STATUS AND IMPLEMENTATION OF DISASTER RISK REDUCTION MANAGEMENT IN FLOOD PRONE SCHOOLS IN THE DIVISION OF LAGUNA
Introduction

The Philippines is prone to all kinds of natural hazards because of its geographical location and physical environment. Common hazards associated with these are heavy rains, strong winds, strong surge, flood and landslide (DepEd DRRR Manual, 2008).
Flooding of the schools, especially in the low-lying areas of lakeshore municipalities and other places in Laguna, an effective DRRM program of flood-prone schools should be in place.

(World Bank, 2004)
STATUS AND IMPLEMENTATION OF DRRM IN FLOOD-PRONE SCHOOLS IN THE DIVISION OF LAGUNA

Objectives

The purpose of this study is to determine the status and implementation of DRRM Program in flood-prone schools in the Division of Laguna.
Significance of the Study
This study could give additional information and ready reference to the following:

- Department of Education -
- Principals and teachers -
- Researchers -
- Students -
- Community -
- Developmental planners -
- The flood-prone schools -
<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<td><strong>Input</strong></td>
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<td>DRRM of flood-prone schools in the Division of Laguna</td>
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<tr>
<th><strong>Process</strong></th>
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<tr>
<td>- Use of secondary data</td>
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<td>- Interviews with the principals, DRRM coordinators, teachers and students</td>
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<td>- Administration of questionnaire</td>
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<td>- Analysis of data</td>
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<th><strong>Output</strong></th>
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<td>Proposed modification/revision to the DRRM program of flood-prone schools in the Division of Laguna</td>
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Methodology
Research Design- descriptive method.
Respondents of the Study
Sampling Techniques
Research Procedure
Data Gathering Procedure
Statistical Treatment of Data
Results and Discussion

Level of Implementation

• Principal and DRRM coordinator-respondents in the preparation of the DRR Plan
• Teacher and student-respondents in the preparation of the DRR Plan

1. preparation of the disaster risk reduction plan;
2. organization of the school disaster risk reduction group; and
3. implementation of the disaster risk reduction measures?
Status and Implementation of DRRM in Flood-Prone Schools in the Division of Laguna

Status of the respondents performance of their functions and responsibilities in DRRM Program.

- Principal
- DRRM coordinator
- Teacher
- Student
STATUS AND IMPLEMENTATION OF DRRM IN FLOOD-PRONE SCHOOLS IN THE DIVISION OF LAGUNA

Practices in DRRM Program

-Principal
-DRRM coordinator
-Teacher
-Student
Problems Encountered in DRRM
-damages to school properties,
- lack of DRRM tools/equipment
- clogged canal/drainage system
Solution applied
The most commonly mentioned by teachers was “cleaning operation” however majority of the students said it is important to “become prepared and ready.” Robas (2016) pointed out that encouragement of multi-sectoral participation in DRRM program and activities will become very helpful to the disaster-prone area.
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Summary of Findings

For implementation of DRRM Program, most of the activities under the three area (preparation of DRR Plan, organization of DRR Group and implementation of DRR measures) were reported as “implemented” by principals and DRRM coordinators.
Summary of Findings

The status of performance of principal-respondents’ functions and responsibilities as reported by them was at a level of “always” done. The same status was found for DRRM coordinator. The teachers agreed that they had maintained the safekeeping of vital school records learning materials and the student express that bell, siren, and an emergency signal are important in their respective schools that help them to have warning signals during a disaster.
Summary of Findings
The practices of teachers were more on “response” (keeping calm) and less on “preparedness and mitigation”. Practices mentioned by students coincide which fall under “preparedness” (be prepared and ready).
Summary of Findings

The problems encountered by respondents were insufficient classrooms, lack of DRRM tools/equipment, clogged canal, damage school properties supplies and others.

The measures applied to solve the problems were putting things in higher places, seeking assistance from LGU’s rehabilitation, cleaning operation being prepared and ready at all times and others.
Conclusions

The flood-prone schools in the Division of Laguna have the following:

• Overall DRRM programs.
• Resources for preparedness up to rehabilitation, are available and partners that extend services in different forms and DRRM point persons with defined functions.
Conclusions
The flood-prone schools in the Division of Laguna have the following:

- Preparedness drills and other forms of capacity building were done but the awareness of three groups of respondents, namely, principals, teachers and students were more on “response” than on “prevention, mitigation, and preparedness.”
Conclusions

The flood-prone schools in the Division of Laguna have the following:

• It was only the DRM coordinators who are more concerned about the “before” conditions than the “during” and after situations.

• For every problem mentioned, there is no single solution suggested by respondents.
Recommendations

The Department of Education determine and address the needs of each school such as mobilization, structural project, funding and preparedness in time of disasters and anticipated calamities that could help in ensuring that each school and the members of the communities will be able to cope and survive.
Recommendations

Based on the result of this study, it would be better if DepEd will formulate a DRRM program to help flood-prone schools in the mitigation and adaptation.

The SDRRM specifically for flood should be specific to the school depending on their exposure, proneness, and resources including human resources, partners and other factors that differ from school to school.
Recommendations

However, based on the result of the study, there are items that should be included in all school-specific programs and these are presented in the output of this study.

Further studies on the status and implementation of SDRRMC and preparedness of the teacher and students on Natural disaster and calamities are also recommended.
STATUS AND IMPLEMENTATION OF DRRM IN FLOOD-PRONE SCHOOLS IN THE DIVISION OF LAGUNA

Output

PROPOSED MODIFIED DRRM DESIGNED PROGRAM FOR FLOOD-PRONE SCHOOLS IN THE DIVISION OF LAGUNA

• What to do before “Preparedness and Mitigation”
• What to do during “Response”
• What to do after “Rehabilitation”
Flood Emergency/Survival Kit

- For preparation
- For information dissemination, announcement, and warning
- For protection
- For response/treatment of injuries
- For cleaning
- For transport
- For repairs
- For guiding evacuation
- For safe keeping of properties
A. Books


Asian Disaster Preparedness Center. (2001). Community Based Disaster Management Course Participants Workbook, Partnership for Disaster Reduction South East Asia Program

STATUS AND IMPLEMENTATION OF DRRM IN FLOOD-PRONE SCHOOLS IN THE DIVISION OF LAGUNA

A. Books


STATUS AND IMPLEMENTATION OF DRRM IN FLOOD-PRONE SCHOOLS IN THE DIVISION OF LAGUNA

A. Books


A. Books

United Nation, World Food Program (2011). Enhancing and Stengthening the Institutional Capacity of LGUs and SUCs in Mainstreaming DRRM-CCA in Local Planning
Training Kit

Victoria, Lorna (1999). Activating Grassroots Community Involvement, papers for Asian Urban Disaster Mitigation Program Regional Workshop”, Bangkok
STATUS AND IMPLEMENTATION OF DRRM IN FLOOD-PRONE SCHOOLS IN THE DIVISION OF LAGUNA

Related Readings

DepEd Order No. 21, s. 2015 “DRRM Coordination and Information Management Protocol”

DepEd Order No. 55, s. 2007 “Prioritizing the Mainstreaming of Disaster Risk Reduction Management in the School System and Implementation of Programs and Projects”

DepEd Order No. 83, s. 2012 “Utilization of Disaster Risk Reduction Resources Manual (DRRRM)

Republic Act 10121 “Philippine Disaster Risk Reduction and Management Act”
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