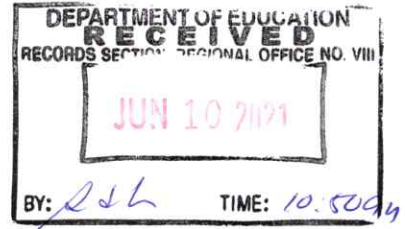
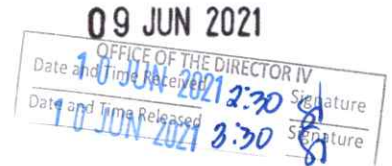




Republic of the Philippines
Department of Education



DepEd ORDER
No. 024, s. 2021



**GUIDELINES ON THE COORDINATION FOR ESTABLISHMENT OF SCHOOLS IN
RESETTLEMENT SITES DUE TO DISASTERS AND/OR EMERGENCIES**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Coordination for Establishment of Schools in Resettlement Sites due to Disasters and/or Emergencies** which establishes the processes for planning and providing access to quality basic education services in resettlement sites following disasters or emergencies. This supplements DepEd Order No. 40, s. 2014 which provides the guidelines for the Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education.
2. The processes cover the roles and responsibilities, data gathering and reporting mechanisms that shall guide the concerned offices of divisions, regions, and the central office on coordination with different concerned agencies and field offices with regard to resettlement of families and learners, thereby, aiding decisions on education interventions in resettlement sites.
3. All DepEd Orders, Memoranda and other related issuances, rules, regulations, and provisions which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
4. For more information, please contact the **Disaster Risk Reduction and Management Service**, 2nd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at drmo@deped.gov.ph or telefax no. (02) 637-4933.
5. This Order shall take effect immediately upon its issuance.
6. Immediate dissemination of and strict compliance with this Order is desired.


LEONOR MAGTOLIS BRIONES
Secretary



ORJ mcb
6-10-21

GUIDELINES ON THE COORDINATION FOR ESTABLISHMENT OF SCHOOLS IN RESETTLEMENT SITES DUE TO DISASTERS AND/OR EMERGENCIES

I. Rationale

1. The Department of Education (DepEd), in institutionalizing building back better after disasters, has demonstrated the development of its interventions which started with infrastructure and now to a range of services such as provision of temporary learning spaces, delivery of learning materials, replacement of damaged computer packages, assistance to affected personnel, and provision of psychosocial interventions. Today, DepEd is encountering one of the most complicated recovery work to date—that of establishing schools in the context of resettling thousands of families from danger zones to safe areas. Resettlement interventions are simultaneously happening all over the country, albeit uncoordinated. The experience of massive displacement and relocation following the September 2013 Zamboanga City Siege, the Typhoon Yolanda in November 2013, and the five-month siege of Marawi City in 2017, provided the Department with insights on how to operationalize coordination with other concerned agencies and offices.

2. In light of this, the regions and divisions, with the support of the Central Office, are enjoined to take part in the planning of resettlement of families, as there are new schools that need to be established in selected NHA resettlement sites with 1,500 or more target houses. Likewise, the Department acknowledges the new communities in selected resettlement sites which were built by other stakeholders. To this, any need for education resources in these areas shall also be provided. Funds for school buildings shall be programmed in resettlement sites which are to be funded and implemented by DepEd. Whenever appropriate, funds for the procurement of materials, supplies, and labor for the construction of temporary learning spaces (TLS); temporary water, sanitation, and hygiene facilities (WaSH); and temporary toilets shall be downloaded to divisions to ensure continued delivery of basic education services during resettlement of families in affected areas.

3. Recognizing the need to strengthen coordination with various offices involved in planning for the establishment of schools in resettlement sites, the Department of Education herewith issues the ***Guidelines on the Coordination for Establishment of Schools in Resettlement Sites due to Disasters and/or Emergencies***.

4. This supplements DepEd Order No. 40, s. 2014 which provides the guidelines for the Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public-School Annexes in Basic Education.

II. Definition of Terms

1. **Catchment Area** refers to the area within a two-kilometer (2-km) radius and one-kilometer (1 km) radius from any existing public school in rural and urban areas, respectively.¹

2. **Resettlement Site** refers to either or both of the following:

¹ Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education (DO 40, s. 2014)

- a. **Permanent Resettlement Site** refers to a socialized housing area characterized by the presence of basic services, where relocates are brought for permanent resettlement.² This may also be used interchangeably with permanent relocation site.
- b. **Transitional Site** refers to structures temporarily constructed by the government and non-government organizations intended for families affected by a disaster or emergency while awaiting transfer to permanent shelters.³ This may also be used interchangeably with a temporary resettlement site.

3. **Temporary Learning Space (TLS)** refers to a designated space or structure that is established in transitional sites, permanent relocation sites, or in schools with damaged infrastructure due to a disaster or emergencies, which are intended for the immediate resumption of formal and non-formal education to ensure education continuity of children while awaiting the construction or repair of permanent classrooms.^{4,5}

III. Scope

1. This DepEd Order provides the DepEd Central Office, Regional Offices, and Division Offices the minimum coordination requirements with the NHA, LGU and other stakeholders to guide them in the planning for the establishment of schools in resettlement sites housing families affected by disasters and/or emergencies.

IV. Policy Statement

1. The DepEd Order hereby establishes the *Guidelines on the Coordination for the Establishment of Schools in Resettlement Sites due to Disasters and/or Emergencies* to:

- a. Set the roles and responsibilities, required data gathering, and reporting mechanisms for the DepEd Central Office, Regional Offices, and Division Offices on the establishment of schools in resettlement sites due to disasters or emergencies;
- b. Inform the concerned government units, primarily the NHA and LGU, on the DepEd requirements and standards for the establishment of schools in resettlement sites due to disasters and/or emergencies; and,
- c. Provide access to quality education by ensuring that the DepEd, NHA, and LGU regularly coordinate with each other regarding resettlement of families and school-age children and provision of education services.

² Adopted from the Implementing Rules and Regulations of the Urban Development and Housing Act of 1992 (RA 7279)

³ Ibid.

⁴ Implementing Rules and Regulations of the Children's Emergency Relief and Protection Act (RA 10821).

⁵ The TLS differs from the "make-shift and/or demountable classrooms/school building" which are described in and prohibited by DepEd Order No. 40, s. 2014.

V. Procedural Guidelines

1. The establishment of schools in NHA resettlement sites shall adhere to the processes defined in DepEd Order No. 40, s. 2014, or the Guidelines for the Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public-School Annexes in Basic Education, with due consideration to the specific context, nature, and timelines of post-disaster response and rehabilitation.

2. For the purpose of the establishment of schools in NHA resettlement sites, concerned Regions and Schools Division Offices through the Education Support Service Division (ESSD) and School Governance and Operation Division (SGOD) through the DRRM Coordinators and DepEd Engineers, with the support of the Disaster Risk Reduction and Management Service (DRRMS), Education Facilities Division, (EFD), Sites Titling Office, Legal Service, and the Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHROD-SED), shall coordinate the completion of necessary documents needed by the Division Planning and Research Section, Division Review and Evaluation Committee (DREC), and the Regional Inspectorate Teams (RIT).

VI. Minimum coordination requirements with NHA, LGU, and other Stakeholders

1. All concerned in the planning, coordination, and management of the establishment of schools in selected NHA resettlement sites, shall adhere to the minimum coordination standards:

a. Coordination with the NHA

- i. According to the 2008 Revised IRR of Batas Pambansa (BP) Blg. 220⁶, NHA resettlement sites with a target of **at least 1,500 housing units** are provided land area for school buildings. The regions and divisions must observe DepEd Order (DO) No. 40 s. 2014⁷ and inform the NHA field offices of the minimum requirements of schools on size of land (at least 5,000 square meters or one half (1/2) hectare for rural areas and 2,500 square meters for highly urbanized cities). Other requirements should also follow DECS Order No. 19, s. 1994⁸, DECS Order No. 54, s. 1995⁹; and DO No. 33, s. 2011¹⁰.

For NHA owned resettlement sites, the regions and/or divisions through ESSD and/or SGOD in coordination with the Legal Unit shall request the NHA field offices to include in the submission of the Deed of Donation and Acceptance (DODA), the ownership title of NHA over the site as well as the Approved Survey Plan (if there be any).

⁶ An Act Authorizing the Ministry of Human Settlements to Establish And Promulgate Different Levels Of Standards And Technical Requirements For Economic And Socialized Housing Projects In Urban And Rural Areas From Those Provided Under Presidential Decrees Numbered 957, 1216, 1096 And 1185

⁷ Establishment, Merging, Conversion and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education

⁸ Guidelines on the Acquisition, Construction and Maintenance of Public Elementary and Secondary School Sites, Buildings and Grounds

⁹ School Site Acquisition and Documentation for all Public Elementary and Secondary Schools)

¹⁰ Creation of the National Task Force on School Sites Titling

For privately owned resettlement sites, the region and/or division DRRM Coordinators shall coordinate with NHA and/or existing Task Force to facilitate securing from the private developer the DODA and Approved Survey Plan for DepEd.

For LGU owned resettlement sites, where NHA provided technical assistance and fund subsidy to the LGU through their Resettlement Assistance Program (RAP) for the construction of housing and land development, securing of the DODA and Approved Survey Plan will be coordinated to the concerned LGU by the region and/or division DRRM Coordinators.

- ii. In cases where a Task Force or comparable body at the national level is convened, the abovementioned roles shall be played by the DRRMS with the support of the concerned Regional and Division Offices.
- iii. The following should be requested from NHA:
 1. **Site development plan of resettlement sites.** A copy of site development plans shall be accessed from the NHA. The site development plans illustrate the location and orientation of houses, roads, electrical main lines, water lines, and sewer and drainages in a particular site. It also illustrates the dimension and area of facilities and households, including the area allocated for school buildings.
 2. **Status and timeline of construction of housing and other facilities.** The status includes updates on funding, procurement, and construction of housing projects and other needed facilities of NHA. These are regularly updated and the data can be used for identifying priority areas. Those which are almost complete may indicate readiness to relocate families, and therefore, would need immediate basic services such as access to water, livelihood, and education.
 3. **Agreement for site ownership.** The transfer of site ownership to the Department, evidenced by the availability of complete supporting documents (e.g. perfected Deed of Donation and Acceptance (DODA), a Transfer Certificate Title, Usufruct Agreement), or a written commitment from the NHA on the eventual transfer of the site ownership to DepEd in cases complete documents are still being processed, is a prerequisite for proceeding with the construction of schools

b. Coordination with LGU and other Stakeholders

- i. While houses and other needed facilities and structures are constructed by and in NHA resettlement sites, the planning, schedule of movement of families, and/or turn-over of housing units is the responsibility of the LGU. Other stakeholders, such as DSWD and NEDA, may be involved in the process.

- ii. DepEd region and/or division DRRM Coordinators should ensure coordination with local officials so that DepEd is included and informed about the planning of resettlement of families.
- iii. Region and/or division DRRM Coordinators should participate in the **Regional Development Council (RDC) meetings** and/or other **Local Inter-Agency meetings** which regularly convene and discuss matters such as resettlement so that all stakeholders are informed on the needs of the education sector, and similarly, its status and developments. In particular, the following data may be readily available and updated by the local offices:

1. **Schedule of movement of families to specific resettlement sites.**

- a. The schedule of movement of families may be on a monthly or quarterly basis, or any other interval set by the LGU. It is important that regions and divisions are aware of the total number of families to be moved to resettlement sites because there may be sudden changes in population in specific areas depending on the origin and destination of families (for example, 1,000 families from one barangay to be moved to another barangay where resettlement site is located).
- b. The schedule of movement of families may also be used as basis for estimating total number of school-age children to be expected in resettlement sites.
- c. In the absence of schedule of movement of families or census of school-age children, the regions and divisions, through their DRRM coordinators in coordination with the Planning Officers, shall conduct data gathering by using data on the most updated school enrolment or by mapping learners in resettlement sites
- d. In the absence of data, such as a comprehensive census of school-age children, the regions and divisions may use the assumption of two (2) school-aged children per family¹¹, with 45 learners per classroom¹². The estimates are used to compute resource requirements which includes need for TLS and classrooms (for example, if there are 1,000 families to be resettled, an estimated total of 2,000 school-age children are to move to the site who would need an estimated total of 44 classrooms).

2. **Census of school-age children.** Ideally, comprehensive individual-level data includes date of birth, age and sex; current grade level and school; and place of origin and resettlement destination. The census of school-age children,

¹¹ Assumption comes from the statistic survey of PSA which is an average of 3.3 children per woman (3.3 children = average number of children per woman is 2.8 in urban areas + 3.8 in rural areas divided by 2). We consider the conservative average number of children per family of 2.
Source: <https://www.dhsprogram.com/pubs/pdf/SR253/SR253.pdf>

¹² Education Facilities Handbook

as prepared by the LGU, can be used to refine the computation of resource requirements for schools nearby or in resettlement sites.

3. **Status of transitional or temporary sites.** In some cases, temporary or transition sites are put-up to temporarily relocate families out of no-build zones. To this, the same level of planning, coordination, and data gathering as above is required from regions and divisions to ensure that children in these areas are provided access to education. TLS, temporary WASH, and/or temporary toilets may be provided in temporary/transition sites.
4. **Securing of Deed of Donation and Acceptance (DODA) for resettlement owned by LGU and other stakeholders.**

As indicated in Section VI 1.a, DODA shall be coordinated and requested by the region and/or division DRRM Coordinators to the owner of the resettlement sites:

- a. For resettlement sites owned by the LGU and provided with assistance from NHA through RAP and/or funded by the private group/individual, corporation and association and was donated to the LGU, region and/or division DRRM Coordinators should seek DODA and Approved Survey Plan from the concerned LGU.
 - b. For privately owned resettlement sites, either by private individual, group, or corporation and association, securing of the DODA and Approved Survey should be coordinated by the region and/or division DRRM Coordinators to the NHA and/or existing Task Force
- c. **Construction of TLS and/or school buildings in/near resettlement sites**
- i. Permanent school buildings shall be constructed in permanent resettlement sites, while only TLS shall be set-up in transitional sites. School buildings/TLS shall be provided in the following:
 1. In **existing schools whose catchment area overlaps with any portion of the resettlement site**. Such schools should be capable of accommodating new structures, learners, and personnel; and may or have experienced an increase in enrolment due to temporary or permanent relocation of families in nearby areas. Total TLS or classroom needs can be further validated by checking the current enrolment of a school and the mapped data of learners in resettlement sites or the data on the assumption of two (2) school-aged children per family, with 45 learners per classroom from the nearby resettlement sites; or,
 2. In **resettlement sites** where suitable land is available and intended for the establishment of schools within or near temporary or permanent resettlement areas. The establishment of a new school in a permanent resettlement

site shall be guided by DO 40, s. 2014. Total TLS or classroom needs can be validated by checking the schedule of movement of families to permanent resettlement sites and/or census of school-age children, depending on available data.

The use of existing schools whose catchment area overlaps with any portion of the resettlement site and can accommodate additional learners and/or new school buildings shall be prioritized over the establishment of a new school.

d. Endorsement of resource requirements such as TLS and/or classroom needs from DepEd regions and divisions to the Central Office

- i. Once coordination with field offices of NHA and the LGU is established, and enough data support the need for TLS and/or classrooms, regions and divisions should submit the request for TLS and/or classrooms with endorsement from the Schools Division Superintendent and the Regional Director to the Central Office through the DRRMS using the template provided in Annex A.
- ii. Likewise, if the regions and divisions found no need to provide educational resources for new schools or existing schools for resettlement of families, an official document stating that there is no need to provide education resources for resettlement with a justification from the Schools Division Superintendent and the Regional Director should be provided to the Central Office through the DRRMS. This shall be supported by an assessment conducted by either the region or division using the template provided in Annex A.
- iii. In the event that the transfer of families to resettlement sites would be earlier than the provision of education resources, the concerned regions and/or divisions may build temporary learning spaces in nearby schools or in the resettlement sites, and implement Alternative Delivery Modes¹³, to ensure learning continuity of affected learners due to the disasters.
- iv. All reports must be addressed to the Director of the DepEd Disaster Risk Reduction Management Service (DRRMS), Department of Education (DepEd) Central Office, 2nd Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City. An advance copy of the said documents is required to fast-track the process of reporting. Reports should be sent to DRRMS via fax (telefax no. (02) 637-4933) and/or e-mail (drmmo@deped.gov.ph).
- v. A team composed primarily of the DRRMS and Education Facilities Division (EFD) staff shall conduct site visits to validate and ensure coordination with the concerned offices that submitted the request for support on TLS and/or classrooms. The DRRMS and EFD shall determine the final number of TLS and/or classrooms needed based on all available data, for endorsement to and approval of various DepEd Central offices.

¹³ DO 54, s. 2012 or the Policy Guidelines on the Implementation of Alternative Delivery Modes

The Division Engineer shall prepare the proposed site development plan for the school resettlement sites based on the site ownership documents. This document must be approved by the Schools Division Superintendent and shall serve as reference of donors and/or other entities interested in constructing school facilities in the given resettlement site. Any proposed construction shall be approved by the Schools Division Superintendent. Further, all construction shall conform with the Re-Establishment of Minimum Performance Standards and Specifications for DepEd School Buildings using Alternative Construction Materials (DO No. 06, s. 2021) and Establishing of Minimum Performance Standards and Specifications for DepEd School Buildings (DO 64 s. 2017).

- vi. While planning for infrastructure requirements, the regions and divisions shall plan for deployment of teachers and other resources. Other resumption strategies, as appropriate, may also be employed. The non-infrastructure plans and interventions shall also be reported by the regions and divisions to the DepEd Central Office through the DRRMS.

e. Other non-NHA resettlement sites

- i. Where other resettlement projects are implemented by other stakeholders, the same level of coordination as above shall apply.

f. Other Educational Interventions

- i. Field offices shall exercise prerogative in planning for and implementing supplemental interventions in one or a combination of sites. Such decision should be coordinated with NHA, LGU, and the CO.

VII. Monitoring and Evaluation

1. All concerned Divisions through the SGOD are tasked to report to the DepEd Central Office through the DRRMS the status of coordination with the NHA, LGU and other stakeholders regarding establishment of schools in resettlement sites copy furnished the concerned regional office. The DRRMS shall thereafter coordinate with the BHRD-SED.

2. During the planning and school construction phase in resettlement sites, all concerned divisions through the SGOD , shall submit a report approved by the Schools Division Superintendent at least once every two months or as major changes happen in their respective areas of responsibility to DRRMS copy furnished the concerned regional office.

3. Reporting shall cease once permanent school buildings in permanent resettlement sites have been constructed. The status of TLS constructed in transitional sites shall meanwhile be reported quarterly by the SGOD through the Division DRRM Coordinators to DRRMS copy furnished the regional office , until such time that its learners have moved constructed permanent schools in permanent resettlement sites, or in other permanent schools.

4. The SGOD through the Division DRRM Coordinators shall submit to the Regional DRRM Coordinators the report on the issues, challenges, and the corresponding recommendation, if any, on the implementation of this policy guidelines.

5. The ESSD through the Regional DRRM Coordinators shall then submit to the DRRMS the consolidated regional report on the issues, challenges, and the corresponding recommendation for the enhancement of this policy guidelines, as necessary. The said reports shall be submitted by the Division and Region DRRM Coordinators prior to the conduct of DRRM year-end evaluation and planning.

VIII. References

1. RA 10821 (*Children's Emergency Relief and Protection Act*)
2. RA 7279 (*Urban Development and Housing Act*)
3. BP Blg. 220 (*An Act Authorizing the Ministry of Human Settlements to Establish And Promulgate Different Levels Of Standards And Technical Requirements For Economic And Socialized Housing Projects In Urban And Rural Areas From Those Provided Under Presidential Decrees Numbered 957, 1216, 1096 And 1185*)
4. DepEd Order No. 06, s. 2021 (*Re-Establishment of Minimum Performance Standards and Specifications for DepEd School Buildings*)
5. DO 64 s. 2017 (*Establishing of Minimum Performance Standards and Specifications for DepEd School Buildings*)
6. DepEd Order No. 40, s. 2014 (*Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education*)
7. DepEd Order No. 33, s. 2011 (*Creation of the National Task Force on School Sites Titling*)
8. DECS Order No. 54, s. 1995 (*School Site Acquisition and Documentation for all Public Elementary and Secondary Schools*)
9. DECS Order No. 19, s. 1994 (*Guidelines on the Acquisition, Construction and Maintenance of Public Elementary and Secondary School Sites, Buildings and Grounds*)

IX. Effectivity/Transitory Provision

1. This Order serves as a supplementary guideline to DepEd Order No. 40, s. 2014.
2. This Order shall take effect immediately after its publication in the Official Gazette or in two newspapers of general circulation as well as filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.