



Republic of the Philippines
Department of Education

12 AUG 2015

DepEd O R D E R
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**THE COMPREHENSIVE DISASTER RISK REDUCTION AND MANAGEMENT (DRRM)
IN EDUCATION FRAMEWORK**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers, and Heads of Units
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework** to guide DRRM efforts in the basic education sector towards resilience-building in offices and schools, and to ensure that quality education is continuously provided and prioritized even during disasters and/or emergencies.
2. This Framework shall institutionalize DRRM structures, systems, protocols and practices in DepEd offices and schools. Further, this shall provide common understanding and language in the implementation of DRRM in basic education at all levels.
3. All DepEd Orders and other related issuances, rules and regulations and provisions, which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
4. For more information, all concerned may contact the **Disaster Risk Reduction Management Office (DRRMO)**, Department of Education (DepEd) Central Office, 4th Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City, at telefax no.: (02) 637-4933 or through email address: drmo@deped.gov.ph.
5. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:

As stated

Reference:

DepEd Order No.: 21, s. 2015

To be indicated in the Perpetual Index
under the following subjects:

CALAMITY
POLICY
PROGRAMS
PROJECTS
SCHOOLS
REPORTS
SAFETY EDUCATION

Madel: Comprehensive Disaster Risk Reduction
0488-August 3, 2015/8-4

**THE COMPREHENSIVE DISASTER RISK REDUCTION AND MANAGEMENT
IN BASIC EDUCATION FRAMEWORK**

I. Rationale

1. Republic Act (RA) 10121 otherwise known as the *Philippine Disaster Risk Reduction and Management Act of 2010*, mandated all government agencies to institutionalize policies, structures, coordination mechanisms and programs with continuing budget appropriation on disaster risk reduction and management (DRRM) from national to local levels. Moreover, RA 9155 or the *Governance of Basic Education Act of 2001* vested the Department of Education (DepEd) with the authority, accountability, and responsibility to ensure access to basic education which is often disrupted by emergencies and disasters.
2. The DepEd and other education partners have been implementing DRRM programs, projects, and activities in the absence of a comprehensive framework that covers education targets in the context of resilience building. This results to uncoordinated efforts—many of which do not respond to the needs and priorities of the education sector.
3. Congruent to DepEd's mandates and the national framework for DRRM, the establishment of a Comprehensive DRRM in Basic Education Framework sets the agency-specific direction and priorities of DepEd in DRRM for the guidance of the education sector, partner agencies and organizations, and other groups or individuals interested to provide or assist in DRRM interventions for basic education.

II. Scope of the Policy

This DepEd Order provides a framework to serve as basis for all DRRM efforts on basic education towards the attainment of DepEd's three (3) education outcomes, namely: *Access, Quality, and Governance* (AQG). It sets the direction and priority areas for DRRM in DepEd while maintaining the prerogative of field offices to decide on what specific activities to undertake depending on their exposure to hazards, available resources and existing partnerships and linkages.

III. Definition of Terms¹

For purposes of this Order, the following terms are defined/understood as follows:

- a. **Disaster** is a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

¹ Definitions are excerpts from:
Republic Act 10121, Section 3
Department of Education (2008) *Disaster Risk Reduction Resource Manual: Safer School Resource Manual*.
Philippines: DepEd, UNICEF, and Plan Philippines.

- b. **Disaster Mitigation** is the lessening or limitation of the adverse impacts of hazards and related disasters. Mitigation measures encompass engineering techniques and hazard-resilient construction as well as improved environmental policies and public awareness.
- c. **Disaster Preparedness** is the knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. Preparedness action is carried out within the context of disaster risk reduction and management and aims to build the capacities needed to efficiently manage all types of emergencies and achieve orderly transitions from response to sustained recovery. Preparedness is based on a sound analysis of disaster risk and good linkages with early warning systems, and includes such activities as contingency planning, stockpiling of equipment supplies, the development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal, institutional, legal and budgetary capacities.
- d. **Disaster Prevention** is the outright avoidance of adverse impacts of hazards and related disasters. It expresses the concept and intention to completely avoid potential adverse impacts through action taken in advance such as construction of dams or embankments that eliminate flood risks, land-use regulations that do not permit any settlement in high-risk zones, and seismic engineering designs that ensure the survival and function of a critical building in any likely earthquake.
- e. **Disaster Response** is the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called “disaster relief”
- f. **Disaster Risk** is the potential disaster loss in lives, health status, livelihood, assets and services, which could occur to a particular community or a society over some specified future time period.
- g. **Disaster Risk Reduction and Management** is the systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster. Prospective disaster risk reduction and management refers to risk reduction and management activities that address and seek to avoid the development of new or increased disaster risks, especially if risk reduction policies are not put in place.
- h. **Emergency** is any situation in which the life or well-being of a community will be threatened unless immediate and appropriate action is taken, and which demands an extraordinary response and exceptional measures.
- i. **Field Offices** are the regions, divisions, schools, and learning centers where the policy and principle of the governance of basic education shall be translated into programs, projects, and services.

- j. **Hazard** is any phenomenon that has the potential to cause disruption or damage to humans and their environment, e.g., typhoon, flood, fire.
- k. **Rehabilitation** is the measure that ensure the ability of affected communities/areas to restore their normal level of functioning by rebuilding livelihood and damaged infrastructures, and increasing the communities' organizational capacity.
- l. **Risk Assessment** is a methodology to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihood and the environment on which they depend. Risk assessments with associated risk mapping include: a review of the technical characteristics of hazards such as their location, intensity, frequency and probability; the analysis of exposure and vulnerability including the physical, social, health, economic and environmental dimensions; and the evaluation of the effectiveness of prevailing and alternative coping capacities with respect to likely risk scenarios.
- m. **Resilience** is the ability of a system, community, or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

IV. Policy Statement

The DepEd hereby establishes the Comprehensive DRRM in Basic Education Framework to:

- a. Guide the implementation of DRRM for education practitioners, partners planning and programming at all levels of the Department;
- b. Guide the inclusion of DRRM in the school, division and regional education development plans;
- c. Define the agency response to situations and disasters affecting the situation;
- d. Serve as mechanism for engaging partners and aligning their thrust to DepEd priorities; and
- e. Guide collaboration with the private schools.

V. Comprehensive DRRM in Basic Education Framework

- 1. The Framework as illustrated in **Figure 1** is guided by the Department's key strategic thrusts and the National DRRM Framework. The education interventions on DRRM should be aligned with the three (3) education outcomes and the four (4) DRRM thematic areas (Prevention and Mitigation, Preparedness, Response, and Recovery and Rehabilitation). This is to maintain a learner-centered, rights-based implementation at all levels.

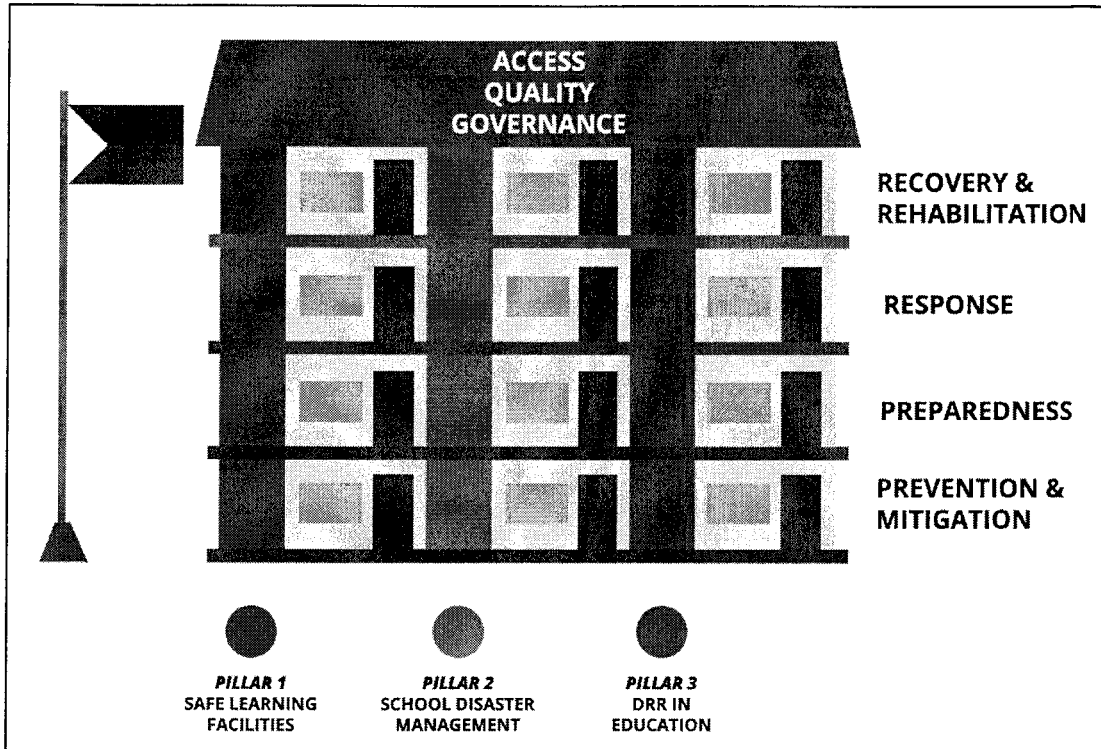


Figure 1. The Comprehensive Disaster Risk Reduction and Management in Basic Education Framework

2. The objectives of the Framework are to:
 - a) *Protect learners and education workers from death, injury, and harm in schools;*
 - b) *Plan for educational continuity in the face of expected hazards and threats;*
 - c) *Safeguard education sector investments; and*
 - d) *Strengthen risk reduction and resilience through education*

3. All DRRM interventions should target the provision and/or reinforcement of at least one of the education outcomes:
 - a) *Access*
One of the effects of hazards to education is the hindering of access of school children to learning services. Policies and mechanisms should be in place to ensure that classes will be immediately resumed.

 - b) *Quality*
While DRR/CCA has been integrated in the K to 12 curriculum, the constraints to access, along with the psychosocial condition of students and teachers, affect the quality of education. With the disruption brought by hazards, there is a need to identify strategies, including support materials attuned to the learning needs of children and teaching strategies that could adapt to emergency situations.

c) *Governance*

With acknowledgement that DRRM is a complementation of infrastructural and non-infrastructural interventions, governance comes crucial in this implementation. This will determine the institutionalization and implementation of systems and protocols that will be issued.

4. DRRM implementation in the basic education context should operate under the four (4) thematic areas stipulated in RA 10121 such as Prevention and Mitigation, Preparedness, Response, and Recovery and Rehabilitation. It is also understood that the Framework does not make these thematic areas linear and mutually exclusive such that DRRM interventions could overlap; they could begin with and end at either one or more of the thematic areas.
5. In order to provide specific guidance on the achievement of DepEd's and National DRRM Council's priorities, the principles of the *Comprehensive School Safety (CSS) Framework* is adopted to ensure the complementarity of DRRM interventions for basic education at all levels.
6. DRRM interventions in schools will be categorized using the three pillars of CSS, namely: *Safe Learning Facilities*, *School Disaster Management and Risk Reduction and Resilience Education*.
 - a) *Safe Learning Facilities* refer to the physical and other related structures of the schools as well as the establishment of temporary learning spaces that can be used during possible displacement brought by disasters and/or emergencies. This shall involve education authorities, architects, engineers, builders and school community members in safe site selection, design, construction, and maintenance (including safe and continuous access to the facility).
 - b) *School Disaster Management* refers to the establishment of an organizational support structure such as the DRRM Office and DRRM Coordinators in all regional and division offices of DepEd. This shall also cover the setting up of systems, processes and standards to operationalize the four (4) thematic areas in the context of basic education.
 - c) *Risk Reduction and Resilience Education* refers to the integration of DRRM in the school curricula and in extra-curricular or school activities as well as providing necessary material support. This also covers the conduct of orientations, workshops, and trainings for learners and personnel related to DRRM.
7. All DRRM interventions at all levels (school, division, region and central) shall be incorporated in the plans of schools and offices as appropriate, and be allocated with the necessary budget, subject to the usual accounting and auditing rules and regulations: Work and Financial Plan, Regional/Division Educational Development Plan, School Improvement Plan, and Site Development Plan, among others. For field offices that have only started to implement DRRM, they may opt to develop immediate (1-2 months) and intermediate plans (6 months) to guide their preliminary DRRM implementation. For the Central Office, the inclusion of DRRM in work and financial plans is not exclusive to DRRM Service as other offices may have DRRM-related initiatives concerning school engineering, learning materials, curriculum support, capacity building and advocacy, among others.

VI. Monitoring and Evaluation

The monitoring and evaluation of all DRRM programs, projects, and activities shall be done at all governance levels through the DRRMS Units and the DRRM Coordinators. While all offices could conduct internal progress monitoring and process-evaluation, DRRM accomplishment reports, including encountered issues in implementation, shall be submitted quarterly to respective supervising or oversight offices. Schools shall submit to their Division while the Division shall submit both to the Region and the Central Office. Likewise, Regions shall submit consolidated reports to Central Office DRRMS.

VII. References

The following are referenced in this Order: RA 10121, RA 9155, and the Comprehensive School Safety Framework. All existing DRRM-related DepEd Memoranda and Orders are hereby subjected to or repealed by the provisions of this Order.

-Nothing follows-