

Author's Accepted Manuscript

Hidden disasters: Recurrent flooding impacts on educational continuity in the Philippines

Jake Rom D. Cadag, Marla Petal, Emmanuel Luna, J.C. Gaillard, Lourdes Pambid, Genia V. Santos



www.elsevier.com/locate/ijdr

PII: S2212-4209(17)30220-0
DOI: <http://dx.doi.org/10.1016/j.ijdr.2017.07.016>
Reference: IJDRR620

To appear in: *International Journal of Disaster Risk Reduction*

Received date: 27 July 2017
Accepted date: 31 July 2017

Cite this article as: Jake Rom D. Cadag, Marla Petal, Emmanuel Luna, J.C. Gaillard, Lourdes Pambid and Genia V. Santos, Hidden disasters: Recurrent flooding impacts on educational continuity in the Philippines, *International Journal of Disaster Risk Reduction*, <http://dx.doi.org/10.1016/j.ijdr.2017.07.016>

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting galley proof before it is published in its final citable form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain

Hidden disasters: Recurrent flooding impacts on educational continuity in the Philippines

Acknowledgement: This research study was made possible thanks to support from Save the Children Australia and Save the Children Philippines

Jake Rom D. Cadag

University of the Philippines Diliman

Marla Petal

Save the Children Australia

Emmanuel Luna

University of the Philippines Diliman

JC Gaillard

The University of Auckland, New Zealand

Lourdes Pambid

Save the Children Philippines

Genia V. Santos

Department of Education, National Capital Region Office, Philippines

Abstract

This study provides insights on the impacts of both large and small-scale floods in the education sector of Metro Manila, Philippines and how they may contribute in Global Learning Crisis. It highlights the impacts of small-scale floods which are often unrecognised as they fail to meet the very definition of disaster with the widest global consensus. The methodological framework for this study consists of three different methods including secondary data collection, focus group discussion, and workshop involving students, teachers, school administrators and staffs from selected public schools. Findings suggest that impacts of small-scale floods to school communities (students, teacher and staffs) particularly to the most marginalized students were considerable and their cumulative impacts may be comparable or more important than large-scale floods. Yet, they remain poorly documented and are not addressed by any disaster risk reduction policies in the country. In addition, local capacities of school communities which are more apparent in times of small-scale floods are also neglected. The study then argues that meaningful policies and actions which aim to reduce disaster risk and thus address global learning crisis in the education sector should fully consider small-scale disasters and floods.

Keywords: small-scale disasters, floods, education, global learning crisis, disaster risk reduction, Philippines

1. Introduction

In 2014, the Philippines committed to being a 'champion' country in the Worldwide Initiative for School Safety. Education authorities of the country now recognise their potential to be 'a role model

Download English Version:

<https://daneshyari.com/en/article/7472151>

Download Persian Version:

<https://daneshyari.com/article/7472151>

[Daneshyari.com](https://daneshyari.com)