



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region X- Northern Mindanao  
DIVISION OF MALAYBALAY CITY  
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RELEASED

June 23, 2015

DIVISION MEMORANDUM

No. 205 s. 2015

Date: 6-24-15 Time: 4:70  
By: [Signature]

**ORGANIZATION OF SCHOOL WATCHING TEAM AND MAKING OF SCHOOL HAZARD MAP**

To: Chief Education Supervisors, SGOD and CID  
Public Schools District Supervisors  
Elementary and Secondary School Heads

1. Pursuant to DepEd Order No. 23, s. 2015 re: Student-led School Watching and Hazard Mapping, all school heads are hereby required to organize School Watching Team (SWT) and to conduct school hazard mapping.
2. The said DepEd Order contains guidelines to begin with the conduct of this activity.
3. Further, you are directed to submit to this office Attention: Jimdandy S. Lucine, Division DRRM coordinator the following documents on or before August 3, 2015 (Monday):
  - a. Names of SWT members and their moderator,
  - b. Hazard Map,
  - c. Narrative report with pictures on the Hazard Map presentation of the SWT to the School Planning Team (SPT), and
  - d. Pictures showing that the copies of Hazard Map were posted in all identified logical areas of the school
4. For information, guidance, and compliance.

**EDILBERTO L. OPLENARIA, CESO VI**  
Schools Division Superintendent

Encl.:  
As stated

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Republic of the Philippines  
**Department of Education**

16 JUN 2015

DepEd O R D E R  
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

## 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 Terms<sup>1</sup>

**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.

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<sup>1</sup> 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

*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.

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