EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES

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PHILIPPINES

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1. INTRODUCTORY DEMOGRAPHICS

> ***Geography and population overview:*** *Describe geography of country and population.*

The Philippines is the world's second largest archipelago with more than 7,100 islands and a total land area of approximately 300,000 square kilometers (sq. km.). It is bounded by the Pacific Ocean, China Sea and Celebes Sea and has a coastline of 36,289 kilometers. The country is divided into three major island groups, namely: 1) Luzon with a land area of 147,947.63 sq. km.; Visayas, 59,873.84 sq. km.; and Mindanao, 135,626.85 sq. km. The country has a diverse geography with numerous coastal plains, high mountains, volcanic landforms, extensive valleys and plateaus interspersed with many rivers and lakes. The 2010 Census of Population and Housing (CPH) placed the total country population at 92,337,852; and with an average annual exponential growth rate of 1.82% for the period of 2010 to 2015, the population is estimated to reach 102,965,300 in 2015. The male and female sex ratio is 1:1.02 (i.e. for every male, there are 1.02 females in the population) and the age group composition is as follows: children below 5 years old -11.1%; children aged 5 to 9 years old - 11.2%; children aged 10 to 14 years old -11.0%; 15-64 years old -62.1%; and, 65 years old and over - 4.3%. According to a World Bank study released in 2005, 60% of the population resides in the coastal zone. The 2000 CPH enumerated 150 languages and dialects all over the country. Filipino is the national language; and Filipino and English are the official languages for purposes of communications and instruction.

2. EDUCATION SECTOR OVERVIEW

The Philippines institutionalized the National Early Childhood Care and Development (ECCD) System through the Early Years Act of 2013 (included as Annex 1) to ensure that children aged 0-4 years old are provided with early education, health, nutrition, and social services through center-based or home-based programs. Majority of center-based programs are day care centers as mandated by the Barangay-level Total Development and Protection of Children Act (included as Annex 2), where services are provided for free by local government units (LGU) and complemented by social services (i.e. feeding programs) by the Department of Social Welfare and Development. Other center-based programs include public and private pre-schools, community or church-based early childhood education programs run by non-government or people's organizations, workplace-related child care and education programs, child-minding centers, health centers and stations. Home-based programs include neighborhood-based play groups, family day care programs, parent education and home visiting programs. The ECCD Council coordinates the multi-sectoral and inter-agency collaborations, and sets policies, standards and programs for ECCD implementation in the country.

The Philippine Constitution and the Enhanced Basic Education Act (included as Annex 3) mandate free basic education for Filipinos. Prior to 2011, basic education was composed of 6 years elementary education and 4 years of secondary education. Pre-school education consisting of Nursery and Kindergarten for children aged 3 to 6 years old was optional; although some private schools required Kindergarten for acceptance to Grade 1. Some private schools offered an additional Grade 7 in elementary education.

In 2011, the Department of Education (DepEd) initiated the K to 12 program to enhance the basic education system and curriculum. Kindergarten was institutionalized, as provided by the Kindergarten Education Act (included as Annex 4), in the basic education system administered by DepEd and has become mandatory for children aged at least 5 years old and compulsory for entry into Grade 1. Moreover, mandatory basic education includes six years elementary education and secondary education composed of four years of Junior High School and two years of Senior High School. The scope of basic education includes alternative learning systems for out-of-school learners and those with special needs as provided in the Enhanced Basic Education Act of 2013.

The enhanced K to 12 basic education curriculum was introduced in the school year 2012-2013 for Grade 1 and Grade 7 (first-year Junior High School), and in the school year 2013-2014 for Grade 2 and Grade 8 (second year Junior High School) as part of the phased implementation of the K to 12 program. The K to 12 curriculum includes the Mother Tongue-Based Multi-Lingual Education (MTB-MLE) which requires the use of mother tongue as a medium of instruction and as a subject/ learning area for Kindergarten to Grade 3 students in both public and private schools. As of 2013, DepEd has developed teacher guides and learning materials for 19 languages including Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaoan, Maranao, Chabacano, Ybanag, Ivatan, Sambal, Aklanon, Kinaray-a, Yakan and Surigaonon used in respective schools where children speak the same language. English and Filipino are introduced as languages of instruction from Grades 4 to 6; and both will be primary languages of instruction for high school.

A number of educational programs are being implemented to develop learners with exceptional aptitude in Science and Mathematics. DepEd has been implementing the Special Science Elementary School (SSES) Project since 2007 to develop children who have keen interest and exceptional

abilities in Science and Mathematics. The project was implemented in 2011 with 103 qualified grade schools located in 15 regions of the country. Since 1994, DepEd has administered 17 Regional Science High Schools (RSHSs) that offer accelerated curriculum on Science and Mathematics, Information and Technology, among others. The Department of Science and Technology administers the Philippine Science High School System that offers scholarships to students with an aptitude for Science and Mathematics. Students are expected to pursue degrees and subsequent careers in Science and Technology. Since the establishment of the first Philippine Science High School in the Quezon City campus in 1964, schools have been established in twelve other regions.[1]

Another specialized institution is the Philippine High School for the Arts, administered by DepEd and advised by the Cultural Center of the Philippines, established to conserve and promote Filipino artistic and cultural traditions. The institution implements a special curriculum integrated with the standard secondary education curriculum; and provides students options to specialize in theatre, creative writing, visual arts, dance or music.[2] There are also several Laboratory High Schools that serve as laboratory classes for respective teacher education programs are operated by State and private universities and colleges.

DepEd has progressively adopted inclusion and mainstreaming policies for children and youth with disabilities, indigenous peoples, Muslim learners and other disadvantaged groups, both in formal and alternative education systems. In 2004, DepEd required that standard private Madaris adopt a standard curriculum to obtain government recognition and accreditation; and in 2006 initiated the Arabic Language and Islamic Values Education (ALIVE) program in the mainstream public education system. In 2011, DepEd developed the Refined Elementary Madrasah Curriculum (REMC) for implementation in public schools with at least 15 Muslim students, and in private Madaris. DepEd has been implementing the REMC in public schools through the Arabic Language and Islamic Values Education (ALIVE) program while private Madaris implement education through the Refined Standard Madrasah Curriculum (RSMC) model.

DepEd adopted the National Indigenous Peoples Educational Policy Framework in 2011 and has been implementing the Indigenous Peoples Education (IPED) program to ensure IP's access to culturally appropriate education and environments. The program includes capacity-building activities to ensure that field offices and schools are capacitated to work with IP communities in providing culture-based education.

DepEd mandated the establishment of Special Education (SPED) Centers nationwide, one for a small division and four for big divisions, to cater to children with disabilities and children with exceptionalities, respectively. SPED Centers serve as resource centers for inclusion that are established within a regular school and provide a range of educational services including resource room teaching, itinerant teaching, special and cooperative classes to mainstream or integrate children with special needs into regular classes. For school year 2012-2013, there were 345 SPED Centers in 174 divisions in the country that served some 239,567 children with disabilities or CWDs (126,785 were Mentally-gifted of Fast Learners). Additionally, 153 public secondary schools implementing the Special Education Program were provided subsidies by DepEd in the school year 2012-2013. DepEd data for 2013-2014 show that 84,232 high school students with exceptionalities or those who had difficulty learning due to impairment were enrolled in public high schools.

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[1] Philippine Science High School. *About the PSHS System*. Retrieved from http://www.pshs.edu.ph/transparency-seal/about-us/the-pshs-system

[2] Philippine High School for the Arts. *Profile*. Retrieved from http://www.phsa.edu.ph/about/profile.html

To reach learners in remote, far-flung and disadvantaged areas, DepEd has implemented the Multi-grade program where two or more grade levels are administered in a single classroom. In the school year 2008-2009, multi-grade schools comprised 33 percent of public elementary schools and served 8 percent of the total number of elementary students. DepEd also administers a number of Alternative Delivery Modes (ADM) to ensure access to education for disadvantaged groups including the following: 1) Enhanced Instructional Management by Parents, Communities, and Teachers (e-IMPACT); 2) the Modified In-School Off-School Approach (MISOSA); and 3) the Open High School Program (OHSP).

DepEd has been implementing the Alternative Learning System (ALS) to provide non-formal basic literacy education for illiterates, functional literacy for out-of-school elementary and high school learners, and functional literacy for all. Aside from the Basic Literacy Program, ALS also includes the Accreditation and Equivalency (A&E) system that provides a modular and flexible program to allow elementary and high school dropouts to continue their education. The A&E allows learners to re-join the formal education system, re-enter the ALS program, or complete elementary or secondary education upon passing the appropriate tests administered by DepEd. In 2013, there were 265,843 enrolled under the A&E in the elementary and secondary levels.

In 2014, DepEd issued the "Guidelines on the Implementation of the ALS for PWD Program" to provide hearing and visually impaired learners with appropriate learning interventions through the BLP and A&E program in 28 implementing schools from 24 division offices. DepEd also collaborated with the National Council on Indigenous Peoples to develop an IP Education curriculum in ALS to be utilized for IP learners. A number of school divisions have likewise implemented ALIVE in ALS program for Muslim out-of-school youth.

DepEd has been implementing programs to provide scholarships or subsidy for qualified high school students enrolled in private schools. One core program is the Education Service Contracting mechanism under the Expanded Government Assistance to Students and Teachers in Private Education (GATSPE) which provides grants to high school students in private schools. For school year 2014-2015, some 350,000 slots were made available for elementary graduates entering junior high school. The mechanism likewise subsidizes salaries of teachers in participating private schools.

Technical-vocational high schools have been administered by DepEd; and in the school year 2012-2013, the agency's 282 institutions catered to 378,150 enrollees. These institutions include 157 arts and trade schools, 80 agricultural institutions, and 45 fishery learning centers. Arts and trade schools offer courses in automotive technology, building construction, electronics, food trades, garments, welding and others. A few private high schools offer technical-vocational education as well.

The Commission on Higher Education (CHED) oversees all public and private institutions of higher education and post-secondary institutions providing degree programs. Local universities and colleges (LUC) established and operated by local governments provide certificate or degree courses for free or with minimal fees. The Technical Education and Skills Development Authority (TESDA) under the Department of Labor and Employment (DOLE) administers vocational/technical and non-degree training through skills development centers or private institutions throughout the country. Some courses are free or covered by scholarships while some implementing institutions charge fees for courses.

> ***Number of Schools, Students and Teachers****: disaggregated by type (with sub-national numbers in appendices). What is the range of size of schools? Type of residential schools?*

The range size of schools varies from more than 10,000 students in highly urbanized areas to less than 20 in smaller, remote towns. For school year 2013-2014, 87% of students were enrolled in public schools as follows: 81.6% of 2,285,454 kindergarten enrollees; 91.76% of 14,448,769 elementary enrollees; and, 80.51% of 7,171,208 of high school enrollees. Annex 5 shows the regional breakdown of public school enrolment. Some 583,812 teachers served in public schools composed of 392,496 kindergarten and elementary teachers, 182,227 high school teachers, and 2,089 SPED teachers. For the school year 2013-2014, there were 38,694 public elementary schools including annexes, extenstions and science schools; and 7,917 public high schools including annexes and extensions of main schools and Regional Science High Schools. For school year 2013-2014, there were 10,450 private elementary schools and 5,381 private high schools in the country.

For ADMs in the school year 2012-2013, 84,754 pupils in 117 schools participated in MISOSA while e-IMPACT had 4,932 enrolees in 31 elementary schools. For the OHSP, available data shows that 39,822 were enrolled in school year 2011-2012 in 942 implementing schools. In 2010, 371,361 students were enrolled in Madaris; and partial data for school year 2014-2015 indicate that at least 445,069 kindergarten and elementary learners and 147,040 high school participated in ALIVE classes. Data from DepEd show that in 2014, there were some 2,757 Muslim Teachers or *Asatidz* for the ALIVE program. IP enrolment as a percentage of the total enrolment increased from 4.4% in the school year 2009-2010 to 5.7% in the school year 2013-2014, where there were 997,138 elementary and 246,820 secondary indigenous learners, respectively. In 2014, 49 private schools serving IP communities were accredited by DepEd, including schools for Agtas in Aurora and Quezon.

> ***School Enrolment and Completion Rates and Literacy rates:*** *disaggregated by level,* *gender; students with disabilities* *(where possible).*

According to the State of the Art Review implemented by the ECCD Council, only 19.9% of the target population was reached by day care services in 2010. Since then, additional day care centers were established that increased the number from 51,797 in 2011 to 53,436 in 2013 with a corresponding increase in the number of children served in LGU-operated centers from 1,699,888 to 1,778,274, respectively. [3]

The implementation of the Universal Kindergarten beginning in 2011 as provided by the Kindergarten Education Act resulted to an increase in net enrolment rate from 55% for school year 2010-2011 to 77% for school year 2012-2013. Moreover, gross enrolment rate for Kindergarten increased from 76%to 103% for the same period.

Table 1 Gross Enrolment Rate and Net Enrolment Rate 2003 to 2013

School Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
GER Elementary	106.13	104.21	101.13	105.49	106.2	106.84	107.23	114.68	115.2	113.65
NER Elementary	88.74	87.11	84.44	87.91	88.31	89.12	89.43	95.92	97.32	95.24
GER Secondary	84.82	83.94	80.53	80.87	80.88	82.54	81.53	86.42	85.99	85.3

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[3] *Education for All 2015 National Review Report: Philippines*. Retrieved from
http://unesdoc.unesco.org/images/0023/002303/230331e.pdf

NER Elementary	60.15	69.97	68.54	69.61	69.88	60.46	69.89	64.3	64.83	64.61

Source: Department of Education, Education for All National Review 2015

The elementary net enrolment rate (NER) reached more than 95 percent for the school years covering 2010 to 2013. The total enrolment for school year 2012-2013 in public and private elementary schools stood at 14,509,690 with a completion rate of 73.67%. On the other hand, secondary level NER for the same period was at 64%. 7,110,944 students were enrolled in in public and private secondary levels for school year 2012-2013; and the completion rate for the same period was 74.81%.

The 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS) figures show that the simple literacy rate of the population aged 10 years old and above was 95.6%, with female literacy rates slightly higher at 96.1% compared to 95.1% for males. The National Capital Region (NCR) has the highest simple literacy rate at 99.2%; while the Autonomous Region of Muslim Mindanao has the lowest simple literacy at 81.5%. [4]

> ***School Year:*** *Beginning / end of school year and major breaks; normative number of school days per year; number of student/teacher contact hours per school day.*

The normal school year is composed of a minimum of 200 days, 180 of which are non-negotiable contact time between teachers and students. Under the K to 12 Program, instructional time for Grade 1 is 240 minutes for the first semester, 270 for the second semester. For Grade 2, instructional time is 270 minutes; for Grades 3 to 6, instructional time is 360 minutes, respectively. For High School, the total contact hours is 29 hours per week. Students are provided options for co-curricular activities and community involvement programs to enhance learning as an extension of core subject areas. The ALIVE program entails an additional 40 minutes three times a week for Arabic language and 40 minutes twice a week for Islamic Values for Muslim learners. In addition, elementary students may be required to undertake off-school learning experiences at home or in the community that serve as evidence of transfer of learning. High school students from Grades 7 to 10 are provided two to four hours a week for independent and cooperative learning.

The normal school year is composed of a minimum of 200 days, 180 of which are non-negotiable contact time between teachers and students. At the onset of each school year, DepEd issues a calendar and the minimum number of school days to guide public and private institutions. The school year in the Philippines starts in June and ends in March the year after, with a two-month summer break in April and May, one week semestral break (last week of October) and one or two weeks Christmas break. Private schools have an option not to follow the DepEd calendar provided that the start of classes falls between the first Monday of June to the last day of August as provided by law.

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[4] Philippine Commission on Women. (2014). *Statistics on Filipino Women and Men's Education*. Retrieved from http://www.pcw.gov.ph/statistics/201405/statistics-filipino-women-and-mens-education

> ***Organization of Education Sector:*** *organogram; policy/management at what levels; any school-based management; DRR focal points at what levels; focal points for 1) safe school facilities 2) school disaster management 3) DRR education; key policies or standards for school safety in general.*

The Department of Education is the central policy-making and implementing agency on formal and non-formal basic education; and supervises all private and public elementary and secondary education institutions, including alternative learning systems. The Central Office maintains the overall administration of basic education at the national level; and the Field Offices coordinate and administer the Department's mandate in the local and regional level. The Secretary has overall authority and supervision of the department, and is supported by four undersecretaries and four assistant secretaries. (The DepEd Organizational Chart is included as Annex 6)

17 Regional Offices, headed by respective Regional Directors, develop regional educational standards, monitor and assess regional learning outcomes, and formulate budgets to implement regional, division and district plans. 199 Division Offices, headed by respective Schools Division Superintendents, plan and manage human and physical resources, generate and monitor use of local resources, and supervise operations of all public and private elementary, secondary and integrated schools, and learning centers. 2,437 District Offices, headed by respective District Supervisors, provide instructional professional leadership and instructional advice and support to all school heads and teachers, and supervise curriculum development and evaluation. In the schools, school heads, teachers and non-teaching are responsible for the direct delivery of quality education.

DepEd has adopted policy and programs on decentralization and empowerment of local schools through school-based management (SBM) and increased community collaboration. The A Child- and Community-centered Education System (ACCESs) is a key policy framework for learner-centered education which entails, among others, the provision of safe and accessible learning environments; and provides for increased community collaboration and shared governance and accountability systems in schools.

DepEd has proactively adopted policies and programs to prioritize the mainstreaming of DRR in education management and in the curriculum. The Department created the Disaster Risk Reduction and Management Office (DRRMO) to lead on Disaster Risk Reduction and Management (DRRM)/ Education in Emergencies (EiE)/ Climate Change Adaptation (CCA) and mandated that School Disaster Management Committees in all schools are organized; and a DRRM focal person has been institutionalized in each school. The Rationalization Plan that began in 2011 will include re-organization to institutionalize reforms in line with the changing local and global contexts, including Disaster Risk Reduction/Climate Change Adaptation/Education in Emergencies programs.

> ***Education Management Information Systems:*** *current capacity (digital, spatial data on digital map; type of data, community-accessibility if any; public networks for crowd-sourced geo-spatial data; including any maintenance or school needs data; vulnerability or capacity data; including ability to include damage assessment data.*

For ECCD, an information system was established by the Department of Social Welfare and Development for information on children and the day care center services and workers.[5] For the basic education system, DepEd is implementing complementary information systems including the

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[5] *Education for All 2015 National Review Report: Philippines*.

Learners' Information System (LIS) initiated in 2011 to generate the total public school enrolment based on the actual registration of learners (including ALS). DepEd also started the nationwide implementation of the Enhanced Basic Education Information System (EBEIS) in 2011 for public schools and in 2012 for private schools to establish an automated and updated database of all school information including enrolment, resource inventories and special programs.

DepEd has also been implementing a geo-mapping of schools nationwide through respective School Mapping Units. Aside from planning and resource-allocation, the maps generated serve as basis for the distribution of donations during disasters. Annex 7 includes excerpted pages from the "GIS-based School Profiling System" used by DepEd which includes relevant DRR information. DepEd also maps libraries and library hubs to aid access to learners and educators to learning materials within their areas. Aside from the Central Office website www.deped.gov.ph, DepEd regional offices and selected provincial and city offices have their own official websites.

> *School population:* Integration or segregation girls and boys, minority language groups, and children with disabilities; Any structural inequities in distribution of education resources (including urban and rural and conflict-affected vs. non-affected areas).

The public school system does not segregate classes based on gender or ethnicity; although some private schools are exclusive for boys or girls, respectively. However, the basic education system recognizes mentally-gifted students or fast learners, and students with special needs. SPED Centers were established to facilitate integration and mainstreaming, and later on inclusion of children with disabilities in regular classes. Children with disabilities are either provided partial mainstreaming towards inclusion, or full mainstreaming or inclusion where they receive special services in the regular classroom. DepEd provided support funds for 345 elementary SPED Centers in 2012, and for 153 secondary schools implementing the SPED program in 2011.

DepEd has been implementing ADMs, ALS and other programs to ensure access to basic education of disadvantaged groups. Moreover, the IPED and ALIVE programs are designed to provide appropriate education for IP and Muslim learners, respectively. Some 150 languages and dialects are used in the Philippines and DepEd has adopted a policy to institutionalize the use of mother tongue in the instruction of younger learners. To this end, teacher and learners resources in 19 Philippine languages were developed in 2013 to be utilized in line with the K to 12 program.

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3. HAZARDS AND RISKS OVERVIEW

> ***Natural and human-created hazards:*** *List and describe scope and severity of each hazard referring both to calendar of season threats and in relation to different sub-national jurisdictions (include maps in Appendix) (eg: floods, earthquakes, tropical cyclones, landslides, droughts and food insecurity, pandemics, conflict and violence and other risks).*

A 2008 World Bank study ranked the Philippines 8th in the world's Natural Disaster Hotspot due to its exposure to multiple hazards. The study revealed that approximately 50.3 percent of the country's total area and 81.3 percent of the population is vulnerable to natural disasters. Moreover, the 2012 World Risk Report ranks the Philippines 3rd worldwide based on the risk to disaster and the most number of people exposed and displaced annually due to natural disasters. [6]

The Philippines' high exposure to natural hazards is due to its location along Western North Pacific basin, the most active basin where most typhoons in the world originate. Approximately 20 to 30 tropical cyclones enter the Philippine Area of Responsibility annually, with 5 to 7 considered to be destructive due to associated strong winds and heavy rains. Severe weather systems include monsoons that bring heavy rain to most parts of the country from May to September; and the inter-tropical convergence zone that trigger moderate to heavy rain in the eastern part of the country. Some of the strongest typhoons have hit the country in the recent years, most notably, category 5 typhoons including Bopha (Pablo) in 2012 and the devastating Haiyan (Yolanda) in 2013.

For the period between 2000 and 2012, 207 significant damaging natural disasters occurred in the Philippines; 102 disasters were caused by tropical storms and 72 by floods. The incidence of flooding has increased and tops the disasters affecting the country in recent years. Flood hazards and geo-hazards (i.e. landslides) have resulted from unprecedented heavy rainfall associated with typhoons and weather systems. As shown by the 2011 flooding disaster triggered by Typhoon Ketsana (local name: Typhoon Ondoy) and the flooding incidents in the years that followed, the combination of poor land use planning as well as the lack of prevention and mitigation measures, has increased the risk of flooding in the highly urbanized area of Metro Manila. The effects of illegal logging have increased the risk of floods and landslides in provinces across the country which was identified as a major factor in the flash floods triggered by Tropical Storm Thelma (Uring) that killed more than 5,000 people in Eastern Visayas and surrounding areas in 1991. 36,289 kilometers of coastline makes the country vulnerable to tsunami and sea level rise that may trigger floods and landslides.

The high exposure to natural hazards is also caused by the country's location in the highly seismic area known as the Pacific Ring of Fire, between the Eurasian and Pacific tectonic plates, that result to 20 earthquakes per day and increased likelihood of volcanic activity. 22 of the 300 volcanoes in the country are active and five volcanoes- Taal, Mayon, Bulusan, Kanlaon and Hibok-Hibok- are considered most active. Areas having active volcanoes such as the Bicol Region are exposed to the multiple hazards of volcanic eruption and heavy rainfall from frequent typhoons. Typhoons after the eruption of Mt. Mayon and Mt. Pinatubo in Central Luzon, respectively, have caused massive mudslides that buried communities and caused the death and displacement of thousands of people living around the volcanoes.

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[6] Senate of the Philippines. (2013). *Natural Disasters at a Glance*.
https://www.senate.gov.ph/publications/AAG%202013-04%20-%20Natural%20Disasters_final.pdf

> **_Historical impacts of disasters and conflict on schools and related child-protection:_** _specific and general, including near-misses; impact of recurrent as well as low frequency/high impact events; dynamics or issues related to host community/refugee populations or internally displaced persons._

Organizations working on child-protection including UNICEF have observed that children are the most vulnerable during emergencies. In the Philippines, the leading cause of death among children aged below 5 years old who are displaced by disasters are pneumonia and diarrhea; and malnutrition is prevalent even after families have returned to their homes. Significant impacts on the education of children are caused by disasters as many of those displaced by disasters drop out of school due to the destruction of their homes and schools. The long distances between evacuation centers and schools, the economic loss brought on by disasters, and having to earn a living prevent children from returning to school.

Disasters have caused the disruption of education services due to damage to school buildings, teaching materials and school supplies, as well as injury or death among teachers and students. Moreover, classrooms in public schools are primarily used as evacuation centers during disasters; and as classrooms were not designed for use as emergency shelters, these are damaged and are left unclean by evacuees. Teachers, often affected by disasters themselves, are mandated to provide assistance during emergencies; they often struggle with ensuring that education services are immediately restored due to fatigue, emotional distress and uncomfortable temporary classrooms. After a disaster, teachers and students spend longer hours in school to make up for missed lessons and complete the required number of school days.

In 2006, two weeks of heavy rains and a minor earthquake triggered the collapse of a portion of Mr. Kan-abag that covered Barangay Guinsaugon, in St. Bernard, Southern Leyte with tons of rocks, mud and debris. Only one student and an adult survived when the landslide buried 246 students and seven teachers in the landslide local elementary school. Data on damages and losses from volcanic eruptions and earthquakes from 2000 to 2006 showed that the total cost of damage on school buildings reached US$ 1.279 million.

A multi-stakeholder assessment of the 2012 Typhoon Bopha (local name: Typhoon Pablo), the strongest and most deadly to ever hit Mindanao, revealed detrimental psycho-social effects on children including depression, inability to sleep, and fear of going out or being separated from parents, among others. The 2013 Category 5 Super Typhoon Haiyan (local name: Typhoon Yolanda), one of the strongest storms ever recorded in the world, affected approximately 16 million people in 12,139 barangays in 44 provinces, 591 municipalities and 57 cities in the Regions IV-A, IV-B, V, VI, VII, VIII, X, XI and CARAGA. Because of Haiyan, 6,300 have died, 28,689 were injured, 4 million individuals were displaced and 1,061 have remained missing as of April 2014.[7] UNICEF estimates that 1.7 million of those displaced are children and have become vulnerable to exploitation, abuse and even trafficking. The overcrowding and lack of appropriate sanitation facilities in temporary shelters have placed children at risk of sexual violence. ADB estimates show that some 20,000 schools need rebuilding or re-equipping as a result of the damages from the typhoon.

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[7] NDRRMC. (2014). _Updates on Effect of Typhoon Yolanda (Haiyan) NDRRMC Situational Report as of April 17, 2014._ Retrieved from
http://www.ndrrmc.gov.ph/attachments/article/1329/Update_on_Effects_Typhoon_YOLANDA_(Haiyan)_17APR2014.pdf

UNICEF identified family feud and election-related violence as causes of interruption of children's education in a number of Northern and Central Luzon provinces. In the south, the decades of war in Mindanao caused the internal displacement of some two million persons; and children have been forced to drop out of school for security or economic reasons. A 2012 report by the Philippine Center for Investigative Journalism show that the ARMM conflict has resulted to the demolition of 200 schools and damage to more than 35 towns. In Maguindanao Province alone, schooling for an estimated 14,000 children was affected in 2010.

Children exposed to violence and disasters require psychosocial support and are in need protective services. Moreover, malnutrition is prevalent in conflict-affected communities in Mindanao and children face increased risk of disease and death. The Philippine Government and the Moro Islamic Liberation Front have been working on a peace agreement that effectively ceased skirmishes between the two parties since 2012. However, the terrorist group Abu Sayyaf have continued to carry-out bombings and kidnappings in Mindanao and there have been armed conflict between the government and non-state armed groups including the Bangsamoro Islamic Freedom Fighters (BIFF). These have caused protection risks to children including separation from parents, violence and risk of recruitment into armed groups.

A report by OCHA released in 2015 estimates that 20,000 individuals out of the 120,000 displaced by the clash between the Moro National Liberation Front and the Philippine government in Zamboanga remain in temporary shelters. Children in these shelters are exposed to poor sanitation and hygiene, risk of poor nutrition and risk of sexual exploitation, and gender-based violence. Because of the location of temporary shelters away from their original residence, children have to travel long distances to attend school or choose to drop out resulting to increased risks of trafficking and being forced into child labor.

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4. DISASTER RISK MANAGEMENT OVERVIEW

> **Political**: What are the disaster management structures at national, province/district and community levels?   How involved is government at each level? What is the political will?

Republic Act 9729 known as the Climate Change Act enacted in 2009 and Republic Act 10121 known as the Philippine Disaster Risk Reduction and Management Act enacted in 2010 provide the legal bases for mainstreaming climate change into government policy and the integration of DRRM and Climate Change Adaptation (CCA) into national and local plans, consistent with the Hyogo Framework of Action and the ASEAN Agreement on Disaster Management and Emergency Response.   The Philippine National Disaster Risk Reduction and Management Framework (NDRRMF) was adopted in 2011 to provide a comprehensive, all hazards, multi-sectoral, inter-agency and community-based approach to disaster risk reduction and management.

The National Disaster Risk Reduction Management Council (NDRRMC) was constituted as the highest policy-making body on disaster risk reduction and management with the Department of National Defense (DND) Secretary as Chairperson. Four Vice-Chairpersons head respective national DRR priority areas as follows: 1) the Secretary of the Department of Science and Technology (DOST) for disaster prevention and mitigation; 2) the Secretary of the Department of the Interior and Local Government (DILG) for disaster preparedness; 3) the Secretary of the Department of Social Welfare and Development (DSWD) for disaster response; and, 4) the Director General of the National Economic and Development Authority (NEDA) for disaster rehabilitation and recovery.

The National Disaster Risk Reduction and Management Plan (NDRRMP) approved in 2012 guides national and local level activities that build disaster resilience of communities, enhance disaster preparedness and response, and institutionalize arrangements and measures for reducing disaster risks, including projected climate risks. The DND Office of Civil Defense is the operating arm of the NDRRMC and is responsible for the implementation and monitoring of the NDRRMP. DRRM has been integrated in the Philippine Development Plan and National Security Plan 2011-2016 as well as the sectoral DRRM plans of national line and government agencies in line with the four priority areas.

The structure of NDRRMC is replicated in all regions as the Regional Disaster Risk Reduction and Management Council (RDRRMC), and in local governments (provincial, city/municipal level and barangay) through the Local Disaster Risk Reduction and Management Council (LDRRMC) chaired by respective local chief executives.   Existing Barangay Development Councils constitute the Barangay Disaster Risk Reduction and Management (BDRRMC) Committees. Leadership in the preparation of response and recovery from any disaster and its effects is based on a set criteria based on the scope of the disaster.
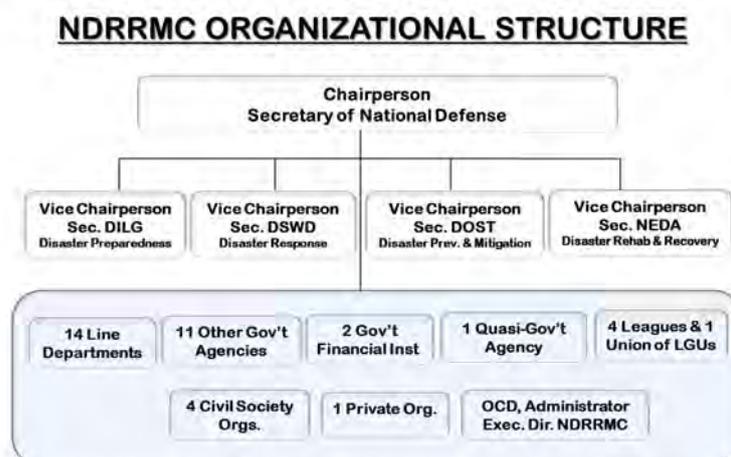
The Philippines adopted the cluster mechanism to effectively coordinate and plan

humanitarian assistance, address and reduce gaps, maximize resources and share strategic information. The Education Cluster aims to ensure the safety of learners and DepEd personnel and provide continued access to quality education to all affected learners. As the lead agency, DepEd, through the Disaster Risk Reduction Management Office, convenes and provides secretariat support to the cluster.

The Education Cluster participates and coordinates efforts in the four priority areas of DRRM as follows: 1) mitigation and prevention that includes the conduct of drills and trainings and the incorporation of DRRM in the curriculum of the K to 12 program; 2) preparedness by providing hazard and disaster advisories to schools; 3) response through the collection and consolidation of field reports and its coordination with appropriate offices; and 4) recovery/ rehabilitation through repair and rehabilitation of damaged properties and financial aid to DepEd personnel.

The Education Cluster Operations Protocol (attached as Annex 8) issued by the NDRRMC in 2014 provides members with the objectives and the procedures for coordination and implementation during disasters. The Cluster members regularly coordinate to ensure the comprehensive assessment of disaster impact and needs, to mobilize resources for the delivery of services, to ensure the optimal use of human and material resources, and to ensure that all affected communities are provided services accordingly. The Cluster work to immediately restore education services through the provision of temporary learning spaces and materials; and, provide psycho-social support and services to both learners and DepEd personnel.

> **Economic**: Is government and/ or are donors supporting disaster risk management (DRM)? If so, how?

The annual General Appropriations Act allocates funding for the National DRRM Fund (NDRRMF) for disaster risk reduction or mitigation, prevention and preparedness activities. 30% of the NDRRMF is allocated for Quick Response Fund (QRF) meant for agencies identified by the NDRRMC for relief and recovery programs to quickly normalize the situation and living conditions of people in communities or areas stricken by disasters, calamities, epidemics, or complex emergencies. For Fiscal Year 2014, total new appropriations for NDRRMF amounted to 13 billion and out of that amount the 30% for QRF has been lodged under the respective budgets of the following agencies: DSWD; DND-OCD; DND; DPWH; DepEd; Department of Agriculture; Department of Health; and, Department of Transportation and Communications.

All government departments, bureaus, offices and agencies are authorized to use a portion of their appropriations to implement projects designed to address DRRM activities. Funding for local DRRM is done through the LDRRMF consisting of no less than 5% of estimated local government revenues generated from regular sources. Other sources of DRM resources include cash and in-kind donations from foreign and local sources which are monitored by the NDRRMC through the OCD. Some donors fund DRM in partnership with national or local government agencies, local NGOs or provide direct services to the communities. The Cluster Approach in the Disaster Management System was adopted by the Philippines in 2007 and donors coordinate resources for DRM initiatives through this mechanism.

> ***Social / Cultural:*** *What are the cultural practices in the country/ region with respect to disaster risk reduction? Are local schools and communities involved and/ or interested? If so, how? What are the current entry points?*

Filipinos are known for *bayanihan*, the spirit of communal unity and cooperation, especially in difficult situations. *Bayanihan* can be considered part of social capital that individuals can utilize both in their daily survival and during extreme events. Local government units can harness *bayanihan* to mobilize people for disaster mitigation, emergency and recovery.

DepEd's Brigada Eskwela or the National Schools Maintenance week is a program that harnesses volunteerism in the community to prepare public schools in time for the opening of classes. Volunteer teachers, parents, students, the security sector and community members work together to repair and clean schools to provide a suitable environment for learners. For school year 2014 to 2015, the program highlighted the need to make schools disaster-ready in light of the devastating effects of Typhoon Haiyan. Brigada is an institutional mechanism that can be further harnessed for DRRM in the Philippines.

> ***Technological:*** *What kind of early warning systems are in use with schools and local communities and how effective are these? What types of communication technology are available to support these systems? Any sub-national support mechanisms available to schools?*

The DRRM Office (DRRMO) established a coordination protocol for providing schools advanced information at the onset of a possible disaster caused by typhoons, floods or volcanic eruptions. Upon the issuance of an advisory by the NDRRMC, the DRRMO and the DRRM focal persons in affected areas communicate through mobile phones, telephone, and email. The NDRRMC, Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA), Philippine Institue of Volcanology and Seismology (PHILVOLCS), DOST and other government agencies provide updates to local governments and to the public through broadcast media, agency websites and social media. The national government and some local government units of high risk communities have invested in sophisticated early warning systems, most notably for flood-prone areas and where there are active volcanoes.

In 2014, DILG published the LGU Disaster Preparedness Journal: Checklist of Minimum Actions for Mayors that includes steps on how to establish early warning systems. The recommendations include collaborating with local cable channels and telecommunications providers for the dissemination of information; preparation of templates for the suspension of classes and issuance of pre-emptive evacuation, among others; and the purchase of equipment such as indigenous alarm systems, satellite phones, handheld radios, and rain gauge, among others. LGUs are likewise advised to secure respective hazard and risk maps as bases for planning DRRM initiatives.

One of the government's important projects is Project NOAH which aims to provide a more accurate, integrated, and responsive disaster prevention and mitigation system, especially in high-risk areas throughout the Philippines. The project provides an early warning tool that allows local governments and communities-at-risk to prepare for storm surges, floods or landslides. Local governments and communities also have access to flood hazard maps of areas along the 18 major river systems of the country that may be used to determine disaster risk areas and areas suitable

for evacuation or relocation sites. Social media such as Twitter and Facebook, blog sites and the website tool are used to disseminate information.

The Philippines is committed to strengthening community-based disaster risk reduction which is supported by local governments, donor agencies and non-government organizations. Notable projects include the Australian government-funded Building the Resilience and Awareness of Metro Manila Communities to Natural Disaster and Climate Change Impacts (BRACE) program implemented for the period of 2010 to 2015. BRACE provided training to urban poor communities to prepare for disasters and provided safe in-city housing to urban poor families. A good example of a community based DRR effort is *Buklod Tao* (Binding People), a people's organization in the flood-prone barangay of Banaba, San Mateo, Rizal. The organization capacitated communities to respond to disasters, care for the environment and provided income generating activities that improve the barangay's flood preparedness system. *Buklod Tao's* early flood warning systems and community-based rescue teams have effectively reduced the vulnerability of the community to flood hazards.

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5. COMPREHENSIVE SCHOOL SAFETY OVERVIEW

> *Integration and coordination mechanisms: What mechanisms, efforts, and partnerships support disaster and conflict risk reduction in the education sector? How is progress monitored and evaluated? Briefly describe any coordination and collaboration mechanisms. (Eg. DRR/CSS working groups, task forces, clusters and other mechanisms).* The portion on CSS should include discussions what each pillar is about and the different interventions/ programs of DepEd under each pillar.

Consistent with the legal mandate set by RA 10121 to institutionalize and create coordination mechanisms for DRRM in the national and local levels, DepEd adopted a Unified DRRM in Education Framework that integrates the following: 1) the department's three strategic directions of Access, Quality and Governance Education Outcomes; 2) the four priority areas of DRRM in the country- prevention and mitigation, preparedness, response, and recovery and rehabilitation; and, 3) the Three Pillars of Comprehensive School Safety Framework - Pillar 1: Safe School Facilities, Pillar 2: School Disaster Management, Pillar 3: Risk Reduction and Resilience Education.
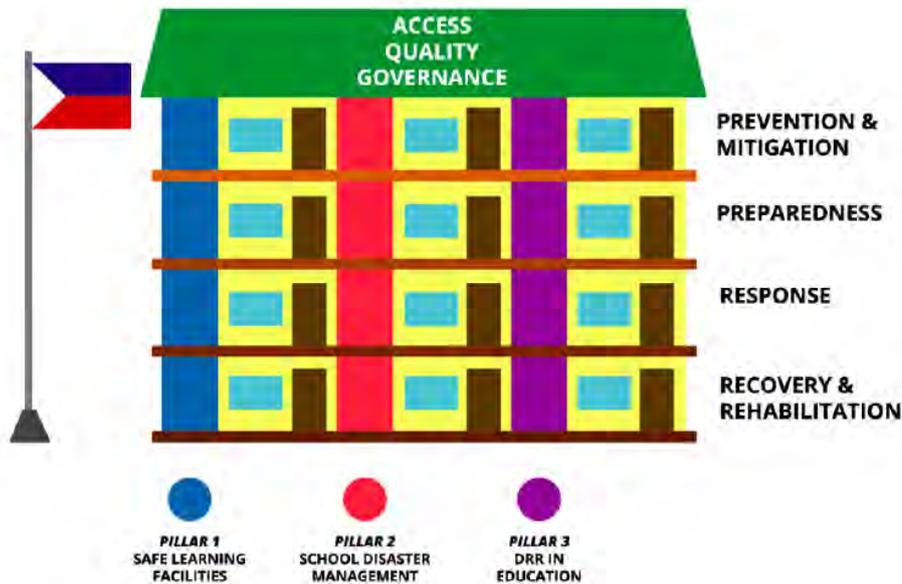
DepEd institutionalized DRR into the education sector by mainstreaming disaster risk reduction management in the school system, implementing DRR programs and projects, institutionalizing the cluster approach, and creating the Disaster Risk Reduction and Management Office (DRRMO). The DRRMO coordinates DDRM-related activities within the DepEd as the focal unit mandated to "institutionalize the culture of safety at all levels; systematize protection of education investments; and ensure continued delivery of quality education services." The DRRMO is likewise tasked to coordinate DRRM, Education in Emergencies and CCA with national government agencies, civil society and non-government organizations, the inter-agency NDRRMC Technical Working Group, the Education Cluster, and the Camp Coordination Management and Protection Cluster.

DepEd, as a member of the Inter-Agency Committee of Children Involved in Armed Conflict (IAC-CIAC) headed by the Council on the Welfare of Children, supports and promotes the peace process by establishing schools as "zones of peace." DepEd aims to ensure the safety and security of students in each school and the rights of children during armed conflicts. DepEd is likewise member of the Protection Camp Coordination and Management (PCCM) Cluster that ensures the safety of individuals and families at the onset of and during disasters by moving them to safe, secure and

accessible evacuation centers and areas. In the Philippines, school facilities are often utilized as evacuation centers, along with other government buildings, churches, bunk house and tents. The PCCM Cluster supports local governments in implementing pre-emptive or forced evacuation to protect and save lives.

DepEd's assists local government units in the identification, preparation, and information dissemination of safe, secure, and accessible evacuation centers, as well the preparation of alternative learning areas and activities for school-age children. During disasters, DepEd is tasked to provide short-term to long-term emergency shelter, and assist in gathering information about evacuees' profiles and needs, including those of children and other vulnerable groups. DepEd is likewise tasked to provide psychosocial intervention for affected children. In the post-disaster phase, DepEd conducts an assessment of damages to school property and undertakes rehabilitation and repair in coordination with local government or the Central Office as appropriate.

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6. PILLAR 1: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS

> ***New school construction:*** *What existing policies, programs and norms govern safe school site selection, disaster-resilient school design and safer school construction? Who pays for schools? Who has what role in building them? How is school construction monitored? What are current status, quality, and needs? Are almost all new schools built to be disaster-resilient?*

DepEd's 2010 Educational Facilities Manual lays the policies and standards for mainstreaming DRR in the planning and implementation of physical facilities consistent with the Hyogo Framework for Action. The manual aims to capacitate school officials to make informed decisions regarding educational facilities that will result in the mitigation of the effects of climate change and risk reduction in schools. The guidelines include statutory provisions, regulations, standards, and practices; and provide details on safe school site selection and safer school building construction. The manual promotes the use of technological information and data from school mapping exercise, site specific hazards assessment and hazard maps in site selection. DepEd has decentralized the construction management through the Principal School Building Program where schools may be constructed according to a Standard Building Plan or a Special Building Plan for schools at risk to natural disasters.

Another basis for safe site selection is the National Sanitation Code that provides guidelines in constructing new schools that consider topography, accessibility possible pollution, traffic and noise hazards. The law also provides specific structural standards to ensure the health and safety of students from fire and other hazards; and requires that students are able to safely evacuate the school building during emergencies.

Funding for DepEd's Basic Educational Facilities Fund (BEFF) for the construction, rehabilitation, replacement, completion, and repair of school buildings, and accompanying school furniture, among others, is provided in the annual General Appropriations Act. The funds are administered per legislative district based on the student population ratio, shortage of classrooms, and based on policies set by DepEd. The Philippines Games and Amusement Corporation (PAGCOR) is another source of funding that has partnered with DepEd since 2011 for the construction of school buildings.

Recent construction priorities have focused on disaster-stricken areas and areas experiencing acute classroom shortage, determined by classroom to student ratio or whether classrooms are temporary, makeshift or non-existent. The DPWH constructs school buildings based on data provided by DepEd and ensures that all school buildings have corresponding water and sanitation facilities. The "build-back better" design developed by DepEd and the DPWH in 2014 incorporates disaster resiliency to earthquakes and strong typhoon winds in the construction of new schools. Past DepEd projects have resulted to models of safer school construction in the Philippines including the Learning and Public Use School (LAPUS) Building and UNICEF's Building Safe Learning Environment (BSLE) for Children.

Current gaps include the need to complete construction and repair of classrooms in Haiyan-affected areas; and the need to construct more buildings to address the shortage of classrooms especially for highly urbanized areas like Metro Manila where the teacher-student ratios can go as high as 1:75. The problem in highly urbanized areas is also attributed to the lack of "buildable space" for the construction of new school buildings. There is a need to review the policy on site selection as schools are dependent on donations from local individuals.

School retrofit, rehabilitation and replacement: *What existing policies programs and norms govern school retrofit, rehabilitation and replacement? What are the current status, quality and needs for school retrofit, rehabilitation and replacement:*

Retrofitting and rehabilitation in schools are prioritized based on the localized assessment of risks posed by the structural issues and natural hazards in the area. Schools are guided to consider all possible hazards and ensure that multi-hazard risk mitigation is undertaken for cost-effectiveness. DepEd intensified the implementation of the Assessment of Structural Integrity and Stability (ASSIST) in 2011 to identify the vulnerability of schools to earthquake hazards. To establish accurate and comprehensive data on school buildings, DepEd implemented the National Inventory of DepEd Public School Buildings for SY 2014 – 2015 to gather qualitative and quantitative information on existing buildings, rooms and facilities. The 2010 Educational Facilities Manual provides guidelines to ensure that school buildings are retrofitted to mitigate any risks posed to learners and teachers during seismic hazards.

Non-structural mitigation: *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation. What are current status, quality, and needs?*

DepEd has been implementing the Continuing Fire Safety and Awareness Program (FSAP) in Schools as part of its commitment to promote awareness on fire safety, prevention and preparedness among students, teachers and personnel. Schools have been directed to comply with the requirements set in the Revised Fire Code of the Philippines (RA No. 9514) to ensure fire safety and prevention. Moreover, DepEd has been implementing the "Quarterly Conduct of the National School-based Earthquake and Fire Drills," in partnership with partner agencies in the LDRRMC, and has developed the "Guidelines on How to Conduct an Earthquake Drill in School" as well as Drill Evaluation Forms.

To ensure that students are aware of hazards and disaster mitigation measures, the DRR concepts have been included in the enhanced basic education curriculum and multimedia materials on DRR have been developed. DepEd mainstreams DRR in other programs including the annual Brigada Eskwela that harnesses volunteer and community participation in preparing public schools before the start of classes; and for 2014, disaster-preparedness was highlighted as the theme for the program. DepEd is implementing the national government's National Greening Program in schools through ecological solid waste management and tree planting, among others, as part of climate change mitigation and adaptation.

Safe access: *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation, and what is needed?*

DepEd adopted guidelines for the Quick Response Fund to ensure the prompt construction, repair and rehabilitation of schools damaged by fire and natural calamities. During disasters, one of the department's priorities is to ensure the availability of learning spaces and materials for learners as restoring educational sessions during disasters contributes to bringing children to normalcy.

In 2007, DepEd Physical Facilities and Schools Engineering Division (PFSED) began implementing the GIS- Based School Profiling System that covers the following areas: 1) school accessibility; 2) school buildings, utilities and other structures; 3) classroom furniture; and, 4) history of natural disasters.

School heads/administrators oversee the accomplishment of a School Assessment Form which is submitted to the Central Office for input into a central database. PFSED prepares and produces topographic maps and other maps developed through the School Mapping data and Geographic Information System that can provide information on access to and from schools, among others. The School Mapping allows schools to identify facilities in need of repair and propose safe sites for the construction of new classrooms.

> ***School maintenance, water and power:*** *What policies and norms govern school maintenance, how is it funded, and who does it? How adequate are school classroom and water and sanitation facilities in general? Do schools have adequate water and power?*

Consistent with SBM and decentralization, DepEd administers the Maintenance and Other Operating Expenses (MOOE) to its field units intended for various school expenses including utilities. Most elementary schools and high schools utilize the MOOE for water and power utilities with the rest funded by local government units, parents teachers association, the school canteen fund, priority development assistance fund and private sources. DepEd has been promoting the greening of schools, existing or new, to lower operational costs and achieve positive impacts for students, teachers, the environment.

As part of its policy to gather comprehensive data on schools, DepEd is monitoring the availability of water and power as part of the EBEIS. For school year 2013-2014, data from DepEd indicated that 4,583 out of 38,683 elementary schools were found to have no water source; and 5,421 out of 38,683 had no power source. For new schools, Deped has adopted a policy of ensuring water supply and sanitation as well as power supply where available.

> ***Internally displaced people (IDPs) & refugees:*** *Describe adequacy of schools in IDP or refugee camp situations, where they exist. Where IDP or refugee camp situations exist, describe adequacy of space available for schools, safe access. Who are key stakeholders and administrators?*

DepEd prioritizes the provision of temporary learning spaces (TLS), merging of classes, and other measures to address education during emergencies. DepEd implements the Alterative Learning System and the Alternative Delivery Modes (ADM) to ensure access to education for disadvantaged groups.

In light of armed conflict and the possible use of schools by military, the Commission on the Welfare of Children (CWC) has mandated school personnel to report any incidents of Grave Child Rights Violations committed against children. A guide and template for reporting incidents to CWC through mobile phones or email has been disseminated to DepEd field offices.

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7. PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS

School-based risk assessment and planning for risk reduction and educational continuity: Briefly describe policies, practices and programs at sub-national, and school level for school-site level. Is SDM part of school-based management? To what extent do these involve children?

DepEd aims to ensure that school personnel are able to ensure the safety of learners and schools during an emergency and allow continued access to education. DepEd continues to sustain the gains of decentralization and increase local school officials' capacity to implement school-based management. The policy framework, A Child- and Community-centered Education System (ACCESs), further strengthens SBM and focuses on learner-centered education which entails, among others, the provision of safe and accessible learning environments.

With the DRRMO as the lead in the development of policies and standards on DRRM/ EiE/ CCA, coordination, information management and capacity building activities, DRRM focal persons play a central role in leading school-based DRRM activities. According to a 2014 DepEd report, DepEd has institutionalized the Annual Conduct of School Risk Assessment and DRR components have been included in the EBEIS questionnaire. Moreover, DRR has also been integrated in the School Improvement Plan process.

Schools have been mandated to organize School Disaster Management Committee composed of an overall coordinator, a first aid team, fire safety team, communication team, building safety inspection team, evacuation team and site security team.

Physical and environmental risk reduction in schools: To what extent are schools involved in physical and environmental risk reduction? (e.g. implementation of early warning system, rainwater harvesting, non-structural mitigation, flood mitigation, cyclone mitigation, re-forestation, safeguarding materials, school gardens, solid waste management.)

As part of decentralization and SBM, the management of physical and environmental risk reduction is largely school-based. School heads and respective DRRM focal persons are capacitated to lead in risk assessment, planning of physical and environmental risk reduction activities, and implementation of initiatives. The Central Office provides policy guidelines and standards such as the DRR Manual and School-Based Mapping, and the implementation of activities such as National Greening program, solid waste management and other non-structural management.

Response-preparedness in schools: To what extent are standard operating procedures provided and practiced for building and area evacuation, lockdown, shelter-in-place, and family reunification? What is the scope and quality of guidance for school drills, and how often are drills generally held? Do administrators and teachers have skills for organization of post-disaster response?

Detailed guidance is provided in DepEd Order 83 s. 2011 for the storage of school materials and equipment; educating school children on preparedness for tropical cyclones; regular conduct of school disaster response drills or simulations; and the policies on the suspension of classes or invoke school-based decisions in coordination with the local government units (LGUs). The practice of

involving students, their families and communities in preparing for disasters is promoted as an effective method of raising awareness about risk reduction. Fire and earthquake drills are conducted quarterly in schools in accordance with national standards and is done in partnership with the NDRRMC, DND and local governments.

> *Administrator and teacher capacity for school disaster management: What type of education and training is available to teachers and administrators as far as school disaster management and what proportion have access to this? Are education personnel expected to be disaster service workers? Do they undertake their own household disaster preparedness?*

In 2014, DepEd conducted training for DRRM coordinators nationwide that included the clarification of roles and responsibilities of different DepEd offices in relation to DRRM. The capacity building initiative aimed to equip DRRM coordinators with the necessary skills for DRRM interventions to ensure the safety of learners and school personnel. DRRM coordinators assessed the risks in their respective regions and divisions. Simulation exercises and the communications and information protocol were provided in workshops to ensure preparedness in the face of different disasters.

Teachers are expected to gather information about the impact of disasters to students, teachers, classrooms and educational materials, among others, for proper response and management. Teachers are also expected to coordinate with LDRRMC on evacuation centers and areas, provide psycho-social support for children, and ensure the continuity of education by setting up temporary learning centers, as an example. Since 2006, DepEd has made calamity loans available for the needs of teaching and non-teaching staff in areas under state of calamity.

> *Education in emergencies capacity: Do tools exist for rapid damage and needs assessment for the education sector? Who is familiar with and can implement these tools? Do contingency plans exist for alternative sites, methods, and days of instruction to assure educational continuity? Are schools expected to be temporary shelters/collective centers? If so what are the limits on this, and what kind of support do schools get to cope with this? Are temporary learning facilities available, and if so, to what extent? Are alternative methods of learning available for disasters and emergencies? Is training available for psychosocial support?*

DepEd is implementing the Rapid Assessment of Damages Report (RADaR) (included as Annex 9) that allows school heads to send information using a template that is easily transmitted to the DRRMO through mobile SMS, facsimile or email. The information gathered includes any needed replacement and repairs of classrooms, the number of temporary learning spaces required and the number of classrooms to be used as evacuation centers. Information about dead, injured or missing personnel, and damages to equipment, furniture and textbooks is likewise provided by school heads. RADaR utilizes mobile phone SMS, facsimile transmission or email as the form of transmission to the DRRMO and copied to the respective Division Office. DRMMO uses the information in assessing the necessary response and provides the information to the Education Cluster members, NDRRMC and appropriate government agencies for appropriate coordination and response.

During emergencies, DepEd activates the Emergency Operations Center (EOC) at the appropriate level. The EOC maintains coordination with and among agencies, especially LDRRMC. The

respective district coordinators, division superintendents, and regional directors ensure that all needs related to emergency education services are addressed including temporary learning spaces and educational materials. DepEd focal persons continuously collect information on the needs of the different schools under their respective areas, and indicate the interventions being provided. DepEd focal persons also facilitate the requests for assistance based on assessment results. All requests from the field are augmented by the next higher level office of DepEd and partner organizations.

Recognizing the need to enhance capacity, the DRRMO entered into a partnership in 2012 with wireless provider, Smart, to reduce the disruptive impact of disasters on education. The project includes the development of education, information technology tools and communication tools to empower DepEd to respond to disasters and ensure the continuity of education even during emergency situations.

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8. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION: POLICIES, PRACTICES & PROGRAMS

> *Formal education: Briefly describe any law, policy or practice, and current status, quality and needs in relation to climate change adaptation, disaster risk reduction in curriculum. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education?*

DRR education in the Philippines is anchored on the following: Philippine Development Plan (PDP) 2011-2016 that seeks adaptive capacities of communities to be improved by integrating CCA and DRRM in education at all levels; the National Environmental Awareness and Education Act (Republic Act 9512), providing for the promotion of environmental education through interagency and multi-sectoral mechanisms; and Republic Act 10121, which mandates the incorporation of DRR in government programs. DepEd is a key player in DRR and CCA in the Philippines as one of the members of the Climate Change Commission Advisory Board as provided in Republic Act No. 9729, as well as the National Disaster Risk Reduction and Management Council (NDRRMC) mandated in Republic Act No. 10121 of 2010.

Consistent with the Hyogo Framework for Action, DepEd issued Order No. 55, s. 2007 to effectively mainstream DRR in the school system and basic education curriculum. DepEd worked in partnership with government stakeholders and international organizations to integrate DRR and CCA in the enhanced basic education curriculum under the K to 12 program. DRR topics were included in subjects already taught, similar to the integration of global warming and food security into the education curriculum. Modules and lesson exemplars were developed for students and teachers, respectively, that include hazards such as fire, landslide, earthquake, volcanic eruption, tornado, tropical cyclone, floods, storm surge and tsunami as well as climate change topics. The modules also include disaster preparedness, prevention/ mitigation and safety measures.

Health Education under the K to 12 curriculum for Kindergarten to Grade 10 covers good nutrition, prevention and control of disease, substance abuse, health-related risk behaviors and safety from injuries, among others. The curriculum aims to develop health literacy competencies and enhance well-being of learners. "Disaster Readiness and Risk Reduction" will be taught as a separate subject for Grades 11 and 12 in Senior High School. The curriculum which covers 80 hours per semester will include topics on hazards, vulnerability and DRRM, among others.

> *Informal education: Briefly describe any laws, policies or practices and current status, quality and needs in relation to risk reduction and resilience in informal education. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education.*

DepEd has integrated disaster preparedness modules in the Alternative Learning System (ALS). Moreover, one of the learning areas under ALS called *"Expanding One's World Vision"* includes topics on peace and non-violent resolution of conflict.

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9. APPENDICES:

EFA Global Monitoring Report 2013/4 Country Statistics

(Country Data from statistical tables available at:
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/statistics/statistical-tables/)

BACKGROUND	
DEMOGRAPHY	
Total population (000) 2013	98,113
Average annual growth rate (%) total population (2010-2015)	1.7
Average annual growth rate (%) age 0-4 (2010-2015)	0.6
Life expectancy (2010-2015 total	69
Male	66
Female	73
HIV & AIDS	
Total HIV prevalence rate (%) in adults (15-49) 2011	<0.1
% of women among people (age 15+(with HIV) 2011	18
Orphans to AIDS 2011	----
GNP, AID AND POVERTY	
GNP per capita	
Current US$ 1998	1,150
Current US$ 2011	2,210
PPP US$ 1998	2,430
PPP US$ 2011	4,140
Net Official Development Assistance received (% of GDP) 2011	-0.1
Population below income poverty line	
PPP US$1,25 a day (%) 2002-2011	18
National poverty line (%) 2002-2011	27
ADULT LITERACY RATES (15 and over)	
1985-1994	
Total	94
Male	94
Female	93
2005-2011	
Total	95
Male	95
Female	96
Projected 2015	
Total	96
Male	96
Female	97

EARLY CHILDHOOD CARE AND EDUCATION	
CHILD SURVIVAL	
Infant mortality rate (‰)	
1990-1995	35
2000-2005	26
2010-2015	21
Under-5 mortality rate (‰)	
1990-1995	46
2000-2005	35
2010-2015	27
CHILD WELL-BEING	
Infants with low birth weight (%) 2007-2011	21
% of children under age 5 suffering from	

Underweight moderate and severe 2005-2012	21
Wasting moderate and severe 2005-2012	7
Stunting moderate and severe 2005-2012	32
% of children who are	
Exclusively breastfed (<6 months) 2007-2011	34
Breastfed, and introduction of complementary food (6-8 months) 2007-11	90
Still breastfeeding (at age 2)	34
% of 1-year-old children immunized against	
Tuberculosis (BCG vaccine) 2011	84
Diphteria, Pertussis, Tetanus (DPT3 vaccine) 2011	80
Polio (Polio3 vaccine) 2011	80
Measles (Measles vaccine) 2011	79
Hepatitis B (HepB3 vaccine) 2011	76
WOMEN'S EMPLOYMENT AND MATERNITY LEAVE	
Female labour force participation rate (age 15-64) (%) 2011	51
Duration of paid maternity leave (weeks) 2009-2012	6
GROSS ENROLMENT IN PRE-PRIMARY EDUCATION (%)	
School year ending in 1999	
Total	30
Male	29
Female	31
GPI (F/M)	1.06
School year ending in 2011	
Total	51
Male	51
Female	52
GPI (F/M)	1.02
GROSS ENROLMENT RATIO (GER) IN PRE-PRIMARY AND OTHER ECCE PROGRAMS (%)	
School year ending in 1999	
Total	30
Male	29
Female	31
GPI (F/M)	1.06
School year ending in 2011	
Total	51
Male	51
Female	52
GPI (F/M)	1.02
NET ENROLMENT RATION (NER) IN PRE-PRIMARY EDUCATION (%)	
School year ending in 1999	
Total	24
Male	24
Female	24
GPI (F/M)	0.99
School year ending in 2011	
Total	39
Male	38
Female	39
GPI (F/M)	1-01
PRE-PRIMARY EDUCATION ADJUSTED NET ENROLMENT RATIO (ANER) (%)	
School year ending in 1999	
Total	40
Male	37
Female	42
GPI (F/M)	1.13

School year ending in 2011	
Total	38
Male	38
Female	39
GPI (F/M)	1.04
PRE-PRIMARY SCHOOL LIFE EXPECTANCY (EXPECTED NUMBER OF YEARS OF PRE-PRIMARY SCHOOLING)	
School year ending in 1999	
Total	0.3
Male	0.3
Female	0.3
School year ending in 2011	
Total	0.5
Male	0.5
Female	0.5
NEW ENTRANTS TO THE FIRST GRADE OF PRIMARY EDUCATION WITH ECCE EXPERIENCE (%)	(no data)

ACCESS TO PRIMARY EDUCATION	
LEGAL GUARANTEE OF FREE EDUCATION	Yes
OFFICIAL PRIMARY SCHOOL AGE ENTRY (2011)	6
NEW ENTRANTS (000)	
School year ending in 1999	2,551
School year ending in 2011	2,804
GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION (%)	
School year ending in 1999	
Total	130
Male	133
Female	127
GPI (F/M)	0.95
School year ending in 2011	
Total	125
Male	130
Female	120
GPI (F/M)	0.92
NET INTAKE RATE (NIR) IN PRIMARY EDUCATION (%)	
School year ending in 1999	
Total	45
Male	46
Female	44
GPI (F/M)	0.95
School year ending in 2011	
Total	-
Male	-
Female	-
GPI (F/M)	-
PRIMARY EDUCATION ADJUSTED NET INTAKE RATE (ANIR) (%)	
School year ending in 1999	
Total	75
Male	64
Female	86
GPI (F/M)	1.33
School year ending in 2011	
Total	52
Male	50
Female	55

GPI (F/M)	1.09
SCHOOL LIFE EXPECTANCY (expected number of years of formal schooling from primary to tertiary education)	
School year ending 1999	
Total	11.4
Male	11.1
Female	11.7
School year ending in 2011	
Total	11.3
Male	11.1
Female	11.5

PARTICIPATION IN PRIMARY EDUCATION	
AGE GROUP 2011	6-11
SCHOOL-AGE POPULATION (000) 2011	13,312
ENROLMENT IN PRIMARY EDUCATION	
School year ending in 1999	
Total (000)	12,503
% F	49
School year ending in 2011	
Total (000)	13,687
% F	48
ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT	
School year ending in 1999	8
School year ending in 2011	8
GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION (%)	
School year ending in 1999	
Total	110
Male	110
Female	100
GPI (F/M)	1.0
School year ending in 2011	
Total	106
Male	107
Female	105
GPI (F/M)	0.98
NET ENROLMENT RATIO (NER) IN PRIMARY EDUCATION (%)	
School year ending in 1999	
Total	90
Male	90
Female	90
GPI (F/M)	1.01
School year ending in 2011	
Total	88
Male	88
Female	89
GPI (F/M)	1.02
PRIMARY EDUCATION ADJUSTED NET ENROLMENT RATIO (ANER) (%)	
School year ending in 1999	
Total	90
Male	90
Female	90
GPI (F/M)	1.01
School year ending in 2011	
Total	89

Male	88
Female	90
GPI (F/M)	1.02
OUT-OF-SCHOOL CHILDREN (000)	
School year ending in 1999	
Total	1,156
Male	607
Female	548
School year ending in 2011	
Total	1,460
Male	799
Female	662

INTERNAL EFFICIENCY: **REPETITION IN PRIMARY EDUCATION**	
DURATION OF PRIMARY EDUCATION 2011	6
REPETITION RATES BY GRADES IN PRIMARY EDUCATION (%)	
Grade 1 School year ending in 2010	
Total	6.0
Male	7.1
Female	4.7
Grade 2 School year ending in 2010	
Total	2.9
Male	3.8
Female	1.9
Grade 3 School year ending in 2010	
Total	1.9
Male	2.5
Female	1.2
Grade 4 School year ending in 2010	
Total	1.3
Male	1.8
Female	0.8
REPEATERS, ALL GRADES (%)	
School year ending in 1999	
Total	**1.9**
Male	**2.4**
Female	**1.4**
School year ending in 2011	
Total	**2.5**
Male	**3.2**
Female	**1.8**
NUMBER OF REPEATERS, ALL GRADES (000)	
School year ending in 1999	
Total	237
Male	153
Female	83
School year ending in 2011	
Total	346
Male	228
Female	118

INTERNAL EFFICIENCY:	

PRIMARY EDUCATION DROPOUTS AND COMPLETION	
DURATION OF PRIMARY EDUCATION 2011	6
DROPOUT RATES BY GRADE IN PRIMARY EDUCATION (%)	
Grade 1	
Total	12.9
Male	14.2
Female	11.3
Grade 2	
Total	3.6
Male	4.4
Female	2.8
Grade 3	
Total	2.6
Male	3.1
Female	1.9
Grade 4	
Total	2.7
Male	3.4
Female	2.0
Grade 5	
Total	3.6
Male	4.5
Female	2.7
Grade 6	
Total	---
Male	---
Female	---
DROPOUTS, ALL GRADES (%)	
School year ending in 1999	
Total	24.7
Male	28.9
Female	20.2
School year ending in 2011	
Total	24.2
Male	28.0
Female	20.0
NUMBER OF EARLY SCHOOL LEAVERS, ALL GRADES (000)	
School year ending in 1999	
Total	758
Male	465
Female	293
School year ending in 2011	
Total	679
Male	416
Female	263
SURVIVAL RATE TO GRADE 5 (%)	
School year ending in 1999	
Total	79
Male	76
Female	83
School year ending in 2010	
Total	79
Male	75
Female	82
SURVIVAL RATE TO LAST GRADE (%)	
School year ending in 1999	

Total	75
Male	71
Female	80
School year ending in 2010	
Total	76
Male	72
Female	80
GROSS INTAKE RATE TO LAST GRADE (%)	
School year ending in 1999	
Total	87
Male	84
Female	90
School year ending in 2011	
Total	92
Male	89
Female	94
PRIMARY COHORT COMPLETION RATE (%)	---

PARTICIPATION IN SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION	
TRANSITION FROM PRIMARY TO SECONDARY GENERAL EDUCATION (%)	
School year ending in 1999	
Total	98
Male	98
Female	97
School year ending in 2010	
Total	98
Male	99
Female	97
AGE GROUP: 2011	12-15
SCHOOL-AGE POPULATION (000): 2011	8,197
TOTAL ENROLMENT IN SECONDARY EDUCATION	
School year ending in 1999	
Total (000)	5117
% F	51
School year ending in 2011	
Total (000)	6767
% F	51
ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT	
1999	26
2011	20
ENROLMENT IN TECHNICAL AND VOCATIONAL EDUCATION	(no data)
GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%)	
Lower Secondary School year ending in 1999	
Total	78
Male	75
Female	81
GPI (F/M)	1.07
Lower Secondary School year ending in 2011	
Total	88
Male	85
Female	90
GPI (F/M)	1.05

Upper Secondary School year ending in 1999	
Total	64
Male	58
Female	70
GPI (F/M)	1.20
Upper Secondary School year ending in 2011	
Total	76
Male	69
Female	83
GPI (F/M)	1.20
Total Secondary School year ending in 1999	
Total	74
Male	71
Female	78
GPI (F/M)	1.10
Total Secondary School year ending in 2011	
Total	85
Male	82
Female	88
GPI (F/M)	1.08
NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%)	
Total secondary School year ending in 1999	
Total	50
Male	47
Female	52
GPI (F/M)	1.10
Total secondary School year ending in 2011	
Total	62
Male	56
Female	67
GPI (F/M)	1.19
ADJUSTED NET ENROLMENT RATIO (ANER) IN SECONDARY EDUCATION (%)	
OUT-OF-SCHOOL ADOLESCENTS (000)	
School year ending in 1999	
Total	1,262
Male	675
Female	587
School year ending in 2011	
Total	332
Male	202
Female	130
INTERNAL EFFICIENCY (Repeaters in secondary general education) (%)	
School year ending in 1999	
Total	1.9
Male	2.9
Female	1.0
School year ending in 2011	
Total	2.9
Male	4.4
Female	1.5
POST-SECONDARY NON-TERTIARY EDUCATION	
School year ending in 1999	

Total (000)	320
%F	40
School year ending in 2011	
Total (000)	---
% F	---

TEACHING STAFF IN PRE-PRIMARY AND PRIMARY EDUCATION	
PRE-PRIMARY EDUCATION	
Teaching staff School year ending 1999	
Total (000)	18
% F	92
Teaching staff School year ending 2011	
Total (000)	---
% F	---
Trained teachers (%) School year ending in 1999	
Total	---
Male	---
Female	---
Trained teachers (%) School year ending in 2011	
Total	---
Male	---
Female	---
Pupil/teacher ratio School year ending in 1999	33
Pupil/teacher ratio School year ending in 2011	---
Pupil/trained teacher ratio School year ending in 1999	---
Pupil/trained teacher ratio School year ending in 2011	---
PRIMARY EDUCATION	
Trained teachers (%) School year ending in 1999	
Total	---
Male	---
Female	---
Trained teachers (%) School year ending in 2011	
Total	---
Male	---
Female	---
Pupil/teacher ratio School year ending in 1999	35
Pupil/teacher ratio School year ending in 2011	31
Pupil/trained teacher ratio School year ending in 1999	35
Pupil/trained teacher ratio School year ending in 2011	---

TEACHING STAFF IN SECONDARY EDUCATION	
SECONDARY EDUCATION	
Teaching staff Upper secondary School year ending in 1999	
Total (000)	50
% F	76
Teaching staff Upper secondary School year ending in 2011	
Total (000)	59
% F	77
Total secondary School year ending in 1999	
Total (000)	150
% F	76
Total secondary School year ending in 2011	
Total (000)	194
% F	76

Trained teachers (%) Total secondary School year ending in 1999	
Total	100
Male	---
Female	---
Trained teachers (%) Total secondary School year ending in 2011	
Total	---
Male	---
Female	---
Pupil teacher ratio Lower secondary School year ending in 1999	41
Pupil teacher ratio Lower secondary School year ending in 2011	39
Pupil teacher ratio Upper secondary School year ending in 1999	21
Pupil teacher ratio Upper secondary School year ending in 2011	25
Pupil teacher ratio Total secondary School year ending in 1999	34
Pupil teacher ratio Total secondary School year ending in 2011	35

FINANCIAL COMMITMENT TO EDUCATION: PUBLIC SPENDING	
Total public expenditure on education as % of GNP	
1999	3.3
2011	2.7
Total public expenditure on education as % of total gov't expenditure	
1999	13.9
2011	15.0
Public current expenditure on education as % of total public expenditure on education	
1999	92.4
2011	92.0
Public current expenditure on pre-primary education as % of public current expenditure n education	
1999	0.1
2011	1.6
Public current expenditure on pre-primary education per pupil (unit cost) in constant 2010 US$	
1999	8
2011	60
Public current expenditure on pre-primary education per pupil (unit cost) at PPP in constant 2010 US$	
1999	15
2011	110
Public current expenditure on pre-primary education as % of GNP	
1999	0.0
2011	0.04
Public current expenditure on pre-primary education per pupil as % of GNP per capita	
1999	0.5
2011	2.9
Public current expenditure on primary education as % of public current expenditure on education	
1999	59.5
2011	56.0
Public current expenditure on primary education per pupil (unit cost) in constant 2010 US$	
1999	176
2011	164

Public current expenditure on primary education per pupil (unit cost) at PPP in constant 2010 US$	
1999	325
2011	303
Public current expenditure on primary education as % of GNP	
1999	1.8
2011	1.4
Public current expenditure on primary education per pupil as % of GNP per capita	
1999	10.9
2011	8.1
Public current expenditure on secondary education as % of public current expenditure on education	
1999	22.0
2011	29.1
Public current expenditure on secondary education per pupil (unit cost) in constant 2010 US$	
1999	155
2011	163
Public current expenditure on secondary education per pupil (unit cost) at PPP in constant 2010 US$	
1999	285
2011	301
Public current expenditure on secondary education as % of GNP	
1999	0.7
2011	0.7
Public current expenditure on secondary education per pupil as % of GNP per capita	
1999	9.6
2011	8.0
Primary education teachers' compensation as % of public current expenditure on primary education 2011	82.4
Teachers' compensation as % of public current expenditure on education 2011	70.7

TRENDS IN BASIC OR PROXY INDICATORS TO MEASURE EFA GOALS 1, 2, 3, 4, AND 5	
GOAL 1 EARLY CHILDHOOD CARE AND EDUCATION	
GROSS ENROLMENT RATIO (GER) IN PRE-PRIMARY EDUCATION	
School year ending in 1991	
Total (%)	11
GPI (F/M)	---
School year ending in 1999	
Total (%)	30
GPI (F/M)	1.06
School year ending in 2011	
Total (%)	51
GPI (F/M)	1.02
GOAL 2 UNIVERSAL PRIMARY EDUCATION	
NET ENROLMENT RATIO (NER) IN PRIMARY EDUCATION	
School year ending in 1991	
Total (%)	96
GPI (F/M)	1.00
School year ending in 1999	
Total (%)	90

GPI (F/M)	1.01
School year ending in 2011	
Total (%)	88
GPI (F/M)	1.02
PRIMARY EDUCATION ADJUSTED NET ENROLMENT RATIO (ANER)1 (%)	
School year ending in 1991	
Total (%)	96
GPI (F/M)	1.00
School year ending in 1999	
Total (%)	90
GPI (F/M)	1.01
School year ending in 2011	
Total (%)	89
GPI (F/M)	1.02
GOAL 3 LEARNING NEEDS OF ALL YOUTH AND ADULTS	
YOUTH LITERACY RATE (15-24)	
1985-1994	
Total (%)	97
GPI (F/M)	1.01
2005-2011	
Total (%)	98
GPI (F/M)	1.02
GOAL 4 IMPROVING LEVELS OF ADULT LITERACY	
ADULT LITERACY RATE (15 and over)	
1985-1994	
Total (%)	94
GPI (F/M)	0.99
2005-2011	
Total (%)	95
GPI (F/M)	1.01
GOAL 5	
GENDER PARITY ON PRIMARY EDUCATION GROSS ENROLMENT RATIO (GER)	
School year ending in 1991	
Total (%)	109
GPI (F/M)	1.00
School year ending in 1999	
Total (%)	110
GPI (F/M)	1.00
School year ending in 2011	
Total (%)	106
GPI (F/M)	0.98
Gender parity on basic education GROSS ENROLMENT RATIO (GER)	
School year ending in 1991	
Total (%)	---
GPI (F/M)	---
School year ending in 1999	
Total (%)	100
GPI (F/M)	1.02
School year ending in 2011	
Total (%)	100
GPI (F/M)	1.00
GENDER PARITY ON SECONDARY EDUCATION GROSS ENROLMENT RATIO (GER)	
School year ending in 1991	

Total (%)	71
GPI (F/M)	---
School year ending in 1999	
Total (%)	74
GPI (F/M)	1.10
School year ending in 2011	
Total (%)	85
GPI (F/M)	1.08
GOAL 6	
SCHOOL LIFE EXPECTANCY	
School year ending in 1991	
Total	10.8
Male	---
Female	---
School year ending in 1999	
Total	11.4
Male	11.1
Female	11.7
School year ending in 2011	
Total	11.3
Male	11.1
Female	11.5
SURVIVAL RATE TO GRADE 5	
School year ending in 1991	
Total (%)	---
GPI (F/M)	---
School year ending in 1999	
Total (%)	79
GPI (F/M)	1.10
School year ending in 2010	
Total (%)	79
GPI (F/M)	1.09
SURVIVAL RATE TO LAST GRADE	
School year ending in 1999	
Total (%)	75
GPI (F/M)	1.12
School year ending in 2010	
Total (%)	76
GPI (F/M)	1.11
PUPIL/TEACHER RATIO IN PRIMARY EDUCATION	
School year ending in 1991	33
School year ending in 1999	35
School year ending in 2011	31
% FEMALE TEACHERS IN PRIMARY EDUCATION	
School year ending in 1991	---
School year ending in 1999	87
School year ending in 2011	90
TRAINED PRIMARY SCHOOL TEACHERS AS % OF TOTAL	
School year ending in 1999	100
School year ending in 2011	---
PUBLIC CURRENT EXPENDITURE ON PRIMARY EDUCATION AS % OF GNP	
School year ending in 1991	---
School year ending in 1999	1.8
School year ending in 2011	1.4

PUBLIC CURRENT EXPENDITURE ON PRIMARY EDUCATION PER PUPIL (UNIT COST) IN CONSTANT 2010 US$	
School year ending in 1991	---
School year ending in 1999	176
School year ending in 2011	164
PUBLIC CURRENT EXPENDITURE ON PRIMARY EDUCATION PER PUPIL (UNIT COST) AT PPP IN CONSTANT US$	
School year ending in 1991	---
School year ending in 1999	325
School year ending in 2011	303

H. No. 6694
S. No. 3206

Republic of the Philippines
Congress of the Philippines
Metro Manila

Fifteenth Congress

Third Regular Session

———■———

Begun and held in Metro Manila, on Monday, the twenty-third day of July, two thousand twelve.

[REPUBLIC ACT NO. 10410]

AN ACT RECOGNIZING THE AGE FROM ZERO (0) TO EIGHT (8) YEARS AS THE FIRST CRUCIAL STAGE OF EDUCATIONAL DEVELOPMENT AND STRENGTHENING THE EARLY CHILDHOOD CARE AND DEVELOPMENT SYSTEM, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Short Title.* — This Act shall be known as the "Early Years Act (EYA) of 2013".

SEC. 2. *Declaration of Policy.* — It is hereby declared the policy of the State to promote the rights of children to survival, development and special protection with full recognition of the nature of childhood and as well as the need to provide developmentally appropriate experiences to address their needs; and to support parents in their roles as primary caregivers and as their children's first teachers. Further, the State hereby recognizes the age from zero (0) to eight (8) years as the first crucial stage of educational development of which the age from

zero (0) to four (4) years shall be the responsibility of the Early Childhood Care and Development (ECCD) Council. Therefore, the responsibility to help develop children in the formative years between age five (5) to eight (8) years shall be with the Department of Education (DepED).

The State shall institutionalize a National System for Early Childhood Care and Development (ECCD) that is comprehensive, integrative and sustainable, that involves multisectoral and interagency collaboration at the national and local levels among government; among service providers, families and communities, and among the public and private sectors, nongovernment organizations; professional associations and academic institutions.

The System shall promote the inclusion of children with special needs, provide for reasonable accommodation and accessible environments for children with disabilities and advocate respect for cultural and linguistic diversity, including the use of Filipino Sign Language as the visual language of the deaf community. It shall be anchored on complementary strategies for ECCD that include service delivery for children from age zero (0) to four (4) years, educating parents and caregivers, encouraging the active involvement of parents and communities in ECCD programs, raising awareness about the important efforts that improve the quality of life for young children and families.

SEC. 3. *Objectives.* — The National ECCD System shall pursue the following objectives:

(a) To achieve improved infant and child survival rates by ensuring that adequate health and nutrition programs are accessible to young children and their parents, from the prenatal period throughout the early childhood years;

(b) To enhance the physical-motor, socio-emotional, cognitive, language, psychological and spiritual development of young children;

(c) To facilitate a smooth transition from care and education provided at home to community or school-based setting and to kindergarten;

(d) To ensure that young children are adequately prepared for the formal learning system that begins at kindergarten;

(e) To establish an efficient system for early identification, prevention, referral and intervention for the wide range of children with special needs from age zero (0) to four (4) years;

(f) To upgrade and update the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs;

(g) To reinforce the role of parents and other caregivers as the primary caregivers and educators of their children especially from age zero (0) to four (4) years;

(h) To enhance and sustain the efforts of communities to promote ECCD programs and ensure that special support is provided for poor, disadvantaged and linguistic minority communities;

(i) To improve the quality standards of public and private ECCD programs through, but not limited to, a registration and credential system for ECCD service providers and facilities;

(j) To ensure that the education of persons, and in particular children, who are blind, deaf or deafblind, are conducted in the most appropriate languages, modes and means of communication for the individual, and in environments which maximize academic and social development; and

(k) To employ teachers, including teachers with disabilities, who are qualified in sign language and/or braille, and to train professionals and staff who work at all levels of education.

SEC. 4. *Definitions.* — The following terms are defined as follows:

(a) *Early Childhood Care and Development (ECCD) System* shall refer to the full range of health, nutrition, early education and social services development programs that provide for the basic holistic needs of young children from age zero (0) to four (4) years; and to promote their optimum growth and development.

These programs shall include:

(1) Center-based programs, such as the day care service established under Republic Act No. 6972, otherwise known as the "Barangay – Level Total Development and Protection of Children Act", and hereinafter referred to as the child development service, community or church-based early childhood education programs initiated by nongovernment organizations or people's organizations, workplace-related child care and education programs, child-minding centers, health centers and stations; and

(2) Home-based programs, such as the neighborhood-based play groups, family child care programs, parent education and home visiting programs.

(b) *ECCD Service Providers* shall include the various professionals, paraprofessionals and volunteer caregivers who are directly responsible for the care and education of young children from age zero (0) to four (4) years through the various centers and home-based programs. They shall include, but shall not be limited to, day care workers hereinafter referred to as child development workers, child development teachers, teacher-aides, rural health midwives, social workers, community health workers, barangay nutrition scholars, parent effectiveness service volunteers, and family day care providers.

(c) *ECCD Curriculum* shall refer to the developmentally-appropriate educational objectives and practices, programs of activities, organized learning experiences, recommended learning materials and appropriate assessment for children from age zero (0) to four (4) years that are implemented by service providers through center and home-based programs. It shall consist of national program goals and guidelines, instructional objectives, and content outlines that are age-appropriate, individually appropriate and culturally relevant.

(d) *Parent Education* shall refer to the various formal and alternative means of providing parents with information, skills, and support systems to assist them in their roles as their children's primary caregivers and educators. These include public and private parent education programs linked to center, home and media-based child care and education programs.

SEC. 5. *System Framework and Components.* – The ECCD System shall ensure that the National ECCD Program is implemented in accordance with quality standards for accreditation and for this purpose there shall be established a National ECCD Monitoring and Evaluation Framework. The ECCD System shall include the following components:

(a) ECCD Curriculum. – The curriculum shall focus on children's total development and take into account age, individual and socio-cultural appropriateness. It shall promote the delivery of complementary and integrative services for health, nutrition, early childhood education, sanitation and cultural activities. It shall use the child's first language as the medium of instruction;

(b) Parent Education and Involvement, Advocacy and Mobilization of Communities. – This component shall harness and develop parents' strengths as providers of ECCD programs at home, as active partners of other stakeholders, as advocates for community concerns that affect children, and as pillars of support for local and national ECCD programs through community organization efforts;

(c) Human Resource Development Program. – The program shall establish mechanisms for the systematic professionalization of ECCD service providers through enrolment in educational program in site-based or distance education modes, through pre-service or in-service training including continuing education programs, whereby a registration and credential system shall be developed in the ECCD System; and

(d) ECCD Management. – This component shall consist of a continuing process of planning, implementation, supervision, financial management, monitoring, evaluation and reporting to persons concerned and shall encourage the active involvement of and build the capabilities of service providers, parents and local government officials to sustain the program.

SEC. 6. *Expanding the ECCD System.* – The National ECCD System shall henceforth apply to all provinces, cities, municipalities and barangays as may be determined by the ECCD Council to achieve universal ECCD coverage for all children from age zero (0) to four (4) years.

SEC. 7. *Implementing Arrangements and Operational Structures.* — The implementation of the National ECCD System shall be the responsibility of the ECCD Council.

(a) Responsibilities of the ECCD Council. — The ECCD Council shall be responsible for establishing national standards, developing policies and programs, ensuring compliance thereof, providing technical assistance and support to the ECCD service providers in consultation with coordinating committees at the provincial, city, municipal and barangay levels.

The Department of Education (DepED), the Department of Social Welfare and Development (DSWD), the Department of Health (DOH), the National Nutrition Council (NNC) and the Union of Local Authorities of the Philippines (ULAP) shall meet in an annual workshop to prepare work and financial plans that will coordinate their technical assistance and support for the National ECCD Program. They shall observe existing implementing guidelines that ensure consistency in integrated service delivery within the National ECCD System, as follows:

(1) The DepED shall recognize the National ECCD Program as the foundation of the learning continuum and shall promote it for all children from age zero (0) to four (4) years; and

(2) The DepED, the DSWD, the DOH and the NNC shall provide continuing professional development program support, supplementary learning materials, reference materials, supplemental nutrition and health care services.

(b) Responsibilities of Local Government Units. — Local government units (LGUs) shall include allocations from their Special Education Fund (SEF) and Gender and Development (GAD) Fund in addition to other local funds to be utilized for the following purposes:

. (1) Support the implementation of their ECCD Program;

(2) Organize and support parent cooperatives to establish community-based ECCD programs;

(3) Provide counterpart funds for the continuing professional development of their ECCD public service providers; and

(4) Provide the facilities for the conduct of their ECCD Program.

(c) Responsibilities of Families and Communities. — Families and communities shall support the local ECCD programs by participating in various community-based projects such as, but not limited to, health, nutrition, social development and early childhood education projects for the overall development of their children from age zero (0) to four (4) years.

SEC. 8. *Strengthening the ECCD Council.* — The ECCD Council shall be strengthened to ensure the State's focus on building a strong foundation for the development and learning of children during the early years from age zero (0) to four (4) years, to support the full range of health, nutrition, early education and social development programs for the child's holistic development and ensure sustained interagency and multisectoral collaboration. The Council shall be attached to the DepED.

SEC. 9. *Organization of the ECCD Council.* — The ECCD Council shall be composed of the following:

(a) ECCD Governing Board. — The ECCD Governing Board shall be composed of:

(1) Secretary of the DepED, as *ex officio* Chairperson;

(2) Executive Director of the ECCD Council, as Vice Chairperson;

(3) Secretary of the DSWD, as member;

(4) Secretary of the DOH, as member;

(5) Executive Director of the NNC, as member;

(6) President of the ULAP, as member; and

(7) One (1) private individual who is an ECCD practitioner and expert shall be appointed by the President upon the recommendation of the Board, as member.

The Board shall meet once a month or upon the call of the Chairperson or three (3) members of the Board.

(b) Council Secretariat. — There shall be established an ECCD Council Secretariat to be headed by an Executive Director. The Secretariat shall provide support services for the coordination and monitoring of the implementation of policies and plans formulated by the Council subject to the Compensation and Position Classification System and other existing civil service rules and regulations.

SEC. 10. *Functions of the ECCD Council.* — The ECCD Council shall carry out the objectives of the National ECCD System by performing the following functions:

(a) Promulgate policies and implement guidelines for ECCD programs in consultation with stakeholders, including the regional level when appropriate, consistent with the national policy and program frameworks as defined in this Act;

(b) Establish ECCD program standards that reflect developmentally appropriate practices for ECCD programs, which shall interface with the kindergarten curriculum of the DepED;

(c) Develop a national system for the recruitment, registration, accreditation, continuing education and equivalency, and credential system of ECCD service providers, supervisors and administrators to improve and professionalize the ECCD sector and upgrade quality standards of public and private ECCD programs;

(d) Develop a national system of awards and recognition to deserving ECCD program implementers and service providers;

(e) Promote, encourage and coordinate the various ECCD programs of the DepED, the DSWD, the DOH and the NNC, and monitor the delivery of services to the ECCD program beneficiaries nationwide;

(f) Evaluate and assess the impact and outcome of various ECCD programs nationwide through an effective information system;

(g) Develop a national system for early identification, screening and surveillance of young children from age zero (0) to four (4) years;

(h) Develop various support mechanisms that maximize public and private resources for implementing ECCD programs, giving priority to the needy and high risk children from poor communities;

(i) Provide funds to poor and disadvantaged communities for the establishment and expansion of public ECCD programs, improvement of physical facilities and for hiring of ECCD service providers;

(j) Promote and encourage private sector initiatives for the establishment of ECCD programs;

(k) Provide guidelines for the conduct of solicitations from local and international civic organizations, and request private foundations to supplement available resources; and

(l) Perform such other functions as the ECCD Council may deem necessary.

SEC. 11. *Appropriations.* — The amount needed for the initial implementation of this Act shall be charged against the current year's appropriations of the DepED, the DSWD, the DOH and the NNC for the purpose. Thereafter, such sums as may be necessary for the continued implementation of this Act shall be included in the annual General Appropriations Act (GAA).

In addition, the Philippine Amusement and Gaming Corporation shall contribute an amount of Five hundred million pesos (P500,000,000.00) per year for five (5) years from its gross income to fund the establishment of National Child Development Centers and the conversion of existing Day Care Centers into Child Development Centers in various LGUs upon approval of this Act. Said amount shall be directly remitted in four (4) quarterly installments to a special account of the ECCD Council.

SEC. 12. *Financing ECCD Programs.* — ECCD programs shall be financed through a combination of public and private funds. All public ECCD program providers shall prioritize children from age zero (0) to four (4) years from families who are in greatest need and who can least afford private ECCD programs.

(a) Financial and Technical Support. – The DepED, the DSWD and the DOH shall support the implementation of the National ECCD System by providing financial and technical support packages to ECCD programs.

(b) Other Forms of Support for ECCD Programs. – LGUs shall be encouraged to support public ECCD programs in their respective localities. Additional funds may be generated from intergovernmental donors and government financial institutions to support the public programs including the urban poor.

There shall be established a fund for an ECCD Program Contracting Scheme with accredited private providers at the community levels.

(c) Fees and Contributions. – Fees and contributions collected for both public and private ECCD programs shall be monitored by the ECCD Council to ensure that these are affordable and within reasonable limits. Families are encouraged to contribute their time and services to support the ECCD programs.

SEC. 13. *Annual Report.* – The ECCD Council shall, at the close of each calendar year, submit annual physical and financial reports to Congress, giving a detailed account of its proceedings and accomplishments during the year, making recommendations for the adoption of measures that will improve the National ECCD System and ensuring achievement of universal coverage of ECCD benefits to all children from age zero (0) to four (4) years, within a period of five (5) years.

SEC. 14. *Implementing Rules and Regulations.* – The ECCD Council, in consultation with appropriate government agencies and nongovernment organizations, shall formulate and issue the necessary rules and regulations within sixty (60) days after the effectivity of this Act.

SEC. 15. *Repealing Clause.* – Republic Act No. 8980, otherwise known as "An Act Promulgating A Comprehensive Policy And A National System For Early Childhood Care And Development (ECCD), Providing Funds Therefor And For Other Purposes", is hereby repealed.

All laws, decrees, executive orders, presidential proclamations, rules and regulations or parts thereof contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 16. *Separability Clause.* – If, for any reason, any portion of this Act shall be declared unconstitutional, other parts or provisions hereof which are not affected shall continue to be in full force and effect.

SEC. 17. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in at least two (2) newspapers of general circulation.
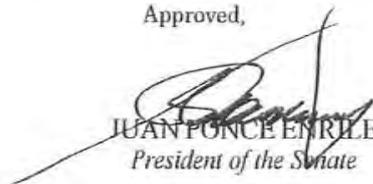
Approved,

JUAN PONCE ENRILE
President of the Senate

FELICIANO BELMONTE JR.
*Speaker of the House
of Representatives*

This Act which is a consolidation of House Bill No. 6694 and Senate Bill No. 3206 was finally passed by the House of Representatives and the Senate on November 28, 2012 and January 23, 2013, respectively.
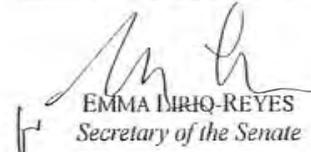
EMMA LIRIO-REYES
Secretary of the Senate
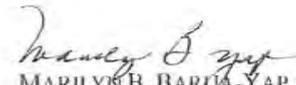
MARILYN B. BARUA-YAP
*Secretary General
House of Representatives*

Approved: MAR 2 6 2013
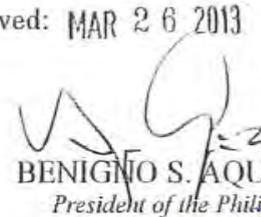
BENIGNO S. AQUINO III
President of the Philippines

Republic of the Philippines
Congress of the Philippines
Metro Manila

Fourth Regular Session

Begun and held in Metro Manila, on Monday, the twenty-third day of July, nineteen hundred and ninety.

[REPUBLIC ACT 6972]

AN ACT ESTABLISHING A DAY CARE CENTER IN EVERY BARANGAY, INSTITUTING THEREIN A TOTAL DEVELOPMENT AND PROTECTION OF CHILDREN PROGRAM, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Title*. — This Act shall be known as the "Barangay-Level Total Development and Protection of Children Act."

SEC. 2. *Declaration of Policy*. — It is hereby declared to be the policy of the State to defend the right of children to assistance, including proper care and nutrition, and to provide them with special protection against all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development.

Filipino children up to six (6) years of age deserve the best care and attention at the family and community levels. Towards this end, there is hereby established a day care center in every barangay with a total development and protection of children program as provided in this Act instituted in every barangay day care center.

SEC. 3. *Program Framework*. — The total development and protection of children program for day care centers shall be provided for children up to six (6) years of age with the consent of parents: *Provided, however,* That, in case of abused, neglected or exploited children, such consent shall not be required. The program shall include the following:

Republic Act 6972

(a) Monitoring of registration of births and the completion of the immunization series for prevention of tuberculosis, diphtheria, pertussis, tetanus, measles, polio-myelitis and such other diseases for which vaccines have been developed for administration to children up to six (6) years of age;

(b) Growth and nutritional monitoring, with supplementary nutritional feeding and supervision of nutritional intake at home;

(c) Care for children of working mothers during the day and, where feasible, care for children up to six (6) years of age when mothers are working at night: *Provided,* That the day care center need not take care of the children in a particular place but shall develop network of homes where women may take care of the children up to six (6) years of age of working mothers during working hours, with adequate supervision from the supervising social welfare officer of the Department of Social Welfare and Development: *Provided, further*, That, where young children are left to the care of a paid domestic, an elderly relative or older children without adequate and competent adult supervision, the supervising social welfare officer shall provide such training and adult supervision until the children's care meets adequate standards whereby the children under their care will develop normally as healthy, happy and loved children, even in the absence of their mothers during working hours;

(d) Materials and network of surrogate mothers-teachers who will provide intellectual and mental stimulation to the children, as well as supervised wholesome recreation, with a balanced program of supervised play, mental stimulation activities, and group activities with peers;

(e) A sanctuary for abused, neglected or exploited children either in one child institution in the barangay and/or a network of sanctuary-homes which will take in children in urgent need of protection due to a situation which endangers the child or which has exposed the child to cruelty and abuse: *Provided,* That the day care center, with the help and support of the barangay chairman and their barangay-level support systems, may call upon law enforcement agencies when the child needs to be rescued from an unbearable home situation;

(f) A referral and support system for pregnant mothers for prenatal and neonatal care and, in the proper case, for delivery of the infant under conditions which will remove or minimize risk to mother and child: *Provided,* That high-risk mothers shall be referred to the proper tertiary or secondary care service personnel and children who are at risk from any condition or illness will be brought for care: *Provided, further,* That the day care center shall be alert to illegal abortions and incompetent and untrained hilots so that they are provided the needed basic training for normal delivery and are trained to recognize high-risk pregnancies which should be referred to competent obstetrical and pediatric medical care for mother and child who are at risk; and

(g) A support system and network of assistance from among the members of the barangay for the total development and protection of children.

SEC. 4.   *Implementing Agency.* — The program shall be implemented by the barangay.

The *sangguniang barangay* may call upon private volunteers, who are responsible members of the community, and utilize them to assist in the care of children and provide consultative services for medical, educational, and other needs of the children.

SEC. 5. *Functions of the Department of Social Welfare and Development.* — The Department shall:

(a) Formulate the criteria for the selection, qualifications, training and accreditation of barangay day care workers and the standards for the implementation of the total development and protection of children program;

(b) Coordinate activities of nongovernmental organizations with the day care workers and other social workers of the Department in order that their services may be fully utilized for the attainment of the program goals; and

(c) Protect and assist abused, neglected or exploited children and secure proper government assistance for said children.

SEC. 6. *Funds for the Center, the Program and Day Care Workers.* — (a) The funds for the establishment, maintenance and operation of barangay day care centers shall be appropriated from the national budget and shall be included in the annual General Appropriations Act as part of the budget of the Department of Social Welfare and Development.

(b) The province, city or municipality concerned shall provide financial assistance for the establishment of every barangay day care center within their respective locality.

(c) Barangay day care workers in accredited day care centers shall receive a monthly allowance of not less than Five hundred pesos (₱500.00) to be charged to the annual appropriations of the Department of Social Welfare and Development.

(d) In order to carry out the provisions of this Act, the amount needed for the program and day care workers shall be appropriated in the General Appropriations Act of the year following its enactment into law.

(e) A portion of health programs available to the Philippines under official aid or official debt arrangements from foreign countries, the amount to be determined by the Office of the President, shall be extended in support of the day care centers.

SEC. 7. *Repealing Clause.*—All laws, decrees, rules and regulations, and executive orders contrary to or inconsistent with this Act are hereby repealed or modified accordingly.

SEC. 8. *Effectivity.*—This Act shall take effect upon its approval and completion of its publication in at least two (2) national newspapers of general circulation.

Approved,

(Sgd.) JOVITO R. SALONGA   (Sgd.) RAMON V. MITRA
President of the Senate   *Speaker of the House of Representatives*

This Act which is a consolidation of House Bill No. 882 and Senate Bill No. 801 was finally passed by the House of Representatives and the Senate on September 14, 1990 and September 11, 1990, respectively.

(Sgd.) EDWIN P. ACOBA   (Sgd.) QUIRINO D. ABAD SANTOS, JR.
Secretary of the Senate   *Secretary of the House of Representatives*

Approved: November 23, 1990

(Sgd.) CORAZON C. AQUINO
President of the Philippines

S. No. 3286
H. No. 6643

Republic of the Philippines

Congress of the Philippines

Metro Manila

Fifteenth Congress

Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-third day of July, two thousand twelve.

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[REPUBLIC ACT NO. 10533]

AN ACT ENHANCING THE PHILIPPINE BASIC EDUCATION SYSTEM BY STRENGTHENING ITS CURRICULUM AND INCREASING THE NUMBER OF YEARS FOR BASIC EDUCATION, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Short Title.* – This Act shall be known as the "Enhanced Basic Education Act of 2013".

SEC. 2. *Declaration of Policy.* – The State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large.

Likewise, it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

For this purpose, the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. In order to achieve this, the State shall:

(a) Give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards;

(b) Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and

(c) Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource.

SEC. 3. *Basic Education.* – Basic education is intended to meet basic learning needs which provides the foundation on which subsequent learning can be based. It encompasses kindergarten, elementary and secondary education as well as alternative learning systems for out-of-school learners and those with special needs.

SEC. 4. *Enhanced Basic Education Program.* – The enhanced basic education program encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education.

Kindergarten education shall mean one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade I.

Elementary education refers to the second stage of compulsory basic education which is composed of six (6) years. The entrant age to this level is typically six (6) years old.

Secondary education refers to the third stage of compulsory basic education. It consists of four (4) years of junior high school education and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically twelve (12) and sixteen (16) years old, respectively.

Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners.

For kindergarten and the first three (3) years of elementary education, instruction, teaching materials and assessment shall be in the regional or native language of the learners. The Department of Education (DepED) shall formulate a mother language transition program from Grade 4 to Grade 6 so that Filipino and English shall be gradually introduced as languages of instruction until such time when these two (2) languages can become the primary languages of instruction at the secondary level.

For purposes of this Act, mother language or first Language (L1) refers to language or languages first learned by a child, which he/she identifies with, is identified as a native language user of by others, which he/she knows best, or uses most. This includes Filipino sign language used by individuals with pertinent disabilities. The regional or native language refers to the traditional speech variety or variety of Filipino sign language existing in a region, area or place.

SEC. 5. *Curriculum Development.* – The DepED shall formulate the design and details of the enhanced basic education curriculum. It shall work with the Commission on Higher Education (CHED) to craft harmonized basic and tertiary curricula for the global competitiveness of Filipino

graduates. To ensure college readiness and to avoid remedial and duplication of basic education subjects, the DepED shall coordinate with the CHED and the Technical Education and Skills Development Authority (TESDA).

To achieve an effective enhanced basic education curriculum, the DepED shall undertake consultations with other national government agencies and other stakeholders including, but not limited to, the Department of Labor and Employment (DOLE), the Professional Regulation Commission (PRC), the private and public schools associations, the national student organizations, the national teacher organizations, the parents-teachers associations and the chambers of commerce on matters affecting the concerned stakeholders.

The DepED shall adhere to the following standards and principles in developing the enhanced basic education curriculum:

(a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;

(b) The curriculum shall be relevant, responsive and research-based;

(c) The curriculum shall be culture-sensitive;

(d) The curriculum shall be contextualized and global;

(e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;

(f) The curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are and from what they already knew proceeding from the known to the unknown; instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available;

(g) The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and

(h) The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.

SEC. 6. *Curriculum Consultative Committee.* — There shall be created a curriculum consultative committee chaired by the DepED Secretary or his/her duly authorized representative and with members composed of, but not limited to, a representative each from the CHED, the TESDA, the DOLE, the PRC, the Department of Science and Technology (DOST), and a representative from the business chambers such as the Information Technology – Business Process Outsourcing (IT-BPO) industry association. The consultative committee shall oversee the review and evaluation on the implementation of the basic education curriculum and may recommend to the DepED the formulation of necessary refinements in the curriculum.

SEC. 7. *Teacher Education and Training.* — To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepED and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs, as specified:

(a) In-service Training on Content and Pedagogy. — Current DepED teachers shall be retrained to meet the content and performance standards of the new K to 12 curriculum.

The DepED shall ensure that private education institutions shall be given the opportunity to avail of such training.

(b) Training of New Teachers. — New graduates of the current Teacher Education curriculum shall undergo additional training, upon hiring, to upgrade their skills to the content standards of the new curriculum. Furthermore, the CHED, in coordination with the DepED and relevant stakeholders, shall ensure that the Teacher Education curriculum offered in these Teacher Education Institutes (TEIs) will meet the

necessary quality standards for new teachers. Duly recognized organizations acting as TEIs, in coordination with the DepED, the CHED, and other relevant stakeholders, shall ensure that the curriculum of these organizations meet the necessary quality standards for trained teachers.

(c) Training of School Leadership. – Superintendents, principals, subject area coordinators and other instructional school leaders shall likewise undergo workshops and training to enhance their skills on their role as academic, administrative and community leaders.

Henceforth, such professional development programs as those stated above shall be initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skills.

SEC. 8. *Hiring of Graduates of Science, Mathematics, Statistics, Engineering and Other Specialists in Subjects With a Shortage of Qualified Applicants, Technical-Vocational Courses and Higher Education Institution Faculty.* – Notwithstanding the provisions of Sections 26, 27 and 28 of Republic Act No. 7836, otherwise known as the "Philippine Teachers Professionalization Act of 1994", the DepED and private education institutions shall hire, as may be relevant to the particular subject:

(a) Graduates of science, mathematics, statistics, engineering, music and other degree courses with shortages in qualified Licensure Examination for Teachers (LET) applicants to teach in their specialized subjects in the elementary and secondary education. Qualified LET applicants shall also include graduates admitted by foundations duly recognized for their expertise in the education sector and who satisfactorily complete the requirements set by these organizations: *Provided,* That they pass the LET within five (5) years after their date of hiring: *Provided, further,* That if such graduates are willing to teach on part-time basis, the provisions of LET shall no longer be required;

(b) Graduates of technical-vocational courses to teach in their specialized subjects in the secondary education: *Provided,* That these graduates possess the necessary certification issued by the TESDA: *Provided, further,* That they undergo

appropriate in-service training to be administered by the DepED or higher education institutions (HEIs) at the expense of the DepED;

(c) Faculty of HEIs be allowed to teach in their general education or subject specialties in the secondary education: *Provided,* That the faculty must be a holder of a relevant Bachelor's degree, and must have satisfactorily served as a full-time HEI faculty;

(d) The DepED and private education institutions may hire practitioners, with expertise in the specialized learning areas offered by the Basic Education Curriculum, to teach in the secondary level: *Provided,* That they teach on part-time basis only. For this purpose, the DepED, in coordination with the appropriate government agencies, shall determine the necessary qualification standards in hiring these experts.

SEC. 9. *Career Guidance and Counselling Advocacy.* – To properly guide the students in choosing the career tracks that they intend to pursue, the DepED, in coordination with the DOLE, the TESDA and the CHED, shall regularly conduct career advocacy activities for secondary level students. Notwithstanding the provisions of Section 27 of Republic Act No. 9258, otherwise known as the "Guidance and Counselling Act of 2004", career and employment guidance counsellors, who are not registered and licensed guidance counsellors, shall be allowed to conduct career advocacy activities to secondary level students of the school where they are currently employed: *Provided,* That they undergo a training program to be developed or accredited by the DepED.

SEC. 10. *Expansion of E-GASTPE Beneficiaries.* – The benefits accorded by Republic Act No. 8545, or the "Expanded Government Assistance to Students and Teachers in Private Education Act", shall be extended to qualified students enrolled under the enhanced basic education.

The DepED shall engage the services of private education institutions and non-DepED schools offering senior high school through the programs under Republic Act No. 8545, and other financial arrangements formulated by the DepED and the Department of Budget and Management (DBM) based on the principles of public-private partnership.

SEC. 11. *Appropriations.* — The Secretary of Education shall include in the Department's program the operationalization of the enhanced basic education program, the initial funding of which shall be charged against the current appropriations of the DepED. Thereafter, the amount necessary for the continued implementation of the enhanced basic education program shall be included in the annual General Appropriations Act.

SEC. 12. *Transitory Provisions.* — The DepED, the CHED and the TESDA shall formulate the appropriate strategies and mechanisms needed to ensure smooth transition from the existing ten (10) years basic education cycle to the enhanced basic education (K to 12) cycle. The strategies may cover changes in physical infrastructure, manpower, organizational and structural concerns, bridging models linking grade 10 competencies and the entry requirements of new tertiary curricula, and partnerships between the government and other entities. Modeling for senior high school may be implemented in selected schools to simulate the transition process and provide concrete data for the transition plan.

To manage the initial implementation of the enhanced basic education program and mitigate the expected multi-year low enrolment turnout for HEIs and Technical Vocational Institutions (TVIs) starting School Year 2016-2017, the DepED shall engage in partnerships with HEIs and TVIs for the utilization of the latter's human and physical resources. Moreover, the DepED, the CHED, the TESDA, the TVIs and the HEIs shall coordinate closely with one another to implement strategies that ensure the academic, physical, financial, and human resource capabilities of HEIs and TVIs to provide educational and training services for graduates of the enhanced basic education program to ensure that they are not adversely affected. The faculty of HEIs and TVIs allowed to teach students of secondary education under Section 8 hereof, shall be given priority in hiring for the duration of the transition period. For this purpose, the transition period shall be provided for in the implementing rules and regulations (IRR).

SEC. 13. *Joint Congressional Oversight Committee on the Enhanced Basic Educational Program (K to 12 Program).* — There is hereby created a Joint Oversight Committee to oversee, monitor and evaluate the implementation of this Act.

The Oversight Committee shall be composed of five (5) members each from the Senate and from the House of Representatives, including Chairs of the Committees on Education, Arts and Culture, and Finance of both Houses. The membership of the Committee for every House shall have at least two (2) opposition or minority members.

SEC. 14. *Mandatory Evaluation and Review.* — By the end of School Year 2014-2015, the DepED shall conduct a mandatory review and submit a midterm report to Congress as to the status of implementation of the K to 12 program in terms of closing the following current shortages: (a) teachers; (b) classrooms; (c) textbooks; (d) seats; (e) toilets; and (f) other shortages that should be addressed.

The DepED shall include among others, in this midterm report, the following key metrics of access to and quality of basic education: (a) participation rate; (b) retention rate; (c) National Achievement Test results; (d) completion rate; (e) teachers' welfare and training profiles; (f) adequacy of funding requirements; and (g) other learning facilities including, but not limited to, computer and science laboratories, libraries and library hubs; and sports, music and arts.

SEC. 15. *Commitment to International Benchmarks.* — The DepED shall endeavor to increase the per capita spending on education towards the immediate attainment of international benchmarks.

SEC. 16. *Implementing Rules and Regulations.* — Within ninety (90) days after the effectivity of this Act, the DepED Secretary, the CHED Chairperson and the TESDA Director-General shall promulgate the rules and regulations needed for the implementation of this Act.

SEC. 17. *Separability Clause.* — If any provision of this Act is held invalid or unconstitutional, the same shall not affect the validity and effectivity of the other provisions hereof.

SEC. 18. *Repealing Clause.* — Pertinent provisions of Batas Pambansa Blg. 232 or the "Education Act of 1982", Republic Act No. 9155 or the "Governance of Basic Education

Act of 2001", Republic Act No. 9258, Republic Act No. 7836, and all other laws, decrees, executive orders and rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 19. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in two (2) newspapers of general circulation.

Approved,
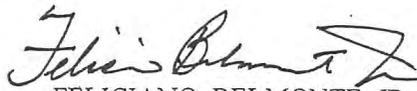
FELICIANO BELMONTE JR.
Speaker of the House
of Representatives
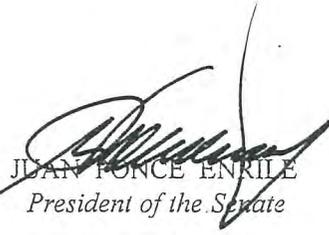
JUAN PONCE ENRILE
President of the Senate

This Act which is a consolidation of Senate Bill No. 3286 and House Bill No. 6643 was finally passed by the Senate and the House of Representatives on January 30, 2013.

MARILYN B. BARUA-YAP
Secretary General
House of Representatives
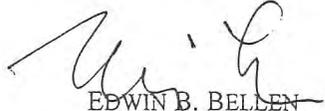
EDWIN B. BELLEN
Acting Senate Secretary

Approved: **MAY 1 5 2013**

BENIGNO S. AQUINO III
President of the Philippines

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Congress of the Philippines

Metro Manila

Fifteenth Congress

Second Regular Session

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Begun and held in Metro Manila, on Monday, the twenty-fifth day of July, two thousand eleven.

[REPUBLIC ACT NO. 10157]

AN ACT INSTITUTIONALIZING THE KINDERGARTEN EDUCATION INTO THE BASIC EDUCATION SYSTEM AND APPROPRIATING FUNDS THEREFOR

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Short Title.* — This Act shall be known as the "Kindergarten Education Act".

SEC. 2. *Declaration of Policy.* — In consonance with the Millennium Development Goals on achieving Education for All (EFA) by the year 2015, it is hereby declared the policy of the State to provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical, social, intellectual, emotional and skills stimulation and values formation to sufficiently prepare them for formal elementary schooling. This Act shall apply to elementary school system being the first stage of compulsory and mandatory formal education. Thus, kindergarten will now be an integral part of the basic education system of the country.

Kindergarten education is vital to the academic and technical development of the Filipino child for it is the period when the young mind's absorptive capacity for learning is at its sharpest. It is also the policy of the State to make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning.

SEC. 3. *Definition of Terms.* – The terms used in this Act are defined as follows:

(a) *DepEd* shall refer to the Department of Education;

(b) *BEE* shall refer to the Bureau of Elementary Education;

(c) *Kindergarten education* shall be understood in this Act to mean one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade I; and

(d) *Mother tongue* refers to the language first learned by a child.

SEC. 4. *Institutionalization of Kindergarten Education.* – Kindergarten education is hereby institutionalized as part of basic education and for school year 2011-2012 shall be implemented partially, and thereafter, it shall be made mandatory and compulsory for entrance to Grade 1.

SEC. 5. *Medium of Instruction.* – The State shall hereby adopt the mother tongue-based multilingual education (MTB-MLE) method. The mother tongue of the learner shall be the primary medium of instruction for teaching and learning in the kindergarten level. However, exceptions shall be made to the following cases:

(a) When the pupils in the kindergarten classroom have different mother tongues or when some of them speak another mother tongue;

(b) When the teacher does not speak the mother tongue of the learners;

(c) When resources, in line with the use of the mother tongue, are not yet available; and

(d) When teachers are not yet trained how to use the MTB-MLE program.

In such exceptional cases, the primary medium of instruction shall be determined by the DepEd aligned with the framework being used in the elementary level including teacher training and production of local resources and materials under DepEd Order No. 74, series of 2009.

The DepEd, in coordination with the Commission on Filipino Language and in close collaboration with academic and research institutions concerned with education, shall formulate a mother tongue-based multilingual framework for teaching and learning: *Provided,* That the DepEd will include teaching strategies as defined in Section 7(c) which aims to introduce and eventually strengthen the child's understanding of English, which is the official language.

SEC. 6. *Implementing Agency.* – The authority to regulate the organization, operation and/or implementation of the kindergarten education program of both public and private schools shall be vested upon the DepEd, through the creation of a new Division under the BEE and other necessary support to achieve successful implementation of kindergarten education to include, but not limited to, increasing the number of kindergarten teacher positions with the required salaries and benefits, enhancing teacher training in early education, and providing the necessary allocations for classrooms and chairs, facilities and equipment, and textbooks.

SEC. 7. *Duties, Powers and Functions.* – The DepEd, through the BEE, shall exercise the following powers and functions:

(a) Oversee and supervise the organization, operation and implementation of the kindergarten education program;

(b) Develop the curriculum for kindergarten education consistent with the universally accepted norms and standards, including values formation all of which shall be developmentally appropriate, and use of the MTB-MLE as a medium of instruction and to periodically review such for purposes of upgrading;

(c) Develop teaching strategies using the unique feature of the MTB-MLE which shall include, but not limited to, the following:

(1) The two-track method (storytelling and reading, listening story, oral communication activities);

(2) Interactive strategies;

(3) Use of manipulative games; and

(4) Experiential, small group discussions and total physical response (TPR) among others.

The learning development materials shall consist of the following at the minimum:

(i) Listening story;

(ii) Small books;

(iii) Big books;

(iv) Experience story;

(v) Primer lessons; and

(vi) Lessons exemplars;

(d) Conceive, develop and extend a continuing professional development program for kindergarten teachers to ensure constant updating of their knowledge in current trends, pedagogy, methodologies and concepts on early childhood education;

(e) Prescribe the necessary qualifications for the hiring and accreditation of teachers who will handle the kindergarten education program;

(f) Exercise authority over the operation of private kindergarten institutions;

(g) Supervise the establishment of various venues for early childhood education which may be institution-based, home-based, hospital-based or community-based, and which shall be duly accredited by the DepEd; and

(h) Introduce innovative programs in kindergarten that shall include educational technologies, whenever applicable.

SEC. 8. *Appropriations.* – The DepEd shall immediately include in the program of the Department the operationalization of the free, mandatory and compulsory public kindergarten education, the initial funding of which shall be charged against the current appropriations for kindergarten education of the DepEd. Thereafter, such sums which shall be necessary for the continued implementation of the free public kindergarten education program shall be charged to the General Fund and included in the annual General Appropriations Act.

SEC. 9. *Implementing Rules and Regulations.* – Within ninety (90) days after the effectivity of this Act, the DepEd, in consultation with the Department of Budget and Management, shall promulgate the rules and regulations needed for the implementation of this Act.

SEC. 10. *Separability Clause.* – If any provision of this Act is held invalid or unconstitutional, the same shall not affect the validity and effectivity of the other provisions hereof.

SEC. 11. *Repealing Clause.* – Pertinent provisions of all other laws, decrees, executive orders and rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 12. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in two (2) newspapers of general circulation.

Approved,
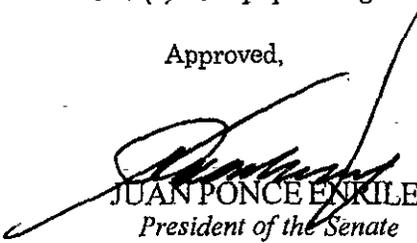
JUAN PONCE ENRILE
President of the Senate
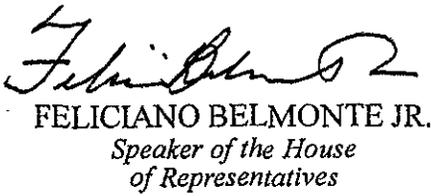
FELICIANO BELMONTE JR.
*Speaker of the House
of Representatives*

This Act which originated in the House of Representatives was finally passed by the House of Representatives and the Senate on November 23, 2011 and November 21, 2011, respectively.

EMMA LIRIO-REYES
Secretary of the Senate
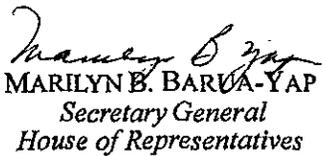
MARILYN B. BARUA-YAP
*Secretary General
House of Representatives*

Approved: JAN 2 0 2012

BENIGNO S. AQUINO III
President of the Philippines

O
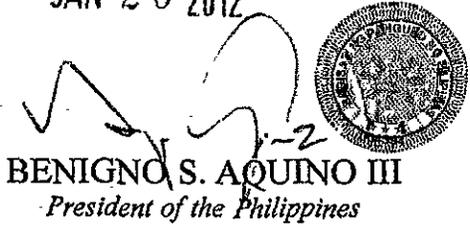
Annex 5 Public Elementary and High School Enrolment by Region, Sex

School Year 2013-2014 Public Elementary Schools Enrolment

REGION	SCHOOLS	MALE	FEMALE	TOTAL
ARMM	2,210	289,760	312,728	602,488
CAR	1,525	113,642	101,724	215,366
Caraga	1,636	210,803	192,988	403,791
NCR	517	644,588	600,724	1,245,312
Region I	2,395	331,080	298,362	629,442
Region II	2,195	230,010	209,488	439,498
Region III	2,986	698,118	636,093	1,334,211
Region IV-A	2,730	832,217	766,281	1,598,498
Region IV-B	1,842	246,466	222,444	468,910
Region V	3,145	519,177	464,976	984,153
Region VI	3,402	554,639	496,296	1,050,935
Region VII	2,936	546,299	489,719	1,036,018
Region VIII	3,637	366,681	330,872	697,553
Region IX	2,098	292,283	268,122	560,405
Region X	2,091	344,213	315,452	659,665
Region XI	1,632	360,588	328,762	689,350
Region XII	1,712	324,191	303,972	628,163
SUMMARY	**38,689**	**6,904,755**	**6,339,003**	**13,243,758**

Source: Government of the Philippines. Infographics Open Education.
Retrieved from http://data.gov.ph/infographics/education/2013

School Year 2013-2014 Public High Schools Enrolment

REGION	SCHOOLS	MALE	FEMALE	TOTAL
ARMM	304	67,871	93,534	161,405
CAR	291	44,543	46,225	90,768
Caraga	402	77,248	78,702	155,950
NCR	251	307,153	311,251	618,404
Region I	530	156,598	151,270	307,868
Region II	388	96,972	98,670	195,642
Region III	635	312,173	305,178	617,351
Region IV-A	662	357,090	354,557	711,647
Region IV-B	356	98,436	101,634	200,070
Region V	653	201,070	207,585	408,655
Region VI	648	240,578	235,054	475,632
Region VII	801	218,741	222,462	441,203
Region VIII	495	154,208	157,288	311,496
Region IX	390	96,771	106,117	202,888
Region X	350	112,737	116,471	229,208
Region XI	301	118,412	124,940	243,352
Region XII	456	110,191	120,597	230,788
SUMMARY	**7,913**	**2,770,792**	**2,831,535**	**5,602,327**

OVERVIEW OF THE PHILIPPINE EDUCATIONAL SYSTEM

Organizational Chart

OFFICE OF THE SECRETARY

- ADMINISTRATIVE SERVICE
- FINANCIAL AND MANAGEMENT SERVICE
- HUMAN RESOURCE DEVELOPMENT SERVICE
- PLANNING SERVICE
- TECHNICAL SERVICE
- PROCUREMENT SERVICE

- BUREAU OF ELEMENTARY EDUCATION
- BUREAU OF SECONDARY EDUCATION
- BUREAU OF ALTERNATIVE LEARNING SYSTEM

- EDUCATIONAL DEVELOPMENT PROJECTS IMPLEMENTING TASK FORCE
- NATIONAL EDUCATIONAL TESTING AND RESEARCH CENTER
- SCHOOL HEALTH & NUTRITION CENTER
- NATIONAL EDUCATORS' ACADEMY OF THE PHILIPPINES
- NATIONAL SCIENCE TEACHING INSTRUMENTATION CENTER
- INSTRUCTIONAL MATERIALS COUNCIL SECRETARIAT

REGIONAL OFFICES (17)

SCHOOLS DIVISION OFFICES (188*)

SCHOOL DISTRICT (2,364**)

SCHOOLS

	ELEM.	SEC.
PUBLIC	37,161	4,915
PRIVATE	4,788	3,372

SPECIAL OFFICES UNDER OSEC
1. CENTER FOR STUDENTS AND CO-CURRICULAR AFFAIRS
2. EDUCATION TECHNOLOGY UNIT
3. DEPARTMENT OF EDUCATION SPECIAL CONCERNS OFFICE
4. SPECIAL EVENTS UNIT
5. DETEXT ACTION CENTER
6. INTERNATIONAL COOPERATION UNIT
7. SCHOOL SITES TITLING UNIT

   *Including 21 interim divisions

   **SY 2005-2006

OTHER ATTACHED AGENCIES
1. TEACHER EDUCATION COUNCIL
2. INSTRUCTIONAL MATERIALS COUNCIL
3. LITERACY COORDINATING COUNCIL
4. PHILIPPINE HIGH SCHOOL FOR THE ARTS
5. NATIONAL BOOK DEVELOPMENT BOARD
6. NATIONAL COUNCIL FOR CHILDREN'S TELEVISION

Type of School:　　　　　　　　　　　　　　　　　　　Year Established　:　_____

    [   ]   Complete Elementary　　　　　　　　School ID :　_____

    [   ]   Incomplete Elementary

    [   ]   Multi-grade

    [   ]   Secondary

    [   ]   Integrated School

Name of School: _____

Former Name of School (if renamed): _____

Address: _____

    No.　　　　Street　　　　　Barangay　　　　Municipality / City\　　　　Province

Region: _____ Division: _____ School District: _____ Legislative district: _____

School Head : _____ Designation: _____

Contact No.: _____ Fax No.: _____ E-mail Address: _____

    (telephone no., cellphone no., etc.)

I.   SCHOOL SITE

1 .   Land ownership

    [   ]   DECS / DepED

        [   ]   donation   [   ]   purchased

    [   ]   owned by Provincial/ Municpality/City Government   [   ]   ancestral land

    [   ]   leased from private individual/corporation   [   ]   owned by private individual/corporation

2 .   Legal document t hand/available

    [   ]   none   [   ]   TCT (Transfer Certificate Title/Torrens Title)

    [   ]   Certificate of Land Title   [   ]   Deed of Donation (Complete/Incomplete: pls. encircle)

    [   ]   Deed of Absolute Sale   [   ]   Presidential Proclamation

    [   ]   Deed of Exchange   [   ]   Contract of Usufruct

    [   ]   Tax Declaration   [   ]   Memorandum of Agreement with _____

3 .   Legal Issues (any issue concerning site ownership which is under court litigation/settlement)

    [   ]   presence of illegal occupants   [   ]   fencing

    [   ]   encroachment   [   ]   boundary dispute/placement of "mojon"

    [   ]   heirs claiming back the land

4 .   School land area (in square meters) _____ 5,013 _____

5 .   Topography of School Site

    [   ]   flat   [   ]   swampy   [   ]   coastal

    [   ]   rolling   [   ]   hilly   [   ]   riverside

    [   ]   mountainous

6 .   Surrounding condition of the school site (specify distance in meters, from school site)

Surrounding Condition	Distance in meters from school building			
	Front	Back	Left Side	Right Side
Commercial area	N/A	N/A	N/A	500 meters
Factory	N/A	N/A	N/A	N/A
Dumpsite	N/A	N/A	N/A	N/A
Railroad	N/A	N/A	N/A	N/A
River	N/A	N/A	N/A	N/A
Cliff/Ravine	N/A	N/A	N/A	N/A
Channel	N/A	N/A	N/A	N/A
High voltage power lines/tower	N/A	N/A	N/A	N/A
Others, specify	N/A	N/A	N/A	N/A

7 .   Number of school entrances (for emergency evacuation): _____ / exits: _____

8 .   Parking information/capacity (for evacuation purposes):   5 vehicles

9 .   Availability of convening area (for evacuation purposes):   [   ]   Yes   [   ]   No

II . **ACCESS**

1 .   Site
A .   Capital town/city/urban area: Ozamiz City
B .   Distance to school from the municipal/city hall (in kilometers):   1 kilometer

2 .   Transportation condition (nearest town/capital town/city/urban area to school site)
A .   Prevailing road condition
1 .   Road surface condition
[   ]   good   [   ]   fair
[   ]   poor   [   ]   extremely poor

B .   Road classification
[   ] National   [   ] Local   [   ] Other Roads
[   ] Arterial/Main   [   ] Provincial   [   ] Private
[   ] Secondary   [   ] City / Municipal   [   ] Bike Lanes
[   ] Barangay   [   ] Alley
[   ] Trail/Foot Path

Road width (in meters):

_____   _____   _____

*(**National** – any major thoroughfare with widths 8.0 meters or more; constructed/maintained by the DPWH;*
***Local** – roads from major thoroughfares leading to provincial/municipal/city centers; with widths 6.00 meters or more;*
*constructed/maintained by the LGU; **Arterial** – main road; **Secondary** – inside roads)*

3 .   Road surface type
[   ] passable   [   ] not passable
[   ] paved / concrete
[   ] macadam / gravel
[   ] asphalt

4 .   Accessibility to transportation
[   ] not accessible to any type of vehicles   [   ] passenger car / PUJ / PUV / private vehicles
[   ] 10-wheeler truck   [   ] motorcycle
[   ] 6-wheeler truck   [   ] boat, raft, banca, etc.
[   ] tricycle   [   ] animal drawn vehicle

5 .   Overhead clearance (if access traverses through a tunnel, either constructed or hallowed through a mountain-side; an overhead bridge, whether vehicle or pedestrian)

[   ] unlimited   [   ] limited (in meters)   _____

6 .   Access Risk

[   ] no risk   [   ] flooding
[   ] landslide   [   ] high tide
[   ] mudslide   [   ] volcanic flow
[   ] other access difficulties: _____

_____

7 .   Bridge crossing

Name of Bridge	Bridge Width (m)	Allowable load (in tons)	Vehicles allowed to pass

List of vehicles allowed to pass on the bridge

1 - 10-wheeler truck	✓3 - passenger car	✓5 - motorcycle	7 - not passable
✓2 - 6-wheeler truck	✓4 - tricycle	6 - animal drawn vehicle	

III .   UTILITIES

1 .   Water Source

Water Source	Potability		Functional	
	Yes	No	Yes	No
1. Artesian/Deep Well				
2. Dug Well				
3. Free flowing/Spring				
4. Rain Collector				
5. Adjacent River				
Name: _____ Distance: _____				
6. Ration				
7. Local Water Connection				
8. No Water Source				

2 .   Sewerage facility

[   ] not available   [   ] public sewer service line (along street)
[   ] septic tanks   [   ] self-drain (Antipolo type)

3 .   Electrical source

[   ] not available
[   ] public source
         [   ] Meralco
         [   ] local electric cooperative
                Distance to nearest electrical post (in meters)   _____ 100 meters

4 .   Communication facility

[   ] not available

[   ] available (please give details below)

Communication Type	Availability	
	School	Community
PLDT		
BayanTel		
Extelcom		
Islacom		
Globe		
Smart		
Sun Cellular		
Radio Comm. Freq.:		
Others (specify)		

IV.   RECORD OF NATURAL DISASTER

Please identify the natural calamity (e.g., earthquake, Flood – include height of flood water, Typhoon, etc.)

Natural Calamity	Year	School Facility Damaged (identify classroom, extent of damage, other descriptions)	Rooms Damaged		
			Total No. of Rooms	No. of Usable Rooms	No. of Not Usable Rooms

CLUSTER F: Education Cluster Operations Protocol

Copy Number:
Issuing Agency: National Disaster Risk Reduction and Management Council
Place of Issue: Camp General Emilio Aguinaldo, Quezon City
Date of Issue:
Integrated Plan: National Disaster Response Plan

1.   RATIONALE

The occurrence of tropical cyclones and flooding has significant effects to the education sector. Suspension of classes, as an immediate and initial response, is announced to prevent exposure of learners to the impact of flooding and typhoons. The Education Cluster is one of the clusters responding to the needs of affected population and areas during hydro-met disasters. The safety of students and personnel during hydro-meteorological hazards, with or without early warning, is the top priority of the Education Cluster.

2.   OBJECTIVE

The Education Cluster aims to ensure safety of learners and Department of Education (DepEd) personnel. It also aims to provide continued access to quality education to all affected learners. Specifically, the cluster will:
  a) Prepare DepEd field offices and schools by issuing alerts and warnings based on weather bulletins and local issuances;
  b) Conduct impact and needs assessment on affected teaching and non-teaching personnel, learners, and educational properties;
  c) Provide the required temporary learning spaces, teaching materials, and learning materials to allow for resumption of classes and education service delivery;
  d) Coordinate the provision of psycho-social support and services to both learners and DepEd personnel with concerned agencies; and
  e) Mobilize resources to facilitate delivery of other relevant assistance to affected teaching and non-teaching personnel.

3.   CONCEPT OF OPERATIONS

DepEd issues relevant alerts and advisories to its field offices and cluster members after initial appraisal of the disaster's scope and impact, including its imminent threat to life and safety and disruption of education services. All members inform their respective field personnel assigned in the region to conduct initial/rapid assessment of the affected school and learners.

DepEd coordinates the conduct of needs assessments with member agencies and organizations to avoid duplication of data and optimize the available human resource on the ground. The DepEd Disaster Risk Reduction and Management Office (DRRMO) is tasked to consolidate the assessment results and submit to

DepEd Management for clearance. Upon approval, the DRRMO disseminates the assessment results to NDRRMC, cluster members, and concerned government agencies.

DepEd then activates its Emergency Operations Center (EOC) at the appropriate level. The EOC maintains coordination with and among agencies, especially LDRRMC. The respective district coordinators, division superintendents, and regional directors ensure that all needs related to emergency education services are addressed.

DepEd focal persons continuously collect information on the needs of the different schools under their respective areas, and indicate the interventions being provided.

DepEd focal persons also facilitate the requests for assistance based on assessment results. All requests from the field are augmented by the next higher level office of DepEd and partner organizations. Requests that are beyond the capacity of the Education Cluster are recommended for appeal for international assistance.

The Education Cluster conducts post-disaster assessment to identify good practices and areas for improvement as it sees fit.

The following are the key players and actors in the implementation of this concept:

A. Cluster Lead Agency

Department of Education (DepEd) through the Disaster Risk Reduction and Management Office (DRRMO) will lead the coordinating functions of the Cluster. Specifically, DepEd will do the following for each Disaster Phase:

i. Pre-Disaster Phase
1. Issue initial alerts and warnings as projected by relevant agencies (DOST, PAGASA, NDRRMC) to Field Offices and Education Cluster Members.
2. Prepare baseline reports of projected affected areas (e.g. enrolment, classrooms, and personnel)
3. Reinforce alerts issued to DepEd field offices and education cluster members as may be appropriate upon advice made by NDRRMC.
4. Enforce the strict implementation of school safety and preparedness protocols, such as ensuring protection of DepEd property.
5. Provide advisory on preemptive evacuation, if necessary.
6. Project the possible impact of the impending threat to the following: safety of learners and DepEd personnel, destruction of properties, and disruption of educational services.
7. Adhere to the policies on suspension of classes based on EO 66 (s. 2012).If learners and DepEd personnel are already in school upon suspension, DepEd should consider their safety before allowing them to leave the school premises.
8. Prepare possible activation of EOCs.
9. Convene the Education Cluster for response planning and pre-positioning.

ii. During Disaster Phase

1. Activate DepEd EOC at concerned levels.
2. Convene the Education Cluster
3. Closely coordinate with relevant government agencies (NDRRMC, OCD, PAGASA, DOST, DSWD, DOH, among others)
4. Track DepEd key officials and personnel.
5. Monitor the status of office operations in affected divisions and regions.
6. Disseminate report of actual path of disaster to the Education Cluster and DepEd field offices.
7. Gather data on impact to education and generate reports, such as situation reports and advisories.

8. Submit reports to DepEd Management for clearance.
9. Disseminate situation reports to NDRRMC, Inter-Cluster, Education Cluster, and Field Offices affected.
10. Monitor possible escalation of situation that may aggravate impact on learners, personnel, and properties.
11. Prepare for the deployment/provision of resources (i.e. personnel, learning materials, support for TLS, psychosocial services)

iii. Post Disaster Phase

1. Conduct continuous Post-Disaster Needs Assessment (PDNA) in coordination with other cluster members.
2. Continuous tracking of DepEd personnel and students
3. Establish temporary learning spaces in affected schools and schools used as evacuation centers
4. Monitor the availability of temporary learning spaces in other evacuation centers
5. Mobilize appropriate educational interventions such as, but not limited to, the following:
    i. Psycho-social support and services
    ii. Teaching and learning materials
    iii. Conduct of life skill education and alternative delivery modes
    iv. School clean-up
    v. Emergency feeding programs
    vi. Minor repairs of school facilities
    vii. Life-saving supplies for education (health, nutrition, protection)
6. Mobilize and facilitate appropriate personnel assistance.
7. Conduct Education Cluster meetings.
8. Initiate the issuance of appeal for international assistance, if necessary.

B. Cluster Member Agencies and Organizations

a) Cluster co-leads: Save the Children and UNICEF
1. Pre-Disaster Phase
1. Assist the Lead Agency in communicating alerts and warnings to DepEd field offices and schools
2. Pre-position resources for the projected impact to schools
3. Participate in Education Cluster meetings

2. During Disaster Phase
1. Assist in the tracking of DepEd key officials and personnel and monitoring of field office and school operations
2. Participate in Education Cluster meetings
3. Share monitoring and assessment result at the cluster level

3. Post Disaster Phase
1. Coordinate with the Lead Agency on the conduct of PDNA
2. Participate in Education Cluster meetings.
3. Assist in the continuous tracking of DepEd personnel and students.
4. Assist the establishment of temporary learning spaces
5. Mobilize and support appropriate educational interventions such as, but not limited to, the following:
    i. Psychosocial support and services
    ii. Teaching and learning materials
    iii. Conduct of life skill education and alternative delivery modes
    iv. School clean-up
    v. Emergency feeding programs
    vi. Minor repairs of school facilities
    vii. Life-saving supplies for education (health, nutrition, protection)
6. Support the Lead Agency's appeal for international assistance

b) Local and International Non-Government Organizations (I/INGOs) and Civil Society Organizations (CSOs)

i. Pre-Disaster Phase
1. Assist in the dissemination of warnings and alerts projected by the relevant agencies (DOST, PAGASA, NDRRMC)
2. Assist schools in implementing safety and preparedness protocols
3. Monitor the enforcement of class suspension and preemptive evacuation, if necessary.
4. Pre-positioning of resources for the projected impact to schools.
5. Participate in Education Cluster meetings, national and/or local
6. Assist local DepEd offices and schools in coordinating with LGUs

ii. During Disaster Phase
1. Support the operations of Field EOC.
2. Assist in the tracking of DepEd key officials and personnel
3. Assist in the monitoring of needs and damages
4. Share monitoring results to the Lead Agency
5. Participate in Education Cluster meetings, national and/or local

iii. Post Disaster Phase
1. Coordinate the conduct of PDNA to the Lead Agency.
2. Assist in the continuous tracking of DepEd personnel and students.
3. Assist the establishment of temporary learning spaces

    4. Mobilize appropriate educational interventions such as, but not limited to, the following:
        i. Psycho-social support and services
        ii. Teaching and learning materials
        iii. Conduct of life skill education and alternative delivery modes
        iv. School clean-up
        v. Emergency feeding programs
        vi. Minor repairs of school facilities
        vii. Life-saving supplies for education (health, nutrition, protection)
    5. Participate in Education Cluster meetings, national and/or local

c) Private partners (Individuals and Corporations)
    i. Pre-Disaster Phase
      1. Assist in the dissemination of warnings and alerts projected by the relevant agencies (DOST, PAGASA, NDRRMC)
      2. Participate in Education Cluster meetings, national and/or local

    ii. During Disaster Phase
      1. Coordinate with Lead Agency for the projected impact to schools
      2. Support the communication facilities for the monitoring of affected schools.
      3. Participate in Education Cluster meetings, national and/or local

    iii. Post Disaster Phase
      1. Coordinate with Lead Agency for the education needs in affected schools.
      2. Participate in Education Cluster meetings, national and/or local.
      3. Assist in the continuous tracking of DepEd personnel and students.
      4. Assist the establishment of temporary learning spaces
      5. Mobilize appropriate educational interventions such as, but not limited to, the following:
        i. Psycho-social support and services
        ii. Teaching and learning materials
        iii. Conduct of life skill education and alternative delivery modes
        iv. School clean-up
        v. Emergency feeding programs
        vi. Minor repairs of school facilities
        vii. Life-saving supplies for education (health, nutrition, protection)

d) Department of Social Welfare and Development (DSWD)

i. During Disaster Phase
1. Coordinate with DepEd on the possible use of schools as evacuation centers for IDPs
2. Share information on the damages to education facilities/equipment and statuses of schools used as evacuation centers for IDPs

ii. Post Disaster Phase
1. Coordinate the conduct of PDNA, especially on the impact to ECCD clients and services.
2. Conduct supplementary feeding programs and psychosocial services to affected population.
3. Monitor the conduct of ECCD activities in evacuation centers

e) Office of Civil Defense (OCD)

i. During Disaster Phase
Provide logistical assistance to transport education supplies and services

ii. Post Disaster Phase
Coordinate the conduct of inter-cluster needs and damage assessment
- (RDNA: first 48 and 72 hours after disaster event)
- (PDNA: onsite evacuation and onwards)

f) Department of Health (DOH)

i. During Disaster Phase
Support and make available services for trauma detection and intervention for school children and staff

ii. Post Disaster Phase
1. Provide lifesaving supplies for education (health, nutrition, protection) in coordination with DepEd.
2. Conduct with DepEd and/or DSWD various psychosocial support and services such as: a) psychosocial activities for students ; b) Conduct Trauma and Stress Management with DepEd and DSWD; and c) preventive health education to school children affected by disaster, whichever is necessary.

g) Technical Education and Skills Development Authority (TESDA)

Post Disaster Phase
1. Support the conduct of PDNA
2. Coordinate with the Lead Agency on the possible assistance that can be provided, especially to technical vocational schools

h) Department of Public Works and Highways (DPWH)

i. Post Disaster Phase
Provide technical assistance in damage assessment of school facilities

i) Mines and Geosciences Bureau (MGB)

i. Pre-Disaster and During Disaster Phase
Issuance of flood and landslide advisories, especially for affected schools and evacuation centers/temporary shelters

ii. Post Disaster
Post-hazard mapping and assessment for temporary shelters, evacuation centers and/or relocation sites

j) Philippine National Police (PNP)

i. Post Disaster
1. Provide manpower and labor force to speed up clearing process in schools, if necessary
2. Provide necessary security to affected schools or local EOC

4. CONCEPT OF SUSTAINMENT

DepEd DRRMO as Cluster Lead will coordinate all requests and updating of reports for emergency education services in affected areas.

All cluster members will make available all necessary operational resources that will be used in providing such emergency education services.

Concerned government agencies and their subordinate offices will utilize their respective internal personnel during disaster response. Additional personnel requirements shall be coordinated through NDRRMC in collaboration with all Council members.

5. COMMAND AND CONTROL

A. Command Relationship – all DRRM actors and key players will refer and base their actions as prescribed in IRR of R.A. 10121, Rule 3, Section 2. Composition

B. Command Center – National Disaster Risk Reduction and Management Operations Center (NDRRMOC), Camp General Emilio Aguinaldo, Quezon City.

    a) Succession of Command:
        (1) Chairperson, NDRRMC (S, DND)
        (2) Vice-Chairperson for Disaster Response (S, DSWD)
        (3) Education Cluster Lead (DepEd DRRMO)
        (4) Education Cluster Members

    b) Inter-agency Communication System Support

For the entire duration of operations, the existing means of communications will be utilized. However, the Emergency Telecommunication Cluster will be activated once communication is cut-off from the affected areas.

FOR GUIDANCE AND STRICT COMPLIANCE

               SEC VOLTAIRE GAZMIN
               Chairperson, NDRRMC
               Department of National Defense

Department of Education
Revised Rapid Assessment of Damages Report (RADaR) 1
School-Level

Instructions to School Heads:
1. Accomplish this form on rapid assessment of damages. **Do not leave anything blank**.
2. Submit the form as soon as possible through any of the following means:
   a. E-mail to DRRMO Central Office via drrmo+reports@deped.gov.ph and respective Division Offices with the following format in the subject area: **RADAR1:** *<Name of incident>*, *<Region>*, *<Division>*, *<School ID>*
      For example: RADAR1: Mario, Region I, Pangasinan I – Lingayen, 321118
      RADAR1: Earthquake, Region VIII, Southern Leyte, 303473
   b. Send via SMS/text message. The answers should be sent using the following format**: RADAR1**,*<Name of incident>*,*<School ID>*,*<Incurred damages because of incident (Yes/No)>*, *<Number of totally damaged classrooms>*,*<Number of classrooms with major damage (Cannot be repaired by school)>*,*<Number of classrooms with minor damage (Can all be repaired by school)>*, *<Number of makeshift classrooms needed (For class resumption)>*,*<Number of classrooms used for evacuation of families>*,*<Are there still evacuees after three days? (Yes/No)>*,*<Name of sender>*, *<Position>*
      For example: RADAR1,Luis,102121,No,0,0,0,0,0,No,Orville Benigno,HT
      RADAR1,Mayon Eruption,199991,No,0,0,0,4,4,Yes,Jose Garcia,MT
      Send it to 0908-2630382 (new Smart number) or 0915-5153138 (Globe). Incorrect entries shall not be processed. Kindly check the following before sending: Text the answers only; no need to text the questions. Do not put spaces between commas. Do not forget to write **RADAR1** and **SCHOOL ID** and please be reminded that you are responsible for all accurate/inaccurate submissions.
   c. Fax a printed copy to DRRMO Central Office (02-637-4933) and respective Division Planning Office.
3. For inquiries about this form, contact DRRMO at 02-637-4933 and 02-635-3764.

Division _____
School ID _____

Name of incident (Can be name of tropical cyclone, name of volcano or description of incident)	
Incurred damages because of incident **(Yes/No)**	
Number of totally damaged classrooms (Needs to be Replaced)	
Number of classrooms with major damage (Needs major repair that cannot be repaired by school)	
Number of classrooms with minor damage (Needs minor repair that can all be repaired by school)	
Number of temporary learning spaces (TLS) needed (For class resumption)	
Number of classrooms used for evacuation of families (From Day 1)	
Are there still evacuees after three days? **(Yes/No)**	

Submitted by:

Signature _____
Full Name _____
Position _____
Date _____
Contact Number _____

Department of Education
Revised Rapid Assessment of Damages Report (RADaR) 2
School-Level

Instructions to School Heads:
1. Accomplish this form on rapid assessment of damages. **Do not leave anything blank**.
2. Submit the form as soon as possible through any of the following means:
   a. E-mail to DRRMO Central Office via drrmo+reports@deped.gov.ph and respective Division Offices with the following format in the subject area: **RADAR2:** *<Name of incident>*, *<Region>*, *<Division>*, *<School ID>*

   For example: RADAR2: Mario, Region I, Pangasinan I – Lingayen, 321118
   RADAR2: Fire, NCR, Quezon City, 399999
   b. Send via SMS/text message. The answers should be sent using the following format**: RADAR2**,*<Name of Incident>*,*<School ID>*,*<Number of deceased personnel>*,*<Number of injured personnel>*,*<Number of missing personnel>*,*<Number of displaced personnel>*,*<Number of damaged school furniture>*,*<Number of damaged textbooks>*, *<Number of damaged desktop computers>*,*<Name of Sender>*,*<Position>*

   For example: RADAR2,Bush Fire,300461,0,1,0,1,23,45,0,Juan Dela Cruz,Principal
   RADAR2,Luis,102121,0,0,0,0,0,0,0,Orville Benigno,HT

   Send it to 0908-2630382 (new SMART number) or 0915-5153138 (Globe). Incorrect entries shall not be processed. Kindly check the following before sending: Text the answers only; no need to text the questions. Do not put spaces between commas. Do not forget to write **RADAR2** and **SCHOOL ID** and please be reminded that you are responsible for all accurate/inaccurate submissions.
   c. Fax a printed copy to DRRMO Central Office (02-637-4933) and respective Division Planning Office.
3. For inquiries about this form, contact DRRMO at 02-637-4933 and 02-635-3764.

Division _____
School ID _____

Name of incident (Can be name of tropical cyclone, name of volcano, or description of incident)	
Number of deceased personnel (DepEd teaching and non-teaching personnel)	
Number of injured personnel (DepEd teaching and non-teaching personnel)	
Number of missing personnel (DepEd teaching and non-teaching personnel)	
Number of displaced personnel (DepEd teaching and non-teaching personnel)	
Number of damaged school furniture (armchairs)	
Number of damaged textbooks	
Number of damaged desktop computers	

Submitted by:

Signature	_____
Full Name	_____
Position	_____
Date	_____
Contact Number	_____

K to 12 Basic Education Curriculum

I. **K to 10 Curriculum**

Learning Area	Grade Level	Qtr	Topic/ Competency

Kinder			A. Kagawiang Pangkaligtasan *(Personal Safety)*
			 1. Nakasusunod sa mga tuntunin at gawaing pangkaligtasan
			     1.1 Maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, at gunting
			     1.2 Pananatiling kasama ng nakatatanda sa matataong lugar
			 2. Naipakikita ang pagmamahal sa sariling kaligtasan
			     1.1 Hindi lumalabas ng walang paalam
			     1.2 Hindi pagsama sa mga di kilalang tao
			     1.3 Naipakikita ang di pagsang-ayon sa paghipo ng ibang tao sa maselang bahagi ng katawan

			B. Pangangalaga sa Sariling Kapaligiran
			 1. Napananatiling malinis ang sariling kapaligiran
			     1.1 pagtulong sa mga simpleng gawain gaya ng pagwawalis ng sahig/bakuran, pagpupunas ng upuan/mesa at iba pang mga kasangkapan
			     1.2 pagtapon ng basura sa tamang lalagyan
			 2. Naipakikita ang pagtulong at pangangalaga sa kapaligiran
			     2.1 pagdidilig ng mga halaman
			     2.2 pag-alis ng mga damo at kalat
			     2.3 pag-iwas sa pagsira ng halaman gaya ng pagpitas, paghampas, pagtapak, pagbunot

			C. Earth – Environment, Weather
			 1. Tell and describe the different kinds of weather
			     1.1 Identify what we wear and use for each kind of weather
			     1.2 Observe sunrise and sunset to tell the time of the day
			     1.3 Tell the time of the day when activities are being done
			     1.4 Identify ways of taking care of the environment
			 2. Identify cause and effect relationship

			D. Understanding of Social Environment
			 1. Neighbourhood/Community
			     1.1 identify environmental problems
			     1.2 identify ways people care for and protect the environment
			     1.3 identify ways people in the community can care for and protect children

Araling Panlipunan	2	1st Qtr	A. Ang Aking Komunidad
			 1. Nailalarawan ang panahon at kalamidad na nararanasan sa sariling komunidad
			     1.1 Nasasabi ang iba't ibang uri ng panahong nararanasan sa sariling komunidad
			     1.2 Natutukoy ang mga natural na kalamidad o sakunang madalas maganap sa sariling komunidad
			     1.3 Nakakukuha ng impormasyon tungkol sa mga epekto ng kalamidad sa kalagayan ng mga anyong lupa, anyong tubig at sa mga tao sa sariling komunidad
			     1.4 Nasasabi ang mga wastong gawain/ pagkilos sa tahanan at paaralan sa panahon ng kalamidad

		3rd Qtr	B. Kabuhayan sa Komunidad
			 1. Naipaliliwanag ang pananagutan ng bawat isa sa pangangalaga sa likas na yaman at pagpatili ng kalinisan ng sariling komunidad.
			     1.1 Nasasabi ang mga sanhi at bunga ng pagkasira ng likas na yaman ng kinabibilangang komunidad
			     1.2 Nahihinuha ang mga posibleng dahilan ng tao sa pagsira ng mga likas na yaman ng kinabibilangang komunidad
			     1.3 Nakapagbibigay ng mungkahing paraan ng pag-aalaga sa kapaligiran at likas na yaman ng kinabibilangang komunidad

	3	1st Qtr	C. Ang Mga Lalawigan sa Aking Rehiyon
			 1. Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito
			     1.1 Nasasabi o natataluntun ang mga lugar ng sariling rehiyon na sensitibo sa panganib gamit ang hazard map
			     1.2 Nakagagawa nang maagap at wastong pagtugon sa mga panganib na madalas

Learning Area	Grade Level	Qtr	Topic/ Competency
			maranasan ng sariling rehiyon

Araling Panlipunan	4	1st Qtr	D. Ang Katangiang Pisikal ng Aking Bansa
			1. Naiuugnay ang klima at panahon sa lokasyon ng bansa sa mundo.
			2. Naipaliliwanag ang katangian ng Pilipinas bilang bansang maritime o insular
			3. Nailalarawan ang kalagayan ng Pilipinas na nasa "Pacific Ring of Fire" at ang implikasyon nito.
			4. Nakagagawa ng mga mungkahi upang mabawasan ang masamang epekto dulot ng kalamidad
			   4.1 Natutukoy ang mga lugar sa Pilipinas na sensitibo sa panganib gamit ang hazard map
			   4.2 Nakagagawa ng nang maagap at wastong pagtugon sa mga panganib

	10	1st Qtr	E. Mga Suliraning Pangkapaligiran
			1. Disaster Risk Mitigation
			   1.1 Naipaliliwanag ang iba't ibang uri ng kalamidad na nararanasan sa komunidad at sa bansa
			   1.2 Naiuugnay ang gawain at desisyon ng tao sa pagkakaroon ng mga kalamidad
			   1.3 Natutukoy ang mga paghahanda na nararapat gawin sa harap ng mga kalamidad
			   1.4 Natutukoy ang mga ahensiya ng pamahalaan na responsable sa kaligtasan ng mamamayan sa panahon ng kalamidad
			   1.5 Napahahalagahan ang pagkakaroon ng disiplina at kooperasyon sa pagitan ng mga mamamayan at pamahalaan sa panahon ng kalamidad
			2. Climate Change
			   2.1 Naipaliliwanag ang aspektong politikal, pang-ekonomiya, panlipunan ng Climate Change
			   2.2 Natatalakay ang iba't ibang programa, polisiya, at patakaran ng pamahalaan at ng mga pandaidigang samahan tungkol sa Climate Change
			   2.3 Natataya ang epekto ng Climate Change sa kapaligiran, lipunan at kabuhayan ng tao sa bansa at sa daigdig
			3. Mga Suliraning Pangkapaligiran sa Sariling Pamayanan
			   3.1 Natutukoy ang mga suliraning pangkapaligiran na nararanasan sa sariling pamayanan
			   3.2 Natatalakay ang mga hakbangin ng pamahalaan sa pagharap sa mga sulliraning pangkapaligiran sa sariling pamayanan
			   3.3 Nakagagawa ng case study tungkol sa sanhi at epekto ng mga suliraning pangkapaligiran na nararanasan sa sariling pamayanan

Science	3	4th Qtr	A. Weather
			1. Types and effects of weather in the community
			   1.1 Describe the changes in the weather over a period of time
			   1.2 Communicate how different types of weather affect activities in the community
			2. Safety and precautionary measures
			   2.1 Practice safety and precautionary measures in dealing with different types of weather

	4	4th Qtr	2.2 record in a chart the weather conditions 2.3 identify safety precautions during different weather conditions
	5	1st Qtr	B. Properties of Matter 1. Useful and harmful materials 2. Changes that Materials Undergo 2.1 recognize the importance of recycle, reduce, reuse, recover and repair in waste management

		4th Qtr	C. Processes that Shape Earth's Surface
			1. Weathering and Soil Erosion
			   1.1 investigate extent of soil erosion in the community and its effects on living things and the environment
			   1.2 communicate the data collected in the investigation on soil erosion
			D. Weather Disturbances
			1. Types of weather disturbances
			2. Effects of weather disturbances on living things and the environment
			   2.1 observe the changes in the weather before, during and after a typhoon

Learning Area	Grade Level	Qtr	Topic/ Competency
			2.2 describe the effects of a typhoon in the community
			2.3 describe the effects of the winds, given a certain storm warning signal

Science	6	4th Qtr	E. Forces that affect changes on the earth's surface
			1. Earthquakes
			2. Volcanic Eruption
			   2.1 describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions
			   2.2 enumerate what to do before, during and after earthquake and volcanic eruptions

	7	4th Qtr	F. Earth and Space
			1. The Philippine Environment
			   1.1 relate the location of the Philippines with respect to the continents and oceans of the world
			   1.2 recognize that soil, water, rocks, coal, and other fossil fuels are Earth material resources
			   1.3 describe ways of using Earth's resources in a sustainable manner
			1. Interactions in the Atmosphere
			   2.1 describe the effects of certain weather systems in the Philippines
			3. Seasons in the Philippines
			   3.1 show what causes the seasons in the Philippines to change using models

	8	2nd Qtr	4. Earthquakes and Faults
			   4.1 explain how movements along faults generate earthquakes
			   4.2 describe active and inactive faults, epicenter and focus of an earthquake, intensity and magnitude of an earthquake
			   4.3 explain occurrence of a tsunami
			5. Understanding Typhoons
			   5.1 explain how typhoons develop
			   5.2 infer why the Philippines is prone to typhoons
			   5.3 explain how landforms and bodies of water affect typhoons
			   5.4 trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data

	9	3rd Qtr	6. Volcanoes
			   6.1 explain what happens when volcanoes erupt using models or illustrations
			   6.2 illustrate how energy from volcanoes may be tapped for human use using diagrams
			7. Climate
			   7.1 explain how different factors affect the climate of an area
			   7.2 describe certain climatic phenomena that occur on a global level
			   7.3 infer the characteristics of stars based on the characteristics of the Sun
			   7.4 infer that the arrangement of stars in a group (constellation) does not change
			   7.5 observe that the position of a constellation changes in the course of a night
			   7.6 show which constellations may be observed at different times of the year using models

	10	1st Qtr	8. Plate Tectonics 8.1 explain the presence of active volcanoes, earthquake epicenters and mountain ranges along plate boundaries

Health	1	4th Qtr	A. Injury Prevention, Safety and First Aid
			1. Knowing personal information and how to ask for help
			   1.1 gives personal information, such as name and address to appropriate persons
			   1.2 identifies appropriate persons to ask for assistance
			2. Ways people are intentionally helpful or hurtful
			   2.1 describes ways people can be intentionally helpful or harmful to one another
			   2.2 practices ways to protect oneself against violent or unwanted behaviors of others

	2	4th Qtr	3. Home Safety
			   3.1 identifies home hazards, such as household products that are harmful if touched, ingested, or inhaled, especially electrical appliances
			   3.2 recognizes warning labels that identify harmful things and substances
			   3.3 explains rules for the safe use of household chemicals

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Learning Area	Grade Level	Qtr	Topic/ Competency

			4. School Safety
			   4.1 identifies safe and unsafe practices and conditions in the school
			   4.2 practices safety rules during school activities

Health	4	4th Qtr	5. Safety guidelines during disasters and other emergency situations (Typhoon, Storm Surge, Flood, Landslide, Volcanic eruption, Earthquake, Tsunami, etc)
			   5.1 recognizes disasters or emergency situations
			   5.2 demonstrates proper response before, during, and after a disaster or an emergency situation
			   5.3 relates disaster preparedness and proper response during emergency situations in preserving lives

	5	4th Qtr	6. Basic First Aid for Common Injuries and Conditions 6.1 demonstrates appropriate first aid for common injuries or conditions

	9	2nd Qtr	7. First Aid Guidelines and Procedures
			   7.1 demonstrates appropriate bandaging techniques for unintentional injuries
			   7.2 demonstrates proper techniques in carrying and transporting the victim of unintentional injuries
			   7.3 demonstrates proper first aid procedures for common unintentional injuries

II. Senior High School Curriculum

SHS Subject	Content	Competency

Earth and Life Science	Natural Hazards, Mitigation and Adaptation	1. Geologic Processes and Hazards
		  1.1 Describe the various hazards that may happen when earthquakes, volcanic eruptions, and landslides occur
		  1.2 Using hazard maps, identify areas prone to hazards brought about by earthquakes, volcanic eruptions, and landslides
		  1.3 Give practical ways of coping with geological hazards caused by earthquakes, volcanic eruptions, and landslides
		2. Identify human activities that
		  2.1 speed up or trigger landslides
		  2.2 Suggest ways of helping lessen the occurrence of landslides in your community
		  2.3 Describe the various hazards that may happen when tropical cyclones, monsoons, floods, tornadoes or *ipo-ipo*
		  2.4 Using hazard maps, identify areas prone to hazards brought about by tropical cyclones, monsoons, floods, tornadoes or *ipo-ipo*
		  2.5 Give practical ways of coping with hydrometeorological hazards caused by tropical cyclones, monsoons, floods, tornadoes or *ipo-ipo*
		3. Describe how coastal processes result in coastal erosion, submersion, and saltwater intrusion
		  3.1 Identify areas in your community prone to coastal erosion, submersion, and saltwater intrusion
		  3.2 Give practical ways of coping with coastal erosion, submersion, and saltwater intrusion
		  3.3 Cite ways to prevent or lessen the impact of land development, waste disposal, and construction of structures to control coastal processes

Disaster Readiness and Risk Reduction	Basic concept of disaster and disaster risk	1. Identify areas/locations exposed to hazards that may lead to disasters 2. Analyze disaster from the different perspectives (physical, psychological, socio-cultural, economic, political, and biological)

SHS Subject	Content	Competency
	Exposure and Vulnerability	1. Recognize vulnerabilities of different elements exposed to specific hazards 2. Differentiate among hazard, exposure and vulnerabilities and give examples from actual situations
Disaster Readiness and Risk Reduction	Earthquake Hazards	1. Determine various potential earthquake hazards 2. Recognize the natural signs of an impending tsunami 3. Analyze the effects of the different earthquake hazards 4. Interpret different earthquake hazard maps 5. Apply precautionary and safety measures before, during and after earthquake
	Volcano Hazards	1. Apply appropriate measure/interventions before, during and after volcanic eruption
	Other related geological hazards	1. Recognize signs of impending geological hazards 2. Apply mitigation strategies to prevent loss of lives and properties.
	Hydrometeorological hazards	1. Recognize signs of impending hydrometeorological hazards 2. Apply appropriate measure/interventions before, during and after hydrometeorological hazards 3. Interpret different hydrometeorological hazard maps 4. Use available tools for monitoring hydro-meteorological hazards
	Fire hazard	1. Observe precautionary measures and proper procedures in addressing fire incident 2. Apply basic response during a fire incident 3. Follow a fire emergency and evacuation plans
	Concept of Disaster Risk and Disaster Risk Reduction and Magement (DRRM)	1. Discuss different community-based practices for managing disaster risk to specific hazards 2. Develop a community preparedness plan 3. Prepare survival kits and materials for one's family, public information and advocacy
	What to expect between government and citizen?	1. Explain DRR-related laws and policies 2. Avail of existing DRR-related services programs and projects 3. Abide by public policies on DRRM

Grade: 11/12
Subject Title: Disaster Readiness and Risk Reduction   **No. of Hours/Semester:** 80 hours/semester
Prerequisite (if needed): Grades 3-10 Science

Subject Description: This course focuses on the application of scientific knowledge and the solution of practical problems in a physical environment. It is designed to bridge the gap between theoretical science and daily living.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Basic concept of disaster and disaster risk	*The learners demonstrate understanding of the...* 1. Concept of disaster 2. Concept of disaster risk 3. Nature of disasters 4. Effects of disasters	The learners relate the concept of disaster with daily life.	*The learners...* 1. Explain the meaning of disaster; 2. Differentiate the risk factors underlying disasters; 3. Describe the effects of disasters on one's life; 4. Explain how and when an event becomes a disaster; 5. Identify areas/locations exposed to hazards that may lead to disasters; and 6. Analyze disaster from the different perspectives (physical, psychological, socio-cultural, economic, political, and biological).	**DRR11/12-Ia-b-1** **DRR11/12-Ia-b-2** **DRR11/12-Ia-b-3** **DRR11/12-Ia-b-4** **DRR11/12-Ia-b-5** **DRR11/12-Ia-b-6**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Exposure and Vulnerability	*The learners demonstrate understanding of...*	The learners conduct hazard hunts of exposed elements and propose corresponding corrective actions for one's preparedness.	*The learners...* 1. Enumerate elements exposed to hazards; 2. Explain the meaning of vulnerability; 3. Explain why certain sectors of society are more vulnerable to disaster than others; 4. Analyze why certain structures are more vulnerable to specific hazards than others;	**DRR11/12-Ic-7** **DRR11/12-Ic-8** **DRR11/12-Ic-9** **DRR11/12-Ic-10**
	Various elements that may be exposed to hazards: *1. Physical* *2. Social* *3. Economic* *4. Environmental* Vulnerability of each exposed element.		5. Determine the elements that are exposed to a particular hazard; 6. Recognize vulnerabilities of different elements exposed to specific hazards; and 7. Differentiate among hazards, exposure, and vulnerabilities and give examples from actual situations.	**DRR11/12-Id-11** **DRR11/12-Id-12** **DRR11/12-Id-13**
Basic concept of hazard	*The learners demonstrate understanding of the...* 1. Concept of hazard 2. Types of hazards 3. The impact of various hazards	The learners relate various types of hazard with a specific area for one's preparedness.	*The learners...* 1. Define hazards; 2. Give examples of the types of hazards; and 3. Explain the impact of various hazards on different exposed elements.	**DRR11/12-Ie-14** **DRR11/12-Ie-15** **DRR11/12-Ie-16**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Earthquake Hazards	*The learners demonstrate understanding of...* Potential earthquake hazards: 1. *Ground shaking* 2. *Ground rupture* 3. *Liquefaction* 4. *Earthquake-induced ground subsidence* 5. *Tsunami* 6. *Earthquake-induced landslide*	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after an earthquake.	*The learners...* 1. Identify various potential earthquake hazards; 2. Recognize the natural signs of an impending tsunami; 3. Analyze the effects of the different earthquake hazards;	**DRR11/12-If-g-17** **DRR11/12-If-g-18** **DRR11/12-If-g-19**
			4. Interpret different earthquake hazard maps; and 5. Apply precautionary and safety measures before, during, and after an earthquake.	**DRR11/12-If-g-20** **DRR11/12-If-g-21**
Volcano Hazards	*The learners demonstrate understanding of...* Signs of impending volcanic eruptions Potential volcano-related hazards: 1. *Lahar* 2. *Ash fall* 3. *Pyroclastic flow* 4. *Ballistic projectile* 5. *Volcanic gasses* 6. *Lava flow*	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after a volcanic eruption.	*The learners...* 1. Explain various volcano-related hazards; 2. Differentiate among different volcano hazards; 3. Recognize signs of an impending volcanic eruption;	**DRR11/12-Ih-i-22** **DRR11/12-Ih-i-23** **DRR11/12-Ih-i-24**
			4. Interpret different volcano hazard maps; and 5. Apply appropriate measures/interventions before, during, and after a volcanic eruption.	**DRR11/12-Ih-i-25** **DRR11/12-Ih-i-26**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Other related geological hazards	The learners demonstrate understanding of... Related geological hazards 1. Rainfall-induced landslide 2. Sinkhole	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after the occurrence of events that cause geological hazards.	The learners... 1. Discuss the different geological hazards; 2. Analyze the causes of geological hazards; 3. Recognize signs of impending geological hazards;	**DRR11/12-IIa-b-27** **DRR11/12-IIa-b-28** **DRR11/12-IIa-b-29**
			4. Interpret geological maps; and 5. Apply mitigation strategies to prevent loss of lives and properties.	**DRR11/12-IIa-b-30** **DRR11/12-IIa-b-31**
Hydrometeorological hazards	The learners demonstrate understanding of... Potential hydrometeorological hazards: 1. Typhoon 2. Thunderstorm 3. Flashflood 4. Flood 5. Stormsurge 6. El niño 7. La niña	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after the occurrence of events that cause hydrometeorological hazards. The learners develop proficiency in executing emergency response plans through safety drills.	The learners... 1. Distinguish and differentiate among and between different hydrometeorological hazards; 2. Recognize signs of impending hydrometeorological hazards;	**DRR11/12-IIc-d-32** **DRR11/12-IIc-d-33**
			3. Apply appropriate measures/interventions before, during, and after hydrometeorological hazards; 4. Interpret different hydrometeorological hazard maps; and 5. Use available tools for monitoring hydro-meteorological hazards.	**DRR11/12-IIc-d-34** **DRR11/12-IIc-d-35** **DRR11/12-IIc-d-36**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Fire hazard	*The learners demonstrate understanding of...* Fire hazards and related concepts: *1. Fire triangle* *2. Causes of fires* *3. Phases of a fire emergency*	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after a fire incident.	*The learners...* 1. Recognize elements of the fire triangle in different situations; 2. Analyze the different causes of fires; 3. Observe precautionary measures and proper procedures in addressing a fire incident;	**DRR11/12-IIe-f-37** **DRR11/12-IIe-f-38** **DRR11/12-IIe-f-39**
			4. Apply basic response procedures during a fire incident; and 5. Follow fire emergency and evacuation plans;	**DRR11/12-IIe-f-40** **DRR11/12-IIe-f-41**
Concept of Disaster Risk Reduction (DRR) and Disaster Risk Reduction and Management (DRRM)	*The learners demonstrate understanding of...* Disaster risk reduction: 1. Concept of DRR 2. Importance of DRR 3. Key principles	The learners are able to develop a community emergency preparedness plan and community disaster preparedness plan to minimize vulnerability and disaster risk in the community and avoid or	*The learners...* 1. Discuss the key concepts, principles, and elements of DRR; 2. Recognize the importance of DRR on one's life;	**DRR11/12-IIg-h-42** **DRR11/12-IIg-h-43**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	Community-based disaster risk reduction and management for preparedness 1. *Emergency plan* 2. *Monitoring and Evaluation* 3. *Early Warning Systems* 4. *Survival kits and materials*	limit adverse impacts of hazards. The learners practice and develop proficiency in executing emergency response protocols/procedures through safety drills.	3. Discuss different community-based practices for managing disaster risk to specific hazards; 4. Develop a community preparedness plan; and 5. Prepare survival kits and materials for one's family and for public information and advocacy.	**DRR11/12-IIg-h-44** **DRR11/12-IIg-h-45** **DRR11/12-IIg-h-46**
What to expect between the State and the citizens	*The learners demonstrate understanding of...* 1. Policies of DRRM -The Philippine DRRM Law RA 10121 and its Implementing Rules and Regulations 2. Information and resources from the Government (Projects and Programs)	The learners are able to develop a community disaster preparedness plan to minimize vulnerability and disaster risk in the community and avoid or limit adverse impacts of hazards.	*The learners...* 1. Explain DRR-related laws and policies; 2. Avail of existing DRR-related services programs and projects; and 3. Abide by public policies on DRRM.	**DRR11/12-IIi-j-47** **DRR11/12-IIi-j-48** **DRR11/12-IIi-j-49**

Code Book Legend

Sample: DRR11/12-Id-11

LEGEND			SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Disaster Readiness and Risk Reduction	**DRR11/12**	
	Grade Level	Grade 11/12		
			-	
Roman Numeral *Zero if no specific quarter*	Quarter	First Quarter	**1**	
Lowercase Letter/s *Put a hyphen (-) in between letters to indicate more than a specific week*	Week	Weeks four	**D**	
			-	
Arabic Number	Competency	Determine the elements that are exposed to a particular hazard;	**11**	

OCHA Regional Office for Asia Pacific
PHILIPPINES: Natural Hazard Risks
Issued: 01 March 2011

OCHA
Regional Office for Asia-Pacific

Seismic, Volcanic and Tropical Storm Risk

▲ Babuyan Claro

▲ Didicas

REGION I

CAR

REGION II

Baguio

REGION III

Pinatubo ▲
Angeles
San Fernando
Olongapo

REGION IV

Manila ★

Binan
Taal ▲
Calamba
Lucena

REGION V

Mayon ▲

Bulusan ▲

REGION VIII

Bilirah ▲
Tacloban

REGION VI
Iloilo
Bacolod
Canlaon ▲
Cebu

REGION VII

REGION IV

Camiguin ▲

REGION X

REGION XIII

REGION IX

REGION XI

ARMM

Davao

REGION XII

▲ *Awu*

▲ *Banua Wuhu*

▲ *Karangetang [Api Siau]*

Storm Season: June to Dec
Peak month: August

All Natural Hazard Risks

The bar chart shows the degree of exposure to natural hazards and the percentage of area affected (per country). Tsunami and storm surges are a threat to coastal regions, particularly gulfs, bays, and estuaries.

0%   affected country area   100%

Earthquake
Volcanic Eruption
Tsunami
Tropical Storm
Extratropical Storm
Storm Surge
Tornado
Hail Storm
Lightning
Flood
Drought
Frost

Exposure

very high

(c) 2009, Munich Reinsurance Company, Munich Re Geo Risks Research Department

Legend

⊛ OCHA office or presence

★ Country capital

○ Major town or city

══ International boundary

── Region Boundary

▲ Holocene volcano

Tsunami Hazards

Storm surge

Tsunami

Tsunami and Storm surge

Earthquake Intensity

Modified Mercalli Scale

Degree I-V

Degree VI

Degree VII

Degree VIII

Degree IX-XII

Tropical Storm Intensity

Saffir-Simpson Scale

One: 118-153 kmh

Two: 154-177 kmh

Three: 178-209 kmh

Four: 210-249 kmh

Five: 250+ kmh

Earthquake intensity zones indicate where there is a 20% probability that degrees of intensity shown on the map will be exceeded in 50 years.

Tropical storm intensity zones indicate where there is a 10% probability of a storm of this intensity striking in the next 10 years.

Map Doc Name:
OCHA_PHL_Hazard_v2_110606

Creation Date: 22 March 2011
**Projection/Datum:** Lat/Lon WGS84
Web Resources:
http://ochaonline.un.org/roap

0   125   250
Kilometers
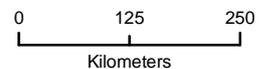
Datum: WGS84. Map data source: UN Cartographic Section, Global Discovery, FAO, Smithsonian Institute, Pacific Disaster Center, UNISYS, Munich Reinsurance Group

UN Office for the Coordination of Humanitarian Affairs (OCHA) Regional Office for Asia Pacific (ROAP), Executive Suite, 2nd Floor, UNCC Building, Rajdamnern Nok Ave, Bangkok 10200, Thailand
http://ochaonline.un.org/roap

The names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations

Active Faults and Trenches in the Phlippines
Wednesday, 15 October 2008 15:31

Distribution of Active Faults & Trenches in the Philippines
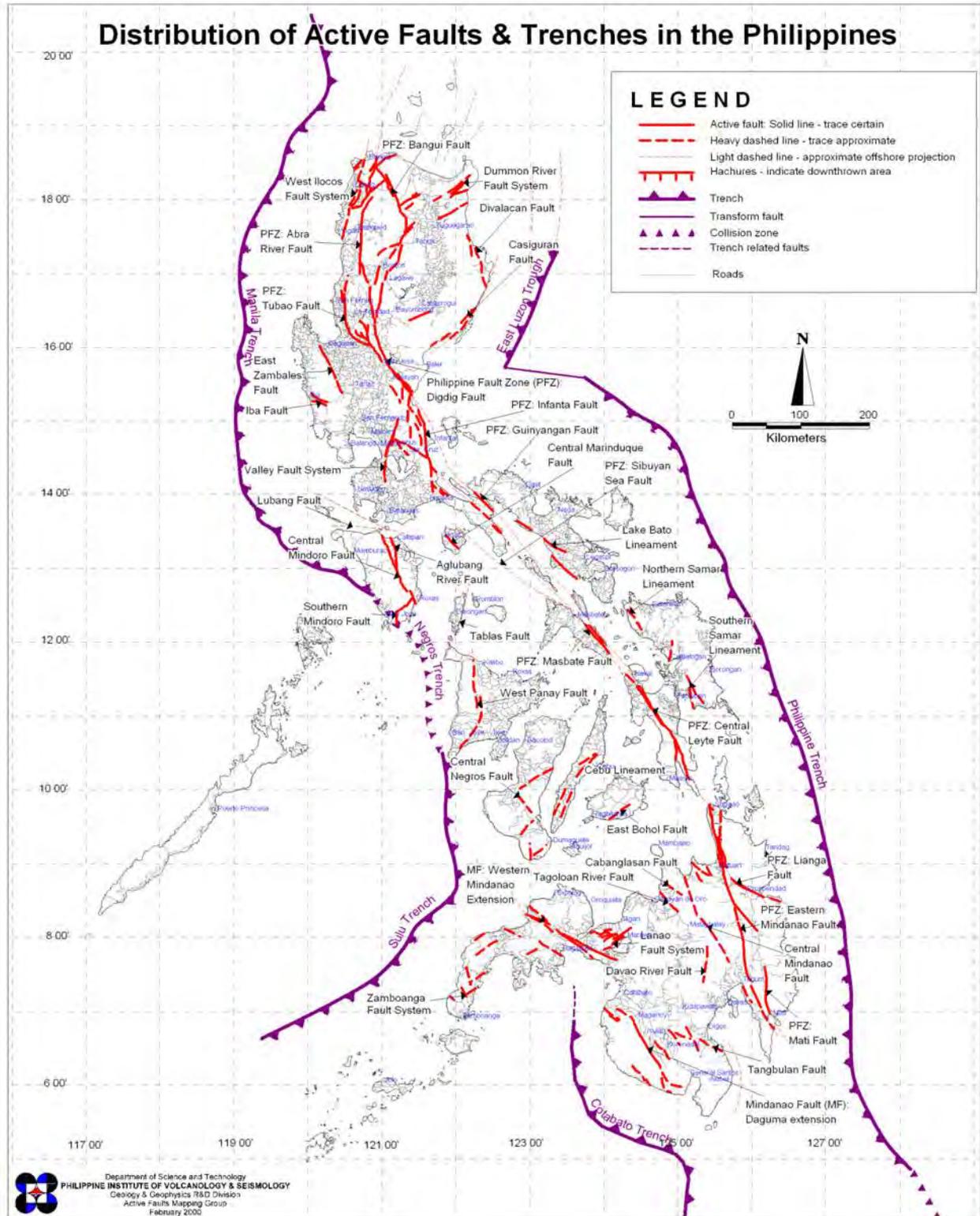
Earthquake-triggered Landslide Susceptibility Map Based on Critical Acceleration Values and Earthquake Intensities

%G; MMI; PEIS
PerCent Gal
MMI-Modified Mercali (I-XII)
PEIS-PHIVOLCS Earthquake
 Intensity Scale (I-X)

	100 Not Susceptible
	0.3 MMI-IX; PEIS-VIII
	0.15 MMI-VIII; PEIS-VIII
	0.07 MMI-VII; PEIS-VII
	0.04 MMI-VI; PEIS-VI

N

0   500 km