



中央ビサヤ地方における10年に亘る学校防災の歩みの軌跡 －SEEDS Asia, フィリピン教育省第7地方事務所、兵庫県教育委員会の協働－

SEEDS Asia

海外・国内事業統括

有馬沙紀

第1期



柱3：リスク削減・防災教育

期間：2014年～2017年

災害の教訓を「語り継ぐ」ことを念頭に、正規科目の中での防災の主流化を目指す事業です。

① 防災教育を推進する多機関間ネットワークの確立



平時から防災教育の推進について話し合う「教育レジリエンス・ネットワーク」を設立

② 防災教育を担う教員の育成

本験型学習式の教員研修プログラムにより防災教育を担う教員を育成



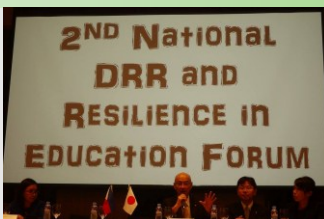
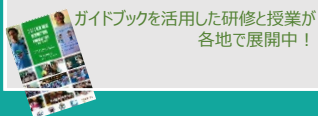
③ 防災教育モデルの確立、実践



研修を受けた教員が作成した指導案は教育省内の承認を受け誰でも活用可

④ 確立されたモデルの他地域への共有

防災教育を展開するために必要な①教員研修、②指導案をガイドブックとしてまとめ、フィリピン全土に共有



第2期



柱2：学校防災管理

期間：2017年～2020年

学校の防災管理体制強化に向けた法整備やマニュアル化を進め、学校ごとの実践につなげることを目指す支援事業です。

① 学校を指導するチームの育成



◀日本の防災教育の仕組みについて紹介し、指導者育成
▶訪日研修で防災訓練の事例を視察



② 平時の安全点検を習慣化

EARTH同伴で安全点検を実施



安全点検後、各学校で学習環境が改善（写真：避難経路の提示）

③ 非常時の災害対応体制の構築



◀各地域で学校と関係者の連携を促進する会議を実施
▶学校の災害特性や被害想定を念頭に置いた災害対応計画を策定



④ 学校と地域の合同防災訓練の実践

救助隊や保護者の参加によりけが人の搬送や児童の引き渡しも練習



具体的なシナリオに基づき子どもを含む関係者の動きを確認（写真：浸水からの避難訓練）

⑤ モデルの全国的な共有



日本を含む各地域で展開されている優良事例を共有



フィリピン全土に知見を共有、ネットワークを展開

第3期



柱2×柱3：学校防災の展開と定着

期間：2022年4月～2025年

第1期と第2期の成果をまとめ、中央ビサヤ地方にあるすべての学校で防災を展開する仕組みづくりを目指す事業です。

① 「学校防災推進トレーナー」制度の開発



先行2事業で共に学校防災に取り組んできた教育省の職員と共に「学校防災タスクフォース」を結成し、学校防災研修を担うトレーナーの育成・派遣制度を計画

② 学校防災推進トレーナーの育成



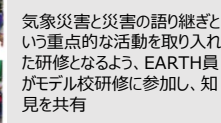
中央ビサヤ地方全土から選ばれたトレーナー候補と共に、研修内容を試行・試行し、スキル開発



③ 学校研修プログラムの開発



トレーナーが用いる学校研修プログラムを「モデル校」にて実践



気象災害と災害の語り継ぎという重点的な活動を取り入れた研修となるよう、EARTH員がモデル校研修に参加し、知見を共有

④ 中央ビサヤ地方全体の学校防災推進計画を策定

開発された学校防災トレーナーと研修プログラムを用いて中央ビサヤ地方すべての学校が防災研修を受けられるようにするため、教育省第7地方事務所と共に推進計画を策定





内容

1. 協働事業の起源

2. 活動実績

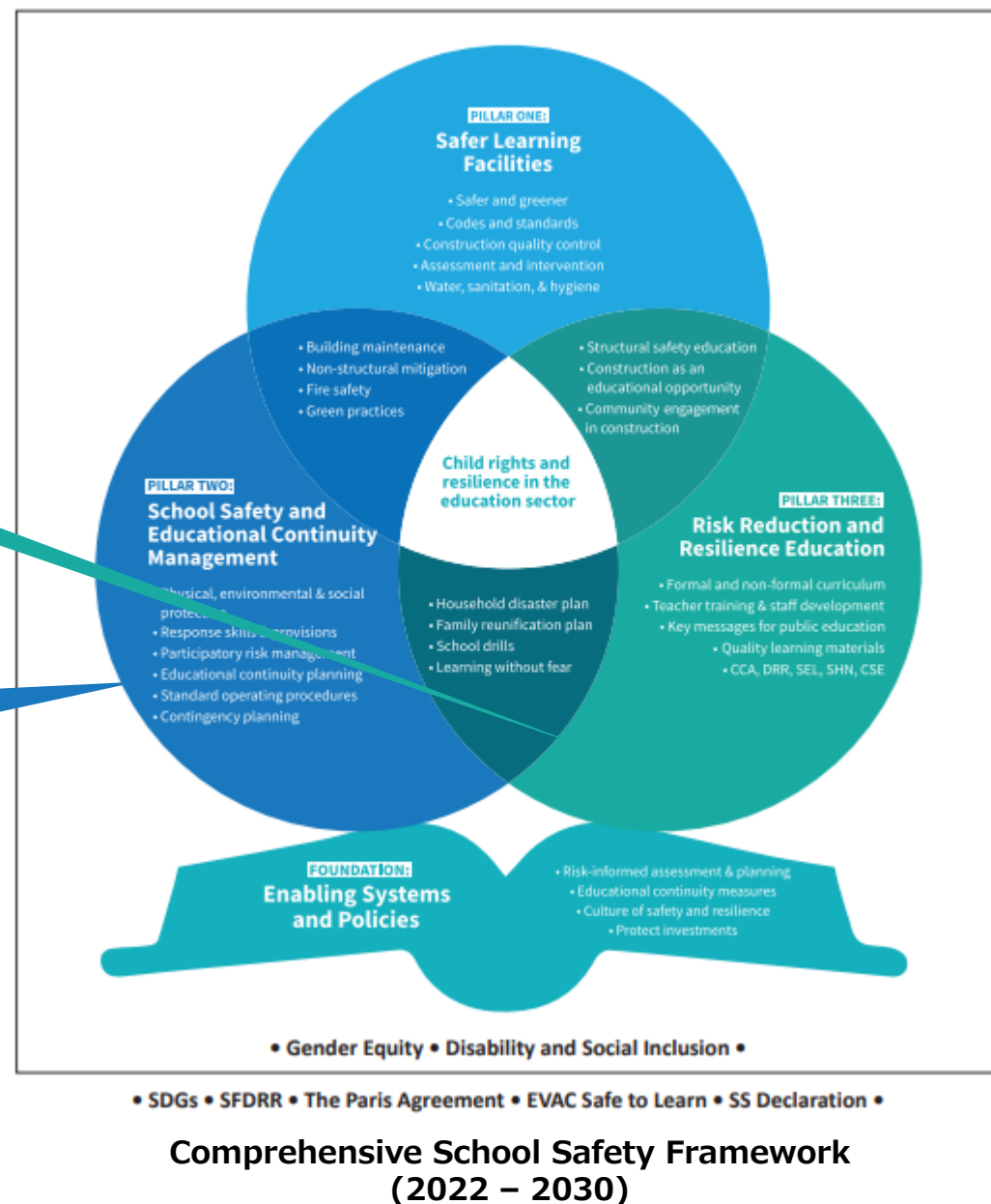
3. 成果



1. 協働事業の起源



これまでの流れ

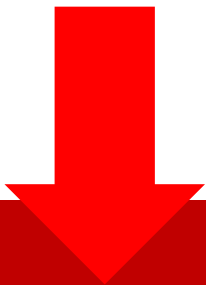


2014

①被災学校への支援



- RA10121の制定（2010）→ボホール地震（2013）と台風ヨランダ（2013）で明らかになった中央ビサヤ地方の災害への脆弱性（特に精神面での備えの不足）
- 教育セクターでの防災要素の不足



②教育セクターの防災担当者を日本に招へいし視察



- 当時の教育省事務次官と第7地方防災フォーカルパーソン（まだDRRM Coordinatorの役職は設立されていなかった）を日本に招へい
- 神戸（阪神・淡路大震災から19年）と気仙沼（東日本大震災から3年）にて異なる復旧過程を視察
- **兵庫県教育委員会とコンサルテーション、長期的な防災教育への投資・協働の必要性を確認**





2015

教育省内での体制整備

- ・本省Disaster Risk Reduction and Management Service設立

DO no. 22, 2015

- ・各事務所にDRRM Coordinator設置、役割の明確化
- ・Rapid Assessment of Damage Report (RADar) 確立

DO no. 37, 2015

- ・Comprehensive School Safety Frameworkに基づいた Comprehensive Disaster Risk Reduction and Management in Basic Education Framework確立

2014年11月、草の根技術協力事業（地域活性化特別枠）「セブ州における地域との連携による防災教育の技術移転事業」開始

- ・提案団体：兵庫県教育委員会、実施団体：SEEDS Asia
- ・防災**教育**に焦点

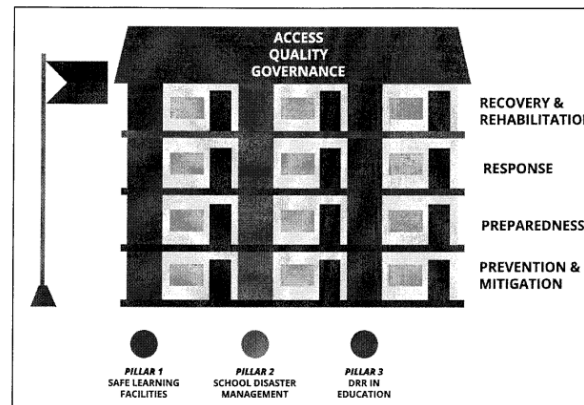


Figure 1. The Comprehensive Disaster Risk Reduction and Management in Basic Education Framework



2017

教育省内での体制整備

- ・School Disaster Risk Reduction and Management Manual発行

DO no. 65, 2017

- ・Post Disaster Needs Assessment導入



2017年3月、草の根技術協力事業（地域活性化特別枠）「セブ州における学校の防災管理支援事業」開始

- ・提案団体：兵庫県教育委員会、実施団体：SEEDS Asia

- ・防災**管理（management）**に焦点
 - ・ジェネリックなSchool Disaster Risk Reduction and Management Manualの内容を実践的に、且つ兵庫県教育委員会の「学校防災マニュアル」を参照に
 - 平時の安全点検
 - 緊急時の危機管理体制
 - 訓練の充実
- の3つを柱とした事例を10校で確立



2020～

・コロナ禍で教育アクセスの問題が顕在化、約2年におよぶ学校閉鎖を経験

・台風オデット（ライ）発生、学校閉鎖がさらに延びる



2019年に「中部ビサヤ地方における学校防災強化・推進事業」の提案

- ・提案団体：兵庫県教育委員会、実施団体：SEEDS Asia
- ・JICAから政策レベルでの支援を求められる（「どうしたらフェーズ1とフェーズ2の効果が直接受益者外に届くのか？」）
- ・セブ州だけでなく第7地方全体に波及を目指す
- ・防災教育と管理を踏まえ、全ての学校に届くトレーニングパッケージの開発を目指す
- ・気候変動に対応した気象災害対応能力向上と兵庫県教育委員会の知見である過去の災害の語り継ぎを反映させる



2. 活動実績



	フェーズ1	フェーズ2	フェーズ3
対象地	セブ州	セブ州	第7地方（2025年にネグロス島東部がネグロス島地方に統合）
フォーカス	教育（子どもが学ぶ内容）	管理（教職員の体制）	教育と管理 気象災害と過去の語り継ぎ
主なパートナー	教育省第7地方事務所カリキュラム学習管理部 教育省地区事務所カリキュラム実践部	教育省第7地方事務所教育支援サービス部－防災管理コーディネーター 教育省地区事務所防災管理コーディネーター	教育省第7地方事務所教育支援サービス部－防災管理コーディネーター フェーズ1と2のコアメンバー
対象校	【モデル校】ボゴ市、ダナオ市、ダアンバンタヤン町（ヨランダの被災校）の6校 【推進校】上述以外セブ州下地区事務所から各1校：計7校	【パイロット校】セブ州内の10の地区事務所から各1校：計10校	【モデル校】第7地方事務所から公募して選定された1校
成果物	「防災教育ガイドブック」：教員研修と防災を取り入れた指導案まとめ	「学校防災管理運営指針」学校防災管理を実践的に捉えるガイドライン	「モデル校冊子」モデル校の実践的な学校防災の取り組みのまとめ



フェーズ1

セブ州

教育（子どもが学ぶ内容）

教育省第7地方事務所カリキュラム学習管理部
教育省地区事務所カリキュラム実践部

【モデル校】ボゴ市、ダナオ市、ダアンバンタヤン町（ヨランダの被災校）の6校

【推進校】上述以外セブ州下地区事務所から各1校：計7校

「防災教育ガイドブック」：教員研修と防災を取り入れた指導案まとめ

【兵庫県専門家派遣】

1. キックオフで事務局2名
2. 研修のため事務局1名
3. 研修のためEARTH員と事務局各1名
4. 研修のためEARTH員と事務局各1名
5. 研修のため事務局1名
6. 最終報告会で事務局2名

Establishment of DRR educational goals per grade level



防災教育の基盤を開発（発達段階に合わせたゴール、防災教育活動のスコープ・目的やメソッドの整理）
※ちょうどK-12の導入のタイミング

体験型学習を取り入れた教員研修
SEEDS Asiaの他の事業地の事例を紹介

EXPERIENTIAL 5-DAY DRRE CAPACITY BUILDING

✓ Firefighting using Fire Extinguishers



✓ DRR Puppet-Making & Show



✓ DRR Role Playing: Family Meeting



✓ DRR Card & Board Games



DRRE INTEGRATED LESSON PLAN PREPARATION

- Trained Teachers were required to draft **Instructional Plans (iPlans) with DRRE integration** depending on the grade level & subject they cover;
- Lesson Plans** were based on the related **learning competencies in the Curriculum Guide** of the enhanced Basic Education Curriculum;



Republic of the Philippines
Department of Education
Region VII, Central Visayas
Sudipon, Lungsod, Cebu City
Instructional Plan (iPlan)

Quarter: 1st	iPlan No.	Duration: 50 minutes
Learning Area:	Mathematics	Grade: One
Learning Competency/ies:	(MINS-IB-2.1) Counts the number of objects in a given set by ones and tens	
Key Concepts/ Understandings to be Developed	Counting number of objects in a given set by ones and tens	
Learning Objectives:	1. Identify the number of objects in a given set by ones and tens; 2. Count and write the number of objects in a given set by ones and tens; 3. Display preparedness and practice safety measures in times of calamities.	
Resources Needed:	Math Curriculum Guide p. 9, Teacher's Guide pp. 35 and 37-38, pictures (earthquake, typhoon and fire), activity sheet, chart containing the word story, illustration board, Real objects (4 bags, 13 canned goods, 15 bottled waters, 17 breads, 16 paracetamol tablets, 18 clothes, 11 envelopes containing important documents, 14 candles and 12 boxes of match	
Elements of the Plan	Methodology	
I. Preparations	1. Drill Show real objects (bags, bottled water, bread, tablet,	

仕組み化の一環で防災教育を導入した指導案作成支援
※ちょうど新しい指導案様式導入のタイミング



フェーズ2

セブ州

管理（教職員の体制）

教育省第7地方事務所教育支援サービス部－防災管理コーディネーター
教育省地区事務所防災管理コーディネーター

【パイロット校】セブ州内の10の地区事務所から各1校：計10校

「学校防災管理運営指針」学校防災管理を実践的に捉えるガイドライン

【兵庫県専門家派遣】

1. 研修・報告会でEARTH2名
2. 研修でEARTHと事務局各1名

SAFETY INSPECTION MANUAL

- ❖ Workshops with schools, DepEd engineers, LGUs, barangays, PNP, BFP
- ❖ Developed school-specific safety inspection manuals
- ❖ Manuals tested, critiqued, and revised
- ❖ Strengthened schools' safety systems



平時の安全点検をと災害対応を学校ごとの状況に合わせてマニュアル化
地方自治体や消防署などの関係者との協働体制を強化

具体的なシナリオに基づく訓練の実施→振り返り
都市部では爆破予告、海岸部では高潮など災害種に工夫





フェーズ3

第7地方（2025年にネグロス島東部がネグロス島地方に統合）

教育と管理
気象災害と過去の語り継ぎ

教育省第7地方事務所教育支援サービス部－防災管理コーディネーター
フェーズ1と2のコアメンバー

【モデル校】第7地方事務所から公募して選定された1校
「モデル校冊子」モデル校の実践的な学校防災の取り組みのまとめ

【兵庫県専門家派遣】

1. キックオフでEARTH・事務局各1名
2. 研修でEARTH・事務局各1名（JICA予算ではEARTH1名のみ）
3. 報告会でEARTH・事務局各1名



トレーニング

学校防災推進トレーナーの結成
（公募制）、「学校防災トレーニングプログラム」の完成

政策面での支援

・学校防災推進計画 ・トレーナー育成・派遣制度 ・学校防災評価ツール

学校防災タスクフォース結成
（先行2事業で重要な役割を担った教育省職員）



Wall-out Plan: Guidelines on Strengthening and Promoting School-based Disaster Risk Reduction in Central Visayas

1. BACKGROUND

1. Disaster risks, mitigation, non-structural, and structural measures. The Department of Education (DepEd) in the Philippines recognizes a nation where every child lives in a learning, inclusive, and sustainable environment. The vision emphasizes the importance of creating classrooms and schools that are child-friendly, gender-responsive, safe, and conducive to learning. Teachers are recognized not just as educators but as facilitators who play a key role in guiding and nurturing each learner's development. Schools are recognized as centers of learning and innovation, and as safe havens for the community. Schools are also recognized as centers of learning and innovation, and as safe havens for the community. Schools are also recognized as centers of learning and innovation, and as safe havens for the community.

The core values of DepEd-Visayas (Ensuring, Maximizing, Protecting, Maintaining, and Promoting) are the foundation of the Department's vision. These values are reflected in the Department's policies, plans, and programs for both formal and non-formal education.

DepEd's vision is enshrined in the Government of the Republic of the Philippines Act of 2013 (RA 10810). These measures include the formulation and implementation of policies, plans, and programs for both formal and non-formal education.

Guidelines on the Establishment of a Pool of School Disaster Risk Reduction Trainers

1. BACKGROUND

1. Disaster risks, mitigation, non-structural, and structural measures. The Department of Education (DepEd) in the Philippines recognizes a nation where every child lives in a learning, inclusive, and sustainable environment. The vision emphasizes the importance of creating classrooms and schools that are child-friendly, gender-responsive, safe, and conducive to learning. Teachers are recognized not just as educators but as facilitators who play a key role in guiding and nurturing each learner's development. Schools are recognized as centers of learning and innovation, and as safe havens for the community. Schools are also recognized as centers of learning and innovation, and as safe havens for the community.

The core values of DepEd-Visayas (Ensuring, Maximizing, Protecting, Maintaining, and Promoting) are the foundation of the Department's vision. These values are reflected in the Department's policies, plans, and programs for both formal and non-formal education.

DepEd's vision is enshrined in the Government of the Republic of the Philippines Act of 2013 (RA 10810). These measures include the formulation and implementation of policies, plans, and programs for both formal and non-formal education.

PILLAR 1: SAFER LEARNING FACILITIES

1-1. Implement a risk-informed prioritization plan and guidance for existing schools to identify and intervene where refurbishment, rehabilitation, repair, retrofit, reconstruction, replacement, or relocation is needed to maximize investment, upgrade safety and ensure accessibility. Engage school communities in community-based safety school site selection, construction, refurbishment, rehabilitation, repair, or retrofit. Minimize non-structural and infrastructural risks (including safe access to schools (e.g., pedestrian paths, road and river crossings)).

TO DO	WPR	RATING	REMARKS	OUTCOME	WPR	RATING	REMARKS
1-1-1. The school has assessed multi-hazard risks inside and outside the campus through student-led school-surveying and hazard mapping in accordance with the procedures as outlined in the DO no. 23, s. 2015.		4		1-1-1. As a result of the multi-hazard risk assessment inside and outside the campus through the enactment of the "Reporting, Submission, and Information Dissemination" section of DO no. 23, s. 2015, the school management and teachers are well-aware of the findings.		4	
1-1-2. The school has developed evidence-based plans and programs such as risk-informed prioritization of refurbishment, rehabilitation, repair, retrofit, reconstruction, replacement, or relocation in accordance with the guidelines as outlined in the DO no. 23, s. 2015, based on the multi-hazard risk assessments conducted inside and outside of the school.		4		1-1-2. The school's School Improvement Plan (SIP) incorporates the plans and programs such as risk-informed prioritization of refurbishment, rehabilitation, repair, retrofit, reconstruction, replacement, or relocation and is implemented as outlined in its Annual Implementation Plan (AIP) in accordance with DO no. 44, s. 2015.		4	
1-1-3. In accordance with the DO no. 23, s. 2015, coordination has been established between the school and the Schools Division Office (SDO) and other concerned DepEd office levels for risk-informed prioritization plan of refurbishment, rehabilitation, repair, retrofit, reconstruction, replacement, or relocation.		4		1-1-3. A comprehensive plan for prioritization of improving school facilities – school infrastructure plans and investment programs is regularly submitted and reported to and closely monitored by the SDO.		4	
1-1-4. Brigada Eskolara is being conducted on a regular basis by the school together with other stakeholders such as parents and LGU, which aims to address the multi-hazard risks identified in the assessment inside and outside the school premises from the previous school year were addressed by the school through collaborating with other stakeholders such as parents and		4		1-1-4. The multi-hazard risks identified in the assessment inside and outside the school premises from the previous school year were addressed by the school through collaborating with other stakeholders such as parents and		4	



SESSION #	TITLE OF SESSION	TRAINER	OFFICE	POSITION AND DESIGNATION		BRIEF DESCRIPTION OF SESSION	TRAINING DATE
1	Legal Framework and Responsibilities of the School DRRM Team in the Context of DRR and CCAM	Mr. Joseph R. Gemina	Negros Oriental Division	Project Development Officer II, DRRM Coordinator		This session provides participants with a background of the different international and national frameworks, conventions, and standards that serve as foundations of DRRM. It also informs participants of the roles and responsibilities of the SDRRMT so that they can establish working SDRRMTs in their schools according to their school's structure.	July 18, 2024
2	Understanding Hazards	Mr. Vincent A. Padron	City of Naga Division	Project Development Officer II, DRRM Coordinator		This session informs about the differences in terms related to hazards and disasters. This session also provides an introduction to the different tools and practices that assess and utilize hazard information.	
3	Weather Literacy for School	Mr. Brendo B. Torres	Tanjay City Division	ESP-I, District-in-Charge		This session capacitates participants on the collection and interpretation of weather data in their schools so that they can make decisions on the delivery of learning. It also features a component that tackles how weather education can be integrated into the school's curriculum.	
4	Resource Mobilization	Mr. Johnrey F. Legara	Negros Oriental Division	Head Teacher I, Kakha Elementary School		This session guides participants on how they can maximize their resources in school by building relationships with different stakeholders. It also informs them of the essential steps to be undertaken when building and sustaining partnerships.	July 19, 2024
5	Camp Coordination and Camp Management	Mr. Giovanni L. Almendras	Talisay City Division	Project Development Officer II, Division DRRM Coordinator		This session informs participants of the necessary procedures and roles to be undertaken when their schools become evacuation centers in times of disaster.	
6	Community-Engaged Disaster Preparedness	Mr. Renato Tabilon	Guihulngan City Division	Teacher III		This session tackles how schools can involve community members in preparing for disasters through processing past disaster experiences and engaging community members in creating disaster preparedness plans.	
7	Development of iPlans With DRRE and Weather Education Integration	Dr. Kenneth Regene B. Blasco	Division of Bohol	School Head, Mayor Anunciacion R. Tuazon National School of Fisheries		This session immerses participants in the process of preparing iPlans that are of DepEd-approved quality. It also provides participants an opportunity to strategize how they can sustain DRRE and Weather Education activities through integration within relevant subject areas.	July 20, 2024
8	School-Based DRR-CCAM Implementation Planning	Mr. Jaime B. Quinga, Jr.	Division of Bohol	Principal I, Cambayaon Elementary School		This session equips participants with information on the different DRR activities that they can conduct in school. It also teaches participants how to craft comprehensive implementation plans to ensure their planned activities come to fruition.	

学校防災トレーニングプログラム（3日間のパッケージ）

- 学校防災実施における法的根拠
- ハザードの理解
- 学校のための気象理解促進
- リソースモビライゼーション
- 避難所運営・調整プロトコル
- コミュニティとの協働による災害への備え（語り継ぎ要素を含む）
- 防災教育を取り入れた指導案作成
- 学校防災・気候変動対応軽減実施計画策定



3. 成果



フェーズ1

地方自治体（Local Disaster Risk Reduction and Management Office）との連携による教員研修の横展開

- ・ 事業対象地外での教員研修（広がり）
- ・ 事業対象地内での教員研修（深まり）

「Disaster Resilience Month」の定例行事としての定着

- ・ 子どもが防災に関連する活動で学び競う「防災オリンピック」
- ・ 教育省ラプラプ市地区事務所が始め、第7地方事務所にも波及し恒例行事に



Daryll Galindo, July 20, 2025, Cebu Daily News
<https://cebudailynews.inquirer.net/648036/lapu-lapu-schools-join-rescue-olympics-to-champion-disaster-resilience>

フェーズ2

安全点検結果に基づく学校環境の改善

- ・ 学校緑化活動とのバランス
- ・ 台風オデット発生時に見られた被害軽減

具体的なシナリオに基づく訓練を受けた 子どものエンパワメント

- ・ “Maam ang mga tawo sa tv pagbuto sa bulkan wala lagi to sila gamask? Dili ba magmask man ta maam og magjacket nga naay hood?”
- ・ 「先生、何でテレビに映っているタール火山からの避難者たちはマスクやフードのあるジャケットで口や頭を守っていないのですか？」



避難時に障害となる花壇の撤去



出口の追加設置





フェーズ3

事業期間内に想定外の横展開

- 教育省第7地方事務所の予算
- 第7地方事務所と地区事務所によるToT (Training of Trainers) 「学校防災トレーニングプログラム」



モデル校INCIS生徒のキャパビル

- 兵庫県立姫路商業高校生徒との交流
- 気象観測に基づいたエンパワメント：高校部生徒から小学校部児童への指導など





awards this
Certificate of Quality Assurance

to

**Regional Training of Trainers on
School-based Disaster Risk Reduction**
Professional Development Program Title

of

Department of Education – Regional Office 7
Professional Development Program Owner

for having successfully complied with the standards and requirements in
accordance with **DepEd Memorandum No. 044, s. 2023** also known as
*Interim Guidelines for the Quality Assurance and Monitoring and Evaluation
of NEAP Core Programs.*

PD Program QA Certification No.: **PD2025-0001-0214**

Given this 12th day of February 2025 at Pasig City, Philippines.

JENNIFER E. LOPEZ
Director IV

WAP Monitoring Tool		Rating	Remarks
1	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
2	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
3	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
4	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
5	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
6	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
7	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
8	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
9	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
10	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
11	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
12	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
13	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
14	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
15	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
16	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
17	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
18	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
19	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
20	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
21	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
22	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
23	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
24	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
25	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
26	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
27	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
28	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
29	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
30	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
31	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
32	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
33	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
34	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
35	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
36	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
37	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
38	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
39	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
40	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
41	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
42	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
43	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
44	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
45	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
46	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
47	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
48	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
49	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
50	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
51	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
52	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
53	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
54	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
55	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
56	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
57	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
58	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
59	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
60	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
61	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
62	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
63	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
64	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
65	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
66	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
67	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
68	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
69	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
70	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
71	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
72	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
73	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
74	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
75	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
76	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
77	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
78	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
79	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
80	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
81	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
82	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
83	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
84	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
85	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
86	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
87	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
88	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
89	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
90	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
91	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
92	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
93	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
94	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
95	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
96	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
97	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
98	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
99	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	
100	Is the WAP developed by the Regional Office (RO) or the Division Office (DO)?	YES / NO / NA	

フェーズ3

NEAP（フィリピン国立教育アカデミー）承認、PRC（プロフェッショナルレギュレーション委員会）認証

「学校防災トレーニングプログラム」は

- NEAP certified = その品質が教育省のプロフェッショナル規程を満たすレベルであることが証明された
- PRC accredited = この研修を受けた教職員は昇進などのポイントに使える
- つまり教育省教職員にとってこの研修を受けるメリットがある
- 第7地方事務所のToTもPRC accredited、地区事務所ではそれぞれの判断による

モニタリングツールの開発

教員研修を受けた人をモニタリングする「Work Application Plan (WAP) モニタリングツール」を開発し、教育省第7地方事務所のQuality Assurance Division部長が承認



フェーズ3

他の地方への波及の可能性

- 教育省第8地方事務所の担当者が「別の機会にモデル校に視察に行きたい」旨報告
- 教育省NIR（ネグロス島地方）事務所は旧第7地方事務所管轄下の地区事務所の活動をモニタリングして推進計画やガイドラインの採用を検討

教育省本省DRRMS（Disaster Risk Reduction and Management Service）の意欲

- 特に防災教育のカリキュラムへの融合を全国規模化することに意欲的





学び

- 兵庫県教育委員会の訪問、実施団体による理解の橋渡し
- 地方自治体との連携－リソースモビライゼーション
- 教育省の物事の進め方に慣れる
- 「人と人とのつながり」 10年間の協働あってこそ
- フォローアップ体制

SEEDS Asia フィリピン 2025-2035計画【素案】 「脆弱性を断ち切る未来をつくる」



2025

2030

2035

防災・気候変動にかかわる 若手の人材育成

日・比交流

- オンライン



- 現地訪問視察
(スタディツアー)



アウトリーチの拡大

- リスクの高い地域や脆弱層へのアウトリーチの拡大



- 委託による研修制度の創設・充実



理科教育・気象教育の 充実・普及・推進

教育省・PAGASAとの連携
による学校での観測に
基づく気象教育の普及など



自動観測機器



フィリピン式の百葉箱

気候変動難民への適応能力強化研修



脆弱なコミュニティの 気候変動適応力・津波対策強化

地域版日比交流

- 三重県鳥羽市と
フィリピン各地
(海洋がテーマ)



離島のインフラ整備

- 水・電気の整備



地域避難計画の 策定



生計向上に向けた 技術支援

気候変動下で生活が
悪化している地域への
収入向上に向けた技
術支援



THANK YOU VERY MUCH!