



COMPLETION REPORT

November 2014 – March 2017

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



Acknowledgements:

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

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

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

Published in Cebu City, Philippines

March 2017

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



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Contact details:

SEEDS Asia

3-11-30-302 Okamoto, Higashi Nada Ku,
Kobe, Japan, 658-0072

Telephone No: (+81) 78-766-9412

Fax No.: (+81) 78-766-9413

Email: rep@seedsasia.org

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

THE COMPLETION REPORT

November 2014 – March 2017



Hi I'm Lily Ligtas!

Hi I'm Juan Handa!

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



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

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

A. Background

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

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

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



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



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

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

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

B. Project Overview

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

4. Phases of Target Areas:

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

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

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

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



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

C. Overall Project Goal and Purpose

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

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

D. Expected Outputs

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

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

5. Project Organizational Structure

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

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

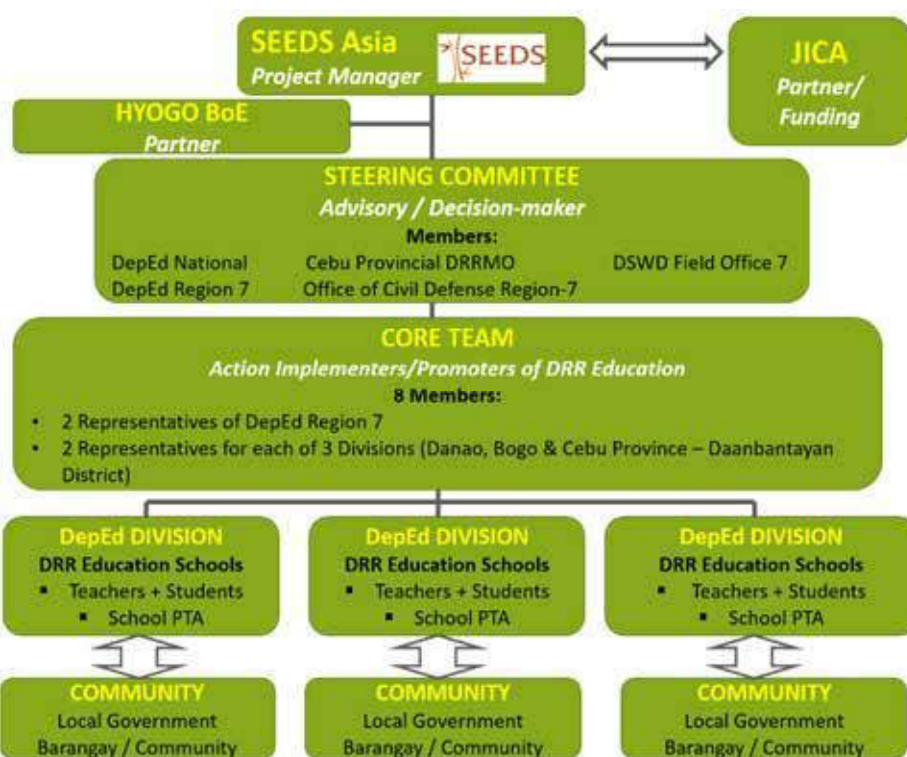


Figure 4. DRRE Project Organization Structure

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



Figure 5. Steering Committee Meeting

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

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

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

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

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

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

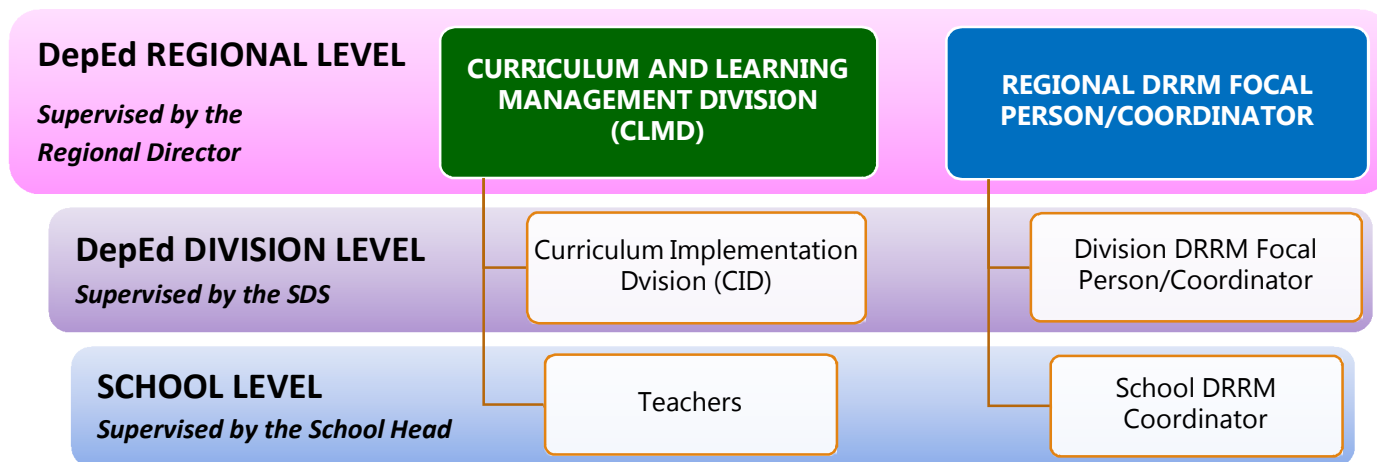


Figure 6. Hierarchy of DRRE and DRRM at DepEd

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

II. Brief Profile of the Project Beneficiaries

A. DepEd Region VII

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

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



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

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

B. DRRE Core Team

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

1. DepEd RO7 Representatives

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

2. Bogo City Division Representatives

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

3. Danao City Division Representatives

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

4. Cebu Province Division – Daanbantayan District

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



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

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

1. Danao City Division



SDS: Dr. Rosalie M. Pasaol

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

Total no. of School Districts: 4

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

Total no. of DRRE trained from the Division: 3



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

Project beneficiaries:

1. Guinsay Elementary School

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

1. Beatriz D. Durano Memorial National High School

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



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

2. Bogo City Division



SDS: Dr. Nimfa D. Bongo

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

Total no. of School Districts: 4

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

Total no. of DRRE trained from the Division: 3



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

Project beneficiaries:

1. Bogo Central School 1

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

2. City of Bogo Science and Arts Academy

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



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

3. Cebu Province Division – Daanbantayan District



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



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



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

Project beneficiaries: Daanbantayan Districts 1 and 2

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

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

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

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

4. Cebu City Division



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



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



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

Project beneficiary:

1. **Cebu City Central Elementary School**

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

5. Carcar City Division



SDS: Dr. Gregorio Cyrus R. Elejorde

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

Total no. of School Districts: 2

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

Total no. of DRRE trained from the Division: 2



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



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

Project beneficiary:

1. Carcar City Central Elementary School

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

6. Lapu-Lapu City Division



SDS: Dr. Marilyn S. Andales

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

Total no. of School Districts: 10

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

Total no. of DRRE trained from the Division: 2



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



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

Project beneficiary:

1. Buaya Elementary School

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

7. Mandaue City Division



SDS: Dr. Arden D. Monisit

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

Total no. of School Districts: 5

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

Total no. of DRRE trained from the Division: 2



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



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

Project beneficiary:

1. Mandaue City Comprehensive National High School

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

8. Naga City Division



SDS: Dr. Senen P. Paulin

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

Total no. of School Districts: 3

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

Total no. of DRRE trained from the Division: 2



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



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

Project beneficiary:

1. Balirong Elementary School

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

9. Talisay City Division



SDS: Dr. Leah P. Noveras

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

Total no. of School Districts: 3

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

Total no. of DRRE trained from the Division: 2



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



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

Project beneficiary:

1. Tanke Elementary School

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

10. Toledo City Division



SDS: Dr. Joseph Irwin A. Lagura

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

Total no. of School Districts: 4

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

Total no. of DRRE trained from the Division: 2



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



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

Project beneficiary:

1. Talavera Elementary School

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

III. DRRE Implementation Overview

A. Implementation Overview

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



Figure 29. Overview of DRRE Project implementation

B. Dispatch of Japanese Technical Advisory Experts

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

1. 1st Dispatch: December 10-14, 2014

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



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



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



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



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

2. 2nd Dispatch: August 23-28, 2015

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



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

3. 3rd Dispatch: November 3-11, 2015

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



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



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

4. 4th Dispatch: August 21-26, 2016

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



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



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

5. 5th Dispatch: November 27 – December 2, 2016

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



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



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

6. 6th Dispatch: February 12-15, 2017

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



Figure 43. Participation in the 2nd National DRRRE Forum



Figure 42. Meeting with JICA Philippines

C. KIDA Model Approach

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

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

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

Knowledge

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

Interest

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

Desire

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

Action

Taking the necessary steps to be part of the preparation.

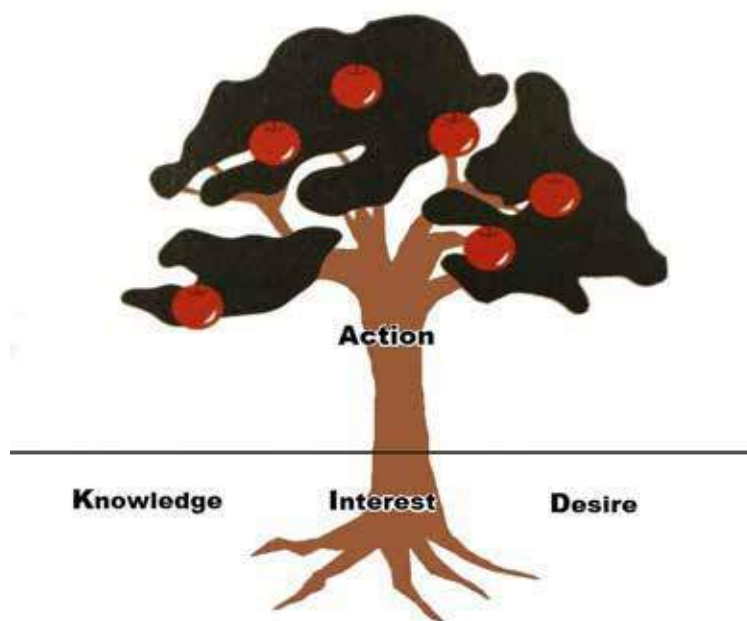


Figure 44. The KIDA Tree Model. Knowledge, interest and desire are necessary outputs to promote in order to take action and actions are significant outputs of disaster education (Shaw, 2009).

D. The Use of 21 DRRE Activities

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

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

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

E. DRRE Objectives per Grade Level and Program

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

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

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

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

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

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

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

IV. Summary of Activities

A. November 2014 – March 2015

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

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



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

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

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



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

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

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



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

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

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



Figure 49. Meeting with OCD-7



Figure 49. Meeting with CPDRRMO

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

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



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

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

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



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

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

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



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

B. April 2015 – March 2016

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

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



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

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

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

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



Figure 54. Experiential learning of the Core Team for DRRE

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

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



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

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

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

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



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

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

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

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



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

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

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

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

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



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

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

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

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

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



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

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

9. 2nd Steering Committee Meeting (August 24, 2015)

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



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

10. 2nd Technical Visit of Hyogo BoE (August 23-28, 2015)

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



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

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

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

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

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



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

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

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



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

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

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



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

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

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

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

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



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

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

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

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

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

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



Figure 66. DRRE Model School Teachers experiential learning

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

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



Figure 67. Visits and meetings of Japanese experts in Cebu

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

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

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



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

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



Figure 69. 1st National DRRRE Forum photo proceedings

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

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

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

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

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

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

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

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



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

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

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

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

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

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



Figure 71. Meeting with the DRRE Core Team

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

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

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



Figure 72. iPlan Review Workshop of Cebu Province Division

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

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



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

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

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

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

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

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



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

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

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



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

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

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

1. Update Report Meeting with DepEd DRRMS (April 1, 2016)

Touch-basing with the DepEd National is very important for information update of the DRRE Project accomplishments and its upcoming activities. DepEd-DRRMS, through the leadership of Director Ronilda Co, was given a presentation of the DRRE activities conducted thus far. She commended the achievements of the Project and requested for the document that would summarize the implementation process conducted so that other DepEd regions may also adopt. Likewise this coordination meeting helps in generating strong support from DepEd National.



Figure 76. Meeting with Dir. Co, DepEd-DRRMS

2. Meeting with the Regional Director of DepEd RO7 for Project Updates and 2nd Japan Study Visit (April 5, 2016)

In order to update the Regional Director of DepEd RO7 of the Project activities conducted and the pipeline initiatives to be implemented, a special meeting with Dir. Juliet Jeruta was conducted by SEEDS Asia. Furthermore, the nomination of the participants for the 2nd Study Visit to Japan was also consulted. The 2nd Study Visit was aimed at inviting participants for the sustainability of the DRRE in the long run. With this in mind, the chiefs of the CIDs of the seven (7) Promotion School Divisions and Dir. Ronilda Co of DepEd (National) DRRMS were finalized as participants.

3. Introductory Meeting with the Nominated DRRE Promotion Schools and Confirmation by the Schools: (a) Mandaue City Comprehensive National High School (April 4, 2016); (b) Buaya Elementary School (April 4, 2016); (c) Carcar City Central Elementary School (April 6, 2016); (d) Cebu City Central Elementary School (April 7, 2016); (e) Talavera Elementary School (April 11, 2016); (f) Balirong Elementary School (April 26, 2016); and Tanke Elementary School (April 27, 2016)

Schools and its teachers were nominated by the concerned Divisions, others in consultation with the LGUs, to be the DRRE Promotion School. To finalize their participation, several meetings with each nominated school was conducted on April 20, 25-28, 2016 wherein the Project details were presented including the expected roles and responsibilities of the participants. The schools were given option to decide their willingness to be part of the Project. During the meeting, the LDRRM Officer of the LGU was also invited to present its DRRM Programs and its commitment of support for the DRRE initiative.



Figure 77. Introductory and Confirmation Meeting with Nominated DRRE Promotion Schools and concerned LGU DRRM Officers

4. **Pre-Training Orientation of the DRRE Promotion Schools: (a) Mandaue City Comprehensive National High School (April 20, 2016); (b) Buaya Elementary School (April 20, 2016); (c) Cebu City Central Elementary School (April 25, 2016); (d) Carcar City Central Elementary School (April 26, 2016); (e) Talavera Elementary School (April 28, 2016); (f) Balirong Elementary School (April 26, 2016); and Tanke Elementary School (April 27, 2016)**

After the confirmation of the nominated DRRE Promotion Schools, a pre-training orientation was provided in various dates of April in order to level-off the expectations of the training participants, their expected outputs and also to administer the pre-Training Knowledge Tests. Several schools such as Balirong Elementary School and Tanke Elementary School had a single meeting for confirmation and pre-orientation meeting due to availability of schedule.



Figure 78. Pre-Training Knowledge Test of Tanke Elementary School under Talisay City Division

5. **Core Team 2-Day Planning Workshop for DRRE Sustainability & Preliminary Meeting for the Training of the Promotion Schools (April 14-15, 2016)**

In order to ensure that DRRE shall be sustained in the long run beyond SEEDS Asia's Project engagement, a 2-day Work Planning was held on April 14-15, 2016 with the Core Team. The group crafted the DRRE Vision of DepEd RO7 as well as the action plans for the attainment of the desired outcomes. Likewise the upcoming training of the Promotion School teachers was also planned out. The Vision crafted was,

"A premier DepEd Region in the Philippines that implements practical and sustainable DRR Education with teachers that are empowered to serve and learners which are disaster prepared towards safe and resilient schools and communities through excellent leadership."



Figure 79. Core Team Visioning and Work Planning for DRRE sustainability

6. **Walkthrough and Briefing of Trainers for the Training-Workshop on Disaster Risk Reduction Education for Promotion Schools (May 4 and 15, 2016)**

Aside from the DRRE Core Team, selected Model School Teachers were added to the pool of trainers for the Promotion Schools' 5-day capacity building training. With seven (7) additional schools to be trained with twelve (12) participants from each including the CID Chiefs and DRRM Coordinators of their respective Divisions, a series of preparatory meeting were conducted on May 4 and 15, 2016. The Session Guides were further refined and the results of the evaluation of the previous training were presented so that the training program delivery will be enhanced.



Figure 80. Core Team with selected Model School Teachers being briefed for the Promotion Schools' training

7. 5-Day Capacity Building Training for DRRE of Promotion Schools (May 16 and 20, 2016)

There were seven (7) Schools with eighty-four (84) participants composed of School Heads and Teachers together with the CID Chiefs and DRRM Focal Persons of the ten (10) DepEd Divisions with the special participation of two (2) representatives from DepEd National – DRRMS summing up to one hundred two (102) individuals that attended the DRRE capacity building training held on May 16-20, 2016.

Aside from the Core Team and SEEDS Asia, added to the pool of trainers are six (6) Model School Teachers namely Ms. Geramie Masong (Guinsay Elementary School, Danao City Division), Ms. Jelyn Capuyan (Beatriz D. Durano Memorial National High School, Danao City Division), Ms. Rechelle Estiola (Bogo Central I School, Bogo City Division), Mr. Rogeno Valenzuela (City of Bogo Science and Arts Academy, Bogo City Division), Ms. Ana Orbeta (Tapihon National High School, Cebu Province Division) and Mr. John Louie Arcipe (Daanbantayan Central Elementary School, Cebu Province Division).



Figure 81. (Up) Additional selected Model School Teacher trainers; (Down) Technical resource speakers from PAGASA, BFP, DepEd-DRRMS, Danao City DRRMO and PHIVOLCS

Likewise invited are technical resource speakers from PHIVOLCS, PAGASA and Bureau of Fire Protection (BFP) and Danao City DRRMO. Some improvements were introduced based on the End of Program Assessment Results of the previous training of Model School Teachers and also the lecture presentation were updated but still covers the same topics. Experiential-learning was still proven to be an effective method in training the Teachers because their appreciation and understanding of the DRR concepts were deepened.



Figure 82. Experiential-learning activities in the 5 days training of the Pormotion School Teachers

8. 2nd Japan Study Visit for DRRE Sustainability (June 20-29, 2016)

Furthering the transfer of knowledge on DRRE to Philippines' Education sector and enriching the appreciation on the importance of DRRE, key officials were invited by SEEDS Asia to participate in the Study Visit to Japan with representatives from DepEd Central and DepEd RO7 with its concerned DepEd Divisions, one (1) LGU DRRM Officer and JICA Philippines. Additionally, this Study Visit aims to foster the sustainability of DRRE beyond SEEDS Asia's engagement period (beyond March 2017), share the knowledge gained and apply lessons learned towards establishing a culture of safety in schools and the community.

Areas visited include Kobe City to learn about the DRR initiatives implemented during the 1995 Great Hanshin-Awaji Earthquake (Kobe Earthquake), Tamba City having experienced sediment flooding in August 2014, Sendai for experiencing the devastating Great East Japan Earthquake and Tsunami (GEJET) in 2011 and Tokyo to know more about the DRRE of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan. School visits and observation of DRRE classes were also witnessed by the participants including a brief Town Watching activity in Shin-Nagata, one of the areas in Kobe City heavily affected by the earthquake in 1995, and observation of Hyogo BoE's training of its teachers for DRR.

Among the notable learnings of the participants from the Study Visit were the importance of commemorating past disasters so that new generation may be able to learn from it and not repeat the same mistake by reducing risks and preparing for it. Furthermore, community cooperation and how each stakeholder have their respective roles and responsibilities in the society that is collaborated for a concerted effort of adapting to disasters was also remarked.



Figure 83. 2nd Japan Study Visit activities and meetings

9. Coordination Meeting with DepEd RO7 (July 13, 2016)

Constant updating and reporting of the Project implementation status including the challenges encountered were regularly coordinated with the key officials of DepEd RO7 for immediate action and resolution. The group agreed to have schedules of progress reporting by the Project beneficiaries themselves to have them constantly document their accomplishments through the use of the two (2) DRRE Monitoring Forms, one is classroom-based to be filled-out by the trained teachers and the other is the school-based to be done by the school heads.

10. **DRR Education Day/Week by all the School Beneficiaries for the Disaster Consciousness Month Celebration:** (a) Cebu City Central Elementary School (July 15, 2016); (b) Balirong Elementary School (July 15, 2016); (c) Mandaue City Comprehensive National High School (July 18, 2016); (d) City of Bogo Science and Arts Academy (July 20, 2016); (e) Bogo Central School I (July 20, 2016); (f) Carcar City Central Elementary School (July 21, 2016); (g) Guinsay Elementary School (July 22, 2016); (h) Daanbantayan Central Elementary School (July 26, 2016); (i) Tapilon National High (July 26, 2016); (j) Tanke Elementary School (July 27, 2016); (k) Buaya Elementary School (July 29, 2016); and (l) Talavera Elementary School (July 29, 2016)

As part of DRR advocacy, the Philippine Government declared the month of July as Disaster Consciousness Month way back in 1999. In view of this and in order to promote awareness among schools, SEEDS Asia asked all the thirteen (13) school beneficiaries in coordination with DepEd RO7 to hold a DRR Education Day/Week by using several of the introduced twenty-one (21) DRRE Activities. The schools were very receptive because prior to the DRRE



Figure 84. Several activities during the DRR Education Week Celebration of Schools

Project of SEEDS Asia, they only hold Evacuation Drills, and now their commemoration of the event is more festive and fun. Abovementioned are the schedules of the culminating event of each of the schools for their week-long celebration.

11. **Special Meeting with all the Project Beneficiaries: JEL Contract Updating (July 28, 2016)**

As with any project implementation, there are challenges that need to be addressed and actions to be taken in order to resolve them right away. In this regard, SEEDS Asia organized the first ever gathering of all its Project beneficiaries in a single meeting on July 28, 2016 to discuss monitoring report submission compliance, the challenges they were encountering in implementing DRRE and how to address them.

Based on the submitted reports to SEEDS Asia, the DRRE Project status as well as the summary of compliance was presented to Regional Director Dr. Juliet Jeruta, the SDS', CIDs and DRRM Coordinators of the ten (10) Divisions as well as the school heads and trained Teachers of the 13 Schools for information update and for them to have the bird's eye view on how their respective Divisions are faring.

The participants were also briefed on how to accomplish the DRRE Monitoring Forms, the protocols, frequency in submitting the reports and the important information that needs to be entered into the Forms. SEEDS Asia also underscored the significance of regularly submitting complete and updated reports by the Divisions and Schools and the publication of the DRRE Handbook as one of the major outputs of the Project. The planned activities were also presented for them to be informed of the next steps and what are expected from them in the succeeding months.

In order to ensure the commitment of all the Project beneficiaries, the JEL Contract was signed by each of the Divisions together with RD Jeruta. The JEL Contract contains the actions and target timelines in iPlan with DRRE integration submission, review and pilot testing of the Divisions and quality assurance of DepEd RO7-Curriculum and Learning Management Division (CLMD) as well as other initiatives for the sustainability of DRRE.



Figure 85. Signing of JEL Contract with the Regional Director

12. 3rd Steering Committee Meeting: Formation of the Education Resilience Working Group (August 3 and 16, 2016)

Attendees to the meeting were the Steering Committee members with the special participation of Dir. Ronilda Co, JICA Philippines representative, DRRE Core Team and the NGOs which were members of the Regional Education Cluster. Since the Education Cluster, based on the global legal definition, gets to be activated during disasters and deactivated after disasters, SEEDS Asia proposed adopting the system used by DepEd National-DRRMS which is converting it to "Education Resilience Working Group" (ERWG) and merging the DRRE Steering Committee with Regional Education Cluster so that it can function also during peacetime.

The attendees were very positive in its merging to form the ERWG as they saw the need for the Education Sector to have a focal group that shall address DRR concerns especially when there are no disasters happening. Likewise, ERWG that will be formed at the Regional level will also help facilitate the non-duplication of efforts and having a comprehensive approach in addressing DRR concerns of the Education Sector. Director Co presented the ERWG at the national level for the information of the group for possible adoption.

With the approval of establishing the ERWG, DepEd RO7 shall already assume the call of the succeeding meetings, presiding over them and setting its direction. In fact, the 1st ERWG meeting of DepEd RO7 was already conducted on August 16, 2016 wherein the partner organizations were requested to report on the initiatives with the presence of all the thirteen (13) Divisions under DepEd RO7. During this meeting it was agreed that the next agenda will be to discuss ERWG's Terms of Reference (TOR) in order to have a well-defined function.



Figure 86. (Up) 3rd Steering Committee with members from Education Cluster; (Down) 1st ERWG meeting with the 13 Division DRRM Coordinators

13. DRRE Progress Reporting of Project Beneficiaries (August 5, 2016)

Aiming for the promotion of accountability, each of the DepEd Divisions were requested to report their individual accomplishments and plans for DRRE sustainability during the meeting held on August 5, 2016. This Division Reporting Meeting helped in building their motivation to account for their activities and disclose their accomplishments in a transparent manner as well as take proactive responsibility in sustaining DRRE. Representatives from DepEd National- DRRMS also attended this reporting session with two (2) representatives namely Ms. Joan Grace Llamado and Mr. Anthony Verzosa to be updated of the Project's progress.



Figure 87. Reporting of 10 DepEd Divisions with either their SDS or CID Chiefs and a message from the Deputy Executive Director of SEEDS Asia

14. 3-Day Regional Conference-Workshop on Consolidation of DRR Initiatives (August 7-9, 2016)

With DepEd RO7 now realizing the importance of DRR Education, actions are already being undertaken at their own initiative through the leadership of Regional Director Juliet Jeruta. One example was organizing a 3-day Regional Conference-Workshop which was conducted on August 7-9, 2016 and facilitated by RD Jeruta herself including the workshop and the methodology. The objectives of the Conference-Workshop were: (a) to discuss the updates on DRR implementation of the Region; (b) plan for the expansion of the consolidated DRR initiatives (education integration, psychosocial, management, response, etc.); (c) integrate DRR



Figure 88. DepEd RO7 Director Jeruta leading the 3-day Conference Workshop

efforts for the resiliency of Schools/ Divisions/ Region; and; (d) practice teamwork in promoting DRR for sustainable development. Attendees were representatives from DepEd National-DRRMS, Regional Office Division Chiefs, thirteen (13) Schools Divisions with their SDS, Assistant SDS, and DRRM Focal Persons. Likewise the Regional DRRE Core Team, School Heads and a teacher of DRRE Model and Promotion Schools and SEEDS Asia Cebu Project Team were also invited together with the former Undersecretary of DepEd National Mr. Reynaldo Laguda, Jr. After the workshop, each of the thirteen (13) Divisions reported their DRRM and DRRE initiatives In order to consolidate the plans, three (3) working groups were created as follows and they shall conduct meetings separately to plan out their assignments:

Group 1: Advocacy, Promotion & Mobilization Plan for DRRE	Group 2: Capacity Building for Curriculum & Teacher's Competency Development	Group 3: Monitoring, Tracking & Evaluation
Lead: Education Support Services Division (ESSD)	Lead: Curriculum and Learning Management Division (CLMD) + Human Resources Development Division (HRDD)	Lead: Field Technical Assistance Division (FTAD) + Administrative & Finance Divisions + Policy, Planning & Research Division (PPRD)
Members: Talisay City Tagbilaran City Cebu City Toledo City	Members: Cebu Province Bogo City Danao City Mandaue City Lapu-lapu City	Members: Siquijor Province Bohol Province Naga City Carcar City

15. **4th Visit of the Technical Japanese Experts from Hyogo BoE**
(August 22-27, 2016)

On August 23, the first agenda of the visit of experts, namely Mr. Naohide Fujimoto of Hyogo BoE and Mr. Masaki Tabuchi - an EARTH Teacher, is the meeting with the Project beneficiaries. Mr. Fujimoto presented the importance of conducting DRRE, school-community linkage and overcoming challenges in implementing DRRE. Whereas Mr. Tabuchi presented sample cases in applying DRRE according to his experience and key strategies to teach DRR. The Project beneficiaries also presented their DRRE progress report.



Figure 89. Group photo with the students of Buaya Elementary School

The following days of their stay in Cebu was dedicated to conducting DRRE class observations at six (6) schools, namely Carcar City Central Elementary School, Talavera Elementary School, Bogo Central School I, City of Bogo Science and Arts Academy, Mandaue City Comprehensive National High School and Buaya Elementary School. Thereafter each class observations, technical exchanges on how to further improve the classes were discussed. In this visit, not only did the Model and Promotion School teachers learned, but also the Japanese experts. In fact they were very impressed with the way the classes were conducted because the format is learner-focused with the students performing many of the class activities. Remarkable also is the liveliness of classes and students which helps in increasing their motivation to learn. Mr. Tabuchi said the he will also try to adopt some of the DRR Education activities that he observed when he returns to Japan.



Figure 90. DRRE Class observations with Hyogo BoE

16. Coordination Meetings with DepEd RO7 on Project Implementation Status (October 5 and 11, 2016)

SEEDS Asia constantly updates the key authorities at DepEd RO7, one meeting was conducted with the CLMD and Administrative Division on October 5 and the other with the Regional Director on October 11. The status of the reporting of the ten (10) Divisions and its schools were reported for their information update.



Figure 91. Coordination Meeting with DepEd RO7 Officials

17. DRRE Sustainability: Roll-Out Capacity Building Training of the DepEd Division Project Beneficiaries to Other Schools, (a) Danao City Division (August 24-26, 2016); (b) Cebu Province Division (October 13-17, 2016); (c) Lapu-Lapu City Division (October 17-19, 2016); (d) Bogo City Division (October 26-28, 2016); and (e) Cebu City Division (1st batch: February 7-9, 2017 and 2nd batch February 20-22, 2017)

Aside from DepEd RO7, the ten (10) DepEd Divisions are also doing their share in sustaining DRRE by planning out on how to cascade it not just in the pilot schools but also to the rest of the public and private schools under their respective jurisdictions. All of the Divisions already prepared schedules for the capacity building training and strategies in order to efficiently cascade DRRE.

Each Division now call the trained teachers by SEEDS Asia as the Division DRRE Core Team in charge of capacitating the schools. Thereafter their training sessions, the trained teachers are expected to prepare iPlans with DRR Education integration and also apply to their respective classes and school activities. On the other hand, other Divisions are focused on review and pilot testing of iPlans with integrated DRR in order to ensure that the drafted lessons plans are quality assured. During the roll-out training, SEEDS Asia served as observers to their training as each of Divisions were already taking the lead. Other Division shall conduct their roll-out training in the summer break of 2017.



Figure 92. Selected photos of roll-out training of the 5 Divisions

18. Preparatory Meeting for the Regional Commemoration of Past Disaster Event: A Typhoon Yolanda Commemorative Event (November 4 and 24, 2016)

Commemorating past disasters is one of the activities that SEEDS is advocating. Typhoon Yolanda was one of the strongest typhoon recorded that happened in November 8, 2013 which heavily affected the Visayas Region. In this regard, SEEDS Asia proposed conducting a commemorative event in November in partnership with DepEd RO7 and the Project beneficiaries. What started as a small DRR activity, became a Regional-wide event which was called “Pasundayag 2016” (Showcase 2016) wherein other regional activities were coincided. Several preparatory meetings were conducted to prepare for this major event.

19. 5th Technical Visit of Japanese Expert from Hyogo BoE and the Regional Commemoration of Past Disaster Event (November 27-December 2, 2016)

On November 28, 2016 Mr. Naohide Fujimoto of Hyogo BoE attended the progress reporting session of the ten (2) DepEd Division Project beneficiaries and also presented the topic on the importance of passing down lessons learned from past disasters to the younger generation. In attendance to this reporting session are also representatives of the thirteen (13) schools such as the school heads, school DRRM coordinators and selected teachers. The following day, November 29, observation of DRRE classes were conducted at Cebu City Central Elementary School, Tanke Elementary School and Balirong Elementary School.



Figure 93. DRR Class observation at Balirong Elementary School and brief open discussion on inputs to the teachers by Hyogo BoE

December 1, 2016 was the regional event of DepEd RO7 called “Pasundayag 2016” and the theme for the DRR event was “Mga Pagtulon-an sa Nangaging Katalagman” (Lessons Learned from Past Disasters) wherein Mr. Fujimoto served as one of the judges to the various DRRE-related contests such as the DRR Poster and Slogan Making and DRR Exhibit. Other contests held during this event were DRR Essay Writing and DRR Jingle Composition and Singing. The aim of this event were (a) to commemorate past disasters and lessons learned as remembrance for generations to come; (b) to pass down the experiences and lessons learned from past disasters to equip the new and coming generations on disaster resiliency; (c) to inculcate the value of disaster preparedness through the various contests; (d) to foster sense of community cooperation in times of disasters; and (e) to promote DRR Education through fun and interesting way.



Figure 94. Regional Commemoration of Past Disaster Event activities

20. Regional Schools Press Conference (RSPC) Event: Opening Program with DRR Integration of the Presentations (December 3, 2016)

Other Divisions have their own ways in integrating DRR into their activities. Carcar City Division, for instance, integrated DRR into the opening presentations of the Regional Schools Press Conference event which they hosted for Region 7. This event was in partnership with the City Government of Carcar.



Figure 95. (L) Opening Program Presentation; (R) Photo with the City Mayor of Carcar with DepEd RO7 Regional Director and Division representatives

21. Harvest of Excellence Awarding of DepEd RO7 2016 (December 5, 2016)

Yearly, DepEd RO7 gives recognition to its partners for furthering education in the region. With the continuous support provided by SEEDS Asia for the DRRE Project, a recognition award was received for the 2nd time. This award provides inspiration to the Project Team to strive even more for the successful DRRE implementation to its beneficiaries.



Figure 96. Awarding to SEEDS Asia by DepEd RO7 Officials

22. Coordination Meeting with the Newly Elected Mayor of Daanbantayan Municipality (December 14, 2016)

Sustaining DRRE would require the support of the LGU. With the initiative of Daanbantayan District and its trained teachers, a meeting with the newly elected Mayor, Hon. Vicente Loot, was conducted on December 14, 2016. The details of the DRRE Project were presented including the support needed in order to cascade the initiative to other schools in Daanbantayan District. One of the trained teachers from Daanbantayan Central Elementary School prepared a proposal and the budgetary requirements for the training implementation. Mayor Loot expressed his support to the DRRE Project and emphasized the importance of having qualified trainers. SEEDS Asia assured the mayor that SEEDS Asia have already conducted training of trainers (ToT) so the implementation of the roll-out training for DRRE will be delivered effectively.



Figure 97. Meeting with the newly elected mayor of Daanbantayan Municipality

23. Post-Knowledge Tests for Promotion Schools (January 30, 2017)

With the SY 2016-2017 about to be finished and the Project engagement of SEEDS Asia also about to be concluded by March, the Knowledge Test papers were distributed to the concerned schools for the trained teachers to administer to their students. The post-Knowledge Test papers were delivered to each of the DRRE Promotion Schools on January 30, 2017.

24. 2nd National DRRRE Forum (February 13, 2017)

The 2nd National DRRRE Forum aims to present and serve as a venue to discuss the: (a) outputs and key learnings of the partnership Project at the national level for the key authorities and stakeholders; (b) significance of DRRE capacity building of Educators in order to integrate DRR concerns into the Basic Education Curriculum; and the (c) sustainability of DRR Education through its institutionalization and partnership with the community.

In this national Forum, the Project outputs were presented and the two (2) Volume DRRE Guidebook for capacity building and integration of DRR into the curriculum was launched and distributed to the participants which was held in Marco Polo Hotel-Ortigas, Pasig City on February 13, 2017. The 2nd partnership initiative, "Project for School Disaster Risk Reduction and Management" (SDRRM), was introduced by Ms. Mitsuko Otsuyama, Head of Overseas Operations of SEEDS Asia, and signed by the partners such as SEEDS Asia, JICA Philippines, DepEd National and DepEd RO7 during this Forum.

Messages for the Forum were delivered by the Chairman of the Board of SEEDS Asia, Dr. Rajib Shaw, Assistant Secretary for Procurement Service and Project Management Service, Hon. Revsee A. Escobedo (on behalf of DepEd National Secretary,

Hon. Leonor M. Briones), Undersecretary for Administrative Service, Hon. Alain Del B. Pascua, JICA Philippines, Mr. Takahiro Morita, and DepEd RO7 Regional Director, Dr. Juliet Jeruta.

Invited attendees were all the eighteen (18) DepEd Regions, selected Divisions, concerned national government agencies (NGAs) and other NGOs which are members of the national ERWG. Resource speakers were SEEDS Asia Chairman, Dr. Rajib Shaw, Hyogo BoE, Mr. Shigeru Yonetani, DepEd-DRRMS and Dir. Ronilda Co. Panel discussion on the impact of the

DRRE Project was also held with panelists coming from various levels of DepEd such as (a) Dr. Emiliano Elnar, Chief of CLMD of DepEd RO7; (b) Ms. Jocelyn Conta, CID Chief of Bogo City Division; (c) Ms. Miraflor Jumao-as, teacher of City of Bogo Science and Arts Academy; and (d) Ms. Lavella Sitoy, teacher of Buaya Elementary School that was facilitated by Ms. Kathleen Almonte, Local Project Manager of SEEDS Asia-Cebu Project Office.



Figure 98. Opening messages (L-R) Dr. Shaw, Asst. Sec. Escobedo, Undersecretary Pascua, Dr. Jeruta and Mr. Morita



Figure 99. (L-R) Speakers Dir. Co, Mr. Yonetani, Ms. Otsuyama; Facilitator Ms. Almonte and panelists, Dr. Elnar, Ms. Conta, Ms. Jumao-as and Ms. Sitoy



Figure 100. (L-R) Signing ceremony, DRRE Project exhibit, DRRE Guidebook Volumes 1 and 2, SEEDS Asia Team and the Forum audience

25. Recognition and Turn-Over of the DRRE Project to DepEd RO7 (February 28, 2017)

The efforts given by the Project beneficiaries and the partner government agencies for the successful implementation of the Project were given recognition by SEEDS Asia on February 28, 2017 that was held in Harold's Hotel, Cebu City. There were several awarding categories provided from the regional, division, school and individual level for their outstanding contribution. Outputs of the Project were likewise presented with a brief video of the activities conducted since the Project started. The 2nd launching of the two (2) Volume DRRE Guidebook was also held and copies were provided to the participants of the event. Attendees were officials from DepEd RO7, other national government partners, the Project beneficiaries from the ten (10) Divisions and DRRE School representatives and the LGUs. Looking ahead, the 2nd Project was introduced by Mr. Yasutaka Ueda, Deputy Executive Director of SEEDS Asia for the information of the participants.



Figure 101. Awarding Ceremony with the DRR Jingle singing of student winners

With the Project concluding and also to ensure its sustainability, a ceremonial turning-over of key to DepEd RO7 and the LGU with a statement of challenge was given by SEEDS Asia. In return, the Project beneficiaries and the partners gave their positive affirmation in response to the challenge posed by SEEDS Asia.



Figure 102. (L-R) Turning-over of the Key for the DRRE sustainability to DepEd RO7, the Region DRRM Coordinator and the CIDs as well as to the LGUs

The DRR Jingle Writing Contest winners (*Regional Commemoration of Past Disaster Event held in December 2016*) from Tapilon National High School, City of Bogu Science and Arts Academy and Mandaue City Comprehensive National High School were invited once again to perform their winning piece to the event as an intermission number. Based on the reactions of the participants during this even from the recognition awards they received, the Project beneficiaries were very happy and proud of their accomplishments which helps in motivating them more towards sustaining DRRE.

26. DRRE Guidebook Distribution to Project Beneficiaries (February and March 2017)

The DRRE Guidebooks with Volume 1 focusing on the DRRE capacity building and Volume 2 on DRRE Integration into the enhance Basic Education Curriculum was one of the major outputs of the Project that will serve as a reference guide by the educators in promoting DRR Education. The Guidebooks were directly delivered by SEEDS Asia to its Project beneficiaries such as DepEd National, DepEd RO7, ten (10) Divisions and thirteen (13) schools. While the rest of the copies were entrusted to the respective thirteen (13) Division Offices under DepEd RO7. A total of 1,350 sets of DRRE Guidebooks were distributed. Recipients were as follows:

OFFICES/ORGANIZATIONS		REMARKS
1.	DepEd National	DRRMS, Office Assistant Secretary Revsee Escobado, Bureau of Curriculum Development (BCD), EPS
2.	DepEd RO7	Regional Director, CLMD, Region DRRM Coordinator
3.	DRRE Core Team	1 copy each
4.	All DepEd Regional Offices	Regional Directors and Region DRRM Coordinators
5.	All SDOs of DepEd RO7 (13 Divisions)	SDS, CIDs (1 each for subject specialists/supervisors with a total of 10) and Division DRRM Coordinators of Bogo City, Danao City, Cebu Province (including its 55 districts), Cebu City, Carcar City, Lapu-Lapu City, Mandaue City, Naga City, Talisay City, Toledo City, Tagbilaran City, Bohol Province and Siquijor Province
6.	All DRRE trained teachers by SEEDS Asia	13 Schools with 13 schools heads and 143 teachers
7.	All DRRE Model and Promotion Schools	3 copies each
8.	All Public Schools under the 10 Divisions	1 copy each school
9.	Government Partners	PHIVOLCS, PAGASA, BFP, DSWD FO7, OCD-7, Cebu PDRRMO
10.	LGU Partners	Local governments where the 10 project beneficiary Divisions are located
11.	Selected Divisions (attended the 2 nd National DRRRE Forum)	Tacloban and Cagayan Divisions
12.	Other organizations that attended the 2 nd National DRRRE Forum	MMDA, World Vision
13.	Other partners	JICA, Hyogo BoE



Figure 103. DRRE Guidebook distribution by SEEDS Asia

27. DRRE Class Observation (March 1, 2017)

The last DRRE class observation within the Project implementation period was conducted on March 1, 2017 which was witnessed by the Deputy Executive Director of SEEDS Asia, Mr. Yasutaka Ueda. There were two (2) schools visited with three (3) DRRE integrated classes observed from Talavera Elementary School (English and Math) and Balirong Elementary School (English). Thereafter the class observations, a brief open discussion with the teacher demonstrator, school head and the CID together with SEEDS Asia were held.



Figure 104. DRRE integrated class observation

28. DRRE Sustainability Meeting with DepEd RO7 Key Officials (March 1 and 17, 2017)

Ensuring the sustainability of DRRE in the long run is one of the major concerns that needs to be addressed and for this reason, coordination meetings were conducted on March 1 and 17, 2017 with the key authorities of DepEd RO7. Among the focus of the discussion is the regular and continuous monitoring of the DRRE implementation of the schools and divisions through consistent submission of the DRRE Monitoring Forms (from school to division to region level), cascading of DRRE to the other schools of the five (5) divisions which have not yet conducted roll-out training and cascading of DepEd RO7 to the remaining three (3) Divisions which were not Project beneficiaries of SEEDS Asia (i.e. Tagbilaran City, Bohol Province and Siquijor Province), regular meeting of the ERWG and other sustainability measures by DepEd RO7. Several documents related to the Project were also turned over.

Key officials met were Mr. Victor Yntig, chief of Administrative Division, Dr. Emiliano Elnar Jr., chief of the CLMD and the newly appointed Regional DRRM Coordinator Mr. Ranilo Edar. They committed to sustaining DRRE and look for possible resources outside of DepEd in order to support the roll-out of DRRE to other three (3) Divisions under DepEd RO7.



Figure 105. DRRE Sustainability Meeting with DepEd RO7

V. Project Accomplishments

A. SYSTEM OF PROMOTING DRRE IN DEPED RO7

1. Established Core Team and DRRE Training Program Design for Teachers

- There were **eight (8) members of the Core Team** that were **established** and capacitated through the five (5) days DRRE training and study visit in Japan.
- The **DRRE Core Team drafted the training program design and delivery** through the use of DepEd's existing system for administering training. This includes preparing the session guides for each training topic.
- The **DRRE Core Team, together with SEEDS Asia, trained a total of 72 participants** with six (6) schools heads and sixty-six (66) teachers **from the six (6) Model Schools**.
- The **trained Model School Teachers**, through the initiative of the Division Project beneficiaries, **became their respective Division Core Teams** that will serve as promoters of DRRE and trainers of other schools under the SDO's respective jurisdiction.
- The **DRRE Core Team and selected Model School Teachers together with SEEDS Asia trained a total 102 participants for the Promotion School Teachers' Training**. Participants were seven (7) school heads, seventy-seven (77) teachers, sixteen (16) Division-based personnel (CIDs and Division DRRM Coordinators) and two (2) representatives from DepEd-DRRMS.

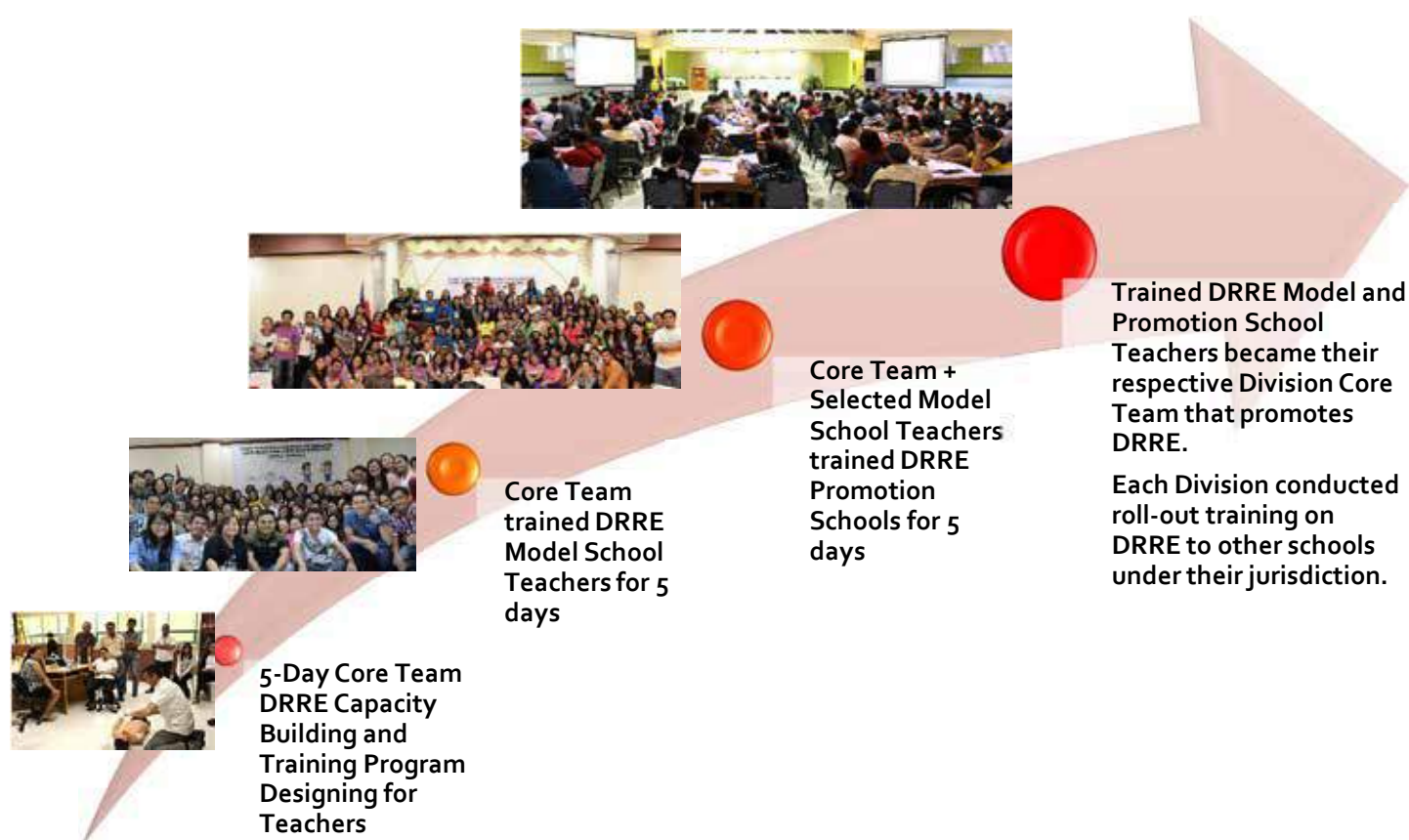


Figure 106. Promotion of DRRE through capacity building

2. DRRE Sustainability

- **iPlans with DRRE integration** based on the enhanced Basic Education Curriculum **were prepared by the trained teachers and applied into their respective classes.** These iPlans were reviewed, checked and pilot-tested by their CIDs to ensure the soundness of the lessons delivered by the teachers. When quality assured at the regional level by the CLMD, it will be uploaded in the LRMDs Portal for reference of other teachers. Quality assurance takes a long process which would require undergoing stringent screening. Within the Project duration a total of five hundred fifty-five (555) iPlans were submitted by the teachers to the CIDs.
- **School-based activities in partnership with the community** through their school PTA, barangays and LGUs were conducted by the Model and Promotion Schools.



Figure 107. iPlans with DRRE integration prepared by the teachers



Figure 108. School to family and community

- Through the initiative of each Division beneficiaries, five (5) out of the ten (10) have already conducted **roll-out training to other schools and/or districts** under their respective jurisdictions. Other remaining five (5) Divisions will conduct roll-out in the summer school break of 2017 and onwards. Total of 1,352 were trained by these Divisions with the following breakdown:

DIVISION	DATES CONDUCTED	COMPOSITION	NO. OF PARTICIPANTS
1. Danao City	August 24-26, 2016	District and Clusters	77
2. Cebu Province	October 13-17, 2016	Districts	165
3. Lapu-Lapu City	October 17-19, 2016	Schools	190
4. Bogu City	October 26-28, 2016 (4 simultaneous locations)	Teachers	570
5. Cebu City	February 7-9, 2017 and February 20-21 (2 batches)	Schools, PTA and Barangays	350
TOTAL TRAINED ON DRRE ROLL-OUT OF THE DIVISIONS			1,352

- Two (2) types of DRRE Monitoring Forms were developed for the documentation and monitoring of the initiatives of the teachers and schools. Compilation of these monitoring forms shall be the responsibility of the school head for submission to their respective Divisions (DRRM Coordinators) every quarter. A Regional Memorandum was issued by DepEd RO7 for this purpose. Please refer to annex section for reference.
 - DRRE Monitoring Form for School Heads (*for school-based DRRE Activity*) – prepared by the school heads
 - DRRE Monitoring Form for Teachers (*for classroom-based DRRE Integration into lessons*) – prepared by the teachers then submitted to school head.

Within the Project duration a total of 137 school-based monitoring forms and 327 classroom-based monitoring forms were submitted.

- The Core Team drafted the DRRE Vision statement for DepEd RO7 and formulated plans and strategies on how to achieve the crafted vision.
- The 2nd study visit to Japan composed of nine (9) participants was focused on having the key actors in DepEd sustain DRRE in the long run and for this reason the participants identified were the director of DepEd National-DRRMS Regional Director of DepEd RO7 (Regional Director Juliet Jeruta) and the CIDs chiefs from the DRRE Promotion Divisions which were five (5) coming from Cebu City, Lapu-Lapu City, Mandaue City, Toledo City and Carcar City. Other Divisions of Talisay and Naga were unable to participate due to lacking travel documentary requirements. Other participants that willingly funded their respective expense were the SDS and Division DRRM Coordinator of Lapu-Lapu City and LDRRM Officer of Lapu-Lapu City Government.
- Publication of the two (2) Volume DRRE Guidebook that contains how to conduct capacity building for DRRE and integration to curriculum was launched copies for distributed to Project beneficiaries for reference.

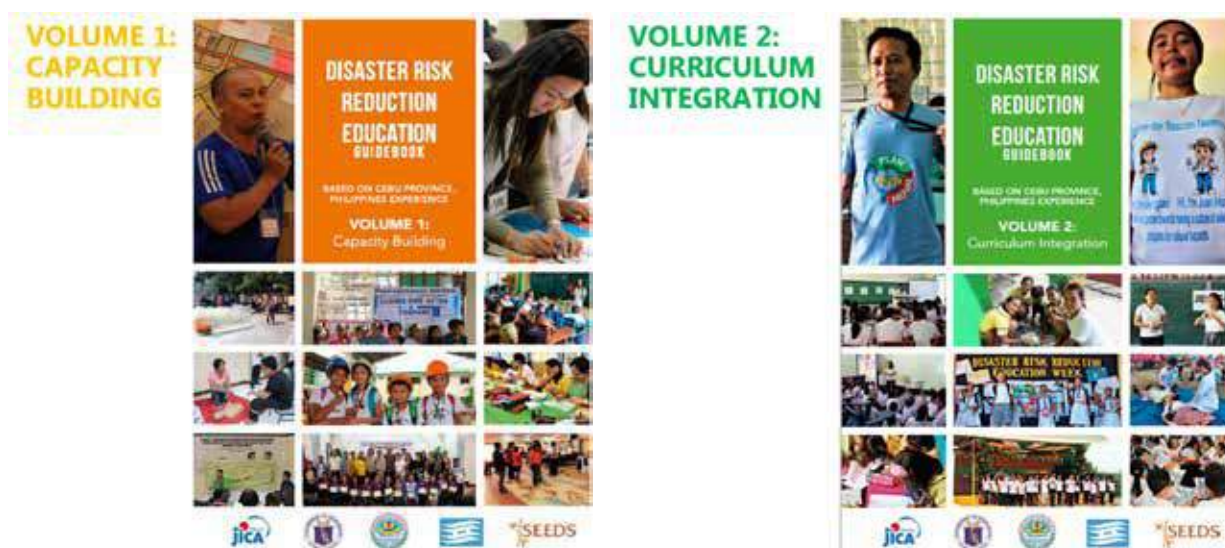


Figure 109. 2 Volume DRRE Guidebooks

- Merging of the DRRE Steering Committee in to the existing coordinating body of DepEd which is the Education Cluster and eventually enhancing it to be the Education Resilience Working Group (ERWG) that may function even during peacetime.

B. ESTABLISHMENT OF PRACTICAL DRR EDUCATION

- **DRRE integration is based on the enhanced Basic Education Curriculum of DepEd** and does not deviate from the education standards of the Philippines.
- **Establishment of the twenty-one (21) DRR Education activities that can be used by the teachers in effectively integrating DRR into the Basic Education Curriculum.** These DRRE activities are very easy and practical to use in the integration of DRR concepts into the daily lessons and promote knowledge, interest and desire for learners to action. These activities are unique since they are experiential-based and promote active and functional learning. Educators can easily tap to these activities due to their practical applications in varied classroom settings.
- **The DRRE Core Team developed the DRRE Integration Matrix** which can be used by the educators as reference guide when integrating the activities into the subjects or learning areas through the guidance of SEEDS Asia.
- **Focused on three (3) DRRE Programs from Kindergarten to Grade 10 levels which are** (a) causes and mechanisms of natural hazards, (b) hazard risks and impacts and (c) preparedness and mitigation measures including linkage and networking.
- **Establishment of DRRE goals** (overall and per grade level), **objectives** (per grade level and program) **and scope** (per grade level).

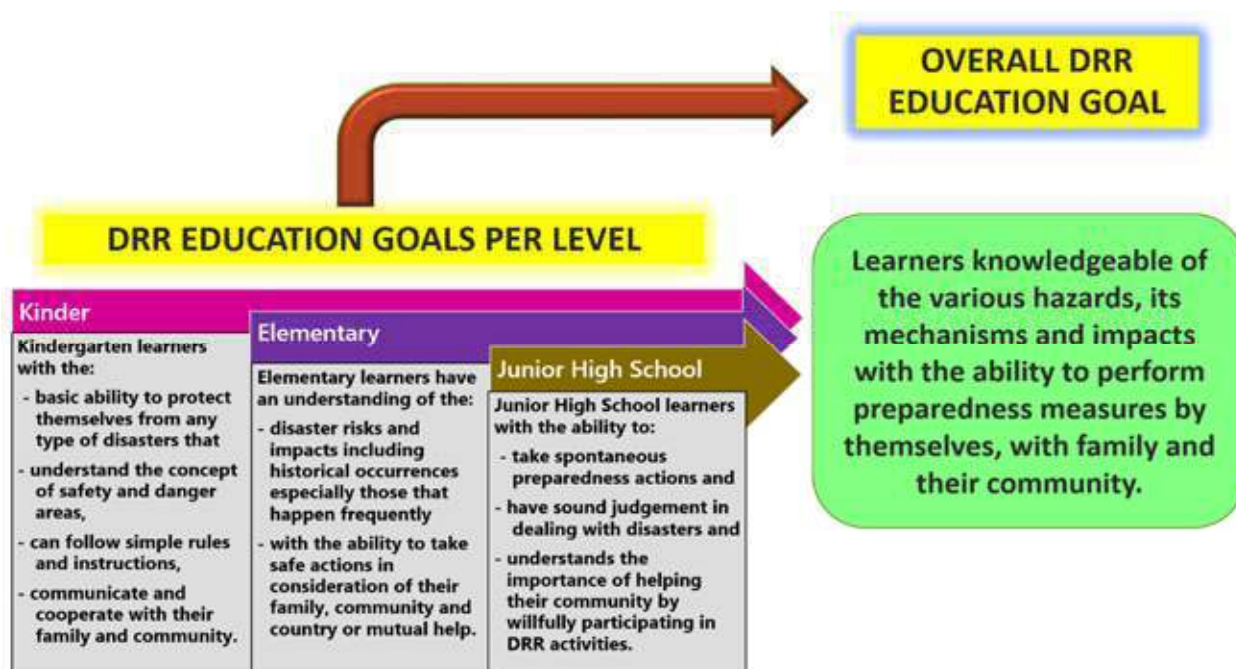


Figure 110. DRRE Goals

C. SHARING OF OUTPUTS AT THE NATIONAL LEVEL

- **SEEDS Asia organized two (2) national level forums called the National Disaster Risk Reduction and Resilience in Education Forum** in close partnership with DepEd. These Forums were aimed at sharing the outputs and lessons learned from the DRRE Project and increasing the awareness of the participants on the importance of DRRE in order to improve the resiliency of the community from disasters.
 1. 1st National Disaster Risk Reduction and Resilience in Education Forum – November 10, 2015 with total of 127 participants held at Bulwagan ng Karunungan Conference Hall, DepEd National;



Figure 111. 1st National DRRRE Forum

2. 2nd National Disaster Risk Reduction and Resilience in Education Forum – February 13, 2017 with a total of 109 participants held at Marco Polo Hotel Ortigas, Pasig City.



Figure 112. 2nd National DRRRE Forum

VI. Project Features

1. FOSTERING SENSE OF OWNERSHIP TO THE PROJECT

- Participatory approach by involving the beneficiaries directly in the process of conceptualization, planning and implementation:
 - ✓ DRRE Capacity Building Training Program and Delivery Design was done by the Core Team and SEEDS Asia only guided them through the process.
 - ✓ The system and format of training delivery adapted were based on the standards of DepEd.
 - ✓ DRRE goals, objectives, scopes and the Integration Matrix were developed by the Core Team themselves.
 - ✓ Session Guides used in the training topics were developed by the Core Team using the DepEd standard format.
 - ✓ Sharing of roles and responsibilities through the direct involvement in the planning and preparation for the capacity building trainings of the Core Team and teacher trainers.
 - ✓ Trainers were the Core Team and the trained teachers eventually became trainers also for their respective Divisions.
 - ✓ Integration of DRRE was through the initiative of the teacher based on the learning competencies of the Basic Education Curriculum and not dictated by SEEDS Asia.

2. EFFICIENCY, EFFECTIVITY AND FLEXIBILITY

- Involving the key officials of the DepEd at different levels of hierarchy in the implementation process:
 - ✓ **DepEd Central** – DRRMS;
 - ✓ **DepEd Region 7** – Regional Director, Region DRRM Coordinator/Focal Person, CLMD, Administrative Division
 - ✓ **DepEd Divisions** – SDS, Division DRRM Focal Person, CID and SGOD
 - ✓ **Schools** – School Head/Principal, School DRRM Coordinator and the Teachers
- Basing the major Project activity schedules from the officially issued School Year (SY) Calendar of DepEd. Building of consensus for the conduct of any major activity with DepEd RO7 especially with the Core Team and the beneficiaries.
- Regular coordination meetings, accomplishment reporting and informing the Project beneficiaries of the upcoming activities/events/trainings.
- Foreseeing implementation challenges and conducting consultation meetings with key officials of DepEd RO7 to immediately address them.

3. LINKING AND NETWORKING

- Involving the key local stakeholders and authorities in order to connect with the community:
 - ✓ Getting the cooperation and support of the local government key authorities by introducing the Project to the Mayor and the Local DRRM Officer;
 - ✓ Involvement of the school PTA and the barangay officials (such as the barangay captain).
 - ✓ SEEDS Asia provided Project briefing meetings to the school PTAs, barangays and PTA and explained their important roles and responsibilities in the implementation of DRRE and enumerating the assistance needed.
 - ✓ Local DRRM Officers were invited to be resource speakers in school coordination meetings for the presentation of their DRRM plans and programs.
 - ✓ SEEDS Asia always emphasized to the Project beneficiaries the importance of school-community linkage and the effectivity of role-sharing methodology.

VII. Conclusion

The "Project for Capacity Building on Disaster Risk Reduction Education through Cooperation with Local Community in Cebu Province" have significantly made an impact to its beneficiaries by increasing their awareness on the importance of acknowledging past disasters which have negatively affected them and learning from it and preparing for possible hazards and risks which may affect their lives at any time. This Project have empowered the educators by capacitating and teaching them that they can do something in order to reduce their risks from natural hazards and that education is a powerful method that can be used to spread DRR effectively to the community. **As a direct result of this Project a total of one hundred eighty-four (184) educators from DepEd have been capacitated for DRRE.** Moreover realizing its importance by **the Division Project beneficiaries, through their own initiative and resources, have spread out DRRE to a total of 1,352 educators within the Project implementation period** and other Divisions shall continue its roll-out soon. **DepEd RO7 also took upon themselves to complement the Project** by organizing a three (3) day "Regional Conference-Workshop on Consolidation of DRR Initiatives" through the leadership of the Regional Director because they also believed in the cause of reducing disaster risks through education. Other Project activities were also support by DepEd RO7 by sharing counterpart funds and resources and issuances of regional and division level memorandums.

Experience, as they say, is the best teacher but most of the time when time have passed by we forget. However through continuous education the minds are slowly shaped and eventually, in the long run, DRR may be a way of life for the learners. From the original Project target of fifty (50) students per Model and Promotion Schools, **the number of students taught by the trained teachers sums up to nine thousand seven hundred eighty-eight (9,788) which have been reached by DRRE.** This number of students taught is only based on the handled class by the educators trained directly by SEEDS Asia and does not include those trained through the initiative of the Divisions. Learning is a process and it takes time to know whether a change in behavior is achieved or not. In this regard, the impact of DRRE to these students may still be inconclusive at the moment.

The twenty-one (21) DRR Education activities recommended by SEEDS Asia are practical methods which is anchored on the KIDA Model Approach that promotes active and collaborative learning. KIDA Model emphasizes on Knowledge, Interest, Desire and Action which best represents the phases of the learning process that is through gaining information, realization, appreciation and then implementation. Based on several research, active learning outcomes include increased content knowledge, critical thinking and problem-solving abilities, positive attitudes towards learning in comparison to traditional lecture-based delivery, increased enthusiasm for learning in both students and instructors and improving students' perceptions and attitudes towards information literacy, among others (Queen's University, 2017).

Through this Project also, the gap between the school and community was bridged together by inviting the LGUs through their Local DRRMOs, barangays and the school PTAs in the coordination meetings and actively involving them. Role sharing and establishing links and networks to augment the needed resources for DRRE implementation were underscored and that schools does not have to stand-alone in addressing concerns on DRR were realized by the schools in the process. The divisions and schools became aware of the role of their respective barangays and local governments for DRR especially of the DRRM funds which can be used for trainings as part of preventive measure from disasters.

The integration of DRRE is based on the enhanced Basic Education Curriculum of DepEd which covers not just science-based subjects but all the subjects from Kindergarten to Grade 10 levels which makes the approach a pioneer in the Philippines. The training program and delivery design was not spoon-fed by SEEDS Asia but was created together with the DRRE Core Team. The different hierarchical authority in DepEd from national to school level was involved together with the school PTAs, barangays and LGUs in the process of Project implementation. All of these combined together, makes for a comprehensive approach for DRRE that involves the community. On top of these, DRRE did not start and finished with the pilot schools but will continue to be cascaded on to other schools because the cause is believed by the Project beneficiaries to be effective that should be widespread considering the increasing severity and negative impacts of natural hazards.

Annexes

ANNEX 1: LIST OF TRAINED TEACHERS PER SCHOOL

ANNEX 2: LIST OF ADDITIONALLY TRAINED PERSONNEL FROM THE DIVISIONS (excluding DRRE Core Team Members)

ANNEX 3: DRRE INTEGRATION MONITORING FORM FOR TEACHERS (CLASSROOM-BASED DRR EDUCATION INTEGRATION INTO LESSONS)

ANNEX 4: DRR EDUCATION INTEGRATION MONITORING FORM FOR TEACHERS (SCHOOL-BASED DRR EDUCATION ACTIVITY)

ANNEX 5: INSTRUCTIONAL PLAN (iPLAN) TEMPLATE

ANNEX 1: LIST OF TRAINED TEACHERS PER SCHOOL

DEPED DANA O DIVISION					
GUINSAY ELEMENTARY SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	ANGELI C. CLAVERO	MASTER TEACHER 1	KINDERGARTEN	LITERACY AND NUMERACY
	2	CHERYL B. HIYAS	TEACHER III/ASSISTANT PRINCIPAL <i>(Reassigned to another school as of June 2016)</i>	NONE	NONE
	3	DINA R. DAGATAN	PRINCIPAL III	NONE	NONE
	4	GERAMIE M. MASONG	TEACHER III	6	EDUKASYON SA PAGPAPAKATAO (ESP), MATHEMATICS, ARLING PANLIPUNAN (AP)
	5	JILL A. DAYON	TEACHER II	6	EDUKASYON SA PAGPAPAKATAO (ESP), FILIPINO, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	6	LUCILA M. VALENCIA	TEACHER III	4	ALL SUBJECTS
	7	MARBI S. LAUM	TEACHER I	1	ALL SUBJECTS
	8	MAYSHIEL Y. LAO	TEACHER III	1	ALL SUBJECTS
	9	MERCIDITA N. TUMAMAC	TEACHER III	1	ALL SUBJECTS
	10	NILDA A. GIDUCOS	TEACHER III	4	ALL SUBJECTS
	11	RATCHIE MARIE G. MECA	TEACHER I	KINDERGARTEN	LITERACY AND NUMERACY
	12	SHEILA B. DUTERTE	TEACHER I	3	ALL SUBJECTS
DEPED BOGO CITY DIVISION					
BEATRIZ. D. DURANO MEMORIAL NATIONAL HIGH SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	BHAVES J. CONSERMAN	TEACHER I	8	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	2	EDRALYN M. BETONIO	TEACHER I	7	MATHEMATICS
	3	JELYN P. CAPUYAN	TEACHER III	8, 10	ARALING PANLIPUNAN (AP)
	4	MARCIAL JIGO C. CASTRO	TEACHER I	10	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	5	MARIANNE C. GUILLERMO	TEACHER III	8, 9	ENGLISH
	6	MARICEL E. JORQUIA	TEACHER I	7	FILIPINO
				8	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	7	MC ARLEY T. ARRESGADO	TEACHER I	8, 9	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	8	MERVIC C. CUIZON	TEACHER I	8	SCIENCE
	9	RAMIL G. LAVADOR	PRINCIPAL I	NONE	NONE
	10	RHEA ROSE C. CAPAROSO	TEACHER I	7	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	11	RINA LOU T. PRIETO	TEACHER I	9	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	12	VIRGINIA B. MONARES	TEACHER I	9, 10	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
				10	EDUKASYON SA PAGPAPAKATAO (ESP)
DEPED BOGO CITY DIVISION					
BOGO CENTRAL SCHOOL I		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	CAROLYN P. VELASCO	MASTER TEACHER I	3	ALL
	2	CHERYL Y. FLORES	TEACHER I	KINDERGARTEN	ALL
	3	DOREN ANN M. INHUG	TEACHER I	KINDERGARTEN	ALL
	4	EUGENIO V. CATADMAN	MASTER TEACHER I	6	MATHEMATICS, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), EDUKASYON SA PAGPAPAKATAO (ESP)
	5	GALILEE A. YLANAN	PRINCIPAL II	NONE	NONE
	6	GUILLERMO YLANAN, JR.	TEACHER III	6	ARALING PANLIPUNAN (AP)
	7	MYRLEY B. MIRAMBEL	TEACHER III	5	FILIPINO, EDUKASYON SA PAGPAPAKATAO (ESP)
	8	NIÑA ROSE C. DISTOR	TEACHER I	1	ALL
	9	RACHELLE C. CATADMAN	MASTER TEACHER I	4	MATHEMATICS, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), EDUKASYON SA PAGPAPAKATAO (ESP)

	10	RECHELLE G. ESTIOLA	TEACHER III	1	ALL
	11	RENAFLOR M. MALUNDA	TEACHER I	2	ALL
	12	VILMA A. TULABING	TEACHER III	1	ALL
				4	ARALING PANLIPUNAN (AP)
		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
CITY OF BOGO SCIENCE AND ARTS ACADEMY	1	AILEN U. GASTARDO	TEACHER I	9, 10	MATHEMATICS, ICT
	2	ANAMIE A. PESCANTE	TEACHER I	7, 9	FILIPINO
				8	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
				8	CREATIVE WRITING
	3	GISELL ANN B. STA. RITA	TEACHER I	7, 8	ENGLISH
				7	CREATIVE WRITING
	4	JESSELLE MARIE D. LAXA	TEACHER I	9, 10	SCIENCE
	5	JIMMY C. ATON II	TEACHER I	10	SCIENCE
				8,10	RESEARCH II
	6	JOSAMMY A. MACASIL	TEACHER I	7	SCIENCE, RESEARCH I
	7	JULIE ANN S. PELAYO	TEACHER II	10	EDUKASYON SA PAGPAPAKATAO (ESP)
				7, 8, 9, 10	ICT
				7, 8	MEDIA ARTS
	8	KRISTHYL S. ESTAY	TEACHER I	7, 8	MATHEMATICS
	9	MIRAFLORE L. JUMAO-AS	TEACHER III	7, 8, 9	EDUKASYON SA PAGPAPAKATAO (ESP)
				8	FILIPINO
	10	NATASHA JANE O. YGOT	TEACHER I	8	SCIENCE
9				INVESTIGATORY PROJECT	
11	NERIE P. YNOT	TEACHER I	7, 8, 9, 10	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)	
12	ROGENO Q. VALENZUELA	TEACHER I	9, 10	ENGLISH	
			10	MEDIA ARTS	
DEPED CEBU PROVINCE DIVISION- DAANBANTAYAN DISTRICT					
DAAN- BANTAYAN CENTRAL ELEMENTARY SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	BETHSY V. DELIARTE	TEACHER II	SPED-INTELLECTUAL DISABILITY	
	2	CECILIA M. KANGKEE	TEACHER II	3	ALL SUBJECTS
	3	FLORDEMI C. CONDE	TEACHER II	1	ALL SUBJECTS
	4	JAYMA M. JULKIPLI	TEACHER I	KINDERGARTEN	ALL SUBJECTS
	5	JEAN ROSE A. BALDEKASYON SA PAGPAPAKATAO (ESP)IÑOSA	TEACHER I	6	SCIENCE, ENGLISH
	6	JOHN LOUIE G. ARCIPE	TEACHER I	SPED-VISUALLY IMPAIRED	
	7	KAYE JAEZEL B. CONDES	TEACHER I	KINDERGARTEN	ALL SUBJECTS
	8	LORINA PEPITO	TEACHER II	2	ALL SUBJECTS
	9	MA. LOLITA M. DESCARTIN	TEACHER III	4	ALL SUBJECTS
	10	MARIA ELVIC G. DUBLIN	TEACHER II	2	ALL SUBJECTS
	11	ROSA A. CUTAB	PRINCIPAL I <i>(Retired as of September 2016)</i>	NONE	NONE
12	VIRNA LUZ D. GODINEZ	TEACHER II	GRADE 1	ALL SUBJECTS	
		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
TAPILON NATIONAL HIGH SCHOOL	1	ALBERT O. ORBETA	TEACHER III	8, 9, 10	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
				10	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	2	ANA D. ORBETA	TEACHER III	9	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
				10	ENGLISH
	3	BEVERLY A. DUPLA	TEACHER I	7	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
				8	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	4	CECILIA T. DEDUKASYON SA PAGPAPAKATAO (ESP)I	TEACHER III	9	MATHEMATICS
				10	EDUKASYON SA PAGPAPAKATAO (ESP)
	5	CHRIS-ANN D. ABARCA	TEACHER I	9	ENGLISH, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

	6	DULCE BLESS D. ABARCA	TEACHER I	7	ENGLISH
				8, 9	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	7	GUINEVERE V. FORMENTERA	TEACHER I	8	FILIPINO
				9	SCIENCE
	8	HAROLD L. ARRIBADO	TEACHER III	7	FILIPINO
				9	ARALING PANLIPUNAN (AP)
	9	LEANDRO B. YASE	TEACHER I	8	ENGLISH
				9, 10	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	10	LEVIMAE T. COMPRA	TEACHER I	8	SCIENCE, ENGLISH
				9	EDUKASYON SA PAGPAPAKATAO (ESP)
	11	NECIFORA M. ROSALES	PRINCIPAL I (Reassigned to Calape National High School as of August 2016)	NONE	NONE
	12	RHEA R. CALINAWAN	TEACHER I	7	EDUKASYON SA PAGPAPAKATAO (ESP)
DEPED CEBU CITY DIVISION					
CEBU CITY CENTRAL ELEMENTARY SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	LYRA L. ILLAGA	PRINCIPAL III	NONE	NONE
	2	JOEL BENJAMIN P. MOMONGAN	TEACHER I	GRADE 6	ENGLISH, FILIPINO, EDUKASYON SA PAGPAPAKATAO (ESP)
	3	ROSALITA R. PEPINO	MASTER TEACHER II	GRADE 1	EDUKASYON SA PAGPAPAKATAO (ESP), MATH, MTB, ENGLISH, FILIPINO, ARALING PANLIPUNAN (AP), MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	4	MA. THERESA C. TANUS	MASTER TEACHER I	GRADE 2	ALL SUBJECTS
	5	GRACE G. SABANAL	MASTER TEACHER I	GRADE 3	ENGLISH, FILIPINO, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), EDUKASYON SA PAGPAPAKATAO (ESP)
	6	JANE G. BACUS	MASTER TEACHER II	GRADE 4	SCIENCE, ARALING PANLIPUNAN (AP), EDUKASYON SA PAGPAPAKATAO (ESP)
	7	BIA C. BARCENILLA	MASTER TEACHER II	GRADE 5	MATHEMATICS
	8	MARIA FLORDELIZA P. BAS	MASTER TEACHER I	GRADE 6	FILIPINO, ARALING PANLIPUNAN (AP), EDUKASYON SA PAGPAPAKATAO (ESP)
	9	ANNE M. ALENDAJAO	MASTER TEACHER I	GRADE 4	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
				GRADE 5	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)
	10	JUDALINE C. GARCIANO	MASTER TEACHER I	GRADE 4	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)
	11	DUFFIL N. GERSAMIO	MASTER TEACHER I	GRADE 1 AND 2	COMP. ED.
				GRADE 6	SCIENCE
	12	ANALIE P. LABRADOR	TEACHER III	GRADE 5	SCIENCE, ARALING PANLIPUNAN (AP), EDUKASYON SA PAGPAPAKATAO (ESP)
DEPED CARCAR CITY DIVISION					
CARCAR CITY CENTRAL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	JOBELLE D. MEDALLE	TEACHER I	KINDERGARTEN	LITERACY AND NUMERACY
	2	MARIVIC C. CUI	TEACHER I	GRADE 1	ALL SUBJECTS

ELEMENTARY SCHOOL	3	JUDITH I. ALCUIREZ	PRINCIPAL I	NONE	NONE
	4	MERCY R. TENCHAVEZ	TEACHER II	GRADE 6	ENGLISH
	5	ELOIDA A. QUINDALA	TEACHER III	GRADE 1 AND 3	ALL SUBJECTS
	6	JUVELYN B. BACUS	TEACHER III	GRADE 2	ALL SUBJECTS
	7	ALEXANDER R. OHAGAYON	TEACHER I	GRADE 6	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP) AND MATHEMATICS
	8	ANTONIETA L. QUIJANO	TEACHER III	ENGLISH, MATHEMATICS - HEADSTART BRAILLE READING & WRITING	
	9	ROXAN E. PANUGALING	TEACHER I	GRADE 5 AND 6	COMP. ED.
	10	JOEL F. CANENCIA	TEACHER III	GRADE 4	ENGLISH AND EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)
	11	MARIA ANACORETTE S. LAPUTAN	MASTER TEACHER I	GRADE 5	ENGLISH
	12	NOVE CATHERINE P. ALCUIZAR	MASTER TEACHER I	GRADE 5	MATHEMATICS
DEPED TOLEDO CITY DIVISION					
TALAVERA ELEMENTARY SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	WHELYN B. ALQUEZA	TEACHER I	KINDERGARTEN	ALL DOMAINS
	2	MARQUEZA R. PEPITO	TEACHER II	GRADE 1	EDUKASYON SA PAGPAPAKATAO (ESP), MTB, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), FILIPINO, MATHEMATICS, ENGLISH, ARALING PANLIPUNAN (AP)
	3	CATHERINE L. VILLARIN	TEACHER II	GRADE 2	EDUKASYON SA PAGPAPAKATAO (ESP), MTB, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), ENGLISH
	4	JHININE P. ESPADILLA	TEACHER I	GRADE 3	EDUKASYON SA PAGPAPAKATAO (ESP), MTB, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), FILIPINO, MATHEMATICS, ENGLISH, ARALING PANLIPUNAN (AP)
	5	JOAN N. AQUINO	TEACHER II	GRADE 4	EDUKASYON SA PAGPAPAKATAO (ESP), MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), MATHEMATICS, ENGLISH
	6	MARVIN B. PARDILLO	TEACHER I	GRADE 3	EDUKASYON SA PAGPAPAKATAO (ESP), ENGLISH, SCIENCE, ARALING PANLIPUNAN (AP)
	7	CRESLENE A. JAGDON	TEACHER I	GRADE 4	EDUKASYON SA PAGPAPAKATAO (ESP), MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), MATHEMATICS, ENGLISH, FILIPINO
	8	MIERA A. CANDELASA	TEACHER III	GRADE 5	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP), ARALING PANLIPUNAN (AP)
	9	MARITES S. OYAO	MASTER TEACHER I	GRADE 6	EDUKASYON SA PAGPAPAKATAO (ESP), MATHEMATICS, ENGLISH, ARALING PANLIPUNAN (AP), MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	10	JANETTE M. GONZALES	MASTER TEACHER I	GRADE 6	EDUKASYON SA PAGPAPAKATAO (ESP), ENGLISH, SCIENCE, ARALING PANLIPUNAN (AP), MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	11	COZY C. CANDELASA	TEACHER II	GRADE 6	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP), FILIPINO
	12	MELCHOR B. SAMPER	PRINCIPAL II	NONE	NONE
DEPED LAPU-LAPU CITY DIVISION					
BUAYA ELEMENTARY SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	CAROLINE E. DEL CORRO	TEACHER III	GRADE 6	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)


	2	CATHLYN G. TRINIDAD	TEACHER III	GRADE 5	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)
	3	MA. ELENA V. BARING	MASTER TEACHER I	GRADE 6	MATHEMATICS
	4	JESUSA JESSICA P.BONSIT	MASTER TEACHER I	GRADE 5	ARALING PANLIPUNAN (AP)
	5	LAVELLA S. SITOY	MASTER TEACHER I	GRADE 5	ENGLISH
	6	GLORIA N. LOVETE	TEACHER I	GRADE 3	ALL SUBJECTS
	7	ROMEL S. FAJARDO	TEACHER III	GRADE 5	SCIENCE
	8	ALVIN S. LOREMIA	TEACHER I	GRADE 4	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)
	9	JULIENA R. CASIO	TEACHER I	GRADE 2	ALL SUBJECTS
	10	LYN B. MOSQUEDA	TEACHER III	GRADE 5	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	11	ELVIE E. SENERPIDA	TEACHER III	GRADE 1	ALL SUBJECTS
	12	GRACE L. CATAGCATAG	TEACHER III	GRADE 5	ARALING PANLIPUNAN (AP)
DEPED MANDAUE CITY DIVISION					
MANDAUE CITY COMPREHENSIVE NATIONAL HIGH SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	ARLINA Y. AMANTE	PRINCIPAL IV	NONE	NONE
	2	NOEL B. DACULAN	MASTER TEACHER II	GRADE 9 AND 10	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	3	EMILY C. CABUSA	MASTER TEACHER I	GRADE 10	ENGLISH
	4	FELBIRT L. ATILLO	TEACHER I	GRADE 8, 11	MATHEMATICS
				GRADE 8	EDUKASYON SA PAGPAPAKATAO (ESP)
	5	ISIDRO JEFREY A. GARCES	MASTER TEACHER I	GRADE 9, 10	ENGLISH
	6	JOEMARIE C. APOR	TEACHER I	GRADE 10	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	7	LEONILA R. VALE	MASTER TEACHER I	GRADE 8	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	8	MARIA CATHERINA A. DINOY	TEACHER III	GRADE 10	ENGLISH
	9	MARINA A. GARBO	MASTER TEACHER IIII	GRADE 9	SCIENCE
	10	VERONICA M. ENGLIS	SECONDARY SCHOOL TEACHER III	GRADE 9	ARALING PANLIPUNAN (AP), TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	11	VILMA D. MORALDE	MASTER TEACHER I	GRADE 7	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
				GRADE 9	TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)
	12	WINEFREDA C. RUIZ	MASTER TEACHER I	GRADE 7	ENGLISH
DEPED NAGA CITY DIVISION					
BALIRONG ELEMENTARY SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	MELCHORA E. ALFEREZ	PRINCIPAL I	NONE	NONE
	2	NOEMI A. LAPIZ	TEACHER I	GRADE 3	ALL SUBJECTS
	3	ETHEL R. APINARDO	TEACHER II	GRADE 5	ENGLISH, EDUKASYON SA PAGPAPAKATAO (ESP) AND MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	4	MERLINA P. PADERNAL		GRADE 5	ALL SUBJECTS
	5	GRELOURES MAY V. ILLUSTRISIMO	TEACHER I	GRADE 4	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)
				GRADE 1	ARALING PANLIPUNAN (AP)
	6	JUDELIN T. DAROY	TEACHER II	GRADE 1	ALL SUBJECTS
	7	DIANE RICHEL E. ALGARME	TEACHER I	KINDERGARTEN	ALL DOMAINS
	8	MARJIL T. SASAN	TEACHER I	GRADE 5	MATHEMATICS, EDUKASYON SA PAGPAPAKATAO (ESP), MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	9	NIMFA D. PACAÑA	TEACHER III	GRADE 6	EDUKASYON SA PAGPAPAKATAO (ESP), ARALING PANLIPUNAN (AP), MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	10	MARGARITA M. SAMSON	TEACHER III	GRADE 5	EDUKASYON SA PAGPAPAKATAO (ESP), SCIENCE, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

	11	NANCY P. SAYSON	TEACHER II	GRADE 4	MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH), EDUKASYON SA PAGPAPAKATAO (ESP), ENGLISH, MATHEMATICS, ARLING PANLIPUNAN (AP)
	12	RAQUEL P. MANDALONES	TEACHER III	GRADE 5	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP)
DEPED TALISAY CITY DIVISION					
TANKE ELEMENTARY SCHOOL		NAMES	POSITION	GRADE LEVEL	SUBJECTS HANDLED
	1	WAMA LAIDA V. LLENOS	TEACHER I	GRADE 6	MATHEMATICS
	2	JAYSON B. MANAYON	TEACHER II <i>(Reassigned to another school as of August 2016)</i>	GRADE 6	SCIENCE
	3	CHERAMIE H. BARTOLABA	TEACHER I	GRADE 6	FILIPINO
	4	NOVELYN T. LAÑAS	TEACHER I	GRADE 6	ENGLISH, MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)
	5	CURT REY ELMAR P. BACALSO	TEACHER I	GRADE 6	EDUKASYONG PANTAHAN AT PANGKABUHAYAN (EPP) AND ARLING PANLIPUNAN (AP)
	6	JOCELYN V. ALEJADO	TEACHER I	GRADE 1	ALL SUBJECTS
	7	CAREN S. CABRERA	TEACHER I	KINDERGARTEN	LITERACY AND NUMERACY
	8	GINALYN M. CABANES	TEACHER I	KINDERGARTEN	LITERACY AND NUMERACY
	9	MARIA ELENA T. RIJOSO	TEACHER I	GRADE 2	ALL SUBJECTS
	10	VIRGILIO C. LIBREA	TEACHER I	KINDERGARTEN	ALL SUBJECTS
LINAO ELEMENTARY SCHOOL	11	MARK ELVIE G. RITA	TEACHER I	GRADE 5 AND 6	MATHEMATICS, SCIENCE
TALISAY CITY CENTRAL ELEMENTARY SCHOOL	12	JEROME C. LAURENTE	TEACHER I	GRADE 5	MATHEMATICS


ANNEX 2: LIST OF ADDITIONALLY TRAINED PERSONNEL FROM THE DIVISIONS
(excluding DRRE Core Team Members)

NAME	POSITION	OFFICE	DIVISION
1. Dr. Mary Ann P. Flores	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Cebu Province
2. Engr. Ester S. Roldan	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Cebu Province
3. Ms. Grecia F. Bataluna	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Cebu City
4. Dr. Theron Abel L. Aranas	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Cebu City
5. Dr. Fay C. Luarez	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Mandaue City
6. Mr. Amiele D. Yngayo	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Mandaue City
7. Dr. Oliver M. Tuburan	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Lapu-Lapu City
8. Ms. Ma. Elena D. Berame	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Lapu-Lapu City
9. Ms. Maria Lourdes L. Ipong	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Talisay City
10. Dr. Byrceles P. Daan	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Talisay City
11. Ms. Mary Jane J. Powao	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Carcar City
12. Mr. Randy A. Watin	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Carcar City
13. Dr. Genda P. De Gracia	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Naga City
14. Mr. Conrado M. Dejarne Jr.	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Naga City
15. Dr. Gemma Gay T. Alvez	Chief Education Supervisor	Curriculum and Implementation Division (CID)	Toledo City
16. Ms. Annaliza E. Sardovia	Division DRRM Coordinator	School Governance and Operations Division (SGOD)	Toledo City
TOTAL NUMBER OF PERSONNEL TRAINED: 16			

ANNEX 3: DRRE INTEGRATION MONITORING FORM FOR TEACHERS (CLASSROOM-BASED DRR EDUCATION INTEGRATION INTO LESSONS)

<div></div> <div>DRR EDUCATION INTEGRATION MONITORING FORM FOR TEACHERS (Classroom-based DRR Education Integration into Lessons)</div>		
Name of School:		
DepEd Division:		
Name of Teacher:		
Position:		
Grade levels/Subjects Handled (e.g. Grade 5/Science):		
SUBJECT:		NO. OF STUDENTS:
QUARTER:	SECTION:	GRADE LEVEL:
WITH iPLAN? <input type="checkbox"/> YES <input type="checkbox"/> NO, directly applied.		
Lesson Topic of DRR Education Integration:		Date Conducted:
Which DRR Education Activity was used?		
Brief Description of the DRR Education integration into the lesson:		
Photo Documentation of the Classroom Activity		
Note: Please include necessary attachments (e.g. iPlans, etc.)		

ANNEX 4: DRR EDUCATION INTEGRATION MONITORING FORM FOR TEACHERS (SCHOOL-BASED DRR EDUCATION ACTIVITY)

		DRR EDUCATION MONITORING FORM FOR SCHOOL HEADS (School-based DRR Education Activity)	
Name of School:			
DepEd Division:			
School Address:			
Name of School Head:			
ACTIVITY/EVENT TITLE:			
Date conducted:			
DID THE SCHOOL INITIATE/LEAD THE ACTIVITY?			
<input type="checkbox"/> Yes.			
<input type="checkbox"/> No, it was initiated in partnership with: <i>(Please tick who led the activity from the choices below)</i>			
<input type="checkbox"/> Barangay <input type="checkbox"/> PTA <input type="checkbox"/> Local DRRM Office <input type="checkbox"/> Other/s (Specify): _____			
IF YOUR ANSWER IS <u>YES</u> ABOVE, DID YOU HAVE PARTNERS?			
<input type="checkbox"/> Yes, partner/s are: <input type="checkbox"/> Barangay <input type="checkbox"/> PTA <input type="checkbox"/> Local DRRM Office <input type="checkbox"/> Other/s:			
<input type="checkbox"/> No, just the school.			
Indicate the participants of the DRR Activity, please specify: <i>(e.g. teachers, students, parents, community members, etc.)</i>			
Total Number of Participants:			
Please specify the DRR Education Activity/Activities used:			
Brief Description of the Activity			
Photo Documentation of the School-Based activity			

ANNEX 5: INSTRUCTIONAL PLAN (iPLAN) TEMPLATE

Instructional Plan (iPlan) (With DRRE integration)

Learning Area: _____ Grade Level: _____ Quarter: _____ Duration: _____
Competency with Code: _____

1. Learning Objectives:

Knowledge:

Skill:

Attitude:

Values:

2. Content:

3. Learning Resources:

4. Procedures

Introductory Activity

Activity

Analysis

Abstraction

Application

Assessment

Assignment

Prepared by:

Name: School:

Position/Designation: Division:

Contact Number: Email address:

Bibliography

Appendices: (attach all materials that will be used)

1. Activity Sheet ...
2. Formative Assessment ...
3. Answer Key...
4. Handouts ...
5. PowerPoint Presentation ...
6. Others

Style Guide for iPlan Template

- | | | | |
|----|-------------|---|---|
| 1. | Paper Size | - | A4 |
| 2. | Margin | | |
| | Top | - | 1 inch |
| | Bottom | - | 1 inch |
| | Left | - | 1 inch |
| | Right | - | .5 inch |
| | Gutter | - | .5 inch |
| | Header | - | .5 inch |
| | Footer | - | .5 inch |
| 3. | Font Style | - | Times New Roman |
| 4. | Font Size | - | 11 pt. |
| 5. | Headings | - | 11 pt. bold |
| 6. | Header Text | - | DepEd RO 7 and iPlan logo with Republic of the Philippines Logo |
| 7. | Footer Text | - | Page No. at the center |

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DRR Education application in classes, (up) English class at Carcar City Central Elementary School and (down) Math class at Talavera Elementary School



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

A partnership initiative of SEEDS Asia, the
Philippine Department of Education National
and Region VII, Hyogo Prefectural Board of
Education and JICA.