



Final Report

PROJECT EVALUATION

Enhancing the Resilience of Urban Communities to Disasters and Climate Change (ENCORE)

September 2017

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List of Abbreviations

4Ps	Pantawid Pamilyang Pilipino Program (Conditional Cash Transfer Program)
AIP	Annual Investment Plan
BCPC	Barangay Council for the Protection of Children
BDRMMC	Barangay Disaster Risk Reduction and Management Committee
BERT	Batang Emergency Resilient Team
BFAR	Bureau of Fisheries and Aquatic Resources
BFP	Bureau of Fire Protection
BLS	Basic Life Support
CC-CBDRRM	Child-Centered Community – Based Disaster Risk Reduction and Management
CCA	Climate Change Adaptation
CDRRMO	City Disaster Risk Reduction and Management Office/r
CPR	Cardio-Pulmonary Resuscitation
CSS	Comprehensive School Safety
DA	Department of Agriculture
DENR	Department of Environment and Natural Resources
DepEd	Department of Education
DILG	Department of the Interior and Local Government
DOST	Department of Science and Technology
DRR	Disaster Risk Reduction
DRRM	Disaster Risk Reduction and Management
DSWD	Department of Social Welfare and Development
EMB	Environmental Management Bureau
FGD	Focus Group Discussion
IEC	Information, Education and Communication
KII	Key Informant Interview
LCPC	Local Council for the Protection of Children
LGA	Local Government Academy
LGU	Local Government Unit
M & E	Monitoring and Evaluation
MCPC	Municipal Council for the Protection of Children

MDRRMC	Municipal Disaster Risk Reduction and Management Council
MENRO	Municipal Environment and Natural Resources Officer
MMDA	Metropolitan Manila Development Agency
MPDC	Municipal Planning and Development Officer
MRF	Material Recovery Facility
NCR	National Capital Region
NEAP	National Educators' Academy of the Philippines
NGOs	Non-Government Organizations
PENRO	Provincial Environment and Natural Resources Officer
PIA	Philippine Information Agency
PNP	Philippine National Police
PPAs	Programs, Projects and Activities
PTA	Parents Teachers Association
SDRRMC	School Disaster Risk Reduction Management Committee
SDRRMG	Student Disaster Risk Reduction Management Group
SERT	Student Emergency Response Team
SIP	School Improvement Plans
SK	Sangguniang Kabataan
SWM	Solid Waste Management
SWMC	Solid Waste Management Commission
TWG	Technical Working Group
VAWC	Violence Against Women and Children
YASDO	Youth Affairs and Sports Development Office

Executive Summary

From 2012 to 2017, Save the Children implemented Project ENCORE together with Local Government Units (LGUs) of Bulacan Province, its municipalities and Muntinlupa City and their barangays, Department of Education (DepEd) and Department of Interior and Local Government (DILG). Funded by Australia's Department of Foreign Affairs and Trade (DFAT), Project ENCORE responded to the needs for disaster risk reduction of communities and schools in both Bulacan Province and Muntinlupa City.

The project's main objectives were to:

- Build the capacity of local government units (LGU) to engage children and communities in participatory planning processes to identify risks and risk reduction activities;
- Promote the uptake of sustainable solid waste management (SWM) which contribute to the reduction of disaster risk in urban locations; and
- Support the Department of Education to build the capacities of teachers to support children's disaster risk reduction/climate change adaptation (DRR/CCA) and environmental activities in schools.

Conducted from May to July 2017, this evaluation aimed to assess:

1. The improvement in capacity of LGU officials and other stakeholders to train, plan, implement and monitor child-centered DRR/CCA programs;
2. The extent to which local partners, with the participation of children/youth groups, developed and implemented sustainable SWM that links to DRR;
3. The improvement in capacity of Department of Education to integrate and strengthen risk reduction and resilience in schools;
4. The contribution of the project to Save the Children's national, regional and global commitments to DRR.

Further, to achieve the evaluation objectives, the following specific questions were addressed:

1. To what extent were the objectives achieved or likely to be achieved by boys, girls, men, women and persons with disabilities?
2. What were the major factors influencing the achievement or non-achievement of the objectives?
3. Which child-centered risk reduction and resilience approaches are scalable and replicable?
4. How well did the project develop partnerships for the attainment of its goal and objectives and increase the likelihood of sustaining the gains or scaling-up?
5. What is the evidence of strengthened resilience among LGUs, communities, schools and children? (i.e. how have the target groups adopted the guidance, adapted their practices and/or transformed their livelihoods; response to recent emergencies)
6. How have the project's inputs contributed to improved DRRM governance and child-centered programming of LGUs and schools?
7. To what extent is the project aligned with, and contributing to Save the Children's national, regional and global strategies for risk reduction and comprehensive school safety?

Methodology

The evaluation was conducted in 51 schools and 29 barangays in 9 purposively chosen municipalities of Bulacan Province, Region III and in 6 purposively chosen barangays of Muntinlupa City, National Capital Region. This particular evaluation used qualitative methods. A total of 59 Key Informant Interviews and 51 Focus Group Discussions were conducted with 514 participants (40% male and 60% female).

Findings

This evaluation was able to gather evidence that:

- The barangays of the municipalities in Bulacan and Muntinlupa City have developed, implemented, monitored Child-Centered Disaster Risk Reduction Plans, with youth participation.
- Pilot barangays and their municipalities in Bulacan and in Muntinlupa developed, implemented and monitored Solid Waste Management Plan with specific roles and functions of different administrative level (barangay, municipal and city LGUs).
- There are established and strengthened structures and mechanisms for student participation in policy-making, planning, implementation and monitoring in public elementary and high schools in Project ENCORE sites.
- There is a system and accompanying policy mandate for developing and managing human resources for disaster risk reduction (DRR) & solid waste management (SWM) in local government units (LGUs) and schools.
- Project ENCORE is aligned with the global strategy for Comprehensive School Safety.

In summary, the following table describes the scenario before and during ENCORE implementation;

	Before ENCORE	During ENCORE
Improvement in capacity of LGU officials and other stakeholders		
Leaders of child-centered, community-based DRRM	Focal persons in municipal LGU, were non-permanent coordinators	Established municipal DRRM Offices and employed DRRM Officer, Barangay DRRM Committees,
Presence of child-centered, community-based DRRM Plan	Non-existent	Already established, rolled-out, All barangays have plan
Coordinating mechanisms before and during disaster response	Present but weak and non-functional	Established and enhanced coordinating mechanisms with the offices in place
Child/youth participation in DRRM activities	Not active	Organized youth and children actively participate in LGU planning in CC-DRRM
Developed and implemented SWM, linked to DRR		
Presence of school/community-based, child-centered SWM plan	Non-existent	Already established, rolled-out, All schools in project sites for SWM have enhanced plan
Leaders of child-centered DRRM	Focal persons in LGU, but nobody in schools	Established municipal, barangay and school leaders (teachers as Focal Persons and students)
Organizational structure in charge of SWM in school and communities	Not active	Active, with the SWM Board, assigned SWM focal persons in every school, assigned committees, clear tasks, and reports
Youth/student participation in SWM programs, projects and activities	None	Students and out-of-school youth lead/participate in SWM training, planning, implementation, monitoring in schools and communities.
Capacity of Department of Education to integrate and strengthen risk reduction and resilience in schools		
Presence of school/community-based, child-centered DRRM plan	Non-existent	Already established, rolled-out, All schools have enhanced plan

Organizational structure in charge of DRRM in school	Not active	Active, with assigned focal persons in every school for DRR, DepEd Division, assigned committees, clear tasks, and reports
Child/youth participation in DRRM activities	Not active	Organized youth and children actively participate
Youth/student participation in coordinating mechanisms in DRR/CCA	None	Students lead/participate in DRR training, planning, implementation, monitoring in schools.

ENCORE is values-laden. It helped in forming and/or strengthening values of different stakeholders who led or participated in ENCORE. These were the values that the stakeholders expressed:

- Solidarity, team work among youth leaders, their students’ organizations, teachers, DRRM offices and committees
- Teachers’ trust and confidence in students “A good leader is a good follower”
- Feeling of responsibility, commitment to the cause
- Empowerment/confidence as youth
- Utilize the learning from the training they gained once they encounter real scenario
- Discipline in performing their tasks and in ensuring that they achieve expected results

Their training through ENCORE, as systematically set up by the TWG, and done by Master Trainers, capacitated the LGUs and schools in planning, implementing, monitoring Child-Centered DRRM and SWM. It fortified child-centered governance and programming of LGUs and schools and showed viable examples of child/youth participation. It also exhibited that students can lead and develop programs with minimal teachers’ supervision.

ENCORE’s outputs mutually reinforced the resiliency of communities, LGUs and schools. ENCORE participants honed their competence to extend, involve and teach the entire family and people around about DRRM, alert families and communities on DRR, be prepared always. They were able to apply these learnings as they became more confident after the training.

Conclusion

In summary, this evaluation showed evidence (both in documentation and interview/FGD results) that ENCORE’s objectives relative to CC-CBDRRM plans and implementation, system for coordination and capacity development, youth and child participation in DRRM, establishment and strengthening of DRR structures within LGUs were achieved. ENCORE provided evidence that can serve as a template for a nation-wide implementation of child-centered DRRM in communities and schools.

The evidence as proof of practice generated by ENCORE can be used for policy interventions at the national level specifically at DILG and DepEd. The success of integrating DRRM in School Investment Plans, and integrating SWM into DRRM and Climate Change Adaptation (CCA) indicates that these should become standard, nationwide practice.

ENCORE provided a benchmark for systematic collaborative efforts among LGUs (of different administrative levels such as provincial, city, municipal, barangay LGUs), national and regional government agencies (DepEd and DILG), communities, and organized children and youth in institutionalizing Child-Centered, Community-Based DRRM.

Recommendations

1. Advocate for Department of Education (DepEd) and Department of the Interior and Local Government to issue national policy to make child-centered DRRM planning a nation-wide

- practice among LGUs and schools (elementary, secondary, college-level in both public and private schools).
2. DILG and DepEd to develop a formal training system on resiliency, DRRM, Climate Change Adaptation, Comprehensive School Safety whose clientele will be the government employees and managers.
 3. DepEd and Local Government Units (LGUs) to implement child-centered DRRM in schools and communities nationwide with due considerations to gender, cultural and ethno-linguistic diversity of the Filipino youth and children.
 4. Save the Children, LGUs and DepEd to collaboratively develop a monitoring and evaluation (M & E) system for child-centered DRRM and SWM
 5. Save the Children to provide further research on the effectiveness of and lessons learned from child-centered, community and school-based DRRM, a corollary study among households in ENCORE areas is needed.
 6. Save the Children and LGU stakeholders to provide intervention at the household level to strengthen ENCORE's effects on the family via the students, schools, and barangays. This intervention must ensure that the behavioral change as initiated by ENCORE gets institutionalized and become part of the culture.
 7. LGUs and Dep Ed to consider a forecast-based financing mechanism to improve their resiliency, to ensure that children and youth continue their education, maintain their participation and general well-being despite calamities. This can be either through internet based modules enabling students to continue their studies at home and interact with their teachers/advisers or by continue their classes, face-to-face with their advisers in other safe schools.)

Background

From 2012 to 2017, Save the Children implemented Project ENCORE together with Local Government Units (LGUs) of Bulacan Province, its municipalities and Muntinlupa City and their barangays, Department of Education (DepEd) and Department of Interior and Local Government (DILG). Funded by Australia's Department of Foreign Affairs and Trade (DFAT), Project ENCORE responded to the needs for disaster risk reduction of communities and schools in both Bulacan Province and Muntinlupa City.

Project ENCORE was implemented in the 3 cities and 21 municipalities of Bulacan Province in Region III, in Muntinlupa City and its 9 barangays in Metro Manila.

The Marikina Valley Fault System runs through both Bulacan and Muntinlupa, and many areas in Bulacan Province and Muntinlupa City have been perennially flooded brought about by typhoons, monsoon rains or simply high tides (especially so in Bulacan). Poor solid waste management in both Bulacan and Metro Manila has likewise increased the risk of flooding and consequently heightened vulnerability of their populations to adverse health and environmental conditions.

Bulacan Province had an official census of 2,924,433 population as of 2015, 36% of them live in high risk barangays, based on Save the Children Project ENCORE's List of Barangays Covered by the Child-Centered Community - Based Disaster Risk Reduction and Management (CC-CBDRRM).

Muntinlupa City is one of the sixteen cities comprising Metro Manila or the National Capital Region (NCR) had an official census of 459,941 population living in nine barangays, as of 2015. All of these barangays have been assessed as high risks, based on Project ENCORE's List of Barangays Covered by the CC-CBDRRM.

It is relevant that Project ENCORE aimed to reduce the vulnerabilities and increase the adaptive capacities of urban communities in Bulacan and Metro Manila to the impacts of disasters and climate change. The project's main objectives were:

- To build the capacity of local government units (LGU) to engage children and communities in participatory planning processes to identify risks and risk reduction activities;
- To promote the uptake of sustainable solid waste management (SWM) which contribute to the reduction of disaster risk in urban locations; and
- To support the Department of Education to build the capacities of teachers to support children's disaster risk reduction/climate change adaptation (DRR/CCA) and environmental activities in schools.

Evaluation Objectives and Research Questions

In line with the project objectives, the evaluation focused on:

1. Assessing the improvement in capacity of LGU officials and other stakeholders to train, plan, implement and monitor child-centered DRR/CCA programs;
2. The extent to which local partners, with the participation of children/youth groups, developed and implemented sustainable SWM that links to DRR;
3. Assessing the improvement in capacity of Department of Education to integrate and strengthen risk reduction and resilience in schools;
4. Assessing the contribution of the project to Save the Children's national, regional and global commitments to DRR.

Further, the evaluation addressed the following specific questions:

1. To what extent were the objectives achieved or likely to be achieved by boys, girls, men, women and persons with disabilities?
2. What were the major factors influencing the achievement or non-achievement of the objectives?
3. Which child-centered risk reduction and resilience approaches are scalable and replicable?
4. How well did the project develop partnerships for the attainment of its goal and objectives and increase the likelihood of sustaining the gains or scaling-up?
5. What is the evidence of strengthened resilience among LGUs, communities, schools and children? (I.e. how have the target groups adopted the guidance, adapted their practices and/or transformed their livelihoods; response to recent emergencies)
6. How have the project's inputs contributed to improved DRRM governance and child-centered programming of LGUs and schools?
7. To what extent is the project aligned with, and contributing to Save the Children's national, regional and global strategies for risk reduction and comprehensive school safety?

Methodology

The evaluation used qualitative methods specifically key informant interview (KII) and focus group discussion (FGD) to collect primary data. Aided by semi-structured guide questions, the KII was done for respondents coming from the regional/division department level, provincial/city/municipal LGU level while the FGD was largely used for school and barangay level participants. Project documents from inception to regular monitoring and evaluation reports, as well as tools, were reviewed. The mix qualitative methods approach facilitated triangulation and validation. Data collection tools are found in Annex XI.

Data collection, through interviews and FGD in Bulacan was done from June 13 to June 28, while it was conducted in Muntinlupa from June 23 to July 4, 2017. After the initial processing of data, there was a series of validation to clarify responses with representatives of key informants and FGD participants, coming from different sectors - students, focal persons for Disaster Risk Reduction from schools, Department of Education, municipal and city LGUs.

Sampling and Respondents

Using a set of criteria for site selection (see Annex XII), the evaluation was conducted in 51 schools and 29 barangays in 9 purposively chosen municipalities of Bulacan Province, Region III and in 6 purposively chosen barangays of Muntinlupa City, National Capital Region.

Key informants and FGD participants were cross-sectional representatives of the different sectors that have been engaged in the project ENCORE – education, youth-students, barangay volunteers, governance and political leaders. Key informants included political leaders (Chair of the Provincial, City and Municipal LGU Committee for Children Protection), DRMM officers of Provincial, and selected Municipal LGUs of Bulacan and City LGU of Muntinlupa, as well as trainers and DRR focal persons of selected government elementary and high schools in Muntinlupa City. FGD participants were student leaders, DRR/SWM focal persons of elementary and high schools in selected municipalities of Bulacan, members of the Barangay Disaster Risk Reduction and Management Committee (BDRRMC) and the Barangay Council for the Protection of Children (BCPC) in the study sites.

All participants were informed about the evaluation. A short explanation was done about the evaluation. Adult participants were asked to sign an informed consent prior to the interview and FGD. Minors were asked to sign an assent form. Parents of children were asked to sign an informed consent allowing their children to participate in the FGD.

A total of 59 KIIs and 51 FGDs were conducted in both study sites, as shown in Annex 1, table 1.

Over-all, there were 514 respondents who participated in the KIIs and FGDs. Forty percent (40%) were male and 60% were female. Seventy percent (70%) of the respondents came from Bulacan and 30% were from Muntinlupa. They are disaggregated in Annex 1, tables 2-5.

Findings

Assessment on the improvement in capacity of LGU officials and other stakeholders to train, plan and monitor child-centered DRR and CCA programs

In summary, this evaluation showed evidence (both in documentation and interview/FGD results) that ENCORE's objectives relative to CC-CBDRM plans and implementation, system for coordination and capacity development, youth and child participation in DRRM, establishment and strengthening of DRR structures within LGUs were achieved. The system for capacity development included training, training modules, monitoring tools, self-assessment, and mentoring.

Project ENCORE has established an implementation structure with a Technical Working Group (TWG) for each of the project objectives. The TWG has 16 official members and 19 alternate representing national/regional/provincial government agencies and LGU offices, as listed in Annex II. Thirteen of them were interviewed for this evaluation.

The TWG was involved in policy-making, training and planning. The TWG members from the DILG facilitated the Memorandum of Agreement between Department of the Interior and Local Government (DILG) and Save the Children signed on May 13, 2014. This agreement aimed at building the capacity of Local Government Units (LGUs) in Bulacan and Muntinlupa to engage children and communities in participatory planning process in order to identify risks and reduction and adaptation activities relevant and feasible in their local context.

The TWG members coming from the Department of Education (DepEd) designed an internet-based monitoring system for implementing DRRM in schools. They were also crucial in ensuring budget and availability of funds for the DRRM program, projects in schools.

The TWG was responsible for developing modules or session guides on child-centered DRR/CCA. Using these modules, TWG members from DepEd, DILG and (LGU) trained who would later be called *Master Trainers*. There were 85 LGU and 139 DepEd *Master Trainers*¹ who were capacitated under ENCORE. Please refer to Annex III for the distribution of these numbers.

- The LGU *Master Trainers* were mostly city/municipal level personnel such as the DRR focal person, Social Welfare and Development Officer and other relevant LGU staff such as their respective Planning and Development Officer, DRRM Officer or Office staff, Rescue Team staff, among others. They then rolled-out the training to the barangays of the cities/municipalities
 - The new DRR focal persons of the municipal or city LGUs (as a result of having newly elected mayors) joined the roll-out of trainings in the barangays conducted by other LGUs.
- DepEd *Master Trainers* were mostly DRR focal persons of elementary or high schools, division or district level of DepEd. Training roll-out was done per DepEd Division.
 - Bulacan Province has four DepEd Divisions – Divisions of Bulacan, Meycauayan, San Jose del Monte and Malolos Cities. The *Master Trainers* of DepEd Division of Bulacan rolled-out to public schools in high risk barangays by Education Districts (EDIS 1 to 4). The *Master Trainers* of the 3 DepEd Divisions of Meycauayan, San Jose del Monte and Malolos rolled-out to all public elementary and high schools in their respective

¹ Taken from project document *Attendance Tracking Database as of February 13, 2017*.

divisions. As a result, all 500+ public elementary and high schools in the entire Bulacan Province benefitted from the training roll-out.

- *Master Trainers* of DepEd National Capital Region (NCR) rolled-out the trainings to the public elementary and high schools in each of their 17 divisions, including the division for Muntinlupa City.

The Local Government Units of Bulacan Province and Muntinlupa City have engaged organized youth groups, from barangay to municipal (in the case of the former) and city (Muntinlupa) levels. This engagement ranged from training, to planning, implementation and monitoring.

Both areas have adopted their respective children's code.

The narratives for Bulacan and Muntinlupa LGUs will be discussed separately because of their different context – geo-political characteristics, risks and hazards, among others.

Bulacan

There were 27 LGU *Master Trainers* (or 39% of the total LGU *Master Trainers* in Bulacan) identified from the 9 selected municipalities as evaluation sites in Bulacan Province. These LGU *Master Trainers* came from different offices:

- 10 were officers and staff of Municipal Disaster Risk Reduction Management Office (MDRRMO)
- 8 were officers and staff of Municipal Social Welfare and Development Office (MSWDO)
- 2 from Municipal Planning and Development Office (MPDO)
- 2 were Municipal LGU Staff
- 2 were nurses
- 1 was staff of the Municipal Environmental and Natural Resources Office (MENRO)
- 1 Police Community Officer
- 1 Community Affairs Assistant

Collectively, they were able to roll-out trainings to 150 barangays in the 9 municipalities, with the help of Save the Children, LGUs and the TWG. Please see Annex IV for the number of barangays per municipality, in Bulacan Province with roll-out trainings.

All of these 9 municipalities, which participated in the evaluation have their respective Child-Centered, Community-Based DRRM Plan (CC-CBDRRM) that was crafted, after their training, in thematic manner (prevention and mitigation, preparedness, response, rehabilitation and recovery). But the plan's status and level of implementation differed across the different municipalities. The information on the implementation of municipal CC-CBDRRM plans in tabular manner is found in Annex V. Here is a summary of DRRM plan implementation across the different municipalities:

- The DRRM plan of Paombong has just been recently approved by the Sangguniang Bayan (Municipal Council) and endorsed to the Mayor.
- The municipality of Bulakan has started to implement its CC-CBDRRM plan and the communities' DRR preparedness was tested by Typhoon Lawin in early 2017.
- The municipalities of Hagonoy, Obando, Calumpit, Marilao began implementation of their 5-year CC-MDRRM and their resilience is constantly challenged by perennial flooding.
- The plan implementation in the municipality of Bocaue is well documented as evidenced by its regular accomplishment reports.
- Plaridel, despite the fact that it does not have any barangay at-risk, is active in DRRM and an outstanding awardee for its preparedness efforts.
- Similar to other project sites, Norzagaray has organized putting up safety precautions, warning devices and signboards in schools and roads, while children/youth began to be organized under the Project ENCORE

Based on documentary evidence, 25 out of the 29 barangays, which participated in the evaluation have been implementing and monitoring their CC-CBDRRM plans already. Two barangays of Paombong has just started to implement their plans – CC-CBDRRM plan of one barangay has been approved most recently on May 31, 2017 and another has also started to implement its own. Two out of the 29 barangays did not have the CC-CBDRRM plans, although they have their DRRM plans. These two barangays are located in Obando. For the list of barangays with BDRRM plan and its status, please see Annex VI. For the details of implementation, please refer to Annex VII.

The thematic areas that the BDRRMC monitored were wide-ranging, including safety measure, safety awareness, weather disturbances (ex. low pressure areas), and water level of Angat Dam to prepare people living near the dam to evacuate. Barangays used their plans as basis for identifying areas to be monitored. Their means of monitoring included visiting barangays, gathering data of those affected by calamities or coordinating with concerned groups. Reports would be discussed during regular BDRRMC session and submitted to the municipal LGU.

Regarding youth and child participation, all municipalities have established a mechanism for engaging them, and for ensuring that they are part of the DRRM activities. The manner of engagement differed across municipalities, as expressed during the FGDs:

- Tutoring out-of-school youth on disaster risk reduction in Bocaue
- In Bulakan, the plan of children and youth was integrated into the BDRRM plan, there were youth camp and youth task force, climate change forum with children and youth participating
- In Calumpit, youth participated in BCPC meetings in every barangay, in planning, MDRRMC activities, clean up drives after calamities
- Youth were active in awareness raising activities on preparedness in Obando
- Youth were active in planning and training in Paombong
- Leadership camp for children and youth in Plaridel
- In Marilao, youth were included in the planning and member of MCPC and MDRRMC, in the roll-out at the barangay level

Coordination mechanisms within DRRMCs have been set up at each administrative level (barangay, municipality, city and provincial) as well as across different levels, usually convened by the municipal or city DRRM Officer. The respondents recognized this as having been established through ENCORE. This coordination mechanism was through regular meetings at the barangay, municipal levels and another level of coordination between barangay with municipal levels.

Before ENCORE, four municipalities did not have CC-DRRM plans, did not have an organizational structure, no child/youth participation in DRRM. This scenario was reversed during ENCORE's implementation. All nine municipalities now have approved CC-DRRM plans, with a formal CC-DRRM organizational structure, and child/youth participation.

Major factors influencing the achievement or non-achievement of the objectives

A. Facilitating factors

A.1. Municipal level

Municipal level respondents (MDRRMOs and MCPC head) from nine (9) municipalities considered multiple factors that affected the implementation of CC-CBDRRM and achievement of results. Their responses were disaggregated by their municipalities of origins.

Six of the 9 municipalities recognized Save the Children, trainings, planning and attributes of political leadership as the top facilitating factors. Municipal level respondents singled out Save the Children and in particular, its technical staff as instrumental in implementation and monitoring ENCORE, which contributed in the dynamic people's participation in drills (earthquake, fire, dam break, among others), collective cleaning of community roads and home yards. These drills involved entire communities and are done simultaneously across the municipality. According to Mr. Kenneth Villoria, MDRRMO, Norzagaray, Bulacan, "the technical staff of Save the Children monitored the progress of the project and this has helped in encouraging people to dynamically participate in the trainings, drills, collective clean-up of home yards and roads". (*"Nasundan at natutukan ng technical staff ng Save ang proyekto at nakatulong sa pagsigla at paglahok ng mga tao, sa trainings, kung may earthquake drill, collective na paglilinis sa mga bakuran at karsada"*). The trainings, specifically provided by Save the Children about CC-CBDRRM, enhanced their capacity on preparedness towards several types of hazards, guided them on integrating child-centered activities and youth participation in DRRM, children's protection in emergencies. Most importantly, the trainings enabled the LGUs to comply with RA 10121² and RA 10821.³

Planning per se helped the municipal LGUs enabling them to coordinate with each other from mayor to local groups. Different municipal-level respondents mentioned the following plans, as facilitating factors in their work on DRRM:

- Comprehensive Development Plan (that included climate change adaptation)
- Back-up contingency plan for DRR especially on flood and earthquakes.
- 5-year Municipal DRRM Plan (2014-2019 or 2016-2021 or 2017-2022)
- Child Centered Community-Based Disaster Risk Reduction Management (CC-CBDRRM) plan with corresponding Brgy. Resolution

Attributes of political leadership such as a hands-on Mayor on Project ENCORE, who supported DRRM, received regular report, and knowledgeable on resilience, risk reduction and CC-CBDRRM facilitated achieving results.

Five of the nine municipalities considered ENCORE as facilitating specifically because it drew close coordination with implementing partners and eventually becoming MCPC members. ENCORE, for them was timely, because it focused on children. This is corroborated by four municipalities, which considered regular meetings, coordination with BDRRMCs, multi-sectoral collaboration, coordination with barangays and other stakeholders as facilitating factors.

A.2. Barangay level

The responses from BDRRMCs during the FGDs were grouped into their respective municipalities.

BDRRMCs from 5 municipalities considered planning (i.e. the process of plan development) and the plans as facilitating factors. The CC-CBDRRM plan, which is based on the CC-CBDRRM training of Save the Children Project ENCORE, became the basis of implementation and structure. BDRRMCs of two municipalities also mentioned the integration of solid waste management in their respective BDRRM plans.

² Republic Act 10121 recognized the need to institutionalize DRRM both at the national and local levels. It calls for the need to develop a National Disaster Reduction and Management Framework (NDRRMF) that provides for a comprehensive, all hazards, multi-sectoral, inter-agency and community-based approach to DRRM.

³ Republic Act 10821 an act mandating the provision of emergency relief and protection for children before, during, and after disasters and other emergency situations.

BDRRMCs from 4 municipalities recognized Save the Children as the pillar. The BDRRMC members of Paombong Bulacan, at the FGD, specifically called Save the Children as their pillar (“*kayo ang aming haligi*”), supporting LGUs (“*katuwang ng pamahalaan*”), hugely helping in training.

BDRRMCs from 3 municipalities mentioned similar themes such as awareness building and knowledge about DRRM, education and adaptation as facilitating factors.

BDRRMCs from 2 municipalities acknowledged collaboration with other NGOs as facilitating factors.

B. Hindering factors⁴

B.1. Municipal level

Respondents from six municipalities cited hindering factors that were internal to government operations and which Save the Children had nothing to do with, but nevertheless affected the full implementation of Project ENCORE. LGU budgetary constraints were the top hindering factor. In particular, one municipality mentioned delayed funds and 5 municipalities revealed lack of budget, which limited them to roll out the training to barangays. They usually allotted their DRRM budget for procuring relief goods rather than on training. The delay was caused by the slow bureaucratic process of approval and release of funds.

Respondents from six municipalities revealed limitations within the municipal LGU, as follows:

- Limited power of designated MDRRMO thereby slowing implementation of ENCORE activities
- Transitions of staff and the ensuing lack of continuity affected the ENCORE and subsequently DRRM implementation. Among these included replacement and temporary appointments of MDRRMOs, or others were transferred to other offices, or LGU officials were replaced. One municipality did not have enough number of staff to facilitate the projects, and needed to “borrow” people from different offices.
- Problematic line of communication most especially if designated DRRM people were transferred to different offices.

Respondents from three municipalities considered limiting factors within the MDRRMC including members who were not trained, not aware, not active and not focused in their participation. This required ENCORE to facilitate training of new recruits again.

Respondents from two municipalities mentioned limiting factors that were political in nature. One mayor who needed to be replaced, resulting in temporary replacement of officers including MDRRMO affected the continuity of the project. In another municipality, one barangay did not participate in the roll out of CC-CBDRM training due to political differences with the mayor. Nevertheless, the MDRRMO provided the barangay with the learning materials.

Respondents from two municipalities mentioned about the plan itself - the plan was left stagnant and one municipality lacked the contingency plan.

⁴ These hindering factors were challenges perennially faced by communities and were related to LGU leadership and governance, and were not necessarily caused by any externally-funded project. Lacking funds for DRRM, SWM was easy to anticipate because LGU money was always limited anyway. Further, there’s a widespread practice among government offices that yearly budgetary allocation was not need-based but a repetition of previous years’ budget.

Project ENCORE worked amidst these challenges, and responded to these challenges by establishing an enabling environment that empowered, interlinked different stakeholders, developed leaders among the youth, teachers, LGU and community folks for DRRM and SWM.

B.2. Barangay level

Similar to municipal-level respondents, BDRRMCs of three municipalities considered budgetary constraints as hindering factors to CC-CBDRM. Most of the barangays are dependent on Internal Revenue Allotment (IRA) from the national government.

BDRRMCs from four municipalities considered lack of material things such as necessary equipment for drills, modules, source of relief goods as limiting factors.

BDRRMCs of three municipalities considered people's participation as affecting BDRRM implementation:

- People's delayed response hindered organizing the BDRRM structure because a quorum couldn't be established
- People in the coastal areas didn't want to leave their places, houses
- People's participation was contingent on the material things they would receive

Muntinlupa

Muntinlupa had a total of 15 Master Trainers mostly from the Barangay LGUs. They rolled-out the training on CC-CBDRM to the barangays.

All six (6) barangays of Muntinlupa that participated in the evaluation have an approved CC-CBDRM plan at the time of the study.

As a result of ENCORE's capacity development, Muntinlupa's DRRM approach focused on communities especially the vulnerable groups such as the poor, children. Its objective is protection of children's rights before, during and after disaster. The barangay LGUs emphasized the need to prioritize the poor, in all aspects of the DRRM, because they don't have the means to protect themselves, (*"una naming tutuunan syempre yung mga mahihirap kasi sila yung center eh, sila yung walang kakayanan na isalba ang kanilang sarili. Sila ang dapat na nabibigyan ng pansin"*).

In general, BDRRMCs' roles in child-centered DRRM programming were varied. This ranged from training, planning to implementation in schools and community, promotion of CC-CBDRM, working hand-in-hand with schools' principals and DRR focal person, organizing BERTs, organizing and implementing health and nutrition programs. For an exhaustive list of BDRRMCs' roles, please see Annex III.

DILG considered Muntinlupa's DRRM as child-led and community-based, focusing on children's concerns, with a component on children's rights and engages children and youth in DRR.

As a result of these multi-faceted DRRM implementation, Muntinlupa received an award on child-centered DRRM practices in Metro Manila from the Department of Interior and Local Government.

Major factors influencing the achievement or non-achievement of the objectives

A. Facilitating factors

Availability of resources such as funding support, technical assistance and partnership facilitated achievement of project objectives.

Specifically, respondents mentioned multiple facilitating factors, as follows:

- Save the Children as a provider of funds, training and technical assistance
- Regular follow-up of the results achieved and objectives that have not been reached

- Collaborative working relationship between the city and barangay DRRM focal persons (“Barangay DRRMCs became easy to talk to)
- System was put in place for training, coordination, communication among barangay and city LGUs, Save the Children, Metropolitan Manila Development Agency (MMDA), schools, and religious groups
- Support of attached government agencies, NGOs, private companies
- Trainings that enhanced the LGUs’ capacity to train, plan, implement and monitor their respective CC-CBDRM programs and projects
- Capacity of barangay DRRMCs to identify risk areas

B. Hindering factors

The respondents mentioned lack of financial and physical resources as well as people’s behavior that hindered realizing project objectives as well as their capacity to cope with disasters. Specifically, these factors are as follows:

- Two barangays have no permanent evacuation center. One barangay used the covered court as an evacuation center, if the flood was below the knee and used its Elementary School if it was above the waist
- No budget even if they wanted to implement projects on CC-BDDRM in the barangay
- Two Master Trainers trained on CC-CBRRM were not active and no idea where are they
- Indifference of some people in the community
 - Not all participated in drills, orientations
 - People, used to having flood, did not evacuate
 - They would attend a forum in exchange of goods

Forging Sustainable Partnerships

With a new platform through ENCORE, BDRRMCs realized that the tasks were enormous and their resources were limited. Hence, they needed to mobilize different partners. ENCORE solidified partnerships as it bonded partners together through the MOA among government and non-government sectors.

Bulacan BDRRMCs - respondents harnessed the following partners, in decreasing order of frequency:

- Mayor
- Municipal LGU
- Save the Children
- Non-Government Organizations (NGOs)
- Sangguniang Bayan (Policy-making body composed of elected officials)
- Different national government agencies such as Department of Social Welfare and Development (DSWD), Bureau of Fisheries and Aquatic Resources (BFAR), Department of Agriculture (DA), Philippine Information Agency (PIA), Philippine National Police (PNP)

Muntinlupa BDRRMCs considered the following as their partners that helped them to achieve results:

- LGU- CDRRMO (City Disaster Risk Reduction Management Office) for training, rescue team, provide ambulance and fire truck
- PNP/BFP – fire drills
- Schools for drills
- Philippine Red Cross for training
- Brgy. Captain and Councils for law-making body and budget approval
- Malampaya (for Brgy. Sucat only) – training on disaster

- MCX (Muntinlupa Cavite), La Salle Zobel (Goodbye Gutom feeding program), Bureau of Correction (BuCor), etc.
- Attached agencies of government
- One barangay mentioned “Save the Children only”

To what extent did local partners, with the participation of children/youth groups, developed and implemented sustainable SWM that links to DRR

To summarize, this evaluation provided evidence that Project ENCORE has developed and implemented sustainable Solid Waste Management (SWM) planning together with local partners, children/youth groups, with the following results:

- Fully aware, active and functional SWM committees in schools and SWM Board in LGUs
- Active participation and leadership of children/youth
- SWM plans per school and per barangay with allocated resources
- SWM program implementation
- Master Trainers for SWM
- Solid waste reduction strategies through waste segregation by household, schools
- ENCORE Assessment and monitoring tools used by local stakeholders
- SWM integration in curriculum and school programs
- Closure of dumpsites in Hagonoy

As a background, the Philippines passed and implemented Republic Act (RA) 2003, or the Ecological Solid Waste Management Act of 2000. RA 2003 and its Implementing Rules and Regulations (IRR) requires:

- Ecological Solid Waste Management (ESWM) Board/Committee
- Long-term LGU ESWM Plan
- Mandatory segregation in households, establishments and institutions
- Secondary segregation done in MRFs with record of their operations
- LGU collection of segregated waste and recyclables
- LGU ordinances with prohibited acts and corresponding fines/penalties
- LGUs have deputized enforcers
- Closure of dumpsites

However, the law was not widely implemented to the letter by both LGUs and schools.

Amidst this backdrop, Project ENCORE, which was aimed at reducing vulnerabilities and increasing the adaptive capacities of urban communities in Bulacan and Metro Manila to the impacts of disasters and climate change, incorporated Solid Waste Management (SWM) in this framework of Disaster Risk Reduction and Climate Change Adaptation (DRR/CCA).

Project ENCORE facilitated a baseline assessment of LGU compliance to RA 9002 requirements in 2014. It drafted a Solid Waste Management (SWM) Plan Assessment Tool, a toolkit designed to collect data to assess the quality of solid waste management plan (SWM) of Local Government Units (LGUs) of Muntinlupa City, Calumpit and Hagonoy.

A Technical Working Group was organized to analyze the SWM situation in LGUs and schools, and advise SWM implementation. The project conducted Waste Analysis and Characterization Survey (WACS), which became the basis for implementing appropriate technologies. The training program was developed for LGUs and schools. Save the Children assisted LGUs and schools, through ENCORE, in developing their SWM plan, as they implemented and monitored it. In addition to other tools,

ENCORE likewise drafted SWM How-to Guides and facilitated sharing of lessons among LGUs, school and youth/children.

ENCORE's SWM component was implemented in three (3) barangays of Calumpit, four (4) barangays in Hagonoy, Bulacan, and in eleven (11) public elementary and high schools located in these barangays. SWM was implemented throughout Muntinlupa City, in 9 barangays and in the 28 public elementary and high schools in these barangays.

An institutionalized structure that has been established to ensure sustainability of SWM initiatives. Project ENCORE established the TWG, with 7 active members from Bulacan and 1 from Muntinlupa.

As a pillar for capacity development, Master Trainers have been designated and trained on SWM in both Bulacan and Muntinlupa. A total of 66 Master Trainers in Calumpit and Hagonoy, Bulacan and 18 Master Trainers in different barangays of Muntinlupa City is on record.

LGU and school SWM plans have been drafted. For a sample SWM plan, please see Annex IX.

Bulacan

Both municipalities of Calumpit and Hagonoy have a ten-year Child-Centered Ecological Waste Management Plan (2014-2024) with corresponding annual budget.

The Municipal Environment and Natural Resources Officer (MENRO) is tasked to enforce SWM in barangays, lobby for the ordinance and request logistics from the mayor's office to ensure SWM's successful implementation. Table 1 lists MENROs' activities.

Table 1. List of usual MENRO's activities related to SWM

Activities	Output/results
Technical writing of 10-year SWM Plan	10-Year SWM Plan, which becomes the basis of SWM implementation
Orientation of SWM to schools and barangays	Schools and barangays oriented on SWM, which build cooperation of schools and barangays in managing waste
Lobbying of Ordinance for waste segregation	Draft ordinance on waste segregation for the communities to obey and follow rules on waste segregation

The SWM initiative at the municipal level is strengthened by barangays. All seven pilot barangays in both municipalities have their respective structure with their active SWM Committee and coordinators and mechanism for multi-stakeholder representation. Their respective Solid Waste Management Plan, with budget, serves as basis for implementation. All barangays have been oriented on child rights and child protection in relation to waste management. Six of these seven barangays engage children/youth, and monitor children participating in SWM activities. Parents would bring their children/youth to the regular barangay clean-up. However, only four of them have guidelines to protect children engaged in SWM. This is completed by public schools in these barangays, where elementary and high school students were trained on SWM and implemented SWM programs, projects.

Calumpit's MENRO illustrated the municipal's SWM program, as follows:

“Each barangay has eco-boys (garbage collectors), who are tasked to collect segregated garbage from house to house. Both barangay and municipal LGU of Calumpit contribute for the eco-boys' allowance. Biodegradable garbage would be thrown at the eco-center or Material Recovery Facility (MRF). All barangays in Calumpit have an MRF. There are households that prefer to compost their own biodegradable waste. While the municipal LGU gets the residuals or non-biodegradable waste and brings it to the municipal's temporary transfer station. Calumpit LGU has 6 trucks for garbage collection. One truck can cover one cluster, which consists of 5 barangays. Calumpit has 29 barangays. Once the temporary transfer station is filled up, Metro Clark with whom Calumpit has on-

going contract would collect and transfer the residual waste to the former's sanitary landfill in Tarlac Province. Calumpit LGU plans to request for additional trucks."

To illustrate the success of the SWM program in Hagonoy, here is an excerpt from the FGD with representatives from four barangays, Municipal Planning Development Office (MPDO) and Municipal DRRM Office (MDRRMO):

"The municipal LGU now has a clear SWM plan, with the necessary equipment and tools. A system of waste segregation and collection was put in place – day and time. All households complied and participated in cleaning roads and river, recycling waste, planting trees. Together with teachers and students, communities themselves would continue to disseminate the SWM campaign. Now, based on garbage collection report, all segregated waste is 100% collected. Wastes are properly segregated at home, unlike in previous years when plastic materials, bottles, papers, disposable diapers would be placed in one trash bag. Now, families make use of recyclable materials for household use such as making pillows, or filling for low-lying back yard areas. Garbage volume has decreased from a previous daily collection of 18 tons of mixed garbage to 8 tons daily of segregated waste. Two dumpsites have been closed."

SWM in public schools reinforce the municipal and barangay SWM initiatives.

Based on the project's final solid waste management situation in schools and community in 2017, all 11 public schools in the pilot barangays in Calumpit and Hagonoy have SMW plans and are currently implementing it. Only eight of these have budgets. The SWM plan of seven schools are integrated into the School Investment Plan (SIP). One of the schools (Sta. Lucia High School) did not have child-centered program.

All segregate their garbage and do recycling – by either selling them to the junk shops providing additional funds for the school or use them as school decors. Based on the project's final solid waste management situation in schools and community, only 4 out of these 11 public schools do the waste segregation properly. Eight of these schools practice composting, 3 of them use it as fertilizer, 2 bury it underground, 2 dispose biodegradable with the rest of the garbage, and 1 feeds it to pet animals.

Specifically in the elementary and high schools visited for this evaluation, the SWM and Climate Change are integrated into the Student Disaster Risk Reduction Management Group (SDRRMG) Plan. The students have a separate SWM plan, which is also integrated into the school plan. The SWM plan focuses on tree planting, waste segregation, strategies for final disposal of biodegradable and non-biodegradable waste.

Teachers, oriented on SWM, hazard and risk mapping, are tasked to teach students. Students in Grades 5 & 6 lead the school's SWM Project. Organized students, BERT would collect waste after classes in every classroom, maintained school garden, did information dissemination regularly and every scouting month in October. For details about SWM implementation in schools, please refer to the next section on Building DepEd and School capacity.

SWM also provided a model of generating income for students and schools. With the 3R strategy (Re-use, Reduce, Recycle), they were able to earn money from waste, providing additional income for classroom use.

The respondents rated the following as practices that can be sustained, scaled-up and replicated:

- Planning workshop cum training and the technical writing itself served as a starting point towards sustaining Child-Centered SWM.
- Orientation of schools and 100% of barangays on SWM
- MENRO's leadership in planting trees along river banks, focus on waste management and waste reduction strategies, integrating DRR and SWM strategies

- Specific SWM activities such as planning and monitoring SWM implementation per barangay, information dissemination in schools and communities, room-to-room campaigns, clean-up drive,
- Solid waste segregation, specifically separating the biodegradable waste from non-biodegradable ones, using waste as fertilizer for rural and urban gardening.
- Roll-out SWM to teachers, involving teachers in planning, implementation and monitoring
- Urban gardening and its produce used for nutrition program

As a testament to SWM's sustainability and replicability, it is currently being implemented by 4 of the 7 municipalities, which participated in this evaluation – Norzagaray, Obando, Paombong, and Plaridel.

The complimentary implementation of SWM in public schools, barangays and municipal LGUs was mutually reinforcing in changing behavior of children, youth, and families towards waste segregation, waste disposal and recycling. Hagonoy MENRO was able to record a reduction of daily garbage collection from 18 tons of mix garbage to 8 tons of segregated garbage.

Major factors influencing the achievement or non-achievement of the objectives

A. Facilitating factors

SWM program was the top 3 choice among LGU respondents for factors that facilitated Project ENCORE implementation. Further, ENCORE enhanced saturation of SWM in all barangays throughout Hagonoy by integrating it in schools.

The Municipal Environment and Natural Resource Officers also recognized the technical assistance provided by Save the Children in conducting the Water Analysis Characterization (WACS) Data Processing in 3 pilot barangays (Balungao, Frances and Catbuga) and in developing the Ten-Year Ecological Waste Management Plan (2014-2024). Save the Children conducted the Training and Planning Workshop on Child-Centered Solid Waste Management, which Calumpit's Mayor attended. The participation of Calumpit's Municipal Mayor in the Training and Planning Workshop for the 10-year Child-Centered Ecological Waste Management Plan (2014-2024) facilitated mobilization of logistics and budgetary support for SWM.

For Hagonoy LGU, a child-centered LGU, and a child-centered CBDRRM focusing on SWM expedited ENCORE's implementation. Through ENCORE, people became aware that they too had an active role in solving their environmental concerns. Consultations and joint activities were done among teachers, students, parents and barangays to protect environment, clean roads, and river banks. The LGU's MPDO replicated the planning process done in the four (4) pilot barangays to the other barangays, using its own resources. With the complimentary SWM in schools, Hagonoy was able to saturate its barangays on SWM.

Barangays also realized through the numerous ENCORE interventions that SWM would result in improved sanitation and environmental conditions, impacting on better health and quality of life.

The integration of SWM in Child-Centered, Community-Based DRRM (CCCBDRRM) Plan and in school-based DRRM facilitated its implementation in schools and communities.

SWM also provided a model of generating income for students and schools. With the 3R strategy (Re-use, Reduce, Recycle), they were able to earn money from waste for class room use.

B. Hindering factors

Limited political and technical support for barangays to implement SWM forward was crucial, further hindering the full blast implementation of SWM. This limited support to barangays manifested as follows, which MENROs mentioned as hindering factors:

- SWM coordinators were replaced, discontinuing initiatives in various levels, most specially in barangays
- LGU's lack of technical competence on urban planning
- LGU's lack of budget dedicated for SWM

MENROs observe that not all barangays follow waste segregation. For this, the municipal LGUs needs an ordinance for households and individuals to practice anti-littering and waste segregation. This ordinance was already drafted and was being lobbied for with the Sangguniang Bayan (SB, town's policy-making body composed of elected officials) at the time of the evaluation.

Beyond the SB approval, LGUs have to endure the slow process of having their SWM plan approved by National Solid Waste Management Commission (NSWMC) and comply with the commission's numerous technical and administrative requirements. The LGUs also lacked the capacity to address all of these issues.

Forging Sustainable Partnerships

ENCORE's SWM strengthened the partnership of the LGU and Save the Children. Through ENCORE, Save the Children provided technical assistance at the multi-sectoral workshop planning for ten-year Child-Centered SWM plan.

Save the Children has been recognized as partner for SWM, providing funds, information materials and moral support. The Mayor led this partnership, supporting MENRO's activities, with the help of the different LGU department head like the administrative officer, Municipal Planning and Development Officer (MPDO). The DILG provided training and equipment for SWM. Save the Children supported training and planning.

Muntinlupa

The Local Government Unit (LGU) of Muntinlupa City has approved its ten-year Solid Waste Management Plan (2015-2024) on October 27, 2015. The city has an amended ordinance that consolidated regulations of eco-waste management, instituted guidelines, issuance of environmental tickets and provided penalties for violation. To ensure budgetary allocation, SWM programs, projects and activities (PPAs) are integrated into the LGU's Annual Investment Plan (AIP). Its barangays have 3-year action plan, which is aligned with the 10-year SWM plan.

To reinforce its SWM policies, Muntinlupa City issued another ordinance (Ordinance No. 10-109) prohibiting the use of plastic bags on dry good, regulating its utilization on wet goods and prohibiting the use of Styrofoam with prescribed penalties.

Similar to the set up in Bulacan, the city SWM policy is strengthened by the barangay ordinance in all 8 barangays. All eight (8) barangays have a governance structure, the Ecological Solid Waste Management (ESWM) Board Committee that also ensures that the ordinance is enforced. Seven barangays have ESWM Coordinators and allocated budgets for their SWM plan of action. However, only half of them have the MRF and the capacity to collect biodegradables and non-biodegradables. Transparency and accountability measures (based on ENCORE's parameters⁵) are implemented in almost all barangays. (Refer to Annex VIII for the detailed list of SWM components).

Public elementary and high schools also compliment the city and barangay efforts on SWM. All schools have eco-care programs and Material Recovery Facilities (MRF). But so far, seventy three percent (73%) of the 26 public schools in Muntinlupa City have SWM plans. In 2017, the SWM plan of sixty three percent (63%) of these schools are integrated into their individual School Investment Plan (SIP); only thirty two percent (32%) of these schools with plans have corresponding budget.

⁵ SWM components based on RA 9003 and IRR Requirements

Further, twenty three percent (23%) of the 26 public schools have written policies on SWM.

It is worth mentioning that the SWM implementation in the public schools is managed by the students' organization. This provides a good benchmark for student-managed initiative in school.

The SWM practices in schools have become models for resource generation as well. These are the practices in the schools visited, as follows:

- Schools have Memorandum of Agreement with junk shops that collects empty plastic bottles and used paper
- Eco-saver passbook program where the corresponding amount of the recyclable garbage collected is tallied, similar to a bank book

To cite an example, Sucat Elementary School acquired 3 computers from the amount it collected from this practice.

Major factors influencing the achievement or non-achievement of the objectives

A. Facilitating factors

Respondents considered the multi-faceted support system that has been established as a facilitating factor. This support system provides for a process of cascading capacity development initiatives. For example, the city environmental sanitation officer in-charge conducted a seminar on SWM to staff of environmental sanitation of barangays. The barangay officials then oriented the schools.

Further, there is full cooperation and collaboration among implementing schools and Barangay LGUs (that have geographical jurisdiction over them) regarding implementation of SWM activities.

The respondents also mentioned that through Project ENCORE, Save the Children provided technical assistance for the formulation of 3-year action plan of barangays aligned with the ten-year SWM Plan of the City. It further conducted seminars, monitoring and evaluation to ensure effectiveness of the plan and budgetary allotment by the LGUs.

B. Hindering Factors

FGD participants among BDRRMCs and student groups mentioned the following factors that hindered them from implementing their SWM plans:

1. There are no garbage containers along the side streets because the LGU prohibits putting them along public roads in Muntinlupa
2. Limited number of trucks to be used for garbage collection in Bulacan and Muntinlupa
3. Barangay LGUs have limited budget to fully implement SWM plans
-
4. Community discipline – around seventy percent (70%) of households follow SWM policy specifically on waste segregation
5. Non-consistent support of Home Owners' Associations in implementing SWM
6. Lack of Material Recovery Facility (MRF) at the barangay for its reusable, recyclable waste

Forging Sustainable Partnership

Muntinlupa City's SWM focal person considered the following as his office's partners:

- City Government for SWM's budget
- Department of Environment and Resources (DENR) for the technical aspect
- Department of Interior and Local Government (DILG) for enforcement

- Metro Manila Development Agency (MMDA) for the technical aspect on sanitary landfill, accreditation of disposal facilities of Metro Manila contractors
- Solid Waste Management Board as the policy-making body, headed by the City Mayor
- Multi-sectors such as schools, religious, community to ensure compliance
- United Recycles Organization of the Philippines that collects non-traditional waste (i.e. laptop) every third Friday of the month
- Grey of Junkshop that collects recyclable materials
- Save the Children, provided technical assistance for 10-Year SWM Plan, introduced Appropriate Technology (APROTECH), trainings and materials on CC-SWM including eight barangays (except Ayala Alabang), and provided equipment to the chosen barangays.

In both Bulacan and Muntinlupa, ENCORE has stimulated the LGUs to systematically collect and segregate garbage.

Further, the people of Hagonoy, which is perennially flooded even during sunny, summer days, got awakened that poor health also came from a dirty surrounding and they had to act on it. It facilitated closure of dumpsites in certain barangays such as in Brgy. Sta. Elena and Abulalas.

The knowledge that the LGUs and the households gained from ENCORE inspired people to manage their garbage well, dispose unnecessary possessions, plant even in limited spaces using old container or along narrow streets.

BDRRMCs, which participated in the evaluation noted reduction of garbage in the streets. BDRRMCs in Muntinlupa observed that their streets are cleaner. Before SWM was implemented, their “garbage got rotten first before it was collected.” (*“Nabubulok muna ang basura bago kunin.”*)

But these are current practices and realities. Respondents emphasized the need for proper monitoring of the SWM programs in both schools, LGUs and in communities, continuous advocacy to children, to ensure that the gains will lead to improved implementation and that long-term results will be achieved.

Assess the improvement in capacity of DepEd to integrate and strengthen risk reduction and resilience in schools

The evaluation showed that the capacity of Department of Education Division and District levels, as well as teachers to support DRR, CCA and environmental activities of children and youth in school was enhanced based on the achieved outputs as follows:

- Functional SDRRMGs
- Participating children/youth & Parents-Teachers Associations
- Child-centered DRRM/CCA plans with allocated resources
- Children's code on DRR/CCA or Child Protection Policies
- Number of Trainers and Master Trainers, their knowledge, skills, competencies
- Number of people trained by proficient and advanced Trainers
- Utilization of child-centered training curriculum
- Report card or assessment scores

Thirty four (34) schools in Bulacan and 17 in Muntinlupa City participated in the end-of-project evaluation. The schools are the convergent sites with integrated intervention on Disaster Risk Reduction Management (DRRM), Solid Waste Management (SWM) and child protection.

There is a system of cascading ENCORE's capability building strategy. ENCORE trained Master Trainers in Both Bulacan and Muntinlupa. These Master Trainers trained teachers who would be designated as DRR Focal Persons in various schools. As Master Trainers, they also included child protection and policies in their trainings. The DepEd-based Master Trainers tapped BDRMMCs to train school DRR Focal Persons. The DRR Focal Person would train teachers, student organizations in their respective schools. Every start of the school year, the school DRR Focal Person would train another batch of students to replace those who graduated. Newly trained students have the opportunity to learn from the older students who are still in school to finish their elementary or secondary education.

As a result of the multi-faceted work of school DRR Focal Persons, complimented by DepEd's leadership, each school that participated in the evaluation has organized students groups, called as Batang (child) Emergency Resilient Team (BERT) in Muntinlupa and Student Emergency Resilient Team (SERT) in Bulacan. Girl/Boy Scouts are active in both Muntinlupa and Bulacan since the schools integrated DRR into the scouting activities.

Further, ENCORE contributed to the promotion of certain DepEd personnel who became Master Trainers or were trained under ENCORE. Although, this evaluation failed to get the number of these personnel who got promoted after getting certification for their ENCORE trainings.

DRR Focal Persons' specific tasks related to training, planning, implementation, monitoring are enumerated in Annex IX.

Muntinlupa

Out of 19 School DRR Focal Persons, one of them said that he was not involved and another one had minimal involvement.

DRR Focal Persons' involvement in school-based DRRM has evolved to be multi-faceted. Generally, the DRR Focal Persons coordinated with students, teachers and parents on matters about DRRM and SWM. They were also in-charge of integrating DRR/CCA in lessons, integrating DRRM and SWM plans, ensuring security and safety of the school most especially after calamities. They facilitated organization of DRR clubs in school, particularly BERT and Red Cross Youth. They were the resource persons on safety and DRR, child protection, policies and mandates. They co-chaired the School Disaster Risk Reduction Management Committee (SDRRMC) together with BERT's president. They

managed activities related to waste and assist non-teaching personnel to segregate waste for disposal. They supported the Asst. Principal on 3R (reuse, reduce, recycle) and other projects. They also felt that they were implementers of Project ENCORE and other projects of Save the Children.

There were organized students groups, Batang (child) Emergency Resilient Team (BERT) in Muntinlupa. BERT was part of School DRRM Committee (SDRRMC) and its members were also Boy/Girl Scouts. BERT was trained on first aid, survival, child safety, earthquake and fire drills in partnership with Youth Affairs and Sports Development Office (YASDO) of Muntinlupa City Government.

Older BERT officers and members visited each class room to orient all students on DRR, disaster preparedness, climate change and other specific themes such as first aid, fire prevention. BERT, with the school nurse's assistance, monitored Go Bag of every students. They also prepared head gears.

BERT managed the school's earthquake drill, led students to avoid accidents or untoward incidents.

BERT and other student organizations such as Red Cross Youth, Boy and Girl Scouts conducted information dissemination thru leaflets, puppet show using the materials provided by Department of Science and Technology (DOST).

There were schools where BERT would orient students on both DRR and waste segregation. Others would have other student groups such as Boy and Girl Scouts do the orientation on waste segregation for all students. All students in all grade levels were involved in segregating recyclable waste from those that are not. Non-segregated waste would not be collected. Recyclable materials such as papers, plastic bottles would be brought to the school's MRF. Junk shops, contracted by the school, collected and bought these materials. Money earned from these recyclable materials was used as school funds to buy seeds, containers, fertilizer for urban gardening Go Bags, relief goods, and first aid.

Students thought that doing clean-up and waste segregation to prevent flooding.

BERT led students during Brigada Eskwela (School Brigade), an activity done by schools every start of classes. One of the objectives of Brigada Eskwela is to assess physical facilities, maintenance needs of schools, organize committees and orient specific roles, tasks among others.

The Student DRR Groups feel that it is their responsibility to inform all students in their schools. "All children should have the proper know-how and be able to respond accordingly." (*"Bawat bata mag responde, kaya sila ay binigyan ng kaalalaman para maligtas."*)

In the individual Focus Group Discussion, Student DRR Group members in the 18 schools were asked about which of the activities they conducted generated the best results. Conducting drills, installing proper signages, hazard mapping/hunting, trainings (for BERT & SDRRMC), and solid waste management topped the list with the most number of students who thought these two activities have the best results.

These activities are part of BERT's DRR and SWM plans.

Bulacan

SERT (Student Emergency Response Team) assumes different names, such as the following:

- BRAD (Batang Ramona Against Disaster)
- SSG (Supreme Student Government)
- CKAD (Central Kids Against Disaster)

Youth leaders participated and led activities in training, planning, implementation, monitoring.

Sucat Elementary School was 1st Runner up under the DepED-sponsored contest in partnership with Muntinlupa City Government and won a prize Ph30, 000 pesos worth of DRRM tools, equipment and accessories.

Youth leaders, Senior Scout were trained on First Aid, rescue, proper waste segregation, disaster preparedness, drills (earthquake, fire, lock down and dam break), among others.

They participated in the following types of training

- Comprehensive Emergency Program
- Organizational Development Training, that included team building and capacity building of student's organization
- Assessment on hazard/disaster (common and unique hazard to Bulacan province)
- Fire prevention and fire safety training
- SHINE Conference with team building, quiz bee, new ways of doing cardio-pulmonary resuscitation (CPR), reading rain gauge
- DRRM
- First aid
- Orientation given to the elementary students by the adviser/head of school DDR

The youth actively participated in planning for DRR and SWM. Specifically, they participated in planning for the school DRRM and SWM Plans, action plan, monthly Calendar of Activities, committee assignments, monthly information on Disaster.

All students claimed to have complied and participated in implementing the following:

- Room to room orientation of students/Information dissemination/Discussion on Disaster Preparedness
- Mapping of hazard, safe holding area, installing of warning systems/signages
- DRR, safety corner, First Aid kit per class room that everybody can see
- Drills. Students belong to certain committees that have responsibilities in maintaining security, evacuation, first aid. These committees participated during drills, guiding students where to go, what to do.
- Go Bags; all children have go bags/pouch with bells, whistle, flashlight, food, etc.)
- Brigada Eskwela
- Life- Vest Making
- Rainfall reading, done by SHINE.
 - There is a list of members who are assigned to record rain fall every day
 - Data generated are submitted by students to PDRRMO
- DRR Summer School in 2015 where trained/experienced students visited barangays and municipalities which participated in project ENCORE to teach children aged 5-12 years old on basic concepts of DRR
- Solid Waste Management:
 - Waste segregation
 - Waste is collected, segregated into recyclable, non-recyclable or biodegradable, which children find easy to do
 - There are designated trash cans
 - Whatever can be sold (papers, plastic bottles) are sold, money earned becomes a class/school fund to buy materials
 - Bote Mo, Regalo ko (your bottle, my gift)
 - Contest in "best clean room"
 - Project Selfie, beatification campaign of every room
 - Clean Up Drives, Community once in a while with different organizations in the school
 - Compost bin maintained by students

- Urban gardening (Elem)/Containerized garden (high school)
 - Students buy the seeds and plant themselves
 - Produce is sold, and money earned becomes part of the school/class funds (high school)
 - Vegetables, such as eggplant, tomatoes are used in the feeding program (Elementary)
- Mangrove tree planting
- Bulletin updating maintained by students done quarterly, with designated corners for SHINE
- Child-led awareness campaign activities, using film showing, slogan and poster making (campaign awareness) where students themselves would pick up winners
- Fun run within the school (there were 4 stations with things in disaster preparedness)

“We conducted child-led awareness campaign activities such as quiz bees about DRR, tracking of typhoon during team building exercises, where participation was voluntary. Observers from Tacloban City, Leyte were surprised how we were able to come up with such idea and implemented it. We were appreciated and we were happy for it. Those who participated learned a lot”

There was a child-led DRR Congress, with students managing the entire activity, where youth organizations shared their best practices, invention (i.e. early warning system that the youth developed to inform communities about flooding in San Miguel, Bulacan).

Further, the students participated in revising the Provincial Children’s Code of Bulacan. Their insights were valued and included in the Code.

Students also monitored their activities, with the support of their teachers. They conducted:

- Monitoring of activities, using ENCORE checklist through surveys (to know if the activity is okay and achievable) and reports
- People at different administrative level monitor different areas
 - teachers and advisers monitor activities
 - Reports to the focal person/DRR adviser during meeting
 - Senior Scouting Governance (SSG) monitors weekly
- Different interventions also have their respective ways of monitoring
 - Go bags have their respective checklist
 - Assessment on Drills
 - Monitoring for waste segregation and collection in class rooms almost every day, and weekly collection of garbage in the school
- Submission of narrative/ Accomplishment Report per activity, with pictures
- Submission of students’ insights and evaluation report of every activity, which Save the Children) to get students’ pulse regarding the activity

Major factors influencing the achievement or non-achievement of the objectives

A. Facilitating factors

Among School DRR Focal Persons and Master Trainers in both Muntinlupa and Bulacan

Respondents mentioned the following major facilitating factors in decreasing order of frequency:

- Save the Children, the various roles it played such as its training and its 9 modules, monitoring, and the materials it provided as basis for implementation
- Support of school head and the division head, coordination at the district level facilitated their work. Specifically, the division head’s supervision, his guidance on an integrated and unified action plan for each school and his commitment to mobilize resources for the purchase of DRR equipment and materials were appreciated and facilitated achievement of results. Participation and cooperation of the school’s principal, teaching and non-teaching staff, students are crucial in achieving results.

- Participation and cooperation of institutions such as barangay LGUs and their BDRRMC, Barangay Council for the Protection of Children (BCPC) and city LGU and its City DRRMO, Bureau of Fire Protection, and contribution from the community.
- Strategy of integration as a facilitating factor. Specifically, this integration was carried through the following:
 - SWM integrated in SDRRMG Plan
 - DRR integrated Citizen's Army Training (CAT) and Science subjects in higher secondary years
 - Integration of child safety, emergency preparedness and child protection
 - Earthquake/fire/lockdown/dam break drills, familiarity with procedures (like drop, cover and hold) to improve preparedness to respond, knowing that there is risk to life
 - Cooperation and participation of teachers, students, and parents, coordination/cooperation of teachers/barangay officials
 - Trainings, seminars, In Service Training (after 1st semester and before opening of class) for teachers and this was the only the time to discuss DRR

It is worth noting that one DRR focal person mentioned CSS' nature of inclusivity is a facilitating factor to ensure that all, including those with limited capacities or who are differently abled (Persons With Disability, elderlies, pregnant and lactating women, newborn and children, among others).

Among students' organizations in both Muntinlupa and Bulacan

Students' organizations considered the following as major facilitating factors in decreasing order of frequency:

- Cooperation and participation of students, their helping behavior, unity and their willingness to learn facilitated achievement of outputs and objectives
- Drills such as earthquake and fire drills, experiences from the drills, emergency kits, safety equipment
- Tips, lessons, guidance from teachers
- Students' organizations feeling of urgency to learn DRR, climate change and SWM, instilling in them the necessity of the program, to clean the environment that would benefit them in the long run
- Trainings and the speakers on DRR, roles in SDRRMC, parents' orientation on family preparedness plan and family reunification plan
- Coordination and support from the LGU, partnership with barangays
- Training of BERT on first aid, preparedness from Philippine Red Cross, YASDO
- Leadership of BERT who are members of Boy and Girl Scouts, during earthquake drills, as incident command post and provide first aid
- Links and communication with Principal, Parents-Teachers Association (PTA), Barangay DRRMC and other stakeholders
- Evaluating for the cleanest classroom every Friday, with an award (a Certificate) every Monday
- Junkshop list in the eco-saver/passbook (Grade 8) for every sale of empty bottles.
- Planning itself before embarking on initiatives

B. Hindering factors

Among DRR Focal Persons and Master Trainers in both Muntinlupa and Bulacan

The DRR focal persons and Master Trainers considered the following hindering factors, in decreasing order of frequency:

- Internal challenges within the school such as support and focus of the principal (i.e. more focus on academics), participation, cooperation and coordination of other teachers, clerk was not active in dissemination information to teachers, constant change in leadership (frequent change of principal halts the progress of activities), DRR is the least priority of school

- DRR Focal Person is also the grade level chair or teachers, attention is divided and cannot give most of his time to the DRR council, most specially if the teachers are fully-loaded
- DRR Focal Person can only do his/her tasks every weekend due to overlapping of activities and conflict of schedule among teachers
- Lack of competencies in certain thematic areas such as providing psychosocial intervention/counseling after the traumatic experiences from disaster, mastery in fire drills, CSS training, guidelines and objectives of Save the Children
- Action plan was not 100% implemented or late in the implementation due to time restrictions, or not all modules were rolled-out, but more on forms
- Not enough funds, lack of resources/materials to improve resiliency Lack of materials/equipment, Lack of tools and equipment
- Lapse of communication, the causes of which is multi-faceted – information does not reach its intended recipients because of bureaucratic procedure or no internet

Among children organizations in both Muntinlupa and Bulacan

Students' organizations mentioned the following as major limiting factors in decreasing order of frequency:

- Challenges from the students' side such as differences in schedule of student leaders, non-participative and non-cooperative students, students who would destroy signages, and time management or lack of time or conflict of schedule of training done on weekdays
- Logistics such as lack of supplies (first aid, wheel chair – limited only), lack of resources
- Nature of the physical structure such as on-going constructions, which become risky for students, limited space in schools, lack of rooms
- Weak communication because they did not usually meet personally to discuss their activities or agendas
- Lack of funds

Forging Sustainable Partnership

Project ENCORE prepared and trained schools on Comprehensive School Safety (CSS). ENCORE, aided with the 9 modules, and materials, enhanced teachers' competence on DRRM and SWM. Students themselves admitted that they would participate in SWM activities, if the teacher was oriented; "if not, they tend to forget it". ENCORE's materials served as reference materials for schools

Under the project ENCORE, Save the Children, together with DepEd School Division monitored schools. It conducted survey to check level of learning among students and teachers.

ENCORE was the platform for regular follow-up, which schools appreciated and got inspired to implement their DRRM, SWM plans. According to one DRR Focal Person, Filipinos need follow-up, for confirmation and affirmation. (*"Kasi ang mga Pilipino, pag wala follow-up wala yan"*)

Save the Children enhanced existing program on waste segregation.

In general, the CSS improved teachers' on DRR, SWM and facilitated the development of SDRRMG Plan.

The school formed partnership under the CSS platform. Here are the schools' partners in training, information dissemination, implementing and monitoring CSS, DRRM and SWM: Philippine Red Cross, YASDO, City and Barangay DRRMCs, Parents –Teachers Association (PTA).

They had the following partners in training:

- For training on first aid, rescue
 - Philippine Air Force, (PAF),
 - 48 Infantry Battalion

- Bureau of Fire Protection (BFP)
- DSWD on Comprehensive Emergency Program with a separate session for students and teachers
- Municipal LGU on fire safety ex-marine to conduct a talk regarding Fire Safety

Assess the contribution of the project to Save the Children's national, regional and global commitments to DRR

Project ENCORE is aligned with the national and regional and global strategies of Save the Children for risk reduction and Comprehensive School Safety (CSS) in several fronts. Caveat to this however is that ENCORE was focused on public elementary and secondary or high schools in the project sites.

First, one of ENCORE's three objectives is aligned with Comprehensive School Safety (CSS). It aimed at supporting DepEd division and district levels to build capacities of teachers to support children's DRR, CCA and environmental activities in school. It supplemented CSS goals of 1) protecting children and education workers from death and injury in schools; 2) planning for educational continuity in the face of expected hazards; 3) safeguarding education sector investments, and; 4) strengthening disaster-resilient citizenry through education.

Second is ENCORE's alignment with CSS' pillars - 1) Safe School Facilities; 2) School Disaster Management, and; 3) Risk Reduction Education. Central to ENCORE is building the capacities of the human resources, students towards achieving safe school facilities, child-centered school disaster management and integration of risk reduction in elementary and high education.

ENCORE contributed in establishing a system of building competence of teachers and supervisors on Disaster Risk Reduction Management (DRRM), Solid Waste Management (SWM) and for them to teach the same to their students and fellow teachers. Materials, such as modules, planning templates, monitoring tools, were developed to aid these teachers on DRRM and SWM. ENCORE supported the Department of Education to organize students in elementary and high schools and set up mechanism for engaging these organizations in training, planning, implementing and monitoring DRRM and SWM in schools.

Safe school facilities

DepEd Divisions of Muntinlupa City and Bulacan Province ensured that their schools were safe. Evidence included at the time of evaluation:

- One at-risk- school in one of the evaluation sites in Bulacan was transferred to another location
- Schools had access ramps for persons with disabilities had access
- Children's access to all public schools in the evaluation sites was free from physical risks (pedestrian paths, road and river crossings).
- Security cameras were installed in the school vicinities to ensure security
- Schools had water and sanitation facilities
- Schools implemented climate-smart interventions such as rainwater harvesting, school gardens

Although, scaling up the CSS pillar - safe school facilities – to improve schools' physical structure has not been widely practiced since this involves monetary investment.

School Disaster Management

Child-led, teacher-supervised school disaster management was widely practiced throughout the evaluation sites. ENCORE provided support and guidance to:

- policy development and policy implementation at sub-national and school-site levels for site-based hazard assessment and planning for risk reduction, and response preparedness as part of regular school management

- roll-out, monitor and evaluate child-led, disaster risk reduction management with school committee officers, staff, students, parents and community stakeholders
- development of standard operating procedures for preparedness and response to hazards, such as regular school-wide and community-linked simulation drills (typhoons, fire, dam break, lock down), evacuation to safe haven, and safe family reunification
- Development, execution of Memorandum of Agreement between the LGUs and DepEd on the use of schools as evacuation camps and temporary shelters.
- inclusion of the needs of out-of-school youth, children with disabilities, both girls and boys in disaster risk reduction management

Risk Reduction Education

ENCORE contributed in enhancing capacities of DepEd through:

- training of teachers, school and division DRR focal persons on DRR and SWM
- integration of DRRM and SWM in formal curricula (ex. Science subjects) and strategies to scale these up through informal, extra-curricular approaches to local communities
- propagation of practices to prepare children, youth, families and the entire schools' stakeholders in responding to hazard impacts as part of formal and non-formal education.

Third, ENCORE is aligned with Comprehensive School Safety related to policy and practices on disaster management at regional, district and local school site levels.

Fourth, through ENCORE, multi-hazard risk assessment was done by students in schools and by the Brgy. DRRMC in communities. Its results were used as Evidence for school and community-based DRR planning.

Fifth, ENCORE contributes in enhancing cross-cutting global thematic areas particularly resiliency, child participation and child programming. It pushes the agenda in schools and in LGUs at different administrative and political levels, for children's rights to plan, implement and monitor DRR, SWM program. It seeks to improve the over-all status of all children – no matter who they are, where they are.

Conclusion

In summary, this evaluation showed evidence (both in documentation and interview/FGD results) that ENCORE's objectives relative to CC-CBDRM plans and implementation, system for coordination and capacity development, youth and child participation in DRRM, establishment and strengthening of DRR structures within LGUs were achieved. ENCORE provided evidence that can serve as a template for a nation-wide implementation of child-centered DRRM in communities and schools.

The following table describes the scenario before and during ENCORE implementation.

	Before ENCORE	During ENCORE
Improvement in capacity of LGU officials and other stakeholders		
Leaders of child-centered, community-based DRRM	Focal persons in municipal LGU, were non-permanent coordinators	Established municipal DRRM Offices and employed DRRM Officer, organized Barangay DRRM Committees. The MDRRMO has operational center, established command system, personnel capable of risk assessment, with clearly defined tasks, roles and responsibilities.
Presence of child-centered, community-based DRRM Plan	DRRM Plan was not child-centered	Already established, rolled-out, All barangays have plan
Coordinating mechanisms before and during disaster response	While the LGUs and national government agencies had their respective mandates on DRR, these were not interconnected, strategies and activities were not coordinated.	Established and enhanced coordinating mechanisms with the offices in place
Child/youth participation in DRRM activities	There was no means by which the youth/children could participate, and most of all, and the DRRM plans were not child-centered.	Organized youth and children actively participated in LGU planning in CC-DRRM, at the provincial, municipal and barangay levels Youth participation was activated because of the strengthened mechanism for coordination. Youth participation in DRR and MCPC planning became the norm, as child-centered planning and youth empowerment were LGUs' top priority.
Developed and implemented SWM, linked to DRR		
Presence of school/community-based, child-centered SWM plan	Non-existent	Already established, rolled-out, All schools in initial project sites for SWM have enhanced plan
Leaders of child-centered SWM	Focal persons in LGU, but nobody in schools	Established municipal, barangay and school leaders (teachers as Focal Persons and students)
Organizational structure in charge of SWM in school and communities	Not active	Active, with the SWM Board and SWM Committees, assigned SWM focal persons in every school, assigned committees, clear tasks, and reports

	Before ENCORE	During ENCORE
Youth/student participation in SWM programs, projects and activities	None	Students and out-of-school youth lead/participate in SWM training, planning, implementation, monitoring in schools and communities. SWM fortified child-centered governance and programming of LGUs and schools.
Capacity of Department of Education to integrate and strengthen risk reduction and resilience in schools		
Presence of school/community-based, child-centered DRRM plan	Non-existent	Already established, rolled-out, All schools have enhanced plan
Organizational structure in charge of DRRM in school	Not active	Active, with assigned focal persons in every school for DRR, DepEd Division, assigned committees, clear tasks, and reports
Child/youth participation in DRRM activities	Not active	Organized youth and children actively participate
Youth/student participation in coordinating mechanisms in DRR/CCA	None	Students lead/participate in DRR training, planning, implementation, monitoring in schools.

Their training through ENCORE, as systematically set up by the TWG, and done by Master Trainers, capacitated the LGUs and schools in planning, implementing, monitoring Child-Centered DRRM and SWM. It fortified child-centered governance and programming of LGUs and schools and showed viable examples of child/youth participation. It also exhibited that students can lead and develop programs with minimal teachers’ supervision.

ENCORE is values-laden. It helped in forming and/or strengthening values of different stakeholders who led, or participated in ENCORE. And this is important in developing transformative leaders. These were the values that the stakeholders expressed:

- Solidarity, team work among youth leaders, their students’ organizations, teachers, DRRM offices and committees
- Teachers’ trust and confidence in students “A good leader is a good follower”
- Feeling of responsibility, commitment to the cause
- Empowerment/confidence as youth
- Utilize the learning from the training they gained once they encounter real scenario
- Discipline in performing their tasks and in ensuring that they achieve expected results

ENCORE’s outputs mutually reinforced the resiliency of communities, LGUs and schools. ENCORE participants honed their competence to extend, involve and teach the entire family and people around about DRRM, alert families and communities on DRR, be prepared always. They were able to apply these learnings as they became more confident after the training.

ENCORE provided a benchmark for systematic collaborative efforts among LGUs (of different administrative levels such as provincial, city, municipal, barangay LGUs), national and regional government agencies (DepEd and DILG), communities, and organized children and youth in institutionalizing Child-Centered, Community-Based DRRM.

Recommendations

ENCORE provided evidence that can serve as a template for a nation-wide implementation of child-centered DRRM.

The evidence as proof of practice generated by ENCORE can be used for policy interventions at the national level specifically at DILG and DepEd. The success of integrating DRRM in School Investment Plans, and integrating SWM into DRRM and Climate Change Adaptation (CCA) indicates that these should become standard, nationwide practice.

Specifically, the following recommendations are being put forward:

1. To advocate for Department of Education (DepEd) and Department of the Interior and Local Government to issue a national policy to make child-centered DRRM planning a nation-wide practice among LGUs, schools (elementary, secondary, college-level in both public and private schools).
 - Both the DILG and DepEd can issue a joint memorandum on enhancing the planning process for CC-CBDRRM. Both or either of the agencies can issue a guidebook spelling out the principles, guidelines, processes, procedures for planning for schools, barangay/municipal/city/provincial LGUs.
 - Integration of CC-DRRM into LGU plans will be easily acceptable since the approval of Barangay LGU plans is done by City or Municipal LGU. And plans of Municipal LGUs are approved by the Provincial LGUs.
 - Integration of CC-DRRM into school plans will also be easy since public schools are not devolved to LGUs
 - To compel private schools and higher educational institutions, this policy can be integrated in the accreditation standards or guidelines of accreditation bodies and of the Commission of Higher Education.
2. For DepEd and Local Government Units (LGUs) to implement child-centered DRRM in schools and communities nationwide with due considerations to gender, cultural and ethno-linguistic diversity of the Filipino youth and children.
 - This can also be integrated into the policy as mentioned in number 1.
 - The language to be used in instructional materials should be weighed carefully
 - Tools should be sensitive to gender, special needs of users (teachers, student organizations, students, DRR focal persons, DRRM officers and council members)
3. Develop a formal training system for DILG and DepEd on resiliency, DRRM, Climate Change Adaptation, Comprehensive School Safety.
 - Training on CC-CBDRRM has to be part of a standard capability building training system for LGUs at all administrative levels from Barangay, Municipal, City, and Provincial LGUs.
 - In the same manner, CC-SBDRRM should be part of a standard training system for school DRR focal persons.
 - The system, structure, practices, tools generated or produced or facilitated by ENCORE should become the benchmark for implementing CC-DRRM in schools and communities.
4. Put in place a monitoring and evaluation (M & E) system for child-centered DRRM and SWM
 - This can be jointly managed and funded by both DILG and DepEd. LGUs, although they are autonomous, look up to DILG politically and technically. Meanwhile, DepEd has full authority over schools. It can set up an M & E system across schools, nationwide.
 - A baseline M & E can be done covering the two project sites (Bulacan and Muntinlupa), representative sites in Visayas and Mindanao.

- The results of this M & E system can be used as basis for performance-based incentive mechanism for schools, LGUs.
 - Indicators have to be studied further and these may include, but not necessarily limited to:
 - Process indicators such as trainings and coordinating mechanism
 - Outputs such as competencies developed among DRRM council members, DRR focal persons, student leaders
 - Outcome indicators including drop-outs from school due to calamities, child protection and nutrition security before/during/after calamities.
5. To further provide evidence on the effectiveness of Project ENCORE, there has to be a corollary study among households in ENCORE areas. In addition, there should be an intervention directed at the household level to strengthen ENCORE's effects on the family via the students, schools, and barangays. This intervention must ensure that the behavioral change as initiated by ENCORE gets institutionalized and become part of the culture.
- Schools in project sites need to continue engaging Parents-Teachers Associations (PTA)
 - In non-project sites, schools need to integrate DRR, CCA and SWM in their PTA activities
 - On the other hand, DRR, CCA and SWM should be integrated in LGU assemblies, which are popular means of community engagement nationwide
 - LGUs can regulate waste management at household level, coupled with an incentive mechanism similar to the policies implemented in project sites
6. Based on ENCORE's tools and experiences, a forecast-based financing mechanism can be developed for schools and LGUs to improve their resiliency. This financing mechanism can ensure that children and youth continue their education, maintain their participation and general well-being despite calamities. Expenses for premium payment, required investments can be budgeted under the long-term strategic and annual operational plans of DepEd, DILG, LGUs and schools.
- Since they perform extra tasks that are hazardous, DRR focal persons and volunteers (LGU and schools) can be insured with the Government Social Insurance System
 - Insure physical structures such as schools against fire, earthquake, flooding. This is not usually done.
 - Using the results of hazard and vulnerability assessment conducted in schools, communities, the government can invest relocating and building physical infrastructures (schools, barangay/municipal/city/provincial hall) in safe environments. Such strategy will require investments by government.
 - Build new schools in accordance to the standards of Comprehensive School Safety, requiring a new set of standards, program of work, and investment by government.
 - DepEd, DILG and the LGUs can also join forces to invest in setting up a system whereby students can continue their studies, unhampered when there are calamities affecting schools and communities. This can be either through internet based modules enabling students to continue their studies at home and interact with their teachers/advisers or by continuing their classes, face-to-face with their advisers in other safe schools.

Annexes

Annex I. Evaluation Respondents

Table 1. Number of FGD

Area	BDRMC	School DRR Focal Persons	Youth Leaders
Muntinlupa	4	0	10
Bulacan	10	9	18
Total	14	9	28

Table 2. Total Number of Respondents, Bulacan and Muntinlupa

Area	M	F
Bulacan (LGUs, DepEd, Students, DILG)	169	198
Muntinlupa (LGUs, DepEd, Students, DILG)	59	88
TOTAL	228	286
OVERALL TOTAL	514	

Table 3. Number of Key Informant Interview Respondents

LGU		
Area	M	F
Bulacan	12	11
Muntinlupa	5	9
Total	17	20

Education Sector		
Area	M	F
Bulacan	5	8
Muntinlupa	1	2
Total	6	10

DILG		
Area	M	F
Bulacan	1	
Muntinlupa		1
Region III	1	1
National	2	
Total	4	2

Table 4. Total Number of Focus Group Discussion Participants, Bulacan and Muntinlupa

LGU			Education Sector		
Area	M	F	Area	M	F
Bulacan	25	30	Bulacan		
Muntinlupa	4	7	DRR Focal Persons	27	23
TOTAL	29	37	Youth/Children Leaders	98	125
			Muntinlupa		
			DRR Focal Persons	10	6
			Youth/Children Leaders	37	63
			TOTAL	172	217

Table 5. Total Number of Youth/Children Leaders as FGD Participants, Bulacan and Muntinlupa

Area	M	F
Bulacan Youth/Children Leaders	98	125
Muntinlupa Youth/Children Leaders	37	63

Annex II. ENCORE TWG Members from DILG, DepEd, LGUs

Table 6. TWG Members

Office	Name and position of official member	Name of alternate member
National Barangay Operations Office	Simeon P. Garcia Local Government Operations Officer VI	Rufino DC Zafaralla Local Government Operations Officer V
Department of the Interior and Local Government	Darwin D. David OIC Provincial Director	Benjamin M. Lastrollo Local Government Operations Officer V
Department of the Interior and Local Government Region 3	Lerrie S. Hernandez Local Government Operations Officer VII	Glenn P. Cosio Local Government Operations Officer V
Department of the Interior and Local Government National Capital Region	Renato L. Brion, CESO III Regional Director (on leave)	Lorna C. Cruz Chief RBMD
Council for the Welfare of Children	Flordeliza M. Gultiano OIC Localization and Institutional Division	Ma. Carmela Joven Planning Officer II
Department of the Interior and Local Government City of Muntinlupa	Marcelina B. Mojica Cluster Head Local Government Operations Officer VI	James Christopher F. Fadrilan Local Government Operations Officer V
Provincial Disaster Risk Reduction Management Office Province of Bulacan	Felicisima L. Mungcal Local DRRM Officer	Rita A. Libiran Public Services Officer IV
City Disaster Risk Reduction Management Office Muntinlupa City	Analya A. Mercado OIC- DRRMO/ Department Head CSWDO	Ronald B. Suitado Head Training Division
Provincial Social Welfare and Development Office Province of Bulacan	Rowena J. Tiongson Provincial Social Welfare and Development Officer	Diana V. de Ocampo Project Development Officer II ECCD Focal Person
Department of Education Region 3	Mr. Albert A. Manlutac Designated DRR Focal Person	Engr. Thelma G. Tablada Education Program Supervisor
Christopher B. Albino Master Teacher I/OIC Principal Ricafort Elementary School/ San Isidro Elementary School	Mr. Marcos M. Dela Cruz Chief of School Governance and Operations Division	Mr. Pedro Lacap DRR Focal Person, DepEd Division of Bulacan Ms. Evangelina Cristobal School Principal Ramona Trillana High School Mr. Michael Santos School DRR Coordinator Ramona Trillana High School

		Mr. Gerald Bonustro School DRR Coordinator Hagonoy West Central School
Department of Education, Division of City Schools City of Malolos	Ms. Cynthia Briones Chief of School Governance and Operations Division	MS. Mary Grace San Pedro Project Development Officer/ DRR Focal Person
Department of Education, Division of City Schools City of Meycauayan	Ms. Velsilita Nicolas Education Program Supervisor II	Mr. Federico P. Cachero, Jr. DRR Focal Person
Department of Education, Division of City Schools City of San Jose del Monte	Mr. Manuel Caliboso DRR Focal Person	Mr. Christopher B. Albino Master Teacher I/OIC Principal Ricafort Elementary School/ San Isidro Elementary School
Department of Education National Capital Region	DR. GENIA V. SANTOS Education Chief, Education Program Supervisor II (former NCR DRR Coordinator)	Mr. Raldy De Dios Teacher III Las Pinas Elementary School
	DR. JOCELYN V. MARCIAL, Chief, Education Support Services Division (Acting NCR DRR Coordinator)	Mr. Perlito Manalad Project Development Officer

Annex III. Number of Master Trainers for LGUs, DepEd and SWM

Table 7. Number of DepEd Master Trainers

Department of Education Divisions	Number of DepEd Master Trainers
DepEd NCR (excluding Muntinlupa Division)	27
DepEd Muntinlupa Division	19
DepEd Bulacan Province (4 Divisions)	93
Total	139

Table 8. Number of LGU Master Trainers

LGUs	Number of LGU Master Trainers
Muntinlupa LGU	15
Bulacan LGUs	70
Total	85

Table 9. Number of SWM Master Trainers

LGUs	Number of LGU Master Trainers
Muntinlupa LGU	22
Bulacan LGUs	49
Total	71

Annex IV. List of barangays per municipality, Bulacan Province with roll-out trainings.

Table 10. Municipalities and Barangays with Roll-out Trainings, Bulacan Province

Municipality	Number of Barangays (villages) with rolled out trainings	Number of high-risk Barangays with rolled out trainings
Bocaue with 2 Master Trainers	17 out of 19 Barangays	15
Bulakan with 3 Master Trainers	14 out 14 Barangays	14
Calumpit with 3 Master Trainers	28 out of 29 Barangays	18
Hagonoy with 3 Master Trainers	24 out of 26 Barangays	21
Marilao with 3 Master Trainers	16 out of 16 Barangays	12
Norzagaray with 3 Master Trainers	13 out of 13 Barangays	12
Obando with 4 Master Trainers	6 out of 11 Barangays	4
Paombong with 3 Master Trainers	13 out of 14 Barangays (DILG-initiated)	4
Plaridel with 3 Master Trainers	19 out of 19 Barangays	0

Annex V. Implementation of Municipal Disaster Risk Reduction Management Plans

Municipality of Bocaue, Bulacan	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
<p>Training on CC-CBDRM, Child protection, Children in Emergencies, Basic Life Support, drills, psychosocial support or first aid among the youth, resiliency for all barangays</p> <p>Planning on CC-CBDRM</p> <p>Implementation of CC-CBDRM programs, projects, activities</p> <p>Monitoring of CC-BDRRM programs, projects</p> <p>Information dissemination Creation of</p> <ul style="list-style-type: none"> • Demographic maps • Warnings • Hazard maps 	<p>Based on the extracted documents:</p> <p>BOCAUE DRRMO ACCOMPLISHMENT REPORTS [Prepared by Mr. Rodante Galvez but unsigned]: 3rd Quarter 2015 4th Quarter 2015 3rd Quarter 2016 1st Quarter 2017</p> <p>ACCOMPLISHMENT REPORTS 3rd Quarter 2015</p> <p>Administration and Trainings: -Conducted orientation on Preparedness Plan Orientation to Public and private schools - Conducted orientation on Preparedness Plan Orientation regarding anti-Dengue information dissemination.</p> <p>- Facebook Account: Bocauerescue2015@gmail.com: Social Network Account, for posting updates, announcements, and interaction with the public:</p> <p>Procurement of PPEs and other Rescue Tools and WASAR Equipment: Accomplishment: *Bocaue Rescue: Assisted/participated/observed responses and services.</p> <p>Rescue Operations: Conducted BLS/First Aid to victims of vehicular accidents: Accomplishments: Responded to distress calls of any untoward incidents within and nearby towns of Bocaue.</p> <p>Sept. 18, 2015: Participated in Bulacan-wide earthquake and Dam break simex @ Norzagaray. September 26, 2015: Set-up First Aid Station@Phil. Arena.</p> <p>ACCOMPLISHMENT REPORT 4th Quarter 2015</p> <p>Oct. 7, 2015: EDDIS II Athletic Meet, provided medical assistance. Oct. 21-22, 2015: Participated in the rescue operation @Calumpit After the onset of Typhoon Lando. Oct. 23, 2015: Gave and delivered relief goods for evacuees affected by Typhoon Lando @ Calumpit. Oct. 24, 2015: Set-up First Aid Station @ Phil Arena. Nov. 1-2, 2015: Provided medical assistance at Oplan Kaluluwa.</p>

Municipality of Bocaue, Bulacan	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
	<p>Nov. 7-8, 14-15, 2015: Provided medical assistance during the St. Paul College’s month-long 70th Year celebration. Dec.3, 2015: Conducted BLS-CPR training for BHW, NDPs and midwives.</p> <p>ACCOMPLISHMENT REPORTS 3rd Quarter 2016</p> <p>July 24: Applied I.C.S. for the celebration of “Fiesta ng San Juan Bautista” June 24-July 2: Applied I.C.S. for the celebration of “Novenario” July 3: Applied I.C.S. for the celebration of “Fiesta ng Krus sa Wawa” July 18-25: Training on High Angle Rescue & Collapse Structure Search and Rescue July 26: Competed in the 6th Provincial Rescuelympics. Won “Best in Collapse Structure Search and Rescue; 1st Runner up Over-all. July 27: Assisted in the Regional Rescuelympics as Standby Medics. July 29-30: Save the Children Seminar. August 3-5: WASAR Training and DRRMO Planning Workshop. Aug. 7: Provided medical assistance during the “Hatiran” of Krus sa Wawa. Aug. 11: Conducted BLS/First Aid Training for JILCF Faculty’ Aug. 13: Conducted BLS/First Aid Training at Lolomboy Elem. Faculty Aug. 14: Conducted earthquake drill and Simex @Bunio E/S Aug. 23: Conducted earthquake drill and Simex @JILCF. Aug. 26: Conducted BLS/First Aid Training at Batia Elem. Faculty. Sept. 1: Attended ‘LCE &DRRMOs orientation on PDRA, ICS & RDANA Sept. 9: Assisted in the “Hakbang para sa Kabataan” as Standby Medics. Sept. 10: Assisted in the “Singkabanas Festival” as Standby Medic. Sept. 13: Conducted Information Education Campaign regarding Geo-hazards for all 19 Brgys. Sept. 27: Participated in National Simultaneous Earthquake Drill@ City of San Jose del Monte. Sept. 28-29: Attended Executive Legislative Agenda @ the Nest. Oct. 1: Relief Operations at Brgy. Bambang from Sen. Joel Villanueva. Oct. 4: Flash flood monitoring Oct. 11: Flash flood monitoring Oct. 12: Applied I.C.S. for the Blasting Incident@Brgy Binan Ist. Oct. 3: Speaker ICS overview for all Brgys of Hagonoy.</p> <p>-6th Provincial Rescuelympics, Best in Collapse Structure Search and Rescue; 1st Runner Up Over-all -National Simultaneous Earthquake Drill@ City of San Jose del Monte -BLS/First Aid Training for JILCF Faculty -Informational Education Campaign Regarding Geo-Hazards for all 19 barangays -Applied I.C.S. for the Celebration of “Fiesta ng Krus sa Wawa” -Relief Operations at Brgy Bambang from Sen. Joel Villanueva. -Earthquake Drills and Simex @JILCF</p> <p>ACCOMPLISHMENT REPORTS 1st Quarter 2017 Activities/Accomplishments</p> <p>Dec. 28-Jan. 2, 2017: Oplan Paputok. Achieved zero casualty target.</p>

Municipality of Bocaue, Bulacan	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
	<p>Jan. 17, 2017: Seal of Good Governance ExeCom Meeting.</p> <p>Jan. 18, 2017: Walk Through for Planned ICS for WACOM4</p> <p>Jan. 19, 2017: Implementation of Planned ICS for WACOM4.</p> <p>Augmentation for implementation of ICS for Halamanan Festival @ Guiguinto.</p> <p>Jan. 23-27, 2017: Attended and completed ICS Level 2 (Integrated Planning) – Got highest Score in written exam.</p> <p>Jan. 24, 2017: Participated in the clean-up drive@Bocaue Public Market.</p> <p>Feb. 1: Incident Management Team Briefing for CLARAA 2017</p> <p>Feb 5-11: Bocaue Rescue Stand by Medics for CLARAA 2017</p> <p>Feb. 7-10: Participated in Mayor Joni’s Barangay Engagements @ Brgys. Antipona and Binang 1st.</p> <p>Feb. 15 and 17: Conducted BLS-CPR at Bahay Pagbabago. Trained 18 Reformists.</p> <p>Feb. 18: Bocaue Rescue Stand by Medics for MVB Cup at Ciudad de Victoria.</p> <p>Feb. 20: Attended Save the Children Workshop at Club Royale.</p> <p>Feb. 21-22: Conducted BLS-CPR Training at Bulacan Polytechnic College. Trained 148 Senior HS students.</p> <p>Feb. 23: Standby Medic for LMP General Assembly at Brgy Tambubong (Stevia Farm). 2 injured treated.</p> <p>Feb. 27: Bocaue Rescue Stand by Medics for 1st Bocaue Color Run</p> <p>Feb. 27: Attended LiDAR Hazard Mapping Conference at Xenia Hotel, Pampanga. Got Flood and Ground Shaking Hazard Maps of Bocaue.</p> <p>Feb. 28: Bocaue Stand-by Medics and assisted in facilitating the 3rd Bocaue Fire Olympics</p> <p>March 1: Conducted Motorcade with BFP for launching of Fire Prevention Month</p> <p>March 6: Training for First Aid of Regional Participants for Fire Olympics. Trained 15 participants.</p> <p>March 7: Participated in Mayor Joni’s Brgy Engagements @Brgy Sulucan.</p> <p>March 9: Participated in Major Joni’s Brgy Engagements @ Brgys Bagumbayan.</p> <p>Mar. 10: Physical Fitness and Self-defense Launching at Malolos Capitol Gym. 126 rescuers participated from 24 LGUs</p> <p>March 15: Conducted BLS: CPR Training at Bulacan Polytechnic College at Bulacan Polytechnic College. Trained 62 College students</p> <p>March 16: Attended Materials Orientation Seminar.</p> <p>Mar. 21: Attended Incident Management Team Meeting in preparation for ICS on Earthquake, Fire Suppression ad Collapse Structure Search and Rescue Simulation Exercise.</p> <p>March 25: Set-up of ICS Facilities for Earthquake, Fire Suppression ad Collapse Structure Search and Rescue Simulation Exercise.</p> <p>Mar. 28: MDRRMO Bocaue participated in ICS on Earthquake, Fire Suppression ad Collapse Structure Search and Rescue Simulation Exercise. Increase knowledge in ICS on CSSR.</p> <p>Mar. 30: Attended Sectoral Meeting for Different Councils</p> <p>Mar. 31: Attended Local Council for the Protection of Children Meeting with Save the Children Foundation.</p>

Municipality of Bocaue, Bulacan	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
	<p>Budget, 2017: P14,374,609.80. This budget, detailed in the Mun. Of Bocaue Local DRRM Fund Investment Plan, January-December 2017, was prepared, signed and submitted by Rodante S. Galvez, PTRP, MDRRM Officer noted by Atty. Virginia S. Jose, Municipal Administrator and approved by Municipal Mayor, Hon. Eleanor J. Villanueva-Tugma.</p> <p>May 22-26, 2017: DWSD BUB Project, Youth and Women Welfare Program, Forest View, SBMA, Subic, Zambales. Participants: 400 Aim: Strengthening barangay council for the Protection of Children and capacitating participants with knowledge and skills in handling cases of abused women and children, children in conflict with the laws as well as human trafficking [Project Completion Report, DSWD BUB Project Youth and Women Welfare Program, Bocaue, Bulacan]</p>

Municipality of Bulakan	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
LOCAL DISASTER RISK REDUCTION AND MANAGEMENT (LDRRM) PLAN, 2017 – 2025	
<p>Conduct hazards mapping and assessment at town to barangay levels</p> <p>Advocacy for the implementation of the building code and use of green technology</p> <p>Conduct inventory, vulnerability and risk assessment for critical facilities and infrastructures</p> <p>Develop guidelines on the redesign-retro-fitting or operational modification of infrastructure</p> <p>Integrate DRRM and CCA in the building code and local ordinances</p> <p>Conduct vulnerability assess</p> <p>Installation of flood marker and staff gauge at flood prone area on a regular basis and as the need arises</p> <p>Planting of trees</p> <p>Implement zoning and land-use policy/policies</p> <p>Training of LGUs on understanding of hazard maps & for integration for local planning Identification/formulation of standard reporting</p> <p>Creation of LDRRM office</p> <p>Convene Local DRRM Councils per R.A. 10121</p>	<p>Training on CC-CBDRRM thru ENCORE-Save The Children facilitated to come up CC-MDRRM Plan as basis of their implementation and integration of child-centered activities and youth participation on DRR.</p> <p>Roll-out the trainings in 14 barangays thru the assistance of Save.</p> <p>Capacitated and empowered Barangay councils.</p> <p>Barangays with structure, roles and functions are active and aware on DRR.</p> <p>Barangay has flood marker and rain gauge in the municipal hall</p> <p>Familiar on plotting of maps: hazard, vulnerable and risk maps on DRRM</p> <p>Maps of all children, their residence areas</p> <p>Functionality of LCPC: EO No. 2016-017 Series of 2016 – Reorganizing the Municipal Council for the Protection of Children (MCPC) EO No. 2017-007 Series of 2017 - Adoption of Municipal Early Childhood Care Development Coordinating Committee Tambayan Kautusan Blg. 11-195 – Kautusang Nagtatakda ng Malawakang Sistema ng Suporta sa Kapakanan Ng Mga Bata Na Makikilalang Kodigong Nagtatakda Ng Mga Kautusan Ukol Kapakakanan Ng Mga Bata Sa Bayan ng Bulakan (Children’s Welfare Code) Municipal Ordinance No. 14 – 214 – An Ordinance Prohibiting Home Births In The Municipality of Bulakan, Prohibiting Traditional Birth Attendants To Deliver Babies And Requiring All Professional Health Practitioners To Deliver Babies Only In Health Facilities.</p> <p>Heightened awareness of barangay officials , how to prioritize the safety of the child</p>
<p>Submission of utilization of the LDRRM Fund for review</p> <p>Review of existing IEC materials Production and Pre-testing of IEC material</p> <p>Increase awareness of students on DRRM</p> <p>Conduct of drills and simulation exercises</p>	<p>Identify vulnerable groups (i.e. PWDs, Senior citizen), not only children</p> <p>Learn how to handle families, monitoring, camp management and profiling (sex disaggregation)</p> <p>Ways to prepare on disaster All barangays have supplies/equipment for rescue</p>

<p>Conduct trainings on the use of Multi-Hazard Maps on Local Planning</p> <p>Identification/Assessment of temporary and permanent evacuation centers</p> <p>Organize emergency response team down to Barangay level</p> <p>Develop the local DRRM plan</p> <p>Conduct contingency planning, knowledge management and training activities</p> <p>Stockpiling and prepositioning of resources</p> <p>Establish the DRRM Operations Center</p> <p>MOU/MOA with contractors, school administrator, local suppliers, NFA and concerned agencies</p>	
<p>Activate Operation Center (OpCen) and Incident Command System (ICS)</p> <p>Issue public advisories in accordance with the protocols developed</p> <p>Activation of relief distribution points/centers</p> <p>Activation of assessment teams as needed</p> <p>Using the latest DANA assessment tool, consolidate, analyze and disseminate data by the local DRRM Council</p> <p>Develop and implement a system for SRR and proper disposal with concerned agencies</p> <p>Activate an evacuation system and/or set of procedures</p> <p>Identification of standard-based relief shelters and sites</p> <p>Provision of tents and other temporary shelter facilities</p> <p>Implement a set of minimum standard for temporary shelters</p> <p>Establishment of child-friendly spaces/temporary learning area in the evacuation center for continuity of education</p> <p>Provide spaces for people’s livestock, poultry and</p>	<p>Plan was practiced in Typhoon Lawin – evacuation was well-organized – 2 coastal barangays affected (100% served)</p> <p>Evacuation center has Child Friendly Space and playground</p> <p>Children are priority for food and non-food assistance</p> <p>Child protection on abuse family/ community</p> <p>Psycho-social (with trauma)</p> <p>With MOU with groceries (i.e. Rabi Sari-sari) for the relief goods</p>

<p>pets in the ECs</p> <p>Conduct livelihood-oriented activities for internally displaced persons</p> <p>Medical consultation and nutritional assessment Assessment of water quality and conduct of quick damage repairs and road clearing operations</p> <p>Determination if there is enough clinics and hospital to address the casualties</p> <p>Immediate restoration of lifelines</p> <p>Psychosocial programs and referral</p> <p>Conduct of traumatic and/or psychological stress debriefing</p>	
<p>Conduct Post-Disaster Needs Assessment (PDNA)</p> <p>Identify the needed assistance and formulate/implement appropriate programs</p> <p>Identify/mobilize funding sources</p> <p>Identify and provide suitable relocation sites for affected population</p> <p>Design/construction of disaster resilient housing</p> <p>Conduct trainings for social preparation of host communities and those that will be relocated to reduce conflict</p> <p>Organize/construct core shelter/engage in Cash for Work/Food for Work</p> <p>Undertake the necessary rehabilitation or repair of damaged infrastructures</p> <p>Implement building code and promotion of green technology</p> <p>Close monitoring and/or tracking of approval of infrastructure projects and permits</p> <p>Develop systems for appropriate risk protection measures</p> <p>Conduct of post-disaster/conflict needs analysis with affected communities</p> <p>Develop systems of support and communication among key stakeholders</p> <p>Build capacities of psychosocial care providers</p>	<p>Mobilization of funding, LGU cannot afford the total budget Health and nutrition (Medical mission)</p> <p>The municipality has not experienced yet strong typhoons, but the respondents said they are aware what to do on disaster.</p> <p>Those coming from the coastal areas do not see the typhoons as disasters; they are happy because they had more fish catch (“Yung mga nasa coastal di nila nakikita na disaster ang bagyo, happy sila kasi marami silang huli”)</p>

Municipality of Calumpit	
Implemented elements or activities in the Plan	Evidence of implementation based on the FGD or KII or documents
Child-Centered Municipal Risk Reduction and Management Plan (CCMDRRMP) 2016-2021	
<p>Disaster Preparedness</p> <p>Training & Capability Building Programs</p> <p>Training, orientation on First Aid/BLS-CPR</p> <p>Orientation on Earthquake/Earthquake Drill, Fire Drill/Fire Safety/Dam Break Drill</p> <p>Attendance to other trainings, convention on DRRM Child-Centered Community-Based- Barangay Disaster Risk Reduction & Management Refresher/Orientation/Training</p> <p>Contingency Planning</p>	<p>Training on CC-CBDRRM thru ENCORE-Save The Children facilitated to come up CC-MDRRM Plan as basis of their implementation. Training is aligned in compliance with RA 10121 and RA 10821.</p> <p>CC-CBDRRM Training guided them on how to integrate child-centered activities and youth participation on DRR.</p> <p>They rolled-out the trainings in 28 barangays thru the assistance of Save the Children. They shared cost (materials and meals for three days). MDRRMO for the venue and identification of DRR focal person at the barangay.</p> <p>2 barangays rolled-out the training to their community including Task Force Kabataan using SK fund</p> <p>Youth participated in CC-CBDRRM and their activities were integrated. Ex. earthquake drill, quiz bee served as awareness on DRR. They were supervised to ensure that the child-centered activities were integrated in the BDRRM Plan. They were included in the planning and became members of MDRRMC, actively participated in the roll-out at the Brgy level</p> <p>Barangays were guided using the templates provided by Save to come up with a good BDRRM plan and submitted it in DILG for the budget allocation with technical assistance of MDRRMO</p> <p>In previous experiences, DRRM plan was general. Thru Save they developed DRRM plan with integrated strategies prioritizing the child/youth, vulnerable groups (i.e. PWDs, senior citizen).</p> <p>Developed Family Disaster Preparedness Plan Part of the training is to have Family Disaster Preparedness Plan. They extended and shared the plan with their families and communities, to make them aware where to go and see each other after the disaster</p> <p>Attendance in CC-CBDRRM activities Hazard mapping and Risk Profile with youth involvement. Enhance knowledge on hazard and risk profiling</p> <p>MOU with Save the Children</p> <p>Province conducted leadership camps for students – as recipient of SHINE. Save adopted and piloted it in four barangays: Frances, Sta. Lucia, F. Mendoza Annex, and Gat Buca. They taught on how to read rain gauge and hydrological data</p>
<p>Information and Education Campaign</p> <p>- Conduct of training on first</p>	<p>Conducted DRR awareness and orientation</p> <p>Coordinated and conducted earthquake drill in schools</p>

Municipality of Calumpit	
Implemented elements or activities in the Plan	Evidence of implementation based on the FGD or KII or documents
Child-Centered Municipal Risk Reduction and Management Plan (CCMDRRMP) 2016-2021	
Aid/orientation on Fire Safety/Fire Drill - Publication, handouts, signages, public announcement, social media, IEC for community	Conducted basic orientation on BLS in schools. Piloted flood drill in three barangays (Balungano, Frances and Poblacion) including youth as participants. The children were oriented while re-painting the flood marker and colors of safety Orientation on DRRM of selected students (earthquake, fire and flood drills) with the assistance of BFP MDRRMO continued the awareness raising and information campaign and dissemination. Availability of IEC materials.
Networking and Linkages	Coordination with the implementing partners Submitted BDRRMC plan Monitored BDRRMC monthly meeting
Disaster Prevention & Mitigation A. Local Flood Forecasting & Early Warning Systems	Installed early warning system. Communities were aware of this early warning system located at Brgy. Caniogan Gauge. A CCTV was installed in the radio room. Provision of alert/advisory thru radio communication. Monitoring of weather forecast, 17 evacuation centers (schools) and 3 Multi-Purpose Center.
Disaster Response A. Activation of the MDRRMC and its members	Mobilization of MDRRMC and other partner agencies' services for warning, rescue, evacuation, disaster, relief, medical, fire brigade and damage control Created MDRRMO office and hiring of staff based on RA 10121
B. Evacuation	In time of disaster, barangays were aware of the evacuation camps, and evacuation process because of the training and apply it. MSWDO managed the evacuation center and ensure that there was Child Friendly Space. Tapped youth on Packaging of relief goods
Disaster Rehabilitation and Response	

Municipality of Marilao	
Implemented activities in the CC-CBDRRM Plan	Evidence of implementation based on the FGD or KII or documents
MDRRM Plan 2016-2021 as basis of their implementation and was approved last December 19, 2016.	

Municipality of Marilao	
Implemented activities in the CC-CBDRRM Plan	Evidence of implementation based on the FGD or KII or documents
<p>A. Prevention and Mitigation Activities</p> <ul style="list-style-type: none"> • Identification of hazard, vulnerable and risky Brgy with hazard map per Brgy, landslide and flood hazard map • Community based flood mitigation and warning systems • Local Legislation (Youth and Children Code of Marilao) and Brgy Resolution • Profile of Structures • DRRM Fund and Investment <p>B. Preparedness</p> <ul style="list-style-type: none"> • Training and Capability Program • information and education campaigns (IEC Materials on hazards) • Contingency Planning on Flood and Evacuation Plan • pre –positioned stockpile of relief goods • Reporting mechanisms • Personnel capable of disaster assessment • Family Reunification Plan <p>C. Response</p> <ul style="list-style-type: none"> • MDRRMO, and Structure with define role and responsibilities, Brgy hall hotlines • Installed early warning devices • 3 list of Evacuation and guidelines on evacuation center coordination and management • In place regular operations • Operation center manned 24/7 <p>D. Rehabilitation and Recovery Not Applicable (absence of calamity)</p>	<ul style="list-style-type: none"> • Existing MDRRM and BDRRMC plans with corresponding Brgy. Resolution and hazard maps, landslide and flood hazard maps • There is youth participation and they are also member of MCPC and MDRRMC and Adaptation of Marilao Children’s Code • Roll-out of CC-CBDRRM to 16 barangays (BDRRMC, youth representative and BCPC Focal Person) • Regular meeting with Brgy. Disaster Coordinators after the roll-out <p>Specific activities:</p> <ul style="list-style-type: none"> • Training programs for children, i.e. conducted first aid training to Grade 5 students • integrated DRR plan to MCPC plan, coordination with youth and schools for drills, • Brochure for evacuation plan • Organized and trained BERT on first aid. • Coordination with schools • Part of the plan (even without ENCORE) is the Conduct of Pampamilyang Gabay, Kaalaman sa Panahon ng Kalamidad to PTA officers • Distribution of leaflets in schools and barangays • Review monthly meeting with DRR focal persons • Distributed IEC (flyers, posters) materials for DRR awareness raising • Monitoring and evaluation and family reunification forms • Participation in the earthquake/fire drill • Training on First Aid (including High School) – awareness on what are the disasters, and causes of these disasters • Partnership -MOA with DepEd – to use class rooms as evacuation center (with limited use) • IEC – info dissemination • Website for the suspension of class <p>Awareness program:</p> <ul style="list-style-type: none"> • Children in Emergency • Marilao Children’s Code Resolutions and ordinances • Disaster awareness program • First aid kit for every household • Children’s month observation • CC-CBDRRM hand-outs, videos from Save the Children • Barangay Website

Municipality of Obando	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
Obando MDRRM PLAN 2016-2021	
<p>Planning</p> <p>Dialog: Barangay and Municipal LGUs, CSO</p>	<p>MDRRM Plan was adopted by the Sanggunian.</p> <p>Coordinating meeting with each CSO, civil security organization, Solo parents, etc. at the Multipurpose Hall, basketball course.</p> <p>Kasunduan Bayan ng Obando, signed and represented by Igg. Edwin C. Santos and Solo Parents by Gng. Zenaida Caalim that Solo Parents would volunteer to help in times of calamities in evacuation camp management, relief operations and repacking of goods</p> <p>Acceptance, vigilance and training by volunteers (traffic management and responses by CSO, LLN, Solo parents, senior citizen)</p>
<p>Participate in trainings, seminars, workshop conducted by Save the Children, MSWDO</p> <p>Training on CCCBDRRM, House to house Drills: Fire, earthquake, tsunami (medium risk)</p> <p>Training –Enhanced capability to train.</p> <p>Quick response to disaster because of tools to reduce risks in disaster.</p>	<p>Urban Container Gardening Seminar, Brgy Panghulo Task Force on Youth Development, Panghulo Elementary School, Panghulo, Obando, Bulacan. (pictures dated September. 28, 2014)</p> <p>Disaster Preparedness Water Safety and Rescue Seminar, Alphina Resort Morong BDRRM May 30-31, 2015 [picture caption] BDRRM Committee in cooperation with Obando MDRRMC and Bulacan PDRRMC, May 30-31, 2015. [Picture caption]</p> <p>Save the Children and Obando MDRRMC Community-Based DRRM and Climate Change Adaptation Seminar (August 2015) [source</p> <p>Linis Kailugan (October 2015)</p> <p>Barangay Panghulo Risk Reduction Management Planning, Barangay Hall, Panghulo, Obando, Bulacan. February 8, 2016</p> <p>Rescue equipment: Life jacket, motor for motor boat, life savers</p> <p>Bagyong Pedring, Brgy, Panghulo, Obando Bulacan, September 27, 2011. [Pictures of flooded barangay. Houses with half the house submerged in water, rescue boat, people evacuating, people using boat for transportation]. Source: Sanguniang Barangay ng Panghulo 2016, Barangay Panghulo Rescue BDRRMC.</p>
<p>Awareness raising among communities on preparedness</p> <p>Standard, IEC campaign, hazard mapping</p>	<p>Kaluskos Musmos: Cartoon viewing on disaster preparedness. One of the activities with best result</p> <p>Earthquake Drill, June 22, 2016, Obando School of Fisheries (OSF)</p> <p>Seminar on Fire Protection, September 26, 2016 with SF01 Jorge A. Coronel, OIC/Municipal Fire Marshall; F01 Teofilo S. Ignacio and FO1 Raul E. Macamus, all from Obando Fire Department.</p>

Municipality of Obando	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
	<p>DRRMC Signages</p> <p>Active participation of youth in drills.</p>

Municipality of Paombong	
Elements or activities in the Plan that are implemented	Evidence of implementation based on the FGD or KII or documents
The Comprehensive MDRRM Plan of Paombong Bulacan (2016-2022)	
<p>The context of the MDRRM Plan: It was drafted 2016, was on the process of deliberation and for approval of funding at the time of document gathering. The present MDRRMO was newly designated (March, 2017). The trained MCPC has retired, trained principal transferred to another School)</p> <p>Implementation:</p> <p>A. Component 1: Disaster Prevention and Mitigation</p> <ul style="list-style-type: none"> • MDRRMO is designated with personnel and physical office • there is an internet connection and computer components for personnel • Directory for Brgy. and Schools <p>2. On Physical infrastructure</p> <p>3. Conduct of needs assessments, trainings and education awareness</p> <p>Paombong Bulacan Hazard map</p> <p>6 years MDDRM Plan</p> <p>On monitoring: I-implement and I-monitor system with guidance of Save the Children</p>	<p>A. Component 1: Disaster Prevention and Mitigation</p> <ul style="list-style-type: none"> • MDRRM office and DRRM structure • designated MDRRM Officer, Rudy Bartolome (plantilla position) 1 DRR focal person to mobilize for the project and program of ENCORE • on infra: still on the process of planning and assessment (example restructuring of dike) <p>Specific activities:</p> <ul style="list-style-type: none"> • Save initiated 5 days CC-CBDRM Training (Attendees: MDRMMO, DRR focal person from Nutrition, 1 former MCPC - retired and 1 principal who transferred school) • Conduct of River Clean Up, SWM • Orientation on Child Centered Evacuation Plan (LCPC plan) municipal • Awareness campaign for children (example Shine, reading rain gaze, DRR activities for children in schools. • DRRM orientations for barangays • Medical missions (led by municipal health and nutrition office), here parents are given orientation on DRRM and Child centered approach during calamities • Formative partnership, with DILG, DSWD, Health, DepEd, • Network building with NGOs like Save the Children, PIA or Paombong International Association, • Close coordination with MSWDO, Health and nutrition Office • Materials currently used: Module and videos (from Save the Children) • Conduct of Planning: MDRRM plan (contingency route and early warning and finance back up) • Monitoring: efforts were very initial • coordination and communication (conduct of meetings and orientations for Brgy and Parents • Meetings (every 3rd week of the month) • Assessments and Accomplishment reports submitted to Save the Children

Municipality of Plaridel	
Implemented activities in the Plan	Evidence of implementation based on the FGD or KII or documents
MDRRM Plan set for 5 years (2014-2019)	
<p>Planning training implementation monitoring</p> <p>“The drive to win another SGLG (Seal of Good Local Governance) for the municipality of Plaridel”</p>	<p>Planning:</p> <ul style="list-style-type: none"> • There is a DRRM Plan set for 5 years (2014-2019) NOTE: Before Project ENCORE they already had an organized DRRM PLAN. • Child-centered mission and vision • There is a back-up contingency plan for DRR especially on flood and earthquakes. • BDRRM plan in every Barangay of Plaridel, (3 out of 19 Brgy did not have the plan at the time of the study) with hazard map: different hazards, risk, high, and medium, low. Quick response all barangays • CC-CBDRRM in the municipality has committee for different sectors that follow the Save Children Format. 16 out of 19 Barangays in Plaridel has followed CC-CBDRRM. • Officials are knowledgeable in the subject matter (resilience in risk reduction) • Trainings and Seminars provided • Comprehensive Development Plan (includes climate change, environment and socio economic plan) • Integration of CC-CBDRRM, DRRM for Youth <p>Training:</p> <ul style="list-style-type: none"> • Training for evacuation planning, camp leadership for children, during disasters. • Training of Barangay Council for the Protection of Children (BCPC) core group • Parents’ orientation at Daycare Center on preparedness for earthquake, flood, typhoon, emergency. • Trainings per barangay coupled with municipal-wide preparedness. DRR orientations and trainings per purok per barangay with preparedness efforts towards natural calamities and human-induced disasters like hostage taking and bomb threats. • Train vulnerable groups <p>Implementation:</p> <ul style="list-style-type: none"> • Allocation of 5% IRA and local sources of income for calamity fund. Liquidation of all expenses spent • Implementation of: <ul style="list-style-type: none"> - Ordinance No. 35:2006. An Ordinance providing for a comprehensive Code for the Protection of the Rights and Welfare of Children of Plaridel - Ordinance prohibiting the use of Styrofoam, burning of waste • Clean-up drive every 2nd week of the month to ensure that the surrounding communities are clean and safe. • Prohibition of use of daycare as evacuation camp during disasters so as not to hamper children’s education. • Innovative activities (Clean-up Drive; Eat Bulaga, Bazooka Monster, a story telling for kids; and many more) • Quarterly drills (Earthquake, fire; quarterly) • Collaborative effort in municipal and barangay level, where committees and councils were created. These councils have regular meetings.

	<ul style="list-style-type: none"> • Creation of database on Facebook in announcing disasters such as typhoons, floods, earthquake, etc. • Conduct of community risk assessment (identification of the most vulnerable barangay) • Regular education awareness programs • Innovative strategies on disaster preparedness: Storytelling, child –led dramatization, purok per purok earthquake/fire drills • EAT BULAGA (Disaster Preparedness activity, feeding, free haircut, etc.) in the Barangays. It is an ongoing program, characterized by lively interaction of the municipality with the Barangay to raise awareness among people on implementation and improvement of plans. It has informed citizens on disaster awareness and preparedness • Ugnay Serbisyo sa Barangay (Linking services in the barangays) in every purok • Tie up of 4Ps project with Project ENCORE activities • Project UHA (Ugoy Haplos Aruga; maternal support from the municipality • Truck, given by mayor for quick response. • Go Bags (Kits that have emergency and first aid things that you will take once a disaster comes) • Sagip Bata (Rescue Children): for children with malnutrition • Creation of Resolution (legal basis) in line with Project ENCORE • Information Dissemination - Disaster preparedness notebook that are given to day care students, elementary and high school, with the following information: LGU direction (Dire-Diretso sa Progreso), government projects (E-Balde of DILG, Project Proper Touch), nutrition (Pinggang Pinoy: Ang Batang Matalino, Pagkain ay Kumpleto), solid waste management (Maghiwalay ng Basura para sa Buhay na kay Ganda), anti-drugs campaign (Droga at Katawan ng Tao, Pagasa ka ng Bayan, Droga), anti-child abuse (Help Prevent Child Abuse, Mga Palatandaan ng Pang-aabuso sa Bata), Map of Plaridel, Core Values (Talaan ng Batayang Pagpapahalaga sa Edukasyong Pagpapakatao), and Municipal DRRM Council's Guidelines in Suspending Classes with hotline numbers. • Youth and Women Crisis Management Center • National Children Daycare Center • Relocation of low lying areas (Pandi and Bustos) • Assessment of Schools' Structures • Climate Change adaptation Implementation of SWM at household level <ul style="list-style-type: none"> - Program: Bote mo, Edukasyon mo! (Your bottle, your education) - Collection of bottles, in exchange for rice - Cash for work for this project • Livelihood for the people • Every barangay has its own quick response team/ rescue team • Engagement of children/youth. • Comprehensive emergency program for children, upholding children's rights • Children ages 9 to 17 or 19 years old are involved in planning, brainstorming, meetings, Task Force. Children/youth members of the panel are allowed or made to join meetings. There are youth groups or group of youth scholars. - BTEC: Barangay and Training Employment Coordinators (Volunteer workers) - PYA: Pag-asa Youth Association (Composed of out of school youth) - KID: Kabataang Iskolar ni Del Pilar (College students scholar of the mayor - SGOs: Student Government Officials (attend trainings and seminars) <p>Monitoring of CC-CBDRRM programs, projects:</p> <ul style="list-style-type: none"> • Submission of quarterly reports, meetings of councils • Gathering of data regarding beneficiary • Volunteers: Mother Leader, Lingkod Lingap (service with care)
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Annex VI. Barangays with BDRRM Plan, Bulacan

Table 11. Barangays with CC-CBDRRM Plan, Bulacan

Municipalities	Barangays	With Child-Centered BDRRM Plan	Status of the Child-Centered BDRRM Plan (based on the FGD)
Bocaue	Lolomboy	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Igulot	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Sulucan	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Taal	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Biñang 1 st	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Batia	Yes	Plan is being implemented, experienced planning, implementation, monitoring
Bulakan	San Nicolas	Yes	Drafted but not submitted, barangay secretary was changed five times
	Talipitip	Yes	Plan is being implemented, experienced planning, implementation, monitoring
Calumpit	Frances	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Calizon	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	San Miguel	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Caniogan	Yes	Plan is being implemented, experienced planning, implementation, monitoring
Hagonoy	San Pedro	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Palapat	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Sto. Rosario	Yes	Plan is being implemented, experienced planning, implementation, monitoring
Marilao	Prensa 1	Yes	Plan is being implemented, experienced planning, implementation, monitoring
Norzagaray	Minuyan	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Bitungol	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	San Mateo	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Tigbe	Yes	Plan is being implemented, experienced planning, implementation, monitoring
Obando	Tawiran	No	There is DRR plan but CC-CBDRRM is not implemented because this is new
	Panghulo	Yes	Plan is being implemented, experienced planning and implementation
	Paco	No	There is DRR plan but CC-CBDRRM is not implemented because this is new

Municipalities	Barangays	With Child-Centered BDRRM Plan	Status of the Child-Centered BDRRM Plan (based on the FGD)
Paombong	Sta. Cruz	Yes	Started to implement
	Masukol	Yes	Has a plan, which was most recently approved but started to implement
Plaridel	Agnaya	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Banga I	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Sipat	Yes	Plan is being implemented, experienced planning, implementation, monitoring
	Bintog	Yes	Plan is being implemented, experienced planning, implementation, monitoring
Total Number	29 barangays		

Annex VII. The participants' role in implementing CC-CBDRRM

On Training on CC-CBDRRM

- Conducted trainings for children, tap resource speakers (Red Cross, Disaster Rescue) on Earthquake drill, water rescue, first aid, Basic Life Support/Cardio-Pulmonary Resuscitation (BLS/CPR)
- Organized BERT, fire rescue, information drive, each purok has earthquake drill, sports clinic for the discipline of children, anti-drug awareness
- BERT for CPR including community and Sangguniang Kabataan or SK (1 child, 1 adult)
- Simulation on what to do during typhoons, how to contact officials, prioritizing victims of calamities, first aid, (evacuation crowd management)

On Planning for CC-CBDRRM

- In case of disaster, there should Child Friendly Space, separate CR (male and female)
- Breastfeeding station, execute evacuation center (during Habagat)
- Include child in planning and validation, and integrating their output into the over-all plan
- Involve children during drill (elementary and high schools) – aware what to do, where to go
- Come up with tarpaulins (school-based/focal person – directory of partners.
- Referral and Child Protection In-case of Emergency (CPIE) with contact number
 - Every schools has CPIE – with forms
- Tarp – signature campaign
- VAWC: BCPC VAWC – awareness
- Community-based assessment/monitor if the child is abused, home visit, rescue
- BDRRMC goes to the schools, most especially those in the fault line and those flood-prone area
- Feeding program and weekly check-up.
- Setting up of a Referral Pathway for securities and protection of children being abused inside their own home and communities; it is a system that shall be participated mainly by parents, barangay officials addressing the issue to the concerned authorities – such as PNP and to the Court

Implementation of CC-CBDRRM programs, projects

The following are currently being implemented:

- Ensuring that all barangays have:
 - ambulance and fire truck
 - ordinance on anti-littering
 - aware on the time of garbage collection
 - Barangay Emergency Response Team (BERT)
- Obliging parents on waste segregation, because of the project of the child in school
- Prohibition of burning of garbage
- Training and drills, community drills per purok, esp. participation of vulnerable groups and in schools
- Information dissemination, leaflets (per area), orientation, seminars.
- Feeding program and weekly check-up
- Prepare and require schools to participate in all drills (fire, earthquake drill)
- Assist drills in brgys, schools, daycare centers
- Require high risk condominium to submit occupancy report (statistics – children, PWD – profiling)

The participants' roles in monitoring CC-CBDRM programs, projects

- Monitor cases of Violence Against Women and Children (VAWC)
- Monitor schools on SWM, DRR
- Meet stakeholders every quarter (such as HOA or Home Owners Association, teachers, youth organization) to discuss problem and encourage to participate on DRR
- Relay of problems in school to barangays
- Involve stakeholders in DRRM plan, after the drills

BDRRMC has a checklist on things to be done and when to do it.

Annex VIII. SWM Components and IRR Requirements

Table 12. SWM Components

SWM Components	RA 9003 and IRR Requirements
Organization	Does the city/municipality/barangay has ESWM Board Committee?
	Does its composition based on IRR?
	Does the committee perform its responsibilities based on SWM's mandate?
Reduction and segregation of garbage	Does the LGU require households to segregate garbage?
	Does the LGU require establishments and institutions to segregate garbage?
	Is the second stage segregation of garbage done at the MRF?
Garbage recovery and processing	Does the city/municipality/barangay have an MRF?
	Does the MRF of the city/municipality/barangay have a record of its operations?
Collection and transfer of garbage	Does the city/municipality/barangay collect biodegradables and recyclables?
	Does the city/municipality/barangay have enough facility (i.e. trucks) for collecting segregated garbage?
	Does the city/municipality/barangay follow safety guidelines in collecting and transferring garbage?
Incentives	Does the city/municipality/barangay provide incentives to encourage SWM practices?
Payment	Does the city/municipality/barangay collect payment for SWM services?
Enforcement of penalties and fines?	Is the ordinance of the city/municipality/barangay clear on prohibitions, corresponding fines and penalties?
	Does the city/municipality/barangay have designated implementors/enforcers of the law?
Functionality	Does the city/municipality/barangay have SWM Management Plan that serves as a guide in implementing activities?
	Does the city/municipality/barangay have an ordinance on SWM and is this implemented?
	Is there an annual budget allotted for SWM?
	Is there a designated SWM Coordinator tasked to manage, coordinate implementation of SWM activities?
	Is the ESWM Committee active?
Transparency	Is the information on implementation, action, decisions disseminated to the entire public? (i.e. results of bidding, entire income from payment and penalties as a result of enforcing the ordinance)
	Will the public has easy access to this information?
	Is this information updated, complete and accurate?
	Will the ordinary citizen easily understand the information?
	Does the LGU follow the mandated guidelines, rules on procurement of services, materials, equipment used for SWM?
Accountability	Does the public know who are designated officials and their offices related to SWM?
	Are the mandates, responsibilities of these officials and their offices clear and explicitly stated in the plan, ordinance and executive orders?
	Are the responsibilities and mandate of the office responsible for implementing SWM clearly stated?
	Is the implementation of SWM regularly monitored and evaluated?

SWM Components	RA 9003 and IRR Requirements
	Are the enforcers and compliant households recognized?
	Are violators punished?
Participatory Decision- making	Are stakeholders properly represented in the SWM Committee?
	Do stakeholders participate in SWM planning?
	Do stakeholders participate in the implementation of SWM?
	Do stakeholders participate in monitoring and evaluation?
	Does the LGU's IEC program encourage participation and action?
Child Protection and Participation	Do children have tasks, functions, responsibilities related to SWM in their families and communities?
	Does the city/municipality/barangay Council for the Protection of Children have guidelines to protect children while participating in SWM?
	Has the city/municipality/barangay LGU been given an orientation on child rights and child protection?
	Does the city/municipality/barangay LGU monitor children who participate in SMW activities?
	Does the city/municipality/barangay have guidelines on protection of children who participate in SWM activities?
	Are the children given the opportunity to share their views on SWM?

Annex IX. SWM Plan of Muntinlupa City

10 Year SWM Action Plan with Programs, Projects, Activities (PPAs)

- Approved by the National Solid Waste Management Commission (NSWMC) in October 2015
- Ratified by the City Solid Waste Management Board (CSWMB) in February 2016
- Implementation of activities started in 2015

2015	2016	2017 – 2024
<ul style="list-style-type: none"> • Reactive the City Solid Waste Management Board (CSWMB) • Empowered barangays as SWM frontliners; completion of all barangay SWM action plan with budget allocation by the Barangay Solid Waste Management Committee • Tied-up with METRO Clark for proper disposal of residual waste • Sustained the implementation of city ordinances • Eco – Cares/Savers Program in school (until 2024) • Improved Recyclables Fair Program with the National Recyclers Organization of the Philippines (until 2024) • Monitored junkshops and its operations, and other business and commercial establishment in compliance with the City Ordinance No. 10-109 and City Ordinance No. 06-092 (until 2024) • Tightened of the No Segregation, No Collection Policy for subdivision / villages does not segregating waste • Improvement of operations of City Bioreactors, Barangay, School, Community-based Materials 	<ul style="list-style-type: none"> • Identify area in each barangay for possible MRF site, especially to those barangay without MRF • Strengthening SWM operations of barangays • Procurement of a collection vehicle (mini dump trucks) by the barangay for the collection of their recyclable and compostable waste and to be processed at their MRF, respectively • Increase the collected market biodegradable waste that to be processed by the bioreactor • Involve private school in the SWM program • Re-institutionalizing of functional barangay MRF (Barangay Sucat and Barangay Poblacion) • Introduction of livelihood project through waste recovery program, collection of juice packs as planters and other useful materials • Formation of junkshop owner – operator association (JOOA) • Strengthening of “segregated” collection system in the households in the city by 30% (MWF for District 1 and TTH for District 2 – 2 times for bio and 1 time for non-bio) 	<ul style="list-style-type: none"> • Strengthen the segregated collection system in the households by 40% - 70% in the city • Construction of new barangay MRF • Intensify livelihood programs through recovery and processing of residual wastes • Enforcement of mandatory backyard composting for the households with available space in the barangay through a barangay resolution to divert biodegradable wastes • Tie –up with the Metro Clark for proper treatment and disposal of hazardous and health care waste • Operationalization of composting facility in the community adopting alternative composting technology •

<p>Recovery Facility/System (until 2024)</p> <ul style="list-style-type: none"> • Information, Education campaign of proper waste segregation, composting and recycling • Procured additional bioreactor unit for the processing of market biodegradable waste • Improvement of transfer station 	<ul style="list-style-type: none"> • Adopt alternative processing technology for biodegradable waste in household, barangay, school and the community • Coordination with the City Veterinary Office to facilitate records of registered pets to determine amount of animal feeds as part of the waste reduction • Imposition of fees for acquiring ESC clearance for all business and commercial establishment 	
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Sample Barangay SWM Action Plan – PPAs

Programs/Plans/Activities (in line with the city plan)
<ol style="list-style-type: none"> 1. Re-organization of Barangay Solid Waste Management Committee; and Capability building of the members of the committee 2. Improvement and operation of Material Recovery Facility/ System (in cooperation with ESC) and training on operationalization of MRF 3. Information, Education, Communication (IEC) campaign on proper waste segregation, composting and recycling (RA 9003 orientation with community members including children and youth) 4. Re-enforcement of NO Collection Policy for the households does not segregating waste 5. MOA with the Junkshop Owner Operators Association 6. Training on appropriate technology uptake (i.e.; compost fertilizers, charcoal briquettes, vermin composting tower gardening) and turning it in to livelihood options 7. Waste recovery programs (in coordination with Livelihood Dep't) 8. Enforcement of backyard (vermin) composting for the households with available space to divert biodegradable waste into beneficial item like fertilizer 9. Procurement of push cart or tri-bike for collection of waste in hard to reach areas 10. RA 9729 or Climate Change Act of 2009 orientation (included in the learning session in the barangay) 11. Regular de-clogging of canal and clean up drive 12. Supporting Eco Savers program in schools 13. Subsidized schools environmental activities 14. Monitoring and Evaluation, Documentation of output/outcome, best practice and learnings from the implementation of activities

Annex X. Tasks of School DRR Focal Persons

Bulacan

Using the training materials from Save the Children, the school DRR Focal person has the following tasks related to training:

- Attend trainings, seminar regarding DRRM, CCA, SWM, First Aid, Rescue Training, Comprehensive School Safety under DepEd Division, Save the Children
- Roll-out the trainings in the District (among School DRR Focal Person), among teachers in elementary and secondary schools
- Conduct trainings, seminars for students, teachers, non-teaching staff and parents on safety of students, waste segregation/SWM, hazard and risk mapping, first aid, practice on evacuation,
- Train students on the conduct of drills (earthquake, fire, flood, dam break, lockdown), child participation, planning,
- Act as facilitator and speaker during trainings, seminars on DRR, WSM, CCA and other topics
- Integrate these topics into teachers' lessons
- Ensure child participation in planning for DRR, SWM, CSS
- Supervise, support, and guide students and student organizations
- Use different methodologies in the conduct of training such as contests and role-playing
- Ensure outputs of these trainings such as SDRRMG Plan, school sign board
- Orientation of 4Ps parents in every Brigada Eskwela of the schools about disasters and solid waste management.

Muntinlupa

Using the training materials from Save the Children, the school DRR Focal person has the following tasks related to training:

- Guide, train Batang Emergency Resilient Team (BERT)
- Involve pupils to train other students
- Integrate hazard hunting to Science subject
- Assist Science teacher in hazard hunting (Earth Science for Grades 8 & 10)
- Facilitate drills for earthquake, fire, lockdown (announced and unannounced)
- Organize trainings, seminars, orientation
- Invite Resource Persons from Red Cross and Bureau of Fire Protection (BFP)
- Organize seminars for teachers, officers of student organizations such as BERT, children and PWDs
- Topics include first aid, leadership training on safety awareness, bucket relay, waste segregation, hazard mapping, evacuation planning for families
- Coordinate with YASDO of City Government on training of first aid and disaster preparedness for BERT teams
- Roll-out of selected CSS modules (i.e. emergency preparedness, child-centered approach to DRRM, duties and responsibilities)
- Orient the students for proper use of fire extinguisher
- Disseminate information on the training
- Follow all guidelines of the SDRRMC Office
- Ensure participation of students
- Serve as the incident command lead
- Attend water waste segregation for river cleanup thru City Government
- Conduct focused group discussion and orientation with all teachers (CSS plan & Quality Learning Environment)
- Ask support from BFP, YASDO, Red Cross

Bulacan

The school DRR Focal person has the following tasks related to planning:

- Formulate School Disaster Risk Reduction Management (SDRRM) Plan, DRR Management Plan with Comprehensive School Safety, complete with activities, drills, concerned committees. This plan is reviewed and updated yearly
- Integrate SDRRM Plan with the Barangay DRR Plan, there is a necessity to attend meetings initiated by Municipal DRRMO
- Students have a separate plan (SWM Plan: Tree planting, Waste segregation, composting) but this is also integrated into the school-based plan
- Conduct FGD in schools with parents and pupils to come up with plans
- Conduct action planning, organizational planning (hazard mapping, and evacuation planning)
- Plan for the monthly calendar of activities to be implemented per school
- Integrate other activities in the plan, and let students do the activities as planned.
- Plan with documentation with the purpose of assessing school-based management.
- Schedule drills every quarter (announced and unannounced)
- Assign teachers to different committees tasked to do various things in disaster preparedness (i.e. security, evacuation team, communication, first-aid emergency, etc.)

Muntinlupa

The school DRR Focal person has the following tasks related to planning:

- Meet all teachers on first day of school
- Get all teachers and non-teachers involved in the planning
- Formulate integrated DRR plan with its Annual Procurement Plan with the participation of BERT, students, teachers
- Formulate SWM Plan with students and parents' associations
- Integrate SWM Plan into the DRR Plan of the school
- Coordinate with the property custodian regarding plans to purchase additional equipment, first aid kits, stretcher, emergency lights as part of disaster preparedness
- Coordinate with barangay or Public Order Safety Office (POSO) in planning
- Plan seminars on DRR
- Update SDRRMG plan annually with school head, principal, BERT president
- Coordinate with Science Teacher for individual and group project for school's evacuation plan
- Align school's plan and activities with the plan of the Division Office

Bulacan

The school DRR Focal person has the following tasks related to implementation:

- Giving of checklist such as modules, pamphlets, and other more from Save the Children.
- Learnings in DRRM, SWM are also applied/integrated in class room lessons, specifically if they have met all the objectives, raised awareness and alertness of the students.
- Orient school security guard on students' safety
- Integrate DRR in subjects such as Social Studies (Araling Panlipunan, Edukasyon Sa Pagpapakatao – ESP), and Science
- Follow calendar of activities based on the plan, as designed for and by children
- Integrate other activities in the plan, and let students do the activities as planned.
- Organize parents and teachers meeting to disseminate information to parents about child-centered DRRM
- Ensure hazard mapping outputs such as signages in the schools
- Schedule drills every quarter (announced and unannounced)
- Assign teachers to different committees tasked to do various things in disaster preparedness (i.e. security, evacuation team, communication, first-aid emergency, etc.)
- Conduct activities with documentation
- Ensure participation of children in DRR activities in school/ symposium on Disaster Awareness/
- Organize SDRRMC and Students' Emergency Response Team (SERT)
- Conduct quarterly drills (earthquake, fire, dam break, Lock down flood)
- SWM orientation per grade teacher leader. Teacher will teach to their students SWM Project (Grade 5 & 6)
- Set up school garden, tree planting and clean-up drive
- Supervise projects/activities facilitated/done/led by students, such as the following:
 - Urban gardening
 - Containerized/tower garden (Container, seeds, garden soil were provided by Save the Children; harvest was used for the school's nutrition program)
 - Safety flags in all rooms used during drills
 - Segregation of waste, (barangay garbage collectors do not collect if waste is not segregated)
 - Orientation of all children
 - Shoot the bottle, a playful way of segregating/collecting bottles
 - Tree Planting
 - Contest for the most conducive classroom with best DRR corner
 - Tetra-pack plastic converted to Tetra Pots
 - Info dissemination during scouting month every October
 - Collection of waste per classroom after classes
 - Quarterly Earthquake/fire Drill (all students and teachers)
- Ensure/maintain Material Recovery Facility (MRF) in every school
- Students, who are out-of-school youth enrolled in the Alternative Learning System (ALS) are also involved in these activities

Muntinlupa

The school DRR Focal person has the following tasks related to implementation:

- Integrate hazard hunting and mapping and other DRR activities in subjects– in coordination with Science teacher.
- Conduct earthquake drill (some schools do it quarterly, others every last Friday of the month) and brief students about these drills (for earthquake, fire, lock down)
- Conduct regular monthly meeting with BERT and before every activity
- Guide BERT in the conduct of its activities
- Monthly/ Quarterly meetings (Division Level) with all DRR Focal Persons of Muntinlupa
- Consultation with different clubs regarding child centered activities
- Update bulletin boards monthly
- Consultation with EPP and SWM coordinator
- Ensure presence of emergency kit and other emergency materials, hazard map identifying the most vulnerable part of the school, evacuation and SDRRMC plans, Go bags (emergency kits) per room and per individual student in every room in the school
- Orient students on emergency route and signages in time of disaster and content of Go Bags
- Conduct awareness raising activities with students, teachers, parents
- Involve students in ensuring safety and discipline in school
- Conduct disaster risk reduction preparedness to all student officers
- Involve Girls and Boys Scout in disaster preparedness and safety
- Include in the DRR handbook of students rules that every student has GO Bag, distributed every start of the school year (handbook for revision for the integration of plan)
- Formulate checklist to be followed by children regarding disaster preparedness
- Tap teaching and non-teaching staff for DRR activities
- Arrange for a Safety Corner per level
- Campaign of Disaster Preparedness in communities
- Contest (poster making, essay writing) on disaster preparedness
- Info- commercial video contest regarding disaster preparedness
- Conduct Film showing using the CD from Save the Children
- Ensure presence of early Warning Devices: Warning Bells
- Facilitate implementation of Solid Waste Management, Segregation of Garbage and clean up drives: plastic empty bottles, paper are brought to bottle cage, MRF and later sold for fund raising, and composting of biodegradable materials
- Work with coordinators in-charge of logistics (i.e. trash bin)
- Gardening (Gulayan sa Paaralan) in coordination with BERT, the garden's produce is used at the canteen or for the nutrition program
- Ensure that waste segregation at school is replicated at home

Bulacan

The school DRR Focal person has the following tasks related to monitoring and evaluation:

- Conducts dry run first before the actual activity, monitor lapses, correct lapses until there is no setback
- Conduct interview, survey, school visit, inspections for output of projects implemented and evaluation of output of activities
- Evaluate the activities done by the children per school
- Monitor compliance based on documentation of activities
- Monitor implementation of safety check (structures of buildings), programs, projects and activities based on I-plan, I-monitor of Division office/DepEd
- Use checklist of the programs, projects, and activities and monitoring tools provided by Save the Children to monitor the implementation
- Meet quarterly with Save the Children for update, monitoring and evaluation
- Submit narrative report on drills, school reports to DRR Focal Person, DepEd Division level
- Serve as evaluator of activities/project of respective schools
- Monitor GO Box every room– all necessities (water, can goods, etc.) and Go Bag of students (first aid kit – betadine, etc)
- Monitor the safety of the students: lock door, broken windows
- Request BFP and Engineering to conduct building inspection
- Monitor DRR plan (school-based) if the targets are achieved based on the calendar of activities, done on quarterly basis
- Monitor Monthly Accomplishment Reports
- Students, who are out-of-school youth enrolled in the Alternative Learning System (ALS) are also involved in these activities

Muntinlupa

The school DRR Focal person has the following tasks related to monitoring and evaluation:

- Prepare schedule and checklist of activities based on action plan with attendance sheet
- Organize different committee of teachers to monitor
- Organize/participate in Facebook Group Chat for sharing of files, interaction with all DRR focal persons
- Document every activity and submit to the Division office with pictures
- Submit accomplishment/narrative report (for every activity accomplished) with an accounting of how many participate, to be monitored by the department head
- Do regular school-based survey such as conducting random interview regarding awareness on disaster preparedness among teachers, parents, students
- Family Preparedness Plan Survey
- Monitor if every child has Go Bag
- Use RADAR forms provided by Save the Children
- In coordination with teachers, monitor DRR materials (i.e. whistle, Go Bag and emergency kit)
- Monitor expiration date of fire extinguisher and inventory check
- Monitor weather disturbances
- Check on students' plan of activities
- Pencil and Paper Evaluation on the SDRRMC plan implementation
- Room to room inspection for waste segregation
- Assign students to check on correct segregation of waste

Annex XI. Data Collection Tools

The tools will be translated by an experienced English-Filipino translator, writer and community researcher.

Before the KII and FGD start, the facilitator shall properly introduce herself, partner-documenter and the team, following the guide below:

1. Introduce the team properly
2. Explain the objectives and relevance of the evaluation
3. Clearly state why they are chosen to be part of the evaluation
4. Follow the process of asking for the informed consent. Refer to the consent form. Explain its content. Ask the adult respondents to sign the informed consent form; ask the youth (aged 15-18 years old) to sign the ascent form; parents of children and youth respondents should have been asked to sign the informed consent prior to the FGD
5. Tell the respondents about the allotted time for the interview and FGD
6. Assure the respondents about the users of the evaluation report (that it will be mainly submitted to Save the Children)
7. Describe the flow of the KII and FGD

Research questions:

1. To what extent were the objectives achieved or likely to be achieved by boys, girls, men, women and persons with disabilities?
2. What were the major factors influencing the achievement or non-achievement of the objectives?

Instructions:

- Do document review to look for the means of verification of each output and outcome;
- Refer to the Project Log Frame
- Check which ones have not been achieved and targets that have been attained;

Guide questions

- What are the facilitating factors that enabled you to achieve the targets (enumerate the successful ones);
- What are the hindering factors for targets which have not been achieved?

1. Which child-centered risk reduction and resilience approaches are sustainable, scalable and replicable and how existing resources were primarily used?

Guide questions for FGD with youth leaders and teachers:

- a. Have you been involved in CC-CBDRRM? on Disaster Risk Reduction/Climate Change Adaptation (DRR/CCA) (Note to facilitator: Define first what is CC-CBDRRM)
- b. If yes, kindly define/describe this CC-CBDRRM and DRR/CCA
- c. Kindly describe climate change, disaster risk reduction
- d. What was your involvement in CC-CBDRRM? In DRR/CCA?

- e. What was your involvement or participation? Ask for examples. Please rate your participation (1 as the lowest, 5 as best)
 - i. Training
 - ii. Planning
 - iii. Implementation
 - iv. Monitoring
- f. What did you learn from your participation? How did you apply these lessons? (Please describe)
- g. Please describe your participation by rating them and the basis for this rate:
- h. Which among the activities that you were involved in generated the best results for you? Please rate them (1 as the lowest, 5 as best)
- i. Were you able to learn your rights from these activities? (Yes or No)
- j. If yes, what are these rights?
- k. Through what specific activities were you able to realize about your rights?
- l. Who support you in your activities? What are the contributions of these partners? What are the outputs of these partnerships?
- m. What is the SDRRMG?
- n. Please describe process of organizing the student DRR group
- o. What are its activities? What are the outputs of these activities?
- p. Which among the activities generated the best results for you? Please rate the activities (1 as the lowest, 5 as best)

Guide questions for LGUs

- a. Have you been involved in CC-CBDRRM? (Note to facilitator: Define first what is CC-CBDRRM)
- b. If yes, kindly define/describe this CC-CBDRRM.
- c. Kindly describe climate change, disaster risk reduction
- d. What was your involvement in CC-CBDRRM? Kindly provide examples.
- e. What lessons have you learned?
- f. Have you applied the lessons that you learned? If yes, please describe the process of application?
- g. Please describe your participation (by providing specific activities) in the following by rating them and the basis for this rate: (1 as the lowest, 5 as best)
 - i. Training on CC-CBDRRM?
 - ii. Planning on CC-CBDRRM?
 - iii. Implementation of CC-CBDRRM programs, projects?
 - iv. Monitoring of CC-CBDRRM programs, projects?

- h. Which among the activities that you mentioned generated the best results for you? Please rate them 1 as lowest, 5 as best.
 - i. Who support you in your activities? What are their contributions? What are the outputs of these partnerships?
 - j. Kindly enumerate the child-centered risk reduction and resilience approaches or practices you have implemented?
 - k. Which among the approaches generated the best results for you? Please rate them 1 as lowest, 5 as best.
 - l. Which among these practices will be sustainable? Why do you consider these sustainable? (When conducting the KII, define first what sustainability means). Rate these practices on sustainability (1 as lowest; 5 as best results).
 - m. Which among these practices will be scalable? Why do you consider these scalable? (When conducting the KII, define first what scalability means). Rate these practices on scalability (1 as lowest; 5 as best results)
 - n. Which among these practices will be replicable? Why do you consider these replicable? (When conducting the KII, define first what replicability means). Rate these practices on replicability (1 as lowest; 5 as best results)
 - o. For this (these) chosen practice(s) that you describe, kindly provide the key implementation steps that you have did
2. How well did the project develop partnerships for the attainment of its goal and objectives and increase the likelihood of sustaining the gains and scaling-up?
 - a. Who are your sustainable partners, who were brought it through the project ENCORE? (Define sustainable partnership before starting to fill in the matrix below). What contribution have been made by these partners?
 - b. What are the challenges of these partnerships and how did you address such challenges?
 - c. What are the facilitating factors of these partnerships?
 - d. Who leads this partnership?
 - e. What are your processes of partnership building?
 - f. What are the outputs of this partnership?
 - g. How are you utilizing these outputs?
 - h. How will these outputs be sustained?
3. What are the Evidence of strengthened resilience among LGUs, communities? (i.e. how have the target groups adopted the guidance, adapted their practices and/or transformed their livelihoods; response to recent emergencies)
 - a. Please enumerate the trainings, sessions you had from the project? (To be individually drawn out from FGD participants)
 - What are the knowledge learned from the training (please site examples)
 - What are the skills learned from the training (please site examples)

- When did you apply these knowledge and skills (practice)? (please site examples)
 - b. What are your current practices that resulted from the training and have improved your community’s preparedness against disasters?
 - c. What are the practices that have been implemented to build the community back and better?
 - Individual child/youth
 - Household
 - Community
 - LGU
 - d. What facilitated the implementation of each of these practices?
 - e. What are the challenges while implementing these practices?
 - f. How did you respond to these challenges?
 - g. What were the outputs of the leadership camps? What happened to the leaders of the camps/clubs? How the project did affected the youth and their families?
 - h. What materials (including modules, other materials) did you use in your trainings?
 - i. What are the things that came from the modules, training and are now embedded in the current practices of communities, schools, families?
 - j. What was the sequence of professional development (from being a beginner to intermediate, advance and proficient trainers)?
 - k. What are your recommendations for moving these practices/training forward?
4. How has the project’s inputs contributed to improved DRM governance and child-centered programming of LGUs?
- a. Please describe the child-centered programming in your LGU/school?
 - b. What are the outputs of this child-centered programming?
 - c. What brought about these outputs? Kindly describe these outputs. Who are using these outputs? Or what are the uses of these outputs? How will you sustain these outputs? What are the facilitating factors in generating the outputs? What are the resources that you needed to mobilize, aside from project inputs, in order for the outputs to be generated? From whom are these resources?
 - d. What were your processes to ensure that project inputs lead to improved DRM governance and child-centered programming of LGUs?
 - e. Please describe your DRRM before and during Project ENCORE?

	Before ENCORE	During ENCORE
Presence or absence of school-based DRRM plan		
Leaders		
Organizational structure in charge of DRRM in school		
Child/youth participation in DRRM activities		
Child/youth participation in DRRM activities		

Your participation in coordinating mechanisms before and during disaster response		
Your participation in coordinating mechanisms in DRR/CCA		

- f. Do you have a DRRM plan?
 - g. How is the implementation of your DRRM plans? What are the challenges?
 - h. Who leads in the implementation at the local level?
 - i. What are the challenges and how did you address these challenges?
 - j. Do you engage your children/youth? Please describe the process of engaging the children/youth when you did your planning? When you are implementing your plan?
5. To what extent is the project’s alignment and contribution to Save the Children’s national, regional and global commitments to DRR?

Methodology: Workshop/Focus Group Discussion/ KII

Respondents: Save the Children staff, ARO-Danielle Wade; CSS CA-Marla Petal

- a. Enumerate all project’s outputs (from the previous document review, KII and FGD results)
- b. Explain the connection of each project output to the Country Strategy, Education Safe from Disasters Country Results Tracker, and Save the Children Common Approach to Comprehensive School Safety
- c. Define/identify the empirical data substantiating such connection and the means of verification
- d. Identify the attribution gap

A more detailed workshop design shall be formulated, submitted to Save the Children for perusal and approval, after the data collection has been concluded.

After the workshop with the Save the Children staff, there will be another workshop with leaders of the partner LGUs (Bulacan and Muntinlupa). They will also have the same workshop, but the workshop’s focus is the project’s alignment and contribution to improved local DRRM and child protection.

Document Extraction Tool

For LGUs

Place

Interviewer

Respondent

Sex

Position

Document Extraction Tool, LGUs

Theme/Area of Interest	Type of Document	Main Findings	Document Tracker
DRRM as an organization and its mandate			
DRRM structure			
LCPC as an organization and its mandate			
Functionality of LCPC (meetings, etc.)			
ECCD Program			
Children's code or any policy on/with/for children			
Development Plan for Children			
SOCA (State of the Children Address)			
Designated focal person			
Save the Children Knowledge Product in use			
Policy and practice of coordinating mechanisms for DRR/CCA			

For Schools

Place

Interviewer

Respondent

Sex

Position

Document Extraction Tool, Schools

Theme/Area of Interest	Type of Document	Main Findings	Document Tracker
SDRRMGs as an organization and its mandate			
Functionality of SDRMMGs (meetings, etc.)			
WSM Plan and Program, including budgetary allocations			
Children’s code or any policy for/with/on children			
Development Plan for Children			
SOCA (State of the Children Address)			
Designated focal person			
Training Module in use			
Other Save the Children Knowledge Product in use			
Policy and practice of coordinating mechanisms for DRR/CCA			

Annex XII. Informed Consent for Teachers, Principals, DepEd Division Officers DRMMO, Members of Local Council for the Protection of Children and DRRM Council, etc.

Magandang araw po. I am (name of researcher) Dr. Carmelita C. Canila.

Save the Children is currently evaluating the Project ENCORE.

In line with the project objectives, the evaluation will focus on measuring the extent of the following:

- 1) Assess the improvement in capacity of LGU officials and other stakeholders to train, plan, implement and monitor child-centred Disaster Risk Reduction/Climate Change Adaptation (DRR/CCA) programs;
- 2) The extent to which local partners, with the participation of children/youth groups, developed and implemented sustainable SWM that links to DRR;
- 3) Assess the improvement in capacity of Department of Education to integrate and strengthen risk reduction and resilience in schools;
- 4) Assess the contribution of the project to Save the Children's national, regional and global commitments to DRR.

I would like to invite you to participate in this evaluation. This participation is voluntary. And will not affect your standing with any organization in the community.

We are very interested to hear your valuable opinion / feedback on the implementation of the Project ENCORE in your locality. Your responses will help Save the Children, DepEd, government agencies and LGUs to determine practices that are sustainable, scalable or replicable.

The information that you will give us is completely confidential and we will not associate your name with anything you say in the interview or during the FGD. Your name will be private and confidential. It will remain with us, researchers and will not be shared with anyone or with any organization. Your answers will not be traced to your name.

I also would like to ask for your permission for us take notes of the interview or FGD so that we can make sure that we capture the thoughts, opinions and ideas that you share with us. If you have any questions, comments or additional inputs, now or after we have completed the interview or FGD, please feel free to ask me or you can contact me via my mobile number or email. I can be reached at +63-925-3071655 or you can email me at carmi.canila@gmail.com.

It will only take about 1.5 – 2 hours of your time. Should you wish to withdraw from the interview at any given time, you are free to do so and we will fully understand.

Kindly sign below in the space provided for as an indication that you agree to participate in this evaluation. Thank you for agreeing to participate.

[] Yes. I am willing to participate [] No. I don't want to participate

Lagda ng interviewee

Contact No: _____

Annex XIII. Informed Ascent for Youth Leaders

Magandang araw po. I am (name of researcher) Dr. Carmelita C. Canila.

Save the Children is currently evaluating the Project ENCORE.

In line with the project objectives, the evaluation will focus on measuring the extent of the following:

- 1) Assess the improvement in capacity of LGU officials and other stakeholders to train, plan, implement and monitor child-centred Disaster Risk Reduction/Climate Change Adaptation (DRR/CCA) programs;
- 2) The extent to which local partners, with the participation of children/youth groups, developed and implemented sustainable SWM that links to DRR;
- 3) Assess the improvement in capacity of Department of Education to integrate and strengthen risk reduction and resilience in schools;
- 4) Assess the contribution of the project to Save the Children's national, regional and global commitments to DRR.

I would like to invite you to participate in this evaluation. This participation is voluntary. And will not affect your standing with any organization in the community.

We are very interested to hear your valuable opinion / feedback on the implementation of the Project ENCORE in your locality. Your responses will help Save the Children, DepEd, government agencies and LGUs to determine practices that are sustainable, scalable or replicable.

The information that you will give us is completely confidential and we will not associate your name with anything you say in the interview or during the FGD. Your name will be private and confidential. It will remain with us, researchers and will not be shared with anyone or with any organization. Your answers will not be traced to your name.

I also would like to ask for your permission for us take notes of the interview or FGD so that we can make sure that we capture the thoughts, opinions and ideas that you share with us. If you have any questions, comments or additional inputs, now or after we have completed the interview or FGD, please feel free to ask me or you can contact me via my mobile number or email. I can be reached at +63-925-3071655 or you can email me at carmi.canila@gmail.com.

It will only take about 1.5 – 2 hours of your time. Should you wish to withdraw from the interview or FGD at any given time, you are free to do so and we will fully understand.

Kindly sign below in the space provided for as an indication that you agree to participate in this evaluation. Thank you for agreeing to participate.

[] Yes. I am willing to participate [] No. I don't want to participate

Lagda ng interviewee

Contact No: _____

Annex XIV. Informed Consent for Parents

Dear Parent,

Magandang araw po. I am (name of researcher) Dr. Carmelita C. Canila.

Save the Children is currently evaluating the Project ENCORE. We have invited your son/daughter (name) to participate in this evaluation. We hope that you discuss this with your son/daughter and with the family. It is your decision to allow your son/daughter to participate in the evaluation.

In line with the project objectives, the evaluation will focus on measuring the extent of the following:

- 1) Assess the improvement in capacity of LGU officials and other stakeholders to train, plan, implement and monitor child-centred DRR/CCA programs;
- 2) The extent to which local partners, with the participation of children/youth groups, developed and implemented sustainable SWM that links to DRR;
- 3) Assess the improvement in capacity of Dep Ed to integrate and strengthen risk reduction and resilience in schools;
- 4) Assess the contribution of the project to Save the Children’s national, regional and global commitments to DRR.

We will be asking your son/daughter about his/her experiences about the Project ENCORE, his/her views about the benefits, challenges and ways of moving forward.

The responses of your son/daughter will help Save the Children, DepEd, government agencies and LGUs to determine practices that will benefit more people in other areas as well.

The information that your son/daughter will give us is completely confidential and we will not associate his/her name with anything that he/she said in the interview or during the FGD. Their answers will not be traced to their name.

If you have any questions now or after we have completed the interview or FGD, please feel free to ask me or you can contact me via my mobile number or email. I can be reached at +63-925-3071655 or you can email me at carmi.canila@gmail.com.

Your son/daughter may not benefit from participating in the evaluation but surely other people, in other areas will benefit from the evaluation through the improvement of child-centered Disaster Risk Reduction and Climate Change Adaptation. Participation in the evaluation carries no risks.

It will only take about 1.5 – 2 hours of your time. Should your son/daughter wish to withdraw from the interview at any given time, they are free to do so and we will fully understand.

Kindly sign below in the space provided for as an indication that you allow your son/daughter to participate in this evaluation.

Thank you for agreeing to participate.

[] Yes. I am willing to participate

[] No. I don’t want to participate

 Lagda ng interviewee

Contact No: _____

Annex XV. Criteria for site selection and selected sites

The evaluation was conducted in selected schools and barangays in purposively chosen municipalities of Bulacan Province, Region III and in purposively chosen barangays of Muntinlupa City, National Capital Region.

The following are the criteria for site selection:

1. Places where work on solid waste management is implemented:
2. Municipalities/cities in Bulacan with the highest percentage of high-risk barangays and highest number of population at risk. (Please refer to **Error! Reference source not found.** on page **Error! Bookmark not defined.**)
3. A Municipality in Bulacan with the highest number of population among the 4 municipalities with no barangay at risk.
 - Plaridel
4. Municipalities/cities/schools in Bulacan and barangays in Muntinlupa with:
 - the lowest, highest and median scores for child participation based on the Report Card
 - the lowest and highest scores for implementing CC-BDRMMC
 - Highest is the municipality of Obando in implementation with 100%; lowest is municipality of Paombong at 73%, all in Bulacan

The barangays that were chosen from selected municipalities were the barangays where high schools were located. These were barangays in the urban center. Farthest barangay from the urban center was also included in the sample site.

The municipalities are chosen based on their rank in terms of percent of barangays at risk and rank in terms of number of affected population.

Table 12: List of Municipalities and Cities in Bulacan, Percent of High Risk Barangays and Number of Affected Population

Municipalities/ Cities	Population	Number of Barangays	% of High Risk Barangays Covered	No. of Population Affected	Rank in terms of Percent of Brgys at Risk	Rank in terms of Number of Population Affected
Bulakan	71,751	14	100% (14 out of 14 Brgys.)	71,751.00	1	
Norzagaray	103,095	13	92% (12 out of 13 Brgys.)	94,847.40	2	3
Bocaue	106,407	19	84% (16 out of 19 Brgys.)	89,381.88	3	
Obando	58,009	11	82% (9 out of 11 Brgys.)	47,567.38		
Hagonoy	125,689	26	81% (21 out of 26 Brgys.)	101,808.09		2
Marilao	185,624	16	75% (12 out of 16 Brgys.)	139,218.00		1
DRT	19,878	8	63% (5 out of 8 Brgys.)	12,523.14		
Calumpit	101,068	29	62% (18 out of 29 Brgys.)	62,662.16		

Balatas	65,440	9	56% (5 out of 9 Brgys.)	36,646.40		
Sta. Maria	218,351	24	42% (10 out of 24 Brgys.)	91,707.42		
Meycauayan	199,154	26	38% (10 out of 26 Brgys.)	75,678.52		
Bustos	62,415	14	36% (5 out of 14 Brgys.)	22,469.40		
Malolos	234,945	51	35% (18 out of 51 Brgys.)	82,230.75		
Angat	55,332	16	31% (5 out of 16 Brgys.)	17,152.92		
Balisage	143,565	27	30% (8 out of 27 Brgys.)	43,069.50		
Paombong	50,940	14	29% (4 out of 14 Brgys.)	14,772.60		
Pullman	85,844	19	11% (2 out of 19 Brgys.)	9,442.84		
San Rafael	85,921	34	9% (3 out of 34 Brgys.)	7,732.89		
San Jose del Monte	454,553	59	5% (3 out of 59 Brgys.)	22,727.65		
San Ildefonso	95,000	36	0%			
Plaridel	101,441	19	0%			
Panda	66,650	22	0%			
Guiguinto	90,507	14	0%			
Total	2,924,433	569	180 out of 569	1,043,389		