



Resilient Education Systems for Improved Preparedness & Response: Partnerships, Technology, Data, & Child Participation - Lessons from Comprehensive School Safety in the Philippines

UKFIET Conference – 7th Sept 2023

EDUCATION FOR SOCIAL AND ENVIRONMENTAL JUSTICE:
DIVERSITY, SUSTAINABILITY, RESPONSIBILITY



CONTEXT



The Philippines ranks **first** at risk of disasters (World Risk Index, 2022).

On average, **20 storms and typhoons** hit each year and they are growing progressively more destructive due to the impact of climate change

Philippines has **47,000+** total number of schools nationwide exposed to multiple hazards impacting children

VULNERABILITY OF THE EDUCATION SECTOR

 **17,937**
EVACUATION CENTERS

 **39,738**
TROPICAL CYCLONES

 **25,191**
FLOODS

 **10,883**
ARMED CONFLICT

 **977**
VOLCANIC ERUPTIONS



43,810
SCHOOLS EXPERIENCED NATURAL HAZARDS

21,949
SCHOOLS EXPERIENCED HUMAN-INDUCED HAZARDS

8,940
LANDSLIDES 

15,662
FIRES 

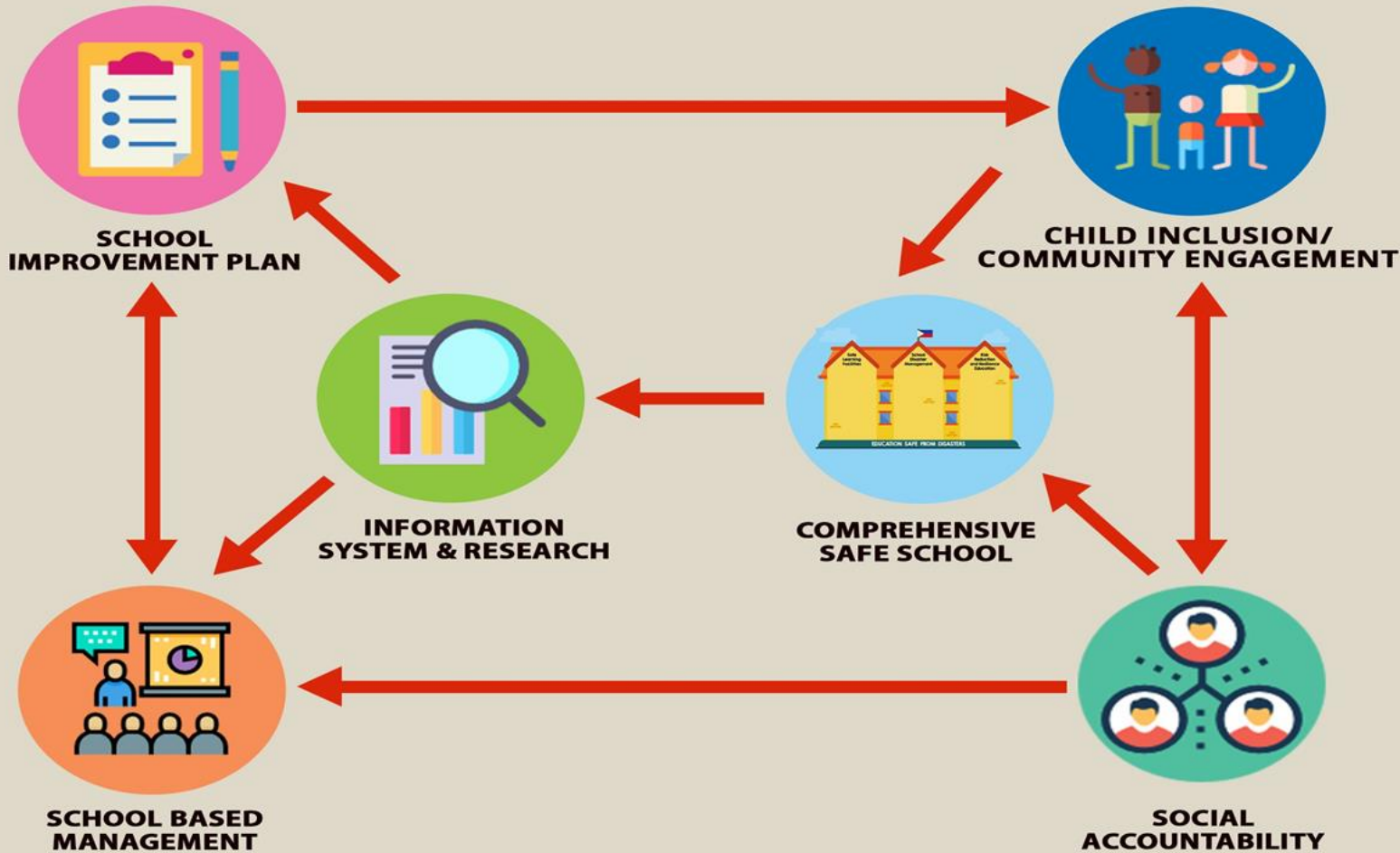
21,559
EARTHQUAKES 

4,393
TSUNAMIS 

19,001
OTHER HAZARDS 

-Based from Department of Education Data

THE VISION: AN IMPROVED CSS ECOSYSTEM



**Vision:
Education Safe
from Disasters**

**Developing an
Ecosystem for
Comprehensive
School Safety**

DRRM INFORMATION SYSTEM

TOOLS:



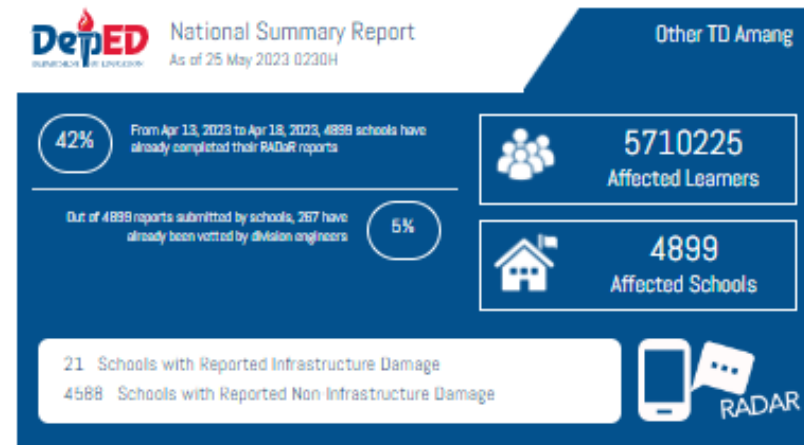
Rapid Assessment of Damages Report
POST DISASTER NEEDS ASSESSMENT



School Watching Application
CHILD CENTERED SOCIAL ACCOUNTABILITY



Comprehensive School Safety Monitoring
CSS SELF-ASSESSMENT



INFRASTRUCTURE DAMAGE

| | | | |
|---|---|---|----------------------------------|
| 50 Damaged Toilets | 13 Damaged Handwashing Facilities | | |
| 9 Divisions with Infra Damage | 59 Classrooms with Minor Damage | 54 Classrooms with Major Damage | 50 Totally Damaged Classrooms |
| Region II | 0 | 0 | 0 |
| Region III | 0 | 0 | 0 |
| Region IV-A | 1 | 0 | 0 |
| Region V | 51 | 51 | 47 |
| Region VIII | 7 | 3 | 3 |
| Region IV-B | 0 | 0 | 0 |
| 131 Schools Used as Evacuation Centers | 137 Temporary Learning Spaces Requested by Schools | 16 Schools with Damages on Non-academic Facilities | |
| 0 Region II | 0 Region II | 0 Region II | |
| 4 Region III | 5 Region III | 1 Region III | |
| 14 Region IV-A | 2 Region IV-A | 2 Region IV-A | |
| 96 Region V | 122 Region V | 9 Region V | |
| 17 Region VIII | 6 Region VIII | 4 Region VIII | |

REPORTS AND ANALYTICS:
school,national,sub-national level

Mid-Term Evaluation Q1 2023



Primary data collection consisted of KIIs with staff from Save the Children, DepEd at the regional, division and school levels, and Prudence Foundation.

- **44 Key Informant Interviews** with 4 stakeholders in each school (School head and DRR coordinator, Barangay and PTA), 55% women.
- **21 Key Informant Interviews** with Save the Children Staff and DepEd central staff, 40% women

Focus Group Discussions (FGDs) with BERT members.

- **11 FGDs with 110 children (62 boys and 48 girls)** in eight treatment schools and three control schools.

Secondary data was retrieved from existing documentation.



Key Achievements & Successes

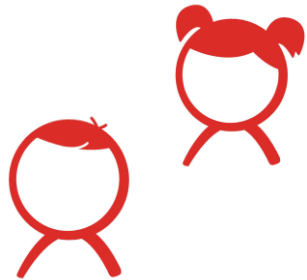


44,980 (95%) schools

56,332 registered users



29,000 schools (61%) submitted 120,000 school reports during/following 20 hazards in 2 years



Children's participation increased accountability on school management to fix damages & improved school safety



Data integrated into the Basic Education Information System (EMIS)

Strengthened School and Local Government partnership in preparedness and response



Faster, higher quality data.

Access to historical data of school damages to better understand the impacts of disasters and the needs of DepEd.



RADaR data was used to understand response gaps and this contributed to a **2 billion peso (almost 2,000%) increase** in the 2023 response budget.

Key Findings & Learning

- Strength of an extended Partnership Co-design and Governance Structure.
- Scale and sustainability already evident as part of initial ambition.

We are like detectives. It's very easy to use, we look at different hazards.

We were not aware that broken windows and doors, busted lights, and damaged ceilings were hazards, I discovered this after joining the team.



- Swapp and BERT training significantly increased child participation; voice and engagement.

Key Findings & Learning

Challenge of 'last mile schools'

Access challenges to RADaR SMS trigger and phone network for some schools when a hazard hits.

Need for more training on use, especially the CSS Monitoring Tool and target setting.

Relationship between reporting and release of funds is complex and needs further support.

Reliance on the Basic Information Education System (BEIS) data source does have limitations.

SWApp limitations due to current scale & inconsistency of use.



Midline Evaluation findings in cartoon form for dissemination with children.

THANK YOU