

Regional Consultation Meeting on Education and Resilience

in East Asia and the Pacific

November 4-7, 2014

Session 3C: Monitoring and Evaluation of C/DRR:
Tools and Strategies

Philippine Experience on the IIEP Self-Monitoring
and Reporting Mechanism Questionnaire

A Self-Monitoring and Reporting Mechanism on Education Policies and Plans for Conflict and Disaster Risk Reduction for Sustainable Development



The Philippines, participated in the 2013 administration of **A Self-Monitoring and Reporting Mechanism on Education Policies and Plans for Conflict and Disaster Risk Reduction for Sustainable Development**

- It is a questionnaire that Ministries of Education (MoEs) can use to document progress to integrate conflict and disaster risk reduction (C/DRR) into education policies and plans at the national level, and to a limited extent at school level.
- It addresses key areas in which C/DRR can be included in education policy and planning documents and processes. The questionnaire can help MoEs determine what actions are needed to make C/DRR an integral element of education sector planning.
- The questionnaire was administered through the South East Asia Centre of Lifelong Learning for Sustainable Development (SEA CLLSD). The Centre assisted UNESCO in coordinating with the concerned participating agencies



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The questionnaire has seven thematic concerns

1. Conflict and disaster risk assessment
2. Policies for risk reduction
- 3.a Education sector plans for risk reduction
- 3.b Implementation of priority C/DRR programmes
- 3.c Teaching and learning
4. Organizational arrangements and coordination
5. Costing and financing
6. Monitoring and evaluation
7. Capacity development

The process involved in accomplishing the questionnaire:

1. The Philippine National Commission for UNESCO, through SEA CLLSD, transmitted the questionnaire to the Department of Education (DepEd) which in turn:
 - requested the 3 concerned DepEd operating units – Bureaus of elementary Education, Secondary Education and the Bureau of Alternative Learning System, for the data needed in accomplishing the questionnaire
 - requested the 17 DEpED regional offices and other concerned units for the needed data

The process involved in accomplishing the questionnaire (cont'd)

2. SEA CLLSD conducted the following activities to provide technical assistance

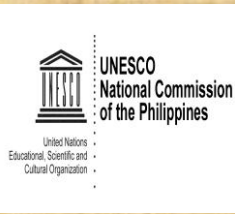
- a series of dialogues with the three DepEd bureaus to provide technical assistance in accomplishing the questionnaire.
- a continuing “conversation” with one of the DepEd regional offices – Region 5 in the Process of accomplishing the questionnaire

The process involved in accomplishing the questionnaire (cont'd)

3 In its conversations with the concerned DepEd units involved in DRRM, UNESCO NatCom and SEA CLLSD and these units reviewed the following antecedent UNESCO activities participated in by DepED:

- The **2012 UNESCO Education in Emergencies for Sustainable Development** project which aimed to sensitize education policy makers on the importance of EiE/DRR in education through the provision of technical assistance for the facilitation of national-level trainings to education sectors in target countries.

In a two day DRRM workshop and field visit, the 17 DEpEd regional directors refined their DRRM plans which articulated the over-all objectives, activities and continuing review and monitoring schemes



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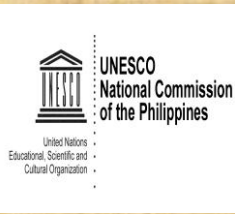


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The process involved in accomplishing the questionnaire (cont'd)

- ***UNESCO/UNICEF Technical guidance for integrating disaster risk reduction in the school curriculum: Towards a Learning culture of Safety and resilience***—for policy-makers in governments, NGOs and UN agencies and addressed the main curricular goals, learning objectives, alternative teaching and learning approaches, the sequencing of acquiring relevant knowledge, attitudes, and skills, key topics, supportive learning materials.

With technical assistance from SEA CLLSD, the DepEd (national and Region 5) participated in piloting *Towards a Learning Culture of Safety and Resilience (TLCSR) TOOL Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum from Asia -- A Regional Consultation*



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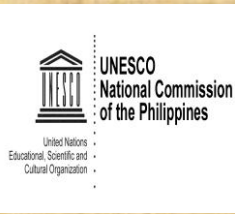
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Summary Discussion on the Responses to the Self-Monitoring and Reporting Mechanism Questionnaire

- The three activities involved in the process of accomplishing the self-monitoring questionnaire **gave substantial inputs to the responses in the questionnaire**
- The three main bureaus of the DepED – Elementary, Secondary and Alternative Learning System– as well as the DepEd regional offices, and other operating units have been able refine their plans and activities, are presently guided by the 7 thematic concerns of the self-monitoring questionnaire.
- These **seven thematic concerns** of the questionnaire serve as a **major reference document** which provides **guideposts** in the monitoring activities of DRRM by the concerned DepEd offices

Republic Act No. 10121 is mandates that all government agencies to have DRR components in their programs and projects

...the Department of Education initiated the **creation of a policy framework on EiE/DRR which provides guidelines in the development of strategies at the national, regional, division, district, and school levels.**



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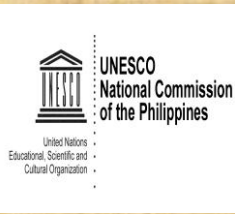


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The 7 thematic concerns of the questionnaire helped DepEd in providing inputs to the *National Disaster Risk Reduction and Management (DRRM) Framework and PLAN of the Philippines*

The questionnaire helped DepEd in refining its DRRM concerns vis a vis RA 10121 DRRM Act, as follows:

- **Mainstream in policies**
- **Institutionalize**
- **Integration in curricula**
- **Employees trained in DRR**
- **Immediate reprogramming of funds for remedial measures**
- **Penalties in deliberate inflation of date for funding support**
- **LDRRMF 5% and Agency appropriation**



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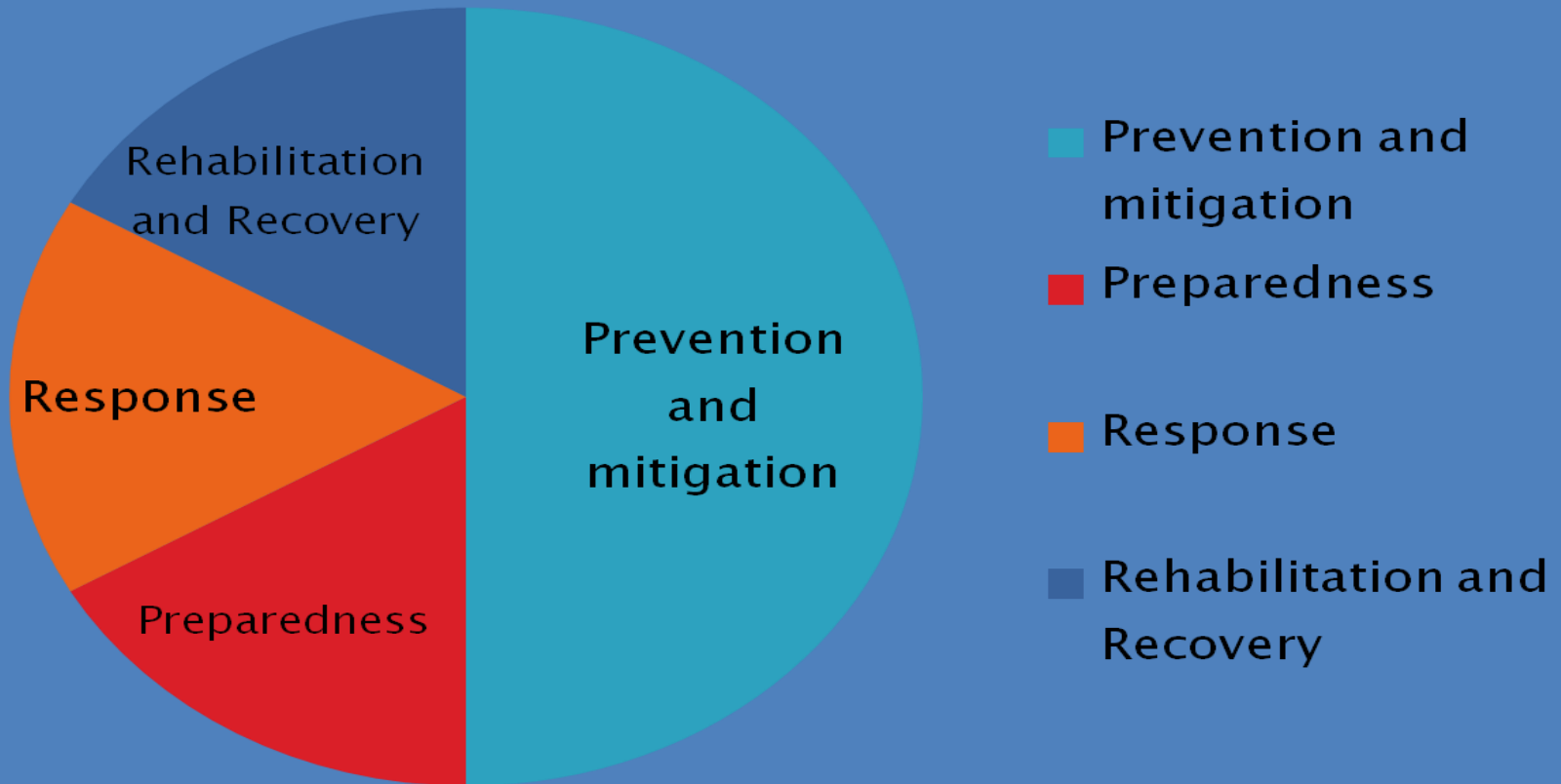


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DepEd No. 52, , “Strengthening Environmental Education in All Public and Private Schools” was issued, urging all schools to lead the role on environmental awareness by enhancing environmental education and by pursuing effective school-based activities that seek to preserve and protect the environment. All schools are encouraged to undertake activities to intensify lessons regarding environment on all science subjects. Other environmental issues and concerns are also taught and integrated in other learning

At the national level, the questionnaire has guided the DepEd in continuously refining its measures and issuances vis a vis the

NDRMMF Framework



Disaster Preparedness

Disaster Prevention and Mitigation



Safer, adaptive and disaster resilient Filipino communities

With the ability to plan for and adapt to changes that are anticipated in the future to maintain a desired way of life

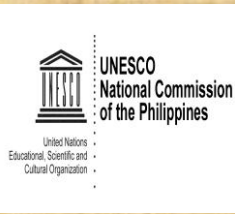
With stakeholders within a defined geography who are reliant on shared resources and affected by the actions of one another—mutual help



Disaster Response



Disaster Rehabilitation and Recovery



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At the national level

- **DRRM concepts have been integrated in the Philippine basic education curriculum across subject areas and year levels;**
- **Entry points in the different subject areas have been identified and continuously undergoes refinement;**
- **Disaster Risk Reduction Resource Manual was developed**
- **Orientation for teachers on the utilization of DR manual is conducted**
- **Capacity-building activities have been undertaken by the Department of Education (DepEd) in collaboration with partner agencies (UNESCO, NGOAS, ETC) and others stakeholders in DRR**

Challenges/Possibilities

- **Need for continuing capacity building of the DRR/CCA players at the school level;**
- **Establishing and strengthening collaboration and coordination with various stakeholders and partners in DRR/CCA, and;**
- **Sustaining the positive results and scaling up the DRR projects and activities to effect rippling positive changes in student learning and values.**

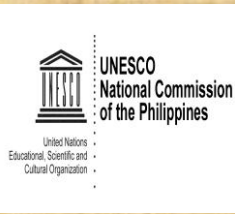
Local Level Initiatives: Bicol Province Experience in DRRM

Background: Bicol Region hazards include:

- Volcanic eruption
- Floods
- Typhoon

Weather disturbances, disasters experienced by the community has made the LGU to be active in DRRM. The province is the most at risk of the 86 provinces of the country, but it is the most prepared



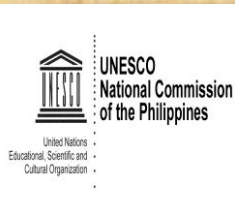


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- **DRR and CCE are high-priority concerns of the Bicol provincial government;**
- **As early as 1990, (DRR) Disaster Risk Reduction became active under the umbrella of the Provincial Disaster Coordinating Council (PDCC);**
- **The creation and establishment of the Climate Change Academy (CCA) has institutionalized capability building activities for various sectors of the society.**



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Flagship Initiative of the Bicol LGU: CLIMATE CHANGE ACADEMY (CCA)

- Serves as the training arm of **the** provincial government for DRR and CCA.
- Since its inception in 2011, various government agencies and LGU's have benefited from its activities **to create and heighten DRR awareness and preparedness**
- Embarked on the development, reproduction, distribution and utilization of DRR instructional materials for Albay Schools.
- Partners with Bicol University which provides technical assistance

Partnership initiatives of Bicol Province

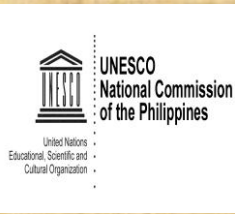
DRRE/CCE activities are conducted in partnership with the various organizations such as

- **UNESCO**
- **Albay Public Safety Emergency Management Office (APSEMO)**
- **Center for Initiatives & Research for Climate Adaptation (CIRCA),**
- **Albay Millennium and Development Office (AMDO),**
- **CCA**

These partners provide technical and material assistance for the effective integration of DRRE/CCE in the curriculum

For its part, DepED Region 5

- **Continuously develops teachers manual on natural hazards which serves as a DRR Resource Manual. These are distributed among schools in Albay;**
- **Develops Lesson Exemplars across the curriculum for elementary and secondary learners and these were reproduced and distributed among the recipient schools.**
- **Other initiatives of DepED RO5 and the provincial government are: assistance to schools in terms of infrastructure under the Safe Schools Program**

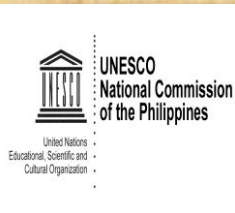


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- **Many schools were recognized as best implementers of DRR during the *Gawad Kalasag*, a national search for agencies and institutions that showcase outstanding implementation of disaster and risk management program;**
- **The DRRM CC training programs of DepEd Region 5 have opened bigger opportunities for capability building activities for the education sector as well as alliance building and partnerships, not just along DRR & CCA but also on other training programs responsive to building a resilient community.**



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In the Bicol Region, DepED Region 5 feels that the integration of DRR and CCE is more interesting for schools whose students have had experienced real-life calamities. And since the whole country has experienced disasters and calamities, the integration has significance for all the schools and other learning sites, in order to reach all the student population and communities in the Philippines.



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MABUHAY!