On the Current System of Capacity Building and Training for School-Based Disaster Risk Reduction and Management (SDRRM) Trainings in Central Visayas in the Philippines

Submitted by Kanami Namiki

Cover page of Baseline Research Report

2 DepEd Order no. 002, s. 2024 "Immediate Removal of Administrative Tasks of Public School Teachers.

Towards Extreme Weather

by Promoting Disaster Management and Meteorological Education in Schools through Youth-led Weather Observation

July 2024 – June 2025

To further substantiate the collaborative initiative between INCIS and SEEDS Asia, another small-scale project took place in partnership with a Japanese organization WNI WxBunka Foundation who extensively support weather-related projects in Asia Pacific in their FURTHERANCE in Asia-pacific region program.

In this Project, an automatic weather station was installed on the INCIS campus, through which the high school students from INCIS learned to take note of and enhance their understanding of weather data. Before and after the installation, a series of workshops were facilitated by Dr. Yusuke Yamane, a meteorologist and professor from Japan, who taught INCIS learners in a fun and engaging way basic weather literacy. A featured activity included keeping weather diaries where the message of "perceiving the abnormal by recognizing the normal" is practiced in preparation of weather abnormalities. The learnings from the Project have been communicated across DepEd offices of the school, DepEd SDO, and RO7 for enhanced DRRE and DRRM in reference to available weather data so all levels of education practitioners as well as learners will be able to respond to the abnormal. One of the outcomes of the Project was the creation of DepEd Weather Education Awards to motivate schools to practice their own weather education.

DOST-PAGASA has been an invaluable part of the project implementation. DOST-PAGASA provided technical inputs to ensure that the learners receive high quality weather education and existing weather forecast, and warnings are incorporated into the DRRE and DRRM practiced at INCIS.

Dr. Yamane's workshop at INCIS

School watching and hazard mapping

Communication board by learners

in Disaster Risk Reduction through

Cross-learning Programs between High School Students in the Philippines and Japan

April – October 2024

In this project, SEEDS Asia partnered with high schools in the Philippines and Japan whose students proactively interacted with their counterparts from a different location yet with similar challenges of climate change and disasters. The participating students developed a strong bond through online exchanges, a visit by the Japanese students to the Philippines, and a forum themed climate change and disaster risk reduction.

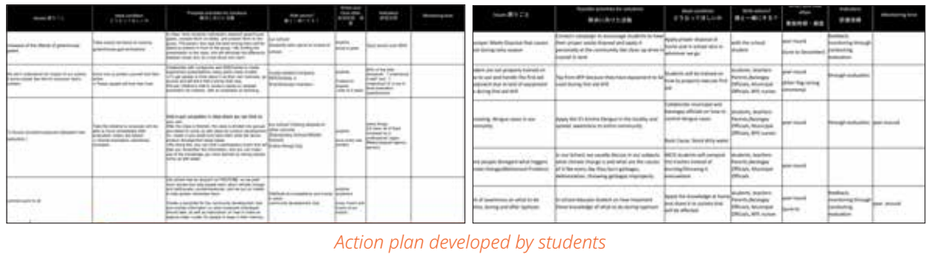
Participants were those from INCIS who had been demonstrating a strong commitment to working on school-based DRR in varied aspects and from Hyogo Prefectural Himeji Commercial High School, particularly belonging to its Community Development Club.

The highlight of this exchange effort was when students from Himeji Commercial High School visited INCIS to immerse themselves in the community of their fellow learners. During the same visit, the learners participated in a workshop where they started drafting their action plans to respond to climate change- and disaster-related issues in their communities.

Though short and small-scale, the project produced the following impacts: 1) fostered leadership across two countries by nurturing cultures of DRR, 2) fostered awareness as global citizens among youth, 3) proved the significance of youth participation in education and policy, 4) developed intercultural understanding and acknowledging the need for compassion, 5) promoted sustainability in rural areas, and 6) strengthened the bond between the Philippines and Japan.

Online exchange of learners from INCIS and Himeji Commercial High School

Philippines-Japan High School Students Forum on Climate Change and Disasters



Action plan developed by students

WHO IS THE MODEL SCHOOL?

For the JICA Phase 3 project, SEEDS Asia and the SDRR-TF identified a Model School to serve as a research and development site for school-based DRR. The aims of the Model School are to pilot-test the School-based DRR Training Program, implement the training outcomes within the school, and promote school-based DRR across Region VII by acting as a leader and model for other schools. To identify the Model School, SEEDS Asia and SDRR-TF opened a call for applications to all integrated schools in Region VII. The application sought a school that faced high disaster risk but demonstrated strong motivation to engage in the training. The selection criteria are detailed on page #.

As part of the disaster risk assessment, one of the tools used was the CSSAT, developed to evaluate the DRR initiatives at schools. Out of eight applications, INCIS was selected as the Model School.

Basic Data of the School

Inabanga North Central Integrated School (INCIS) Profile
(As of June 2025)

Address	Lapacan Norte, Inabanga, Bohol Province, Philippines
Grades	Kindergarten, elementary (G1-6), secondary (G7-12)
Year of establishment	2010 as Integrated School
Name of School Heads	Elementary: Nathaniel Toradio Secondary: Francisco Celmar Divinagracia
No. of School Personnel	Elementary: 14 teaching and 2 non-teaching Secondary: 18 teaching and 3 non-teaching
No. of Students	Elementary: 212 (Person with disability (PWD): 0) Secondary: 233 (PWD: 3)

INCIS is located in Barangay Lapacan Norte, Municipality of Inabanga, Bohol near the boundary with Buenavista. School personnel and students primarily reside in either Inabanga or Buenavista. The school is situated approximately 3.5 kilometers from the Inabanga Fault, which was identified following the 2013 Bohol Earthquake. Based on the 2008 hazard maps published by the Provincial Government of Bohol, the area where INCIS is located is highly susceptible to rain-induced landslides and high intensity ground shaking, but low susceptibility to earthquake-induced landslides.

During the 2013 Bohol Earthquake, 11 out of 16 classrooms, the Inabanga North District Office (located within the INCIS premises), the elementary school head office, and one canteen were completely destroyed.

The school was also severely affected by Typhoon Odette in 2021 which resulted in the total destruction of 3 classrooms, 8 toilets, and 5 handwashing facilities. The homes of students and school personnel also sustained damage. Although distance learning was in place as a COVID-19 preventive measure at the time, classes were suspended for two weeks due to the destruction of learning materials and equipment, and the need for school personnel to carry out cleanup operations.

INCIS school campus

Photos of damage to INCIS by Typhoon Odette, 2021 (Left) totally damaged classroom, (center) computer laboratory room, (right) secondary school gate | *Courtesy: INCIS*

After Typhoon Odette, the school, alongside community members, organized several activities to raise funds for school repairs and to provide psychological support for the students. They also purchased a generator to cope with the prolonged power outage. INCIS has also been building a strong partnership with the Municipality of Inabanga. While these unique initiatives highlight the resilience of the school, the results of the CSSAT indicated that INCIS had conducted fewer DRR activities and achieved fewer desired outcomes compared to other applicant schools, particularly in areas related to DRR planning and curriculum integration. This was assessed to be largely due to limited access to relevant training and technical assistance opportunities.

INCIS was selected as result of careful research and consideration among many other Model School candidates. INCIS was selected in reflection of their understanding of the project scope (to strengthen disaster mitigation and preparedness than response and to undertake intensive DRR training and be expected to provide constructive feedback to trainers, rather than solely receive training); high motivation and willingness to be trained and lead other schools in the DRR space; and demonstrated understanding of their areas for improvement.

Pilot-testing of the School-based DRR Training Program at the Model School

While aiming at training INCIS as the project Model School, the SDRR-TF, SDRRT, and SEEDS Asia conducted a comprehensive survey across a number of schools to identify what schools in general are struggling with in terms of school-based DRR. A Learning and Development Needs Assessment (LDNA) conducted by DepEd RO7's Education Support Services Division (ESSD) and Human Resource Development Division (HRDD) demonstrated that there were a few key themes that many respondents felt incompetent with, along with which the result of the CSSAT with INCIS were covered in the School-based DRR Training Program developed for pilot-testing at INCIS.

Training summary

- July 18-20, 2024
- INCIS campus
- No of participants: 31

SESSION #	TITLE OF SESSION	TRAINER	OFFICE	POSITION AND DESIGNATION		BRIEF DESCRIPTION OF SESSION	TRAINING DATE
1	Legal Framework and Responsibilities of the School DRRM Team in the Context of DRR and CCAM	Mr. Joseph R. Gemina	Negros Oriental Division	Project Development Officer II, DRRM Coordinator		This session provides participants with a background of the different international and national frameworks, conventions, and standards that serve as foundations of DRRM. It also informs participants of the roles and responsibilities of the SDRRMT so that they can establish working SDRRMTs in their schools according to their school's structure.	July 18, 2024
2	Understanding Hazards	Mr. Vincent A. Padron	City of Naga Division	Project Development Officer II, DRRM Coordinator		This session informs about the differences in terms related to hazards and disasters. This session also provides an introduction to the different tools and practices that assess and utilize hazard information.	
3	Weather Literacy for School	Mr. Brendo B. Torres	Tanjay City Division	ESP-I, District-in-Charge		This session capacitates participants on the collection and interpretation of weather data in their schools so that they can make decisions on the delivery of learning. It also features a component that tackles how weather education can be integrated into the school's curriculum.	
4	Resource Mobilization	Mr. Johnrey F. Legara	Negros Oriental Division	Head Teacher I, Kakha Elementary School		This session guides participants on how they can maximize their resources in school by building relationships with different stakeholders. It also informs them of the essential steps to be undertaken when building and sustaining partnerships.	July 19, 2024
5	Camp Coordination and Camp Management	Mr. Giovanni L. Almendras	Talisay City Division	Project Development Officer II, Division DRRM Coordinator		This session informs participants of the necessary procedures and roles to be undertaken when their schools become evacuation centers in times of disaster.	
6	Community-Engaged Disaster Preparedness	Mr. Renato Tabilon	Guihulngan City Division	Teacher III		This session tackles how schools can involve community members in preparing for disasters through processing past disaster experiences and engaging community members in creating disaster preparedness plans.	
7	Development of iPlans With DRRE and Weather Education Integration	Dr. Kenneth Regene B. Blasco	Division of Bohol	School Head, Mayor Anunciacion R. Tuazon National School of Fisheries		This session immerses participants in the process of preparing iPlans that are of DepEd-approved quality. It also provides participants an opportunity to strategize how they can sustain DRRE and Weather Education activities through integration within relevant subject areas.	
8	School-Based DRR-CCAM Implementation Planning	Mr. Jaime B. Quinga, Jr.	Division of Bohol	Principal I, Cambayaon Elementary School		This session equips participants with information on the different DRR activities that they can conduct in school. It also teaches participants how to craft comprehensive implementation plans to ensure their planned activities come to fruition.	July 20, 2024

In addition to the sessions mentioned above, a guest speaker from the Bureau of Learning Resources (BLR)-Cebu was invited to the training to enhance the participants' skills in using weather instruments. Mr. Marvin Maquilas, Research and Development Officer of BLR-Cebu, demonstrated how to use an analog thermometer, barometer, simple anemometer, and rain gauge, as well as how to interpret the collected weather data. Since it was raining during his session, participants had the opportunity to collect rainfall and estimate the amount by imagining how high the accumulated rainwater could rise in their locality. Once the rain stopped, they used the thermometer, barometer, and anemometer to collect additional weather data.

INCIS pilot-testing – day 1

INCIS pilot-testing – day 2

INCIS pilot-testing – day 3

As a special session, Mr. Kageyama, teaching personnel from Sayo Municipal Nanko Elementary School and a member of EARTH, delivered a presentation titled "Initiatives for Enhanced Risk Management and More Practicable DRRM/E." Since Nanko Elementary has been designated as a weather disaster model school by Hyogo Prefecture, the visit by Mr. Kageyama aimed to share his school's best practices with its counterpart in the Philippines, INCIS. Mr. Kageyama discussed the climate-related disasters experienced in Sayo Municipality and explained how the lessons learned from these events have been integrated into his school's DRR initiatives. Mr. Kageyama's presentation was full of suggestions of day-to-day school activities that INCIS could incorporate to strengthen its DRR education and management.

Mr. Kageyama's DRR practices at Nanko Elementary School

Mr. Yasuhiko Kageyama is an elementary school teacher at Sayo Municipal Nanko Elementary School. He is also an EARTH member who specializes in reinforcing day-to-day DRR practices at his school, collaborates with the neighboring junior high school and other stakeholders, and if needed, be pulled out outside his school and district to support disaster-affected school(s). With strong attachment to his hometown, Sayo, Mr. Kageyama considers his experience of Typhoon Etau in 2009 which brought about devastating floods to the town as his motivation to become an EARTH member.

Sayo Town schools' DRR is characterized by frameworks established on the lessons learned from the typhoon. Schools have a standardized manual based on Hyogo Prefecture's and Sayo Town's DRR Plans as well as Hyogo Prefecture's DRR Manual for Schools. Respective schools including Nanko Elementary School localize the standard manual, which Mr. Kageyama initiated as an expert in school-based DRR (EARTH).

Nanko Elementary School was designated as a Weather Disaster Model School by Hyogo Prefecture, which meant that the school received assistance for establishing good practices in response to increasingly impactful weather disturbances. With the assistance, Mr. Kageyama invited a professor specializing in DRR who advised how to revise the school's DRR manual, such as referring to local hazard maps and geographical features in the planning of DRRM. Further investigation by a team led by the professor and Mr. Kageyama identified a few areas needing improvement in the existing manual: family reunification, complicated operational flow in case of flooding, unorganized information in the manual, and evacuation drills.

Nanko Elementary School

1. Family reunification

Family reunification, in case children are at school when a disaster occurs was supposed to take place in the gymnasium as per the original plan. But since the school is designated as an evacuation center for local residents, it became questionable whether the gymnasium would be available for family reunification processes while expecting a rush of evacuees into the school. After careful discussion, the school management concluded that it is best for the parents/guardians to go into the classroom area, walk through to pick up their children in respective classrooms, and leave. They complete the reception at the entrance area of the classroom building without needing to go into the crowded gymnasium.

2. Operational flow in case of flooding

In the previous school DRR manual, lengthy descriptions of what the school management needs to do in disaster situations, particularly when a flood is anticipated to occur, were a challenge. Who has the time to sit and read such a manual when a second-by-second decision-making is required? This question prompted the school to establish a flow chart of who (management, non-managing personnel, students) does what when (observed weather disturbance, warning, etc.). By illustrating such a flow, anyone who opens the page of the manual can instantly comprehend what action is needed.

3. Unorganized information in the manual

"Do you know all of the necessary action you need to take in case of a disaster?" - Mr. Kageyama asks. Nanko Elementary School's DRR manual spanned over 40 pages which had been initially crafted by the DRR Office of Sayo Municipality. The length had made it impossible for respective personnel to comprehend what to do, whom to partner with, and what to prepare, particularly for teachers who have no time to read through such manuals. This led to the crafting of "individualized DRR manuals" which incorporated easy-to-understand charts and terminology suited for respective personnel.

The individualized manuals help personnel take over responsibilities from others. In Nanko Elementary School, a drill was once planned with a scenario where the principal, head teacher, and DRR officer were all out of school when a disaster hit, which is a very possible situation. This drill was conducted unannounced prior to the day, and the principal completely removed herself from the drill as the evaluator. For this, each team in disaster response has a pyramid of responsibilities: when the first one to lead the team is absent, the second one will assume the leading responsibility.

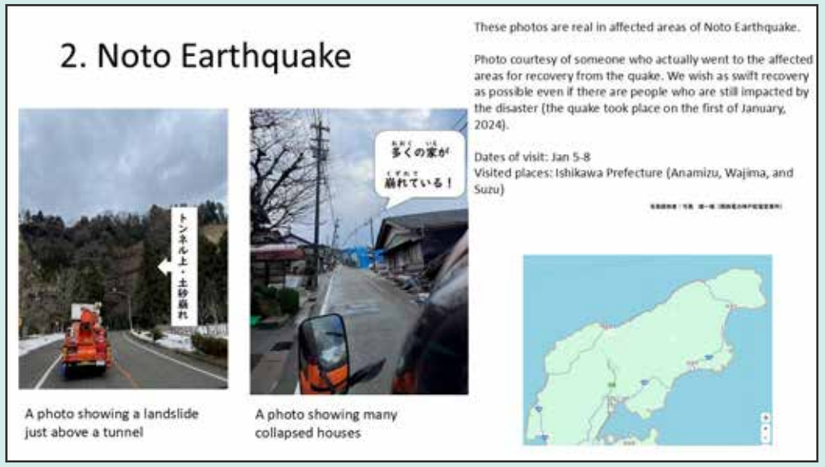
Mr. Kageyama's special lecture Mr. Kageyama's special lecture during the pilot-testing at INCIS

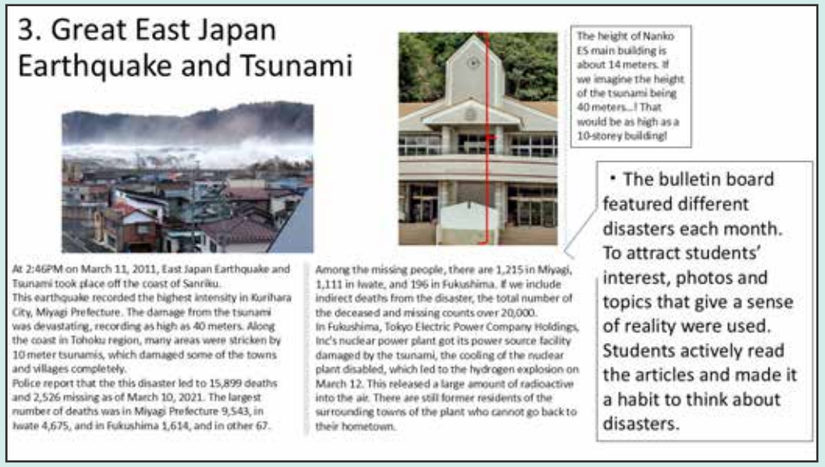
4. Updating evacuation drills

Learners in Japan are used to regular drills. The flow of drills has always been the same: emergency announcement, evacuation (adhering to the rule of no push, no run, no talk, and no return), and roll call at the playground. Nanko Elementary School personnel felt the need for innovation to boost the practicality of drills and survival skills of students. The school planned drills on different hazards with very likely yet irregular events – the injured and missing, blocked evacuation routes, etc., without prior announcement of such scenarios. The post-drill questionnaire revealed that more learners answered, "I am a bit worried about whether I can evacuate well," compared to when drills were always the same and became mundane. The school personnel are certain that the realistic scenarios made them think that staying safe during disasters is somewhat a personal responsibility, not something that other people (personnel) can look after for them.

Sayo Municipality's supplementary reader about the 2009 typhoon-induced flood disaster

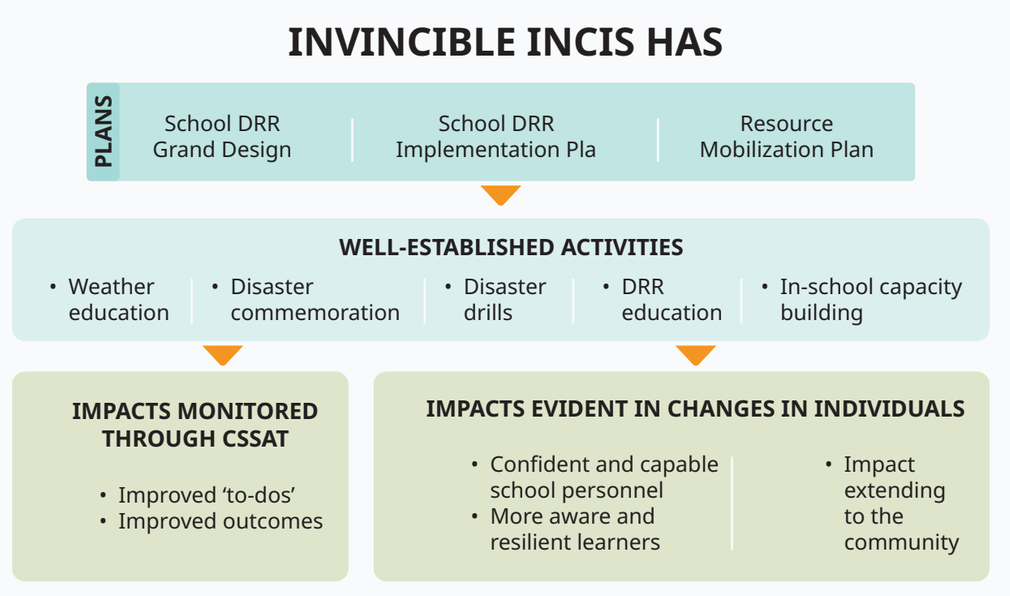
Learning resources Mr. Kageyama developed





Changes in the Model School

As the first recipient of the School-based DRR Training Program, the Model School, INCIS, has made significant strides in strengthening its DRR capabilities. Key developments include the formulation and implementation of comprehensive school DRR plans tailored to their specific needs. The school actively carried out various DRR-related activities such as weather education, disaster commemoration events, disaster management initiatives, and integration of DRR into the curriculum. These efforts are reflected in the results of the CSSAT highlighting notable improvements across multiple areas of disaster preparedness, response, and resilience.



Changes identified in INCIS

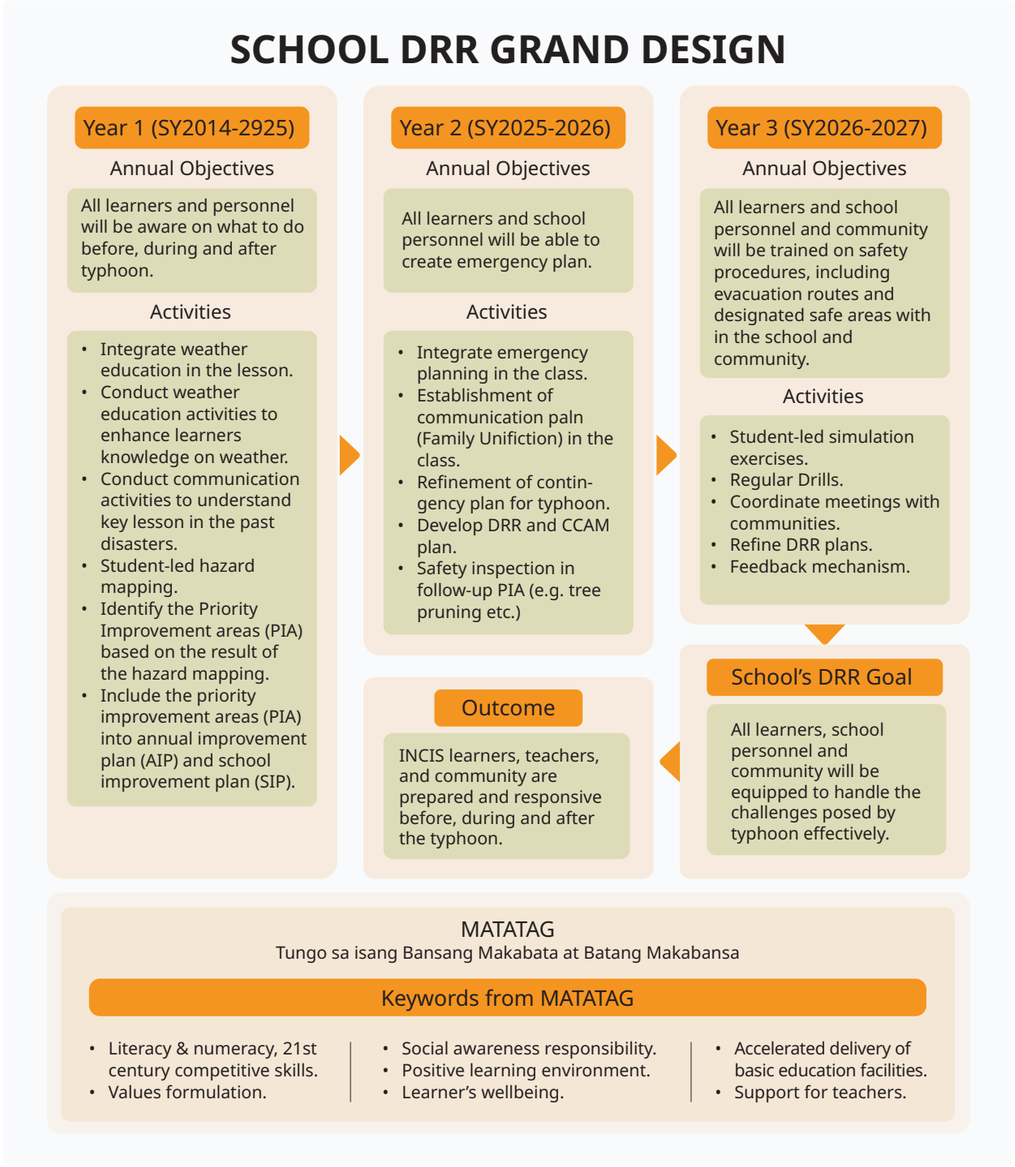
Plans developed

School DRR Grand Design

INCIS crafted a comprehensive DRR Grand Design aimed at ensuring that learners, teachers, and the community are prepared and responsive before, during, and after a typhoon – a selected natural disaster that has a high likelihood of striking the school. The design spans three years, as proposed by Mr. Kageyama. He provided insight into making mid-term planning goal-oriented and aligned with the School Improvement Plan (SIP[3]), anchored on the goal of equipping all stakeholders to effectively handle typhoon-related challenges. The phased approach ensures that DRR becomes an integral part of the school's systems and in establishing 'a culture of safety.'

3 "The School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years." (DO no. 44, s. 2015 "GUIDELINES ON THE ENHANCED SCHOOL IMPROVEMENT PLANNING (SIP) PROCESS AND THE SCHOOL REPORT CARD (SRC)")

In Year 1 (2024), INCIS successfully implemented activities that strengthened awareness, such as integrating weather education into classes, conducting weather-related learning activities, commemorating past disasters, and facilitating student-led hazard mapping. These efforts led to the identification of Priority Improvement Areas (PIAs), which were then integrated into the Annual Improvement Plan (AIP) and SIP. These foundational steps, carried out alongside the development of a detailed implementation plan, position INCIS to meet its long-term goal of building a disaster-resilient school community.



INCIS Grand Design of DRR

School DRR Implementation Plan

With a solid foundation established as the Grand Design, INCIS has also crafted its implementation plan to translate the yearly focuses into actionable steps. The comprehensive plan outlines key activities, assigns responsibilities, and identifies resources to ensure effective execution throughout the school system. Having been integrated into the school's AIP, the implementation activities are aligned directly with the Year 1 annual objectives of the Grand Design with a focus on awareness.

Key initiatives of the Implementation Plan included reviewing and enhancing the school's DRRM policies, conducting school-wide capacity-building sessions and simulation drills, and integrating DRR into instructional supervision and curriculum delivery. Specific tasks such as hazard mapping, risk analysis, contingency planning, and procurement of emergency supplies strengthen the school's preparedness. The creation of a functional DRRM committee and designation of evacuation zones further institutionalized these efforts. Those activities are scheduled quarterly to maintain steady progress and align with the school calendar with clear accountability and coordination of assigned personnel. These efforts, supported by collaboration with key stakeholders including DepEd, LGU, and emergency services, solidify the school's commitment to building resilience and sustaining a safe learning environment.

INCIS DRR IMPLEMENTATION PLAN

	CRITICAL ACTION	RESPONSIBLE/ ACCOUNTABLE UNIT (FD)	TIMEFRAME	ESTIMATED BUDGET
	What actions/activities must be completed to implement the policy?	Who is responsible for the action/activity?	When must the action/activity be completed?	How much will it cost to implement the action?
Output 1	**Enhance teacher's capacity on integration of DRR and weather education into the subjects for all grades.**			
1. LAC session accomplishment report	Integrate weather education in the lesson: (1) Conduct LAC session on the iPlan making on how to integrate DRR programs and DRRE activities.	School Head-will facilitate and support learning in the LAC session. Teacher-will engage in collaborative learning.	August 29, 2024 March 28, 2025	P 100.00 - printing expenses for the accomplishment reports during the conduct of LAC for the school year.
2. Develop DRRE Plan	(1) Discuss and develop DRRE Plan to achieve DRRE Goals mentioned in the DRRE Matrix through the integration of DRR into all subjects and all grades.	School Head-will guide the team in creating a concrete and realistic iPlan Teacher-will engage in collaborative learning in crafting iPlans.	August 29, 2024 March 28, 2025	P 7560.00-printing expenses for the iPlans for the whole year # of Pages=10 # of iPlans=7 # of Teachers=18 Price per Page=P6
3. iPlans integrating weather education	(1)Regular checking & monitoring of iPlans.	School head-will review, check, provide technical assistance, & monitors the implementation of plans with DRRE integration to the classroom setting Teachers-will submit iPlans & teach the lesson with DRRE integration.	August 29, 2024 March 28, 2025	P 250.00-printing expenses for the accomplishment reports during the conduct of LAC for the school year.

Several Year 1 activities have been successfully implemented (see the below section for activities implemented at INCIS), facilitating positive changes and fostering a culture of safety within the Model School. Activities not yet completed within the planned period were incorporated in the Year 2 implementation plan to continue to address them in the school's AIP.

Resource Mobilization Plan

INCIS has strategically mobilized resources by identifying and aligning the unique strengths of its stakeholder groups with its specific needs. INCIS leveraged innovative engagement methods, including joint consultations, regular DRRM planning meetings, and interactive DRR activities with stakeholders. Essential verification tools such as communication templates and evacuation drill documentations ensured accountability and strengthened the mobilization process.

Key collaborators, including the barangays of Lapacan Norte, Lapacan Sur, Municipality of Buenavista, Municipality of Inabanga, and the PTA, contributed crucial resources such as human power, financial support, and disaster preparedness expertise. This alignment facilitated targeted interventions to address pressing issues such as localized school suspension declarations during adverse weather and improvements in school infrastructure. The initiative was further enhanced by the integration of the school's automatic weather station (AWS) which was acquired through SEEDS Asia and WNI WxBunka Foundation (see page #) funding. The AWS provides real-time data, supporting both the school and local farmers in predicting and adapting to weather conditions.

RESOURCE MOBILIZATION PLAN

STAKEHOLDER GROUP	RESOURCES OF THE STAKEHOLDER	SCHOOL ISSUES/ NEEDS WHICH THE STAKEHOLDER CAN ADDRESS	STAKEHOLDERS ISSUES/NEEDS WHICH THE SCHOOL CAN HELP DEAL WITH	ENGAGEMENT METHODS	
				Methods	Tools
BLGU of Lapacan Norte, Inabanga	• Manpower of Barangay personnel during the implementation of school programs, projects, and activities. • Authority of coordination. • Financial assistance in school programs, projects, and activities. • Support for the maintenance and repair of school infrastruture. • Support in disaster preparedness drills & the provisions of emergency kits.	• Installation of concrete pavements for muddy and slippery pathways. • Installation of retaining walls to areas prone to soil erosion. • Pruning of trees near to school builings. • Construction of perimeter fence. • Construction/ fabrication of steel cover for open canal.	• Support in development of barangay DRRM Plan & Contigency Plan. • Hard to get weather situation in LapacaNorte in case of localized thunderstorms, affecting decision-making of class cancellation.	• Consultations and Meetings. • Conduct of joint-event on DRRE activities. • Orientation on automaticweather station.	• Joint evacuation drills • DRRM-related planning:barangay regular meetings, info • drive session, Brigada Eskwela • Invitation as resource speakers to DRRE activities, such as"Stories of affected people" and "Mag-Estoryahanay Ta!"

Activities implemented by the Model School

Weather education

INCIS and SEEDS Asia became solid partners in the implementation of several weather education activities to substantiate its DRR education efforts in Central Visayas. Weather education raises awareness of learners and teachers of the normal and abnormal weather conditions in their localities, in addition to PAGASA weather forecasts, which are an integral part of climate change-responsive DRR. With the support of WNI WxBunka Foundation (see page 32), a series of weather education activities were conducted at INCIS.

Workshops were conducted on August 12 and 13, 2024, at INCIS to equip its students and teachers with the necessary knowledge to observe the weather conditions in their locality. 15 INCIS-Secondary learners participated in these workshops wherein Dr. Yusuke Yamane, a meteorologist from Tokoha University, Japan, provided a lecture on basic weather knowledge such as cloud formation and weather observation. Learners also conducted town-watching, focusing on the impacts of heavy rain and extreme heat. The students made hazard maps and discussed how extreme weather impacts their school and community. An AWS was subsequently installed in INCIS to collect daily data, which both elementary and high school students are currently using to record daily weather conditions in a 'weather diary' as part of their Science classes.

Automatic weather station

Hazard maps crafted by learners

Workshop with Dr. Yamane

A peer-to-peer weather education class was facilitated by students from INCIS-Secondary on March 11, 2025, to share their knowledge with the Grade 4 learners of INCIS-Elementary. During this time, the Grade 4 students learned about the different weather instruments, as prescribed by DepEd's Matatag Curriculum. This signifies that INCIS was successful in teaching weather education in accordance with the existing curriculum and in mobilizing its students as guest speakers, fostering leadership of its students.

Peer-to-peer weather education class

A day before the peer-to-peer weather education class, participants from INCIS-Secondary also attended a one-day workshop facilitated by Dr. Yamane to refresh their memory of the topics tackled during the class for INCIS-Elementary students. This workshop was also attended by their Science teachers, who provided the students with input on how to plan their activities well and how to keep the younger learners engaged.

Disaster Commemoration

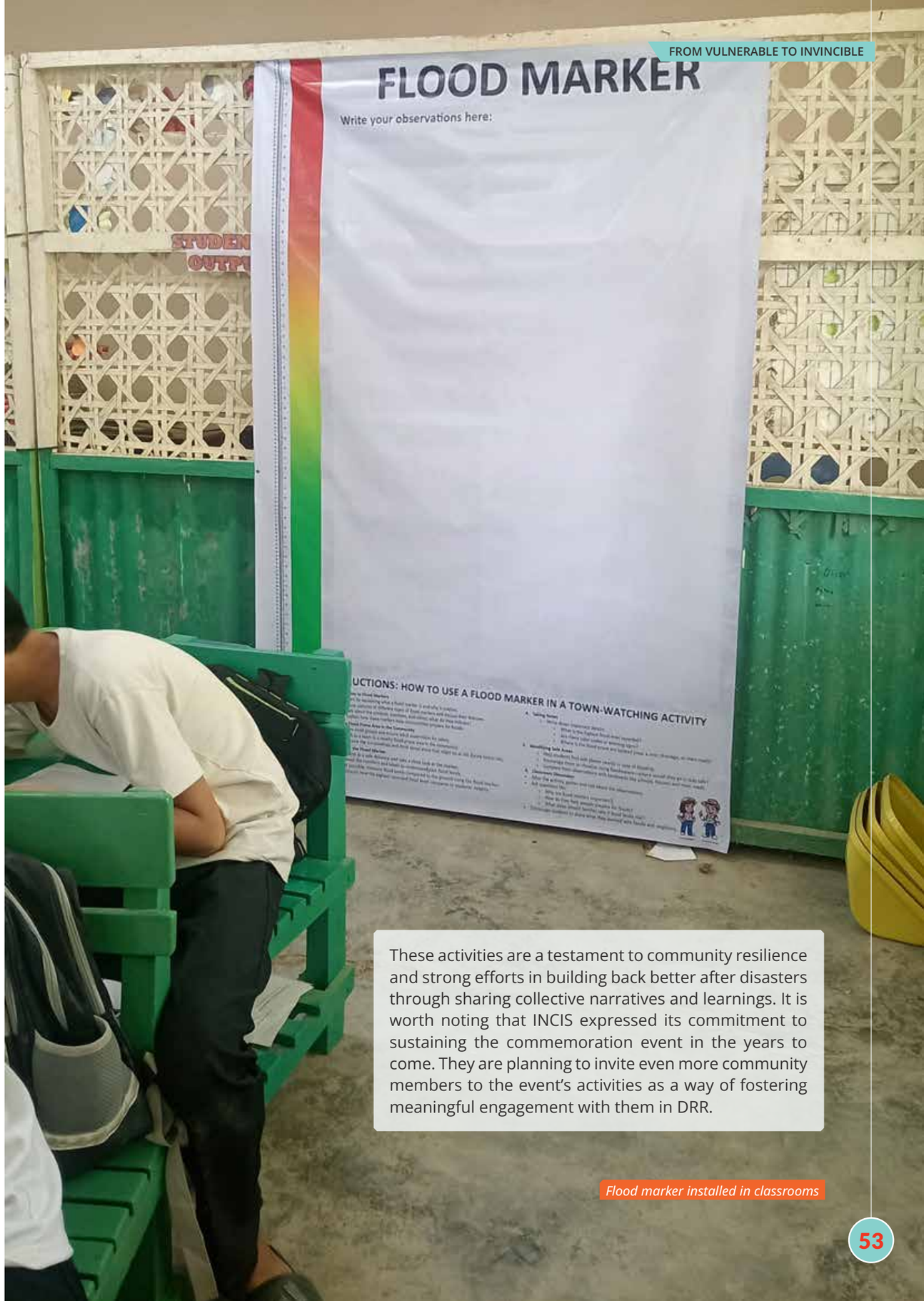
INCIS experienced considerable flooding during the onslaught of the Super Typhoon Odette in December 2021. Three years after the onslaught of Odette, on December 16, 2024, INCIS hosted a commemoration event with the theme “Remembering Typhoon Odette: A Tribute to Resilience and Hope.” Councilor Kimberly Conchas and Ms. Ana Vitor, who respectively represented the Lapacan Norte barangay council and the PTA, also graced the event with their presence, which signifies the school’s role of sharing the outcomes of its efforts to the wider community.

Both INCIS-Secondary and Elementary learners participated in the different activities that provided them space to express their creativity in discussing their experiences and lessons learned from Typhoon Odette. Some of them included poster-making and jingle contest, both of which incorporated commemoration of the past disaster. The outputs of the learners stressed the importance of preparedness before disasters and community solidarity when rebuilding after a disaster. Learners and teachers likewise spent some time honoring those who perished during Odette through community prayer and offering a moment of silence.

INCIS also was supported by SEEDS Asia to place flood markers in classrooms. This allows learners to refer to the flood and storm surge inundation levels observed in previous disasters. This is an interactive learning tool proposed by INCIS where learners are encouraged to do research and sign on the marker, so they are aware that such disasters could occur anytime to them, and how impactful it is to experience a flood and storm surge.

Disaster commemoration at INCIS

Disaster commemoration at INCIS



These activities are a testament to community resilience and strong efforts in building back better after disasters through sharing collective narratives and learnings. It is worth noting that INCIS expressed its commitment to sustaining the commemoration event in the years to come. They are planning to invite even more community members to the event’s activities as a way of fostering meaningful engagement with them in DRR.

Flood marker installed in classrooms

Disaster drills

On March 14, 2025, INCIS partnered with the Bureau of Fire Protection (BFP) - Inabanga for a dynamic and highly engaging earthquake preparedness drill in line with DepEd Order no. 53, s. 2022. The drill is a testament to how complementary knowledge and strong partnerships can elevate disaster readiness. The drill became a transformative experience that was built on the foundation of their experience from the School-based Training Program in July 2024.

The drill began with the arrival of the BFP team whose presence immediately alerted the school community. The team delivered a compelling lecture on earthquake preparedness, underscoring the unpredictable nature of such hazard and the importance of proactive measures. Moving from theory to action, the BFP guided faculty and staff through demonstrations of life-saving techniques such as patient-carrying methods and basic life support procedures. Drawing from their earlier DRR training, INCIS personnel engaged confidently and eagerly, further strengthening their capacity to respond effectively in emergencies.

The highlight of the activity came with a full-scale earthquake drill involving the entire student body. As alarms echoed across the campus, students instinctively performed the "duck, cover, and hold" protocol before calmly evacuating under the guidance of their teachers. To add realism, the INCIS medical team administered first aid to students with mock injuries, applying both the techniques demonstrated by the BFP and the practices they had honed from their prior training.

After the drill, the BFP provided valuable feedback and commended INCIS for its well-coordinated execution, active participation, and serious approach to safety. The BFP also shared recommendations for further enhancing future drills, including mainstreaming a brisk but controlled pace during evacuations, observing a one-minute pause before initiating student movement to simulate aftershock readiness, and refining evacuation routes to minimize hallway congestion.

The collaboration between INCIS and the BFP serves as an inspiring example of how schools can transform routine drills into meaningful, community-centered learning experiences.

Earthquake drill at INCIS

Earthquake drill at INCIS

DRR education

Since the appointment as the project's Model School, INCIS has also been actively integrating DRR education into the different subjects taken by learners. Prior to the School-based DRR Training Program, INCIS had only integrated DRR education in Araling Panlipunan (Social Studies) and Science. After undertaking the pilot-test training conducted by the SDRRT and their school-level INSET (In-Service Training for Teachers, a series of training sessions conducted for a week for public school teachers to be capacitated on different topics needed in their profession), DRR education at INCIS is currently being integrated into Filipino, Math, and Values Education, aside from the previously mentioned subjects.

In particular, INCIS-Secondary has gone the extra mile to weave DRRE concepts into subjects where such themes are rarely seen. From core areas to Specialized and Applied subjects, they have found ways to make safety, preparedness, and community action part of everyday learning.

The table below shows the different subjects that have integrated DRR education and the grade levels where these lessons have been taught.

CORE SUBJECTS

DRR education integration at INCIS-Secondary			
SUBJECT	**DATE OF INITIAL DRRE INTEGRATION**	**FOCUS**	**SAMPLE LESSONS INTEGRATED**
Science	REGULARLY	Preparedness & Response	Solutions, Solubility and Concentration: Understanding, recognizing hazard and knowing emergency procedures.
Araling Panlipunan (Social Science)	REGULARLY	Prevention & Mitigation	Exploring Sectoral Challenges: Analyzing causes and effects of issues in agri-, fisheries, and forestry sectors.
English	AUGUST 2024	Prevention & Preparedness	Argumentative Essay: Topics on preparedness, mitigation, and linkages in disaster management.
Mathematics	AUGUST 2024	Preparedness	Triangle Inequality Theorem: Applied through natural forces and phenomena.
Filipino	AUGUST 2024	Preparedness	Mga Uri ng Tunggalian: "Tao laban sa Kalikasan" from Ibong Adarna (Types of Literary Conflict: "Man versus Nature from Ibong Adarna)[4]
Edukasyon sa Pagpapakatao (Values Education)	AUGUST 2024	Recovery	Kamustahan Session: Psychosocial support and understanding family's roles.
Music, Arts, Physical Education, and Health (MAPEH)	AUGUST 2024	Prevention & Mitigation	Health: Harmful effects of cigarette smoking on self, family, and the environment.
Technology and Livelihood Education (TLE)	AUGUST 2024	Preparedness	Data Visualization: Using charts to understand public health and disaster trends.

4 Ibong Adarna is an epic about a magical bird

SPECIALIZED SUBJECT

DRR education integration at INCIS-Secondary			
SUBJECT	**DATE OF INITIAL DRRE INTEGRATION**	**FOCUS**	**SAMPLE LESSONS INTEGRATED**
Community Engagement, Solidarity, and Citizenship	AUGUST 2024	Mitigation & Preparedness	Implementation of Community Action Plan

In the specialized subject of Community Engagement, Solidarity, and Citizenship, DRRE integration is notably aligned with community-based action. Through the implementation of a Community Action Plan, the school ensured that DRRE is not just learned within the classroom but extended outward into the communities the school serves. Senior High School learners were tasked to design and propose outreach programs relating to community-based DRR topics. The coverage went as far as age-appropriate basic life support training, multi-hazard simulation drills, and fire drills, wherein they invited the BFP to the barangays within INCIS's catchment area. This class activity reached the following communities in Buenavista and Inabanga: Anonang (Buenavista), Anonang (Inabanga), Lapacan Norte (Buenavista), Lapacan Sur (Buenavista), and Puting Bato (Buenavista). The involvement of two municipalities required learners to account for varying local contexts, hazards, and needs. This DRRE in a civic-oriented subject effectively empowered students to think critically about risk, community needs, and their roles in promoting resilience beyond school boundaries.

APPLIED SUBJECT

DRR education integration at INCIS-Secondary			
SUBJECT	**DATE OF INITIAL DRRE INTEGRATION**	**FOCUS**	**SAMPLE LESSONS INTEGRATED**
Entrepreneurship	AUGUST 2024	Prevention & Preparedness	Starting and operating a business with awareness of workplace hazards

Equally compelling is the DRRE integration in the applied subject of Entrepreneurship. Often viewed purely through a business lens, this subject at INCIS was used to emphasize the importance of safety in the workplace, particularly in managing and reducing risks in small businesses. This lesson, Starting and Operating a Business with Awareness of Workplace Hazards, encouraged learners to recognize workplace hazards that could pose risks to employers, employees, and customers. This approach reinforces the idea that the culture of safety should be present in all spaces, including those where profit, service, and productivity converge, in real-world applications.

These examples from INCIS demonstrate how DRRE can be meaningfully and creatively woven across subject areas. The school's approach models a powerful integration of DRR into everyday learning, ensuring that learners do not only understand DRR concepts, but also live them out through relevant, localized, and actionable learning experiences. INCIS also has expressed its commitment to sustaining DRRE not just in classes but also by engaging with the community, strengthening collaborations with LGU, and aligning classroom initiatives with broader DRR programs at the community level.

Continued capacity building

On November 29, 2024, INCIS teachers received training on DRR education during its INSET[5]. The training was facilitated by the teachers who had attended the pilot testing of the School-based DRR Training Program in July 2024. The trained teachers shared how they integrated DRR into their respective subject areas, emphasizing the importance of DRR education since it guides students in making decisions that will keep them safe not only within the school campus but also outside as well as post-graduation.

- **November 29, 2024**
- **Science, INCIS-Secondary**
- **Topic: Mechanisms, hazards associated with, and how to prepare for, earthquakes**

Student Emergency Response Team conducting age-appropriate first aid training

Objective: to explain the cause and mechanisms of natural hazards as effective communicators; to relate to the impacts or effects of natural hazards on the global environment; and to propose alternative actions to others that can lessen the impact of disasters.

The class started with a video on a recent earthquake in Mindanao to stimulate the interest of the learners.

Ms. Merla integrated her experience of the Bohol Earthquake and encouraged the learners to share theirs as well.

Data from the National Disaster Risk Reduction and Management Council were discussed to back up the discussion with evidence.

The lesson concluded with questions to which the learners' answers manifested the effectiveness of it: [questions and answers with bubbles] what steps can individuals take to prepare for an earthquake?; give three things that can happen during an earthquake; and in your words, what is an earthquake?

After the class, other teachers also started to discuss the Bohol Earthquake and Typhoon Odette in their classes to contextualize the learners' learning experience.

5 *INSET is a series of training sessions conducted for a week for Filipino public school teachers to be further capacitated on different topics needed in their profession. (source?)*

Comprehensive School Safety Assessment Tool results and highlights

Ensuring schools safe is not just about preparing for emergencies but rather about building a strong and lasting culture of safety where students and school personnel can thrive. That is why a special tool called the Comprehensive School Safety Assessment Tool (CSSAT) was created. This tool plays a crucial role in assessing School-based DRR activities, programs and initiatives as mandated by DepEd and its partners.

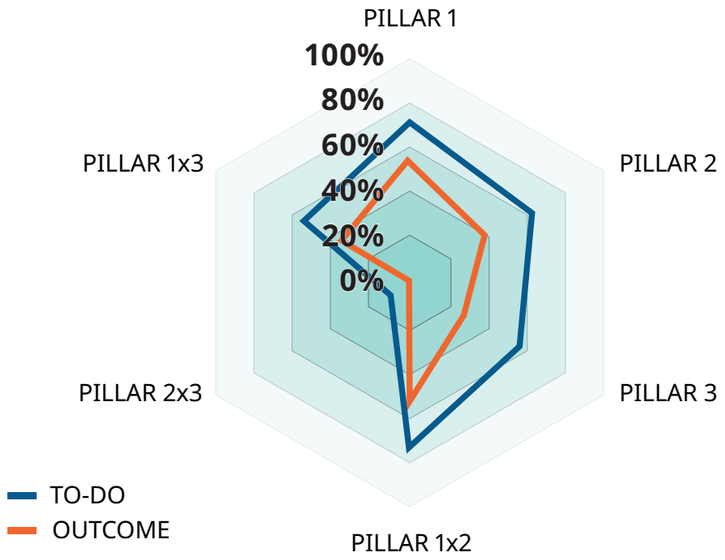
Rooted in DepEd Order no. 37, s. 2015 and the internationally recognized Comprehensive School Safety Framework which underpins the aforementioned DepEd Order, the CSSAT is not just about checking boxes but is about providing a comprehensive approach to resilience and safety from disaster risks that impact education, enhancing child protection efforts and the promotion of culture of safety in schools.

CSSAT consists of three Pillars (Pillar 1: Safe Learning Facilities; Pillar 2: School Safety and Educational Continuity Management; Pillar 3: Risk Reduction and Resilience Education) and two Overlapping Pillars (Pillars 1x2, 2x3, and 1x3), making it thus "comprehensive" in assessing how close schools are to safety in terms of actioning and achieving. The CSSAT framework consists of two key reference points: the "To-do" and the "Outcome." The "To-do" captures the school's actionable steps and ongoing efforts such as setting up safety drills or organizing training sessions. Many of these actions are based on DepEd mandates and are already being implemented at INCIS. Meanwhile, the "Outcome" represents the ideal conditions or standards that schools should strive to achieve through the sustained execution of these "To-do" items. While noticeable gaps remain between the "To-do" and "Outcome" ratings in the assessment, this is expected as translating actions into long-term results requires time, teamwork, and continuous efforts. What matters is that schools demonstrate steady progress and a strong commitment every step of the way.

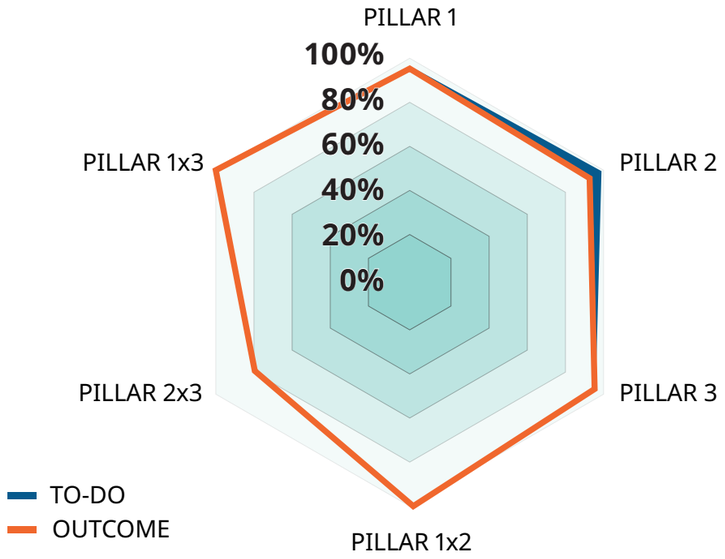
CSSAT was conducted with INCIS before and after the developed School-based DRR Training Program: on July 25, 2023 before, and on April 8, 2025, after, to assess the efficacy of the program. With the same SDRR-TF and SEEDS Asia team on board, it was easy to track changes and recognize what had really worked in boosting INCIS's DRR. The visit became not just about checking progresses, but also a moment to reflect, celebrate improvements, and see firsthand how INCIS turned plans into action.

The below charts paint a clear picture of the school's journey – comparing where they started in 2023 to the big strides they have made by 2025. Each area on the chart represents key parts of school safety, making it easy to spot what has improved and how the school has grown stronger across the board.

CSSAT Results
INITIAL ASSESSMENT



CSSAT Results
FINAL ASSESSMENT



The radar charts show a significant increase in both To-do and Outcome percentages across all Pillars from the initial to the final assessment. This improvement reflects the positive impact of the School-based DRR Training Program, which enhanced the school's capacity in implementing DRR activities. The once uneven and low-performing areas are now consistently closer to full implementation and outcomes, demonstrating strengthened preparedness and safety practices.

To go along with the radar charts, below is a comparative table that shows more details behind the numbers. The table lays out how each Pillar area improved over time, helping connect the dots between small changes and big results.

Comparative analysis: before vs. after

Pillars	TO-DO (Before)	TO-DO (After)	Difference	OUTCOME (Before)	OUTCOME (After)	Difference
Pillar 1	72%	94%	+22%	56%	94%	+38%
Pillar 2	64%	96%	+32%	40%	92%	+52%
Pillar 3	57%	94%	+37%	29%	94%	+65%
Pillar 1x2	75%	100%	+25%	54%	100%	+46%
Pillar 2x3	10%	80%	+70%	0%	80%	+80%
Pillar 1x3	55%	100%	+45%	36%	100%	+64%

The greatest leap in performance was observed in Pillar 2x3 "Family Resilience, Learning Continuity, and Violence Prevention," which increased from a baseline Outcome of 0% to 80%, and To-do from 10% to 80%. The dramatic shift reflects a strong and strategic effort to address the school's previously weakest area, and the awareness raised among the school personnel on precise action required to overcome their barriers. Substantial improvements were also seen in Pillar 3 (+80% Outcome) and Pillar 1x3 "Resilient Infrastructure and Environmental Sustainability" (+64% Outcome), signaling a comprehensive advancement in both stand-alone and integrated activities as outlined in the School-based DRR Training Program.

One of the biggest leaps in progress came from the school's strong focus on family-based preparedness as outlined in Pillar 2x3. Because of the activities from the training program and teachers' efforts to convey important messages, students learned about family planning and reunification during emergencies then brought these conversations home. In Pillar 3, the school took big steps in weaving DRR into everyday teaching. Teachers included DRR in their lesson plans and class discussions, making it part of students' regular learning. The efforts of teachers to integrate DRR into all grade levels and subject areas (see page # for examples of DRRE integration) created classrooms where safety is a constant theme and students were more informed and involved in DRR ever. As for Pillar 1x3, INCIS truly shone through its environmental projects such as the school garden, the "Gulayan sa Paaralan" which earned the school first place recognition in their district. Beyond the award, the effort showed how schools can teach food security, agriculture, and climate care in fun, hands-on ways that also prepare the surrounding community for disaster situations.

To better understand the strategies behind these improvements, the table below highlights key activities implemented under each Pillar and overlapping Pillars.

Pillar & Overlapping Pillars	Notable Works
Pillar 1: Safe Learning Facilities	• Conducted multi-hazard risk assessments, including the creation of hazard maps and school-watching activities. • Regularly implemented Brigada Eskwela to enhance and maintain school infrastructure. • Verified that all school buildings comply with construction and safety regulations. • Carried out regular safety inspections using customized checklists tailored to school-specific risks. • Coordinated with barangay and LGU officials to ensure safer and more accessible routes to the school.
Pillar 2: School Safety and Educational Continuity Management	• Designated and trained a functional School DRRM Coordinator and Team. • Established clear emergency communication protocols with stakeholders. • Integrated DRR strategies into the SIP. • Developed and institutionalized standard operating procedures with localized evacuation routes. • Trained personnel on Mental Health and Psychosocial Support and other related topics.
Pillar 3: Risk Reduction and Resilience Education	• Integrated DRR concepts and practices across subject areas across grade levels. • Enforced the implementation of DepEd's Child Protection Policy (DepEd Order no. 40, s. 2012). • Facilitated regular student-led DRR activities such as school watching and hazard mapping. • Organized and participated in training sessions focused on DRR and climate action. • Promoted and supported student clubs focused on cultural preservation and peer support.

Pillar & Overlapping Pillars	Notable Works
Pillar 1 x 2: Structural and Environmental Safety	• Conducted regular safety inspections, identified Priority Improvement Areas and integrated them into different school plans such as AIP and SIP. • Implemented the Water, Sanitation, and Hygiene in Schools Policy (DepEd Order no. 10, s. 2016). • Enforced water and energy conservation practices within the school. • Conducted periodic disaster drills and updated DRRM plans.
Pillar 2 x 3: Family Resilience, Learning Continuity, and Violence Prevention	• Coordinated with stakeholders regarding the development of a family reunification protocol as part of regular emergency drills. • Trained teachers and staff in child protection procedures and response mechanisms through stakeholders such as BFP. • Implemented sustained campaigns against bullying and violence in the school community. • Established education continuity plans with alternative delivery modes for use during disruptions.
Pillar 1 x 3: Resilient Infrastructure and Environmental Sustainability	• Incorporated sustainability and DRR considerations such as infrastructure prioritization and improvement plans into the SIP. • Conducted awareness campaigns through class integration on the Sustainable Development Goals and climate change. • Implemented the National Greening Program through initiatives such as Gulayan sa Paaralan. • Supported student-led eco-clubs that managed ongoing environmental and sustainability projects.

These notable works provide concrete examples of how schools can translate policies and how suggested activities outlined in the training program can foster a 'culture of safety' in schools across the region.

The key lessons from observing the changes of INCIS are the value of the School-based DRR Training Program, the school's own willingness to improve, and collaborative efforts involving many stakeholders. The Training Program was surely the main driver for building confidence among teachers and staff, encouraging them to take active roles in fostering a 'culture of safety' not just in their school but also in the wider school community. On top of that, the strong motivation shown by the school leaders played a major part in turning plans into action.

The guidance and technical support INCIS received from the School-based DRR Training Program will be rolled out across Region VII. The Training Program, alongside assistance provided by DepEd RO7, SDO of Bohol, and many others, introduced new ideas and practical solutions that helped INCIS put their plans into action.

INCIS's success also showed how powerful teamwork can be. From adjusting school programs and initiatives to involving the whole school community, their leadership inspired a culture where safety became a shared responsibility. Disaster resilience became a shared goal, not just for school staff and students, but for many others – parents, local leaders, government offices, and community groups. Everyone has a part to play. By working together, they made sure that safety did not stop at the school gate but extended into the community around them.

In the end, INCIS proves that, with knowledge backed up by technical know-how through training, leadership, external support, and strong community involvement, a school can become a true model of safety. It is a reminder that disaster preparedness works best when everyone is involved and that a safer school can help build a stronger, safer community. What INCIS has started is not unique to them: these best practices can be replicated in any school where the management is eager and committed to doing the same.

Testimonials

PTA and the community

"In the essence of commemorating [past disasters], we have actually achieved our objective [in the commemoration activity] by instilling in the minds of the learners what to do to prepare for the next in consideration of the previous disaster experiences of themselves and others. My experience was great! And I can really see that [activities like commemoration] will greatly help the community in 'raising awareness' on the importance of preparedness."

Ms. Ana Bea M. Vitor
President of the General Council of PTA

"The activity [commemoration] was a great venue for learners to not just remember but also learn from others what to do before, during, and after disasters and emergencies — by that time it will happen, they are well-prepared."

Kimberly Conchas
Barangay Councilor, Lapacan Norte

Learners

"I shared my experience and knowledge [about disaster preparedness] with my mother and sibling. After sharing these with them, they started preparing food and emergency kits. I am happy to see that they listened to what I shared with them. By sharing my learnings with family members and community members, more people will become aware of how to prepare for calamities."

A Secondary student
School Year 2024-2025

"[After learning more about DRR in class], I am now more prepared. Before, I would only prepare clothes [for emergencies]. But now, I have also prepared other necessities such as a first-aid kit in an accessible area. Keeping a weather diary has also made me more aware [of] weather conditions. Back then, I would only use social media for entertainment, but now, I use it to keep updated on PAGASA's weather forecast too. I have also shared the knowledge that I have acquired with others [outside school], and I have encouraged them to practice these."

A Secondary student
School Year 2024-2025

"Because of DRRE integration, we had the opportunity to extend to the community what we have learned [from our DRR-trained teachers]. We made [and executed] an action plan wherein we taught community members what to do before, during, and after calamities. The activity gave us a chance to collaborate with different stakeholders like the barangay [in securing resources needed to implement this activity]. After the activity, the participants shared that they learned a lot from our session."

A Secondary graduate
Batch 2025

Model School personnel

"Before we were afforded the training, DRRE was barely integrated—only (to subjects) where it is required, such as in core subjects. Now, it's being integrated seamlessly across grade levels and subjects. This change is a clear result of the training program and how it empowered our teachers to deliver DRRE meaningfully in their daily instruction."

Francisco Divinagracia
School Head - Secondary

"In terms of a 'culture of safety' in school extended to our community, I have ensured that not only am I teaching DRR in the school but also there is transfer of learning between me and my neighbor which goes as far as providing them suggestions as to pruning of trees. Such not only concerns them but also our family and the whole community. These simple ways to influence others are already a way to extend a culture of safety to the community. That is how the training program not only provided theoretical and practical knowledge but also induced social responsibility."

Janice Bautista
school teaching personnel - Secondary

"Because of the training program, we now give more attention and importance to DRR. As far as I am concerned, as part of the school's planning team, we have included DRR activities in our AIP, SIP, or Priority Improvement Plan — which cover a wide range of DRR activities that we now prioritize more than ever."

Irene Pudalan Paquibot
Assistant School Head - Secondary

"The program equipped us with practical knowledge and tools to integrate DRR into our curriculum, making our lessons more relevant and responsive to real-life risks. Our school now has a functional DRRM team, updated contingency plans, and regular drills that have strengthened our students' awareness and readiness during emergencies. Classroom instruction became more dynamic as we incorporated localized risk scenarios and student-led risk mapping activities."

Mae Amor Viodor-Payag
school teaching personnel – Secondary

"We acknowledge how supplemental the learnings we gained from the training program were. Before, we conducted drills and simulations but didn't take them seriously. Now, after we have been afforded the training program, we have a stronger sense of duty and responsibility. We give more importance now to these activities because the training gave us a holistic view of what to do during and after disasters."

Harold Talatagod
school teaching personnel - Secondary

"I feel much safer and more confident knowing that my school is now better prepared to handle disasters. The School-based DRR Training Program equipped both teachers and my learners with essential knowledge and skills to face life's challenges and mitigate the potential impact of various calamities. The training also fostered a stronger sense of resilience within the school and wider community—an invaluable outcome. Beyond improving physical safety, it has also positively supported our mental well-being. These are powerful, inspiring results worth sharing."

Sansen Boiser
school teaching personnel – Elementary

Model School personnel Cont'd

"The School-Based DRR program broadened our understanding of DRR—its importance and scope. It inspired us to review our school's previous DRR implementation, make necessary adjustments, and pursue continuous improvements and innovations. This program also guided us in better integrating DRR into our lessons."

Emelyn Buscato
school teaching personnel - Elementary

SDRR-TF and SDRRT

"Since the training is based on the Learning and Development Needs Assessment from a survey targeting teachers, the School-based DRR Training Program is truly responsive to what the schools are needing in the implementation and advocacy of DRR and CCAM."

Jaime B. Quinga Jr.
a SDRRT member, Principal I, Cambayaon Elementary School, DepEd Division of Bohol

"The recently concluded School-based DRR Training Program (for other schools than INCIS) became an eye-opener for all the participants, in a way that there are still many things that they need to do in their respective schools with regards to DRR implementation. The training provided them with relevant and valuable input that they can put into practice when they go back to their areas of responsibility. The best part is that the whole training team surely made the training relevant, informative, efficient, fruitful, and memorable!

Giovanni L. Almendras
a SDRR-TF member, DRRM Coordinator, DepEd Division of Talisay City

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