SCOPING WORKSHOP ON THE ROLE OF ACADEMIA IN POLICY MAKING FOR DISASTER RISK REDUCTION AND CLIMATE ACTION -

Berse, Krisstofer;

;

IDRC Grant/ Subvention du CRDI: 108397-001-Effective science advice for governments in the developing world

SCOPING WORKSHOP

on the Role of Academia In Policymaking
for Disaster Risk Reduction and Climate Action

27 FEBRUARY 2019
MICROTEL - UP TECHNOHUB

Table of Contents

List of Tables

List of Figures

List of Images

Concept Note

Background

The academe plays a pivotal role in strengthening policymaking for disaster risk reduction (DRR) and climate action. The Sendai Framework for Disaster Risk Reduction 2015-2030 explicitly recognized it as an important cog in improving understanding of disaster risks and ultimately fostering science-based decision-making. The same can be said for its significance in meeting the targets of the Paris Agreement and the Sustainable Development Goals, as the post-2015 development agenda unequivocally push for meaningful multi-stakeholder engagement across all tiers of governance in achieving global sustainability by 2030.

Indeed, the demand for informed advice to support policymaking has been steadily gaining traction in recent years. However, the process by which "expert knowledge" is generated, communicated to, and utilized by policymakers, especially in mitigating the impacts of disasters and climate change, remains relatively underexplored both academically and in practice. In the Philippines, not much is known about how university-based "experts" actually get involved, whether formally or otherwise, in policymaking for DRR and climate action throughout the whole policy lifecycle—from agenda-setting and policy formulation to program implementation and policy advocacy, to policy monitoring and evaluation.

As the country's leading higher education institution for learning, research and public service, the University of the Philippines (UP) has always been in the forefront of lending its wide pool of expertise to inform, if not lead, the management of disaster and climate risks. Through its extension services and innovative programs and projects, UP has been a reliable government partner in building community resilience.

To take stock of UP's experience in providing DRR- and climate change-relevant policy advice to the government, the UP-Resilience Institute (UP-RI) held a one-day scoping workshop with faculty members who are involved in disaster and climate change work. It brought together selected DRR and climate change experts from the university's eight (8) constituent units located across the country, namely, UP Baguio, UP Cebu, UP Diliman, UP Los Banos, UP Manila, UP Mindanao, UP Open University, and UP Visayas. With consideration to the interdisciplinary nature of DRR and climate action, it gathered faculty members from the physical/natural sciences, engineering and technology, social sciences, arts and humanities, and management.

The scoping workshop was being held in cooperation with the UP-National College of Public Administration and Governance (UP-NCPAG) and with support

from the International Network for Government Science Advice (INGSA), and the Integrated Research on Disaster Risk (IRDR).

Opening Remarks of Dr. Mahar Lagmay

Image 1 Dr. Mahar Lagmay gives his Opening Remarks to the UPRI Fellows and Guests

The scoping workshop was officially inaugurated by Dr. Mahar Lagmay, the present Executive Director of the UP-Resilience Institute. In order to set a common understanding of the institution, Dr. Lagmay began his opening remarks by introducing the organizational structure and current activities of the relatively young Resilience Institute and eventually delved on the ambitions and aspirations of UP-RI as a rising think-tank focused on the active promotion and enhancement of the country's DRR and climate action.

UPRI's History

UP-Resilience Institute nature has developed from what it originally was in terms of the organization's composition and purpose. The institution as approved by the Board of Regents was a product of the call for interested faculty members of the university to become *fellows*. However, with this call was the condition of deloading the faculty members that volunteered (6 units deloading for a Professor, and 3 units deloading for an Assistant

Professor). To overcome such challenge, the team decided to collect the original pool of interested fellows and merge them with another effort with a similar rationale.

The said project was headed by Mr. Popoy de Vera, who was then the Vice President for Public Affairs, UP Padayon, and Dr. Kristoffer Berse. These group of experts created the UP Resilience website that formed a network of 180 experts in climate change. Unfortunately, the project was called off due to lack of funding. As a result, the Resilience Institute decided to merge with the already established network of the UP Resilience website team and was able to entice more professors to become fellows. In the same course of events, the team further decided to absorb the Nationwide Operational Assessment of Hazards Center or what is more commonly known as the NOAH Center as it shared the same functions and mandates with the previously established organization. In the hopes of forwarding drr and climate action initiatives in the University and with the decision to join these three separate organizations with a common drive, the UP Resilience Institute was established.

UP-RI Today

Presently, UP-RI has been successful in organizing several dialogues and consultations with UP-RI experts and such discussions focused on formalization of the institute and the creation of the organizational chart. Efforts began as early as April 2017 and several complex proposals have gone through multiple revisions until in January 2019, the Board of Regents of the University of the Philippines finally approved the organizational chart (*See Figure 1*) of the UP-RI.

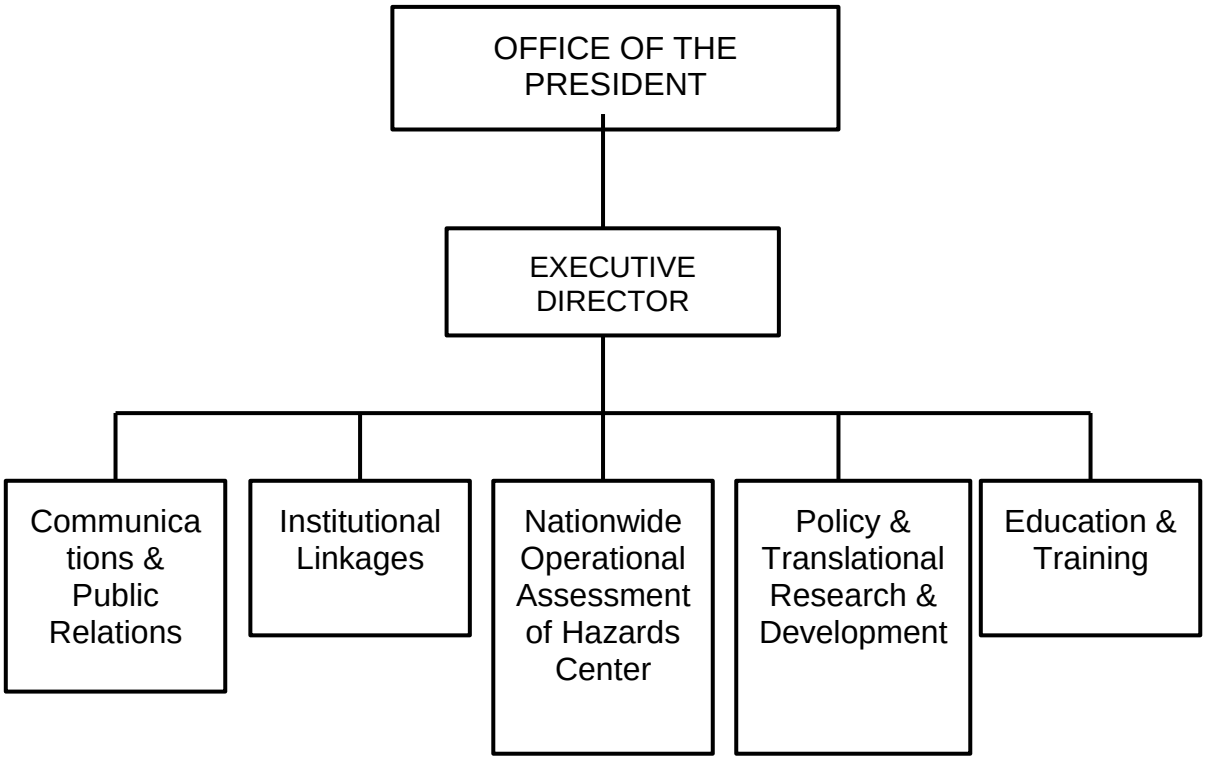


Figure 1:UP-RI's Organizational Structure

The institute has been working with project-based or contract-based personnel that caused several challenges in the fulfillment of its goals but recently, UP-RI has requested for the list of items of plantilla positions to be created for a more efficient operation of the institution. The approval of the organizational chart was a monumental moment for the institution as this sets a degree of formality for the team and ultimately guarantees a sustainable source of funding.

Furthermore, Dr. Lagymay presented plans to erect the future location of the Resilience Institute, which is expected to be the tallest building within the UP Diliman campus having ten (10) floors, designed by the Office of the Campus Architect (OCA). He further elaborates on RI's successful launch back in the year 2017 that was attended by the two (2) champions of DRR in the Philippines, namely Senator Loren Legarda and Representative Joey Salceda, and other notable representatives from the Climate Change Commission, PhiVolcs, among others.

Functions

Dr. Lagmay ended his presentation by touching on the institute's four (4) main functions with which the established offices will fulfill. The said functions are *institution building, knowledge sharing, education, and research and creative work*. Dr. Lagmay further expressed his aspiration to have the fellows' dedication and commitment to work with the UP-RI as it moves forward in becoming one of the country's source of professional advisers, technological innovations and advancements, and research and development in disaster risk reduction and climate action.

Welcome Remarks of Dr. Elena Pernia

Image 2 Dr. Elena Pernia gives her Welcome Remarks to the UPRI Fellows and Guests

Dr. Elena Pernia was the former dean of the College of Mass Communication in the University of the Philippines - Diliman. Currently, she is the appointed Vice President for Public Affairs of the University of the Philippines System.

In her welcoming remarks, Dr. Pernia shared her experience in the field of communication and her belief in the importance of communicating correct science especially to professionals. She then explained how the college has been organizing healthy exchanges amongst researchers and experts by putting together different scientists of different disciplines, coming from different universities or units to conduct knowledge sharing activities. During such exchanges, her team found the very intriguing reality where colleagues coming from the similar universities, more often than not, are unfamiliar with each other's scope of work or field of expertise despite having worked together for a significant number of years.

The most recent case in point transpired in a forum that the team organized in Baguio wherein three researchers, coming from the Social Sciences, Institute of Management, and Biology, respectively, presented the findings of their study. As each presented their findings, the researchers themselves realized that their research complemented the findings of the other and could be utilized to further improve their individual studies. They further realized that the solution to the issues and challenges encountered by one discipline could be in the mind of an expert coming from an entirely different discipline.There is unrealized potential when disciplines tend to work in their own spheres and such potential can only be maximized if experts worked together.

To end her speech, Dr. Pernia further expressed her sincere appreciation to UP-RI for organizing the scoping workshop because it provided experts of varying disciplines the opportunity to come together and conduct fruitful exchanges on the pressing yet often neglected matter that is drr and climate action.

Keynote Message from Dr. Rajib Shaw

Image 3 Dr. Rajib Shaw, despite being unable to be physically present, delivered his Keynote Message with a video played at the Scoping Workshop

Dr. Rajib Shaw is a professor in the Graduate School of Media and Governance in Keio University's Shonan Fujisawa Campus in Japan. Earlier, he was the Executive Director of the Integrated Research on Disaster Risk (IRDR), one of the organizations to support UP-RI's scoping workshop, and the chair of the United Nations Science Technology Advisory Group (STAG) for disaster risk reduction. Dr. Shaw has graced the workshop through a keynote speech he recorded to personally address the experts present in the workshop. He began by congratulating the organizers for successfully bringing a diverse group of experts and stakeholders together. He further shared his thoughts on the overall disaster risk reduction, the importance of science and technology and higher education.

As of today, he explained that the world is four years from the landmark events or global frameworks (i.e the SDGs, SENDAI Framework, and the Paris Agreement) and for the last three to four years, there have been continuous discussions on the different types of indicators. In the same line, dialogues on

varying monitoring mechanisms on how the country will report on its progress in different frameworks. For all of these circumstances, science and technology has played a pivotal role especially for disaster risk reduction.

In January 2016, the science research community gathered together in Geneva, Switzerland to formulate the Global Roadmap for Science and Technology. Under Dr. Shaw's headship in STAG, the organization conducted efforts to contextualize the said roadmap and understand how more effective ways of global, regional, and more importantly, national and local actions can be done for the implementation of science-based decision making at different levels.

Dr. Shaw explains that in the regional level, we have the Asia Science, Technology, and Academia Advisory Group (ASTAAG) and have been organizing periodic regional conferences. The first regional conference was in the year 2016 in Bangkok, China organized by the Government of Thailand. The next conference was in 2018 organized by the Government of China which will then be followed by the next regional conference to be held in 2020 in Kuala Lumpur organized by the Government of Malaysia. Moreover, Dr. Shaw expressed his delight in the progress of the Science and Technology Academia Conferences conducted in the past two years where the role of higher education, of universities, in disaster risk reduction have been strongly emphasized as one of the priority actions of the collaboration.

A survey was conducted with the IRDR in Beijing, China with different stakeholder and was able to collect 120 respondents from different parts of Asia. The group comprise of people from the academia, private sector, government, and the civil society. The survey realized that the capacity building of the young researchers or the higher education in science and technology became one of the most important and urgent actions in Asia both in 2016 and 2018. The fruitful results sparked an urge to implement this type of global framework, and to strengthen the institutions, both local and national. There have been many instances where the major universities in mostly capital cities are well connected in the global agenda and formed different types of networks. However, for the smaller type of cities, municipalities, and consequently the smaller type of universities and research institutions, achieving the similar level of connection has always been a major challenge. A conscious effort to enhance the capacities of small and medium-sized cities and universities must be attained to develop a larger network, which could be a national or regional network, that can formulate ways on how to add value to the higher education in disaster risk reduction.

Back in 2008 in Kyoto University, Dr. Shaw shared the he and his colleagues established the Asian University Network of Environment and Disaster Risk Management (AUNEDM). This organization has become a virtual network that comprise of 36 different universities from 17 countries and territories. After several discussions, the team found that higher education is very context-specific. For instance, the University of the Philippines in Diliman may have an entirely different context with the University of the Philippines in Los Banos. The same understanding can be applied for other universities both local and international. Dr. Shaw further elaborated his point by saying the benefits of having varying types of curricula and

context-specific education systems, however, he also noted that it is imperative to have a few basic principles for which universities, institutions, nations, and regions should be adhering to. These basic principles not only talk about disaster risk reduction (DRR) as being an experiential learning and that such cannot be taught entirely with only lectures in the universities. He explained the reality of needing some transdisciplinary or multidisciplinary curriculum, but stressed that it is also extremely important to have a synergy between the engineering, hard sciences, social sciences, economics, architecture, agriculture, humanities and so on. Even so, the teaching and lectures are not the only part that matters in this setup, but how these disciplines are taught, how the students are engaged in real-life problem solving programs as well.

Dr. Shaw argued that the experience which the students can have in being part of an actionable research program by interacting with communities, local governments, non-government organizations, and all other stakeholders, could never be given to the students by staying within the confines of the university lecture rooms. He stressed that the common issue in the Philippines, in Asia, and in other parts of the world, is breaking-down classroom boundaries and exposing the students to the real life problems. Secondly, he stresses the importance of bridging education and research. He wishes to encourage the young faculty members, PhD and Master students, to consider contributing their research to actual writing that could be in the form of academic literature, peer-reviewed journal literature, among others, that will eventually create and strengthen the link between the higher education and research.

Finally, Dr. Shaw stresses his point on how professionals should realistically think about a program which is linked to the job opportunities or job market of the students. He urges the professors to do a market research and try to link the students to many different internship programs to the UN agencies, local-national government, civil society organizations, and the private sectors. The training, capacity building, and the exposure of our faculty to augment programs in the university is extremely important. The current university system is still very compartmentalized and efforts must be made to break the disciplinary boundaries. The infusion of professionals of difference expertise, by teaching the students in a different field, gives a different level of exposure and learning to said students. He ends his message by saying that the Philippines, among other parts of the world, is in the right time to know how the academe, with the collaboration and participation of the different stakeholders, can truly make a real difference.

Program Overview of Dr. Kristoffer Berse

Image 4 Dr. Kristoffer Berse sets the tone of the workshop by presenting the Program Overview to the pool of experts

Dr. Kristoffer B. Berse, a faculty member of the National College of Public Administration and Governance, a fellow of the UP- Resilience Institute and a consultant for government, civil society and international development organizations who has been involved in disaster and climate change work for more than a decade, gave a brief presentation on the rationale, objectives and expected outputs of the scoping workshop.

Rationale

As earlier provided, the conceptualization of the workshop goes back to the call for stronger involvement of the academe, sciences, and research institutions in providing support for science-based decision-making and policy making in DRR and CC. The University of the Philippines, with its mandate to be at the forefront of providing service to the public, took the challenge of tapping its resources in helping to build resilience in the country by assembling the different experts of the University of the Philippines System in DRR and CC. The creation of the UP-Resilience Institute is a testament of UP's commitment to strengthening the role of the academe in DRR and CC which has seen significant developments in the recent years and wishes to inform the different College Units (CUs) of the first steps being taken by the Institute in realizing its mandate.

The one-day scoping workshop is a part of an academic exercise being conducted by UP-RI, in partnership with the UP National College of Public Administration and Governance (UP-NCPAG), International Network for Government Science Advice (INGSA), and Integrated Research on Disaster Risk (IRDR). The overall goal of the scoping workshop is to study the role of the academia in policymaking for DRR and CC by gathering these experts and consolidating their experiences. It is one of the initiatives of UP-RI that will hopefully be a catalyst for future efforts from different countries in pursuing a more effective partnership between the academe and policymakers.

The activities done in the scoping workshop include a network mapping and parallel small group discussion on the topic of academic advice and policymaking. The objectives of these activities are the following:

1. To map out the involvement of UP faculty and, where possible, interaction among them, in support of policymaking for DRR and climate action;
2. To take stock of mechanisms by which said “experts” provide policy advice to the government, from defining policy problems to policy design to policy and program implementation to advocacy to monitoring and evaluation;
3. To identify issues and challenges pertinent to academe-government policy engagement; and
4. To draw lessons and come up with recommendations to strengthen academia’s role in policymaking for DRR and climate action.

Network Mapping

The academe is one of the first organizations where different LGUs and NGAs first went to when Typhoon Haiyan happened back in 2013. During this time, UP had difficulties identifying who to tap in their organization. Hence, the Office of the Vice Chancellor for Public Affairs took the initiative of starting the fellows program which gathers all the experts of the UP System on DRR and CC.

Moving forward, this activity sought to map out the involvement of UP faculty in DRR and CC policymaking as well as the interaction among them. Each participant was given a unique identifier sticker in four (4) shapes namely square, triangle, circle, and hexagon and varying colors. They were then asked to introduce themselves by first placing their sticker on their names that were posted on a whiteboard and giving a background on the UP and college unit they belong to. Afterwards, they identified who among the listed names (i.e. participants) in the whiteboard they have worked with by drawing a line connecting their names to each other. They were also given a chance to add more names for as long as they are

also members of the academe that they have collaborated with in terms of DRR and CC The participants briefly discussed the nature of the work they have done together. The output of this will serve as an updated inventory of network map of UP-RI's pool of fellows.

Image 6 Dr. Mahar Lagmay opens the Network Mapping by drawing connections to the different names of experts on the whiteboard

Image 5 A Health Break was conducted before proceeding to the Breakout Session (From left: Dr. Mahar Lagmay, Dr. Jonnifer Sinogaya, and Dr. Genaro Cuaresma)

Parallel Small Group Discussions (Breakout Sessions)

Image 7 Team 3 having their Breakout Session

Prior to this activity, participant were pre divided into four (4) small groups to ensure that each group will have a balanced number of representatives from the different CUs and diverse expertise to foster multiple perspectives in the discussion. In this activity, all participant were given survey questionnaires that they were to answer in the during of the event. One (1) facilitator and one (1) documenter was assigned to each group. In the questionnaire the provided their basic information such as their name, college, college unit, department/institute, specialization in DRR and CC, the number of years they have been involved in DRR and CC work. Their nature of experience was also distinguished into teaching, research, extension, and/or others.

In a sheet of manila paper, participants indicated their perceived rating from one (1) to five (5) on the importance of their expertise in every phase of policymaking, with one (1) being very important and five (5) being not important by placing their stickers on the corresponding section. The facilitators will open a discussion on the reasons behind the scoring of the participants. They may also choose not applicable where they deem necessary.

	Very Important (5)	Important (4)	Moderately Important (3)	Slightly Important (2)	Not Important (1)	Not Applicable
Defining policy problems related to DRR and CC						
Formulating/ designing policies for DRR and CC						
Implementing DRR and CC policies/ programs						
Monitoring and evaluation/ review of DRR and CC policies						
Policy advocacy for DRR and climate action						

Table 1: Rating of the importance of their expertise in each phase of policymaking.

In another sheet of manila paper, the different roles undertaken by members of the academe, and the government agencies they partner with in relation to DRR and CC were provided. The participants were again asked to place their stickers on the sections that correspond to both the agency and the role they took. Again, the facilitator opened the discussion on the involvements of these experts in different programs/projects in partnership with the government.

Set A

ROLES	Senate	*HOR	CCC	NDRRMC	**LGUs
As individual consultant					
As a part of a project team					
As a seconded government official					
As member of special body committee (e.g. NPTE, NAST task					

force on CC, etc.)					
As an external resource person for meetings, hearings, fora, etc.					
As part of an interest group					
As friend f a government official					
Others (please specify on questionnaire)					

*House of Representatives

** Specify maximum of five (5) on questionnaire

Table 2: Set A of the roles undertaken by experts in their experience of working with and for government agencies and offices whose policy functions are grounded in DRR and climate change. (Set A)

Set B

ROLES	DOST	DSWD	DILG	NEDA	DENR	**Others
As individual consultant						
As a part of a project team						
As a seconded government official						
As member of special body committee (e.g. NPTE, NAST task force on CC, etc.)						
As an external resource person for meetings, hearings, fora, etc.						
As part of an interest group						
As friend f a government						

official						
Others (please specify on questionnaire)						

**Specify maximum of five (5) on questionnaire

Table 3: Set B of the roles undertaken by experts in their experience of working with and for government agencies and offices whose policy functions are grounded in DRR and climate change. (Set B)

To conclude this activity, participants were asked to explain further their experiences and to distinguish the issues pertinent to academe-government policy engagement, which led to the determination of a set of recommendations to strengthen academia's role in policymaking for DRR and climate action. A plenary sharing was held afterwards about the outputs of the breakout.

The outputs of these activities are:

1. Updated inventory and network map of UP-RI's pool of fellows
2. Identified entry points for academic engagement in policymaking for disaster risk reduction (DRR) and climate action
3. Identified issues and challenges in academe-government policy engagement
4. Recommendations to strengthen the role of the academe in policymaking for DRR and climate action

Breakout Sessions

Breakout Team A

Team Composition

The team is comprised of five (5) female experts. These faculty members are based in the different units of the University of the Philippines system; namely, UP Los Banos (1 participant), UP Manila (1 participant), UP Diliman (2 participants), and UP Tacloban (1 participant). The said faculty members also come from varying disciplines of Geological Sciences, Development Communication, Occupational Therapy, Community Development, and Humanitarian work. Despite being in different fields, these experts have made numerous contributions and developments in disaster risk reduction (DRR) and climate action (CA) in the country. The experts have 38 years of experience in DRR shared among them with the range of 2-11 years of experience in the course of their professional career. The substantial time spent working on research and community-based work inclined these faculty

members to pick specializations in the field of DRR and CA. The following specializations were declared in the survey questionnaires:

- Communication/Technical Language Translation/Digital Cultural Preservation
- Disability Inclusive DRR
- Preparedness & Prevention/Humanitarian Response

Before the discussion started, one of the doctors in the group raised that it is a self-assessment activity and that no one would like to consider oneself as not important that is why they all answered very important. All the participants were in consensus with this remark. The facilitator, then, agreed and proposed to discuss the factors why they see their work as very important.

All the experts gained their experience with DRR and CA through their respective research, teaching, and extension work commitments. Most of them are heavily involved in different local government units, departments, and private organizations.

Discussion

Table 1 was utilized in the first part of the discussion about the expertise of the participants in relation to its importance to the policy process.

Policy Making Process	5 Very Important	4 Important	3 Moderately Important	2 Slightly Important	1 Not important	Not applicable
Defining policy problems related to DRR and climate change	● ● ● ● ●					
Formulating/designing policies for DRR and climate change	● ● ● ● ●					
Implementing DRR and climate change policies and programs	● ● ● ● ●					
Monitoring and	●					

evaluating.review of DRR/CC policies.programs	● ● ● ●					
Policy advocacy for DRR and climate action	● ● ● ● ●					

Table 4: Breakout Team A's rating of the importance of their expertise in the policy phases

Most of the answers were in the rating of one (1) or very important. As agreed by the participants and facilitator, they did not discuss any specificities of the role of their expertise in the process but delved more on the factors why they gave their rating. The participants considered their expertise as very important because of the following reasons:

1. sense of confidence in the field of work they are involved in and the importance of that in every level of policymaking.
2. Personal Commitment on the various teaching, capacity building, public service, and extension work.
3. Identified gaps not only within the university but externally.
4. Fulfillment of public service mandate of UP and as public servants.

The participants also emphasized the DRR law, it was raised that the importance of their expertise plays a very important role in policy especially in the DRR law, but it is not implemented as it should be. The policy importance and influence of the DRR law was discussed and related to the policy stages.

Disaster is the physical, social, political, and everything else. The DRRM law gave teeth to what the experts in the different fields is already doing. The LGUs should have more responsibility than individual actors that's why LGU compliance with the law should be pushed that is why policy advocacy is important. The policy gives direction to what the people already want to do and the communities want to help themselves, but they do not know where to start and what to do.

The DRR law also bridge the exclusivity of the process of preparing for Disasters in the case of LGU and communities. It responds to the absence of DRRM plan due to lack of awareness, involvement of linkages of those outside the country to within, and gave primacy to aim for "Reduced Mortality and Increased Risk Reduction". It is using policy as a tool to give voice of the vulnerable sectors and working with marginalized. Further, the experts discussed the issues and challenges that they faced and continue to face mainly revolving around identified main themes:

Bureaucracy, Unique needs, Inefficiency in distribution, Access to service, Exclusion, Politicking, Stereotyping.

Participants went through each team and shared that there are experiences of exclusion and discrimination during disasters not only on the side of the experts but also those who are supposed to receive help. Mentioned examples for exclusion includes lack of plans for aged people and mentioned examples for discrimination includes discrimination based on gender/political affiliation. This can be pointed towards the umbrella approach or one size fits all approach of most local government units when it comes to disasters. LGUs are forcing a mainstreamed approach to disaster which leads to a lack of needs assessment that result to not properly identifying and planning for unique needs.

Moreover, the question of legitimacy or question of authority was also raised in the discussion. Most of the experts during their fieldwork experienced being questioned if they are part of government? Are they part of those who will hand out relief goods? Being asked what are their plans to immediately relieve the situations and providing concrete short-term solutions. These proves to be a hindrance because the participants think that the experts are just there to study and research their situation. This had an impact on the ability of the experts to help and the willingness of communities to accept help from experts from UP which was highly felt on-ground. Especially in communities with military presence, the researchers finds it hard to seek for cooperation with the community members. Moreover, even with proper coordination with the government units, people in the communities end up not being informed. Bureaucracy in information dissemination and coordination with the LGUs is a big hurdle. Complemented with prevalent politicking in government units, the LGU is always considered as a variable. Examples of such include relief goods are used for politicking. It was emphasized that politics cannot be done away with but should have minimal impact to disaster efforts. LGUs often point to the lack of resource: financial and human but this was seen by experts as only a matter of prioritization. LGUs do not prioritize DRR unless something already happened.

All of the problems that the experts shared came from their personal experience in research, training, and extension work where their identified roles and organization were as follows:

Set A

ROLES	Senate	*HOR	CCC	NDRRMC	**LGUs
As individual consultant					•
As a part of a project team					•

As a seconded government official					
As member of special body committee (e.g. NPTE, NAST task force on CC, etc.)					
As an external resource person for meetings, hearings, fora, etc.					•
As part of an interest group					•
As friend Of a government official					
Others (please specify on questionnaire)					

Table 5:Experts Roles in Working with the following Agencies (Set A)

Set B

ROLES	DOST	DSWD	DILG	NEDA	DENR	**Others
As individual consultant						•
As a part of a project team	•	•				•
As a seconded government official						
As member of special body committee (e.g. NPTE, NAST task force on CC, etc.)						
As an external resource person for meetings, hearings, fora, etc.						
As part of an interest group		•				•
As friend f a government official						
Others (please specify on questionnaire)						

Table 6: Experts Roles in Working with the following Agencies (Set B)

Identified LGUs/Others as individual consultant

- Laguna Province
- Plan Phils
- Oxfam
- CarePhils Intersos

Identified LGUs/Others as part of project team:

- Zamboanga
- Davao City
- Mamburao, Occidental Mindoro
- Bayawan, Negros Occidental
- Compostela Valley
- Basco, Batanes
- Laguna Province
- Loon, Bohol
- UP-CAMP Community Based Rehabilitation (CBR)
- Partido State University
- University of Southe astern Philippines
- Project Yolanda (UP/Nottingham)
- Transforming Disaster Risk (stockholm institute)
- Accord Inc.

Identified LGUs/Others as part of an interest group:

- Cateel, Davao Oriental
- Calapan, Mindoro
- MSG Member (PH-EITI)
- Philippine Coordinating Center for Inclusive Development
- Philippine Academy of Occupational Therapist (PAOT)-DRR

Identified LGUs/Others as an external resource person:

- Laguna Province
- Department of Health

To end their discussion, the experts categorized came up with proposals to the each other and to the UP-RI with the problems they have identified. They categorized their proposals depending on who or what is involved.

Analysis

Academe and Community

The academe must devise a way to make disaster efforts attractive to the community. It can be a form of an award or as part of the criterion for good

governance. Disaster efforts must empower citizens by giving them information and roles such as developing tools together with the community. An example given is incentivizing citizens by looking for “DRRM Champions”. In effect, this will yield the sustainability of efforts and transform the people in the community as active participants in the pursuit for resilient communities. Moreover, this will greatly impact the monitoring and evaluation (M&E) of DRR. Proper SOPs must be established with safety as the utmost priority.

Academe and Education

Consortiums with other SUCs. Other SUCs must serve a primary role of educating awareness in DRRM. UP must continue to partner with SUCs to lead them on the direction of programs. Influence of the Department of Education and the Commission on Higher Education in integrating DRR in curriculum of schools.

Academe and Corporate

DRR projects as part of the Corporate Social Responsibility. Emphasizing the role of corporations in building resilient communities especially with the effect their operations have on the risks and hazards in the communities. However, it was raised that the academe must be careful with the companies it helps - the values that these companies have must be aligned with the values that UP upholds.

Academe and Government

National

Proper allocation to address the lack of financial resource must be monitored. Development of policy guidelines in engaging with top level officials to avoid politicking of disaster efforts. Clearly identify areas of expertise, research and engagement on the part of the academe and directly communicate with interested and committed UP RI fellow on the part of the government.

Local

Increase political will in dealing with DRR efforts. There must be proper budget allocation and prioritization in funding must be placed with DRR. Integration with other priority programs for cost-cutting. Strengthening partnership through Memorandum of Agreement or Terms of Reference in order to ensure the continuity of the programs.

Breakout Team B

Team Composition

The team is comprised of five (5) female experts and five (5) male experts. These faculty members are based in the different units of the University of the Philippines system. Six (6) of these experts were from the Diliman campus, two (2)

were from Los Banos, one (1) was from Baguio, and one (1) professor was from the Open University. The said faculty members also come from varying disciplines of Art Studies, Community Development, Statistics, Psychology, Public Administration, Political Science, Architecture, Social Development, and Education. Despite being in different fields, these experts have made numerous contributions and developments in disaster risk reduction (DRR) and climate action (CA) in the country.

In the course of their professional career, these experts have spent several years of exposure in DRR and Climate Change work ranging from three to four (3-4) years to as long as 28-30 years. The substantial time spent working on research and community-based work inclined these faculty members to pick specializations in the field of DRR and CA. The following specializations were declared in the survey questionnaires:

- Ecological and ecocritical framing
- Community-based disaster risk reduction and management
- Climate change adaptation, climate risk management and risk assessment
- Capacity building, and organizational assessment and development,
- *Hilot* [1]and Philippine traditional medicine
- Vulnerability assessment, formulation of DRRM plans for localities, and gender in climate change adaptation and DRR
- Community architecture and environmental planning
- Urban resilience and water security
- Public administration and urban planning
- Environmental governance, policy analysis and advocacy

The individual experience and specialization of the experts strongly influenced the their perspectives in the dialogues of the breakout session. Furthermore, the experts shared the nature of their experience in DRR and climate change work. Nine (9) of the participants have declared being involved in extension work, eight (8) stated that they have actively participated in teaching, and seven (7) were involved in research work. Some of the experts also stated other roles they have fulfilled in working with government. Some were consultants for national government agencies, many were involved in advocacy work, and one of the experts present shared their experience in organizing art for healing workshops with the stakeholders.

Discussions

As the team discussed the survey questions, the experts were given the opportunity to have fruitful exchanges about the significance of their fields of expertise in different stages of policy formulation, their personal encounters in working with different agencies whose policy functions are centered in DRR and

[1] An ancient Filipino art of healing using manipulation and massage to achieve treatment outcome.

climate action, the barriers encountered in providing DRR and/or climate change advice to the government, and finally, the recommendations to improve or further institutionalize the partnership between the government and the academe towards better policymaking for DRR and climate action.

To formally start the dialogues, the facilitator asked the experts to rate the importance of their expertise in the policy stages and further explain the reason behind such ratings. Nine (9) out of the ten experts rated their expertise as *very important (1)* in the definition of policy problems related to DRR and climate change and in the formulation and process of designing the policies for DRR and climate change while one (1) rated their expertise as *important (2)* (*See Table 5*).

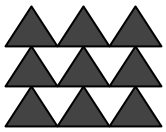
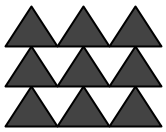
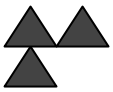
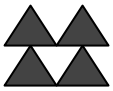
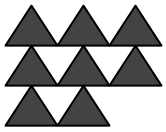
	Very Important (5)	Important (4)	Moderately Important (3)	Slightly Important (2)	Not Important (1)	Not Applicable
Defining policy problems related to DRR and CC						
Formulating/ designing policies for DRR and CC						
Implementing DRR and CC policies/ programs						
Monitoring and evaluation/ review of DRR and CC policies						
Policy advocacy for DRR and climate action						

Table 7: Breakout Team B's rating of the importance of their expertise in the policy phases

One of the experts was an architect planner who emphasized the importance of his field of expertise to be involved in phase one because the improper framing of policies and legal structures is what allows rampant development to go on without adequate safeguards against DRR and climate change. Many of the experts agreed on the sentiment that in order to create effective solutions, the problems must first be identified to understand for whom the policies will be made and to maximize the resources available in addressing such problems instead of simply beating on the bush. Additionally, an expert from the field of Social Psychology stated that the first two phases of policymaking provides the purpose and rationale of the other phases that succeed it. The policies to be formulated and plans made are direct consequences of the identification of the problem at hand, they argue further. According to the architect in the group, this is especially where it becomes

problematic because whenever actions are created as law, everyone will tend to rely on the action of Congress and Senate to change it whenever and however they please. The single Political Science professor that rated his expertise as *important (2)* in all phases explained that on matters concerning climate change, it is more effective to consult the hard scientists and that his discipline is not as indispensable. He further explains that Political Science as a discipline on its own, just like any other discipline, will not have much success in formulating solutions and instead, must work with those in other fields to produce fruitful results.

In the discourse on the implementation phase of policy making, the group of experts gave more varied ratings. For the architect planner and public administrator who gave ratings of two (2) or *important*, the implementation phase is where their fields tend to be less involved because this is where such discussions should be open to the public spheres and ultimately, to other stakeholders. These experts reduce their sphere of influence so that other factors, agents, personalities, and organizations can come into play in the discourses, negotiations, and to achieve a level of creativity in formulating solutions for matters like DRR and climate change. To enhance the discussion, an urban planner who gave a rating of one (1) or *very important* on this phase shared that planners would often think that they only need to be present in the formulation stages of policymaking and fail to realize that when such policies are created, these planners must be present as well when the policies are already being evaluated for further improvement. The organizational scientist fellow who believed that it was imperative for his field to be involved explained that implementation phase is more than just technical presentations or journal articles, and especially because issues like DRR and climate change involve people. Implementation with people will expose one to some resistance or ambiguity with what needs to be done and such behaviors must be well understood. Finally, the human ecologist who also gave a rating of one (1) or *very important* discussed that the academe must be especially required to be involved in such matters to promote knowledge-based policymaking.

In the discussion of monitoring and evaluating the policies, a number of experts in the group agreed that it is very important for their fields to be involved and stay involved since it allows for the review of data and evidence. The culture of leniency must be overcome especially with regards to climate change and disasters where you must have a proper monitoring system to religiously update the conditions of the environment. Policies must be updated and improved and according to the Psychologist in the group, it is a practice within their discipline to always measure the outcomes of what they do because a passive behavior towards the plans and projects will make it stagnant. The evaluation of the policy makes the policymakers understand what to do next. The others that rated it as important justified their rating by saying that their roles are more supplemental in this phase where they will not be absent, instead will exercise supporting roles in this phase.

Finally, the advocacy phase of policymaking, as stressed by the experts, is for the sustainability of the policies. One of the experts mentioned that an organization can fall short in achieving their objectives if a certain policy they created was only made to exist temporarily. This is also an avenue for the Arts to get involved and

exercise their creativity in policymaking. According to the expert in Philippine traditional medicine, this phase highlights on the actual sharing of the policies to the stakeholders through grassroot initiatives with the involvement of civil society organizations, non-government organizations, local governments, among others.

The second part of the breakout session involved the identification of the roles played by these experts in working with and for government agencies and offices whose policy functions are centered in DRR and climate action. The experts have established a wide network with the several agencies and local government units. The summary of these networks are as follows:

Set A

ROLES	Senate	*HOR	CCC	NDRRMC	**LGUs
As individual consultant				▲▲	▲
As a part of a project team			▲▲	▲	▲▲▲▲▲ ▲▲
As a seconded government official			▲	▲	▲
As member of special body committee (e.g. NPTE, NAST task force on CC, etc.)	▲	▲	▲	▲▲▲	▲
As an external resource person for meetings, hearings, fora, etc.	▲	▲▲	▲	▲▲	▲▲▲▲▲ ▲
As part of an interest group				▲▲	
As friend Of a government official	▲	▲		▲▲	▲▲
Others (please specify on questionnaire)		▲			▲

Table 8: Experts Roles in Working with the following Agencies (Set A)

Set B

ROLES	DOST	DSWD	DILG	NEDA	DENR	**Others
As individual consultant	▲	▲	▲		▲▲	▲
As a part of a project team	▲	▲	▲	▲▲▲▲	▲	▲

As a seconded government official	▲		▲	▲	▲	
As member of special body committee (e.g. NPTE, NAST task force on CC, etc.)			▲			▲
As an external resource person for meetings, hearings, fora, etc.		▲▲▲	▲▲▲▲	▲	▲▲▲	▲▲
As part of an interest group	▲	▲			▲	▲▲
As friend f a government official	▲	▲			▲	
Others (please specify on questionnaire)		▲	▲			

Table 9: Experts Roles in Working with the following Agencies (Set B)

NEDA

Three (3) of the experts were involved with the National Economic and Development Authority (NEDA) as part of a project team. Two (2) played the role of an external resource person for meetings, fora, and the like while one (1) was involved as a seconded government official.

CCC

Four (4) of the experts worked with the Climate Change Commission (CCC) as a seconded government official, part of a special body/committee, part of a project team, and as an external resource person for meetings, fora, and the like.

DENR

Six involvements were assumed with the Department of Environment and Natural Resources (DENR). The experts played the significant roles as a seconded government official, individual consultant or adviser, many were external resource persons for meetings, fora, and the like, one was part of an interest group under DENR and as part of a project team, and one as a friend of a government official.

DSWD

Six involvements were also formed with the Department of Social Welfare and Development (DSWD). The experts played the roles of a friend of a government official, a researcher, part of a project team, and an interest group, as an external resource person for meetings, fora, and the like, and as an adviser or consultant.

NDRRMC

Many roles have been played by experts of the team with the National Disaster Risk Reduction and Management Council (NDRRMC) as a seconded government official, as an adviser or consultant, a teacher or mentor for a government official, part of a special body or committee, part of an interest group, and as a resource person for meetings, fora, and the like.

DILG

Five (5) roles were played in working with the Department of the Interior and Local Government (DILG). The experts worked as an external resource person for meetings, fora, and the like, part of research work, advisers or consultants, part of a special body or committee, and as a seconded government official.

House of Representatives and Senate

Though many within the team have been repulsed by working for politicians especially in the Congress and Senate, some of the experts have been involved with the House of Representatives as an external resource person for meetings, fora, and the like, a friend of a government official, part of a research initiative, and as a special body director. Furthermore, one expert has established close ties within the Senate as part of a special body or committee, as an external resource person for meetings, fora, and the like, and as a friend of a government official.

DOST

Many have also worked for the country's Department of Science and Technology as individual consultants or advisers, as part of a project team, as a seconded government official, and as a friend of a government official.

Significant ties and work for local government units have also been discussed in the team. Some experts engaged themselves in public service as a part of a project team, a resource person for meetings, fora, and the like, friend of a government official, as part of a research initiative, as consultants or advisers, and finally, as a seconded government official. These networks have been formed all over the country's regions and islands. The following local government units have been stated by the experts:

- M'lang, Ormoc
- General Santos
- Manila
- Bacoor
- San Felipe, Zambales
- Calauan, Laguna
- Sta. Cruz, Laguna
- Baganga, Davao
- Cateel, Davao Oriental
- Baguio City
- Maribojoc, Bohol
- Brgy. UP Campus

- Quezon City
- Marikina City
- Iloilo City
- Cebu City
- Bustos, Bulacan
- Santolan, Pasig
- Angono, Rizal
- Dumangas, Iloilo
- Del Carmen, Siargao

Before the conclusion of the breakout sessions, the teams were requested to identify the issues and challenges encountered in providing DRR and climate change advice to the government and eventually provide recommendations to the said challenges. That resulted to a very fruitful collaboration within the team as the fields were given the opportunity to share possible solutions formulated within their fields that other disciplines can apply.

The subject of continuity/sustainability, or the lack thereof due to term limits of politicians and the fast turnover of leadership has been encountered. Additionally, LGU personnel have weak capacities in implementing and planning for climate change awareness and disaster risk reduction. The topic of subjective risk and risk assessment is relatively new to them. Most times, programs conceived or planned are never truly implemented despite several inputs having been brought in to the table for these actions. Currently, agencies and offices tend to have trouble in understanding their roles or mandates. They have multiple tasks hence the issue of prioritization arises.

Apart from this, political leaders tend to pay little attention to research outputs of the academics and seem to have permanently closed their doors to the advices given by academicians, in turn, the policies are not informed by the academe. There is no point of reaching out to politicians if they will not listen. The culture of participation is poor and our experts are discouraged to get involved because our government is very rigid and closed-minded. Political bodies are insulated from efforts of academics to influence policymaking. Broadly speaking, the LGU officials are insulated from the opinions of the academe.

The lack of collaborations and effective communication between the government and the academe has also resulted to the lack of understanding to very important documents used for planning. For instance, the Comprehensive Land Use Plan or (CLUP) is a very technical document that government agencies are spending for yet they do not understand how to use it. Due to the technical nature of these documents, processes and requirements, hence the goal of these are not achieved. These officials depend on consultants to translate or update such documents hence using more resources to do so.

The human psychology and formed cultures have also proven to be very effective barriers to entry for these experts. The human consciousness is deeply

engraved within a person, family or community and for this reason, such could expand to the institutions that they belong to. In the political aspect of things, bureaucrats have developed this mindset of complacency where simply having submitted an output, regardless of its relevance or usefulness, will be enough to go through the day or the year. Furthermore, there is a culture of dependency in the local government units. Though credibility is not an issue for university professionals, these local executives tend to abuse the advice of experts and request for outputs from such experts in exchange for compensation that is not commensurate to the work they are doing. There have been instances as well where the services, despite being free of charge, provided by experts are not deemed relevant by the UP administration. Finally, the reactive nature of people contribute to the lack of preparedness for drr and climate change. The nation currently has great policies passed yet these continue to fail due to poor implementation. The importance of the education about disaster risk reduction and management, traffic management, urban planning, and the like are not valued or respected like others forms of education.

These issues have been thoroughly discussed within the group in order to come up with a set of recommendations for the challenges they have encountered and to improve the academe-government collaboration especially in formulating policies and decisions on DRR and climate action.

Analysis

The thorough discussion on the issues the experts have mentioned resulted to coherent recommendations to solve them. At several points in the session, the experts realized that many of their colleagues shared similar challenges with them.

The first salient recommendation of the team was to strengthen institutional linkages and relationships between the government and the academe. It was also important to encourage more publication of studies, and a wider dissemination or distribution of these publications to the political leaders to help them create knowledge-induced policies. Furthermore, it was suggested to introduce the secondment of academicians in key government agencies. Regular interactions between the academe and government need to be organized to promote knowledge-based policymaking. The human ecologist expert in the team even proposed to have joint basic and action researches where academicians are tapped for on-ground implementations as well as policymaking to make these processes more people-centric and direct efforts for the benefit of the end-users. Ultimately, the team pushes to have more opportunities for engagement involving multidisciplinary perspectives and the resistance to implementation must definitely be addressed.

In this regard, one of the experts declared that it is very important to capacitate these LGUs and their personnel before incorporating DRR and climate change awareness. It is important to teach basic information to these bureaucrats for easier comprehension of the matter and in doing so, teach it in their language because this is the way they would best understand it. Identify the parts of

government that are also good with interacting with communities then maximize these institutions to promote grassroots participation. It is also important to acknowledge that political imperatives are very real and cannot be entirely eradicated. In response, align the efforts and projects in such a way that politicians can appreciate it so that even if they use it for their political mileage, the project will still be implemented and the services will still be carried out for the people.

Lastly, to lessen, if not completely eradicate, the disjunct in understanding, experts should submit management reports (e.g. executive summaries) instead of technical reports to the local executives. Summarize the technicalities in the language of these executives for easier understanding and consequently, better implementation of the policies.

Breakout Team C

Team Composition

The group is composed of five (5) female and four (5) male experts. They from different UP constituent units wherein three (3) are from Manila, four (4) from Diliman, one (1) from Los Banos, one (1) from Visayas, and one (1) from Baguio. All of the members were from different fields of expertise namely Nursing, Arts and Communication, Clinical Epidemiology, Urban and Regional Planning, Anthropology, Community Development, Disaster Risk Reduction, Social Sciences, and the Sciences. It should be noted that Dr. Mahar Lagmay was part of the group and participated actively in the discussion but did not answer the questionnaire or placed stickers in the manila paper.

While they come from different fields and disciplines, most of these professionals have been involved in DRR and CCA work for years, ranging from 5 years to as long as 14 years of their careers being devoted to working aligned with the cause. In terms of the nature that the participants had when it comes to their experience with DRR and/or climate change, nine (9) participants checked teaching and extension on their survey questionnaires while (8) participants checked research. Due to the hard labor and time given to DRR and CCA, these experts have also developed certain specializations in the field which are as follows:

- Environmental Exposure Assessment
- Environmental Epidemiology
- Biostatistics
- Asia Pacific Emergency and Disaster Nursing Network
- Developing training program on Disaster Nursing
- Community Disaster Risk Reduction and Management
- Anthropology of Disaster; gender dimensions and;
- Other socio-cultural dimensions

- Intangible Cultural heritage
- Participatory Risk Assessments
- Community Organizing
- Disaster Preparatory and Response/Communications
- Incident Command System
- Cultural Heritage and Arts Management
- Management (logistics, accounting, budgeting, financial planning)
- Public Health Promotion and Education

Discussion

The group started the team discussion with the question of how important do the participants view their expertise on in the policy stages presented in the survey questionnaire. The participants' consolidated scores can be seen below:

Policy Making Process	5 Very Important	4 Important	3 Moderately Important	2 Slightly Important	1 Not important	Not applicable
Defining policy problems related to DRR and climate change	⬢ ⬢ ⬢ ⬢ ⬢ ⬢ ⬢ ⬢ ⬢					
Formulating/designing policies for DRR and climate change	⬢ ⬢ ⬢ ⬢ ⬢	⬢ ⬢	⬢ ⬢			
Implementing DRR and climate change policies and programs	⬢ ⬢ ⬢ ⬢ ⬢	⬢ ⬢ ⬢ ⬢				
Monitoring and evaluating review of DRR/CC policies programs	⬢ ⬢ ⬢ ⬢ ⬢	⬢ ⬢ ⬢	⬢			
Policy advocacy for DRR and climate action	⬢ ⬢ ⬢ ⬢ ⬢ ⬢ ⬢	⬢ ⬢				

Table 10: Breakout Team C's rating of the importance of their expertise in the policy phases

For the first stage which is defining policy problems related to DRR and Climate Change, nine of the participants considered their expertise to be very important with a score of one (1). Here, one social scientist with more than 10 years of experience in the field of DRR/CC work raised that there is a deficient appreciation

of DRR-CCA, especially at the local level; and that the process of localizing the policies is affected by how efficient the delivery is at the LGU level. He also noted that at the national level, there are different roots, bodies, and policies for DRR-CCA and so they are treated separately, however this distinction becomes blurred as the two concepts merges at the local level. Therefore, he pointed out that there is a need to conduct more policy reviews, because when it comes to on-the-ground implementation, it is clear that the two concepts should not be treated separately. Additionally, he said that academic institutions should be present in certain special decision-making bodies such as the regional development council and in the regional disaster risk reduction management council. He also raised the fact that the law is clear when identifying where academic institutions would come in in terms of DRRM but it is hardly monitored and implemented.

One expert on community development with 10 years of experience when it comes to DRR/CC work emphasized that the end user of these formulated policies are the communities. Therefore, problematic policies stem out from those created without much consultation at the local level. He also said that the community is the generator of policy recommendations if you look at it in a bottom-up perspective. Another expert who has a long history of working in the field of DRR-CCA brought up the initiative taken by the UP-RI in the passage of the DRR bill. According to him, included in the bill is the usage of probabilistic hazard maps rather than those maps based on historical data which can help the community plan for future and/or bigger disasters. To ensure the success of this initiative, one expert from the medical field suggested that before the implementation, there should be a baseline assessment of the place first.

For the second stage of the policy making process, five (5) participants rated this as very important, while two (2) participants rated this as important, and the remaining (2) rated this stage as moderately important. For the interest of time, the mechanics of the discussion changed wherein the facilitator will just pick two participants for each stage starting here on who will share their insights with regards to their ratings. In the second stage, one expert from Arts and Communication said that he rated it as moderately important because basing on the field that he comes from, they more for the implementation of existing policies and design, and not in the formulation of new ones. The other participant who was chosen to share his insights came from the field of mathematics, sciences, and physics. He stated that in his field of expertise, the policymaking stages are essentially the steps of solving a problem, and therefore every stage is important which lead him to rate each stage as very important. He also raised the idea that when everything else fails, go back to Ham radio.

With regards to the third stage, five (5) participants rated this as very important while four (4) participants rated this as important. Here, one social scientist explained his rating (important) and said that in his field, implementation is very significant when it comes to reaching the grassroots level – even at the barangay.

He also raised an issue that there are cases where miscommunication happens between the local government and the barangay level. On the other hand, one anthropologist shared that when government implements a one size fits all policy, the localized perspective, conditions, and culture are lost amidst the process. He noted that this is problematic because when one talks to people on the ground, the community's culture and experiences affect as to how they will respond to the programs. Another professional within the group stated that in the Philippines, there are a lot of good policies but the problem lies in the implementation. One expert from the DRR field stated that UP-RI already have the tools and the expertise, but it often gets unnoticed because people do not want to deviate from the norms. While another expert highlighted the important of good branding for UP-RI wherein good publications should be a major part of this, another expert raised that the experts are often on the losing end because whenever an LGU create a hazard map based on probabilistic data, it does not get signed by the people who created the historical maps. Therefore, they do not have a choice because if hazard maps are not certified, COA will come in for auditing. In the end, the expert said that the important part is that policy will have to be there and then let the people know about it.

Additionally, another expert from the sciences shared his experience that when he organized his students to create a research study that will help in the validation of evacuation sites in Los Banos, it was disregarded by the Mayor because he viewed it as "disruptive technology". On the other hand, the expert from Anthropology raised the question on how do you deal when the problem lies on the people at the local community (he noted that there are some things that people value more than their lives). To answer his question, the group decided that the process of policymaking should really be participatory – here is where anthropologists and sociologists come in.

Moving on to the fourth stage of the process, five (5) participants rated this as important, while three (3) rated this is important, and one (1) rated this as moderately important. An expert in community development noted that in his line of work, since they engage directly with the community, he knows that the utilization of different fields of expertise come into play when it comes to monitoring and evaluation. The community often has many concerns which make it difficult if the full responsibility of monitoring and evaluating is given to them. Therefore, taking away from his experiences in the field, he believes that implementation is more important, but still claims that this stage is not in any way insignificant. One expert who viewed this stage as very important explained that this particular stage will be able to help in producing another policy that is necessary for the community.

For the last stage of the process, seven (7) participants rated it as very important while two (2) participants rated it as important. One expert from the medical field stated that he rated it as very important because this stage of the process will support everything, even capacity building.

After this discussion, everyone was asked to placed their stickers on the manila paper which contained the nature of work that they did when it comes to DRR and CCA, the results of which can be seen on the table below:

Set A

ROLES	Senate	*HOR	CCC	NDRRMC	**LGUs
As individual consultant					
As a part of a project team					● ● ● ● ● ● ●
As a seconded government official					
As member of special body committee (e.g. NPTE, NAST task force on CC, etc.)			●		●
As an external resource person for meetings, hearings, fora, etc.				●	●
As part of an interest group	● ●	● ●	●	● ● ●	●
As friend of a government official		●			●
Others (please specify on questionnaire)					

*House of Representatives

** Specify maximum of five (5) on questionnaire

Table 11: Breakout Team C's varied nature of work in DRR and CA (Set A)

Set B

ROLES	DOST	DSWD	DILG	NEDA	DENR	**Others
As individual consultant		● ●				
As a part of a project team	● ●	●	●	●	●	● ●
As a seconded government official						
As member of					●	●

special body committee (e.g. NPTE, NAST task force on CC, etc.)						
As an external resource person for meetings, hearings, fora, etc.	● ● ●	●	●	●	●	● ●
As part of an interest group	●					●
As friend f a government official	●			● ●	●	● ● ●
Others (please specify on questionnaire)						●

Table 12: Breakout Team C's varied nature of work in DRR and CA (Set B)

The following were the identified local government units with which they have worked with:

- Maribojoc, Bohol
- Iloilo City
- Antique
- Leyte, Samar
- Eastern Samar
- Los Banos, Laguna
- Sto. Tomas, Batangas
- Brgy. Pacdal, Baguio City
- Brgy. Pacdal, Tuba, Benguet
- Brgy. Ampucao, Itogon, Benguet
- Brgy. Session Road, Baguio City
- Brgy. Assumption, Baguio City
- Carles, Tubungan
- Manila
- Marawi City
- Cotabato City
- Davao City
- Brgy. Pandan, Baguio City
- Session Road
- Municipality of Tuba and Hogon
- Municipality in Southern Philippines
- Municipality of San Francisco, Surigao del Norte
- Sta. Rosa, Laguna

- Zamboanga City

The following were the identified government agencies with which the participants have also worked with:

- PNP
- BFP
- PRC/PICPA
- CDA/Coops
- OCD
- National Water Resource Board (DENR)
- Department of Health

The following issues have been declared by the experts in their individual survey questionnaires and discussed in the breakout session. It was declared that national agencies and departments have overlapping mandates and conducted repetitive programs. There is also a deficient appreciation of the need to integrate DRR and CCA. Additionally, there are individual political considerations/priorities of local executives. The conservation of built and intangible heritage need to also be considered. Resistance of some individuals to changes in policies/practices have also been encountered. There is a wavering commitment of responsible officials with DRR since trainings and constant reviews are oftentimes not conducted. There is a lack of incentives for those who exhibit the capacity towards resilience and the frequent change of people or the re-organization of institutions results in the lack of continuity and sustainability of policies and programs. Finally, there is a lack of active engagement by government to pull in other experts, groups, and offices.

Analysis

Considering that the members of the group came from different fields of expertise, the team was able to generate recommendations and raise issues that are based on their own experiences. For example, participants who came from the community development, cultural heritage, and anthropology understood the importance of taking the perspective of the local communities. They were able to offer their insights about how the people on the ground think and how do the locals receive policies on the context of their own cultural perspectives. On the other hand, participants who came from the sciences highlighted the importance of every stage in the policymaking process because they were able to see it as a parallel to the problem solving process, which meant each step is significant. Additionally, participants who had long experience of working in the field of DRR and CCA knew very well the issues that they face in governmental institutions at the national, regional, and provincial level. However, even though they come from different disciplines, one common denominator between them is the fact that they were all from the academe. Therefore, the group was able to emphasize the importance and role of the academe in terms of the policy making stages for the DRR and CCA.

The team have also discussed several points of improvement for other future initiatives. Firstly, the formalization of the seat of the academe in RDC/LDC/special bodies for scientific assessments, technical advice (planning), capacity building, etc. has been acknowledged. Initiatives for capacity enhancement of LGUs should also be organized with reference to the importance of DRR and CCA and match these with the political interests of the local chief executives to ensure implementation. It was also noted that several non-government organizations already established existing initiatives to collaborate with the stakeholders directly (e.g. Escuella Taller) and these institutions must be tapped to strengthen these partnerships.

As for the policies, the frequent review (periodic) of policies should be observed to weigh its applicability and usefulness to the everchanging environment and communities. Maximize also the feedback mechanism evaluation and encourage a more proactive involvement of the academe in local DRR climate change adaptation action plans and/or programs. Furthermore, it was also recommended to intensify research and actualize recommendations through extension services like community immersion of faculty and students vis-à-vis curriculum, research and extension. Additionally, for experts, research findings must be effectively translated or use said research findings in creating knowledge- and evidence-based solutions. Generally, the team aims to further the participation and active engagement of academe in government agency planning by identifying areas for collaboration.

Breakout Team D

Team Composition

This team is comprised of eight experts from different units of the University of the Philippines including Diliman, Manila, Cebu, Visayas and Mindanao. The Diliman unit had four (4) representatives while the other (4) four units had one (1) representative each. The fields that these experts specialize in include communications, fisheries and ocean sciences, engineering, science, mathematics, labor, industrial relations and the arts. Meanwhile, their specializations in DRR and CC does not deviate much from their field of expertise. One of the experts who came from the field of communications focuses on DRR and Science communications while another expert from the field of engineering devotes his time on studying the resilience of structures, building regulations, as well as wind and fire safety engineering. The complete list of their specializations in DRR and CC include:

- Communicating DRR
- Science Communications
- Risk Assessments
- Ecosystem Health

- Aquatic Ecosystems (Coastal and Marine)
- Flood Hazards/ Flood Hazard mapping using LiDAR
- Air Quality Modeling
- Physics of Air Pollution
- Green Jobs Skills Training
- Disaster Impacts on Labor Market
- Labor Market Map
- Job Hazards
- Resilience Map
- Community-based ENS
- Environmental Impact Assessment (including baseline information, climate change impact, adaptation, mitigation that iss gender and community based)

Their years of involvement in DRR and CC work ranges from three (3) years to as long as ten (10) years. With their time spent on DRR and CC work, two (2) had teaching as their nature of experience, while all eight (8) have been into both research and extension. Other nature of experiences that they mentioned in the questionnaire are: media dissemination, volunteer work, disaster assistance, and climate change vulnerabilities of marginalized sectors (gender).

Discussion

When the experts were asked to rate the importance of their expertise in the different policy stages, one (1) being very important an five (5) being not important, the majority of the experts identified their expertise as very important (1) and important (2) in all the policy stages, while one (1) identified the importance of his expertise in the policy advocacy phase to be moderately important (See Table 9)

	Very Important (5)	Important (4)	Moderately Important (3)	Slightly Important (2)	Not Important (1)	Not Applicable
Defining policy problems related to DRR and CC	■■■■■■	■				
Formulating/ designing policies for DRR and CC	■■■■■	■■				
Implementing DRR and CC policies/ programs	■■■■■	■■				

Monitoring and evaluation/ review of DRR and CC policies	■■■ ■■	■■				
Policy advocacy for DRR and climate action	■■■ ■	■	■			

Table 13: Breakout Team D's rating of the importance of their expertise to policy phases

There were several experts in the team who found their expertise to be very important, important and moderately important in the policymaking process. There is indeed involvement of experts as government agencies seek them either to use their outputs as basis or utilizing their services. The Department of Science Technology, for example, funded a project at Cebu city and hired experts from the UP system, which is the first of its kind in the Philippines, where they plan on creating a fire hazard map that will later be utilized by Department of Interior and Local Government once it is finished.

An instance where a communications specialist wanted to change her answer from important to very important in the defining policy problems related to DRR and CC policy phase because she realized that they work for both Local Government Units (LGUs) and National Government Agencies (NGAs) in surfacing the issues with DRR and CCA that helps in determining the design of a policy. Especially in her field, as a communication expert, their field intervenes through communicating or fostering communication between LGUs and DRR experts.

In their experience, their research outputs are given great importance, as the data they produce is what the government uses for formulating/designing DRRM policies. In short, their outputs become the input in the policy process. However, as member of the academe, they recognize the highly technical nature of their researches that it becomes imperative for the government to include them in all the phases of policy making in order to have an understanding of the technical aspect which includes the use of equipment, maps, and others. One (1) expert said, although he is not really inclined into CCA, the data that he has produced served a great purpose in the stage of planning that he was surprised he was invited to all phases amidst his lack of experience on DRR/CCA research.

They all agreed that a policy is irrelevant if it is not backed by data. Even for some areas that have already devised their own mechanisms to deal with disasters, they still tap these experts for advice in determining factors such as the high risk areas, possible evacuation areas, alternative routes for emergency response units in events of fire, and others.

However, the group also identified some problems they have encountered in their years of experience such as the tendency for LGUs to not utilize available data

such as hazard maps given to them in decision-making. They gave the case of the CLUP (Comprehensive Land Use Plan) as an example for the lack of importance given to science-based researches. Each LGU is required to refer to their CLUP on deciding whether structures will be allowed to be built on certain areas. Areas discovered to be at high risk should be identified and spared from building constructions to keep the safety of the people.This document is expected to be updated every nine (9) years, but to the surprise of some experts, there are LGUs that still do not have their own CLUP. Additionally, some have CLUP but structures still erect from identified dangerous areas. In the case of one of the experts working on community-based researches, it is only when she submitted a copy of her research to the LGU that they worked on updating their CLUP. Unfortunately for some, CLUPs that are mandated by law to be updated every nine (9) years are resubmitted despite its outdated nature for the mere sake of compliance. According to the experts, this poses threats to communities as there will be no dependable information that they can refer to so that their safety is taken into account. Hence, they asserted the need for a guideline that will ensure the compliance of LGUs to the creation and regular updating of the CLUP. More than this, they also hope for the use of pertinent data such as hazard maps in local decision-making.

One of the experts focused on community-based research. She emphasized the need for grassroots information. In this way, research is contextualized according to the needs of the community. The localization of DRR and CCA help in encouraging participation from the different members of the community not only in discussing the importance of DRR and CCA, but also the determination of how they can contribute in their own way. The information collected is passed to concerned LGUs so that it becomes a part of the agenda. Even with this, the group clarified that is not the academe that should be determining the problems of the community, but initiates the conversation so that it may be given attention by the members of the community as well as the related government agencies.

Set A

ROLES	Senate	*HOR	CCC	NDRRMC	**LGUs
As individual consultant					▣▣▣
As a part of a project team			▣		▣▣▣
As a seconded government official					
As member of special body committee (e.g. NPTE, NAST task					

force on CC, etc.)					
As an external resource person for meetings, hearings, fora, etc.			■		■■■■
As part of an interest group				■	■■■
As friend Of a government official	■				■
Others (please specify on questionnaire)					

*House of Representatives

** Specify maximum of five (5) on questionnaire

Table 14: Breakout Team D's summarized set of roles in working on DRR and CCA (Set A)

Set B

ROLES	DOST	DSWD	DILG	NEDA	DENR	**Others
As individual consultant					■	
As a part of a project team	■■■■	■			■	
As a seconded government official						
As member of special body committee (e.g. NPTE, NAST task force on CC, etc.)					■	■
As an external resource person for meetings, hearings,	■■■				■	■■■■

fora, etc.						
As part of an interest group					▣	▣
As friend f a government official	▣					
Others (please specify on questionnaire)	▣					

**Specify maximum of five (5) on questionnaire

Table 15: Breakout Team D's summarized set of roles in working on DRR and CCA (Set B)

In this activity, the experts were asked to identify with which agencies they have already worked with and their role in the project or program. Aside from the agencies already specified in the table, the other agencies they have also worked with are:

- LGU of Cebu province
- LGU of Cebu City
- LGU of Madaue City
- LGU of Lapu-lapu City
- National Academy of Science and Technology
- Department of Education
- Higher Education Institutions
- Department of Public Works and Highways
- Department of Labor and Employment
- UP Manila Pahinungod Environment Health Education Program
- UP Manila Occupational Health and Safety Committee
- UP Manila Disaster Action Plan/Manual Committee
- UP Manila Teachers' Development Program

As observed, it is with the LGUs that majority of the experts have had the chance to work with. The specific LGUs are:

- Municipal Government of San Juan, Batangas
- Municipal Government of Tagkawayan, Quezon
- Victorias City
- Davao
- Bago
- Sipalay
- Naga City
- Provincial Disaster Risk Reduction Management Office (PDRRMO) of Davao Provinces

- Surigao del Norte
- San Francisco
- Barangay North Fairview, Quezon City
- Pandan, Antique
- Panay Northwest

The common roles undertaken by these experts are being part of project teams and being external resource persons for meetings, hearings, fora. In the discussion, one of the experts explained a concept from his field of expertise which is labor resilience which is important to note as he provides that jobs are always affected during and after disasters. He analyzes how disaster also affect jobs and how fast they can recover. With this, he has been working with the Department of Labor and Employment (DOLE) as well as the Department of Agriculture (DA). Another expert emphasized on the need for an ecosystem-centered by looking at the hazards present also to the ecosystem, instead of people-centered approach to DRR and CC.

The facilitator invited the experts to be involved in a recently formed blue ribbon committee of the Climate Change Commission (CCC) as they study the effects of disasters on other species. As they went through the discussion, one of the problems highlighted is the issue on the implementation of policies. An expert who was, at a certain time involved in the study of a nearby mining site recommended to postpone the planned mining activity in a certain area. To her surprised, the mining activity was approved although it will have detrimental effects. For this, she decided to leave her job as she has seen the corruption going-on first hand and she did not want to be a part of it. Aside from researching, these experts also train individuals. For example, in one case, UP has partnered with DepEd in training teachers so that their school can devise a plan that they can use in relation to disasters. This was done through a Teachers' Development Program.

Their answers to the issues encountered written in the participants' survey questionnaires include the slow action of government agencies attributed to bureaucracy, lack of personnel especially in LGUs specializing in DRRM, lack of data from the government, absence of sustainability plans, absence of attention given to the study of the ecosystem, problems with knowledge management, lack of focus on maintaining the environmental quality (air, water, and land), lack of focus on environmental recovery and rehabilitation, lack of study on health impacts, lack of attention to the disaster impacts to vulnerable groups.

Analysis

In response to the issues and challenges encountered by the experts in their experience in working with the abovementioned agencies, they have also created a pool of recommendations that include keeping an open communication with the

government to have access on baseline information, disseminating information especially about research and extension activities, creating a UP led community-based resilience group, improving communication plans between academe and the government, fast tracking transactions especially for project implementation, linking/mapping green jobs and labor resilience, formalizing the academe's role as primary source of policy advice, forming LGU-based support for ecological risk assessments, and finally, having sustainable plans.

Image 8 A peek on Group 4's Breakout Session specifically on identifying the Roles played by the experts in working with agencies whose policy functions are centered on DRR and Climate Action

To end the breakout session, the facilitator summarized the issues, challenges and recommendations that were mentioned throughout the discussion and which will then be presented in the plenary sharing.

Inspirational Message from Dr. Benito Pacheco

Image 9 Dr. Benny Pacheco, the former Executive Director of UPRI, closes the Breakout Sessions with his inspirational message to the UPRI fellows and guests

The inspirational message was delivered by Dr. Benito M. Pacheco from the Institute of Civil Engineering's Construction Engineering and Management Group. He has been an active advocate of Disaster Risk Management and participated in research projects and policy lobbying such as the revision of the National Building Code of the Philippines with Dr. Kristoffer Berse. In 2009, Dr. Pacheco wrote a paper on Disaster Risk Management Background of DMAPS for Infrastructure. Currently, he is serving as a Professor and as a Vice-Chancellor for Research and Development of the university.

In his message, Dr. Pacheco focused on four main topics: (1) Policy making versus decision making, (2) Governance versus government, (3) Science versus itself, and (4) Serendipity. In the first part of his speech, Dr. Pacheco emphasized the importance of differentiating making policies than that of making decisions which mainly operates on a short term time frame. Here, he explained that the two concepts call for two different challenges as some decisions will always seem to deviate from the policy. According to Dr. Pacheco, the rationale behind this is that there is no policy that is able to anticipate absolutely all possible cases that need to be decided on. Therefore, in order to ensure the policy's success, especially in the long term, it has to be backed up by assistance through decision making on a case to case basis.

The second part of Dr. Pacheco's speech tackled the role of governance and its process to support the imperfections of a policy, an issue in which he raised earlier on. According to Dr. Pacheco, this procedure or process of governance is as important as the policy because some decisions will steer away to from the policy; and the policy itself will have to be reviewed by a necessary device. Therefore, Dr. Pacheco concluded his second point with the idea that half the battle will be in the hands of the authorities who implements the law or the owners of the governance structure, and those who counter-check these authorities.

Thirdly, Dr. Pacheco cited the undeniable role of science (whether natural science or social science) and technology in policy making. The point that Dr. Pacheco reiterated is the status of science itself. To further explain his point, he said that if we look back to the history of natural laws by Newton, the process of it was not perfect. That even Newton himself had to chew on controversies for twenty years, and twenty years after his death, people still had to correct or re-frame the formulations. Using this story as an analogy, Dr. Pacheco said that much can be said about science that the academe needs to be careful about. As self-aware professionals, Dr. Pacheco encouraged them to see both the strengths and implications of science in order to avoid the false dichotomy between governors and scientists, or between policy makers and the academe. He also offered the idea to use all the disciplines and integrate all knowledge towards resilience. Dr. Pacheco also further stressed the point that there is no need to dichotomize between science and arts; because resilience is not only an interdisciplinary goal but also transdisciplinary.

Dr. Pacheco also explained the different features and elements from being disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary. The figures that he used can be seen below:

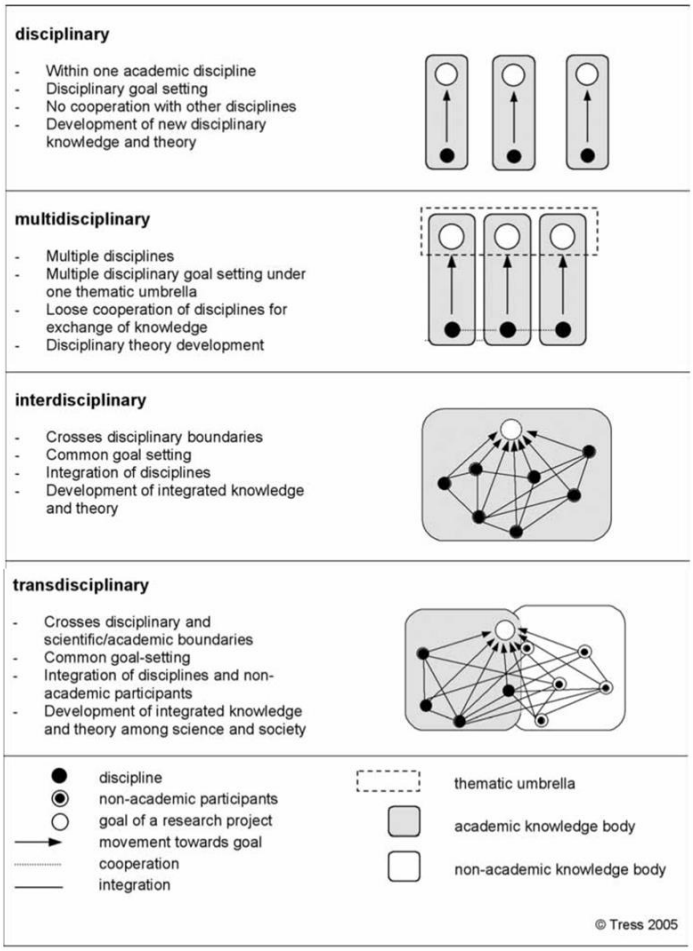


Figure 2: Features of Disciplinary, Multidisciplinary, Interdisciplinary, and Transdisciplinary

After briefly explaining each one, Dr. Pacheco gave more emphasis on the last one – the transdisciplinary wherein the non-academic practitioners are included. However, as ideal as it may be, he also acknowledged that this is easier said than done. Therefore, the individuals within the academe should keep their own sense of beings as experts within their own fields and disciplines all the while continuing to be mindful that they are also inside a network not only with their fellow academicians but also with non-academic participants.

For the last part of his message, Dr. Pacheco explained that there are four types and four mechanisms of serendipity, further expounding on the latter. The four documented mechanisms of serendipity cited by Dr. Pacheco are (1) Theory-led serendipity, (2) Observer-led serendipity, (3) Error-borne serendipity, and (4) Network emergent serendipity; to which he highlighted his interest on the fourth type. Dr. Pacheco expressed his desire that they continue to be mutual fellows in UPRI and beyond – without campus borders, sector borders, or even national borders; and still not losing their sense of beings and selves. Stemming from this theory, he stated that they can continue to be able to integrate knowledge in newer ways.

Dr. Pacheco ended his message lauding his fellows for their efforts and for attending the workshop where they offered not only their contributions to the network, but also for trying to see new ideas and integrations that the network itself can produce; and ended his segment by saying that such new integrated knowledge, which is both an art and a science, would be more helpful in their shared quest for disaster resilience.

Presentation of Small Group Discussions

This portion of the workshop gave the breakout teams the opportunity to present their outputs to the plenary.

Image 10 Dr. Josefina Tuazon sharing her group's output during the Plenary Sharing

Breakout Team A

For the first group, all of the members considered their expertise very important wherein the factors they took into consideration were (1) their sense of confidence they have on the work they do, (2) their personal commitment on various teaching, capacity building, public service, and extension work, (3) the identified gaps within and outside the university, and (4) the fulfillment of public service mandate of UP and as public servants. The group also considers all of the stages of policy making very important.

In terms of their individual roles, most of the members had experience being members of a project team. Generally, their purposes of involvement in these were research, public service, field instruction, and awareness raising. The compositions of these teams were either made of exclusively UP projects or a combination of UP and local government partnerships. Some of the members who became a part of interest groups had purposes of associations and non-profit organizations.

One of the issues and challenges that the group encountered was the exclusion and discrimination during the time of disasters, especially when it comes to giving aid, etc. Some of them also experienced questioning their legitimacy whether or not they are part of government, or is their purpose to give solutions or just do research. Another issue they faced was the willingness of people to accept help from UP because of the stereotype of militancy and color-coding.

Another common challenge the members of the group faced was the “one size fits all” practice of the government, especially when it comes to giving response. The group emphasized the fact that these kinds of approaches cannot address the unique needs of some people, such as the elderlies and PWDs. The group also presented the issue of politicking and gave a concrete example and cited that during Typhoon Haiyan wherein humanitarians encountered local officials who asked for their relief goods and simply said they will take care of it. They also mentioned the bureaucracy’s problem in terms of communication and coordination.

The group also tackled issues when it comes to unpreparedness and blaming it to lack of resources when it comes to budget and personnel. Another issue that they encountered was that resource people were seen as sponsors for the event or there were unprofessional counter-partings in tapping experts due to lack of finances.

On the other hand, the group’s recommendations were clustered into four groups, (1) Academe and Community, (2) Academe and Education, and (3) Academe and Government. When it comes to community, they note the importance of continuously empowering the citizens to push for monitoring and evaluation; and to embed the importance of these in their consciousness. The first step of which is to develop tools and creation of SOPs in visiting fieldworks, all the while prioritizing safety in the conduction. Lastly, the group also stated that communities should be incentivized through awards for them to be active in the pursuit of resiliency.

In terms of the academe and education, the group stated that since UP does not have the capacity to go to all the places, there should be consortiums of SUCs wherein UP and UPRI will capacitate the SUCs. Another recommendation the group had was the need to influence CHED and DepEd on the integration of DRR in the curriculum. When it comes to the academe and the government, the group suggested that the allocation of budget should be monitored and evaluated. Also, in order to continue the projects they created, there should be partnerships through Memorandum of Agreements (but also taking into consideration that the lifespan of

these MOAs are only as good as the term of office of who signed it). Also, the group suggested the development of policy guidelines when engaging with government in order to address issues of politicking. Lastly, the group also cited the importance of the integration of DRR with other priority programs.

Another item not discussed in the presentation but was included in their slides was that the academe should choose the companies it helps – making sure that their values are aligned with the values that UP wants to uphold.

Breakout Team B

The group's members came from different fields including arts, political science, sociology, humanities, psychology, public administration, and architecture.

The group's rating of the importance of the experts in providing advice in policy making is very important as well whose scores ranged from one and two (very important and important). One of the group's members mentioned that while he considers his field of expertise very important, he also noted that it won't be of the same significance if it just existed on its own and did not interact with any other discipline to create solutions not just for DRR-CCA, but also in other issues as well. Therefore expressing the idea that a certain field of expertise, no matter how good it is, cannot exist on its own to make productive solutions for issues and policy conflicts.

In terms of the group's participation in different governmental bodies, the level of participation ranged from congress to local level. However, one of the members of the group expressed this aversion/repulsiveness when it comes to working with the congress/senate. This is due to the fact that it is very politicized.

Generally, when it comes to the credibility, legitimacy, and relevance of advice/service of UP experts, the group found no issues with these since the government highly regards UP experts and their advices. However, some local government officials get too dependent once they know that the expert is from UP. One issue that the group found however was that some LCE were bias and the LGU favors a more proximate UP constituent unit, since the services were relatively cheaper than other CUs. Another issue found by the group is that the services provided by the experts are not recognized by the UP administration to be as relevant. Lastly some LGU officials, though it happens seldomly, repulsive to the opinions and suggestions of academic professionals.

One of the major issues and challenges in the macro level that the group cited was the mindset at the local level. For instance, the plans created are solely on the basis of compliance as a requirement to the law – doing it just for the sake of doing it. Apart from this, some also have this certain fatalistic mindset when it comes to disasters. Also, when it comes to changing situations some are merely reactive and

not anticipatory. Additionally, some LGUs are hard to convince that a certain project/program will be beneficial to their community. Other issues that the group found were politicized legislative bodies, lack of resources and materials when it comes to teaching courses. Another issue the group found was that the requirements, documents, and processes of LGUs are too technical for ordinary citizens to understand which hinders the success of the policy. The group also found that capacity is often seen only as a physical object such as money so other factors such as manpower are not immediately given attention.

Another issue raised by the team is that education about DRRM, climate change, and CCA are usually ignored because they are not as valued as other forms of education. The group also stated that there are good policies but the problem lies with the implementation. Other problems that the group found were that when government requires technical documents, these are often consultant-driven and some LGUs do not have the capacity to outsource. There are also issues of missing accountability, loss of funding and therefore discontinuity of projects which can also be due to leadership changes, disregard of long term plans by politicians,

One recommendation that the group presented was to identify those parts of government that are good with interacting with communities, LGUs, and families. Also, the group expressed that political imperatives are very real. So the way to work around this is to align the plan/project in such a way that the politicians can use it to their benefit. It's okay if they can use it for their political mileage, as long as the project will be implemented since it will be very beneficial to the people.

Another recommendation that the group stated was that the language that the academe uses in management reports should be at least relatable to the government official so that they can effectively implement it. They also suggested that it is important to teach them the most basic things such as safety – "how do we keep people safe?" The group also raised that policies should be knowledge based and not based on politics or mere economics. Also, the group suggested that the UP system should unify its policies and modules in a more standardized way so that compensations given to experts are logical and fair. Another idea suggested by the group is a certain program for UPRI's publication which may be a web-based database wherein they ensure that decision makers get a copy of because they will need these ideas. The duplication and sending out of these publications so that more people can have access can also promote participation and consensus among constituents. Lastly, the group also recommended a creation of database of experts.

Breakout Team C

The group's assigned shape was a hexagon. They emphasized that they were able value and utilize the different experiences and fields of the members, which

moved and inspired them since they also recognize that their job is not easy and it's not always that they are appreciated.

In terms of the group's view on the importance of their expertise in the policy stages, most of them answered very important (with the score of one) on all the stages. However, they noted that there were some outliers that may have scored important or moderately important (score of two or three) on some of the stages. They explained that this is because they were considering the field that they were coming from but it does not mean that it is in any way less important.

One of the important issues raised is that at the local level, the integration of the DRR and the CCA is not clear. However, they also noted that it is already being integrated wherein they also acknowledged that the process of how it will be implemented will still be a challenge. Another challenge that the group presented was the process of tailoring the policies to the needs of the people at the local level; there is a lack of appreciation of how important DRR-CCA is at the local community. The group reiterated the fact that problematic policies are often those that are created without much consultation with the locals.

Another issue presented by the group is the current hazard maps that are being used by the country are based on historical data. Here, the group emphasized that this is where the role of the policy comes in – for better funding, usage of tools, and implementation of using probabilistic hazard maps instead. One more issue that the group presented is the discontinuity of programs when leadership changes since projects or programs are highly dependent on the term of office.

The group also stated that the bureaucracy is resistant to change when new technology or techniques is introduced. One example of this is the usage of historical maps rather than the probabilistic hazard maps. Another issue the group raised is the challenging communication with governmental institutions at the national level.

One recommendation that the group presented was that the academe should be more involved in the decision making bodies, whether at the regional level, provincial level, or national level. Through which the group also note that this can be materialized through UPRI's plans of creating provincial hubs. Another major recommendation that the group presented is that people should give more support to the DDR bill which will solve the problem of disjunction of DRR and CCA, the usage of the probabilistic maps, and the establishment of provincial hubs. When it comes to communication, the group presented the concept of Ham radio as a basic communication system which can work in difficult events. Some more recommendation that the group stated is the better implementation of existing laws, effective public relations and networking, long term commitment to planning, standardization of implementation guidelines, and having a certain level of political acumen.

Lastly, the group also presented their idea that one strategy to develop capacity building is to address the people who are policy makers themselves, even

LGUs – influence people who can shake things. On some level, this will also be a way for policy advocacy.

Breakout Team D

The group noted that most of their scores in terms of the importance of their expertise in the policy making stages is either one or two (very important or important).

One of the issues that the group presented is the usage of inappropriate methodologies, for example inappropriate dredging practices because people do not listen to the advice of experts. Another issue the group encountered as that science-based information are not properly-utilized, this is more apparent when scientists are not often considered in the decision-making processes.

Another issue that the group raised is that the environmental quality of land, air, and water are degrading due to unsustainable use of natural resources, the group also agreed that most disasters come from here. Lastly, one of the issues the group presented is when it comes to knowledge dissemination, wherein academicians are often said to be inside their ivory towers. Therefore, better ways of distributing information should be made.

The group also stated that there is a lack of resources of some partner organizations, and it has also been a problem that human resources are not sometimes technically fit to complete the assigned roles and responsibilities. Lastly, when it comes to bureaucracy, there has been a lack of appreciation (reactive more than proactive), lack of encouragement, staff turnover with regards to project discontinuity wherein CCA-DRR related projects are not continued due to changes in leadership.

For the group's recommendations, they stated that UPRI should conduct symposiums as a venue for sharing CCA-DRR related projects. Additionally, there should be a database of CCA-DRR related research of UPRI fellows and other UP researchers. The group also called for the promotion of the culture of resilience; we should be more proactive rather than reactive; takes a lot of behavioral changes. Another recommendation is to start nurturing advanced personnel when it comes to managing issues with partner organizations.

Lastly, the group suggested that UPRI should also be a center of information of available data from various agencies which should also be made available to LGUs and other stakeholders. In line with this, the group also recommended that there should be an inventory of CCA-DRR related projects in order to avoid overlapping, to identify redundancies, and to promote collaborations.

Summary

All of the groups were composed of members from different field and expertise which prompted to a variety of points when they tackled about the issues and challenges that they faced. However, one similarity between the groups is that they all consider their expertise very important or important (with scores ranging from one to two) when it comes to policy making. When it comes to the issues encountered and discussed by the groups, three groups (groups B, C, and D) raised about the discontinuity of programs when leadership changes, therefore making the lifespan of these projects highly dependent on the government official's term of office. Also, three groups (groups A, B, and C) stated that they encountered issues of politicking or facing political imperatives. Additionally, two groups (groups B and C) also raised the issue of governmental institutions at the national level being problematic and challenging when it comes to communication. Another similar case between two groups (groups B and C) is the acknowledgement that good policies exist but most of the problem that hinders its success lie in the implementation procedures. Lastly, two groups (groups B and C) both presented similar cases where LGU officials are repulsive to the opinions and suggestions of the experts, however group B stated that these instances are quite rare.

It is interesting to note as well that while one group (group A) experienced exclusion and discrimination in time of disasters, and they also experienced questioning their legitimacy, another group (group B) felt no issues when it comes to their credibility, legitimacy, and relevance. As a matter of fact, the latter group felt that the government officials regards UP experts and their opinions very highly to the point that they become too dependent.

When it comes to recommendations, one similar idea between two groups (group B and D) was the creation of database of experts and their researchers that can be readily made available to stakeholders. All other recommendations were composed of different varied ideas that can help in addressing the issues and challenges.

Ceremonial Pledging

Image 11 The Plenary Sharing was concluded with the Ceremonial Pledging of Commitments of the UPRI Fellows

To end the workshop, all the participants gave their pledge of commitment, wrote it in a sheet of paper, and placed it on UPRI's commitment wall. Their recognition of the importance of a collaborative and transdisciplinary approach to DRR-CCA invigorated the fellows to contribute by providing service through their respective expertises. Additionally, they also pledged to advocate bill/s, teach, do research and extension work, and develop strategies to reach the end goal of DRR-CCA. Lastly, the fellows wanted to put focus on creating an inclusive and holistic approach in the programs and projects that will also benefit the marginalized, underprivileged, disabled, and the rest of the ecosystem. They vowed to take part in realizing the mandate of UPRI and creating resilient communities for all.

List of Commitments of the Fellows:

- Committing to increasing resiliency one community at a time through CCA and DRRM.
- I commit to make myself available for RI initiatives, programs and projects. I pledge to collaboratively work for the fulfillment of UPRI.
- I commit to support the programs of UPRI through research and extension work
- I commit to helping the RI attain its objectives within my capacities as research fellow.

- As a UPRI fellow I commit to push for ecosystem based risk assessments, particularly in aquatic environments (coastal and marine) including fisheries.
- I commit to push forward science-based CCA and DRR efforts of the country.
- I commit to give time when i'm needed.
- I fully support and commit to the programs and initiatives of UPRI for DRR-CCA, with my expertise.
- I commit to collaborate with UPRI to contribute to the collective objective of community disaster resilience .
- I commit to UPRI as a fellow:
    - Support and advocate the ending bill/s.
    - Provide my "expertise" thought and experience, particularly in developing strategies for capacity building and policy advocacy.
- Committed! Dedicated! Willing!
- Commit to UPRI:
    - Advocate for an integrated approach that will push forward a disability inclusive disaster risk reduction program
    - Volunteer time in developing modules for disaster prepared and risk reduction for vulnerable populations
- Commitment to UPRI <3 To serve in the areas of teaching, research and extension based on my field of expertise.
- As a fellow UPRI I commit the following:
    - To help in the capacity building efforts of the UPRI
    - To do transdisciplinary research in the region
- I pledge to be always conscious of the need to put importance to disaster resilience in any circumstance I am in. As a fellow, I shall always be open to collaborative work in order to achieve its end.
- I commit to advance resilience initiatives at our campus (UP Baguio)
- I commit to support the initiatives and advocacy of UPRI as a fellow and representative of UP Baguio.
- I support UPRI and I commit my services as UPRI fellow for the safety and resilience of our country.
- I commit minimum of 40 man-hours/year of service.
- Being a retired professor, i feel my involvement in DRR and CA (RI) does not stop there. My advocacy to be of service to the people especially marginalized/underprivileged continue as being involved in DRR-CA work.

Closing Remarks of Dean Ma. Fe Villamejor-Mendoza

Dean Ma. Fe Villamejor-Mendoza of the National College of Public Administration and Governance (NCPAG) who was formerly Vice Chancellor for Academic Affairs (2010 -2013) and Dean of the Faculty of Management and Development Studies (2007-2010) of the University of the Philippines Open University (UPOU), delivered the closing remarks for the event as she discussed her reaction to the plenary sharing where one representative from each group expounded on the identified issues and challenges faced by the academe in terms of academe-government policy engagement a well as their recommendations to strengthen their relationship. In this, Dean Mendoza expressed that she felt 3H's.

First, she was happy because of the diversity of participants in the workshop, being comprised by members of the UP community from the different UP units all over the country. Second, she was horrified after hearing a handful of issues and challenges such as lack of appreciation for the use of recommendations from the academe and the tendency of abusing their services. She explained that there must be a recognition from the academe on the difference of language between the academe and policymakers as research outputs have a tendency to use jargons, that can be hard to understand for policymakers. She recommends the laymanization of researches so it may serve to be more useful for the targeted users. Lastly, she is hopeful. Especially with the recent developments wit UP-RI. She sees the organization as an important catalyst to initiate small but strategic activities in strengthening the relationship between the academe and the government. There may be challenges today, but she has also seen significant developments, such as the creation of a resolution at the local level where an ordinance that is time-bound is made between the academe and government to ensure the continuity of projects.

Image 12 Dr. Maria Fe Mendoza capping off the workshop with her Closing Remarks

To end, she left a reminder for the academe to always try and kill the policymakers with kindness. She iterates that policymakers have a mind of their own, so the academe must know how to position their advice to gain leverage. She hopes that good, scientific, research-based output will fall into the open minds of policymakers who will appreciate it. She also mentioned how the logo of UP-RI

stands significant as she sees how it espouses the importance of collaboration of the sciences, arts and humanities, with the recognition of the transdisciplinary nature of DRR and CC. Finally, she pronounced, that everybody has a role in DRR and CC.

Annex A: Workshop Questionnaire

SCOPING WORKSHOP ON THE ROLE OF ACADEMIA IN POLICYMAKING FOR DISASTER RISK REDUCTION AND CLIMATE ACTION

Name: _____

College: _____ CU: _____

Department/Institute (if applicable): _____

Specialization in Disaster Risk Reduction (DRR) and/or Climate Change:

_____

_____

No. of Years in DRR and/or Climate Change Work: _____

Place your assigned sticker here

1. What is the nature of your experience in DRR and/or climate change? You may check (✓) as many as applicable.

   ☐ Teaching ☐ Research ☐ Extension ☐ Others: _____

2. On a scale of 1-5, how would you rate the importance of your expertise in the following policy stages? Please indicate your opinion by putting a check mark (✓) in the appropriate cell.

Policymaking Process	5 Very important	4 Important	3 Moderately important	2 Slightly important	1 Not important	Not applicable
Defining policy problems related to DRR and climate change						
Formulating /designing policies for DRR and climate change						
Implementing DRR and climate change policies/programs						
Monitoring & evaluation/ review of DRR/CC policies/ programs						
Policy advocacy for DRR and climate action						

Figure 3: Questionnaire page 1

3. Below are primary government agencies with policy functions for DRR and climate action. Please indicate the type of your engagement with any of them by putting a check mark (✓) in the appropriate cell. You may mark multiple cells.

Roles	SENATE	HOR*	CCC	NDRRMC	DOST	DSWD	DILG	NEDA	DENR	LGUS	OTHERS
As Individual consultant											
As part of a project team											
As seconded government official											
As member of a special body/ committee											
As external resource person for meetings, fora, etc.											
As part of an interest group											
As friend of a government official											
Others: _____											

*House of Representatives

3.1 If you checked "LGUs" above, please specify up to five (5) LGUs.

_____

3.2 If you checked "Others" above, please specify up to five (5) other government agencies.

_____

4. What issues have you encountered, if any, in providing DRR and/or climate change advice to the government?

_____

_____

5. What can you recommend to improve academe-government engagement for DRR and climate action?

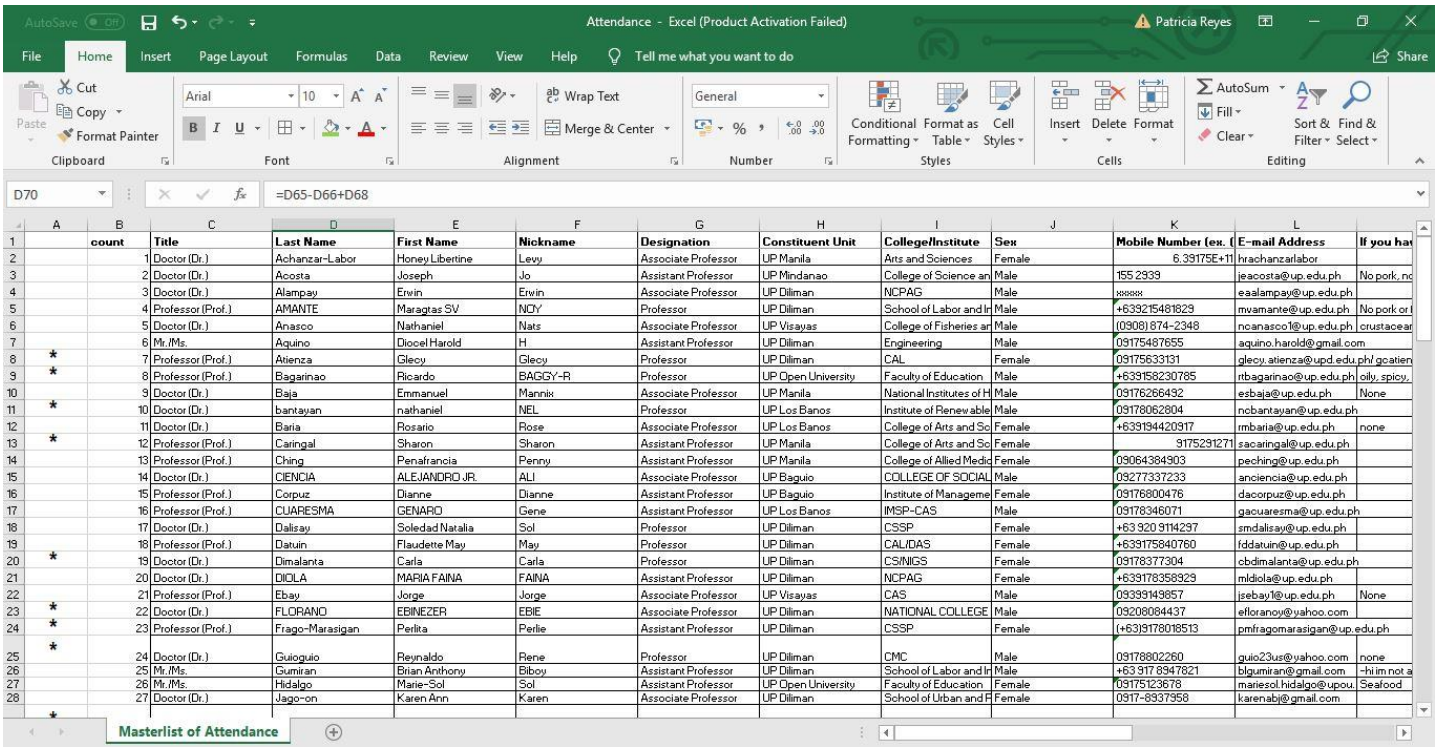
_____

_____

***** *Thank you for your time. Pls. return completed form to any UP-RI staff.* *****

Figure 4: Questionnaire page 2

Annex B: Pre-registration and Attendance Form (Excel File)

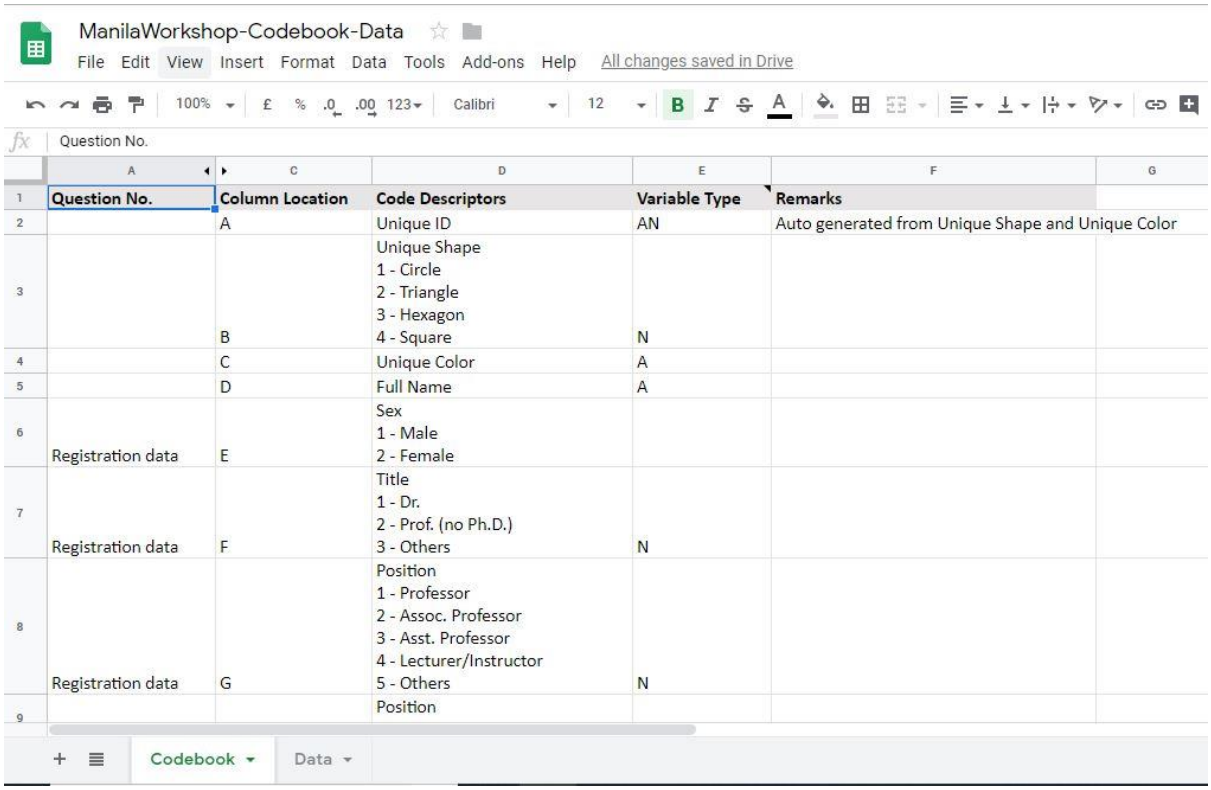


	A	count	Title	Last Name	First Name	Nickname	Designation	Constituent Unit	College/Institute	Sex	Mobile Number (ex. (	E-mail Address	If you hat
2		1	Doctor (Dr.)	Achanzar-Labor	Honey Libertine	Levy	Associate Professor	UP Manila	Arts and Sciences	Female	6.39175E+11	hrachanzarlabor	
3		2	Doctor (Dr.)	Acosta	Joseph	Jo	Assistant Professor	UP Mindanao	College of Science an	Male	155 2939	jeacosta@up.edu.ph	No pork, nc
4		3	Doctor (Dr.)	Alampay	Erwin	Erwin	Associate Professor	UP Diliman	NCPAG	Male	wwww	eaalampay@up.edu.ph	
5		4	Professor (Prof.)	AMANTE	Maragtas SV	NOY	Professor	UP Diliman	School of Labor and Ir	Male	+639215481829	mvamante@up.edu.ph	No pork or f
6		5	Doctor (Dr.)	Anasco	Nathaniel	Nats	Associate Professor	UP Visayas	College of Fisheries ar	Male	(0908) 874-2348	ncanasco1@up.edu.ph	crustacear
7		6	Mr./Ms.	Aquino	Diocel Harold	H	Assistant Professor	UP Diliman	Engineering	Male	09175487655	aquino.harold@gmail.com	
8	*	7	Professor (Prof.)	Atienza	Glecy	Glecy	Professor	UP Diliman	CAL	Female	09175633131	glecy.atienza@upd.edu.ph/ gcatien	
9	*	8	Professor (Prof.)	Bagarinao	Ricardo	BAGGY-R	Professor	UP Open University	Faculty of Education	Male	+639158230785	rtbagarinao@up.edu.ph	oily, spicy,
10		9	Doctor (Dr.)	Baja	Emmanuel	Mannix	Associate Professor	UP Manila	National Institutes of H	Male	09176266492	esbaja@up.edu.ph	None
11	*	10	Doctor (Dr.)	bantayan	nathaniel	NEL	Professor	UP Los Banos	Institute of Renewable	Male	09178062804	ncbantayan@up.edu.ph	
12		11	Doctor (Dr.)	Baria	Rosario	Rose	Associate Professor	UP Los Banos	College of Arts and Sc	Female	+639194420917	rmbaria@up.edu.ph	none
13	*	12	Professor (Prof.)	Caringal	Sharon	Sharon	Assistant Professor	UP Manila	College of Arts and Sc	Female	9175291271	sacaringal@up.edu.ph	
14		13	Professor (Prof.)	Ching	Penafrancia	Penny	Assistant Professor	UP Manila	College of Allied Medic	Female	09064384903	peching@up.edu.ph	
15		14	Doctor (Dr.)	CIENCIA	ALEJANDRO JR.	ALI	Associate Professor	UP Baguio	COLLEGE OF SOCIAL	Male	09277337233	anciencia@up.edu.ph	
16		15	Professor (Prof.)	Corpuz	Dianne	Dianne	Assistant Professor	UP Baguio	Institute of Manageme	Female	09176800476	dacorpuz@up.edu.ph	
17		16	Professor (Prof.)	CUARESMA	GENARO	Gene	Assistant Professor	UP Los Banos	IMSP-CAS	Male	09178346071	gacuaresma@up.edu.ph	
18		17	Doctor (Dr.)	Dalisay	Soledad Natalia	Sol	Professor	UP Diliman	CSSP	Female	+63 920 9114297	smdalisay@up.edu.ph	
19		18	Professor (Prof.)	Datuin	Flaudette May	May	Professor	UP Diliman	CAL/DAS	Female	+639175840760	fddatuin@up.edu.ph	
20	*	19	Doctor (Dr.)	Dimalanta	Carla	Carla	Professor	UP Diliman	CS/NIGS	Female	09178377304	cbdimalanta@up.edu.ph	
21		20	Doctor (Dr.)	DIOLA	MARIA FAINA	FAINA	Assistant Professor	UP Diliman	NCPAG	Female	+639178358929	mldiola@up.edu.ph	
22		21	Professor (Prof.)	Ebay	Jorge	Jorge	Associate Professor	UP Visayas	CAS	Male	09399149857	jsebay1@up.edu.ph	None
23	*	22	Doctor (Dr.)	FLORANO	EBINEZER	EBIE	Associate Professor	UP Diliman	NATIONAL COLLEGE	Male	09208084437	efloranoy@yahoo.com	
24	*	23	Professor (Prof.)	Frago-Marasigan	Perlita	Perlie	Assistant Professor	UP Diliman	CSSP	Female	(+63)9178018513	pmfragomarasigan@up.edu.ph	
25	*	24	Doctor (Dr.)	Guioguio	Reynaldo	Rene	Professor	UP Diliman	CMC	Male	09178802260	guio23us@yahoo.com	none
26		25	Mr./Ms.	Gumiran	Brian Anthony	Biboy	Assistant Professor	UP Diliman	School of Labor and Ir	Male	+63 917 8347821	blgumiran@gmail.com	-hi im not a
27		26	Mr./Ms.	Hidalgo	Marie-Sol	Sol	Assistant Professor	UP Open University	Faculty of Education	Female	09175123678	mariesol.hidalgo@upou.	Seafood
28		27	Doctor (Dr.)	Jago-on	Karen Ann	Karen	Associate Professor	UP Diliman	School of Urban and R	Female	0917-8337958	karenabj@gmail.com	

Figure 5 Screen Capture of Excel Sheet of the Actual List of Pre-registrants and Actual Attendees

Due to the large size of the file, please refer to the Excel File instead entitled "B -Attendance" for the complete list of pre-registrants and attendees.

Annex C: Compiled Responses Collected (Excel File)



ManilaWorkshop-Codebook-Data

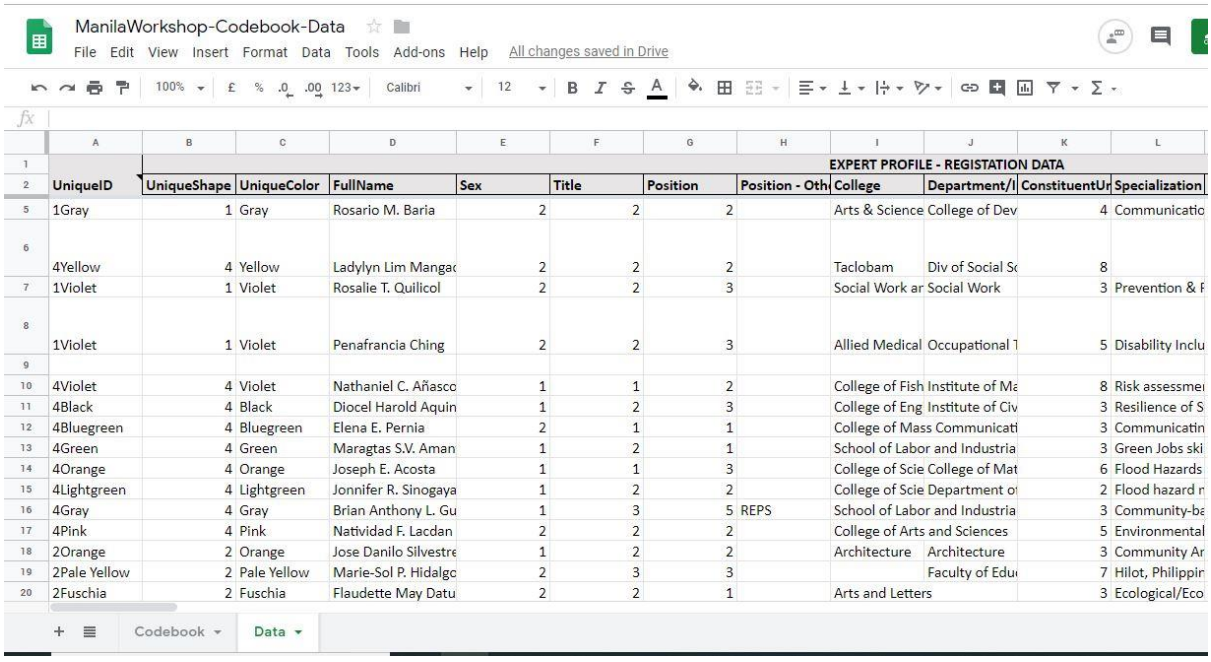
File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

Question No.

	A	C	D	E	F	G
1	**Question No.**	**Column Location**	**Code Descriptors**	**Variable Type**	**Remarks**	
2		A	Unique ID	AN	Auto generated from Unique Shape and Unique Color	
3		B	Unique Shape 1 - Circle 2 - Triangle 3 - Hexagon 4 - Square	N		
4		C	Unique Color	A		
5		D	Full Name	A		
6	Registration data	E	Sex 1 - Male 2 - Female			
7	Registration data	F	Title 1 - Dr. 2 - Prof. (no Ph.D.) 3 - Others	N		
8	Registration data	G	Position 1 - Professor 2 - Assoc. Professor 3 - Asst. Professor 4 - Lecturer/Instructor 5 - Others	N		
9			Position			

Codebook Data

Figure 6 Screen Capture of Codebook of the Data Masterfile



ManilaWorkshop-Codebook-Data

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

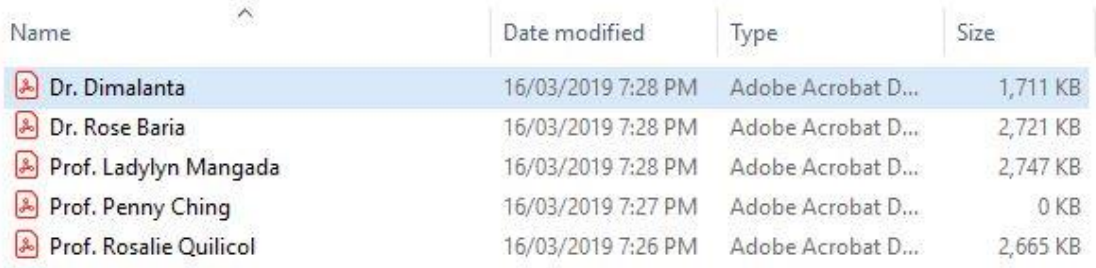
	A	B	C	D	E	F	G	H	I	J	K	L
1									EXPERT PROFILE - REGISTATION DATA			
2	**UniqueID**	**UniqueShape**	**UniqueColor**	**FullName**	**Sex**	**Title**	**Position**	**Position - Oth**	**College**	**Department/I**	**ConstituentUr**	**Specialization**
5	1Gray	1	Gray	Rosario M. Baria	2	2	2		Arts & Science	College of Dev	4	Communicatio
6	4Yellow	4	Yellow	Ladylyn Lim Mangac	2	2	2		Taclobam	Div of Social Sc	8	
7	1Violet	1	Violet	Rosalie T. Quilicol	2	2	3		Social Work ar	Social Work	3	Prevention & F
8	1Violet	1	Violet	Penafrancia Ching	2	2	3		Allied Medical	Occupational T	5	Disability Inclu
9												
10	4Violet	4	Violet	Nathaniel C. Añasco	1	1	2		College of Fish	Institute of Ma	8	Risk assessmer
11	4Black	4	Black	Diocel Harold Aquin	1	2	3		College of Eng	Institute of Civ	3	Resilience of S
12	4Bluegreen	4	Bluegreen	Elena E. Pernia	2	1	1		College of Mass	Communicati	3	Communicatin
13	4Green	4	Green	Maragtas S.V. Aman	1	2	1		School of Labor	and Industria	3	Green Jobs ski
14	4Orange	4	Orange	Joseph E. Acosta	1	1	3		College of Scie	College of Mat	6	Flood Hazards
15	4Lightgreen	4	Lightgreen	Jonnifer R. Sinogaya	1	2	2		College of Scie	Department of	2	Flood hazard r
16	4Gray	4	Gray	Brian Anthony L. Gu	1	3	5	REPS	School of Labor	and Industria	3	Community-ba
17	4Pink	4	Pink	Natividad F. Lacdan	2	2	2		College of Arts	and Sciences	5	Environmental
18	2Orange	2	Orange	Jose Danilo Silvestre	1	2	2		Architecture	Architecture	3	Community Ar
19	2Pale Yellow	2	Pale Yellow	Marie-Sol P. Hidalgo	2	3	3			Faculty of Edu	7	Hilot, Philippir
20	2Fuschia	2	Fuschia	Flaudette May Datu	2	2	1		Arts and Letters		3	Ecological/Eco

Codebook Data

Figure 7 Screen Capture of Actual Masterfile of Data Collected from the Workshop

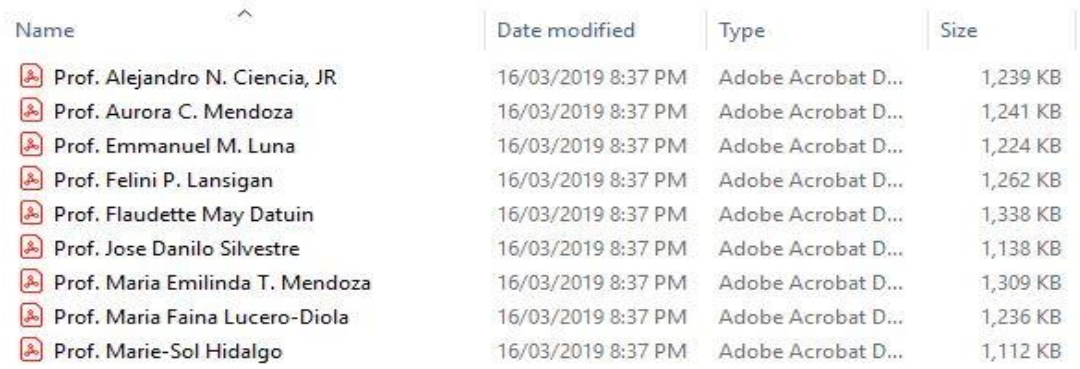
Due to the large size of the file, please refer to the Excel File instead entitled "Scoping Workshop Codebook and Data" for the complete record of data collected from the Scoping Workshop.

Annex D: Scanned Copies of the Responses Collected



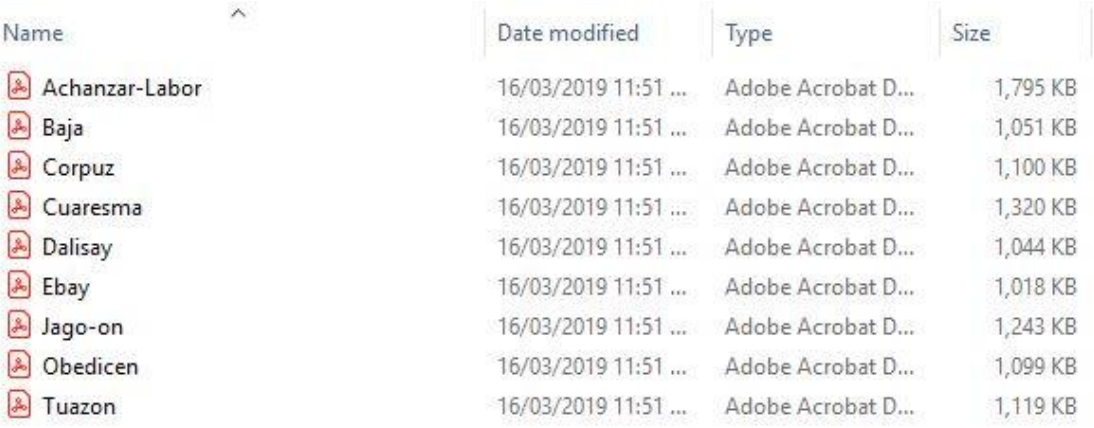
Name	Date modified	Type	Size
Dr. Dimalanta	16/03/2019 7:28 PM	Adobe Acrobat D...	1,711 KB
Dr. Rose Baria	16/03/2019 7:28 PM	Adobe Acrobat D...	2,721 KB
Prof. Ladylyn Mangada	16/03/2019 7:28 PM	Adobe Acrobat D...	2,747 KB
Prof. Penny Ching	16/03/2019 7:27 PM	Adobe Acrobat D...	0 KB
Prof. Rosalie Quilicol	16/03/2019 7:26 PM	Adobe Acrobat D...	2,665 KB

Figure 8 Screen Capture of Scanned Survey responses from Team 1



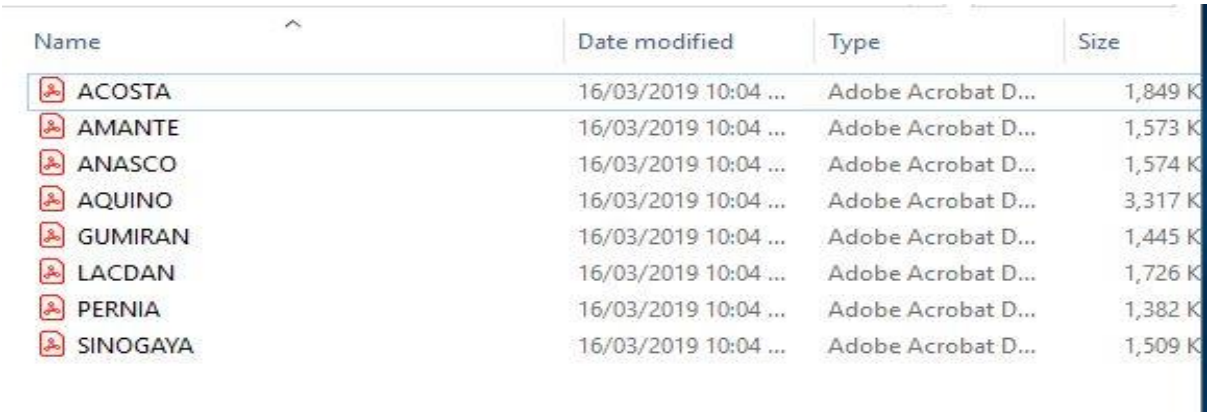
Name	Date modified	Type	Size
Prof. Alejandro N. Ciencia, JR	16/03/2019 8:37 PM	Adobe Acrobat D...	1,239 KB
Prof. Aurora C. Mendoza	16/03/2019 8:37 PM	Adobe Acrobat D...	1,241 KB
Prof. Emmanuel M. Luna	16/03/2019 8:37 PM	Adobe Acrobat D...	1,224 KB
Prof. Felini P. Lansigan	16/03/2019 8:37 PM	Adobe Acrobat D...	1,262 KB
Prof. Flaudette May Datuin	16/03/2019 8:37 PM	Adobe Acrobat D...	1,338 KB
Prof. Jose Danilo Silvestre	16/03/2019 8:37 PM	Adobe Acrobat D...	1,138 KB
Prof. Maria Emilinda T. Mendoza	16/03/2019 8:37 PM	Adobe Acrobat D...	1,309 KB
Prof. Maria Faina Lucero-Diola	16/03/2019 8:37 PM	Adobe Acrobat D...	1,236 KB
Prof. Marie-Sol Hidalgo	16/03/2019 8:37 PM	Adobe Acrobat D...	1,112 KB

Figure 9 Screen Capture of Scanned Survey responses from Team 2



Name	Date modified	Type	Size
Achanzar-Labor	16/03/2019 11:51 ...	Adobe Acrobat D...	1,795 KB
Baja	16/03/2019 11:51 ...	Adobe Acrobat D...	1,051 KB
Corpuz	16/03/2019 11:51 ...	Adobe Acrobat D...	1,100 KB
Cuaresma	16/03/2019 11:51 ...	Adobe Acrobat D...	1,320 KB
Dalisay	16/03/2019 11:51 ...	Adobe Acrobat D...	1,044 KB
Ebay	16/03/2019 11:51 ...	Adobe Acrobat D...	1,018 KB
Jago-on	16/03/2019 11:51 ...	Adobe Acrobat D...	1,243 KB
Obedicen	16/03/2019 11:51 ...	Adobe Acrobat D...	1,099 KB
Tuazon	16/03/2019 11:51 ...	Adobe Acrobat D...	1,119 KB

Figure 10 Screen Capture of Scanned Survey responses from team 3



Name	Date modified	Type	Size
ACOSTA	16/03/2019 10:04 ...	Adobe Acrobat D...	1,849 K
AMANTE	16/03/2019 10:04 ...	Adobe Acrobat D...	1,573 K
ANASCO	16/03/2019 10:04 ...	Adobe Acrobat D...	1,574 K
AQUINO	16/03/2019 10:04 ...	Adobe Acrobat D...	3,317 K
GUMIRAN	16/03/2019 10:04 ...	Adobe Acrobat D...	1,445 K
LACDAN	16/03/2019 10:04 ...	Adobe Acrobat D...	1,726 K
PERNIA	16/03/2019 10:04 ...	Adobe Acrobat D...	1,382 K
SINOGAYA	16/03/2019 10:04 ...	Adobe Acrobat D...	1,509 K

Figure 11 Screen Capture of Scanned Survey responses from team 4

Due to the voluminous records, the following copies have been compiled by teams in separate folders. Kindly refer to the collection of folders instead entitled "D – Scanned Copies of Actual Responses" for the complete record of data collected from the Scoping Workshop.