



Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

August 4, 2022

DIVISION MEMORANDUM
No. 534, s. 2022

**IMPLEMENTING GUIDELINES ON REVITALIZING CLASSROOM STRUCTURING
CUM REITERATION OF CHILD-FRIENDLY SCHOOL SYSTEM**

To: SGOD and CID Chiefs
Public Schools District Supervisors
Education Program Supervisors
All Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Regional Memorandum No. 034, s. 2022 re: **Implementing Guidelines on Revitalizing Classroom Structuring Cum Reiteration of Child-Friendly School System**, all schools are hereby directed to implement these guidelines.
2. To further strengthen the capacity of the school to continuously provide a better learning environment, DepED Region XI embarked on Revitalizing Classroom Structuring cum Child-Friendly School System, as one of the mechanisms to strengthen the School-Based Management geared towards accelerating access and quality education within the context of **"A Child and Community-centered Education Systems (ACCESSs) philosophy**.
3. To ensure effective implementation, all district offices shall provide necessary technical assistance and conduct proper monitoring to all schools.
4. To support the implementation of the above-mentioned guidelines the assessment process and tools shall be officially used as instruments in assessing the school's implementation of Classroom Structuring and Child-Friendly School System which are contained in the following enclosures for reference:

Enclosure No. 1	Implementing Guidelines on Revitalizing Classroom Structuring and Child-Friendly School System
Form A.1	Classroom Structuring Monitoring Sheet
Form A.2	Checklist and Rating Sheet on Child-Friendly School System
Form B	District Summary Report in the Implementation of Classroom Structuring and Child-Friendly School System
Form C	Division Summary Report in the Implementation of Classroom Structuring and Specifications for DepEd School System
Enclosure No. 2	D.O. 64, s. 2017 Establishing the Minimum Performance Standards and Specifications for DepED School Buildings



Enclosure No. 3	OUA Memo 00-1021-0100 Memorandum Conduct of Detailed Assessment of the Readiness of School Facilities for Pilot Face to Face Classes
Enclosure No. 4	DO 37, s. 2015 Comprehensive DRRM in Education Framework
Enclosure No. 5	DO 23, s. 2015. Student-led School Watching and Hazard
Enclosure No. 6	Comprehensive School Safety Monitoring Tool
Enclosure No. 7	Joint Memorandum Circular No. 001, s. 2022- Revised Operational Guidelines on the Progressive Expansion of Face-to-Face Learning Modality

5. All District Supervisors and Division Education Supervisors are enjoined to implement and monitor this program.
6. For immediate dissemination and compliance.

For and in the absence of
Schools Division Superintendent

BASILIO P. MANA-AY, JR., EdD
Assistant Schools Division Superintendent
Officer-In-Charge

DepEd Schools Division of Digos City
RECORDS SECTION
RELEASED
72-89099
DATE: AUG 05 2022 TIME: 11:00am
BY: [Signature]

Encls: RM 034 S. 2022
As stated,

References: Education Facilities Manual 2010 (Revised Edition of the 2007 Handbook on Educational Facilities- Integrating Disaster Risk Reduction in School Construction) Chapter 4., G. Regular Classroom Facilities No. 3

To be indicated in the Perpetual Index under the following subjects:
CLASSROOM STUDENTS TEACHERS MONITORING AND EVALUATION



Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

April 20, 2022

REGIONAL MEMORANDUM
No. 034, s. 2022

IMPLEMENTING GUIDELINES ON REVITALIZING CLASSROOM
STRUCTURING CUM REITIRATION OF CHILD-FRIENDLY SCHOOL SYSTEM

To : All Schools Division Superintendents

1. To further strengthen the capacity of the school to continuously provide a better learning environment, this Office embarked on **Revitalizing Classroom Structuring cum Child-Friendly School System**, as one of the mechanisms to strengthen School-Based Management geared towards accelerating access and quality education within the context of "A Child and Community-centered Education Systems (ACCESS) philosophy.
2. By virtue of this Regional Memorandum, all schools are hereby directed to implement these guidelines. To ensure effective implementation, all division and district offices shall provide necessary technical assistance and conduct proper monitoring to all schools.
3. To support the implementation of the above-mentioned guidelines the assessment process and tools shall be officially used as instruments in assessing the school's implementation of Classroom Structuring and Child-Friendly School System which are contained in the following enclosures for reference:

Enclosure No. 1	Implementing Guidelines on Revitalizing Classroom Structuring and Child-Friendly School System;
Form A.1:	Classroom Structuring Monitoring Sheet
Form A.2:	Checklist and Rating Sheet on Child-Friendly School System
Form B:	District Summary Report in the Implementation of Classroom Structuring and School-Friendly School System
Form C:	Division Summary Report in the Implementation of Classroom Structuring and Child-Friendly School System
Enclosure No. 2:	D.O. No. 64, s. 2017 Establishing the Minimum Performance Standards and Specifications for DepEd School Buildings;
Enclosure No. 3:	OUA Memo 00-1021-0100 Memorandum Conduct of Detailed Assessment of the Readiness of School Facilities for Pilot Face to Face Classes.
Enclosure No. 4:	D.O. 37, s. 2015 Comprehensive DRRM in Education Framework
Enclosure No. 5:	D.O. 23, s. 2015 Student-Led School Watching and Hazard
Enclosure No. 6:	Comprehensive School Safety Monitoring Tool
Enclosure No. 7:	Joint Memorandum Circular No. 001, s. 2022 – Revised Operational Guidelines on the Progressive Expansion of Face to Face Learning Modality



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4. All Schools Division Superintendents (SDS), District and Division Education Supervisors, and School Heads are enjoined to implement and monitor this program.
5. Immediate and wide dissemination of this Memorandum is highly desired.

ALLAN G. FARNAZO
Director IV

Enclosed: As stated.

Reference: Educational Facilities Manual 2010 (Revised Edition of the 2007 Handbook on Educational Facilities – Integrating Disaster Risk Reduction in School Construction) Chapter 4, G. Regular Classroom Facilities, No. 3

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

CLASSROOM STUDENTS TEACHERS MONITORING AND EVALUATION

ord/aas

DEPARTMENT OF EDUCATION RO:
RECORDS SECTION
RELEASED

By: *[Signature]*
Date: 04/20/2022 Time: 2:36
0422-2563



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Certificate Number: AJA29-0227



Republic of the Philippines
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Enclosure No. 1

**IMPLEMENTING GUIDELINES ON REVITALIZING CLASSROOM STRUCTURING
CUM CHILD-FRIENDLY SCHOOL SYSTEM**

A. BACKGROUND AND RATIONAL

The new unified mission clearly stated that the Department of Education aims: “To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment...” As such, it is imperative to provide mechanism that will enhance the school’s learning environment.

To provide clear directions, these guidelines have references to Educational Facilities Manual 2010 (Revised Edition of the 2007 Handbook on Educational Facilities – Integrating Disaster Risk Reduction in School Construction) Chapter 4, G. Regular Classroom Facilities, No. 3 provided for the Classroom Structuring and in pursuance to the Child-Friendly School System.

**B. CLASSROOM STRUCTURING & CHILD-FRIENDLY SCHOOL SYSTEM
ASSESSMENT FRAMEWORK**

Every classroom shall be suitably structured and decorated to make the surroundings of pupils/students conducive to learning. The materials for structuring and decorating shall be on the basis of their educational value providing opportunities for class discussions. Likewise, its cleanliness and orderliness must be maintained, the fact that this is vital aspect contributing to the educational growth of the pupils/students.

Thus, the regular classroom may be ideally structured in the following manner:

- a. At the entrance to the room, a signboard posted showing the following identification: Grade/Year and Section occupying the room; and Name of Teacher handling the class.
- b. A framed copy of the class program is displayed on the door to the classroom at adult-eye-level.
- c. On the front wall (that is, the wall facing the class), the classroom chalkboards, properly framed and provided with chalk ledge and curtains, are installed at a height which is in accordance with the maximum comfortable reach of the children to the top of the board. (The proper height of the chalkboard from the floor to its top-ledge is determined by multiplying the mean standing height of the class by the constant 1.2. This constant is the result of studies conducted on the portion of the standing height to the normal reach of the hand over the head of the individual.)
- d. Above the chalkboard, a frame portrait of the President of the Philippines shall be displayed



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prominently at the center, flanked on one side at a lower level by a framed motto (for the month or the week) and on the other side by a framed picture preferably relevant to the motto. In Grades I and II, framed perception strips are displayed along the top edge (or frame) of the chalkboard, while framed conceptualizing strips are displayed along the bottom-edge of the chalk ledge. The bulletin boards and tack boards, as well as charts, may be placed on the walls at the sides or at the back of the room. They shall be placed at the same height as the chalkboards.

- e. The attendance chart and the DepEd forms rack are placed near the door.
- f. The teacher's table, chair and cabinet are located at the rear of the room.
- g. One corner of the room is set up as a reading corner. Another corner of the room is set up as a health corner and provided with a first aid or medicine cabinet with mirror, soap dish, towel rack, and hand washing and drinking facilities.
- h. The seat arrangement of the pupils/students shall be flexible, depending upon the needs or activities of the class.

In addition, this Office requires the following:

- a. Above the chalkboard, a framed copy of the National Anthem shall be displayed at the upper left hand corner and on the other side, a framed copy of the Pledge of Allegiance to the Philippine Flag.
- b. A classroom-based copy of the Basic Education Information System is placed on the walls at the sides or at the back of the room with the following modules:
 - Module A: Students' EIS (Students' Profile);
 - Module B: Teachers' EIS (Organizational C (Organizational Chart of DepEd Officials, School Officials, Profile of Adviser & Subject Teachers);
 - Module C: Curriculum Development (K to 12 Basic Education Curriculum);
 - Module D: Legislative (Rights of a Child, School & Classroom Policies);
 - Module E: Physical Facilities (Inventory of Classroom Property);
 - Module F: Finance (HRPTA Proposed Projects & Current Financial Statement);
 - Module G: Community Involvement (HRPTA & Brigada Eskwela Reports); and
 - Module H: Research and Evaluation - Proficiency Level per Subject Area per Grading Period; and Classroom-based Action Research.

Pursuant to the Child-Friendly School System, Organizing Classroom as a Learning Environment shall be considered by all internal stakeholders in the school.



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C. MONITORING & EVALUATION PROCESS AND TOOLS

To ensure the full implementation of this program, the following Monitoring & Evaluation guidelines shall be observed:

1. The School Head together with the School M&E Team shall assess the School's Classroom Structuring and Child-Friendly School System using the following forms: **Form A.1: Classroom Structuring Monitoring Sheet** and **Form A.2: Checklist and Rating Sheet on Child-Friendly School System**. This will be the basis of the School Head in providing proper support to the classroom advisers who need further assistance and in developing the entire schools' learning environment.
2. Using **D-O-D (Document Analysis-Observation-Discussion)** process, the results of the schools assessments shall be monitored, validated and consolidated by the District Supervisor using **Form B: District Summary Report on the Implementation of Classroom Structuring**, which shall be submitted to the Division Office. This will be the basis of the District Supervisor in providing proper support to school heads/teachers who need further assistance.
3. The consolidated reports of the districts shall be used by the Division Office in conducting monitoring and validation before accomplishing **Form C: Division Summary Report on the Implementation of Classroom Structuring**. This will be the basis of the Division Education Supervisor in providing proper support to District Supervisor/School Heads who need further assistance.
4. The accomplished **Form C** shall be submitted to the Regional Office particularly at the Policy, Planning and Research Division (PPRD) for consolidation. This will serve as basis for policy directions and technical assistance of the region to the division.
5. The consolidated results, analysis and proper intervention of the division office shall be included in the Completed Staff Work (CSW) to be presented during the Quarterly Regional Monitoring Evaluation Plan Adjustment (RMEPA) as part of the dash board.

D. RECOGNITION & INCENTIVES

To accelerate full implementation and reward best practices, the district/division is encouraged to design a systematic and incentives program to ensure sustainability of this mechanism.

E. EFFECTIVITY

These implementing guidelines shall take effect immediately.

FORM A.1



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Department of Education
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CLASSROOM STRUCTURING MONITORING SHEET

School: _____ District: _____
 Grade/Year and Section: _____ Division: _____
 Class Adviser: _____

Instruction: Put a check mark (/) next to the items if observed.

1	A signboard is posted, showing the following identification at the entrance of the room:	
	* Grade/Year and Section occupying the room.	
	* Name of the class adviser.	
Sub-total Rating for Item No. 1 (Total item/s checked / 2):		
2	A framed copy of the class program is displayed on the door of the classroom at adult eye level.	
3	On the front wall (facing the class), the classroom chalkboard is located with the following features:	
	* properly framed;	
	* with chalk ledge; and	
	* with curtains.	
	* installed at a height which is in accordance with the maximum comfortable reach of the children to the top of the board. (The proper height of the chalkboard from the floor to its top-ledge is determined by multiplying the mean standing height of the class by the constant 1.2)	
Sub-total Rating for Item No. 3 (Total item/s checked / 4):		
4	Above the chalkboard, a framed portrait of the current President of the Philippines shall be displayed at the center.	
5	Flanked on one side at a lower level is a framed motto (for the month or week) and on the other side by a framed picture preferably relevant to the motto. (In Grades I and II, framed perception strips are displayed along the top edge or frame of the chalkboard, while framed conceptualizing strips are displayed along the bottom-edge of the chalk ledge.)	
6	The bulletin boards and tack boards, as well as charts, are placed on the walls at the sides or at the back of the room.	
7	The attendance chart and the DepEd forms rack are placed near the door.	
8	The teacher's table and chair is located at the rear of the room.	
9	The teacher's cabinet is located at the rear room.	
10	One corner of the room is set-up as reading corner with reading materials on it.	
11	Another corner of the room is set up as health corner with:	
	* first aid or medicine cabinet;	
	* mirror;	
	* soap dish; and	
	* towel rack.	
Sub-total Rating for Item No. 11 (Total item/s checked / 4):		



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12	Have washing facility.	
13	Have drinking facility.	
14	Above the chalkboard, a framed copy of the National Anthem shall be displayed at the upper left corner.	
15	Above the chalkboard, a framed copy of the Pledge of Allegiance to the Philippine Flag is displayed at the upper right corner.	
16	A classroom-based data of the Basic Education Information System is placed on the walls at the sides or at the back of the room with the following modules;	
	* Module A: Students' EIS (Students' Profile)	
	* Module B: Teachers' EIS (Organizational C (Organizational Chart of DepEd Officials, School Officials, Profile of Adviser & Subject Teachers)	
	* Module C: Curriculum Development (K to 12 Basic Education Curriculum)	
	* Module D: Legislative (Rights of a Child, School & Classroom Policies)	
	* Module E: Physical Facilities (Inventory of Classroom Property)	
	* Module F: Finance (HRPTA Proposed Projects & Current Financial Statement)	
	* Module G: Community Involvement (HRPTA & Brigada Eskwela Reports)	
	* Module H: Research and Evaluation	
	H.1 Proficiency Level per Subject Area per Grading Period; and	
	H.2 Classroom-based Action Research.	
	Sub-total Rating for Item No. 16 (Total item/s checked / 9):	
	GRAND TOTAL	

Grand Total: _____

Rating (Grand Total/16): _____

Descriptive Rating: _____

KEY TO RATING SCALE:

Range	Descriptive Rating	Interpretation
0 – 0.25	Needs Improvement (NI)	Many improvement needed – have rarely achieved established goals; requires significant and immediate improvement.
0.25-0.49	Fair (F)	Several improvement needed – have completed 4-7 items of the established goals.
0.50-0.75	Satisfactory (S)	Some improvement needed – have completed 8-12 items of the established goals.
0.76-0.94	Very Satisfactory (VS)	Few improvement needed – have completed 13-14 items of the established goals.
0.95-1.0	Outstanding (O)	Meets the standard requirements – have completed 15-16 items of the established goals.

Rater: _____ (Signature Over Printed Name)

References: Educational Facilities Manual 2010 (Revised Edition of the 2007 Handbook on Educational Facilities – Integrating Disaster Risk Reduction in School Construction)

Republic Act No. 8491: "An Act Prescribing the Code of the National Flag, Anthem, Motto, Coat-of-Arms and other Heraldic Items and Devices of the Philippines."



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FORM A.2

CHECKLIST AND RATING SHEET ON CHILD-FRIENDLY SCHOOL SYSTEM

*Instruction: Does your school guarantee safe and protective spaces for pupils/students?
Check the space provided for before every item for every observed indicator.*

1	Your classrooms have proper ventilation and lighting and enough space for 40-50 pupils.
2	Your classroom desks and other furniture are sized to the age of the pupils. In case shared desk, each pupil has enough space to do seatwork
3	Your classrooms' layout and furniture allow pupils to interact and do group work.
4	Your classrooms have a bulletin board or a corner that display helpful learning materials such as: posters, illustrations, newspaper and magazine clippings and your pupils' own works.
5	Your classroom facilities and premises are regularly maintained and kept clean.
6	Your school has library for reading and for study.
7	Your school has facilities and equipment for recreation and sports.
8	Your school has sufficient lawn and space and vegetation.
9	Your school has duly assigned personnel in charge of securing its premises, properties, and those of its pupils and teachers.
10	Your school coordinates with the barangay and local authorities to ensure the safety and protection of your pupils.
11	Your school has policy against discrimination with regard to gender, cultural origin, social status, religious beliefs and others.
12	Your school has a program for children with special needs.
13	Your teachers use non-threatening styles of discipline.
Total no. of Checked Items / 13:	

Descriptive Rating: _____

Source: *Effective Teaching & Learning in Child-Friendly Schools: A Training Manual (2002)*

KEY TO RATING SCALE:

Range	Descriptive Rating	Interpretation
0 – 0.29	Needs Improvement (NI)	Many improvement needed – have rarely achieved established goals; requires significant and immediate improvement.
0.30-0.53	Fair (F)	Several improvement needed – have completed 4-6 items of the established goals.
0.54-0.82	Satisfactory (S)	Some improvement needed – have completed 7-9 items of the established goals.
0.83-0.91	Very Satisfactory (VS)	Few improvement needed – have completed 10-11 items of the established goals.
0.92-1.0	Outstanding (O)	Meets the standard requirements – have completed 12-13 items of the established goals.



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Republic of the Philippines
Department of Education
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FORM B

District: _____ Division: _____

**A. DISTRICT SUMMARY REPORT ON THE IMPLEMENTATION OF
CLASSROOM STRUCTURING**

Name of School	Name of School Head	Name of Class Adviser	CLASSROOM STRUCTURING RATING				
			Out-standing	Very Satisfactory	Satisfactory	Fair	Needs Improvement
TOTAL							

B. DISTRICT SUMMARY REPORT ON THE IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL SYSTEM

Name of School	Name of School Head	CHILD-FRIENDLY SCHOOL SYSTEM RATING				
		Out-standing	Very Satisfactory	Satisfactory	Fair	Needs Improvement
Total						

Prepared by:

District Supervisor



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Republic of the Philippines
Department of Education
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FORM C

Division: _____

School Year: _____

**A. DIVISION SUMMARY REPORT ON THE IMPLEMENTATION OF
 CLASSROOM STRUCTURING**

Name of District	Number of Schools	Number of Classes	Number of Classes				
			O	VS	S	F	NI
Elementary							
Secondary							
TOTAL							

**B. DIVISION SUMMARY REPORT ON THE IMPLEMENTATION OF
 CHILD-FRIENDLY SCHOOL SYSTEM**

Name of District	Number of Schools	CHILD-FRIENDLY SCHOOL SYSTEM RATING				
		O	VS	S	F	NI
Elementary						
Secondary						
Total						

Legend: O – Outstanding VS – Very Satisfactory S – Satisfactory F – Fair NI – Needs Improvement

Prepared by:

 Division Planning Officer

Noted by:

 Schools Division Superintendent



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Republic of the Philippines
Department of Education

15 DEC 2017

DepEd ORDER
No. **64**, s. 2017

**ESTABLISHING THE MINIMUM PERFORMANCE STANDARDS AND SPECIFICATIONS
FOR DEPED SCHOOL BUILDINGS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Directors of Services, Centers and Heads of Units
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues this DepEd Order on **Establishing the Minimum Performance Standards and Specifications (MPSS) for DepEd School Buildings** to guide the Department and other stakeholders in the preparation of plans—architectural, structural, electrical, fire protection and sanitary—to ensure the comfort and safety of the would-be occupants of the school buildings.
2. A well-designed school building, that considers ergonomics, anthropometrics, thermal comfort, illumination, ventilation, acoustics, color, and compliance with the law, contributes to improved student performance, and makes a lasting impression on the community with regard to importance of education.
3. All DepEd Orders and other related issuances, rules and regulations that are inconsistent with these minimum performance standards and specifications are hereby repealed, rescinded, or modified accordingly.
4. This Order shall take effect immediately upon its approval.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated
Reference: DepEd Order No. 69, s. 2003
To be indicated in the Perpetual Index
under the following subjects:

LOGO
POLICY
PROGRAMS
RULES AND REGULATIONS

SEAL
SCHOOLS
SCHOOLBUILDING

MCR/DO-establishing the Minimum Performance Standards...
0935-October 2, 2017/11-6

**MINIMUM PERFORMANCE STANDARDS AND SPECIFICATIONS (MPSS)
FOR DEPED SCHOOLBUILDINGS**

I. Rationale

With the passage of Republic Act. No. 9155, otherwise known as the "Governance of Basic Education Act ", the Department of Education (DepEd) was vested with the authority, accountability and responsibility of ensuring access, promoting equity, and improving the quality of basic education.

With the issues on education becoming more complex with the passage of time, there is a need to synchronize, harmonize, and unify existing provisions on order to fast track the DepEd's delivery of basic services.

This Order specifically aims to establish the acceptable minimum performance standards and specifications (MPSS) in the design of DepEd schoolbuildings, whether single-storey, medium-rise or high-rise to be constructed in the various school sites across the country. The MPSS will serve as the basic instrument of the Central and field offices as well as the stakeholders towards the standardization of schoolbuildings wherever schools are located. The Department believes that quality schoolbuildings contribute greatly to the attainment of education goals.

II. Background

It is not uncommon at the Education Facilities Division (EFD) Office that calls are received seeking answers to queries such as the classroom size in public schools, how to establish a pre-school, as well as what are acceptable building materials and modifications to a programmed schoolbuilding. In addition to these are communications forwarded through letters, e-mail and the like, which may originate from an ordinary resident or a high ranking official, on issues pertaining to schoolbuildings.

These issues and concerns build up for the EFD Technical Team, particularly the Planning and Design Unit, which necessitates the formulation of a workable means to disseminate information not only to the field offices but also to the public interested in DepEd's School Building Program. With modern

technology impinging on the architecture and engineering of future school buildings, the EFD faces the challenge of releasing/issuing a mini-literature establishing the minimum specification and standards for schoolbuildings guided by the principle of comfort, safety, and security of occupants at all times.

III. Scope of Policy

This DepEd Order provides for the establishment of minimum performance standards and specifications (MPSS) in the design of the Department's schoolbuildings whether to be implemented by co-partners in government (DPWH) or by non-government agencies/entities, such as foreign-assisted school building projects. It covers such elements as architectural design standards, structural design standards as well as electrical design standards which may concern DepEd stakeholders within and outside the DepEd CO.

IV. Policy Statement

1. A well-designed schoolbuilding (which considers ergonomics, anthropometrics, thermal comfort, illumination, ventilation, acoustics, color and compliance with laws) contributes to improved student performance and makes a lasting impression on the community with regard to the importance of education.
2. The Department established the Minimum Performance Standards and Specifications (MPSS) in the design of DepEd schoolbuildings to guide the Department and other stakeholders constructing schoolbuildings in the preparation of plans - architectural, structural, electrical, and sanitary - to ensure the comfort and safety of the would-be occupants of the schoolbuildings.

V. Architectural Design Standards

a. Classroom Size

The size of the classroom for elementary and secondary schools must be 7.00 meters in width/depth x 9.00 meters in length or 9.00 meters in width/depth x 7.00 meters in length measured from the centers of the walls.

b. Windows

- 1) The windows must be of bilateral fenestration (transparent or translucent), operable louver type. The window must allow the entry of daylight even if it is closed.
- 2) The total area of window openings must be at least 10.00 square meters to provide for natural ventilation and illumination.
- 3) The window sill must not be lower than 0.60 meter for single-storey buildings or higher than 0.90 meter for multi-storey buildings from the finished floor line (FFL).
- 4) The minimum height of the fixed louver or transom window above the operable windows is 0.30 meter.
- 5) The window panels, when opened, must not be an obstruction along the corridor.
- 6) The window metal frames and jalousie holders must be sturdy enough to withstand vandalism.

c. Doors

- 1) There shall be two (2) doors for every classroom.
- 2) The swing-out should be 180 degrees.
- 3) The doors must be 0.90 meter in clear width and 2.10 meters in clear height.
- 4) The doors must withstand normal wear and tear and shall be provided with keyed lever-type locksets.

d. Floor

- 1) The floor must be of non-skid finish (grayish color).
- 2) The classroom FFL should be higher than the corridor FFL by 25 millimeters.
- 3) The first floor finish elevation must not be less than 225 millimeters and 325 millimeters for single-storey and multi-storey school buildings, respectively. The elevation may be increased depending on the history of flood level.
- 4) A ramp must be provided with a maximum slope of 1:12 in compliance with the Accessibility Law (B.P. No. 344), of non-skid finish and properly labeled.

e. Ceiling

- 1) The ceiling must be a drop-type ceiling.
- 2) The clear height of rooms from FFL to the finished ceiling line (FCL) must be at least 2.70 meters.
- 3) Materials to be used for the ceiling must provide thermal comfort inside the classroom.
- 4) Maintenance access to the ceiling cavity must be through the corridor.

f. Roofing

- 1) The roofing material must be adequately protected from rust/oxidation, salt air, acid rain, or other sources and forms of corrosion. If made of metal, the roofing sheets shall be of 0.40 mm base metal thickness (BMT) and securely fastened to the roof frames.
- 2) For single-storey schoolbuildings, gutters may not be included however, a properly sloped trench drain on both sides must be provided.
- 3) For multi-storey schoolbuildings, the roof must be provided with concrete gutter and eaves which shall be at least 1.10 meters from the corridor.

g. Partitions

The partitions must be from floor to ceiling.

h. Corridors

- 1) The corridor for single-storey schoolbuildings shall not be less than 1.50 meters.
- 2) For multi-storey schoolbuildings the corridors must not be less than 2.50 meters and should be provided with steel railings at a height not less than 1.50 meters.

i. Stairways

- 1) For multi-storey schoolbuildings, concrete stairs must have a width of not less than 1.50 meters.
- 2) Number of stairways per schoolbuilding shall comply with the requirements stipulated in the National Building Code of the Philippines (NBCP).
- 3) Handrails with steel railings must be provided.

j. Fire Protection

- 1) All schoolbuildings shall comply with R.A. No. 9514, otherwise known as the Fire Code of the Philippines (FCP) and its latest Implementing Rules and Regulations (IRR). The requirements shall include a fire alarm system, a standpipe system, pressure and gravity tanks, hose boxes/reels, extinguishers and other firefighting equipment, including an automatic sprinkler system (NFPA 13). In addition, 3-storey and 4-storey school buildings should be compliant with NFPA 25.
- 2) Fire escapes must be provided for multi-storey schoolbuildings following the requirements of the Fire Code of the Philippines.

k. Chalkboard

The classroom must be provided with a built-in curved chalkboard measuring 4.88 meters wide by 1.22 meters tall, with mounting heights and specifications as per DepEd standards.

l. Painting

- 1) The standard paint/color schedule of DepEd schoolbuildings shall be as follows:

Element	DepEd MPSS Color Scheme	Paint / Color Schedule	Masonry Paint (Latex)	Paint for Wood, Metal, etc.
ROOFING and ACCESSORIES (if introduced)	Foam Green	Foam Green	N / A	Quick-dry Enamel (QDE) Semi- gloss
DOORS	Palmyra Green	Temptation	Semi-gloss Latex	
COLUMNS and BEAMS	Beige (Light shade)	Yellow Rain		
EXTERIOR WALL	Beige (Very Light shade)	Crisp Ecru		
INTERIOR WALL	Beige (Lightest shade)	Bright Wonder		
CEILING (suspended or slab / stair slab soffit)	White	White		
GRILLS and RAILINGS	Palmyra Green	N / A		
BASEBOARD	Beige (Lightest shade)	N / A		
FLOOR FINISH (Interior and Exterior)	Concrete Plain Cement Non-skid finish (Grayish color)	N / A	N / A	N / A

*Website : www.pantone.com/pages/paint/paintselector.aspx#paints
palettes

- 2) Paint materials for internal finish must be independently certified lead-safe paints/coatings.
- 3) All new schoolbuildings should follow the standard color scheme above, except in the following cases:

- 2) An interior wall section may be selected and dedicated for the recognition of sponsors, donors, and other school partners, provided that the recognition material shall follow a standard metal plaque format that will be mounted on the wall.

o. Ventilation

Natural ventilation shall be primarily supplied by the windows and vents. Artificial ventilation inside each classroom shall be supplied by two (2) units of oscillating ceiling fans.

p. Illumination

Illumination falling at desk or arm rest should be taken with combined artificial and natural lighting. Illumination at all staircases and fire exit stairs shall comply with R.A. No. 9514 and its IRR.

VI. Structural Design Standards

- a. The structural design must be in accordance with the revised IRR of the 1977 NBCP and the latest edition of the National Structural Code of the Philippines (NSCP), Volume 1, 2010.

b. Classification of Structure

In accordance with the NSCP, buildings under the Project shall be designed in accordance to the classification, based on the nature of occupancy, of "Essential Facilities."

c. Wind Load

For all schoolbuildings, the roofing and walls shall be designed to withstand a minimum BASIC wind speed (as defined in Sec. 207 of the NSCP) of 250 kilometers per hour (kph). The year-round effects of the southwest monsoon ("habagat") wind and the northeast monsoon ("amihan") wind as well as of the easterly winds must be taken into consideration due to the extensive damage these may cause to roofing, walls, and fenestrations.

A Wind Importance Factor (WIF) of 1.15, based on the NSCP, shall be used.

- i. A different dominant color scheme already exists. In such cases, the dominant color scheme may be applied.
 - ii. Designs and/or accents depicting local culture or school approach are practiced. In such cases, the same design/accents may be adopted.
 - iii. In both cases above, no additional cost may be charged.
- 4) No new design, accent, or color scheme different from what is hereby prescribed and/or from what already predominantly exists under Item 3 above may be proposed/introduced.
- 5) There is a need to ensure, as far as practicable, the uniformity of all public schoolbuildings essentially to provide an environment for educational activities, and effective teaching and learning. At the same time, the DepEd encourages and promotes regional diversity and cultural identity.

m. Roof Markings

Roof Markings shall be painted on the main building or the tallest building of the school. It shall include only the DepEd logo and School ID Number.

Details and specifications shall be as follows:

Roof Marking	Size	Color
DepEd Logo <i>*Refer to DepEd Order No. 69, s. 2003 entitled DepEd Logo</i>	3.80 m Height 7.60 m Length	Existing DepEd Logo Design
School I.D. Number	2.00 m Height 0.30 m Thick	Blue with Color White Outline

*Note: Distance between the DepEd Logo and the School I.D Number shall be at least **2.00m***

n. Wall Markings

- 1) All walls must be free from any markings, except the following which may be painted on separate prominent places:
- i. DepEd Name, Seal, Logo, Mission, Vision and Core Values
 - ii. Portraits and Sayings of National Heroes
 - iii. Name, ID, and Location of school.

The structure should be fully sealed against rainwater intrusion during typhoons and heavy rains to protect sensitive materials and equipment. Doors and windows should be fully sealed against strong vertical and lateral rains.

d. Seismic Load

For all schoolbuildings, the structure shall be designed to withstand earthquakes for Seismic Zone 4 with a corresponding Seismic Zone Factor of 0.4, or as otherwise specified in the NSCP.

A Seismic Importance Factor (SIF) of 1.5 shall be used.

As the FFL shall be elevated to 0.20 meter above the level of flood indicated/identified in the Site Appraisal Reports (SAR), the use of "containment wall" is prescribed to ensure the safety of the structure during the rainy season.

e. Live Loads

The minimum occupancy or live loads shown in the table below shall be used in the design.

Live Loads

Structure Part	Live Load
Classrooms	1.9 kPa
Corridor / Stairs	4.8 kPa
Roof	1.0 kPa

Note: kPa = kilopascals

f. Design Life

The **schoolbuilding and its structure** shall have a design life of at least twenty-five (25) years.

g. Building Foundation

The foundation shall be designed for a net allowable soil bearing pressure of 96 kPa (2,000 pounds per square foot or psf). Consistent with

best practices, the Proponent shall undertake the prior appropriate studies/investigations for use as basis/bases for the foundation and structural design of each Sub-Project.

h. Wall Vibration

Walls must not unduly vibrate due to impact caused by any part of an adult human body and must neither be dented nor punctured by deliberate punches or kicks by adult humans.

VII. Electrical Design Standards

The electrical design must be in accordance with the latest edition of the Philippine Electrical Code (PEC). It must be provided with the basic electrical power and lighting layout, general notes, riser diagram, single line diagram, legends and symbols, load schedule and auxiliary layouts.

a. Lighting and Fixtures

- 1) Each classroom of dimension 7m x 9m or 9m x 7m must be provided with at least six (6) units of double T-5 36 watts fluorescent lamp with reflector or a minimum of 104 Lumens per Watt (LPW).
- 2) A duplex convenience outlet (CO) of the grounding type must be provided on each windowless side of the classroom.
- 3) Two ceiling outlets for ceiling fans for every classroom must be provided.

b. Wires and Wiring Devices

- 1) Wires shall be properly designed in accordance with Article 3.10 and the grounding system shall conform to Article 2.50 of the PEC.
- 2) Wiring devices must be of modern type and approved for both location and purpose.
- 3) Service Entrance wires for a standard 7m x 9m or 9m x 7m described above must have a size of 8.0 sq.mm minimum and properly protected by circuit breaker protection.

c. Roughing-ins

Service Entrance

The service entrance shall be at least 1.60 meters above the natural grade line (NGL) or 0.30 meter above the established high flood level, whichever is higher.

VIII. Sanitary and Plumbing Design Standards

a. Provision of Toilets and Sanitary Facilities

Toilets and sanitary facilities shall be in accordance with the Plumbing Code and the Sanitary Code of the Philippines.

b. Waste and Vent Line Piping System

The drain, waste, and vent line piping system must be aligned with the American Society for Testing and Materials (ASTM) D-2729, International Standards Organization (ISO) 4435 and ISO 3633.

c. Waterline Piping System

The system must be aligned with the Deutsche Industrie-Norm (DIN) 1988 for Polypropylene Random Copolymer (PP-R) type 3 pipe and ASTM A53/ A53M. The system must provide for a waterline service entrance.

d. Plumbing Fixtures

These must be aligned with the American National Standards Institute (ANSI) / American Society of Mechanical Engineers (ASME), A112.19.4m, A112.19.3, A112.19.5.

e. Drainage System

The storm drainage system must be sized in consideration of the rainfall intensities, slope, and roof areas of the schoolbuildings. Provision shall be made for the future installation of rainwater collection system in compliance with R.A. No. 6716 "An Act Providing for the Construction of Water Wells, Rainwater Collectors, Development of Springs and Rehabilitation of Existing Water Wells in all *Barangays* in the Philippines".

f. Septic Vault

All concrete septic tanks, if used as the sanitation solution, shall be protected from corrosion by coating with an approved bituminous coat or by other acceptable means.

IX. Mechanical / Fire Protection Design Standards

All Mechanical System equipment and installation mentioned shall conform to the provisions of the Mechanical Code of the Philippines, latest edition.

X. MONITORING AND EVALUATION

- Expected Outcome
Comfortable and safe school children in schoolbuildings turned over and accepted by DepEd from government or private implementers.
- Success Indicators
All schoolbuildings constructed are compliant with the Minimum Performance Standards and Specifications (MPSS) for schoolbuildings as mandated in this DepEd Order.
- Office in-Charge of M&E per governance level:

Governance Level	Offices/Actors for M & E	Roles/ Duties and Responsibilities
Central Office Level	• Office of the Undersecretary for Administration (OUA) • Education Facilities Division (EFD)	• Provides policies to guide the operations of the offices under it • Among others, develop appropriate standards and designs for education facilities; • Monitor the status of implementation (on-going/completed) of the different infrastructure programs and projects and provide status updates to

	• Area Managers • Office of the Secretary/ Undersecretaries (DPWH)	management and other stakeholders; • Monitor compliance of the Central, Regional and School Division Offices (CO, RO's, SDO's) with the prescribed implementation guidelines, design and timelines; assist in the resolution of implementation issues and concerns; and manage risks that may affect the timely implementation of the projects • Receive and evaluate Narrative Site Inspection Reports for further evaluation • As per Memorandum of Agreement (MOA) between the DPWH and DepEd on the implementation of the School Building Program, specifically, the Basic Educational Facilities Fund (BEFF), observe the Minimum Performance Standards and Specifications (MPSS) and Harmonized Standard Regional Costing in the implementation of projects • Ensure the construction of complete school buildings (feature and subsidiary works enumerated in the MOA) • Conduct Joint Punch Listing Inspection to determine items of work that need to be rectified by the contractor • Conduct joint post technical inspection activities within the defects and liability
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		period
Regional Level	- Regional Directors - Regional Engineers	Lead the Inspectorate Team in the monitoring and evaluation of construction/repair projects
Division Level	- Schools Division Superintendent (SDS) - DPWH District Engineering Office (DPWH-DEO) - Division Engineer and Project Engineer	- Concur with the Program of Works (POWs) prepared by the DPWH District Engineering Office - Assume all the duties and responsibilities relating to project implementation pursuant to R.A No. 9184 - Implement projects until completion - Submit Final Report to DepEd before the issuance of the corresponding Certificate of Completion (COC) and Certificate of Project Acceptance (CoPA) - Conduct site inspection during construction phase and punch listing of substantially completed (90%) projects
School Level	School Head (Principal, Teacher-In-Charge) with Parent – Teachers Association (PTA)	- Accepts completed school buildings - Check items based on approved Program of Works (POW)

- Mechanics and Timetable for Progress Monitoring and Evaluation**
 Based on the timetable submitted by the Project Implementor, DepEd Engineers (Regional, Division, and Project Engineers) shall coordinate and prepare schedule of visits to monitor schoolbuilding projects.
- Feedback Mechanisms**
 All feedback relayed to DepEd are referred to the office concerned for reply/action as necessary.

XI. REFERENCES

- Memorandum of Agreement (MOA) between the DepEd and DPWH On The Implementation of CY 2017 Basic Educational Facilities Fund (BEFF) dated March 20, 2017
- DepEd Order No. 69, series 2003 entitled DepEd Logo
- National Building Code of the Philippines (NBCP) and its revised Implementing Rules and Regulation (IRR)
- National Structural Code of the Philippines (NSCP), latest edition
- Philippine Electrical Code (PEC), latest edition
- Plumbing Code of the Philippines, latest edition
- Sanitary Code of the Philippines, latest edition
- Mechanical Code of the Philippines, latest edition
- Fire Code of the Philippines (R.A No. 9514) and its revised Implementing Rules and Regulation (IRR)



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Republika ng Pilipinas
Kagawaran ng Edukasyon
Tanggapan ng Pangalawang Kalihim

OUA MEMO 00-1021-0100

MEMORANDUM

13 October 2021

**TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS**
(Regions and Divisions with Schools Included for the Pilot of
Face-to-Face Classes)

ATTENTION : REGIONAL AND DIVISION ENGINEERS

**SUBJECT : CONDUCT OF DETAILED ASSESSMENT OF THE
READINESS OF SCHOOL FACILITIES FOR PILOT FACE-TO-
FACE CLASSES**

The Department of Education has already released the initial list of schools that will conduct the pilot implementation of the face-to-face classes on 15 November 2021. The schools were identified and selected through the assistance of the Department of Health (DOH).

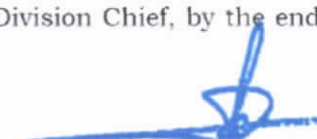
To determine the readiness of the school facilities before the opening of classes, Regional and Division Engineers must be mobilized to conduct a detailed assessment of the identified schools using the attached Physical Facilities Assessment Form for Pilot Face-to-Face Classes (Annex A).

The validation report should include the specific actions to be taken by the Division Offices to make the necessary improvements of facilities to meet the standards required by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF).

Kindly refer to Annex B for data on school facilities for the identified fifty-nine (59) schools based on the latest National School Building Inventory System (NSBI) for your reference.

The attached form must be accomplished and submitted to the Education Facilities Division through Engr. Annabelle R. Pangan, Division Chief, by the end of the month or on 30 October 2021.

For your compliance.





Republic of the Philippines
Department of Education

12 AUG 2015

DepEd ORDER
No. **37**, s. 2015

**THE COMPREHENSIVE DISASTER RISK REDUCTION AND MANAGEMENT (DRRM)
IN EDUCATION FRAMEWORK**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers, and Heads of Units
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework** to guide DRRM efforts in the basic education sector towards resilience-building in offices and schools, and to ensure that quality education is continuously provided and prioritized even during disasters and/or emergencies.
2. This Framework shall institutionalize DRRM structures, systems, protocols and practices in DepEd offices and schools. Further, this shall provide common understanding and language in the implementation of DRRM in basic education at all levels.
3. All DepEd Orders and other related issuances, rules and regulations and provisions, which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
4. For more information, all concerned may contact the **Disaster Risk Reduction Management Office (DRRMO)**, Department of Education (DepEd) Central Office, 4th Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City, at telefax no.: (02) 637-4933 or through email address: drmo@deped.gov.ph.
5. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:

As stated

Reference:

DepEd Order No.: 21, s. 2015

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

CALAMITY
POLICY
PROGRAMS
PROJECTS
SCHOOLS
REPORTS
SAFETY EDUCATION

Madel: Comprehensive Disaster Risk Reduction
0488-August 3, 2015/8-4

**THE COMPREHENSIVE DISASTER RISK REDUCTION AND MANAGEMENT
IN BASIC EDUCATION FRAMEWORK**

I. Rationale

1. Republic Act (RA) 10121 otherwise known as the *Philippine Disaster Risk Reduction and Management Act of 2010*, mandated all government agencies to institutionalize policies, structures, coordination mechanisms and programs with continuing budget appropriation on disaster risk reduction and management (DRRM) from national to local levels. Moreover, RA 9155 or the *Governance of Basic Education Act of 2001* vested the Department of Education (DepEd) with the authority, accountability, and responsibility to ensure access to basic education which is often disrupted by emergencies and disasters.
2. The DepEd and other education partners have been implementing DRRM programs, projects, and activities in the absence of a comprehensive framework that covers education targets in the context of resilience building. This results to uncoordinated efforts—many of which do not respond to the needs and priorities of the education sector.
3. Congruent to DepEd's mandates and the national framework for DRRM, the establishment of a Comprehensive DRRM in Basic Education Framework sets the agency-specific direction and priorities of DepEd in DRRM for the guidance of the education sector, partner agencies and organizations, and other groups or individuals interested to provide or assist in DRRM interventions for basic education.

II. Scope of the Policy

This DepEd Order provides a framework to serve as basis for all DRRM efforts on basic education towards the attainment of DepEd's three (3) education outcomes, namely: *Access, Quality, and Governance* (AQG). It sets the direction and priority areas for DRRM in DepEd while maintaining the prerogative of field offices to decide on what specific activities to undertake depending on their exposure to hazards, available resources and existing partnerships and linkages.

III. Definition of Terms¹

For purposes of this Order, the following terms are defined/understood as follows:

- a. **Disaster** is a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

¹ Definitions are excerpts from:
Republic Act 10121, Section 3

Department of Education (2008) *Disaster Risk Reduction Resource Manual: Safer School Resource Manual*.
Philippines: DepEd, UNICEF, and Plan Philippines.

- b. **Disaster Mitigation** is the lessening or limitation of the adverse impacts of hazards and related disasters. Mitigation measures encompass engineering techniques and hazard-resilient construction as well as improved environmental policies and public awareness.
- c. **Disaster Preparedness** is the knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. Preparedness action is carried out within the context of disaster risk reduction and management and aims to build the capacities needed to efficiently manage all types of emergencies and achieve orderly transitions from response to sustained recovery. Preparedness is based on a sound analysis of disaster risk and good linkages with early warning systems, and includes such activities as contingency planning, stockpiling of equipment supplies, the development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal, institutional, legal and budgetary capacities.
- d. **Disaster Prevention** is the outright avoidance of adverse impacts of hazards and related disasters. It expresses the concept and intention to completely avoid potential adverse impacts through action taken in advance such as construction of dams or embankments that eliminate flood risks, land-use regulations that do not permit any settlement in high-risk zones, and seismic engineering designs that ensure the survival and function of a critical building in any likely earthquake.
- e. **Disaster Response** is the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called "disaster relief"
- f. **Disaster Risk** is the potential disaster loss in lives, health status, livelihood, assets and services, which could occur to a particular community or a society over some specified future time period.
- g. **Disaster Risk Reduction and Management** is the systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster. Prospective disaster risk reduction and management refers to risk reduction and management activities that address and seek to avoid the development of new or increased disaster risks, especially if risk reduction policies are not put in place.
- h. **Emergency** is any situation in which the life or well-being of a community will be threatened unless immediate and appropriate action is taken, and which demands an extraordinary response and exceptional measures.
- 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** is any phenomenon that has the potential to cause disruption or damage to humans and their environment, e.g., typhoon, flood, fire.
- k. **Rehabilitation** is the measure that ensure the ability of affected communities/areas to restore their normal level of functioning by rebuilding livelihood and damaged infrastructures, and increasing the communities' organizational capacity.
- l. **Risk Assessment** is a methodology to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihood and the environment on which they depend. Risk assessments with associated risk mapping include: a review of the technical characteristics of hazards such as their location, intensity, frequency and probability; the analysis of exposure and vulnerability including the physical, social, health, economic and environmental dimensions; and the evaluation of the effectiveness of prevailing and alternative coping capacities with respect to likely risk scenarios.
- m. **Resilience** is the ability of a system, community, or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

IV. Policy Statement

The DepEd hereby establishes the Comprehensive DRRM in Basic Education Framework to:

- a. Guide the implementation of DRRM for education practitioners, partners planning and programming at all levels of the Department;
- b. Guide the inclusion of DRRM in the school, division and regional education development plans;
- c. Define the agency response to situations and disasters affecting the situation;
- d. Serve as mechanism for engaging partners and aligning their thrust to DepEd priorities; and
- e. Guide collaboration with the private schools.

V. Comprehensive DRRM in Basic Education Framework

- 1. The Framework as illustrated in **Figure 1** is guided by the Department's key strategic thrusts and the National DRRM Framework. The education interventions on DRRM should be aligned with the three (3) education outcomes and the four (4) DRRM thematic areas (Prevention and Mitigation, Preparedness, Response, and Recovery and Rehabilitation). This is to maintain a learner-centered, rights-based implementation at all levels.

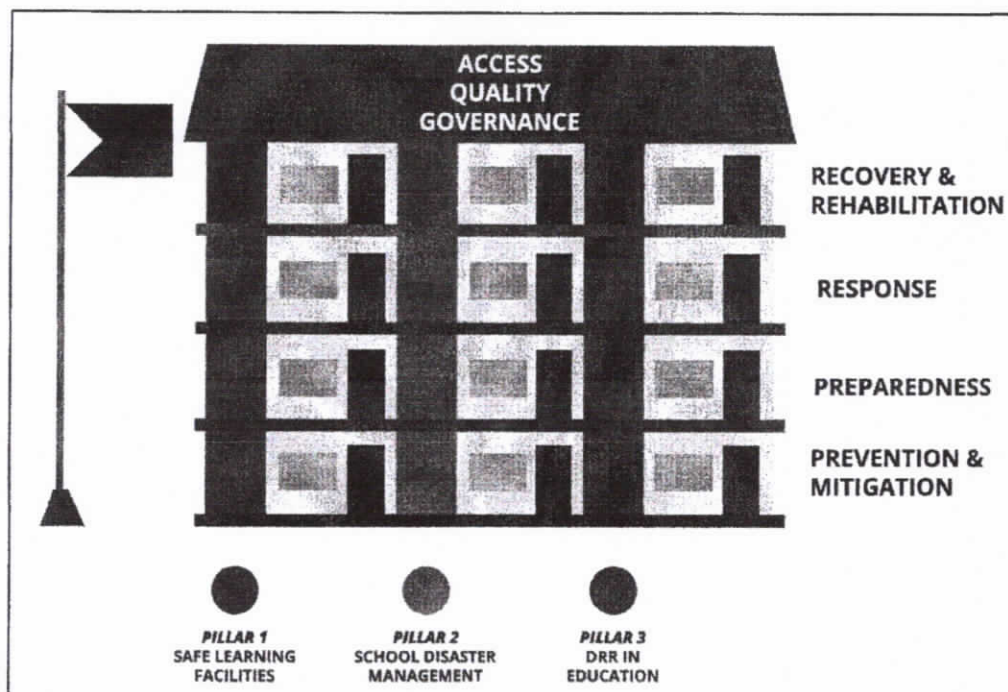


Figure 1. The Comprehensive Disaster Risk Reduction and Management in Basic Education Framework

2. The objectives of the Framework are to:

- a) *Protect learners and education workers from death, injury, and harm in schools;*
- b) *Plan for educational continuity in the face of expected hazards and threats;*
- c) *Safeguard education sector investments; and*
- d) *Strengthen risk reduction and resilience through education*

3. All DRRM interventions should target the provision and/or reinforcement of at least one of the education outcomes:

a) *Access*

One of the effects of hazards to education is the hindering of access of school children to learning services. Policies and mechanisms should be in place to ensure that classes will be immediately resumed.

b) *Quality*

While DRR/CCA has been integrated in the K to 12 curriculum, the constraints to access, along with the psychosocial condition of students and teachers, affect the quality of education. With the disruption brought by hazards, there is a need to identify strategies, including support materials attuned to the learning needs of children and teaching strategies that could adapt to emergency situations.

c) *Governance*

With acknowledgement that DRRM is a complementation of infrastructural and non-infrastructural interventions, governance comes crucial in this implementation. This will determine the institutionalization and implementation of systems and protocols that will be issued.

4. DRRM implementation in the basic education context should operate under the four (4) thematic areas stipulated in RA 10121 such as Prevention and Mitigation, Preparedness, Response, and Recovery and Rehabilitation. It is also understood that the Framework does not make these thematic areas linear and mutually exclusive such that DRRM interventions could overlap; they could begin with and end at either one or more of the thematic areas.
5. In order to provide specific guidance on the achievement of DepEd's and National DRRM Council's priorities, the principles of the *Comprehensive School Safety (CSS) Framework* is adopted to ensure the complementarity of DRRM interventions for basic education at all levels.
6. DRRM interventions in schools will be categorized using the three pillars of CSS, namely: *Safe Learning Facilities*, *School Disaster Management* and *Risk Reduction and Resilience Education*.
 - a) *Safe Learning Facilities* refer to the physical and other related structures of the schools as well as the establishment of temporary learning spaces that can be used during possible displacement brought by disasters and/or emergencies. This shall involve education authorities, architects, engineers, builders and school community members in safe site selection, design, construction, and maintenance (including safe and continuous access to the facility).
 - b) *School Disaster Management* refers to the establishment of an organizational support structure such as the DRRM Office and DRRM Coordinators in all regional and division offices of DepEd. This shall also cover the setting up of systems, processes and standards to operationalize the four (4) thematic areas in the context of basic education.
 - c) *Risk Reduction and Resilience Education* refers to the integration of DRRM in the school curricula and in extra-curricular or school activities as well as providing necessary material support. This also covers the conduct of orientations, workshops, and trainings for learners and personnel related to DRRM.
7. All DRRM interventions at all levels (school, division, region and central) shall be incorporated in the plans of schools and offices as appropriate, and be allocated with the necessary budget, subject to the usual accounting and auditing rules and regulations: Work and Financial Plan, Regional/Division Educational Development Plan, School Improvement Plan, and Site Development Plan, among others. For field offices that have only started to implement DRRM, they may opt to develop immediate (1-2 months) and intermediate plans (6 months) to guide their preliminary DRRM implementation. For the Central Office, the inclusion of DRRM in work and financial plans is not exclusive to DRRM Service as other offices may have DRRM-related initiatives concerning school engineering, learning materials, curriculum support, capacity building and advocacy, among others.

VI. Monitoring and Evaluation

The monitoring and evaluation of all DRRM programs, projects, and activities shall be done at all governance levels through the DRRMS Units and the DRRM Coordinators. While all offices could conduct internal progress monitoring and process-evaluation, DRRM accomplishment reports, including encountered issues in implementation, shall be submitted quarterly to respective supervising or oversight offices. Schools shall submit to their Division while the Division shall submit both to the Region and the Central Office. Likewise, Regions shall submit consolidated reports to Central Office DRRMS.

VII. References

The following are referenced in this Order: RA 10121, RA 9155, and the Comprehensive School Safety Framework. All existing DRRM-related DepEd Memoranda and Orders are hereby subjected to or repealed by the provisions of this Order.

-Nothing follows-



Republic of the Philippines
Department of Education

16 JUN 2015

DepEd ORDER
No. **23**, s. 2015

STUDENT-LED SCHOOL WATCHING AND HAZARD MAPPING

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed Guidelines on **Student-Led School Watching and Hazard Mapping** which aims to instruct all public elementary and secondary schools in the specific engagement of learners in identifying and addressing hazards and risks.
2. These Guidelines provide minimum instruction on how to begin with the conduct of this activity, which specifically highlights maximum representation of all pupils and students at all grade levels, sections, groups and organizations. This will be part of the schools' annual activity to engage learners in the implementation of disaster risk reduction and management (DRRM).
3. The said Guidelines support DepEd Order No. 50, s. 2011 entitled *Creation of DRRM Office* and DepEd Order No. 55, s. 2007 entitled *Prioritizing the Mainstreaming of Disaster Risk Reduction and Management in the School System and Implementation of Programs and Projects Relative Therefore*, which seek to mainstream the implementation of DRRM in the systems and processes of the Department at all levels.
4. This Order shall take effect immediately upon its approval. All other existing Orders and/or Memoranda inconsistent with this Order are superseded and are therefore deemed rescinded.
5. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated

References: DepEd Order: (Nos. 50, s. 2011 and 55, s. 2007)

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

CALAMITY
LEGISLATION

POLICY
SAFETY EDUCATION

SCHOOLS
STUDENTS

SMA, DO Guidelines on Student-Led School Watching
0327, June 4, 2015

Specific risk means the expected degree of loss due to a particular phenomenon, e.g. the population, buildings and civil engineering works, economic activities, public services, utilities and infrastructure, etc., at risk in a given area

IV. Policy Statement

This policy shall require all public elementary and secondary schools to organize a student-led school watching and hazard mapping activity every first month of the school year.

V. Procedures

A. Organizing and Preparing the School Watching Team

- The school head shall designate a moderator to facilitate a student-led school watching and hazard mapping activity. The moderator is preferably a DRRM-trained school personnel who is familiar with the hazards and risks in the school or anyone who has previous/current involvement in any DRRM activity.
- The School Watching Team (SWT) should comprise of at least 10 members. For medium and big schools, organizing various students' organizations and/or student leaders for a school watching activity is preferred to maximize engagement. For very small schools (i.e. with less than five classes), teachers could integrate school watching in their respective lessons as an outdoor activity. For very big schools, more than one team could be organized to ensure that all grade levels, sections and groups are represented.
- The Supreme Student/Pupil Government (SSG/SPG) shall aid in the identification of SWT members. The team members could be student leaders of youth clubs, academic and/or non-academic clubs such as boy/girl scouts, Red Cross, or representatives from various grade levels and/or sections.
- The moderator is encouraged to redesign the process, if necessary, to ensure appropriateness to the composition of the SWT. Preferably SSG/SPG shall also participate in this activity.
- It is important that the moderator presents the guidelines in the language that the SWT is most familiar and comfortable with.
- The moderator could prepare a timeline on the conduct of this activity to ensure that this will not disrupt regular school activities and/or classes of SWT members.
- The moderator will prepare the route for the school watching, designate stops and provide a School Watching Checklist (**Annex 1**) to Team members for guidance in the observation of hazards.
- Designate a start and end point for the school watching activity.
- The moderator shall orient the SSG/SPG on school watching and hazard mapping before convening the SWT.

B. School Watching and Hazard Mapping

- The moderator should ensure that all SWT members have a pen and notebook for note taking during the school watch.

GUIDELINES ON STUDENT-LED SCHOOL WATCHING AND HAZARD MAPPING

I. Rationale

Strengthening disaster prevention, mitigation and preparedness is one of the key strategies to address the vulnerabilities of children inside and outside the school. With the increasing effects of climate change, it is important to raise the awareness and capacities of children to prepare for and manage possible disasters and/or emergencies. This is also intended to influence family preparedness as the learners could share and apply their lessons at home.

Children, who are commonly identified as one of the vulnerable groups, should be equipped with the capacity to know, understand and apply safety and protection mechanisms to build the foundation of their resilience. To initiate this strategy, it is imperative to increase the awareness of learners on the hazards and possible risks inside the school.

The student-led school watching and hazard mapping are initial steps in engaging learners in disaster preparedness and management. This activity will raise awareness and equip learners with information and skills necessary for addressing the impact of hazards. Through this activity, the Department of Education (DepEd) creates an opportunity for learners to understand their role in disaster risk reduction and management (DRRM).

Objectives

- Improve students' level of awareness on the potential hazards and risks within and around schools;
- Increase the participation of children in addressing potential disasters by reducing vulnerabilities; and
- Inculcate a culture of safety in the day-to-day experience of children in school.

II. Scope

This activity shall be conducted by all public elementary and secondary schools.

III. Definition of Terms¹

Hazard – any phenomenon that has the potential to cause disruption or damage to humans and their environment, e.g. typhoon, flood, fire

Risk– the expected number of lives lost, persons injured, damage to property and disruption of economic activity due to natural phenomenon, and consequently the product of specific risk and elements at risk.

¹ Definitions are excerpts from
Department of Education (2008) 'Disaster Risk Reduction Resource Manual: Safer School Resource Manual'
Philippines: DepEd, UNICEF and Plan Philippines

The United Nations Office for Disaster Risk Reduction (2009) UNISDR: Terminology on Disaster Risk Reductions <http://www.unisdr.org/we/inform/terminology>

International Finance Corporation (2010) Disaster and Emergency Preparedness: Guidance for Schools,
IFC World Bank

- The moderator shall orient the SWT on the background and purpose of this activity, and level-off with the Team on the conduct of this activity.
- Walk through each building, classroom, office, laboratory, workshop, play area, garden and any open area of the school.
- At each point, give a 3-5-minute stop for the Team to observe and take down notes in every building, classroom, office, laboratory, workshop, play area, garden and any open area.
- Use the School Watching Checklist as a basic guide in identifying hazard factors and/or at risk areas in the school. The Team members are encouraged to add other risk factors based on their observation, experience and appreciation of the condition of the school environment/facilities.
- After walking around the school premises, the moderator will facilitate the processing of the information noted by the SWT.
- Then, materials such as cartolina, pens, crayons, coloured papers or any drawing material will be distributed to the SWT to map and plot the identified hazards and/or at risk areas in the school.
- Allow the SWT to discuss the plotted hazard areas in the map to enhance the initially placed markings.
- Finalize the hazard map based on the SWT discussion and prepare for a presentation to the School Planning Team (SPT)

C. Reporting, Submission and Information Dissemination

- After preparing the hazard map, the moderator shall coordinate the presentation and submission of this document to the SPT.
- The SSG/SPG shall present the result of school watching and hazard map to the SPT.
- The hazard map should be reproduced and posted in different areas of the school, preferably in all buildings.

VI. Monitoring and Evaluation

All Division DRRM Coordinators shall conduct ocular visits to observe and document the conduct of school watching and hazard mapping. Specifically, the Coordinator shall note the implementation issues and submit reports to the DRRMO. This will serve as input to succeeding policy development initiatives.

VII. References

- Department of Education (2008) *Disaster Risk Reduction Resource Manual: Safer School Resource Manual* Philippines :DepEd, UNICEF and Plan Philippines
- Dulce, Celso Jr et al (2011) *Safe, Resilient Communities: the ACCORD Model* Quezon City, Philippines: Assistance and Cooperation for Community Resilience and Development, Inc.
- International Finance Corporation (2010) *Disaster and Emergency Preparedness: Guidance for Schools*, IFC World Bank

The United Nations Office for Disaster Risk Reduction (2009)
UNISDR:Terminology on Disaster Risk Reductions
<http://www.unisdr.org/we/inform/terminology>

Villegas MMM (2012) Earthquake Preparedness in School 'Disaster risk
reduction and management manual for Science and Mathematics
teachers' Department of Science and Technology Science Education
Institute Reprinted 2012

VIII. Effectivity/Transitory provision (if applicable)

This issuance shall immediately take effect upon approval.

Annex 1: School Watching Checklist

- | | |
|---|---|
| ☐ Broken window | ☐ Broken/dilapidated ceiling |
| ☐ Slippery pathway | ☐ Open/incomplete perimeter fence |
| ☐ Blocked corridor | ☐ Presence of stray animals inside the school campus |
| ☐ Heavy objects mounted on top of cabinets/shelves | ☐ Presence of electrical post/transformer near or within the school perimeter |
| ☐ Flooded area | ☐ No system of release to parents during emergencies |
| ☐ Busted plugs/light bulbs/electrical facilities | ☐ No posted emergency hotlines around the school |
| ☐ Exposed electrical wires | ☐ Garbage Area (Segregation of Biodegradable and Non-Biodegradable) |
| ☐ Protruding nails in chairs and tables | ☐ Detached or peeled off GI sheet |
| ☐ Broken door knobs | ☐ Broken toilet bowl and/or sinks |
| ☐ Warning sign: Slippery pathways/corridors | ☐ Broken chairs/desks/tables |
| ☐ Plants mounted on the building railings | ☐ Blocked/no emergency exits |
| ☐ Flooding | ☐ Unmounted cabinets/shelves |
| ☐ Exposed chemicals and liquids | ☐ Medical kits in every classrooms |
| ☐ Lack/absence of storage for equipment | ☐ Bells/alarms |
| ☐ Unlabeled chemicals | ☐ Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls) |
| ☐ Dripping ceiling | ☐ Others (List as many as possible) |
| ☐ Open pit | |
| ☐ Stagnant water | |
| ☐ Unpruned trees/bushes/shrubs | |
| ☐ Open/Clogged canals | |
| ☐ No ramps for elevated school buildings or other facilities | |
| ☐ Swing-in doors | |