

Roundtable Discussion

ACTION PLAN:

The Academe's Role in Multi-Sectoral Engagement for
Disaster and Climate Resilience



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Roundtable Discussion

ACTION PLAN:

The Academe's Role in Multi-Sectoral Engagement for
Disaster and Climate Resilience

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List of Acronyms and Abbreviations

ADMU – Ateneo de Manila University

ADPC - Asian Disaster Preparedness Center

CCA – Climate Change Adaptation

CDP – Center for Disaster Preparedness

CSBUA – Central Bicol State University of Agriculture

DRR – Disaster Risk Reduction

DRRM – Disaster Risk Reduction and Management

ICC - Indigenous Cultural Communities

IP – Indigenous People

LGU – Local Government Unit

M&E – Monitoring and Evaluation

NGA – National Government Agency

NOAH – Nationwide Operational Assessment of Hazards:

NSTP – National Service Training Program

OCD – Office of Civil Defense

PASCDR – Philippine Academic Society for Climate and Disaster Resilience

PDRF – Philippine Disaster Resilience Foundation

PhilPrep – Philippine Preparedness Partnership

PHIVOLCS – Philippine Institute of Volcanology and Seismology

PSSC – Philippine Social Science Council

ROTC – Reserve Officers' Training Corps

UPRI – University of the Philippines Resilience Institute

Executive Summary

The PASC DR and PhilPrep conducted a roundtable discussion on the academe's role in DRRM on October 20, 2022. The roundtable was an opportunity to review how the academe has been contributing to disaster and climate management efforts and how it has been collaborating with DRR actors in other sectors.

Education and research, the lifeblood of academia, has always been committed in service of the people. In this regard, academics from different institutions have worked together in varying degrees and capacities with the government, the private sector, and civil society. Climate and disaster issues cut across sectors and involve multiple stakeholders. Consequently, collective action must come from academics of different disciplines together with other pillars of society to find solutions that address the issue from multiple and diverse lenses.

Through open and uninhibited discourse in the roundtable, ideas on research agenda, policy recommendations, and avenues for collaboration have surfaced. The main points of these discussions are outlined here:

A. Research Recommendations

One of the primary duties of the academe is the study and generation of new knowledge. Therefore, it is the duty of academics to identify a research agenda and direction for DRR and CCA. The creation of this roadmap must include other sectors to ensure that the research is relevant and applicable. Appropriate monitoring and evaluation measures must also be developed and applied in line with the ethical code and to assess its impacts. *Continuation on page 10.*

B. Policy Recommendations

Systemic interventions for disaster and climate management begin with effective policies and implementation. **Impactful policies are grounded on solid research, and this is where academics and policymakers can come together.** Nevertheless, there are still gaps in policies that can be filled and challenges remain in its implementation. *Continuation on page 11.*

C. Conference Recommendations

It is important to create platforms for the exchange of experiences, ideas, and knowledge. **Conferences provide an avenue to bring people from different sectors together to discuss and work on significant, aligned causes and agenda.** While the academe regularly initiates and engages in conferences and academic symposiums within its sector, the next conference aims to include other DRRM stakeholders. *Continuation on page 14.*

Guided by the points for action identified above, the academe can further carve its niche while strengthening linkages among other actors in the DRRM-CCA field. The academe's commitment to the collective efforts with the government, the private sector, and civil society is a step closer to the multi-disciplinary and multi-stakeholder action envisioned in the Sendai Framework that is necessary for disaster, climate management, and the nation's resilience.

I. Introduction

Disaster risk reduction and management has undergone changes shifts in appreciation and implementation through the years. Earlier in disaster management, institutions tended to work in silos resulting in uncoordinated, less effective, and non-participatory approaches to climate change and disaster. Communication and coordination between different civic pillars were limited to non-existent impeding swift, efficient, relevant, and sustainable solutions to DRRM-CCA.

With the creation of RA 10121, better known as the Philippine Disaster Reduction and Management Act, disasters and climate change are being recognized as complex issues that affects all sectors of society, and therefore merits analysis from a multi-disciplinary perspective, and effort from all the different actors and affected stakeholders (Republic Act No. 10121 | GOVPH, 2010). Thus, RA 10121 calls for a whole-of-society approach towards disaster resilience.

The academe, as a collective of researchers, educators, and learners, have much to contribute to this sphere. In an initiative to create a network of academics who can share knowledge, experiences, resources, and commit towards resilience to disasters and the climate crises, the Philippine Academic Society for Climate and Disaster Resilience (PASCDR) was formed.



Dr. Mahar Lagmay, Executive Director of UPRI, giving the Opening Remarks

The PASCDR, with the UP Resilience Institute as the acting secretariat, contributes to this endeavor [RYI] by creating platforms to discuss innovations, ideas, and learnings in DRRM. However, discussions and partnerships must not be contained within the academic sector alone. For research and knowledge products generated by academia to truly make an impact, other sectors must also be engaged. The Roundtable Discussion between PASCDR and PhilPrep on the Academe's Role in DRRM was conducted for the purpose of bringing together DRR practitioners and actors from different areas of society to discuss how the academe and scientific community have collaborated with them and how these partnerships could be further strengthened and improved.

Through free discussion among different sectors and stakeholders, it is hoped that linkages can be formed and strengthened, and new pathways towards climate and disaster resilience could open.

The Philippine Preparedness Partnership (PhilPrep) is a partnership between the Office of Civil Defense (OCD) from the government, the Center for Disaster Preparedness (CDP) as civil society representative, and the Philippine Disaster Resilience Foundation (PDRF) from the private sector. The UP Resilience Institute (UPRI) has recently joined as its newest partner to represent academia. PASCDR members and PhilPrep, together with different individuals from national government agencies, research institutions, and other sectors were brought together in the roundtable discussion to gather different insights and perspectives.



Participants of the roundtable discussion from the PASCDR and PhilPrep

Through free discussion among different sectors and stakeholders, it is hoped that linkages can be formed and strengthened, and new pathways towards climate and disaster resilience could open. Results from these discussions are collated in this document as an action plan that would help define and solidify the academe's role in DRRM and facilitate its coordination with different key stakeholders.

II. Discussion

The Academe's Role and Responsibility in Disaster Risk Reduction and Management



Representatives of PhilPrep Partners (ADPC, OCD, CDP, and PDRF) during the panel discussion on how different sectors interact with the academe

Universities are, foremost, the center of higher learning and research. As an institution of scholars specializing in various disciplines, universities pursue knowledge, set standards, innovate, and educate on the fields of philosophy, arts and humanities, social sciences, engineering, natural sciences, mathematics, and technology (Mandate and Functions, 2018). Ultimately, these duties are done for the betterment of the society and as such, academic pursuits will always be rooted in public service.

Disaster risk reduction is the concept and practice through which the causal factors

involved in disaster are analyzed and reduced systematically (UNESCO, 2019). This systematic management involves the use of administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster (Disaster Risk Management | UNDRR, 2021). All of which require a multi-disciplinary lens and approach to apply.

The academe, with its experts in different fields, therefore, has a significant role to play in disaster risk reduction and management.

Theory and practice must be institutionalized within the academe. Curricula with focus on DRRM must be developed in universities to train the next generation of DRRM practitioners to join and contribute to the other sectors of society. In addition, while institutions of higher learning lead in curriculum development,

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Workshop session on the Research Agenda for the Academe

knowledge generation and dissemination, it must also be cascaded down through all levels of education. With this, the academe is in an excellent position to cultivate the understanding of students in DRR. The youth and students' sector has much potential in contributing to DRRM efforts, and schools are directly engaged with them.

It is also the academe's duty to collect and organize information, and a direct resource of which are the communities. With insight from an academic's perspective, first-hand experiences and indigenous adaptation measures from communities can be improved, systematized, and disseminated.

Academia also has a role to play in governance. Here, future leaders and civil servants are provided with skills to perform their responsibilities as primary duty bearers. Furthermore, the development of relevant and fitting policies is essential in DRRM. With insight from the academe, existing DRR policies can be improved, and new ones could be created.

There is also an avenue for humanitarian and advocacy work in the academe through extension programs. The academe can assist in the formulation of DRR guidelines; in the documentation and research during all stages before, during, and after disasters; and scholarly and technical assistance to the government, private sector, and civil society.

In the overall scheme, no single entity or sector can work alone. A whole of society approach must be employed in order to ensure that all aspects of disaster risk reduction and management are recognized and addressed. This would entail integrated and synergized action among the academe, government, private sector, and civil society. Together, all these civic pillars can improve the implementation of each thematic area of disaster: preparedness, mitigation and prevention, response, as well as recovery and rehabilitation.

II. Discussion

A Glimpse of the Academe's Current Initiatives and Partnerships in the DRR Sphere

The Academe has been engaged and continues to perform their duty in the DRR Sphere. A number of projects, programs, and initiatives were raised during the round table discussion and are outlined below.

01

Education, Training, and Curriculum Development

The National Service Training Program (NSTP), established through RA 9163, is a program aimed at enhancing civic consciousness and defense preparedness in youth by developing the ethics of service and patriotism while

undergoing training in any of its three (3) program components. These three (3) components are: Reserve-Officers' Training Corps (ROTC), Literacy Training Service, and Civic Welfare Training Service (Republic Act No. 9163 | GOVPH, 2002). Through this ongoing and institutionalized program, students are enjoined to participate in civic activities, including going to communities to learn first-hand and assist with community-based disaster risk reduction and management (CBDRRM).

It is the duty of the academe to pursue truth and knowledge through research.

Aside from this, the academe is also continuously developing specialized curriculum and training programs to capacitate DRRM practitioners and leaders. There are degree-granting programs on DRRM in Central Bicol State University of Agriculture (CSBUA) and in Ateneo de Manila University (ADMU), and a master's degree in Crisis and Disaster Risk Management at the Philippine Public Safety College (PPSC). Other degrees and programs are being developed at different institutions.

Institutions, such as the UP Resilience Institute through their Education Division, have established units that are dedicated to the development and conduct of training programs as well as support in the development of DRR curricula.



Prof. Flordeliz Abanto as moderator for the session on how academics are working with other sectors

02

Research and Knowledge Building

It is the duty of the academe to pursue truth and knowledge through research. Different institutions are involved in such at different levels and through different fields. The UP Resilience Institute also has dedicated units for research. One is the Nationwide Operational Assessment of Hazards (NOAH), which is focused on the study of the physical aspects of hazards to provide maps that may assist the development of DRR plans from an individual to the national level. The other is the Research and Creative Work Division, which looks into more creative and innovative aspects to address and share information about DRRM.

A persisting challenge for researchers in the academe is to effectively communicate their research to the public and to other stakeholders such as the government. Both key partners are usually the primary end-users for the generated information. However, academic researchers have also expressed that while some local government units (LGU) or communities are receptive to their assistance, it might be difficult to reach out to them despite the academe acting ultimately to provide help and support.

03

Partnerships and Support to Other Sectors and Academic Institutions

The learnings generated through research as well as the training and degree programs developed by the academe are chiefly for the benefit of society. Academic institutions therefore undertake partnerships within and outside its sector for effective reach and impact of their knowledge products.

Universities can serve as the starting point for collaborations in organizing the learnings garnered from community-based disaster risk

reduction trainings and barangays in risk assessments. Aside from the NSTP, the universities also partner with communities, civil society organizations, and government agencies to help students root their theoretical knowledge to actual practice. UP Geography students, for instance, are required to render a service-learning activity by working with partner institutions such as PHIVOLCS and the Philippine Commission on Women.

The learnings generated through research as well as the training and degree programs developed by the academe are chiefly for the benefit of society.

The academe is also tapped by the private sector for their insight in conducting research and developing case studies for DRRM initiatives.

Academic institutions also work with other academic institutions. The Capstone Project is an undertaking by the Ateneo de Manila University in collaboration with the University of the Philippines. It involves students conducting research projects that evaluate the communities and the disasters they have faced, how to utilize contemporary technologies in increasing awareness regarding disasters, and capacity building. The UPRI also has projects with state universities and colleges to develop infrastructure plans with a DRRM perspective. Aside from this, they are currently partnered with the University of Sydney to advance flood monitoring in Carigara, Leyte.

The UPRI also has a dedicated unit for forging partnerships and engagements with institutions within the academe and with other sectors outside academia, the Institution Building Division.

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One such instance raised during the RTD was the People's Conference or Pasiklab 2022, a conference for people's organizations to share their experiences and insights in DRR. Through this event, they were able to build networks with the academics from the UPRI who helped organize the event.

The academe also does work involving indigenous peoples (IP) and indigenous cultural communities (ICC) of the country. It is important to respectfully learn from and preserve the culture of these communities by building relationships (Contextualization of the 14 Basic Sectors, 2021). Through this it is possible to identify their most pressing concerns—from day-to-day matters to systemic issues—which leads to the co-creation and co-production of knowledge.

However, there are many challenges in conducting research and capacity building for ICCs and IPs. Not only must one be equipped with necessary training to employ culturally respectful data gathering methods and interventions, but there are also a lot of bureaucratic processes involved in securing permits to work with IPs and ICCs.



As with most matters, funding remains a challenge for the academe. Funding may be limited, and if available, accessing it may be difficult due to stringent requirements and long processing times. Aside from funding, accessing and sharing data may also be a bureaucratic process, hindering the free exchange and cultivation of different ideas.

However, the academe does not only face challenges from external factors. It is also in danger of forming echo chambers within its own halls of ivy. The academe writes books and publishes research, but are these adequately reviewed and applied by DRR practitioners and NGAs? There is also the issue of publications having intellectual value but lacking in adequate relevance and purpose.

The academe must therefore step outside of its circle and reach other sectors by making their research more inclusive and their language and methods of communication understandable for sectoral partners and their target beneficiaries. Literature can be made easily accessible online, tailor-fit, and translated to the language of their intended readers. Journal articles can also be made even more friendly by preparing one-page project reports after the conduct of research.

These initiatives and partnerships outlined above provide only a glimpse of what the academe has done and is doing in the field of DRR. There are many more undertakings that were not raised during the RTD. Therefore, the PASCARD, as a network of academics working in DRR, has great potential to seamlessly weave together different endeavors and collaborations within the academe and with other sectors.

A. RESEARCH RECOMMENDATIONS

The academic sector takes the lead in the conduct of research in various fields of expertise and specializations. It is therefore imperative to discuss the research agenda and direction for DRR and CCA. Such pursuits must not only be academically and intellectually relevant, but must also be rooted in the actual needs of communities and the sectors that operate in disaster management.

A research agenda must be formulated specifically for DRRM and CCA. There is an existing one for the health sector, but none as of yet specifically for disaster management. The actors necessary in the formulation and implementation of such a plan must also be defined. This includes relevant government agencies (DOST, CHED) and other institutions (universities, other research institutions).

The next step is to establish areas where these institutions are aligned and how their actions can be harmonized. By identifying these institutions and their common ground, a synergistic approach towards determining research direction and resources for its conduct that efficiently utilizes each institution's strength can be developed. Duplication or conflict of programs can also be avoided through this.

Once a research roadmap and its key implementors have been established, it must be ensured that the research results are effectively communicated. This could be done through the formulation of a strong communication strategy wherein the data presentation is tailored for its end users.



Center: Dr. Lourdes Portus, Executive Director of the PSSC

Other points raised during the workshop to identify the research agenda during the RTD include the need for a strong monitoring and evaluation (M&E) scheme. With an effective M&E, outputs could be assessed to review whether the desired outcome was achieved. All these data can then be integrated into planning.

While conducting research indeed opens up fresh ideas and different solutions to climate and disaster issues, academics must be careful of subjecting their participants to research fatigue.

Here are some specific research topic recommendations that the participants would like to see explored:

1. How can volunteerism be harnessed to help disaster resilience?
2. A collection of the best DRRM practices of different LGUs in the country.
3. Why are people still caught in a cycle of vulnerability? And a review of any mistakes we are repeating.
4. The narratives of responders and frontliners.
5. Are existing values education programs properly implemented?
6. Conduct action research or participatory research by involving the community and studying their most urgent concerns as defined by their members.

B. POLICY RECOMMENDATIONS

There is a lot of room for joint efforts between policymakers and academics in co-creating effective policies for disaster management. Academics can provide insight to specialized aspects of policies and can conduct research in identifying gaps and points for improvement. An initiatory discussion on what policies would be helpful in creating avenues for the academe to engage with other sectors and ensure their work has more impact and use to society was conducted during the RTD. The following points were raised:

01 Beneficial Initiatives and Policies

a. RA 10121

There are several sections in RA 10121 that could serve as foundation for educators and researchers to contribute more directly and engage with other sectors in DRRM. **Section 6**

states that part of the function of the NDRRMC or the National Council is to “Formulate, harmonize, and translate into policies a national agenda for research and technology development on disaster risk reduction and management”.

Section 14 states that “The DepEd, the CHED, the Technical Education and Skills Development Authority (TESDA), in coordination with the OCD, the National Youth Commission (NYC), the DOST, the DENR, the DILG-BFP, the DOH, the DSWD and other relevant agencies, shall integrate disaster risk reduction and management education in the school curricula of secondary and tertiary level of education, including the National Service Training Program (NSTP), whether private or public, including formal and nonformal, technical-vocational, indigenous learning, and out-of-school youth courses and programs.”

b. CMO No. 62, Series of 2016

The CHED Memorandum Order No. 52, Series of 2016, “Pathways to Equity, Relevance and Advancement in Research, Innovation, and Extension in Philippine Higher Education” addresses the need for higher education institutions in the Philippines to effectively participate in national transformation. A number of pathways towards this have been identified under the memorandum which proclaims grants-in-aid for research and extension programs, intensified action towards relevant and purposive research, and recognition and reward to motivate Philippine researchers and specialists (Pathways to Equity, Relevance and Advancement in Research, Innovation, and Extension in Philippine Higher Education, 2016).



Dr. Kristofer Berse, Director of the UPRI Research and Creative Work Division, facilitating the policy recommendation workshop session.

The National DRRM Education and Training Program by the Office of Civil Defense has been able to capacitate LGUs, communities, and the fourteen (14) basic sectors in DRRM. This program could be a pathway for collaboration between the government and the academe. Researchers can provide technical and scientific insight on the training programs. At the same time, the OCD can provide training and accreditation to educators to conduct the training courses (Office of Civil Defense, 2020).

d. JMC No. 2013-1

Joint Memorandum Circular No. 2013-1: Allocation and Utilization of the Local Risk Reduction and Management Fund (LDRRMF) serves as a guide for LGUs on how to allocate the funds under the LDRRMF and to enhance transparency and accountability. HEIs and SUCs with extension programs or research units can be mobilized to conduct endeavors for disaster preparedness and mitigation, response, and even recovery and rehabilitation (Allocation and Utilization of the Local Disaster Risk Reduction and Management Fund (LDRRMF), 2013).

Academics can provide insight to specialized aspects of policies and can conduct research in identifying gaps and points for improvement.

In addition to these policies, a number of strengths surfaced during the discussion. One is that national government agencies and local government units are proactive and willing to engage with other stakeholders including academic institutions and associations. CSOs also actively engage with the academe which aids in facilitating grassroots impact for academic work. Through this, researchers can gain direct information from the ground as well, generating new material for research.

e. NDRRMP for 2020-2030

National Disaster Risk Reduction Management Plan for 2020-2030 includes academic/research institutions in its list of target users and stakeholders, employing the whole-of-society and whole-of-government approach. This sector is also identified in this document as a DRRM actor that could contribute to the disaster prevention and mitigation as well as preparedness thematic pillars. The academe and research institutes together with other agencies are specified as responsible actors towards several outcomes which include: Outcome 4 - Institutionalized Timely, Responsive, Context- and Culture-specific Early Warning Systems Reaching the Last Mile; Outcome 6 - Natural Resources and Ecosystem Integrity are Improved and Sustained; Outcome 7 - Disaster-Resilient Livelihoods and Businesses; and Outcome 9 - Enhanced Risk Awareness and Risk-Informed Decisions and Actions of Governments and Communities.

Under Outcome 9, Output 9.3 – Sustained DRRM and CCA education and research states that existing DRRM and CCA modules developed by government, CSOs, academe, private sectors and other key stakeholders must be consolidated and harmonized (National Disaster Risk Reduction and Management Plan 2020 - 2023, 2020).



A persisting challenge in policies and initiatives is the lack of continuity, especially since government officials are usually replaced after elections. There is usually no plan in place for project sustainability through changes in leadership.

In terms of politics and political influence, it can be a challenge for researchers to conduct their work which may be subject to the political agenda of officials. Bureaucracy and red tape are also prevalent and a hindrance.

Aside from this, there may be a lack of evidence-based planning within LGUs. Some LGUs copy existing plans without tailoring it to their community's context and do it merely for compliance. The academe can support in providing specialized and technical insight to help LGU's formulate their plans. However, at the same time, the academe may have terms and approaches that are too technical for practical use. To add to this, there appears to be a disconnect between the understanding and appreciation of researchers from other sectors regarding the concepts of DRRM and CCA. Evidently, there is still much to be improved on in communication between different sectors.

Across the different discussion groups, funding was raised as a common issue. There is a need for funds to push research and collaboration, especially for CDRAs and LCCAPs. It was also raised that LGUs may not be utilizing the DRRM fund for projects that promote disaster resilience among their constituents.

Lastly, the lack of research protocols and appropriate ethical review processes was also identified as a challenge.



Knowledge and research in the field of DRRM must be made accessible to all who act in this sphere to ensure impact and help improve existing paradigms.

03

Opportunities for Policy Improvement

While there are some challenges in establishing policies and collaborating with other sectors, these still present opportunities for improvement. The academe must continue to expand and deepen its relations with other sectors. Aside from instruction and research, it must also be proactive in building linkages and starting collaborations. In this regard, effective communication lines, including instilling the necessary technical language in DRRM actors, must be established between different sectors. Platforms for engagement, collaboration, and knowledge sharing must be formed together with other sectors.

Knowledge and research in the field of DRRM must be made accessible to all who act in this sphere to ensure impact and help improve existing paradigms.

Addressing climate change impacts involves all stakeholders and requires a multi-disciplinary approach. Concepts from fields that are less active in DRRM and CCA work could certainly contribute to management and adaptation measures. Actions must also be locally driven. Participatory M&E should be encouraged to ensure that systems, policies, and research are done and implemented in the proper context.

C. CONFERENCE RECOMMENDATIONS

The first conference for the Academic Society was conducted in 2019 with the theme "Strengthening the Role of the Academe in Climate and Disaster Resilience". Participants from different academic and research backgrounds who are working in climate and disaster resilience joined the event. Various programs, research, and innovative endeavors were presented with focus on science-based innovations for disaster reduction and climate change action; the role of arts, culture, and social sciences in resilience building; enhancing resilience through health and social services; enhancing technologies for resilience architecture, engineering, and technology; and business, governance, and public safety for climate and disaster resilience.

...it is necessary to have platforms for the exchange of ideas and collaboration within, as well as among, different sectors and stakeholders. A conference is an excellent opportunity to gather different actors onto the same stage.



Rountable participants during the workshop session.

The Academic Society continues this endeavor of strengthening academic contribution and commitment to DRR and CCA by solidifying networks with other sectors, such as through this RTD. As was often raised during the discussions, it is necessary to have platforms for the exchange of ideas and collaboration within, as well as among, different sectors and stakeholders. A conference is an excellent opportunity to gather different actors onto the same stage.

Some recommendations for the next central objective of the conference are listed below:

1. **Policy Workshop** – build on the outputs from the RTD and conduct a policy workshop. The goal is to create a concrete bridge from academe to policy. Include in the program a dialogue between the academe and policymakers.
2. **Ethics in Disaster** – invite a panel to discuss issues and nuances in disaster for ethical consideration.
3. **Networking and Partnership Building for Capacity Building in CCA-DRRM** – involve undergraduate students beyond the NSTP.
4. **Academe and Community-led Research** – there is a lot of research that needs to be done in the community. The conference could be a bridge between the academe and communities to conduct community-led research. Community partners could be invited as paper reactors.
5. **Mental health, safety, and security** – include discussion on the need for mental stability during disasters, protecting mental health during disasters. Safety and security are both important, you can be safe but not secure, and vice versa.
6. **The cycle of vulnerability** – a review on what we are doing wrong and what we are doing right.
7. **Development of a centralized resource center** – share research tools, development of tools; definition of terms; develop learning packages/OERs out of documentaries released in the media.



Prof. Ruben Gamala facilitating the workshop on research recommendations.

Given these topics, the participants have agreed that the conference must be open not just to the academe, but to other sectors as well. Organizations that have expressed interest in co-sponsoring the conference include the UPRI, PASCDR, PhilPrep (OCD, CDP, and PDRF), and PSSC. In this manner, there can be learning gleaned from each other's experiences and exchange of ideas through which real, transformative impact could be created.



III. SYNTHESIS AND ACTION POINTS

The roundtable discussion between the academe and other DRRM actors in society has opened new paths for going forward. While it was seen that there are existing and currently ongoing partnerships between different sectors, all relevant and meaningful work, so far engagements have been sporadic. Although the government, civil society, and private sector participants recognize the need for action and coordination with the academe, the contributions of this sector have yet to be truly institutionalized.

In this regard, communication within the academia and across sectors could be improved. The academe should continue and strengthen its main duties as educators and researchers, but it must also reach out and conduct extension services such as outreach, training, and consultations to forge networks outside the academic sphere. We must continue to create

knowledge products, collect them into repositories for open access, and open platforms to encourage and facilitate the free exchange of ideas. The only way research would have concrete impact, after all, is if it is shared wide, applied, and utilized on the ground.

The academe has always had a role to play in disaster and climate action. As it shapes and cements its place among other civic pillars in the DRRM-CCA field, it must also pave and cultivate linkages with them. Academia is the center for fresh ideas and open discourse, and its enthusiasm and commitment reflected by other key stakeholders and fellow DRRM practitioners goes a long way in building relationships sturdy enough to withstand disaster. Together, each with their own duties and responsibilities, the academe walks hand in hand with the government, private sector, and all strata of society towards true climate and disaster resilience.

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