

# STRENGTHENING RESILIENCE IN BASIC EDUCATION

Disaster Risk Reduction and  
Management Service (DRRMS)



**“Education cannot wait,  
Education must continue  
even in the midst of disasters.”**

***Leonor Magtolis Briones  
Secretary, Department of Education***



A photograph showing the aftermath of a disaster. In the foreground, there is a large, flat concrete slab and other debris scattered on the ground. In the middle ground, the skeletal remains of a building are visible, with wooden beams and concrete walls partially collapsed. The background is filled with tall, dark trees, suggesting a forested area. The overall scene is one of significant destruction.

**DISASTERS  
AFFECTING THE  
BASIC EDUCATION  
SECTOR**

# Our schools, learners and personnel are highly exposed to multiple hazards

## FACTS & FIGURES

From SY 2009-2010 to SY 2017-2018, **43,810** schools nationwide have reported effects of natural hazards; **21,949** schools have reported impacts of human-induced hazards.

These hazards impede the provision of education, and also threaten and affect both the lives of students and personnel, and other educational resources and investments



Schools used as evacuation centers  
17,937



Tropical cyclones  
39,738



Floods  
25,191



Violent incidents including armed conflict  
10,883



Volcanic eruptions  
977



Landslides  
8,940



Fire incidents  
15,662



Tsunamis  
479



Earthquakes  
21,559

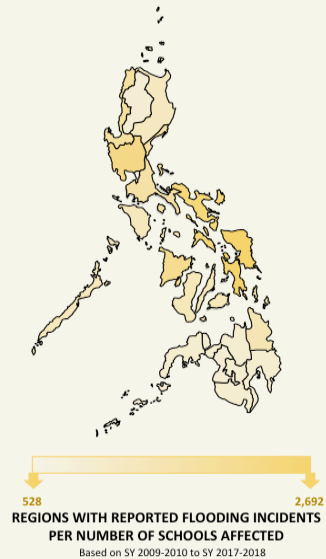
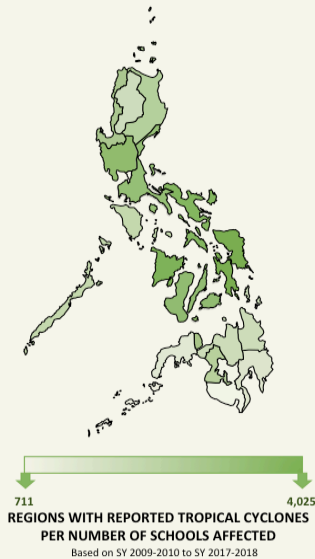
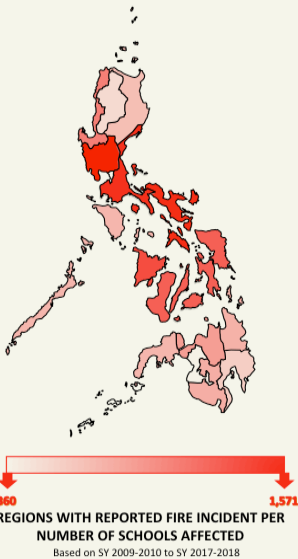
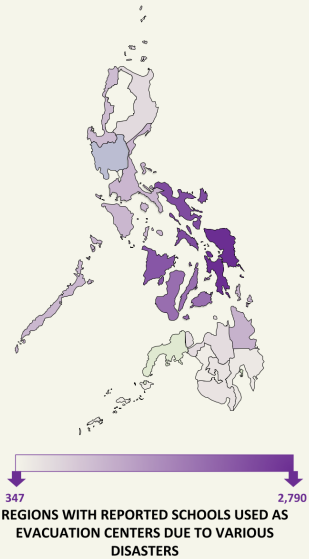


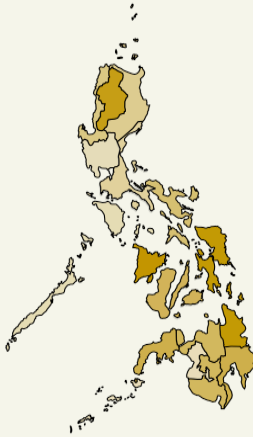
Other hazards  
19,001

(health hazards, oil spills, drought, security threat, structural collapse)

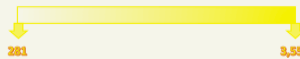
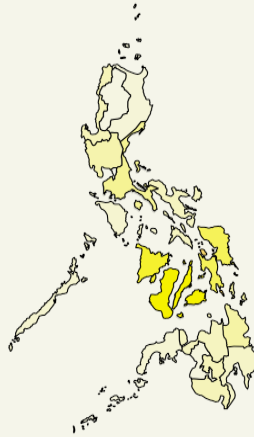
## Schools

have been normally used as evacuation centers during and after a disaster. In 2016, RA 10821 was enacted, limiting the use of schools as evacuation centers. The law, otherwise known as the **Children's Emergency Relief and Protection Before, During, and After Disasters and Emergencies**, strengthens the mandate of the local government units to provide/construct adequate evacuation centers for community members. This direction has been repeatedly instructed by the President in various coordination meetings conducted in the aftermath of a disaster.

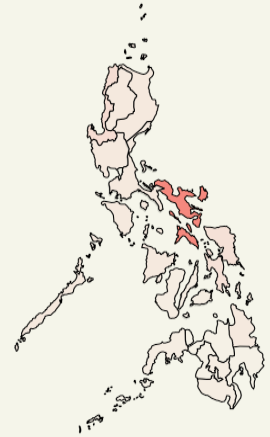




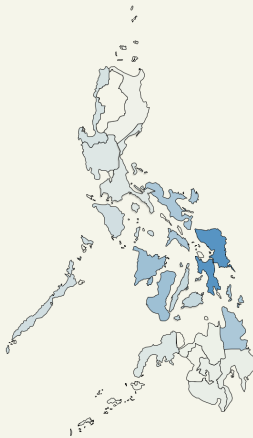
**24** **REGIONS WITH REPORTED LANDSLIDE INCIDENTS PER NUMBER OF SCHOOLS AFFECTED**  
Based on SY 2009-2010 to SY 2017-2018



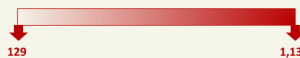
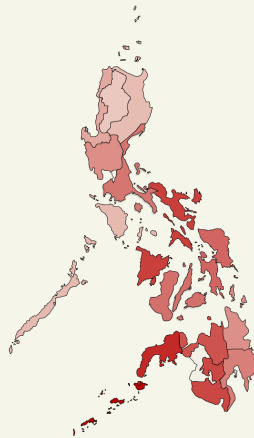
**281** **REGIONS WITH REPORTED EARTHQUAKES PER NUMBER OF SCHOOLS AFFECTED**  
Based on SY 2009-2010 to SY 2017-2018



**7** **REGIONS WITH REPORTED VOLCANIC ERUPTION PER NUMBER OF SCHOOLS AFFECTED**  
Based on SY 2009-2010 to SY 2017-2018



**0** **REGIONS WITH REPORTED TSUNAMI PER NUMBER OF SCHOOLS AFFECTED**  
Based on SY 2009-2010 to SY 2017-2018



**129** **REGIONS WITH REPORTED VIOLENT INCIDENTS INCLUDING ARMED-CONFLICT PER NUMBER OF SCHOOLS AFFECTED**  
Based on SY 2009-2010 to SY 2017-2018



**266** **REGIONS WITH REPORTED OTHER DISASTERS PER NUMBER OF SCHOOLS AFFECTED**  
Based on SY 2009-2010 to SY 2017-2018



**BUILDING  
A CULTURE  
OF SAFETY,  
REDUCING RISKS  
AND ENSURING  
LEARNING  
CONTINUITY**



In recognition of these threats, through Department Order (DO) no. 50 series of 2011, DepEd created the **Disaster Risk Reduction and Management Office**, in line with the Philippine Disaster Risk Reduction Management Act of 2010 (Republic Act 10121). The office was elevated into a Service in 2015.

The DRRMS, as stipulated in its Charter, is tasked to:

- Empower the DepEd personnel, offices, schools and learners in ensuring safety and learning continuity;
- Institutionalize Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation (CCA), and Education in Emergencies (EiE); and
- Strengthen the resilience of basic education in the context of natural and human-induced hazards.

In accordance with its mandate, the DRRMS has set its goals and outcomes to address the risks and impacts of natural and human-induced hazards confronting the basic education sector.

### **Vision-What it means for our learners and personnel!**

All offices, schools, learners, and personnel are safe and resilient to risks and impacts of disasters and emergencies arising from natural and human-induced hazards.




**OUTCOME:** Reduced risks and impacts of natural and human-induced hazards to offices, schools, learners, and personnel



**Intermediate Outcome #1**

Learners and personnel are protected from death, injury, and harm brought by natural and human-induced hazards



**Intermediate Outcome #2**

Learning continuity is ensured in the aftermath of a disaster



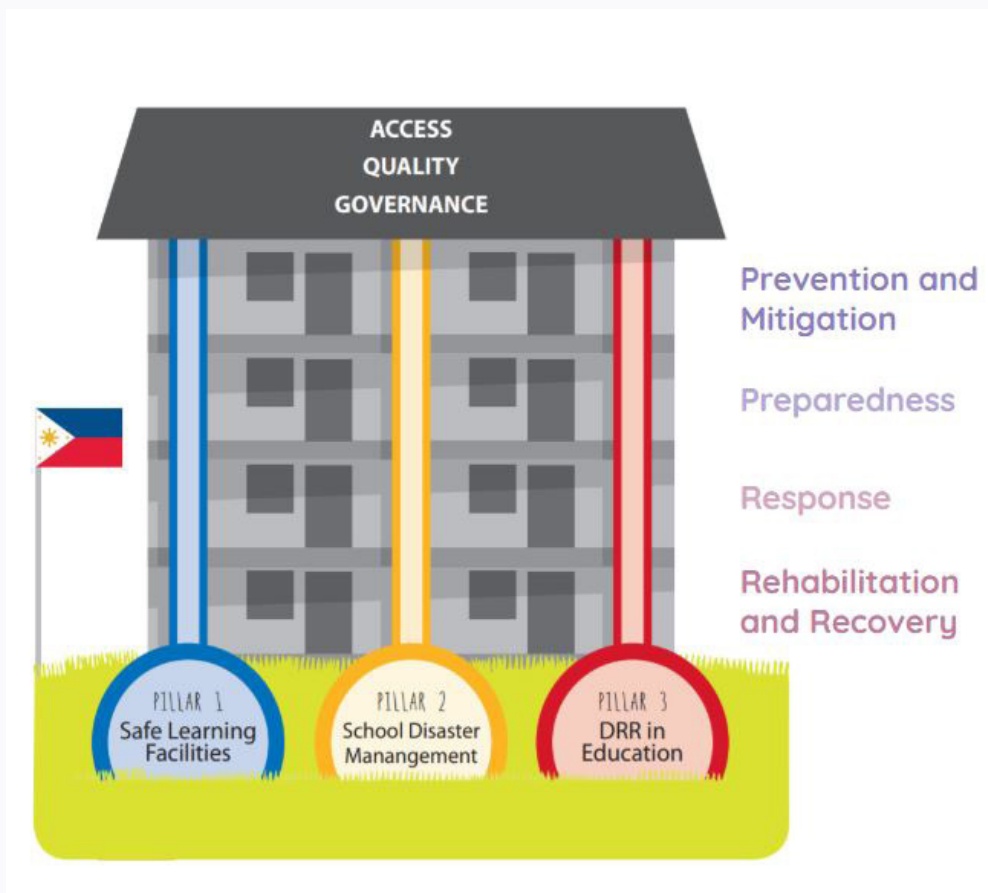
**Intermediate Outcome #3**

Education investments are protected from the impacts of natural and human-induced hazards

In accordance with the DRRMS goal and outcomes, the following six-year (2017-2022) strategic goals have been set:

- › Institutionalize DRRM, CCA, and EiE across and at all levels of the Department;
- › Establish a coordinated packages of interventions to ensure learning continuity and resilient interventions in the aftermath of a disaster.

To achieve the goals and outcomes, the work of the DRRMS is guided by DO 37 series of 2015, known as the Comprehensive DRRM in Basic Education Framework.



Based on the framework, DRRMS has three major programs, according to the key thematic areas of RA 10121, namely:



These programs cover the following three pillars of the global Comprehensive School Safety Framework which are aligned with the Sendai Framework for DRR.

- 1 Safe learning facilities** deals with infrastructure and related soft components such as resilient designs and standards. Hazard-specific resilient building and standards shall be enhanced in accordance with the topographical conditions of the location of schools. This pillar also includes the temporary learning spaces (TLS) or classrooms which are provided to ensure learning continuity in the aftermath of a disaster.
- 2 Disaster risk management** tackles the establishment of a DRRM team at various levels, contingency planning, regular drills, provision of safety equipment, and the establishment of a DRRM Information and Communication Systems, among others.
- 3 DRR in education** focuses on the integration of DRRM/CCA/EiE in the K-12 curriculum, including teacher training. Psychological First Aid modules and capacity building are also part of resilience education.

To carry out the programs and three pillars, the DRRMS has set the following **seven (7) Key Result Areas** to guide its operations.

KRA	Outcome	Objective
<b>Risk-informed Plans, Policies and Standards</b>	DepEd offices and schools implement DRRM, safety, security, and protection plans, policies and standards to support resilience and learning continuity.	Review/enhance/develop and disseminate risk-informed plans, policies and standards
<b>Partnerships for Strengthening Resilience</b>	Sustained and needs-based support from partners are provided to DepEd offices, schools, personnel, and learners through systematic exchange of information, resources, and expertise in DRRM, CCA, and EiE.	<p>Identify areas for partnerships with external partners on DRRM, CCA and EiE programs</p> <p>Participate in International events/conferences</p> <p>Establish a regular coordination mechanism, database, and protocol for organizing, sharing and tracking information, resources, expertise and best practices among external and internal partners</p> <p>Undertake coordination on prepositioning of materials and interventions for preparedness, response, and rehabilitation and recovery</p> <p>Identify areas for partnerships with relevant DepEd offices in connection with DRRM, CCA, and EiE</p>
<b>DRRM Information System (DRRMIS) and Research</b>	<p>DepEd offices at all levels are able to provide schools, personnel, and learners with efficient, timely, and reliable interventions and support based on established IMS.</p> <p>DRRM, CCA, and EiE policies and programs for offices, schools, personnel, and learners are formulated using evidence-based research.</p>	<p>Create uniform templates to accommodate required data and provide feedback to the different DepEd offices and partners</p> <p>Enhance data handlers': knowledge on existing protocols capacity in data collection, management and analysis capacity in using data applications and software</p> <p>Archive and store consolidated data in different formats to give easy access to different offices for administering interventions and future references</p> <p>Conduct evidence-based research relative to DRRM, CCA, and EiE as basis for risk-informed policy and standard formulation and program implementation</p> <p>Analyze historical hazards data and official hazard maps to identify possible policies and programs in vulnerable areas</p> <p>Develop research questions and methodologies to identify trends and good practices in DRRM, CCA, and EiE</p>

KRA	Outcome	Objective
<b>Resilience Education</b>	DepEd offices and personnel at all levels are well-equipped with knowledge and skills on DRRM, CCA, and EiE and are able to share, implement, and mainstream in their areas of work.	<p>Develop standardized DRRM, CCA, and EiE training manuals for DepEd personnel and learners at all levels</p> <p>Conduct DRRM, CCA, and EiE trainings for DepEd personnel at all levels</p> <p>Provide a platform for DRRM Coordinators for supplemental learnings and addressing challenges on the implementation of DRRM, CCA, and EiE</p> <p>Participate in international and national DRRM, CCA, and EiE events</p> <p>Facilitate DRRM, CCA, and EiE integration in the K-12 curriculum</p> <p>Establish memorial days to ingrain deep consciousness of disasters among personnel and learners at all levels</p>
<b>IEC and Advocacy for Resilience</b>	DepEd offices, personnel and learners are able to practice a culture of safety and resilience through increased awareness on DRRM, CCA, and EiE.	<p>Review existing IEC and advocacy resource materials on DRRM, CCA, and EiE</p> <p>Develop/enhance and disseminate IEC and advocacy resource materials on DRRM, CCA, and EiE (needs-based consideration)</p> <p>Create a communication campaign on safety and resilience</p> <p>Establish a library on IECs for DRRM, CCA, and EiE (hard and digital)</p>
	Government policies, programs, and services are informed of DRRM, CCA, and EiE needs and priorities of the basic education sector.	Review and provide inputs/information to respective government agencies/offices regarding needs and priorities of the basic education sector on DRRM, CCA, and EiE

## DISASTER RISK REDUCTION MANAGEMENT (DRRM) PARK

**TAMANG KALAMAHAN BY KAHANDAAN BAGO ANG LINDOL**

ALAMIN HINGO BAGAY DATARA ANG LINDOL SA HINGO LINDOL  
ALAMIN HINGO SA HINGO LINDOL  
ALAMIN HINGO SA HINGO LINDOL

PROHIBIDA NG EMERGENCY BY DRRM  
NG PASAANG DRRM BY DRRM  
HINDA NG HINGO LINDOL SA HINGO LINDOL  
HINDA NG HINGO LINDOL SA HINGO LINDOL

**TAMANG KALAMAHAN BY KAHANDAAN KAPAG LUMINDOL**

ALAMIN HINGO BAGAY DATARA ANG LINDOL SA HINGO LINDOL  
ALAMIN HINGO SA HINGO LINDOL  
ALAMIN HINGO SA HINGO LINDOL

**TAMANG KALAMAHAN BY KAHANDAAN PAKGATAPOS NG LINDOL**

HINGO LALAYAN SA HINGO LINDOL  
HINDA NG HINGO LINDOL

**IWAS SUNOG TIPS**

**TAMANG KALAMAHAN BY KAHANDAAN BAGYO AT BAWA**

ALAMIN HINGO BAGAY DATARA ANG LINDOL SA HINGO LINDOL  
ALAMIN HINGO SA HINGO LINDOL  
ALAMIN HINGO SA HINGO LINDOL

**EMERGENCY HOT LINE NUMBERS**

PNP 944-5570  
9999723394  
944-1417  
CDRRM 944-5588  
9999723394  
9999723394  
9999723394  
RESCUE 944-1072  
EMERGENCY HOSPITAL 944-1058  
BARANGLAY 944-7750746  
OFFICE OF THE PRINCIPAL 09477009911

## KRA

## Outcome

## Objective

### Learning Continuity and Resilience Interventions

Regions, divisions, and schools lead the immediate return to normalcy and recovery of affected personnel, learners, and operations towards resilient development.

Provide interventions for the well-being of affected personnel and learners

Provide regions, divisions, and schools support and assistance, enabling early return to normal operations and recovery towards resilient development

Establish enabling mechanisms for regions, divisions, and schools to locally manage their response, and rehabilitation & recovery needs and interventions

### Monitoring and Evaluation on DRRMS Comprehensive School Safety Initiatives

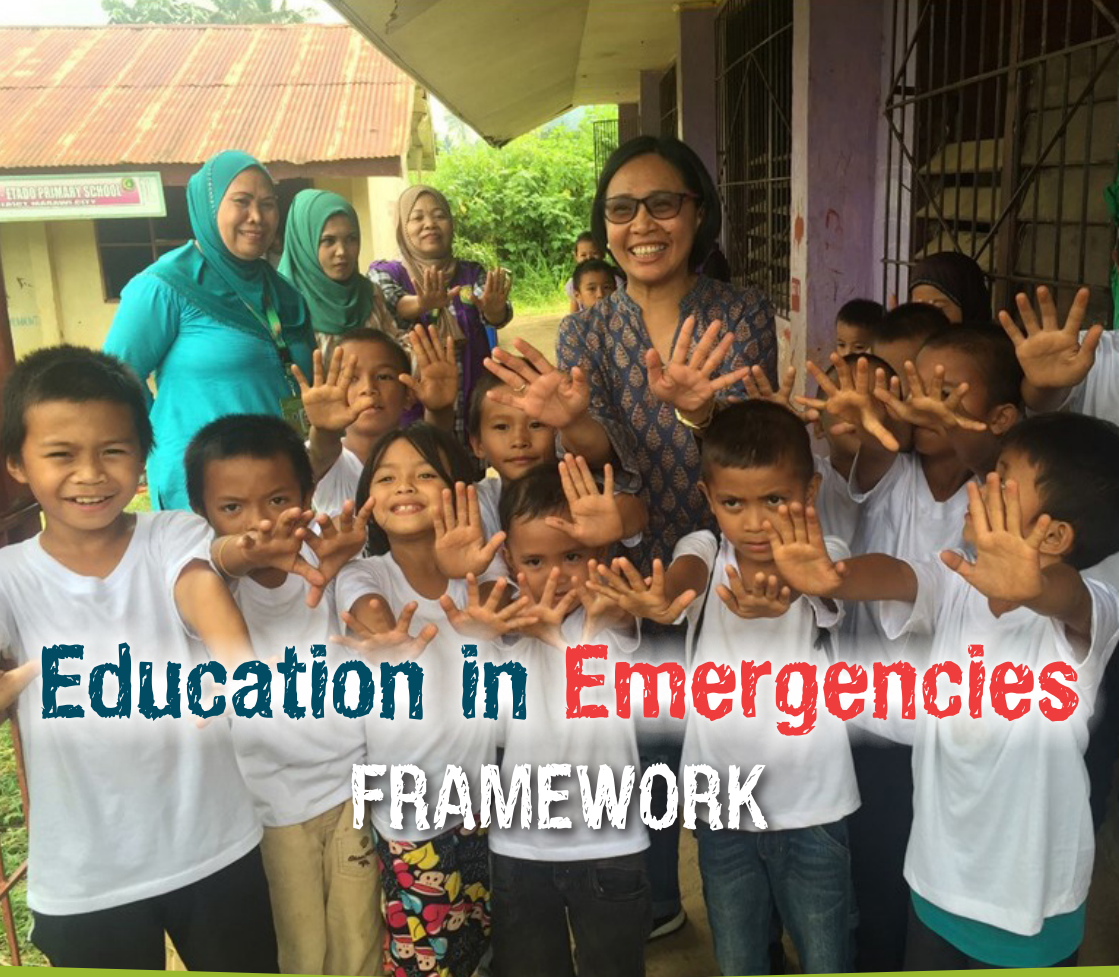
Development and implementation of policies and programs are enhanced as a result of institutionalized monitoring and evaluation system across all levels.

Monitor progress of DRRMS' comprehensive school safety initiatives

Evaluate the outcomes and impact of DRRMS's comprehensive school safety initiatives

Monitor interventions provided by the DRRMS and partners





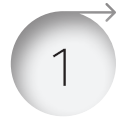
# Education in Emergencies FRAMEWORK

**‘Education in emergencies’** refers to the quality learning opportunities for all ages in situations of crisis. It provides physical, psychosocial, and cognitive protection that can sustain and save lives without sacrificing the goal of each learner to learn.

In the Philippines, the Department of Education’s Disaster Risk Reduction and Management Service (DRRMS) has four salient steps in delivering EiEs to schools. These are: **Assessment, Validation, Provision of Response & Recovery Interventions, and Monitoring.**

*(Source: International Network for Education in Emergencies )*

## Assessment



- › **Rapid Assessment of Damages Report (RADaR)** or RADaR 1 and 2 are the reports from the School DRRM Coordinators, sent via SMS to the DRRMS. The reports cover infrastructure and non-infrastructure damages which are sent within the first 48-72 hours in the aftermath of a disaster.
- › The **SMS** from the DRRMS feedback phones are extracted into an excel file following the format of DO No. 21 series of 2015.

## Monitoring

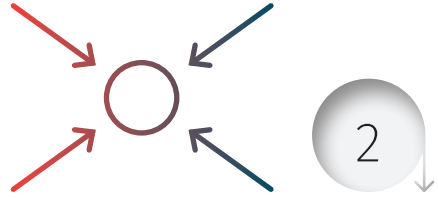


- › The Regional and Division DRRM Coordinators **track the provision of interventions**, using a template provided by the DRRMS. DRRMS also conducts monitoring visits to recipient schools.
- › The reports are consolidated by DRRMS for **national level reporting**, i.e. DepEd EXECOM, NDRRMC, OP, and other concerned agencies.
- › **Status reports** are also forwarded to partners and donors.





## Validation



- › The **consolidated RADaR 1 and 2** are sent by DRRMS to the affected Regional and Division DRRM Coordinators.
- › Division DRRM Coordinators will **validate** the RADaR reports alongside their DRRM team/division engineers, IT officers, and LR Coordinators.
- › After validating, the Schools Division Superintendent will **vet the reports** and submit to DRRMS.

## Provision of Response & Recovery Interventions



- › Based on the consolidated vetted RADaR, **immediate interventions** for affected schools are determined. These include temporary learning spaces (TLS), school clean-up, Psychological First Aid (PFA), provision of learners' kits, teachers' kits, hygiene kits, emergency school feeding, alternative delivery modes (ADM), and deployment of personnel for response.
- › Based on RADaR 1, the Education Facilities Division (EFD) mobilizes its Division Engineers to **conduct a detailed assessment** of reported school buildings that incurred major or total damage, for purposes of repair and reconstruction.
- › The Bureau of Learning Resources (BLR), Education Facilities Division (EFD), Information and Communication Technology Service (ICTS) allocate the **replacement of damaged learning materials (LMs), school furniture, and computer sets, respectively, based on RADaR 2.**
- › RADaR 1 and 2 are also the bases of the **Education Cluster** and other partners in providing response interventions, in coordination with the DRRMS.

# DRRMS

## 24/7 Operation Center

## Duty at Camp Aguinaldo

### Pre-Disaster Risk Assessment

### Situation Reports

#### Data Gathering:

Class suspensions

Schools used as evacuation centers

Rapid Assessment of Damages Report 1 & 2

Tracking of key officials

### Post Disaster Needs Assessment/ Post Conflict Needs Assessment

#### Preparedness for Response

#### Response

#### Rehabilitation and Recovery

Before

During

After

- › Dissemination of Advisories and Preparedness Measures
- › Preemptive Class Suspension (LGU)
- › Standby funds for Clean-Up and Temporary Learning Space
- › Preposition Assistance from Education Cluster Partners
- › Standby DRRMS Staff for 24/7 Operation Center Duty

#### Interventions:

- › Clean-up, TLS, Learners'/ Teachers' kits
- › Hygiene kits

### Coordination

**NDRRMC Response Cluster Meetings**

**Education Cluster Updates**

**Continuous dissemination of advisories**

- › Brigada Eskwela
- › Recovery Plans:
  - Repair
  - Reconstruction
  - Establishment of Schools in Resettlement Sites
  - Furniture
  - Learning Resources
  - Computers
  - Psychological First Aid
  - Emergency School Feeding
  - WASH
  - Alternative Learning System
  - Alternative Delivery Modes

**FIELD OFFICES**  
(region, division, school)



## OUR CORE VALUES

Maka-Diyos  
Maka-tao

- To protect and promote the rights of all students to quality, equitable, culture-based and competency-oriented education.
- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- Teachers facilitate learning and constantly nurture every learner.

# What We Have Done



# 7 Key Results Areas

## Risk-Informed Policies, Plans, and Standards

- DepEd issued 17 DRRM and CCA related policies
- DepEd issued 5 policies on child protection and EIE in armed conflict
- Established Contingency Plans at various levels
- Final approval of the National Policy Framework on Learners and Schools as Zones of Peace (LZSOP)
- Ongoing development of protocol for schools in armed conflict situations
- Provision of program support funds to regions and divisions for the conduct of DRRM-CCA-EIE activities
- Facilitated regular mid-year and year-end planning

### DRRM-CCA Policies

DRRM-CCA Policies	
DO 44 s. 2018	Formation of DepEd DRRM Team in the Central Office
DM 84 s. 2018	Partnerships with Philippine Red Cross for the Promotion of First Aid, Youth Development, Volunteerism, Health and Safety, Community Resilience, and the International Humanitarian Law
DO 65 s. 2017	Guidelines on the Conduct of Post Disaster Needs Assessment in the Education Sector
DO 28 s. 2016	Strengthening the Fire Safety and Awareness Program
DM 112 s. 2015	Designation of Ms. Ronilda Co as Director IV of the DepEd DRRMS
DM 69 s. 2015	2015 National Disaster Consciousness Month
DM. 58, s. 2015	Dissemination of DepEd-DSWD-DILG-DOH Joint Memorandum Circular No. 1, 2013
DM 41 s. 2015	Implementing Brigada Eskwela 2015
DO 37 s. 2015	The Comprehensive DRRM in Basic Education Framework
DO 27 s. 2015	Promoting Family Earthquake Preparedness
DO 23 s. 2015	Student-led School Watching and Hazard Mapping
DO 21 s. 2015	DRRM Coordination and Information Management Protocol
DO 5, s. 2014	Implementing Guidelines on the Integration of Gulayan sa Paaralan, Solid Waste Management and Tree Planting Under the National Greening Program
DO 43 s. 2012	Guidelines on the Implementation of EO 66 (Suspension of Classes)
DO 83 s. 2011	Disaster Preparedness Measures in Schools
DO 50 s. 2011	Creation of Disaster Risk Reduction and Management Office (DRRMO)
DO 82 s. 2010	Reiteration of Related Implementing Guidelines on CCA-DRR at the School Level

## Child Protection and EiE in Armed Conflict Policies

DM 109 s. 2017	Public Manifestation of DepEd's Declaration of Schools as Zones of Peace
DO 57 s. 2017	Policy on the Protection of Children in Armed Conflict
DM 221 s. 2013	Guidelines on the Protection of Children during Armed Conflict
DO 40 s. 2012	DepEd Child Protection Policy
DO 44 s. 2005	Declaration of Schools as Zones of Peace



## Partnerships for Strengthening Resilience

Established the National Education Cluster (NEC)  
(UN-IASC cluster counterpart)

Established the Education Resilience Working Group (ERWG)  
with regular coordination meetings

Hosted learning exchange visits

Established MOAs with private sector, donors, development  
organizations, and National Government Agencies (NGAs)

Established Internal DepEd-Central Office (CO) DRRM Team

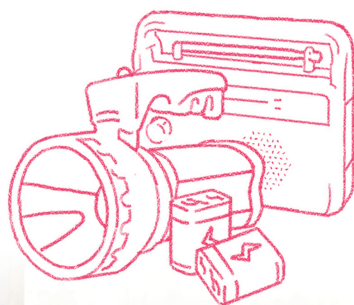
## DRRM Information Systems and Research

Established DRRM database

Installed radios and generators for regions and divisions

Integrated Comprehensive School Safety questions into the  
Enhanced Basic Education Information System (EBEIS)

Ongoing development of the Comprehensive School Safety  
(CSS) web application, Rapid Assessment of Damages Report  
(RADaR) mobile application, and Student-led School Watching  
and Hazard Mapping mobile application



## Resilience Education

Developed 23 standard DRRM, CCA, and EiE in armed conflict modules

Trained 240 DRRM regional and division coordinators

Developed Manual on Psychological First Aid (PFA) for Secondary Teachers

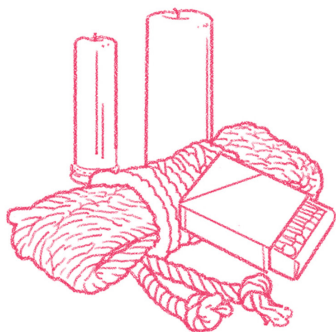
Trained 649 DRRM coordinators, guidance counselors, and division school health nurses on PFA

Trained NCR DRRM coordinators and engineers on seismic risk reduction for school buildings

Initiated work on climate change - National Climate Change Conference (NCCC) in 2017 and 2018

Ongoing review of DRRM, CCA, EiE on armed conflict/peace education in the K-12 curriculum

Formed and trained DepEd Central Office Disaster Management Group (DMG)



## IEC and Advocacy for Resilience

Intensified development of Information, Education, and Communication (IEC) materials

Increased advocacy through radio and TV guesting, mall events, and caravans

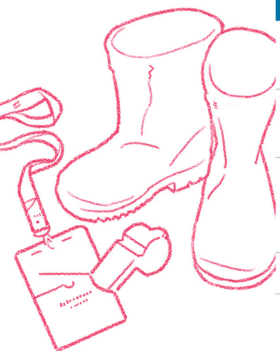
Participated and presented in national and international events

Initiated DepEd National Disaster Resilience Month (NDRM) Celebration for Central Office

Released the DepEd National DRRM Mascot and Jingle



## Learning Continuity and Resilience Interventions



Deployed DRRMS staff to Operations Center (OpCen) duty during times of disaster

Deployed DRRMS staff and DRRM regional and division coordinators to Post-Disaster Needs Assessment (PDNA)/ Post-Conflict Needs Assessment (PCNA)

Disseminated situation reports (SitRep) and other reports to Management Committee (MANCOM), Education Cluster, National Disaster Risk Reduction and Management Committee (NDRRMC), etc.

Increased temporary learning space (TLS) and clean-up fund support

Expanded coverage of response, rehabilitation, and recovery support - learner's kit, teacher's kit, hygiene kit, emergency school feeding; hiring of trucks for delivery; response mobilization and coordination, post-disaster needs assessment (PDNA)

Advanced Psychological First Aid provision to learners and personnel

Facilitated Alternative Delivery Modes (ADM) of learning

Provided response equipment - Japan International Cooperation System (JICS) radio and generator for regions and divisions, first aid kit for schools

Embarked on parametric insurance

Initiated replacement of furniture, books, computer packages

Facilitated repair and reconstruction of damaged school buildings

Established schools in temporary and permanent resettlement sites

Facilitated inclusion of budget for safety considerations, e.g. slope protection, fencing, etc.

## Monitoring and Evaluation

Developed monitoring tools for response, rehabilitation and recovery, and donations

Developed Comprehensive School Safety Monitoring (CSS) Tool

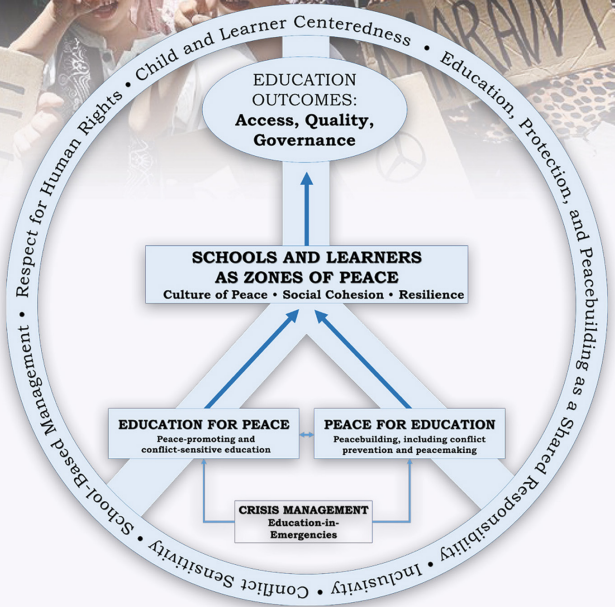
Strengthened DRRMS Area of Responsibility (AOR) monitoring



# National Policy Framework on Learners and Schools as Zones of Peace (LSZOP) : A Draft Policy

## Overview and Scope

The LSZOP seeks to better guide the education sector towards safety, inclusivity, and conflict-sensitivity. Substantiating earlier DepEd issuances, it defines the components and guiding principles of Zones of Peace: the role of education in peacebuilding; the overall strategy for linkages towards safety and security; and the continuity of education.



## Learners and Schools as Zones of Peace:

**Learners as Zones of Peace** means that their human rights are fully recognized and respected, and in the exercise of their rights, they actively participate and contribute to building a culture of peace in the school, community, and country.

**Schools are Zones of Peace** mean that they are an integral part of a peaceful and secure environment conducive to effective teaching and learning, which is realized through the collective peacebuilding efforts of all stakeholders. Schools shall be recognized and respected as places for learning, caring, and nurturing - a true second home for the learners, where children can receive utmost peace and security; free from the presence of any armed member of military or paramilitary groups regardless of what side they are from.

The principles of respect for human rights; child and learner-centeredness; shared responsibilities; inclusivity; conflict sensitivity; and school-based management shall be adhered to.



# Building Blocks

**Education for Peace** This recognizes education as an essential tool for building and sustaining a culture of peace, and is a concrete manifestation of the Department's contributions to securing a just and lasting peace. The implementation of the following strategies shall be strengthened:

**Peace Education.** *The delivery of transformative education which promotes a culture of peace.*

**Conflict-sensitive Education.** *Policies, programs, and services especially in conflict-vulnerable and conflict-affected areas shall be informed by adequate conflict analysis that provides a clear understanding of the context of social conflict prevailing in the areas where they operate, and shall be designed accordingly to minimize their negative impacts, i.e. does not exacerbate the conflict, and maximize the positive impacts in said areas.*

**Support for Holistic Approaches to Peace and Education (SHAPE).** *This strategy provides for specialized, targeted, and programmatic support services which supplements and directs regular DepEd programs towards learners and schools in conflict-affected and conflict-vulnerable areas.*

**Peace for Education** This underscores the need to strengthen linkages with government and community groups to come up with appropriate and effective measures to ensure the protection of learners and schools as Zones of Peace. This efforts include the following:

**(1)** *Forging an agreement or code of conduct among community stakeholders to respect Learners and Schools as Zones of Peace;* **(2)** *Deployment of civilian law enforcement or peacekeeping units (e.g. tanods, Barangay Peacekeeping Action Team) proximate to the school;* **(3)** *Protocols on conflict monitoring and early warning;* and **(4)** *Protocols on quick response, crisis management, and reporting.*

## **Crisis Management through Education-in-Emergencies (EiE)**

During situations of armed conflict, education-in-emergencies (EiE) as part of crisis management shall be implemented. EiE bears the same peace-promoting and conflict-sensitive qualities. Education for moral and social recovery shall be undertaken as part of overall post-conflict peacebuilding. These include:

**(1) Preparedness for Response interventions** *(e.g. community risk assessment; school-community planning for armed conflict; creation of early warning & early response systems, drills for armed conflict situations; capacity building; prepositioning of response equipment and resources)*

**(2) Response interventions** *(e.g. lockdown of school, suspension of classes; activation of family reunification plan; initial psychological first aid)*

**(3) Rehabilitation and Recovery interventions** *(e.g. psychosocial support services; tracking of learners and personnel; employment of Alternative Delivery Modes of learning; setting-up of Temporary Learning Spaces and emergency Water, Sanitation, and Hygiene facilities; repairs; emergency school feeding; provision of learner's, teacher's and hygiene kits, reconstruction)*







# DepED

DEPARTMENT OF EDUCATION

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