

Impact of Project ENCORE (Enhancing Community Resilience to Disasters in Bulacan) on Disaster Response Needs, following 2013 floods

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Santa Lucia High School students, Bulacan, Philippines – © JC Gaillard

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About Save the Children

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Executive Summary

The present report provides an assessment of project ENCORE (*Enhancing Community Resilience to Disasters in Bulacan*) which is being carried out by Save the Children in the province of Bulacan, Philippines. The project aims to 1/ increase awareness and participation of children, youth and communities in disaster risk reduction (DRR)/climate change adaptation planning; 2/ build resilience of households to cope with the impacts of climate change and disasters through waste management and improved livelihoods; and 3/ improve collaboration and partnership between local governments and private groups towards DRR activities.

Activities set out as part of ENCORE were first evaluated through a participatory questionnaire survey entirely designed, conducted and analysed by participants, i.e. the insiders' perspective. This approach was deemed essential to foster downward accountability towards those directly impacted by and concerned with the project. In parallel, the contracted assessment team conducted its own evaluation of the project, i.e. the outsiders' perspective. This approach was similarly important to encourage upward accountability towards funding agencies, i.e. Save the Children Australia and Australian Aid. Both evaluations were eventually confronted and integrated.

The project overall proves a strong initiative with significant outcomes. It stands out by its well integrated framework. DRR relies upon simple and straightforward action plans and very useful large-scale drills integrated with local and provincial government initiatives. Solid waste management activities have been well received by beneficiary communities and schools. In fact, all school- and youth-based activities have proved sound and influential. They have contributed to a generally improved collaboration and partnership between local stakeholders of DRR and waste management, including local governments, schools and other members of the local communities. Finally, the project is well aligned with Save the Children's pillars of Comprehensive School Safety.

On the other hand, the project suffers from a lack of participation of beneficiaries at the project design stage. Similarly, those possibly most vulnerable to natural hazards are not fully included in disaster risk assessment and other DRR activities. In addition, the project heavily relies upon outside expertise and massive external funding. Finally, livelihood-related activities have only benefited to a limited number of people and face technical and marketing difficulties, which endanger their sustainability.

Despite these shortcomings, project ENCORE provides an array of opportunities in view of developing further projects in the target area. Firstly, the project has enabled a group of dedicated and knowledgeable leaders to emerge. These are the engine of an established network of collaborating organisations (local government, school, private sector) and people involved in activities geared towards waste management, DRR and, in lesser extent, livelihood strengthening, which also benefit from support from the provincial and national governments. School-based activities also appear to be sustainable and provide an excellent entry point for future activities. Finally, Save the Children's massive investment has led to improved infrastructure and a larger pool of available physical resources required for DRR

Future activities will however have to carefully consider the amount of external resources to be input as these may lead to dependency upon Save the Children's support. For example, it seems difficult for local authorities to reproduce project ENCORE activities in other villages/neighbourhoods on their own considering their limited resources and manpower. In addition, political instability and the frequent turn-over of local leaders may endanger the sustainability of activities conducted as part of project ENCORE. Finally, the project beneficiaries are strongly expecting further activities.

Introduction

The present report provides an assessment of project ENCORE (*Enhancing Community Resilience to Disasters in Bulacan*) which is being carried out by Save the Children in the province of Bulacan, Philippines (Figure 1). The overall goal of the project is “to increase the resilience and preparedness of the children, the youth, the community and the local government in coping with hazards and extreme weather events”. This project was designed in the aftermath of typhoon Pedring which struck Bulacan in September 2011 and subsequent relief operations as well breastfeeding and hygiene campaigns conducted by Save the Children Philippines between 2011 and early 2012. ENCORE was funded by Australian Aid through Save the Children Australia and implemented by Save the Children Philippines. The particular objectives of this project are threefold:

1/ to increase awareness and participation of children, youth and communities in disaster risk reduction (DRR)/climate change adaptation (CCA) planning and activities.

2/ to build resilience of households to cope with the impacts of climate change and disasters through waste management and improved livelihoods.

3/ to improve collaboration and partnership between local governments and private groups towards DRR mitigation activities.

A total of six *barangays* (villages) spread across two municipalities, i.e. Calumpit and Hagonoy, of Bulacan were targeted (Table 1 and Figure 1). These *barangays* were selected for their urban or peri-urban features and exposure to an array of natural hazards, especially flooding, fire and earthquake. Four sets of stakeholders at four different scales were particularly targeted within each of the *barangays*: a/ children and youth; b/ elementary and high schools; c/ communities at large; and d/ local government units (LGUs).

Table 1. ENCORE target *barangays* in the province of Bulacan

<i>Municipality</i>	<i>Barangay</i>
Calumpit	Balungao
	Frances
	Gatbuca
Hagonoy	San Agustin
	Santa Monica
	Santo Niño



Figure 1. Location of the project areas

Actions focused on three strongly interconnected components (See Figure 2). Initiatives are geared towards:

1/ diversifying local households' portfolio of livelihood resources, and thus reducing their vulnerability in facing natural hazards, relied upon developing skills for making small breads, growing and processing medicinal plants and vegetables (notably tomatoes), and fabricating stoves and briquettes.

2/ Waste management focused on improving waste collection and recycling with the objective of reducing flood hazard, improving health and providing both fertiliser and pesticides for the floating gardens and materials for making briquettes.

3/ DRR activities entailed disaster risk assessment at both school and *barangay* levels, followed by action planning and testing through a range of drills.

Implementation of the foregoing activities initially spanned July 2012 to July 2013, with most of the components of the project being continued at the time of this evaluation between November 2013 and February 2014. Total expenditure associated with these activities amounted to \$306,000.00 AUD as of July 2013.

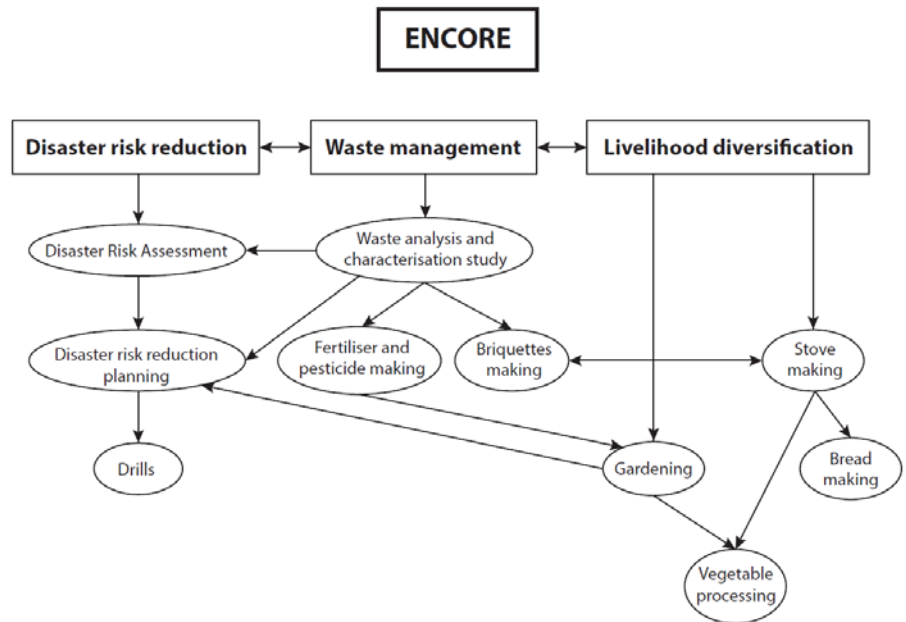


Figure 2. Articulation of the three components of project ENCORE

Methodology

The implementation process and outcomes associated with project ENCORE were assessed between November 2013 and February 2014 by a team of New Zealand- and Philippines-based researchers and practitioners of DRR. This evaluation focused on two *barangays*, i.e. Balungao, Calumpit (including neighbouring Sta Lucia high school) and San Agustin, Hagonoy (including neighbouring Sta Monica high school).. Both villages are located at the centre of their respective municipality, are densely populated and display urban features (Table 2). They were selected by Save the Children Philippines based on the leadership of community leaders and the extent of activities conducted during the course of the project. Noteworthy is that some assessment activities were initially conducted in *barangay* Sta Monica of Hagonoy but a turn-over of political leadership following the November 2013 elections prevented further work in this village.

Table 2. Main features of *barangays* Balungao, Calumpit, and San Agustin, Hagonoy

	<i>Balungao, Calumpit</i>	<i>San Agustin, Hagonoy</i>
Land area (sq.km)	0.62	2.65
Population in 2012 (No. of people)	5139	11,741
No of households in 2012	1246	2354
Main resources	<ul style="list-style-type: none"> • Office work • Tricycle driving • Figurine making • Farming/fishing 	<ul style="list-style-type: none"> • Tricycle driving • Office work • Fishing/farming • Craft
Natural hazards	<ul style="list-style-type: none"> • Flooding (high tide, riverine, rain-fed and dam break) • Cyclone • Tornado • Earthquake • Volcanic eruption • Fire 	<ul style="list-style-type: none"> • Flooding (high tide, riverine, rain-fed and dam break) • Cyclone • Tornado • Earthquake • Tsunami • Storm surge • Volcanic eruption • -Fire

This evaluation was conducted from two different perspectives which are integrated in this report:

1/ activities and initiatives set out as part of ENCORE were first evaluated by the project beneficiaries, i.e. the insiders' perspective. This approach was deemed essential to foster downward accountability towards those directly impacted by and concerned with the project. It is indeed assumed that no one knows local context and needs better than those whose life and livelihoods are at stake, in this particular case, those who participated in project ENCORE.

2/ in parallel, the contracted assessment team conducted its own evaluation of the project, i.e. the outsiders' perspective. This approach was similarly important to encourage upward accountability towards funding agencies (Save the Children Australia and Australian Aid). It further enabled to confront the implementation process and outcomes of the project to what is considered good practices in the field of DRR in the Philippines and elsewhere in the world.

Methods used to facilitate beneficiaries' assessment of project ENCORE

Beneficiaries' assessment of project ENCORE was conducted through participatory surveys. This tool was suggested by the assessment team, in collaboration with staff from Save the Children Australia and Save the

Children Philippines, for its ability to provide tangible quantitative data (Chambers, 2007). This method is particularly useful for making local knowledge (i.e. beneficiaries' views of actions taken within project ENCORE) tangible and credible to outside stakeholders such as Save the Children Australia and Australian Aid. It falls within the scope of "participatory numbers" and "appreciative inquiry" methods which are designed to both provide participatory quantitative data and strengthen ownership and contribute to empowerment of beneficiaries, and sustainability of project objectives. The evaluation process and steps are summarised in Table 3 and Figure 3.



Figure 3. Main steps of the participatory survey conducted in Balungao, Calumpit, between December 2013 and January 2014 (A & B: identification of themes/areas to be evaluated; C: design of the questionnaire; D: community survey; E: tabulation of answers; F: reporting) – All photographs taken by participants.

Table 3. Main steps of the participatory survey conducted in Balungao, Calumpit, and San Agustin, Hagonoy between December 2013 and February 2014

<i>Step</i>	<i>Stakeholders</i>
Ground work: identification of assessment tools, schedule of activities and definition of the role of each stakeholder	Outside assessment team, Save the Children, <i>barangay</i> health workers, mother leaders, <i>barangay</i> officials, teachers and student leaders
Identification of themes/areas to be evaluated	<i>Barangay</i> health workers, mother leaders, <i>barangay</i> officials, teachers and student leaders
Design of the survey questionnaires	<i>Barangay</i> health workers, mother leaders, <i>barangay</i> officials, teachers and student leaders
Questionnaires testing	<i>Barangay</i> health workers, mother leaders and student leaders
Refining of the survey questionnaires	<i>Barangay</i> health workers, mother leaders and student leaders
Community and school surveys	<i>Barangay</i> health workers, mother leaders and student leaders
Coding of answers	<i>Barangay</i> health workers, mother leaders, <i>barangay</i> officials, teachers and student leaders
Tabulation of answers	<i>Barangay</i> health workers, mother leaders, <i>barangay</i> officials, teachers and student leaders
Report writing	<i>Barangay</i> health workers, mother leaders and student leaders

Participatory surveys were first discussed with community leaders and key stakeholders of DRR in Balungao and San Agustin, i.e. *barangay* captains and councillors, *barangay* health workers, mother leaders, school principals and DRR coordinators, as well as youth and student leaders. All agreed to take the lead in designing a survey questionnaire, conducting the survey, analysing the results and writing a report. From there, the role of the outside assessment team became that of facilitator to arrange and run a series of workshops. These workshops held between November 2013 and February 2014 involved *barangay* captains and councillors, elementary and high school DRR coordinators, students, *barangay* health workers and mother leaders. They were held at Sta Lucia High School for Balungao and Sta Agustin Elementary School for San Agustin. During these activities which took three to seven hours each, participants were provided with snacks and meals.

An initial series of activities enabled the foregoing participants to identify activities and issues associated with project ENCORE which deserved to be included in the survey. In this view, the participants listed key themes on strips of paper, which were eventually aggregated and grouped in overarching themes. A carousel activity then provided the participants with the opportunity to list all questions they wanted to ask in relations to these overarching themes. These questions were debated and compiled in a Word document by high-students with computer skills and a good command of the software. The questionnaire was reviewed, printed and test ran by both *barangay* health workers and elementary and high-school students who interviewed 10 respondents in their respective villages and schools. This test showed that schools required a slightly different questionnaire, which was developed by a team of student volunteers. The *barangay* questionnaire was also revised. Both *barangay* and schools questionnaires were then printed again and photocopied.

In Balungao, the *barangay* questionnaire was structured in seven sections (Appendix 1). The first section was designed to assess people's knowledge of Save the Children and project ENCORE within the community and beyond the sole beneficiaries of project activities. Section II focused on the activities conducted and the role of the different stakeholders and whether these were known and recognised in the larger community. Section III aimed to assess the outcomes of the project across the community. Section IV put a particular emphasis on the livelihood component of project ENCORE, which was deemed of uttermost importance by the beneficiaries who participated in the survey. Section V centred on people preparedness in facing natural hazards and whether project ENCORE had contributed to improving people's ability to face flooding, fire and earthquake. Section VI focused on dissemination activities and how to improve activities conducted as part of the project. Finally, section VII compiled demographic characteristics of the respondents. The school questionnaire followed the same sequence except for the section on livelihoods which was deemed inappropriate and replaced by a series of specific questions with regards to the activities conducted within the schools and those which targeted out-of-school youth (Appendix 2).

In San Agustin, the sections of the questionnaire were as follows (Appendix 3): (1) awareness of Save the Children, (2) disasters and DRR, (3) solid waste management, (4) livelihood and (5) demographic characteristics. The first section aimed to assess the awareness of the community members and students on the programmes of the Save the Children and the NGO itself. The second section focused on questions related to experiences of the community and schools to disaster and the DRR measures initiated and supported by Save the Children. The third section intended to evaluate the level of participation of the community members and students, including non-project beneficiaries, to the solid waste management campaign. Most of the questions in the third section were related to waste segregation, rubbish collection and income generating activities, e.g. selling of plastic and cartoons. The fourth section highlighted the benefits of the livelihood programmes (e.g. briquette or charcoal making, fermented fertiliser making, food processing) for the beneficiaries and their appropriateness in the community. Lastly, the fifth section provided demographic characteristics of the respondents. The questionnaires of the elementary and high schools did not include questions on livelihood-related activities as these did not concern the students (Appendices 4 and 5).

Sample for the survey was defined by the participants in collaboration with the outside assessment team. In Balungao, it was decided that one person for every ten households of the *barangay*, or a total of 129 people out of 1278 households (as of Dec. 2013), would be interviewed face to face by nine volunteer *barangay* health workers (Table 4). The interviews were proportionally distributed across all seven *puroks* (neighbourhoods) of the village. In parallel, the survey targeted 160 high-school students and 40 elementary-school pupils proportionally distributed across grades (Table 3). In San Agustin, the *barangay* survey covered 100 households out of at 2349 households, proportionally distributed across *puroks*, while the school survey was conducted face to face with 160 high-school students and 99 elementary pupils.

Table 4. Overview of the surveys conducted in Calumpit and Hagonoy between Dec. 2013 and Feb. 2014

<i>Municipality</i>	<i>Barangay</i>	<i>No of households/students surveyed</i>
Calumpit	Balungao	129
	F. Mendoza Memorial Elementary School Annex	40
	Santa Lucia High School	160
Hagonoy	San Agustin	100
	San Agustin Elementary School	99
	Santa Monica High School	160
Total	Households	229
	Elementary school students	139
	High school students	320

Data collected were eventually coded and tabulated manually (without the use of computer alien to all participants but high-school students) by all participants together in another series of workshops. In Balungao, high-school students took a noteworthy lead in the lengthy tabulation process. In the case of San Agustin, the tabulation of results was accomplished and led by the three groups of participants (community members, elementary and high school students). The elementary teachers and *barangay* secretary assisted the elementary students and mother leaders, respectively, in the tabulation process. The high school students did not require assistance because they were familiar with survey and tabulation. Results of the survey were eventually compiled on flip charts and debated amongst the participants who then prepared the write-up included in this report.

The outcomes of the participatory evaluation are presented in this report as written by the participants, without editing by the outside assessment team. It mirrors the participants' thoughts and voices in a true and thoughtful participatory research approach without intervention nor filter by outsiders. They are presented up front in order to "put the last first" (Chambers, 1983), i.e. those primarily concerned by the project come first. A summary of these findings by the outside assessment team is provided in Box 1 at the end of the participants' write-up.

Photographic documentation of the participatory survey, from its initial steps to report writing, was conducted by some volunteer participants, notably students. Photos chosen by the participants were eventually printed by the outside assessment team and turned over to both the *barangay* health workers and students.

Methods used by the outside assessment team to evaluate project ENCORE

In parallel to the participatory survey, the New Zealand- and Philippines-based team of researchers and practitioners of DRR tasked for assessing project ENCORE conducted a series of interviews with key informants. Those included beneficiaries of the project and other stakeholders of DRR at the *barangay* and municipal levels. Informants included elementary and high school coordinators, teachers, *barangay* captains and officials, health workers, parents, student leaders, livelihood project beneficiary, municipal disaster risk reduction and management officers, scientist, and out-of-school youth leader. Eight were based in Calumpit, 13 in Hagonoy and one in San Fernando, the regional capital of Central Luzon. These interviews aimed at evaluating both the process through which the project was implemented and its actual outcomes. Since the project activities were being continued at the time of the evaluation and hopefully enhanced by Save the Children

Philippines in the near future, suggestions were also collected with regards to possible improvements.

In addition to these interviews, informal discussions with the project beneficiaries and members of the local communities proved useful in understanding local issues and power relationships. Observations of the activities conducted as part of the participatory survey provided further insights on both the project and local communities, which have contributed to shape the assessment team's subsequent evaluation.

Finally, secondary data were collected from different sources, including Save the Children Philippines reports, municipal documents, academic publications and other scientific grey literature. These provided an overview of both the project and issues faced by local communities. Photographs of the different project outcomes and local landmarks with regards to hazards, vulnerability and capacities completed the documentation process.

Findings

Participatory evaluation

Evaluation report by the mother leaders of Balungao, Calumpit

92.3% of the respondents have heard about Save the Children and its projects. 38.34% of the respondents are aware of the livelihood projects that are being conducted by Save the Children while 25% are aware of the calamity projects. 4.3% said that Save the Children provides feeding program; 6.3% on tree planting; 1.74% on waste segregation; 1.72% cleaning the environment; 16.96 on disaster risk reduction and management.

59.89% of the respondents believed that Save the Children helps the communities that needs assistance, 19.64% said that Save the Children broadens the knowledge of the community people and 1.79% said that it aims to help the community and the children.

19.33% stated that it provides schools supplies to the community and school.

21% of the respondents said that Save the Children serves as the leader of the project, 16% stated that Save the Children provides knowledge and skills to the community while 25% believed that Save the Children helps in enhancing the knowledge of the community.

28% of the respondents said that the activities were done properly while 5% stated that they still need help and assistance from Save the Children.

98% of the respondents said that participation of people in the activities conducted by Save the Children is needed to better implement the project; 14% stated that the projects were successfully done; and 5% said that participation and cooperation from the community people is still needed.

62% believes that barangay captain, and his councilors, are responsible in information dissemination among the members of the community.

49% said cooperation is still needed to implement the projects and they stated that General Assembly/meeting within the community members would greatly help in achieving cooperation within the members of the community. 35% said they need financial help, ambulance truck, and megaphone.

54% of the respondents said that the Save the Children's activities are good. 11% gained knowledge about fire while 1.83 learned something about water pump.

57% of the respondents said that there are no results.

3.64% of the respondents believed that it would be a help in their municipality while 2.72% said that it would benefit the students.

19.8% of the respondents said that they need more knowledge and skills.

42.6% said that they learned to be alert and ready in times of disaster. 1.85% learned something about livelihood while 4.63% gained knowledge about health.

76% said that the things they have learned can be used for everyday living. 25.96% stated that they learned something on livelihood.

40% participated in the livelihood programs.

7.89% of the respondents said they learned the floating garden; 15.78% on making bricket; 18.4% on cooking; 34.2% on making stoves with the help of their barangay captain; 5.2% on taking care of worms.

5.2% said that they learn not to lose hope. 52% of the respondents said they earned money from the project while 44% said otherwise.

34.65% said that they should prepare the things beforehand; 30.69% stated that they should bring first aid kit, food and clothes; 21.78% said their things

should be packed before the disasters occur; 5.94% said to be alert; 2.97% stated they should be ready to evacuate while 0.99% said that they should listen to news.

During disasters, 44.5% said they should be alert and prepared; 18.75% stated they should stay on safer areas; 11.25% said that they should be ready; 8.75% said they will get news from other people; 5% stated they will stay on their roofs; 3.75 said they will pray; while 2.5% stated they will remain calm and not panic (Table 6).

Table 6. Preparation and actions that need to be done before, during and after disaster

<i>Disaster</i>	<i>Before disaster</i>	<i>During disaster</i>	<i>Post-disaster</i>
Typhoon and flood	46.94% of the respondents said they should be prepared before another typhoon occurs; 29.5% said they will bring emergency kit; 9.18% said they will save themselves; 5.10% said they will evacuate; while 4.08% said they will listen to news.	37.68% of the respondents said they will distribute relief goods; 21.74% said they will respond; 18.84% said they will be careful; 11.59% said they will pray; 7.25% said they will help the other community members.	68.13% of the respondents said that they will clean their surroundings after the typhoon; 26.73% said they will respond to calamities; and 5.49% said they will fix and organize their things.
Fire	78% of the respondents said to prepare while 8% said to read and listen to news.	48.94% of the respondents to respond; 48.94% said to evacuate; 6.38% said distribute of relief goods.	51% of the respondents said they should clean their environment; 40.38% respond; 3.92% said they should evacuate; 3.92% also said they should be careful; and 1.92% said they should repair the things that were destroyed by the fire.
Earthquake	46.88% of the respondents said they should prepare and evacuate as a preparation for a possible disaster; 18.75% on preparedness; 18.75% said they should bring emergency kit; and 15.63% said they should listen to news.	45.83% of the respondents said they should evacuate; 29.17% said they should be careful; 16.75% said they should remain calm and not panic; 8.33% said they should pray.	52.38% of the respondents said they should reconstruct and repair the things destroyed by the earthquake; 38.1% said they should be careful; and 9.52% said they should listen to news.

45.75% believed that information dissemination is one of the capacities of the barangay council in response to disasters; 43.62% said the barangay council's response during disasters is to help in rescuing people; 6.38% on distribution of relief goods; 3.19% said their capacity is to patrol around the community; while 1.06% on first aid treatment.

56.38% said on cooperation; 25.53% on calling the rescue; 6.38% on preparing; 2.13% on distribution of relief goods; 1.06% on patrol around the community.

59.8% of the respondents participated the earthquake drill while 40.2% didn't.

55.55% of the respondents participated the fire drill while 44.44% didn't.

98.44% of the respondents said they learned something from the earthquake drill while the remaining 1.56% didn't.

87% of the respondents said they learned something from the fire drill while 12.2% didn't.

94.81% said the information on being ready and prepared should be learned by the members of the community.

92% of the respondents said that the barangay council should be in-charge of the information dissemination within their community while 8% said that those who have knowledge on it should also participate in information dissemination.

All of the respondents said that members of the community should gather for everyone to learn how to be active and prepared in times of disasters.

66.67% of the respondents said that they should participate and join the activities and 33.33% said that they should share information and knowledge in these projects.

43.90% of the respondents hoped that the projects to be a success; 29.27% said they hoped Save the Children to help them again while 26.83% wished to continue the project.

Evaluation report by the students of Santa Lucia National High School, Calumpit

1.1 Did you already heard Save The Children?

77% of students said that they already heard Save The Children.

1.2 Things you know about it?

37% of students said that collecting plastic bottles is one of the things they know about it .

25% said that helping children is one of it.

1.3 The purpose of Save The Children

55% of students said that the purpose of it is to keep our schools surrounding clean.

26% of students said that the purpose of it is to help the vulnerable (through drills).

1.4 Contribution of Save The Children

9% of students said that the contribution of Save The Children being a leader.

2.1 Processing

19% of students said that recycling is one of the task of the Save The Children

Another 19% said that collecting plastic is one of it.

10% is unity

2.2 Orderness

99% of students said that there is an orderness in the projects that we did.

2.2.1 Why yes?

24% said that there is a cleanliness.

15% said that there's a unity between the members.

2.2.2 Why no?

Nothing

2.3 Responsible persons

23% said that S.T.C members are the responsible for it,

15% of it said that the principal is one of the responsible for it,

Another 15% said that the teachers are one of the responsible for it.

2.4 Things we need to make it successful

72% said that cooperation and unity is what we need to make it successful,
12% of students said that we need a budget to make it happen.

3.1 Result

43% of students said that we've done the projects successfully.

3.2 No result

57% said that there is no orderness in the school.

3.3 How does the results affects you?

51% of students said that it lessen whatever,
21% said that it helps us to be clean.

3.4 Negative results

57% of students said that there is no negative results.

3.5 Conflict

20% of students said that one of it is being a rule breaker.
18% of students said that one of the conflict are those who are not followed.

3.6 Something helps to make the projects accomplished

54% of students said that unity helps everything.

3.7 Lesson learned

28% of students said that helping the environment is one of the things that they have learned.

3.8 Application

78% of students said that they applying those things they learned in their everyday living.

3.9 Part

66% said that they've been part of the projects that we conducted.

3.10 Accomplished projects

94% of students said that helping other is one of the projects that we accomplished.

3.11 Is the projects helps the school?

97% of students said that the projects will help the school very well

3.12 Effective

100% of students said that the projects become more effective.

3.13 Materials needed

100% of students said that the materials needed can be seen in the school just like the fire fighting equipment.

3.14 Appropriate conditions

100% of students said that the projects are appropriate to their conditions.

3.15 Did you enjoy it?

99% of students had enjoy the projects.

3.16 Is it enough?

99% of students said that they have an enough knowledge about it.

questions in line 4 doesn't answered by the students

5.1 Information shared

34% of students said that one of the information we shared is about disaster preparedness.

5.2 Someone who is needed to be part of this

20% of students said that S.T.C members are need to be part of the projects.

5.3 How is it shared?

36% of students said that one of the ways is sharing knowledge.

5.4 What can you do?

25% of students said that helping is what they can do for the projects.

5.5 Recommendation/ Expectations

22% of students said that helping is one of their expectation.

Evaluation report by the mother leaders of San Agustin, Hagonoy

Based on our surveys, by means of asking my fellow ka-barangay if they know the organization entitled "SAVE THE CHILDREN", we found out that only 52.5% of them knew about it, 44.2% who do not and 0.8% have no idea.

72.5% participated from the programs, 23.3% only participated, and 2.5% has no answer.

23.3% have participated in their programs such as seminars, livelihood, tree planting, and social Bingo.

Most of them did not participate from the social bingo. 66.7% did not participate and 21.7% of the participants attended, 5% unanswered.

61.7% said it did not helped while 27.5% said otherwise while 9.7% have no answer.

55.8% know the Evacuation Center, but most have not used it, 76.7% do not know about the evacuation center. They also said having Evacuation Center is important to avoid the risk of possible increase of water or flood.

They found out that the barangay shared school supplies, 30.8% knew about it, but 63.3% of the children were granted such. For those children who were granted supplies, it was a great help for them especially to those children without the capacity to buy goods at school.

75.8% of the pregnant women did not receive breastfeeding kit, 5% have no answer and 13.3% said they got kit. Those who were granted said it has helped them, and their children became healthy because breast milk is good for their child's health.

47.5% of them agreed that the said project/programs are effective, 50% of them are unable to apply the learning's they got on their daily life, and only 38.3% of them applied it.

Most participants who attended the seminars about Save the Children do not seem understand the programs and we found out that 51.7% them have no answer.

According to our kabarangay, they learned a lot from the said activity. 37.5% said they have learned, 51.7 said otherwise while 6.7% have no answer.

15% of them said that they applied the learnings they got from the said seminars to their community, and 20% have no comment.

The said programs contribute more to my fellow kabarangay, 71.7% said they contributed to the community, 22.5% said it did not and 31.5% have no answer.

25.8% said SAVE The Children helped in maintaining the cleanliness of our village, 0.8% said it did not and 19.2% have no response.

75.8% answered the segregation of waste in our community helped, 17.5% said it didn't and 2.5% have no answer.

35% said they have poor knowledge about the seminar, 55% said otherwise and 7.5% have no response.

10% of them said the importance of applying the knowledge from the lecture/seminar of Save the Children will help bring good order in the environment. "Save the Children" had helped in maintaining cleanliness, 10.8% said Save will help through cleanliness and 15.8% have no answer because they did not attend the seminar.

23.3% said recycling is important for them to know that there's money from garbage, 4.2% answered that they used it as fertilizer, 10% found out that it was a source of money and 8.3% have no answer.

"Save the Children" program has great benefits to us because we learned to have concern regarding to garbage, 61.7% answered that they segregated the garbage, 31.7% said they did not and 5% have no answer.

61.7% applied segregation in the village, 36.7% did not and 3.3% have no answer.

32.5% said Save the Children program had helped the community for waste segregation, and 13.3% have no answer.

They shared it to their fellow villager by telling them what exactly to do, 18.3% has proper awareness, 5% for information dissemination and 11.7% for being a good example.

4.2% answered they contributed on building the Holy Rocket Store, 62.5% answered no because they are not part of building the Holy Rocket Store and 7.5% have no idea.

21.7% answered they participated in the seminar of "Save the Children", 68.3% answered they did not and 6.7% have no answer.

The livelihood programs of "Save the Children" give a lot of help in our Barangay because 46.71% of them said yes, 38.3% said otherwise and 5% have no answer.

9.2% said "Save the Children" programs helped in Livelihood in the way of supporting their task, 5% said the village became well and 20% has no response.

We shared the Livelihood programs of "Save the Children" to our fellow villagers by including them in the seminars, 5.8% are included, we shared to them the content of the program and 5% knew it, 24.2% have no knowledge or no answer.

9.2% said developing the livelihood program of "Save the Children" in our Barangay will be enhanced through cooperation and unity, 4.2% said it will be enhanced by share of knowledge and 20% have no response.

The beneficiaries of food processing in your family and community which is not present on program of "Save the Children" food processing seminars have 5%, no idea about this seminar is 1.7%, and no response was 26.7%.

The benefits of food processing to family and community are having their own businesses.

15% said they got the material kit in the programs of Save the Children and 65.8% have no answer while 10.8% have no response.

5% said that the experience from the seminars conducted by Save the Children caused great to our barangay, 4.2% said Save the Children should continue the seminars while 23.3% did not attend in the seminars.

38.3% contribute for Save the Children programs while 49.2% did not and 6.7% have no answer.

We are thankful for the program of "Save the Children" for sharing it to our Ka-Barangay and to our Barangay Council, this leave us great knowledge, especially for widening our knowledge regarding to our incumbency, it was a great help for our barangay. 45.8% said that knowledge, financial assistance and material kits were provided in our village while, 40.8% said they did not and 5% have no response.

Evaluation report by the students of San Agustin Elementary School, Hagonoy

SAABAD is a group of students that ready to help and give their knowledge to the other children in their school and community. SAABAD is active in all the programs and seminars of the SAVE THE CHILDREN. In behalf of the program of SAVE, we made a survey to prove if they have learned in the past programs of the save.

Other says, that they know the meaning of the SAVE THE CHILDREN (75%). Many of them said that the Save the Children is a group of people that ready to help others to be ready, to teach and to save children. ALL students receive the benefits of SAVE. They're making programs like SHINE, CCA, DRR, Project ENCORE, Drills, Clean and Green, Waste Management and Tree Planting.

According to them, save the children helped us because they gave flashlights and whistles, they learned how to plant and be ready to disasters.

Many of them receive flashlights and whistles from Save the Children. They use it in times of disaster and brownouts. We made an earthquake and fire drills in our school. All of them, joined the programs and made by the save the children about DRR and CCA. We share it by teaching and making campaigns. Warning bells helps us in times of calamities. We knew what rain gauge is, given by SAVE. We used it by measuring the rainfall when it's raining. Medicine kit is important in school, so that we have it. I contain cotton, band aid, alcohol, medicine and bandage.

Earthquakes, floods, fires and typhoons are possible to happen in our school anytime so that, we need to be ready and participate in drills. Save the Children's program helped us to warned students to be ready in disasters. Some of the programs, such as waste segregation management and clean and green teaches us how to keep our drainage clean. They help us also in planting trees and plants in our school. Everybody knows about Urban Containerized Gardening. It segregates plastics and we learned how to plant and recycle. Some of them, were participate in the programs of SAVE. They learned a lot of things in making room to room campaigns.

As a student, I share my knowledge to everyone. So that, we helped to continue the program of SAVE to share our knowledge and make room to room campaigns. We need to participate the programs of the save the children to learn things. Save the Children helped us so much! =)

Evaluation report by the students of Santa Monica High School, Hagonoy

Background: SAVE THE CHILDREN is a non-government organization built in U.K. (1919) which aims to protect and administer law about saving children and women.

Introduction:

The school of Santa Monica is one of the supported schools of Save the Children. This organization aims not just to help and save children but also to provide materials to school or in community.

This compilation presents the results of participatory survey executed in our school. The questionnaires and the tabulating of scores was made by the own members of Save the Children in Santa Monica National High School.

Base on the survey that we have executed most of the students of SMNHS answered that they do know what Save the Children is.

84% - yes

13% - no

2% - no response

According to the students Save the Children is a/an;

53%- NGO

8% - Supports projects about enrichment

1% - Helps nature

4% - Provides equipment

34% - Rescue/help in times of calamities

77% - An organization in the school connected to Save the Children, 34% for SHINe, 24% for SSG and 34% for Scouts

Students also said that they joined different programs related to Save the children

23% - DRR

22% - ECHO (SHINe) Seminar

8%- Containerized Gardening

10%- DRR SUMMER CLASS

86%- Earthquake Drill

Students replied that they learned different things during the projects that Save the Children have done.

56%- Disaster Preparedness

9%- Helping nature

12%- Helping other people

5%- Being responsible

36%- No response

Gladly 90% of the students responded that Save the Children has helped to spread awareness about their school, 1% no and 10% no response.

107 out of 146 students said that sharing is more effective in verbal way while the others are as follows:

Technology 1%, being part of their programs 4%, to persuade 40% and 3% for cooperation.

Most of the students in SMNHS responded that they know the different equipments Save the Children has provided to them:

97% - Bell

85% - Life vest

95% - Rain gauge

73% - First aid kit

In fact 90% of them have knowledge to use it while 5% are not and 3% did not answer

88% said that these equipments must be used during calamities while the remaining 3% said that these must be used during accidents

Since that Save the children provided the school with materials students must be aware where it is located. According to the survey 90% of the students for the bell, 80% for the fire extinguisher are found at the main campus, on the other hand 20% of the students and 8% of the rain gauge said that these are found in the Annex campus. And lastly, the first aid kit is said to be found in both campuses with the range of 72%.

Out of 146 students, 134 (92%) participate in the earthquake and fire drills conducted by Save the Children and 88% of them benefited.

We all know that waste segregation is truly important to the community especially to the school area. As a proof, 95% of the students already learned how to segregate waste with the help of the Save the Children and 94% applied it to their home.

40% of the students said that they learned about drills while 46% about conserving nature and 12% became aware, and 5% of them share it to others, 9% of them cooperated.

Based on the survey 98% of the students told that Save the

Children helped them to be prepared in times of emergencies. They also included that everyone should be encourage to be concerned for our nature.

Box 1. Summary of findings by the outside assessment team

The great majority of the respondents indicated their awareness of Save the Children's activities in their villages/schools. This high level of awareness can be attributed to activities that engaged many members of the communities/schools such as evacuation drill, livelihood-related trainings and waste management campaigns. These promote long term goals with direct and immediate benefits for the participants. Many participants who have not benefited from livelihood-related activities, for example, have indirect benefits (e.g. neighbours of beneficiaries now have access to cheaper charcoal briquettes). The survey results also indicate that the activities have reached those most in need of assistance such as the poorest or those areas most impacted by disasters. It can be explained by the fact that Save the Children first entered the community as provider of relief assistance after Typhoon Pedring in 2011 which have benefited many people. Provision of teaching and learning materials to children and schools in the aftermath of the disaster has helped to relieve the problems of both parents and teachers. The continuity of activities from relief operations to DRR activities, livelihood support, and waste management has also been a key aspect in maintaining the interest of the community especially local authorities, school teachers and administrators, and children and their parents.

Among all activities conducted as part of project ENCORE, it appears that solid waste management have been the most appreciated. This is for four main reasons. First, the outcomes of waste management activities such as cleaner and non-smelly streets as well as regular and more frequent rubbish collection are obvious benefits to the whole community. Secondly, it has become an or additional source of incomes for beneficiaries and participants who earn some money by selling segregated rubbish. Thirdly, it appears that communities and schools better understand the direct positive impacts of waste segregation upon their livelihoods and DRR at large. For example, they understand that by collecting water lilies and waste, blocked drainages could be cleared thus reducing the impacts of floods, while they could also benefit financially from the rubbish and water lilies by converting them into charcoal briquettes.

Survey results also indicate the willingness of the communities to take measures to reduce the impacts of future hazards, particularly floods. Earthquake drills based on dam-break scenarios have been a constant reminder to the community especially the local authorities of the possible future hazards and disasters. The direct engagement of the community in several participatory activities has also improved people's understanding of the disaster risks they face. Not surprisingly, the survey indicate greater willingness of the respondents to evacuate, prepare emergency kits in the evacuation centre, and cooperate to maintain cleanliness.

Contrary to the findings related to waste management and DRR, the majority of the respondents considered that Save the Children's activities geared towards diversifying people's livelihoods have been of little contribution. About half of the respondents indicate that these activities are not useful and practical in their everyday life and, in general, are not effective. These results which undoubtedly are not very encouraging can be explained by several factors. Firstly, it appears that the majority of the participants of trainings and seminars did not fully understand the objectives of the livelihood-related activities and the means and ways to sustain them. Evidently, some activities such as ketchup processing and bread making are rather inappropriate because commercial markets provide similar and cheaper products. Also, organic fertiliser and pesticide products are difficult to sell on the market because of the incapacity of the producers who are the project beneficiaries to provide official receipts. Sec-

only, the results of the survey also suggest that the livelihood-related activities are rather limited and have reached only few beneficiaries. As an example, the majority of the respondents (63%) indicated that they have not participated in making stoves and food processing activities. It is understandable from an outsider's perspective that Save the Children could not make all people beneficiaries. However, it appears that limitations were not properly relayed to the local authorities and other members of the communities. Thirdly, and lastly, those shortcomings could be attributed to a lack of consultation with the target beneficiaries at the early stage of project implementation to verify the appropriateness of the activities and set the limitations and expectations on the project.

The evaluation of the students has produced results which corroborate the findings of the communities. Many students still remember the waste segregation and disposal activities. They also indicate much improved performance in response to recent evacuation drills in comparison to previous regular activities conducted by DepEd. This can be attributed to the support provided by Save the Children which made the drills more realistic and serious.

Schools did not benefited from livelihood-related activities. However, it appears that schools, particularly the students, take advantage of waste segregation activities to generate their own income. Students sell segregated rubbish to junk shops and use the money to finance their DRR programs in schools. There were also few students from poor income families who became more active in the project because they could earn money that helps them finance their study. This kind of initiative (better known as "*diskarte*" in Filipino) was made possible thanks to the active participation of the students, teachers, and staff.

Findings of the surveys in schools also indicated the greater willingness of the students to join organisations that promote solid waste management and DRR related activities. It seems that these organisations easily attract students because they conduct joyful extracurricular activities with immediate results and benefits for them and the entire school. These schools' organisations ensure the sustainability of Save the Children's project. In addition, the survey results also indicate that a great majority of the students (94% in one of the schools) practice solid waste management and DRR-related activities at home. To some extent, these good practices at school reinforce the effectiveness of the same activities in the community and vice versa.

Outsiders' assessment

The evaluation of project ENCORE conducted by the team of New Zealand- and Philippines-based researchers and practitioners of DRR focused on the three main components of the project, i.e. DRR, waste management and livelihood diversification.

Disaster risk reduction

Community-based disaster risk reduction

Community-based DRR activities involved disaster risk assessment, action planning and drills to assess the relevance of plans elaborated in facing the risk of disaster. All activities were in line with RA10121 which provides the legislative and institutional framework for DRR in the Philippines. These activities involved a wide range of stakeholders, including local *barangay* officials, *barangay* health workers, mother leaders, school DRR coordinators and student leaders. Those proved motivated and engaged in project ENCORE because the project was appropriately and timely designed in following Save the Children's relief activities conducted in the aftermath of typhoon Pedring in September 2011 and monsoon flooding in 2012. Both events provided a window of opportunity (Christoplos, 2006) for strengthening DRR in Calumpit and Hagonoy.

Disaster risk assessment activities initially consisted in the collection of secondary data by staff of Save the Children Philippines. This data set included hazard- and disaster-related information as well as data pertaining to the social environment, including for the targeted school partners. This activity was carefully conducted and data collected proved exhaustive for both *barangays* examined in this evaluation. These datasets for each *barangays* proved essential to prepare a series of seminar and workshops

ran by staff of Save the Children Philippines in collaboration with officials from the municipal governments of Calumpit and Hagonoy. These activities followed the classic ‘Vulnerability and Capacity Analysis’ (VCA) framework suggested by Anderson and Woodrow (1989). As often, VCA matrixes did not provide a tangible basis for identifying vulnerable people and assets in the community beyond vague references to houses made of light materials or a particular *purok*.

DRR action planning drew upon the foregoing disaster risk assessment activities. It entailed another series of seminars and workshops which involved local officials as well as *barangay* health workers and mother leaders.

Plans drawn as part of project ENCORE were eventually put to a test through community-wide drills conducted in collaboration with municipal and provincial governments. These drills particularly emphasised the risk associated with a possible break of Angat dam and involved local actors particularly local communities and schools as well as outside actors such as the PDRRMC (Provincial Disaster Risk Reduction and Management Council), MDRRMC, government agencies (Department of Social Work and Development or DSWD), Red Cross, Philippine Army, LGU Rescue Teams, etc. which have served as facilitators in collaboration with Save the Children.

Table 7 provides a summary of strengths and recommendation with regards to the foregoing activities and the participation of local stakeholders.

Table 7. Summary of the outsiders' assessment of community-based disaster risk reduction activities conducted as part of project ENCORE		
Interventions / activities	Strengths	Recommendations
Disaster risk assessment	<ul style="list-style-type: none"> • Mapping of hazards based upon both local and scientific knowledge • Coordination with the provincial government's initiative to strengthen preparedness in facing a possible break of Angat dam. • Inclusion of dam break hazard in disaster risk assessment of the different target <i>barangays</i>. 	<ul style="list-style-type: none"> • It would have been useful here to use tools such as participatory mapping and detailed calendars to identify who and what is actually vulnerable when and what and where the resources, skills and different forms of knowledge are in the <i>barangays</i>.
Disaster risk reduction planning	<ul style="list-style-type: none"> • Sound and applicable action plans, notably because they are simple and straightforward and only require doable activities on the short term, e.g. establishment of early warning system and evacuation procedures. 	<ul style="list-style-type: none"> • Plans rather stress preparedness, based upon local capacities and physical resources (boats, water pumps, life jackets, etc.) provided by Save the Children. • Very few actions geared toward reducing vulnerability and its root causes, which were not enough included in disaster risk assessment and somehow beyond the control of local communities. • Rapid land subsidence, at the origin of high tide flooding and worsening riverine and rain-fed flooding, has not

		<p>sufficiently been factored in hazards assessment and early warning system in Hagonoy.</p> <ul style="list-style-type: none"> The template used for drawing DRR plans is different from those suggested by both the Department of the Interior and Local Government (DILG) and the National Disaster Risk Reduction and Management Office (NDRRMO). Although it is acknowledged that neither is fully satisfying, the variety of templates does not facilitate the integration and reproduction of Save the Children's initiatives in local governments' policies and planning.
Strengthening of Barangay Disaster Risk Reduction Management Committees (BDRRMCs)	<ul style="list-style-type: none"> Sub-committees have been established in line with the legislation and seem to be active. Widespread awareness campaigns which included innovative and culturally-grounded activities. The <i>bingo-sosyal</i> (local number game) and basketball games conveyed basic concepts in DRR to the participants in an enjoyable and much appreciated manner. 	<ul style="list-style-type: none"> The outcomes of more traditional information campaigns, such as the distribution of a large number of tarpaulins to tricycle drivers, are a bit unclear as it seems that many of these materials got stolen according to local informants.
Community-wide drills	<ul style="list-style-type: none"> Such an activity encouraged positive collaboration between stakeholders from the local to provincial level. Because of their large scale and practical, hands-on dimension, drills constitute the flagship component of DRR activities. 	<ul style="list-style-type: none"> In Calumpit, local leaders emphasised that the municipality-wide drills created some confusion amongst residents who were not involved in Save the Children activities. These leaders recognised that insufficient communication accompanied the preparation of the drills, which is a common and somehow understandable shortcoming when such large activities are conducted for the first time. Flood early warning system and evacuation procedures are not widely known within the community and

Stakeholders' participation	<ul style="list-style-type: none"> Overall, local leaders and participants indicated that they have gained a lot of knowledge from these seminars and workshops, which, according to them, have been useful for planning, execution of plans, and policy-making. 	<ul style="list-style-type: none"> Seminars and workshops primarily targeted local leaders or members of the community well connected to these leaders. It is unfortunate that the most marginalised segments of the community, likely to be the most vulnerable in facing natural hazards and difficult to integrate in traditional VCA matrixes, were largely excluded from disaster risk assessment and eventually DRR planning activities.
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School-based disaster risk reduction

In parallel to the foregoing community-based DRR activities, a wide range of initiatives were conducted in each of the schools involved in the project. These included school refurbishment and other infrastructure rehabilitation/construction, provision of firefighting gears and motor pumps, contingency planning and drills, and information campaigns through a wide range of media. Table 8 provides a summary of strengths and recommendation with regards to the foregoing activities and their integration within larger initiatives.

Table 8. Summary of the outsiders' assessment of school-based disaster risk reduction activities conducted as part of project ENCORE

<i>Interventions / activities</i>	<i>Strengths</i>	<i>Recommendations</i>
Integration within larger initiatives	<ul style="list-style-type: none"> Activities in line with DepEd policy for DRR Activities were merged with initiatives from the provincial government and the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA), notably through the Shine project which promotes climate-hazard awareness as well as flood and typhoon early warning at the school level (Figure 4). Provided additional support to the schools, especially with regards to hazard monitoring which was not included in ENCORE, as well as an opportunity for the students to showcase their initiatives beyond Calumpit and Hagonoy. A good example of integration of actions from the bottom-up (from the school level) 	<ul style="list-style-type: none">

	<p>and actions from the top down (from the provincial level).</p> <ul style="list-style-type: none"> • It further offers an opportunity to maintain on the longer term the momentum created by project ENCORE. 	
<p>School refurbishment and improvement through the construction of new infrastructure (e.g. evacuation gate, elevated pathway) and provision of emergency gears</p>	<ul style="list-style-type: none"> • Very useful and appreciated by the school community. They improve students' and teachers' wellbeing and safety in everyday conditions, including in facing high tide-related inundations, as well as facilitate emergency management as tested through drills. • Innovative initiatives such as the procurement of music instruments as tool for stress debriefing, are very interesting and well appreciated by the beneficiaries. 	<ul style="list-style-type: none"> • These initiatives have necessitated significant investments, which local governments and DepEd may eventually find difficult to mobilise in order to reproduce similar activities in neighbouring schools.
<p>Contingency planning</p>	<ul style="list-style-type: none"> • Conducted with great care. Contingency plans are detailed and appropriate. 	<ul style="list-style-type: none"> • Contingency plans do not rely upon the same disaster risk assessment activities as for the surrounding villages (except for the identification of hazards) (Figure 5). • Although the school community is seemingly a bit more homogenous than the larger village it may have been useful to involve the students, teachers and parents in a stronger assessment of vulnerability and capacity to both further strengthen the contingency plans and provide school stakeholders with a tangible rationale for implementing these plans.
<p>Establishments of School Disaster Risk Reduction and Management Groups (SDRRMG)</p>	<ul style="list-style-type: none"> • In line with DepEd policy • In all school covered by this evaluation, SDRRMCs integrate different committees tasked for specific tasks (e.g. information, warning, evacuation, relief). These committees seem to be active in all schools. • Membership is consistently increasing, especially with a 	<ul style="list-style-type: none"> • In Hagonoy, it appears that those students in the higher (best performing) sections comprising a small portion of the schools population are those who usually participate in DRR activities and the rest are excluded due to intimidation and bias preference of the teachers. It is particularly the case in San Agustin Elementary School in

	<p>growing number of lower age students, especially in Sta Lucia High School in Calumpit. This is a particularly important to ensure the sustainability of the activities conducted as part of the project.</p> <ul style="list-style-type: none"> • Younger students are trained by their older peers and progressively integrated in the management of these organisations to facilitate a smooth transition when the older students graduate and leave the school. 	<p>Calumpit Bulacan. Interviews with some students who participated in DRR activities led by Save the Children suggest that such aspect was never considered.</p>
<p>School-based drills, including fire drills and earthquake drills and included warning, evacuation, and actions to directly face the hazards (e.g. extinguish a fire).</p>	<ul style="list-style-type: none"> • Both teachers and students acknowledge that drills were more realistic than the previous drills conducted in compliance with the DepEd policy. • Schools DRR coordinators also emphasise that the workshops conducted prior to the drills have provided them the proper guidelines and skills to conduct these activities. • These information were integrated in awareness campaigns. 	
<p>Awareness campaigns, including in-school activities, including exhibits and games, and out-of-school fairs and games run by high-school students for out-of-school youth and elementary students</p>	<ul style="list-style-type: none"> • Activities of great value which need to be showcased beyond the realm of this project. • These activities stand out because they were initiated by the students with the support of Save the Children staff and are easy to reproduce by future generations of pupils without much external assistance. • Out-of-school activities prove particularly useful because they provided a bridge between the school and the larger community. Villagers were able to directly observe and acknowledge the contribution of children to reducing the risk of disaster, thus making the latter credible in a multi-stakeholder approach of DRR. 	<ul style="list-style-type: none"> • Petty incentives could well be dropped from future projects (e.g. pins, key chains) to avoid giving an impression that these are compulsory.

- Despite significant technical and financial contributions from Save the Children, it seems very possible for the schools, with the support of local government agencies, to continue these activities beyond the term of project ENCORE.



Figure 4. Rain gauge set up at San Agustin Elementary School, Hagonoy, as part of the SHINE project – Photograph by JC Gaillard in January 2014



Figure 5. Contingency plan designed for San Agustin Elementary School, Hagonoy – Photograph by JC Gaillard in January 2014

Comparison of beneficiary communities' responses to flooding from 2011 to 2013

This section compares the floods that affected the beneficiary communities in the towns of Calumpit and Hagonoy from 2011 to 2013. It also discusses the responses of the beneficiary communities to these floods and whether the ENCORE project has contributed to reducing the risk of disaster. With different types, heights and durations of floods that occurred from 2011 to 2013, the responses of the people in the beneficiary communities and the corresponding negative impacts were also different. Tables 9 and 10 compare the floods from 2011 to 2013 in Calumpit and Hagonoy and summarise the corresponding actions done in the beneficiary communities.

Table 9. Comparison of floods from 2011 to 2013 and the corresponding actions taken by the people of Balungao, Calumpit

	2011	2012	2013
Hazards	<ul style="list-style-type: none"> • Typhoon Pedring: one week of raining • Belief that an excessive discharge of water from Angat Dam was to be blamed. 	<ul style="list-style-type: none"> • Habagat and high tide - July • Habagat and high tide - October: one week of raining 	<ul style="list-style-type: none"> • Typhoon of limited force • Daily tide fluctuation was the main cause of regular but minor floods
Maximum height at lowest elevation	<ul style="list-style-type: none"> • 6 feet in Purok 2 and 3 	<ul style="list-style-type: none"> • 2.5 feet 	<ul style="list-style-type: none"> • 0.5 feet around three times during the year
Duration	<ul style="list-style-type: none"> • 5 feet - lasted for 2 days • Subsided after two weeks 	<ul style="list-style-type: none"> • One week in some areas • Two weeks at the back of the municipal hall 	<ul style="list-style-type: none"> • One week at the back of the municipal hall
Other description	<ul style="list-style-type: none"> • The barangay is enclosed by a dike; the flood level outside the dike was the same as the flood level inside the barangay. • People said that they were not ready for such kind of flood 	<ul style="list-style-type: none"> • No typhoon; just continuous rain for a week 	<ul style="list-style-type: none"> • Manageable level of water
Casualties	<ul style="list-style-type: none"> • 1 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Actions taken	<ul style="list-style-type: none"> • Put the household items in the second floor • Evacuated to the neighbour whose house has a second floor • Others stayed at the roof top • Emergency response by the barangay DRR and management 	<ul style="list-style-type: none"> • Cooked, ate and slept in the second floor • Placed wooded bridges inside the house • Did not evacuate • The municipality pumped the flood water for 16 days into the rice field • More people were involved in the 	<ul style="list-style-type: none"> • The municipality as a whole was declared in a state of calamity and some people were evacuated. • Local leaders acknowledged that their ability to respond to the flood had improved compared to previous years.

	council	<p>response and recovery activities such as relief distribution, monitoring of the flood, pumping, cleaning up</p> <ul style="list-style-type: none"> • The people were more organised 	
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Table 10. Comparison of floods from 2011 to 2013 and the corresponding actions taken by the people of San Agustin, Hagonoy

	2011	2012	2013
Hazards	<ul style="list-style-type: none"> • Typhon Pedring • Flooding due to high tide 	<ul style="list-style-type: none"> • <i>Habagat</i> • Flooding due to high tide 	<ul style="list-style-type: none"> • Flooding due to high tide
Maximum height at lowest elevation	<ul style="list-style-type: none"> • In Purok 1 , 5-6 feet • In Purok 2, 8 feet 	<ul style="list-style-type: none"> • In Purok 3, the flood was up to 1 foot in the street • High tide flooding was usually 1.5 feet 	<ul style="list-style-type: none"> • High-tide flooding was usually 1.5 feet
Duration	<ul style="list-style-type: none"> • 2 weeks in Purok 1 and 2 • 10 days before it subsided in Purok 3 	<ul style="list-style-type: none"> • 4-5 days due to <i>habagat</i> • 3-4 hours due to high tide 	<ul style="list-style-type: none"> • 3-4 hours due to high tide
Other description	<ul style="list-style-type: none"> • The flood started at 5:00 pm and then it reached more than 5 feet by 3 or 4 am the next day. • People did not expect that kind of flood • It was the first time for them to experience that 	<ul style="list-style-type: none"> • When the flood in the street in Purok 3 is 1 foot high, then all the areas in Hagonoy are already flooded • Hagonoy has a flood calendar that shows the level of the sea level. The people used this as a guide. • People are used to flood due to high tide since they can predict it and duration is short. • People were not affected much by the flood due to <i>habagat</i> 	<ul style="list-style-type: none"> • The same as the 2012 flood due to high tide
Casualties	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Actions taken	<ul style="list-style-type: none"> • The people did not sleep that night to monitor the flood. • People evacuated in the elementary school and chapel • The <i>barangay</i> leaders coordinated the rescue and evacuation • Relief and medical missions were done by the LGU to the <i>barangay</i>. 	<ul style="list-style-type: none"> • People put the household belongings in higher places • There were relief operations after the <i>habagat</i> (monsoon) flood from NGOs such as Save the children and LGUs 	<ul style="list-style-type: none"> • The municipality as a whole was declared in a state of calamity and some people were evacuated. • Local leaders acknowledged that their ability to respond to the flood had significantly improved compared to previous years.

From 2011 to 2013, Save the Children has assisted the beneficiary communities in dealing with flood hazards and disasters. In the previous sections, we have discussed some dependable findings that indicate improvements in DRR programmes of the beneficiary communities. However, the insignificant number of casualty and the actions taken by the beneficiary communities from 2011 to 2013 are hard to associate with the programmes of Save the Children. In one way or another, the efforts of Save the Children have indeed contributed to the improvements of DRR programmes in the beneficiary communities. However, a longer timeframe with numerous and significant flood occurrences in it is required to establish this claim.

Waste management

The waste management programme conducted in the context of project ENCORE had three objectives:

- 1/ to provide a framework for sorting, collecting, storing and recycling solid waste;
- 2/ to provide locals with livelihood opportunities;
- 3/ to lessen flood hazards and foster environmental protection.

The project initially planned for households to segregate waste before they get collected by eco-boys who would eventually take them to an eco-centre (Figure 6). In parallel, separate waste management activities, combined with tree planting, were also conducted in the partner schools (Figure 7). These activities have proved successful in some instances and more chaotic in other places. Strengths and recommendations are summarised in Table 11.

Table 11. Summary of the outsiders' assessment of waste management activities conducted as part of project ENCORE

<i>Interventions / activities</i>	<i>Strengths</i>	<i>Recommendations</i>
Waste segregation, collection, storing and recycling	<ul style="list-style-type: none"> • In San Agustin, Hagonoy, all local stakeholders agree that the changing practice of waste segregation at the household level is the most important contribution of project ENCORE in the village. • At the time of the interviews and field visits, most of the streets of San Agustin were observably clean. Such scene, according to a mother leader, was unusual in the past. • In Balungao, Calumpit, wastes are actually sorted a posteriori by mother leaders and barangay health workers at the eco-centre because the household segregation programme has not worked very well to date. 	<ul style="list-style-type: none"> • In Balungao, eco-centres prove too small for accommodating a large amount of waste, especially because the market for recyclable materials has proved very narrow and the need for fertiliser limited..
Provision of livelihood opportunities	<ul style="list-style-type: none"> • In San Agustin, a group of eco-boys are hence making a living from collecting the waste and dropping them at the 	<ul style="list-style-type: none"> •

	<p>eco-centre. They receive a Php2000.00 salary every month from the <i>barangay</i> administration and municipal government as well as generate incomes from selling some recyclable materials which are not dropped at the eco-centre.</p> <ul style="list-style-type: none"> • It seems that the programme better works in Hagonoy because it is seen as an income-generating activity rather than a waste management initiative per se. • Local officials and beneficiaries all recognise the value of the initiative and its importance to the welfare of local communities. 	
Flood hazard reduction and environmental protection	<ul style="list-style-type: none"> • One local official commented that “the waste-segregation programme by Save the Children was the start of real and serious campaign of the barangay for a clean and green environment.” A mother leader of Hagonoy further recognised “big changes in the barangay (in terms of cleanliness)” over the past two years. 	<ul style="list-style-type: none"> •
Stakeholders participation	<ul style="list-style-type: none"> • Major role in establishing collaboration between stakeholders which was highly commended by the local officials. • One local official of Hagonoy mentioned the effective partnership between the local government, schools, Save the Children and the members of the local community which paved the way to the formation of the Eco-Aid (local term for the eco-boys) group. 	<ul style="list-style-type: none"> •
School-based waste management and tree planting activities	<ul style="list-style-type: none"> • Globally successful according to the students and teachers. The recycling of solid waste into a wide array of secondary purposes is particularly 	<ul style="list-style-type: none"> • Some tree planting activities have failed because of poor planning of seasonal patterns.

	<p>impressive: for example, bottles are reused for gardening and plastic waste are turned into decoration items.</p> <ul style="list-style-type: none"> • In Calumpit, plastic bottles are also sorted, collected and then sold to junkshops to provide the students organisation with small funding of its own or the poorest pupils with a small amount of money to pay for their daily snacks. • The leadership of teachers and principals is obviously a clear factor in the successful implementation of these activities and some discrepancy can be observed from one school to another. 	
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Figure 6. Eco-centre in Balungao, Calumpit, in January 2014 – Photograph by JC Gaillard



Figure 7. Tree planting at F. Mendoza Memorial Elementary School Annex in Balungao, Calumpit, in January 2014 – Photograph by JC Gaillard

Livelihood diversification

While DRR and waste management programmes have involved ample numbers of stakeholders and participants, activities geared towards diversifying people’s livelihood concerned a limited number of beneficiaries, i.e. between 5 and 10 per village. These initiatives largely focused upon developing the skills of beneficiaries through technical training and support provided by consultants and staff from Save the Children Philippines. These include cooking small breads, growing and processing medicinal plants and vegetables (notably tomatoes) (Figure 8), making fertiliser and pesticides (Figure 9), and fabricating stoves and briquettes (combination of sawdust and water lily used as alternative to charcoal) (Figure 10). All these together were meant to contribute to developing village food banks. In parallel, the outcomes of these activities are, in some instances, sold on local markets organised by Save the Children and thus provide limited incomes to the beneficiaries. Strengths and recommendations are summarised in Table 12.

Table 12. Summary of the outsiders’ assessment of livelihood diversification activities conducted as part of project ENCORE

<i>Interventions / activities</i>	<i>Strengths</i>	<i>Recommendations</i>
Project design	<ul style="list-style-type: none"> • Globally well appreciated by the beneficiaries. • Briquette making is surviving at a small-scale in the community 	<ul style="list-style-type: none"> • Most beneficiaries raise the issue of suitability and relevance of the activities suggested by Save the Children. In fact, most of the beneficiaries regret that they did not participate in the design of the project and selection of skills to be developed. In consequence, it turns out that some of the skills acquired through the programme, especially food processing (e.g. tomato-sauce and ketchup making) have proved of little use because of a limited market (e.g. commercial

		<p>ketchup is cheaper), and administrative restrictions (e.g. beneficiaries do not have official receipts to formalise their business).</p>
Financial support	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Beneficiaries regret the lack of financial support after the initial trainings and provision of technical assistance. Some of the activities, notably the food processing activities, have proved difficult to pursue because of the lack of financial resources to purchase raw materials and containers to sale the finish products. In these circumstances, many beneficiaries acknowledged that there were very few incentives for them to go ahead with these activities. In consequence, the targeted food banks to be established in every village have not materialised.
Selection of beneficiaries	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The handful of beneficiaries admit that they suffer from some sort of jealousy from other members of their community, which has created some tension amongst villagers. On the one hand, the livelihood component of project ENCORE was meant to be a trial in preparation for a wider component in the second phase of the project, which seems appropriate in the context of the investment made by Save the Children to hire consultants, organise trainings and facilitate the implementation of the activities. On the other hand, such process may endanger the sustainability of further activities in view of existing distrust of many villagers with regards to existing activities and suspicion of bias towards possible clients of local political leaders and elite in the selection of beneficiaries. • Although, from an outsider's perspective,

		<p>the process for selecting the beneficiaries of the livelihood programme (through existing beneficiaries of the national government conditional cash transfer programme – thus targeting the poorest segments of local communities) was appropriate and rigorous, it may look different in the eyes of many villagers regularly confronted to patronage politics. It seems here that Save the Children insufficiently explained the selection process to the larger community in a downward accountability mechanism, especially if the plan was to eventually expand the programme to more beneficiaries.</p>
Storage of resources	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • It is odd, in Balungao, Calumpit, that a large number of resources invested by Save the Children (e.g. fertiliser drums, briquette machine and stove, rescue boat) are all stored in the house of the <i>barangay</i> captain. Although his integrity is above any suspicion and his will to serve his community unchallengeable, the concentration of resources in his hands may both undermine the long-term sustainability of the project and his own credibility amongst fellow villagers, which he, himself, acknowledges.



Figure 8. Home floating garden in Balungao, Calumpit, in January 2014
– Photograph by JC Gaillard



Figure 9. Fertiliser making in Balungao, Calumpit, in January 2014
– Photograph by JC Gaillard



Figure 10. Briquette making in Balungao, Calumpit, in January 2014
– Photograph by JC Gaillard

Spin-off outcomes of project ENCORE

In addition to the foregoing, there has been a significant spin-off outcome of project ENCORE in *barangay* Sta Monica in Hagonoy. Indeed, the project indirectly led to the creation and strengthening of a community-based organisation in 2013 (Box 2). This initially emerged as a needed partner for the BDRRMC to organise activities at the neighbourhood (*purok*), including for early warning, evacuation and relief operations. Early on, it also engaged in awareness campaigns in collaboration with the local government. Strengths and recommendations are summarised in Table 13.

Table 13. Summary of the outsiders' assessment of the Barangayette organisation as part of project ENCORE

<i>Interventions / activities</i>	<i>Strengths</i>	<i>Recommendations</i>
Organisation membership	<ul style="list-style-type: none"> Members of the organisation have since grown steadily in number and reached 1600 individuals distributed across all <i>puroks</i> at the end of 2013, thus showing the vitality of the organisation and ensuring the sustainability of many activities conducted in the course of project ENCORE. 	<ul style="list-style-type: none"> This spontaneous and in-bred initiative, which hence survives without significant external assistance and despite an unfavourable turnover of political leadership at the <i>barangay</i> level, provides strong evidence that projects such as ENCORE should put uttermost emphasis on the process of participation and strengthening of intangible social resources over the sole tangible outcomes associated with massive investments.

Box 2. Creation of Barangayette, Barangay Santa Monica, Hagonoy, Bulacan – An offshoot of Save the Children Program on DRRMC

By Rico R. Bartolome and Nora L. Clemente

Community Profile:

Home to more than 10,000 residents, largely Catholics, *Barangay Santa Monica* is situated in the western part of Hagonoy with more than 70% of the area devoted to aquaculture. This *barangay* is comprised of 9 Purok most separated by a waterway. Means of livelihood come from various sources from employment (local and abroad), to fish farming, operating for hire vehicles or tricycle, others are self-employed. Literacy rate is high but majority of schoolers is believed to have finished high school level only. Most of the area is under water during high tides, and is now becoming a social and economic threat to the residents not to mention the damage done by 'salt water' to the housing structures and the environ.

Save the Children – DRRMC Program

In October 2012, after typhoon Ondoy and Pedring hit the Philippines, an NGO group – Save the Children Foundation of Australia, initiated an emergency response program to help avert or mitigate the effect such type of calamity might bring to the community. Immediately under the leadership of the then *Barangay Captain* Pablo Juan Guevarra after accepting the proposal from SAVE, a core group comprising of 6 individuals was formed. This group underwent a series of seminar and workshop to get acquainted with the system of introducing and implementing a DRRMC program at the *barangay* level.

The Birth of 'Barangayette'

As the program requires the participation of each and every individual in the community, it was agreed to organize the community into 'cells' wherein each cell will be formed into '*barangayette*,' that is, grass root officers will be elected by the immediate neighborhood to function as a small *barangay*. This way, it was envisioned, the residents will be empowered and will have an active participation in the entire DRRMC program. In fact, the program will be felt also as 'theirs' not only by the elected officials of the *barangay*. As the set up of key emergency response team at the *barangay* level is task oriented, it was decided also to form the *barangayette* group in a similar manner, thus creating a counterpart for each task at the *barangay* level to the grass root level. This way it can be assured that important messages reached the residents promptly as is needed in times of emergency, and quick action initiated as in cases of evacuation, emergency response, or relief operation. As of March 2013, 27 *barangayettes* were formed throughout *barangay Santa Monica*.

The Advantage of Integrating Barangayette

The creation of *barangayette* will help strengthen the residents' involvement in community affairs. It will open their consciousness to seriously participate not only in times of disaster but also in their important role in community building. It was observed, the creation of *barangayette* in Santa Monica created an atmosphere of brotherhood of support group among the residents. In fact, DAMAYAN Program was implemented immediately in March of 2013 covering 1,500 families with the aim of financially helping the surviving family of the deceased. Since the inception of the program, more than 30 families have received financial assistance from the members. It was envisioned that, if this organizational set up is fully supported and adopted by any incumbent *barangay* official, all efforts in saving lives, in preventing disasters, in building the community strengths, will not go down the drain.

As a further proof of an advantage in integrating a *barangayette* system in DRRMC program, when a flood drill was conducted in *Barangay Santa Monica*, a large number of residents young and old alike participated in the drill and more participated in the info campaign program to let the people know of the importance of being aware and being involved. In another instance, when relief operation was conducted, all the responsible officers of each Purok participated in the systematic distribution and the event was successfully carried out without much hassle and hardship for the beneficiaries. The message became very clear to them -- everybody has an important role to play. Everybody must be involved; everybody must engage!

Barangayette Vision

Since the *barangayette*'s format is patterned after the *Barangay DRRMC* set up, it can also be easily converted into a normal functioning *barangay* at the grass root level wherein the officers, as volunteers, are empowered to look after their Purok, thus

enhancing the role of public officers as more people are involved in community building which is the strength DRRMC is also seeking to help mitigate the effects of disaster.

In the last meeting of the *barangay* officers in *Barangay* Santa Monica consultations were initiated to formally organize and register the group so that assistance from other NGO's or outside sources could be obtained to improve the means of livelihood of the community and to ensure growth and continued development.

Setback

If the set up is not continuously supported by the local LGU, the chance is all efforts by SAVE or any NGO for that matter in DRRMC will be wasted and the supposed beneficial fruits of the joint efforts will not materialize at all.

Proactive Measure

In the case of *Barangay* Santa Monica, should there be a forestalling of all previous efforts and plans because of political reasons, we have plan B to execute in order to continuously practice and support all SAVE's program in our community. Our members are so determined to do what is best for our community and we will continuously support one another to reach our goal of a safe, united, and developed *barangay*.

Discussion

There are pressures from below and from above that trigger institutions to pursue DRR, CCA, and sustainable development in the communities. Pressures from below include the vulnerable conditions of the communities that require both internal and external interventions, based on the principle of the less vulnerable helping the vulnerable. From above are the institutional mandates, agreements, principles and policies at the national and international levels that push organizations the concretization of these ideas into actions. The ENCORE project can be framed within this perspective. It was designed after the province of Bulacan was adversely affected by the flood caused by typhoon Pedring in 2011.

The vulnerable conditions of the people and the communities were more than enough to justify the implementation of a project that aims to “increase the resilience and preparedness of the children, the youth, the community and the local government in coping with hazards and extreme weather events”. The magnitude of the flood that affected the communities and the schools destroyed significant assets. This condition cannot be allowed to pass on without program of actions to resist and respond to the same situation. Thus, ENCORE, with its clear perspectives of the hazards, vulnerabilities and capacities of the communities, is well contextualized and grounded.

The strengths and weaknesses of the project, as have been discussed in the previous sections are summarized in the SWOT matrix (Table 14).

Table 14. SWOT analysis of ENCORE activities conducted in Balungao, Calumpit, and San Agustin, Hagonoy	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Well integrated framework • Simple and straightforward action plan for DRR • Large-scale drills integrated within local and provincial governments' initiatives • Well received solid waste management programme • Far-reaching and sound school and youth-based activities • Improved collaboration and partnership among local government and private group • Well aligned with the pillars of Comprehensive School Safety 	<ul style="list-style-type: none"> • Lack of participation by beneficiaries at the project design stage • Identification and limited participation of those possibly most vulnerable in DRR activities • Significant dependence on external expertise • Heavy dependence on massive external funding • Limited number of beneficiaries for the livelihood-related activities • Technical and marketing difficulties for the livelihood project
Opportunities	Threats
<ul style="list-style-type: none"> • Dedicated and knowledgeable local leaders • Established collaborations between LGUs, schools and larger communities • Sustainable school-based activities • Improved infrastructure and available physical resources • Emphasis and support of the national government on CCA and DDR programs and initiatives 	<ul style="list-style-type: none"> • Dependency syndrome • Local government's inability to reproduce past activities in other <i>barangays</i> • Political instability • Unsustainability of livelihood-related activities • Decreasing funding resources for similar projects • Unpredictable hazards

ENCORE as a project had to deliberately adhere to priorities, policies and procedures of the higher bodies such as national government offices and donor agencies. At the same time, it had to consider the realities of the communities, their voices and the capacities. Bringing all these upper and lower, insiders and outsiders, helpers' and beneficiaries' into the table of discourse and action for DRR, CCA and development as a whole is a challenge one has to face. For example, one question that echoed from the community was the question of project phase out. The people heard that the

project will end soon and they said it should not be. On the other hand, the project had to consider resource availability and shifts in priorities. How to deal with differences between the community and the agency is a real challenge. Difficult as it may, one need to always consider this reality in the whenever development and humanitarian work pursued.

One concern in the entry and choice of the development agenda in the community by the external support agency is the need to balance the pre-requisites of the helping agency and donors, against the other needs of the community that might not be in the agenda of the outsiders. Who chooses what activities to undertake and the governing policies are still dominantly held externally. In the event of a follow-up project, attention should henceforth be given to involving possible beneficiaries in the design of priorities, objectives and activities.

Another concern is the heavy reliance of the project on external resources and expertise through the support of Save the Children. Should the organisation decide to phase out, it will be challengeable for the local schools, communities and LGUs to continue and expand on-going activities in neighbouring villages. Although local expertise has been built and key stakeholders' capacities have been enhanced, it is unclear whether a horizontal transfer of experiences, skills and knowledge can be expected. Similarly, while LGUs and other government agencies (e.g. DepEd) have significant budgets for DRR, Save the Children's investment in ENCORE partner communities has been massive and matching such expenses in view of, for example, strengthening school building or purchasing emergency management gears, will be difficult for local stakeholders.

Community-based disaster risk assessments conducted as part of the ENCORE project were solid and appropriately conducted. However, in most instances, at both community and school levels, they deserve expansion to fully encompass the diversity of people threatened by natural and other hazards. For example, in Calumpit, the complicated status of informal settlers living in perilous locations on the dike and who benefit from both government services and support from Save the Children, has not really been factored in. Similarly, the particular vulnerabilities and capacities of other marginalised groups in the communities who are likely to be badly affected in the event of a disaster need further attention.

With a very clear perspective on DRR and what the project wants to accomplish, it is imperative to see the outcomes as assessed by the community and school partners. There is a strong evidence to show that the project was well liked by the students, as well as by the community leaders. There is awareness, especially among those who are actively involved like the leaders and the students at the higher and upper levels. However, there were people who were not participative, though they were aware of the project. This has implications in laying down the parameters of participation in community-based DRR. Up to what extent does the project want to achieve. Targeting the whole community for a project is ideal but operationally difficult. Addressing this gap should henceforth be a priority of further activities to be conducted in Calumpit and Hagonoy.

The building of resilience of the household to cope with the impacts of climate change and disasters needs grounding theoretically and operationally. Improvement of the livelihood can reduce vulnerabilities as it assumes that the families are able to build resources that can be used for coping with disasters. However, the implementation of livelihood projects in Calumpit had very few beneficiaries and faced several challenges in Hagonoy. Improving the economic potential and capacities of the households through livelihood support will help reduce vulnerabilities as this will enable them improve their hoses and procure materials that will help them respond to disaster events. However, if the beneficiaries are very few, the livelihood assistance does not significantly impact the community. This poses question that can be a subject

of another study: determining the scale of economic intervention at the household level that can have a significant community impact.

The link of waste management to flooding as shown by the survey was that the drainage was made cleaner. However, flooding in Bulacan was mainly caused by factors beyond the community such as the increasing rain volume, physical terrain of the area and possible structures put up or were not put up to address flooding. Waste management was participated by many families and school children and a good environmental project. How it helps the household cope with climate change and disasters is still something to be seen. In fact, most of the respondents rather see waste management activities as an individual income-generating opportunity rather than an initiative for the common good and the reduction of disaster risk.

One of the overall strengths of project ENCORE is that all three components have been particularly well integrated both conceptually and in practice. It is rare to witness a project which effectively integrates livelihood, waste management and DRR, although have long been emphasised as key interconnected elements of development and people's wellbeing (e.g. Wisner et al., 2004, 2012). Furthermore, it seems from interviews with local stakeholders and beneficiaries that most of them are able to fully understand and articulate the integration of all three components of the project, which reflects an appropriate ground work conducted by the staff of Save the Children Philippines.

The project also shows the improved collaboration and partnership among local government and private groups towards DRR activities. There are community resources that were mobilised for project activities, including the conduct of the participatory evaluation where the students, community volunteers and leaders were engaged. This type of assessment has proved very useful, although lengthy and challenging, as it provides an insiders' view unbiased by external views.

In addition, ENCORE is well aligned with the three pillars of comprehensive school safety (Table 9) adopted by Save the Children and other stakeholders of DRR in the education sector (Global Alliance for Disaster Risk Reduction and United Nations International Strategy for Disaster Reduction, 2014). All activities conducted in Calumpit and Hagonoy nicely fit under each of the pillars and cover most of the components of the comprehensive school safety approach at the notable exception of the integration of disaster-related issues in schools' formal curricula. This is in fact beyond the scope of projects such as ENCORE as it involves, in the Philippines, lengthy ministerial decisions at much larger scales (provincial and national).

At the same time, the project as conceptualised is a concrete expression and operationalization of international, national and institutional mandates, priorities and policies for DRR. Taking the five priorities of the Hyogo Framework for Action, the ENCORE activities can be rightly located (Table10).

Table 9. Realisation of Save the Children’s three pillars of comprehensive school safety through ENCORE activities conducted in Balungao, Calumpit, and San Agustin, Hagonoy

<i>The three pillars of comprehensive school safety</i>	<i>ENCORE supported activities</i>
Pillar 1: Safe learning facilities	<ul style="list-style-type: none"> • School refurbishment • Opening of evacuation gates • Construction of elevated pathways • Waste management • Tree planting
Pillar 2: School disaster management	<ul style="list-style-type: none"> • Disaster risk assessment • Early warning system • Contingency planning • Disaster drills • Provision of stress debriefing tools • Provision of disaster management gears
Pillar 3: Risk reduction and resilience education	<ul style="list-style-type: none"> • School-based awareness campaigns • DRR summer school • Community-based awareness campaigns • Creation of school-based DRR organisations • Non-curricular teacher and students training

Table 10. Realisation of the priorities of Hyogo Framework for Action through ENCORE activities conducted in Balungao, Calumpit, and San Agustin, Hagonoy

<i>Hyogo Framework for Action priorities</i>	<i>ENCORE supported activities</i>
Making disaster a risk reduction priority	<ul style="list-style-type: none"> • Mobilizing the school and the local government units in undertaking DRR in the school and communities • Collaboration and partnership among LGUs and private groups towards DRR
Knowing the risks and taking action	<ul style="list-style-type: none"> • Conducting hazards, vulnerability, and capacity analysis • Information dissemination • Early warning system
Building understanding and awareness: use of knowledge, innovations, and education to build a culture of safety and resilience	<ul style="list-style-type: none"> • School and community activities to increase awareness and participation of children, youth and communities in DRR and CCA, as specified in the objectives
Reducing the underlying risks factors	<ul style="list-style-type: none"> • Waste management and improved livelihood to build resilience and capacities • Tree planting and gardening
Strengthening disaster preparedness for effective response at all levels	<ul style="list-style-type: none"> • Awareness of the actions for disaster preparedness • Disaster drills • LGU preparedness through rescue, warning and relief distribution • Provision of disaster preparedness materials and equipment

The activities of the ENCORE were also all in consonant with the national call for strengthening the Philippine disaster risk reduction and management system in the country as stipulated in the RA. 10121. This definitely is also aligned with the thrust of the Department of Education in mainstreaming DRR in the education sector.

Ultimately, while there are challenges in undertaking community-based and school based DRR projects, the opportunities and resources are available. The vulnerable conditions of the people and communities require actions. The government and agencies at the various levels put premium on DRR and CCA. The people have *bayanihan* or community volunteerism that can be mobilized. The threats identified can be addressed by having deeper analysis of the context and proper and participatory planning with the key players.

Recommendations

The findings of this study have a number of important implications for future implementation of the programs and activities of Save the Children. These include the following recommendations:

1/ Phase-out plan: ascertaining project duration and formulation of phase out plan. During the evaluation, there were a lot of talks about the status of the ENCORE and of the Save the Children in Bulacan. They were wondering when the project will end, while expressing the need to continue the project. As such, it is very important for a phase out plan be drawn out with the school and community leaders so as to clear confusions and lead towards a more sustainable operation even if the project ceases to operate in the area.

2/ Mitigation measures and addressing the roots of vulnerability: expanding the coverage of responding to DRR and CCA beyond livelihood and waste management. The mitigation measures to help the community cope with disasters can be explored to include those that cause the people to remain vulnerable. When this is done, then there could be advocacy to resist measures that can turn hazards into a disaster, and to call for appropriate response to the risks faced by the community. There has to be a more in-depth analysis of the roots of vulnerabilities among the various vulnerable groups in the community to resist the marginalisation. These groups include the small farmers easily affected for flood or drought, informal settlers, women and other gender groups marginalised by socio-cultural discrimination, the people with disabilities or the children in difficult circumstances. This will provide a more comprehensive view and response to disaster and climate change impact.

3/ Support and expand on existing livelihood efforts: for livelihood project, it is important to work and support on existing livelihood projects of the people that need expansion and growth, rather than initiating something new and whose sustainability is questionable. The present livelihood such as farming, vending, canteen, etc. in which the people are very familiar and capable can be assisted to grow and expand, thus improving the lives of the stakeholder and causing ramification effects on the local economy and other sectors.

4/ mobilise local resources: there are bountiful resources and local institutions that can be mobilised for community DRR. These include the Barangay Disaster Risk Reduction Committee which has its own budget from the government; the School-Community Association, used to be the Parent Teachers Association; the Student Government; community organizations, and local agencies and civil society organisations operating in the area. The strategy now in social protection in convergence and this can be done for the various entities working in the area.

5/ Push for participatory research and evaluation: the experience in this evaluation shows that the community can undertake evaluation, and even research. Participatory undertakings, however, require capacity building to ensure that the community are doing the tasks right and are not left on their own, e.g. in shaping evaluative and analytical survey questions. Facilitation that can guide them is necessary to help them as well in synthesizing the learning they get from the process. This process requires time and energy, which need to be factored in designing the project. Particular attention should be given to the data analysis and reporting stages, which are fastidious. The role of students is here essential as research and evaluation tasks are often well aligned with the skills and techniques they learn at school.

6/ Identify how to support DRR and CCA integration into the informal education and school curriculum: the school is a powerful venue for education and creating awareness on DRR and CCA. The community local researchers composed of students, teachers, community volunteers and

leaders can be mobilised for this purpose. Their experience in the participatory evaluation is a good resource they can anchor on.

7/ Systematise project services in line with Comprehensive School Safety programme and the Hyogo Framework for Action: this will help in ascertaining the monitoring and evaluation of the program in the global priorities for DRR.

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Appendices

Appendix 1. Survey questionnaire for the community of Balungao, Calumpit

PROJECT ENCORE
Guide questionnaire

1. Ang proyekto ng Save the Children

1.1. Narinig mo na ba ang proyekto o mga gawain ng Save the Children sa inyong komunidad?

1.2. Anu-ano ba ang alam mo tungkol sa proyekto o gawain ng Save the Children?

1.3. Ano sa tingin mo ang layunin ng proyekto at gawain ng Save the Children sa inyong pamayanan?

1.4. Anu-ano ang mga proyekto at gawain ang naisagawa ng Save the Children sa komunidad at paaralan?

1.5. Ano ang naging papel o kontribusyon ng Save the Children sa mga gawain?

2. Mga proseso at Gawain

2.1. Anu-ano ang mga proseso at Gawain ng Save the Children?

2.2. Naging maayos ba ang mga gawain? __ oo __ hindi Paano mo nasabi?

2.3. Sinu-sino ang responsable sa pagsasaayos ng proseso at mga gawain?

Sinu-sino?	Papel na ginampanan

2.4. Anu-ano ang mga kinailangan upang maisakatuparaan ang mga proyekto?

3. Mga bunga o resulta ng gawain ng Save the Children

3.1. Ano ang mga naging resulta?

3.2. Kung walang resulta, bakit walang resulta?

3.3. Paano nakatulong sa inyo ang mga naging resulta?

3.4. Nagkaroon ba ng negatibong resulta ang mga gawain? Kung oo/meron, ano?

3.5. Anu-ano ang mga naging hadlang sa pagsasakatuparan ng mga gawain?

3.6. Anu-ano ang mga nakatulong upang maisagawa ang proyekto?

3.7. Ano ang inyong mga natutunan sa gawaing ito?

3.8. Naisagawa ba ang mga natutunan sa pang-araw-araw na pamumuhay?

1

4. Mga resulta ng livelihood projects para sa mga na-involve lamang

- 4.1. Naging kabahagi ba kayo ng livelihood project ng Save the Children? __ oo __hindi
- 4.2. Anong mga livelihood projects ang naisagawa?
- 4.3. Kumita ba ang kanilang proyekto?
- 4.4. May suporta bang pinansyal ang livelihood ?Kung oo, saan nagmula?
- 4.5. Ang mga materyales ba na kailangan sa livelihood projects ay makikita ba sa komunidad?
- 4.6. Angkop ba ang mga proyekto sa kalagayan ninyo at ng pamayanan?
- 4.7. Ano ang mga natutunan ninyo sa livelihood projects?
- 4.8. Naisasakatuparan ba sa pang-araw-araw na buhay ang natutunan sa livelihood projects?
- 4.9. Nasiyahan ka ba sa mga produktong nagawa ng livelihood projects?
- 4.10. Sapat ba ang mga kaalamang natutunan sa livelihood program?

5.Kahandaan sa panahon ng kalamidad

- 5.1. Anu-anong paghahanda ang dapat gawin bago ang kalamidad tulad ng bagyo at baha?
- 5.2. Ano ang dapat gawin sa panahon ng kalamidad?
- 5.3. Ano ang dapat gawin pagkatapos ng kalamidad?

Kalamidad	Paghahanda bago	Tugon habang may kalamidad	Gawain pagkatapos
Bagyo't baha			
Sunog			

Lindol			
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5.4. Anu-ano ang mga kapasidad ng barangay council sa pagtugon sa kalamidad ?

5.5. Anu-ano ang mga kapasidad ng tao sa pamayanan sa pagtugon sa kalamidad?

5.6. Nakasama ba kayo sa mga drill para sa lindol? __oo__hindi

5.7. Nakasama ba kayo sa mga drill para sa sunog? __oo__hindi

5.8. Ano ang mga natutunan ng mga tao sa mga drill para sa lindol?

5.9. Ano ang mga natutunan ng mga tao sa mga drill para sa sunog?

6. Pagbabahagi ng natutunan sa proyekto

6.1. Anong mga impormasyon ang dapat na maibahagi sa pamayanan o tao?

6.2. Sino ang dapat na taga-kalat ng mga impormasyon?

6.3. Paano maibabahagi ang mabisang paraan upang maiparating sa iba ang kaalaman sa pagiging handa?

6.4. Ano ang magagawa mo bilang kabahagi ng proyektong ito?

6.5. Ano ang mairerekomenda mo o inaasahan sa mga sumusunod na gawain?

Panlagan:

Edad:

Kasarian:

Tirahan:

PWD:

Single parent:

Senior citizen:

3

Appendix 2. Survey questionnaire for Santa Lucia High School, Calumpi

PROJECT ENCORE

Guide questionnaire

1. Ang proyekto ng Save the Children

- 1.1. Narinig mo na ba ang proyekto o mga gawain ng Save the Children sa inyong paaralan?
- 1.2. Anu-ano ba ang alam mo tungkol sa proyekto o gawain ng Save the Children?
- 1.3. Ano sa tingin mo ang layunin ng proyekto at gawain ng Save the Children sa inyong paaralan?
- 1.4. Ano ang naging papel o kontribusyon ng Save the Children sa mga gawain?

2. Mga Gawain

- 2.1. Ano ang mga proseso Gawain ng Save the Children?
- 2.2. Naging maayos ba ang mga gawain? ___ oo ___ hindi Paano mo nasabi?
- 2.3. Sinu-sino ang responsable sa pagsasaayos ng proseso at mga gawain?

Sinu-sino?	Papel na ginampanan

- 2.4. Anu-ano sa tingin mo ang mga kinailangan upang maisakatuparaan ang mga proyekto?

3. Mga resulta ng gawain ng Save the Children

- 3.1. Ano ang mga naging resulta?
- 3.2. Kung walang resulta, Bakit?
- 3.3. Paano nakatulong sa inyo ang mga naging resulta?
- 3.4. Nagkaroon ba ng negatibong resulta ang mga gawain? Kung oo/meron, ano?
- 3.5. Anu-ano ang mga naging hadlang sa pagsasakatuparan ng mga gawain?
- 3.6. Anu-ano ang mga nakatulong upang maisagawa ang proyekto?
- 3.7. Ano ang inyong mga natutunan sa gawaing ito?

- 3.8. Naisasagawa ba ang mga natutunan sa pang-araw-araw na pamumuha
- 3.9. Naging kabahagi ba kayo ng project ng Save the Children? __ oo __ hindi
- 3.10. Anong mga projects ng save the children ang naisagawa?
- 3.11. Nakatulong ba ang mga proyekto ng save the children na inilunsad sa paaralan?
- 3.12. Naging mabisa ba ang mga proyektong nailunsad ng save the children?.
- 3.13. Ang mga materyales ba na kailangan sa proyekto ay makikita ba sa paaralan?
- 3.14. Angkop ba ang mga proyekto sa kalagayan ninyo at ng paaralan?
- 3.16. Nasiyahan ka ba sa mga resulta ng proyekto na isinagawa ng save the children?
- 3.17. Sapat ba ang mga kaalamang natutunan sa save the children?

4. Kahandaan sa panahon ng kalamidad

- 4.1. Ano ang dapat gawin pagkatapos ng kalamidad?

Kalamidad	Paghahanda bago	Tugon habang may kalamidad	Gawain pagkatapos
Bagyo't baha			
Sunog			

Lindol			
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4.2. Anu-ano ang mga kapasidad ng paaralan sa pagtugon sa kalamidad ?

4.3. Anu-ano ang mga kapasidad ng mga estudyante sa pagtugon sa kalamidad?

4.4. Nakasama ba kayo sa mga drill para sa lindol? __oo __hindi

4.5. Nakasama ba kayo sa mga drill para sa sunog? __oo __hindi

4.6. Ano ang mga natutunan ng mga tao sa mga drill para sa lindol?

4.7. Ano ang mga natutunan ng mga tao sa mga drill para sa sunog?

5. Pagbabahagi ng natutunan sa proyekto

5.1. Anong mga impormasyon ang dapat na maibahagi sa mga mag-aaral?

5.2. Sino ang dapat na magbahagi ng mga impormasyon?

5.3. Paano maibabahagi ang mabisang paraan upang maiparating sa iba ang kaalaman sa pagiging handa?

5.4. Ano ang magagawa mo bilang kabahagi ng proyektong ito?

5.5. Ano ang mairerekomenda mo o inaasahan sa mga sumusunod na gawain?

Pangalan:

Edad:

Kasarian:

School:

Section:

PWD:

Appendix 3. Survey questionnaire for the community of San Agustin, Hagonoy

Brgy. San Agustin Evaluation Form	
<p>Ang SAVE THE CHILDREN ay isang NGO na naglalayong makatulong sa mga tao lalo na sa mga bata sa iba't ibang aspeto ng pamumuhay ng tao (hal: disaster risk reduction, waste management, at livelihood). Ang participatory survey na ito ay naglalayong alamin ang mga kontribusyon ng mga programa ng SAVE THE CHILDREN sa Brgy. San Agustin. Ang mga tanong ay nilikha at iaanalisa ng mga mismong kalahok sa loob ng barangay. Ang mga resulta ay inaasahang makapagpapahusay pa sa mga programa ng nasabing NGO.</p>	
<p>1. Name</p> <input style="width: 95%;" type="text"/>	<p>8. Educational attainment</p> <input style="width: 95%;" type="text"/>
<p>2. Birthday</p> <input style="width: 95%;" type="text"/>	<p>9. Occupation</p> <input style="width: 95%;" type="text"/>
<p>3. Birthplace</p> <input style="width: 95%;" type="text"/>	<p>10. Name of Spouse</p> <input style="width: 95%;" type="text"/>
<p>4. Age</p> <input style="width: 95%;" type="text"/>	<p>11. No. of Children</p> <input style="width: 95%;" type="text"/>
<p>5. Gender</p> <input style="width: 95%;" type="text"/>	<p>12. Interviewer</p> <input style="width: 95%;" type="text"/>
<p>6. Civil Status</p> <input style="width: 95%;" type="text"/>	<p>13. Purok</p> <input style="width: 95%;" type="text"/>
<p>7. Religion</p> <input style="width: 95%;" type="text"/>	<p>14. Date</p> <input style="width: 95%;" type="text"/>
Awareness	
<p>15. Alam mo ba ang "SAVE THE CHILDREN"?</p> <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi	<p>18. Paano nakatulong sa iyo ang mga proyekto ng "SAVE THE CHILDREN"?</p> <input style="width: 95%;" type="text"/>
<p>16. Naging kalahok ka na ba sa anumang programa o proyekto na inilunsad nila?</p> <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi	<input style="width: 95%;" type="text"/>
<p>17. Kung oo, anong mga programa?</p> <input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Disaster	
<p>19. Naging isa ka bang participant ng ginawang "Bingo Sosyal" ng Save the Children?</p> <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi	<p>21. Kung oo, ano ang magandang naidulot sa iyo ng Bingo Sosyal?</p> <input style="width: 95%;" type="text"/>
<p>20. May naitulong ba ito sa'yo ang palarong ito ng Save the Children?</p> <input type="radio"/> 1. Oo <input type="radio"/> 2. Wala	<p>22. May alam ka ba na maaaring masabi na Evacuation Center sa ating barangay?</p> <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi

<p>23. Isa ka ba sa nakagamit sa nabanggit na Evacuation Center? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>30. Naging epektibo para sa inyo ang mga proyekto at programang naibigay ng Save the Children? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>24. Bakit mahalaga ang pagkakaroon ng Evacuation Center? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>31. Nagagamit mo ba ang mga programa na ito sa araw araw na buhay? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>25. Nalaman mo bang namigay ng school supplies sa ating barangay ang Save the Children? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>32. May natutunan ka ba sa mga kaalamang ibinahagi ng Save the Children? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>26. Isa ba ang anak mo sa napagkalooban nito? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>33. Paano mo ito iniaaply sa inyong komunidad? <input type="text"/></p>
<p>27. Nakatulong ba ang mga school supplies sa inyong mga anak? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	
<p>28. Isa ka ba sa mga nabigyan ng breastfeeding at pregnant women kit ng Save the Children? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	
<p>29. Paano nakatulong sa iyo bilang isang ina ang breastfeeding at pregnant women kit ng Save the Children? <input type="text"/></p>	
Solid Waste Management	
<p>34. Nakatulong ba ang Save the Children sa pagpapanatili ng kalinisan? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>40. Malaki ba ang nagiging pakinabang ng programang ito ng Save the Children sa waste segregation? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>35. Kung oo, paano nakatulong ang Save the Children sa pagpapanatili ng kalinisan? <input type="text"/></p>	<p>41. Alam mo ba kung paano isinasagawa ang segregation? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>36. Nakatulong ba ang pagbukod-bukod ng basura sa ating pamayanan? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>42. Paano mo ito ginagawa sa inyong sariling tahanan? <input type="text"/></p>
<p>37. Alam nyo ba ng lecture seminar ng Save the Children tungkol sa waste management? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>43. Paano mo ito maibabahagi sa iba mong kabarangay? <input type="text"/></p>
<p>38. Bakit mahalaga na maisapamuhay ang mga natutunan sa lecture/seminar ng Save the Children? <input type="text"/></p>	<p>44. Ano ang mga maaaring idulot nito sa ating pamayanan? <input type="text"/></p>
<p>39. Paano nakatulong ang save the children upang maipamulat sa atin na may "PERA SA BASURA"? <input type="text"/></p>	<p>45. Naging bahagi na ba kayo ng Save the Children sa pag-gawa ng "HOLY ROCKET STOVE"? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
Livelihood	
<p>46. Nakilahok ka na ba sa seminar ng Save the Children sa livelihood? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>48. Sa paanong paraan nakatulong ang mga programa ng Save the Children sa livelihood? <input type="text"/></p>
<p>47. Nakatulong ba ang livelihood program ng Save the Children? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	

49. Paano mo ba maibabahagi sa iyong mga kabarangay ang mga programa sa livelihood ng Save the Children?

50. Sa papaanong paraan mapapaunlad ang mga programa ng Save the Children sa livelihood sa ating barangay?

51. Nakasali ka na ba sa programang "FOOD PROCESSING" ng Save the Children?

1. Oo 2. Hindi

52. Paano mo napakinabangan ang food processing sa iyong pamilya at komunidad?

53. Nabigyan na ba kayo ng mga material kit sa bawat programa ng Save the Children?

1. Oo 2. Hindi

54. Ano ang masasabi nyo sa karanasan ninyo sa bawat seminar sa mga programa ng Save the Children?

55. Nakipagtulongan ba kayo sa mga programa ng Save the Children?

1. Oo 2. Hindi

56. Nadagdagan ba ang inyong kaalaman na ibinahagi sa inyo ng Save the Children?

1. Oo 2. Hindi

Appendix 4. Survey questionnaire for the San Agustin Elementary School, Hagonoy

Participatory evaluation for San Agustin	
<p><i>Ang survey na ito ay naglalayong alamin ang mga naging kontribusyon ng mga programa ng SAVE THE CHILDREN sa eskwelahan. Ang mga tanong dito ay nagmula sa mismong mga kalahok ng proyekto. Ang resulta ng survey na ito ay iaanalisa ng parehong mga kalahok.</i></p>	
Personal Info	
<p>1. Name</p> <input style="width: 90%;" type="text"/>	<p>4. Address</p> <input style="width: 90%;" type="text"/>
<p>2. Grade/ Section</p> <input style="width: 90%;" type="text"/>	<p>5. Contact</p> <input style="width: 90%;" type="text"/>
<p>3. Birthdate</p> <input style="width: 90%;" type="text"/>	<p>6. Parents/Guardians</p> <input style="width: 90%;" type="text"/>
Awareness	
<p>7. Alam mo ba ang Save the Children</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>11. Anu-ano ang mga programa ng Save the Children?</p> <input style="width: 90%;" type="text"/>
<p>8. Ano ang Save the children?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>12. Natulungan ka ba ng SAVE?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>9. Ano ang layunin ng Save the Children?</p> <input style="width: 90%;" type="text"/>	<p>13. Kung oo, paano ka natulungan ng Save the Children?</p> <input style="width: 90%;" type="text"/>
<p>10. Sino ang nakatanggap ng benepisyo at programa ng Save the Children?</p> <input style="width: 90%;" type="text"/>	
Disaster	
<p>14. Kaisa ka ba sa programa ng Save the Children tungkol sa kalamidad?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>19. Sa paanong paraan mo ito naibabahagi?</p> <input style="width: 90%;" type="text"/>
<p>15. Nagkaroon ka ba ng flashlight o whistle na pinamigay ng Save the Children?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>20. Nakatutulong ba ang mga batingting o bell na ibinigay ng Save the Children sa panahon ng sakuna?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>16. Kung oo, saan mo ito magagamit?</p> <input style="width: 90%;" type="text"/>	<p>21. Pamilyar ka ba sa rain gauge na ibinigay ng Save the Children sa inyong paaralan?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>17. Nagsagawa ba ng earthquake drill at fire drill sa inyong paaralan?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>22. Para saan ang Rain Gauge sa iyong palagay?</p> <input style="width: 90%;" type="text"/>
<p>18. Sumailalim ka na ba sa mga programang inilunsad ng Save the Children na tungkol sa disaster risk reduction (DRR) at Climate Change Adoptation (CCA)?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>23. Mahalaga ba ang medicine kit sa panahon ng sakuna o kalamidad?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
	<p>24. Meron ba ito sa inyong paaralan?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>

<p>25. Magbigay ng ilang gamit na nakapaloob sa medicine kit.</p> <input type="text"/>	<p>27. Magbigay ng isang paraan upang maging handa rito.</p> <input type="text"/>
<p>26. Magbigay ng isang sakuna na maaaring mangyari sa inyong paaralan.</p> <input type="text"/>	<p>28. Nakatulong ba ang programa ng Save the Children sa pagmulat sa mga estudyante upang maging handa sa mga sakuna o kalamidad.</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
Livelihood	
<p>29. May programa ba ang Save the Children na nagturo upang mapanatiling malinis ang mga kanal?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>36. May natutunan ka ba sa room to room campaign na isinasagawa ng Save the Children?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>30. Anong programa ng Save the Children ang nagturo upang mapanatiling malinis ang mga kanal?</p> <input type="text"/>	<p>37. Bilang mag-aaral paano mo maipagpapatuloy ang programa ng Save the Children sa inyong paaralan?</p> <input type="text"/>
<p>31. May naitulong ba ang Save the Children sa pagtatanim ng mga puno at halaman sa ating paaralan?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>38. Paano mo maibabahagi ang inyong natutunan sa Save the Children sa iyong mga kamag-aral?</p> <input type="text"/>
<p>32. Sa paanong paraan sila nakatulong?</p> <input type="text"/>	<p>39. Bakit kailangan mong makilahok sa programa ng Save the Children na may kinalaman sa waste management?</p> <input type="text"/>
<p>33. Alam mo ba ang Urban Containerized gardening na itinuro ng Save the Children?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>40. May naitulong ba ang programa ng Save the Children sa waste management?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Wala</p>
<p>34. Ano ang kahalagan ng pagkakaroon ng Urban Containerized gardening na itinuro ng Save the Children?</p> <input type="text"/>	
<p>35. Nakalahok ka ba sa programang ito ng Urban Containerized gardening?</p> <p><input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	

Appendix 5. Survey questionnaire for the San Agustin Elementary School, Hagonoy

Participatory survey for Sta. Monica High School	
<p><i>Ang survey na ito ay naglalayong alamin ang mga naging kontribusyon ng mga programa ng SAVE THE CHILDREN sa eskwelahan. Ang mga tanong dito ay nagmula sa mismong mga kalahok ng proyekto. Ang resulta ng survey na ito ay iaanalisa ng parehong mga kalahok.</i></p>	
Personal Information	
<p>1. Pangalan</p> <input style="width: 90%;" type="text"/>	<p>5. Paaralan</p> <input style="width: 90%;" type="text"/>
<p>2. Antas/Pangkat</p> <input style="width: 90%;" type="text"/>	<p>6. Edad</p> <input style="width: 90%;" type="text"/>
<p>3. Tirahan</p> <input style="width: 90%;" type="text"/>	<p>7. Kasarian</p> <input style="width: 90%;" type="text"/>
<p>4. Telepono</p> <input style="width: 90%;" type="text"/>	
Awareness	
<p>8. Alam mo ba ang Save the Children?</p> <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi	<p>12. Anu-ano ang mga natutuhan mo sa mga programa ng Save The Children sa inyong paaralan?</p> <input style="width: 90%;" type="text"/>
<p>9. Ano ang Save the Children?</p> <input style="width: 90%;" type="text"/>	<p>13. Nakatulong ba ang mga ito upang magkaroon ka ng kamalayan sa mga nangyayari sa inyong paaralan?</p> <input style="width: 90%;" type="text"/>
<p>10. Anong grupo o organisasyon sa inyong paaralan ang may kaugnayan sa Save The Children?</p> <input style="width: 90%;" type="text"/>	<p>14. Paano mo maibabahagi sa iba ang iyong mga natutuhan?</p> <input style="width: 90%;" type="text"/>
<p>11. Ano sa mga programa nila ang iyo nang nalahukan sa iyong paaralan. Lagyan ng tsek.</p> <input type="radio"/> 1. DRR(Disaster Risk Reduction)/CCA(Climate change Adaptation)Seminars <input type="radio"/> 2. Echo(SHINE) Seminar <input type="radio"/> 3. Containerized Gardening <input type="radio"/> 4. DRR Summer Class <input type="radio"/> 5. Earthquake Drill (School Level)	
Equipments	
<p>15. Anu-ano ang mga kagamitan na alam mong naibahagi ng Save The Children sa inyong paaralan? Lagyan ng tsek.</p> <input type="radio"/> 1. Bell <input type="radio"/> 2. Fire Extinguishers <input type="radio"/> 3. Life Vest <input type="radio"/> 4. Rain Gauge <input type="radio"/> 5. First Aid Kit	<p>18. Saang bahagi ng inyong paaralan ito makikita?</p> <input type="radio"/> 1. Bell _____ <input type="radio"/> 2. Fire _____ <input type="radio"/> 3. Fire Extinguishers _____ <input type="radio"/> 4. Life Vest _____ <input type="radio"/> 5. Rain Gauge _____ <input type="radio"/> 6. First Aid Kit _____
<p>16. Alam mo ba itong gamitin?</p> <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi	
<p>17. Kailan ito dapat gamitin?</p> <input style="width: 90%;" type="text"/>	

Pathway	
<p>19. Nakatulong ba ito sa mga mag-aaral ng inyong paaralan? Paano? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	
<p>20. Sa paanong paraan ito nakatulong sa iyo?</p> <input type="text"/>	
Earthquake & Fire Drill	
<p>21. Ano ang Earthquake at Fire drill? <input type="text"/></p>	<p>24. Nakatulong ba sa iyo ang pakikiisa sa mga paghahanda laban sa mga kalamidad? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>
<p>22. Nakiisa ka ba sa Earthquake at Fire drill na isinagawa ng Save The Children? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>25. Gaano kahalaga ang mga isinasagawang paghahandang ito para sayo at sa paaralan? <input type="text"/></p>
<p>23. Maayos mo bang naisagawa ang paghahandang ito? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	
Waste Management	
<p>26. Naturuan ka ba ng programa ng Save The Children na magtapon ng basura sa tamang lalagyan? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>31. Anu-ano ang mga ito? <input type="text"/></p>
<p>27. Alam mo na ba sa tulong ng Save The Children ang tamang paghihiwalay ng basurang nabubulok at di nabubulok? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>32. Anu-ano ang mga natutuhan mo sa mga aktibidad na isinagawa ng Save The Children sa inyong paaralan? <input type="text"/></p>
<p>28. Isinasagawa mo ba ito sa inyong tahanan at paaralan? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>33. Ayon sa iyong natutuhan,paano ka makatutulong sa pagsasaayos ng ating kalikasan? <input type="text"/></p>
<p>29. Sa tulong ng programa ng Save The Children,nalaman mo ba kung ano ang 3R's? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	
<p>30. May maganda bang naidulot sa iyo ang 3R's (Reduce,Reuse,Recycle)? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	
Containerized Gardening	
<p>34. Nakiisa ka ba sa programa ng Save The Children na Containerized Gardening? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>36. Sa iyong palagay,anu-ano ang mga maidulot ng pagtatanim ng mga halaman sa iyo at sa ating kalikasan? <input type="text"/></p>
<p>35. Anu-ano ang mga natutuhan mo sa programa o aktibidad na ito? <input type="text"/></p>	
Evaluation	
<p>37. Para sa iyo,nakatulong ba ang mga programa ng Save The Children sa iyo, sa kalikasan at sa inyong paaralan? <input type="radio"/> 1. Oo <input type="radio"/> 2. Hindi</p>	<p>38. Ipaliwanag ang inyong sagot sa huling tanong. <input type="text"/></p>

Appendix 6. List of key informants interviewed by the outside assessment team between Nov. 2013 and April 2014

Table 10. Key informants interviewed by the outside assessment team		
	<i>Interviewee</i>	<i>Position</i>
PAGASA	Rommel P. Yutuc	Climatologist
Calumpit	Ruth Bernardino	Santa Lucia High School DRR coordinator
	Arlina Itchon	F. Mendoza Memorial Elementary School Annex DRR coordinator
	Jayne S. Tizon	F. Mendoza Memorial Elementary School Annex teacher
	Rico Caparas	Balungao <i>barangay</i> Captain
	Edith R. Vallejos	Balungao <i>barangay</i> health worker
	Cristina De Guzman	Livelihood project beneficiary
	Rogie Lapuz	Santa Lucia High School student leader
	Gerardo Belen	Municipal Disaster Risk Reduction Management officer
Hagonoy	Rosalinda Ople	Livelihood project beneficiary
	Annie Sabino	Santa Monica High School teacher
	Teodulo Capulong	Santa Monica High School teacher
	Gener Cruz	Santa Monica High School teacher
	Marlin Ople	Out-of-school youth leader
	Estelito Libao	Municipal Disaster Risk Reduction Management officer
	Imelda Lombres	Mother leader
	Manuel S. Alfonso	San Agustin <i>barangay</i> secretary
	Jayson Mendoza	San Agustin <i>barangay</i> captain
	Noemi C. Mendoza	San Agustin Elementary School teacher
	Boyet Santiago	San Agustin <i>barangay</i> councillor
	Nora L. Clemente	Santa Monica <i>barangay</i> councillor
	Rico R. Bartolome	Santa Monica community leader

