



Republic of the Philippines
Department of Education

DepEd ORDER
No. **019**, s. 2023

JUL 20 2023

**INSTITUTIONALIZATION AND IMPLEMENTATION OF RISK-INFORMED
AND EVIDENCE-BASED SCHOOL INFRASTRUCTURE
PLANNING, AND PROGRAMMING**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Institutionalization and Implementation of Risk-Informed and Evidence-Based School Infrastructure Planning, and Programming** that provides the mandates, roles, and functions of concerned central, regional, division, and school officials and personnel of public schools, as well as Community Learning Centers (CLC), in carrying out the provisions of this Order.
2. The policy aims to strengthen the resilience of the basic education sector from disasters and climate risks and help build resilient, green, inclusive, and learning-conducive schools, through the adoption of a risk-informed and evidence-based platform in: (1) School Infrastructure Investment Program, and (2) Emergency Preparedness and Response (Contingency) Plans.
3. This DepEd Order is issued in compliance with Executive Order No. 14, s. 2023, DepEd Order No. 024, s. 2022, and the MATATAG Agenda.
4. All Orders, Memorandums, and other related issuances, rules, regulations, and provisions which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
5. This Order shall take effect immediately and shall remain in force until further orders. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
6. For more information, please contact **Disaster Risk Reduction and Management Service (DRRMS)**, 2nd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at drmo@deped.gov.ph or telefax no. (02) 8637-4933.
7. Immediate dissemination of and strict compliance with this Order is directed.



SARA Z. DUTERTE

Vice President of the Republic of the Philippines
Secretary of the Department of Education **TWL**

Encl:

As stated

References:

DepEd Order (Nos. 24, s. 2022); DepEd Order No. 33, s. 2021;
027 and 037, s. 2015

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

BASIC EDUCATION
BUREAUS AND OFFICES
PROJECTS
POLICY
SCHOOLS

MCR/APA/MPC, F DO-Institutionalization and Implementation of Risk-Informed...
0411/July 06, 2023



INSTITUTIONALIZATION AND IMPLEMENTATION OF RISK-INFORMED AND EVIDENCE-BASED SCHOOL INFRASTRUCTURE PLANNING, AND PROGRAMMING

I. RATIONALE

The basic education sector has been highly exposed and vulnerable to the compounding risks of disasters and climate change. Based on the DepEd data, 96 percent of the 28 million learners in the country are exposed to multiple hazards.¹ Approximately a third of these students (10 million) are in the Greater Metro Manila Area (GMMMA). The GMMMA risk assessment study estimates that a 7.2 magnitude earthquake on the West Valley Fault (a probable maximum scenario, so-called 'The Big One') could result in catastrophic destruction of lives, infrastructure, and properties.

In the last three years, disasters have damaged almost one-third of the country's educational facilities, affecting around eight million learners. Aside from economic losses, disasters negatively impact the learners' potential and psychosocial well-being. Repeated school interruptions and lack of a safe and learning-conducive environment severely hamper the learners' academic performance, increase their exposure to harm, and cause emotional stress.² Studies highlight the importance of investing in **safe, resilient, learning-conducive, inclusive, and green school infrastructure** to protect learners and education personnel from disasters and climate risks.³ Although disasters are inevitable, these widespread infrastructure damage and learning interruptions can be significantly reduced through risk-informed and evidence-based policies, plans, and programs.

To address the challenge and help schools be more resilient to disasters and climate change, there is a need to adopt the utilization of technology-enabled climate and DRR data management systems to improve school infrastructure planning and investment programming. A risk-informed and evidence-based platform for DepEd would facilitate the: (i) systematic collection and use of gender-disaggregated data, and hazard and risk assessment results for the development of school infrastructure investment program; (ii) selection and prioritization of school infrastructure interventions based on a set of criteria, including vulnerability and resilience measures, and elements that would optimize learning outcomes; and integration of resilient, green, inclusive, and learning-conducive elements, and gender-responsive measures in the design, and operation of education facilities that would help reduce reconstruction costs, avert long-term economic losses, and promote students' wellbeing. Moreover, there is also a need for a school-based disaster and climate contingency plan as a fundamental risk reduction instrument that can save lives, protect education investments, and facilitate learning continuity in the aftermath of a disaster.

¹ Data Bits Enrollment Data, SY 2021-2022. <https://www.deped.gov.ph/wp-content/uploads/2022/08/5-Data-Bits-Enrollment-Data-May.pdf>

² Segarra-Alméstica, E., et. al. 2021. [The Effect of School Services Disruptions on Educational Outcomes After Consecutive Disasters in Puerto Rico.](#)

³ Mooney, M., et. al. 2020. The school community contributes to how children cope effectively with a disaster; Coley, R. 2020. Understanding the Impacts of Natural Disasters on Children.

II. LEGAL BASES

This Order is highly consistent and well-aligned with the following policies:

Republic Act (RA) No. 10121⁴, also known as the Philippine Disaster Risk Reduction and Management Act of 2010. This act provides for the development of policies and plans and the implementation of actions and measures pertaining to all aspects of disaster risk reduction and management, including good governance, risk assessment and early warning, knowledge building and awareness raising, reducing underlying risk factors, and preparedness for effective response and early recovery.

Executive Order No. 14, s. 2023 Approving and Adopting the Philippine Development Plan 2023-2028 (PDP) directs all national government agencies, government-owned or -controlled corporations, government financial institutions, other national government offices and instrumentalities, government corporate entities, state universities and colleges, and local government units to (i) adopt the PDP; (ii) undertake efforts leading to its full implementation; and (iii) align the budgetary and departmental/corporate programs with the strategies and activities provided in the PDP. Specifically, the PDP priority strategies include the expansion and upgrading of infrastructure and the acceleration of climate action and strengthening of disaster resilience. Under these strategies, all agencies are directed to (i) embed resilient and innovative solutions in infrastructure design to enhance planning, programming, and asset management in infrastructure; (ii) facilitate technology-enabled and science-based policy and planning in managing disasters and climate risks; and (iii) establish a data management system with disaster risk reduction and climate change adaptation and mitigation measures.

The Department of Education (DepEd), through DepEd Order No. 24, s. 2022 (*Adoption of the Basic Education Development Plan 2030*) recognizes that disasters and climate risks can be minimized with proper preparedness, prevention, and mitigation measures focusing on risk-informed policy and planning.⁵ The BEDP mandates the DepEd to strengthen its resilience interventions to ensure learning continuity and protect education investments from the impacts of disasters through risk assessment, contingency planning, and regular programs on structural and non-structural hazard prevention and mitigation measures.

The DepEd's MATATAG: *Bansang Makabata, Batang Makabansa* (MATATAG Agenda) amplifies the national commitment to build more resilient schools as a key component in improving the country's basic education system. The DepEd's resilience agenda is aimed at promoting the learner's well-being by creating a conducive learning environment that is inclusive of the needs of children and youth in situations of disadvantage, and resilient to withstand disasters and climate risks. The MATATAG Agenda has four critical

⁴ Philippine Disaster Risk Reduction and Management Act of 2010

⁵ DepEd Department Order No. 24, series of 2022 (*Adoption of the Basic Education Development Plan 2030*), p. 154 and p. 359.

components: “**MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; **TA**ke steps to accelerate delivery of basic education facilities and services; **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and **GI**ve support to teachers to teach better.” Through the collaborative effort of all sectors of society, the MATATAG Agenda ultimately aims to improve access, equity, equality, resiliency, and well-being of learners and education personnel.

This DepEd Order is issued in compliance with E.O. No. 14, s. 2023, DepEd Order No. 24, s. 2022, and the MATATAG Agenda.

III. DEFINITION OF TERMS

- a. **Contingency Plan**- a scenario-based plan for a specific and projected natural and/or human-induced hazard. It aims to address the impacts of the hazard to people, properties, and environment; and/or to prevent the occurrence of the emerging threats through the arrangement of timely, effective, appropriate, and well-coordinated responses as well as the efficient management of resources.⁶
- b. **Disaster**- a serious disruption of a community or society’s functioning due to widespread human, material, economic, or environmental losses, damages, and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
- c. **Disaster Preparedness** - capacities developed by institutions and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent, or current hazard events or conditions. This includes setting-up early warning systems, contingency planning, stockpiling of equipment and supplies, creating coordination and communication mechanisms, evacuation protocols, other training and field exercises.
- d. **Disaster Response** - services and assistance during or immediately after a disaster to save lives, reduce health impacts, ensure public safety, and meet the basic subsistence needs of the people affected. This includes disaster relief activities.
- e. **Disaster Risk** - the potential disaster losses in lives, health status, livelihood, assets and services, which could occur to a particular community or a Society over some specified future time period.
- f. **Disaster Risk Reduction** - the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposures to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

⁶ DepEd. 2020. Contingency Planning Guidebook.



- g. **Disaster Risk Reduction and Management** - the systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities to lessen the adverse impacts of hazards and the possibility of disaster.
- h. **Emergency** - unforeseen or sudden occurrence, especially danger, demanding immediate action.
- i. **Field Offices** - are the regions, divisions, schools, and learning centers where the policy and principle of the governance of basic education shall be translated into programs, projects, and services.
- j. **Hazard** - a dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihood and services, social and economic disruption, or environmental damage.
- k. **Risk-Informed and Evidenced-Based School Infrastructure Planning and Programming** - refers to the use of hazard and risk information and automated technology in school investment planning and programming. This would allow the systematic selection and prioritization of school infrastructure interventions based on disaster and climate resilience criteria gender-responsive and learning-conducive elements.
- l. **School** - refers to any structure or space, with or without marked visible boundaries, which is either recognized by the government or known by the community as a learning space for children.

IV. SCOPE

The following guidelines shall be observed by all concerned central, regional, division, and school officials and personnel of public schools, as well as Community Learning Centers (CLC) in the country.

All concerned are enjoined to cascade the information to learners, their families, Parents-Teachers Association, community stakeholders, and Local School Board, to the extent deemed safe, feasible, and necessary in carrying out the provisions of the order.

Private schools are highly encouraged to refer to these guidelines in setting up their own DRRM measures.

V. POLICY STATEMENT

This policy aims to strengthen the resilience of the basic education sector from disasters and climate risks and help build resilient, green, inclusive, and learning-conducive schools, through the adoption of a risk-informed and

JWL

evidence-based platform in School Infrastructure Investment Program and Emergency Preparedness and Response Contingency plans.

This policy provides guidance to the DepEd Central Office, Regional Offices, Division Offices, School Officials, personnel of public schools and Community Learning Centers for enhanced coordination, efficiency, and effectiveness in strengthening the resilience of the basic education sector from disasters and climate risks in helping build resilient, green, inclusive, and learning-conducive schools.

VI. GUIDELINES ON THE IMPLEMENTATION OF A RISK-INFORMED AND EVIDENCE-BASED PLANNING AND PROGRAMMING SCHOOL INFRASTRUCTURE

The Operations Strand, SIF Strand, Planning Service (Administration Strand) and other relevant strands shall formulate the Department's school infrastructure plan and investment program using the platform.

The DepEd Operations Strand, School Infrastructure Facilities (SIF) Strand, and Planning Service (Administration Strand) and other relevant strands are directed to:

1. Consult with the Department of Science and Technology- Philippine Institute of Volcanology and Seismology (DOST-PHIVOLCS) in designing and developing a risk-informed and evidence-based platform to carry out risk-informed, data- and technology-driven school infrastructure planning, investment programming, and pre-disaster response and recovery (contingency) planning.
2. Conduct, in coordination with concerned DepEd strands/offices, the systematic collection, consolidation, and updating of data on the locations, conditions, and capacities of public school infrastructure, including the socio-demographic profiles of learners and education personnel, exposure, and vulnerability to hazards and risks using the said platform.
3. Regularly conduct disaster risk assessments using the platform to assess the vulnerability and risks of the schools, learners, and educational personnel.
4. Update the 2010 Education Facilities Manual, in consultation with the Department of Public Works and Highways and other stakeholders, to integrate **disaster and climate resilience, learning-conducive, inclusive, and green** measures into the manual. Construction, reconstruction, retrofitting, and repair of all school infrastructures nationwide shall adhere to the updated manual.
5. Develop a Multi-year School Infrastructure Investment Program using the risk-informed and evidence-based platform.



6. Develop Emergency Preparedness and Response (contingency) plans for schools using the risk-informed and evidence-based platform.
7. Based on the risk-informed and evidence-based platform, DepEd, in all levels of governance, to actively collaborate and participate in all DRRMC Task Force planning activities so that CO, DO, SDOs, and schools are integrated in the 4 thematic areas of disaster response plans at the national, regional, provincial, city/municipal DRRM Task Force.
8. All concerned units/offices shall submit, report and monitor the progress of the Contingency (Preparedness and Response) Plan, schools infrastructure plans, and investment programs accordingly, following Department Order 13 s. 2015 (Establishment of a Policy Development Process at the Department of Education).

The Operations Strand, SIF Strand, and other relevant strands are further directed to engage and urge the participation of DepEd central, regional, and division offices, schools, learners, education personnel, and other stakeholders in the full implementation of this Order.

VII. MONITORING AND EVALUATION

The DepEd, through the DRRMS and the DRRM regional and division coordinators, shall oversee the monitoring and evaluation of the implementation of this policy, in collaboration and support of relevant DepEd offices and external partners.

The DRRMS shall lead the development of M&E tools and templates to monitor the progress and effectiveness of this policy. These tools and templates shall be subject to annual review and revision, if necessary.

VIII. REPEALING CLAUSE

All DepEd orders, memoranda, and other related issuances, rules, regulations, and provisions, which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

IX. EFFECTIVITY

This Order shall take effect immediately upon its approval, issuance, and publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the National Administrative Register at the University of the Philippines Law Center, UP Diliman, Quezon City.

X. REFERENCES

Laws

Republic Act No. 10121 (*Philippine Disaster Risk Reduction and Management Act of 2010*)



Republic Act No. 10821 (*Children's Emergency Relief and Protection Act*)

DepEd Issuances

DepEd Order No. 24, s. 2022, Adoption of the Basic Education Development Plan 2030

DepEd Department Order No. 37, series of 2015, The Comprehensive Disaster Risk Reduction and Management (DRRM) in Education Framework

DepEd Strengthening Resilience in Basic Education, November 2020

DepEd School Disaster Risk Reduction and Management Manual

Education Facilities Manual (2010)

DepEd Department Order No. 33, series of 2021, School-Based Disaster Preparedness and Response Measures for Tropical Cyclones, Flooding, and other Weather-Related Disturbances and Calamities

DepEd Order No. 27, series of 2015, Promoting Family Earthquake Preparedness

Other Issuance

Executive Order No. 14, s. 2023 Approving and Adopting the Philippine Development Plan 2023-2028 (PDP)

Guidance Notes

GFDRR Guidance Notes on Safer School Construction

GPSS Regulatory Framework for Strengthening Existing Buildings in the Philippines

International Finance Corporation. 2010. Disaster and Emergency Preparedness: Guidance for Schools

Disaster and Emergency Preparedness: Activity Guide for K-6th Grade Teachers

Interagency Network for Education in Emergencies' (INEE), Minimum Standards Handbook

SPHERE Project's Humanitarian Charter and Minimum Standards in Disaster Response

School Disaster Prevention: Guidance for Education Sector Decision-Makers (2008)

Environmental Health and Safety Guidelines



Studies

Adoracion M. Navarro. March 2022. Philippine Institute for Development Studies Discussion Paper Series No. 2022-10 School Infrastructure in the Philippines: Where Are We Now and Where Should We Be Heading?.

Barrett, Peter; Treves, Alberto; Shmis, Tigran; Ambasz, Diego; Ustinova, Maria. 2019. The Impact of School Infrastructure on Learning: A Synthesis of the Evidence

Barrett, PS, Zhang, Y, Davies, F and Barrett. 2015. Clever classrooms: Summary report of the HEAD project, Project Report.



ANNEX A: IMPLEMENTING GUIDELINES FOR THE RISK-INFORMED AND EVIDENCE-BASED SCHOOL INFRASTRUCTURE PLANNING, AND PROGRAMMING

The development and use of the risk-informed and evidence-based platform for school infrastructure planning and programming requires the following:

- a. **Designation of focal unit/team in DepEd Central Office for the risk-informed and evidence-based platform development.**
 - a. The focal unit/team refers only to DepEd CO, such as the members of the technical working group for the development of PlanSmart for Safe Schools Project, which include DRRMS, EFD, SIF, Planning Service-EMISD-ICTS.
 - b. The unit/team shall be the Department's counterpart of DOST-PHIVOLCS for the development of the platform.
 - c. The unit/team shall lead the conduct of consultation within DepEd to ensure that the design of the web application will capture DepEd's data requirements in carrying out risk-informed, data- and technology-driven disaster preparedness and response planning, school infrastructure planning, investment programming and asset management.
 - d. The unit/team shall develop pro-forma templates of school infrastructure plan and emergency preparedness and response plans. The said templates will be integrated in the platform.
 - e. The unit/team shall, in partnership with DOST-PHIVOLCS, capacitate all concerned offices, units and divisions in the Department on the use of the platform.
 - f. The said unit/team shall also ensure that basic principles of risk-informed school infrastructure plans and investment programs are executed accordingly.
- b. **Collection, consolidation and regular updating of ground-level pre-disaster baseline data of the education sector.**
 - a. The BEIS Coordinator shall be the designated data manager in all central, regional, division, and school officials and personnel of public schools, as well as Community Learning Centers (CLC) in the country.
 - b. The BEIS Coordinator shall collect and regularly update the pre-disaster baseline data within their jurisdiction.
 - c. The pre-disaster baseline data includes information on the classification of the school facility, enrolment, available facilities, teacher-student ratio, student-classroom ratio, number of classrooms, students, hazards and risks in the school location, year the school facility was constructed, cost of the facility when it was constructed, and other data relevant in conducting disaster risk assessments and formulation of disaster plans and school infrastructure plans.
 - d. The pre-disaster baseline data shall be submitted to the division schools every year and shall be regularly updated every six months. The division schools shall then consolidate the data received from the schools within their respective jurisdiction. The DepEd Central Office will collect the data received from division schools, which will then be submitted to the DOST-PHIVOLCS for processing.



c. Formulation of risk-based school infrastructure plan and investment program through the platform.

- a. The Operations Strand, SIF Strand, Planning Service under Administration Strand and other relevant strands shall formulate the Department's school infrastructure plan and investment program using the platform.
- b. The school infrastructure plan and investment program shall be based on the disaster risk assessment results. Disaster risk data and analysis shall likewise be embedded in all stages of school infrastructure planning and implementation.
- c. The Plan shall include priority actions to build risk awareness and increase capacities of stakeholders to prevent, mitigate and recover from the adverse impacts of the disaster to school infrastructures and facilities; and provide risk-based, timely and anticipatory response to address immediate needs in times of disasters.

d. Formulation of a Contingency (Preparedness and Response) Plan using the platform.

- a. The DRRMS shall formulate the Contingency (Preparedness and Response) Plan using the platform based on the results of the disaster risk assessment.
- b. The Plan shall include priority actions to build risk awareness and increase capacities of stakeholders to anticipate, cope, and recover from the adverse impacts of the disaster; and provide risk-based, timely and anticipatory response to address immediate needs in times of disasters and emergencies.

e. Reporting and Monitoring.

- a. All concerned units/offices shall submit, report and monitor the progress of the Contingency (Preparedness and Response) Plan, schools infrastructure plans and investment programs accordingly.
- b. All reports and submissions shall be forwarded to the designated focal unit/office in DepEd Central Office for review and guidance.
- c. The monitoring will be conducted by the Division and Regional DRRM Coordinator and concerned offices at DepEd CO. The Necessary monitoring reports shall be submitted to Regional Office and DRRMS every mid-year and year-end annual accomplishments.

