



Republic of the Philippines
Department of Education



Tanggapan ng Kalihim
Office of the Secretary

AUG 10 2007

DepED ORDER
No **55**, s. 2007

**PRIORITIZING THE MAINSTREAMING OF DISASTER RISK REDUCTION
MANAGEMENT IN THE SCHOOL SYSTEM AND IMPLEMENTATION OF
PROGRAMS AND PROJECTS RELATIVE THEREFOR**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services/Centers and Heads of Units
Regional Directors
Schools City/Division Superintendents
Heads, Public and Private Schools

1. Building schools, nations and communities resilient to disaster is one of the objectives of the Hyogo Framework for Action 2005-2015 which is now considered as a priority policy for implementation by the Department. The Hyogo Framework for Action is a global blue print for disaster risk reduction efforts which aims to reduce disaster losses in lives, properties, social, economic and environmental assets of communities and countries by year 2015.

2. Under the Non-Structural component of the Safe Schools Program, one of the activities undertaken by the Department is the preparation of the Disaster Risk Reduction Resource Manual (DRRRM) which will serve as source of information to be used by school administrators, School heads/principals, supervisors, and teachers relative to the implementation of disaster risk reduction management projects.

3. In view hereof, all concerned are enjoined to prioritize the following:

a. Utilization of the Disaster Risk Reduction Resource Manual (DRRRM) which was prepared by the Technical Working Group created through DepED Memorandum No. 175, s. 2007. Guidelines for its utilization are enclosed as Enclosure No. 1 of this Memorandum which also contain suggested activities and duties and responsibilities of each stakeholder. An orientation on the utilization of the DRRRM will be conducted by the Technical Working Group to all regions starting August 14 to September 5, 2007 as contained in DepED Memorandum No. 291, s. 2007 which was disseminated earlier to the field.

b. Implementation of Safe Schools Programs relative to disaster risk reduction efforts such as:

(1). Non-Structural Components

- (i) Mainstreaming Disaster Risk Reduction Concepts in the Elementary and Secondary School Curricula;
- (ii) School Mapping Exercise;
- (iii) Schools Water and Electrical Facilities Assessment Project;
- (iv) Preparation of Disaster Preparedness Modules Through Multi-Media,;
- (v) Quarterly Conduct of Earthquake and Fire Drills; and
- (vi) Road Safety Education for Children.

(2). Structural Components

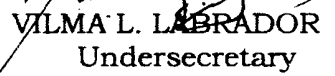
(i) Construction of Hazards Resilient Schoolbuildings

- Learning and Public Use Schoolbuilding (Lapus Building)
- Be Better, Build Better International Design Competition
- Assessment of Schoolbuildings' Structural Integrity and Stability (ASSIST)

c. Information Dissemination Campaign for Energy and Water Conservation Flyers (Enclosure Nos. 2 and 3) on water and energy conservation will be distributed to the schools and all concerned are enjoined to use these flyers as advocacy and information dissemination campaign materials. A Communication Plan was also developed by the National Disaster Coordinating Council (NDCC) with the DepED as one of its Member Agencies, with the "Sampung Hakbang" on water and energy conservation using an acronym TUBIG POWER (Enclosure No. 4) as tips and ways to conserve these important resources. Objectives of this are to create heightened awareness among the schoolchildren, teachers and the general public on the impending dry spell and in preparation for the coming of the rainy season.

d. Monitoring of the implementation of the disaster risk reduction projects and other activities under this Order shall be done by the Central Office particularly the Calamity/Disaster and Fire Control Group (CDFCG) care of the Office of the Director for Administrative Service.

4. Immediate dissemination of and compliance with this Order is directed.


VILMA L. LABRADOR
Undersecretary
Officer - In - Charge

Encls.:

As stated

References: DepED Memorandum: (Nos. 175 and 291, s. 2007)

Allotment: 1- -(D.O. 50-97)

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

CALAMITY
PROGRAMS
PROJECTS
SCHOOLS

Maricar/DO-Mainstreaming of DRRM
08-10-07

ORIENTATION GUIDELINES AND MECHANICS

To ensure a uniform way of orienting the users of the **Disaster Risk Reduction Resource Manual (DRRRM)**, the following are guidelines and mechanics to be used during the orientation workshops scheduled for the purpose.

1 Mainstreaming Assignment

During the classroom simultaneous discussion/integration/mainstreaming of Disaster Risk Reduction Concepts provided in the resource manual, teachers of the following learning areas shall be assigned to take up the following in all year levels. This is to avoid monotony and repetition of concepts.

A. Secondary

1. English I-IV Chapter I The Philippine Risk Profile
2. Filipino I Chapter II The Philippine Disaster Risk Reduction Management System
3. Mathematics -IV Chapter III – Natural Hazards
(Hydrometeorological Hazards)
4. Science (I – IV) Chapter III – Natural Hazards
(Geological Hazards)
5. A. Panlipunan (I-IV) Chapter IV – Technological Hazards
6. MAPEH (Health and Physical Education)
 Chapter IV – Environmental Hazards
7. Edukasyong Pagpapahalaga (Values Education)
 Chapter V – Ensuring Continuity of Instruction
8. Technology and Livelihood Education (TLE)
 - a. Home Economics
 - b. Industrial ArtsChapter VI – Ensuring Safety of DepED Properties
9. Citizens Advancement Training (Organization of School Disaster Risk Reduction Management Group - c/o CAT Facilitator, Public Safety and Community Service

B. Elementary:

1. English- The Philippines Risk Profile (Chapter I)
2. Filipino-The Philippine Risk Reduction Management System (Chapter II)
3. Science (Grades III-VI) Natural Hazards (Geological Hazards)(Chapter III)
4. Mathematics- Natural Hazards (Hydrometeorological Hazards(-do)
5. HEKASI- Human Made/Induced (Technological Hazards) (Chapter IV)
6. MAPEH- Human Made /Induced (Environmental Hazards) (-do-)
7. GMRC-Ensuring Continuity in Instruction (Chapter V)
8. EPP-Ensuring Safety of DepEd Properties (Chapter VI)

II. Recommended Strategies

1. The Schools City/Division Superintendent shall allow a **one-week** schedule so that contents of the DRRRM will be taken up **simultaneously in all subject areas and in all grade and year level** mentioned above. With due respect to the Time on Task Policy, schedule of **make up** classes shall also be done to ensure that scheduled lessons which were postponed giving way to the contents of the DRRRM shall be taken up. Awareness on disaster risk reduction **can not wait** for the point of entries in the LCs. A calamity may come without warning. Therefore **awareness, preparedness and action** is a **MUST**. The following are suggested activities:
 - a. **Monday – Wednesday** – Delivery of the DRRRM Content in the classroom (Assignment per item I- Mainstreaming Assignment of Teachers in all Areas)
 - b. **Thursday** – Organization of the Disaster Risk Reduction Management Group, Hazards Assessment, Contingency Planning

- c. **Friday** – Actual Conduct of Basic Life Support/First Aid in the morning and Earthquake or Fire Drill in the afternoon.
- d. Other suggested activities to be spearheaded by school head.

III. Duties and Responsibilities

1. School Level

- a. School Head/Principal shall:
 - (i) suspend (per SDS instruction) the regular delivery of LC's to give way to the **simultaneous mainstreaming** of DISASTER RISK REDUCTION concepts and plan for make up classes;
 - (ii) initiate the organization of schools Disaster Risk Reduction Management Group);
 - (iii) invite DPWH, BFP, and Local Government Office (Municipal Engineering Office) representative to conduct site, building inspection to include water and electrical facilities, structural integrity and stability of school buildings, and act on their recommendations and suggestions;
 - (iv) conduct school level seminar symposium, program and involve resource speaker from DOH, Red Cross on First Aid and Basic Life Support System;
 - (v) involve the Student Government Organization, Boy and Girl Scouts in the orientation of Disaster Risk Reduction concepts in the school and community;
 - (vi) call a GPTA meeting as part of Info-dissemination campaign; and
 - (vii) other activities she/he may conduct relative to the DRR.

b. Head Teachers shall:

- (i) monitor the topic integration by the classroom teachers;
- (ii) suggest effective teaching strategies to carry out the topic;
- (iii) evaluate the mainstreaming/integration process; and
- (iv) report the progress to the principal

c. CAT Facilitator shall:

- (i) provide assistance to the school head/principal on the conduct of activities as required in the CAT curriculum;
- (ii) conduct information dissemination through the CAT program; and
- (iii) take charge in the establishment of the Schools Disaster Risk Reduction Management Group;

d. Teachers shall:

- (i) read, study carefully the contents of the DRRRM and mainstream disaster risk reduction concepts in the subject areas assigned in Item No. 1. Continuously integrate the concepts if these point of entries are met in the Learning Competencies (LCs). Ex. In Science, the topic is Environment, integrate the environmental hazards in a form of review, reminder or commitment)
- (ii) Use appropriate/effective teaching strategies;
- (iii) evaluate learning (cognitive, affective and psychomotor);

- (iv) include in the bulletin board concepts on disaster risk reduction; and
- (v) let students prepare a collage, poster, jingle, poem, rap or slogan on disaster risk reduction as part of the evaluation measures.

2. Division Level

a. City Schools Division Superintendents/Assistant City Schools Division Superintendents shall:

- (i) Issue a Memorandum allowing School Heads to allocate one-week activity to simultaneously mainstream disaster risk reduction concepts in all subject areas and in all grade and year level;
- (ii) Conduct monitoring and evaluation of the disaster reduction program;
- (iii) Prepare summary of reports and submit to the Office of the Regional Director (Attn.: Administrative Service,

Education Supervisors (In charge of Disaster Risk Reduction Management)

- (iv) Monitor the mainstreaming of disaster risk reduction concepts in the schools;
- (v) Suggest effective/appropriate mainstreaming strategies;
- (vi) Evaluate the effectiveness of the mainstreaming activities; and
- (vii) Consolidate and submit report to the City Schools Division Superintendent/Assistant City Schools Division Superintendent

3. Regional Level

a. Education Supervisors (In charge of Disaster Risk Reduction Management) shall:

- (i) monitor the mainstreaming of disaster risk reduction concepts in the school system;
- (ii) suggest effective/appropriate mainstreaming strategies;
- (iii) evaluate the effectiveness of the mainstreaming activities; and
- (iv) consolidate and submit report to the **Office of the Secretary Attn: Director, Administrative Service, DepED Pasig City**

b. Physical Facilities Coordinator shall:

- (i) ensures safety, maintenance and provision of all school facilities needed in mainstreaming disaster risk reduction activities in school;
- (ii) coordinates with LGUs, Local Disaster Coordinating Councils and Physical Facilities and Schools Engineering Division (PFSED) on standard requirement for disaster risk reduction management as well as the needed facilities and logistics; and
- (iii) assist the Education Supervisor in charge of disaster risk reduction management in implementing the program.

4. Central Office

TWG Members shall:

- (i) monitor the implementation of the Disaster Risk Reduction Management Program as one of the components of the Safe Schools Program;
- (ii) provide policy directions for the implementation of the Safe Schools Program and all projects relative thereto;
- (iii) coordinate with all partner agencies, Non-Government Organizations (NGOs) and other stakeholders in the provision of policies and guidelines relative to the implementation of the program;
- (iv) explore possibilities of partnership and sourcing of financial assistance for the DRRMP; and
- (v) provide technical assistance to effectively implement the mainstreaming activities/strategies.



**Bata, bata, Tubig ay mahalaga,
Wag mong hayaang ito ay mawala,
Upang Tagtuyo ay Maiwasan ng Madla**

Mga Paghahanda:

A. Sa Loob ng Paaralan

Ang silid aralan ay nagsisilbing pangalawang tahanan ng mga mag-aaral kaya dapat lamang na magkaroon ito ng mga pangunahing pangangailangan ng mga bata tulad ng tubig at mga pasilidad na kailangan upang patuloy na makapagbigay ng tubig. Ang tubig ay kailangan sa paghuhugas ng mga gamit, pangdilig ng mga halaman, at higit sa lahat ay upang inumin.

Sa ngayon, nagkukulang tayo sa ulan ng nagbibigay ng tubig sa atin. Ang kinakailangang ulan ay hindi dumarating kung kaya't marami na sa ibang bahagi ng bansa ang nakararanas ng tagtuyo at matinding init. Ang bawa't patak ng tubig ay mahalaga kaya't dapat natin itong gamitin nang maayos at matipid. Ang mga sumusunod ay mga pamamaraan upang makatipid sa paggamit ng tubig sa loob ng paaralan:

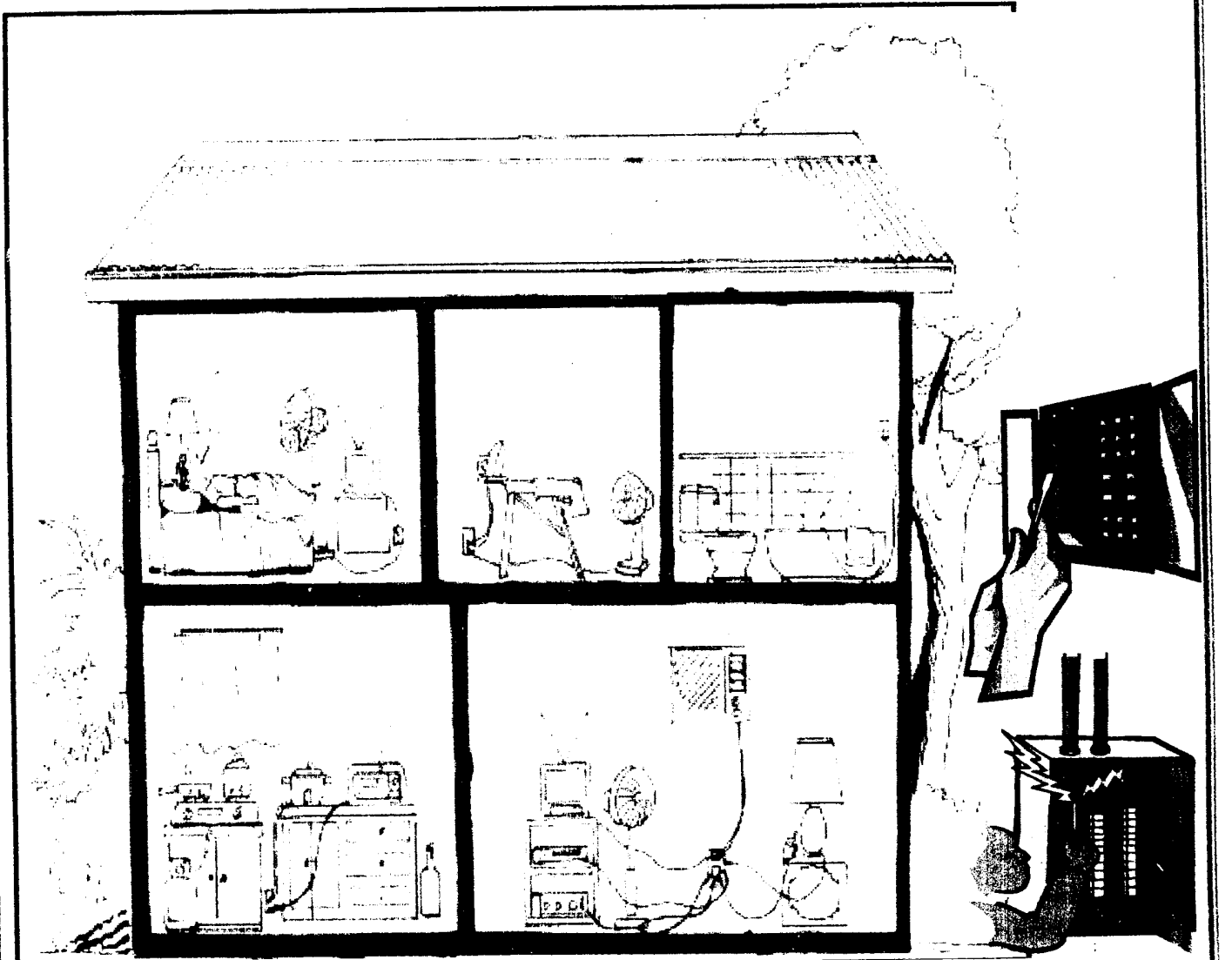
1. Gumamit ng maliit na palanggana sa paghuhugas ng anumang gamit sa paaralan;
2. Kapag nag sisipilyo, gumamit ng baso at huwag hayaang nakabukas ang gripo at tumutulo ang tubig habang nagsisipilyo
3. Ipunin ang tubig na pinaghugasan o pinagbanlawan at gamitin ito sa pagdidilig ng mga halaman. Diligan ang mga halaman sa umaga bago sumikat ang araw upang masipsip nang mabuti ng halaman ang tubig at maiwasan ang ebaporason ng tubig sanhi, matinding sikat ng araw.
4. Ipagbigay alam sa Punong Guro o sinuman sa mga guro at tauhan sa paaralan ang tungkol sa gripo na hindi maisara nang mabuti, mga gripo na may butas o sira, at tumatagas ang tubig.
5. Gamitin ang naipong tubig na pinaghugasan o pinagbanlawan sa pagbubuhos ng kubeta;
6. Kapag may ulan, sikaping makaipon ng tubig-ulan upang magamit na pandilig ng halaman o panghugas ng mga gamit sa paaralan.

B. Sa Loob ng Tahanan

1. Alisin muna ang mga tirang pagkain bago hugasan ang mga pinggan, baso, tasa. Gumamit ng palanggana sa pagbabanlaw ng pinagkainan at ipunin ang mga pinagbanlawan upang magamit na pagdilig sa halaman o pambuhos ng kubeta.
2. Huwang hayaang umapaw ang tubig sa palanggana habang naghuhugas ng mga pinagkainan;
3. Gumamit ng timba at tabo sa paliligo at iwasang gumamit ng dutsa o "bath tub". Isara ang gripo kapag magsasabon ng katawan at buksan lang ito kung magbabanlaw na.
4. Gumamit din ng palanggana sa paglalaba at sikaping maipon ang tubig na pinagbanlawan. Ipunin lahat ng maruming damit at sabay-sabay itong labahan.
5. Ugaliing maglinis lagi ng bahay upang hindi mahirap ang paglilinis nito. Gumamit ng basang basahan at isarang mabuti ang gripo pagkatapos gumamit ng tubig.



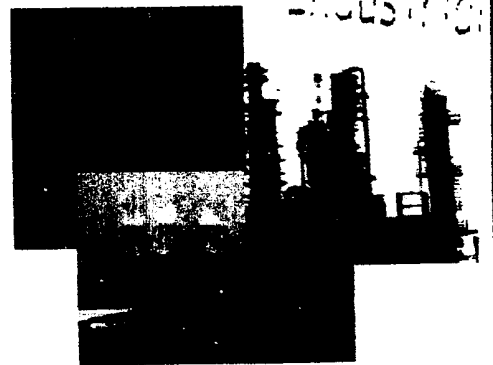
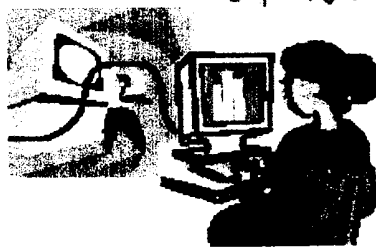
ENERTIPID-GAWIN MO KID



Garage and Workshop

Stores and Offices

Industrial



Mga Gabay sa Pagtitipid ng Kuryente

A. Sa Loob ng Paaralan

1. Linisin palagi ang bentilador, ilaw at mga kagamitang gumagamit ng kuryente.
2. Gumamit ng fluorescent bulbs sa halip na incandescent bulbs;
3. Taggalin ang plugs ng mga kompyuter sa outlets bago umalis ng paaralan;
4. Kapag nasa Laboratoryong Pang-Agham, gumamit ng salamin sa mata, at kasuotang panglaboratoryo lamang;
5. Ugaliin ang pagsasagawa ng ligtas na paggamit ng laboratoryo gaya ng mga sumusunod:
 - a. isa-alang-alang ang sariling kaligtasan kapag gumagawa ng eksperimento;
 - b. huwag pumasok o gumawa ng eksperimento sa laboratoryo nang nag-iisa;
 - c. alamin ang mga panganib na maaaring mangyari kapag gumagawa sa laboratoryo, at kung ano ang tamang gawin upang maiwasan ang mga ito;
 - d. Ipagbigay-alam ang anumang aksidente o pangyayari sa loob ng laboratoryo.
 - e. Huwag na huwag kumain, uminom at manigarilyo sa loob ng laboratoryo
 - f. Laging sumangguni sa guro bago gumawa ng anuman sa loob ng laboratoryo
 - g. Lagyan ng tamang pangalan ang mga chemicals sa loob ng laboratoryo

B. Kapag Nasa Loob ng Tahanan

- a. Regular na linisin ang mga kagamitan at kumpunihin ang sira ng mga ito;
- b. Huwag mamalantsa ng paisa-isa at gawin ito nang sabay-sabay
- c. Palaging linisan ang fluorescent tube. Ang dumi o alikabok ay nakababawas ng liwanang hanggang 50 porsiyento.
- d. Gamitin ang telepono o telebisyon kung kinakailangan lamang;
- e. Siguruhing may fire extinguishers, first aid kits, fire blankets at fume hoods sa loob ng laboratoryo.
- f. Suriin palagi ang mga kagamitan at siguruhing lahat ay may grounded plugs at maglagay ng ground fault interrupters (GFIs) kung saan kailangan.
- g. Maglagay ng pamatay sunog, alisin ang mga sagabal at maglagay ng label sa mga labasan.

SAMPUNG HAKBANG SA TAGTUYOT

- T – ipirin and tubig, pati na kuryente
- U – galiing isara ang gripo, gumamit ng tabo at balde
- B – awa't patak ng tubig, sahuring palagi
- I – wasang maglaba ng paisa-isa, sabay-sabay lagi
- G – amitin sa pagbuhos ng kubeta at pagdilig ng halaman, inipong tubig ulan o pinagbanlawan

- P – lantsang grounded, itabi o itapon na
- O- ven at refrigerator, linisin sa tuwina
- W- ag nang gamitin, heater at blower na luma
- E- ar to ear na tawag, o kaya'y telebabad
- R- egular na iwasan. gamitin ito kung kailangan lamang