

DISASTER RISK REDUCTION MANAGEMENT AWARENESS OF TEACHERS

by:

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Disaster is an inevitable part of the operational landscape of various sectors, inclusive of both the public and private domains. It is manifested across various types, including, but not limited to economic, environmental, political, and even societal risk (Aven & Renn, 2019). The Philippines, in particular, is vulnerable to various types of risk, especially environmental, and in contemporary, economic.

On the other hand, disaster could be a result of either natural or man-made disasters that put communities in severe danger, resulting in the loss of lives and property, disrupting their social structures, and impairing all or some of the vital functions of affected communities (Pasion, 2020). Disasters can be in the form of explosions, earthquakes, floods, hurricanes, tornadoes, and flames (Rafferty, 2023). Consequently, people may experience the danger of developing mental and physical health issues as a result of exposure to disasters (U.S. Department of Veterans Affairs, 2022). Furthermore, most of the victims suffered mild stress and insomnia, and some experienced anxiety, depression, post-traumatic stress disorder, and alcoholism (American Psychiatric Association, 2023). As emphasized in the study of Patel et al. (2023), when natural or man-made calamities strike, students are often the most affected both physically and mentally. Notably, there were disruptions to campus activities, canceled courses, and damaged school buildings caused by such catastrophic events that made the students vulnerable to mental and physical stress. With that, universities have started to understand how important it is to be ready for emergencies and the hazards that go along with them in recent years, and students have gained more awareness of disasters through lectures, media, and personal experience. Disasters can be prevented,

and their effects on communities are lessened by coordinated responses (Tulane University, 2022). Regardless of the risk and hazard protocols and the rise in disaster awareness, still, a lot of universities still lack proper preparation and mitigation plans.

In ASEAN region faces significant challenges due to its geographic location along tectonic plates and the Pacific typhoon belt, combined with socioeconomic vulnerabilities such as urbanization and poverty, which amplify disaster risks (AHA Centre, 2021). Natural hazards, including typhoons, floods, and earthquakes, are intensified by climate change, increasing both frequency and severity (ESCAP, 2021). These disasters disrupt economic development, damage critical infrastructure, and threaten lives, with ASEAN countries incurring over \$90 billion in damages between 2015 and 2020 (UNDER, 2022). To address these risks, the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) provides a framework for regional cooperation, emphasizing shared responsibilities in disaster preparedness and response. Initiatives like the ASEAN Safe Schools Initiative (ASSI) promote resilience in education systems, yet disparities in implementation persist, particularly in rural areas, due to limited funding and technical capacity (UNICEF, 2022; Tan & Abbas, 2020). Strengthened collaboration and inclusive approaches remain critical for enhancing disaster resilience across ASEAN.

Likewise, In Pakistan, it is emphasized that students are often vulnerable to natural disasters, highlighting the necessity of disaster risk reduction programs for schools in countries where disaster preparedness is not legally mandated (Shah et al., 2020). Furthermore, it underscores the importance of enabling school authorities, including teachers and staff, to enhance their professional development in emergency response and disaster recovery measures. In Nepal, where climate change poses a significant threat, the adverse impact of school disruption on students' physical safety and mental well-being is noted, emphasizing the need for systematic DRR efforts (Anderson, 2019). Japan's experience with the 2011 earthquake and tsunami disaster highlights the value of disaster awareness and preparedness to reduce human and property losses (United Nations

International Strategy for Disaster Reduction). Japan also leads DRR education, focusing on life preservation (Shaw et al., 2021). The Republic of Mauritius prioritizes preparedness and risk reduction in all sectors to ensure a safe environment for its population, involving residents in the disaster risk assessment process (National Disaster Risk Reduction and Management Centre, 2020).

The National Disaster Risk Reduction and Management Plan (NDRRMP), mandated by Republic Act (RA) No. 10121 of 2010, provides the legal framework for policies and programs addressing disasters in the Philippines. The Department of Education (DepEd) has developed the Unified DRRM in Basic Education Framework, which is structured around three pillars: safe learning facilities, school disaster management, and disaster risk reduction in education. DepEd's Disaster Risk Reduction and Management Service (DRRMS) focuses on ensuring safety, learning continuity, and integrating Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation (CCA), and Education in Emergencies (EiE) across all levels of the educational system.

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Given the Philippines' vulnerability to natural disasters, such as typhoons, floods, and droughts, which result in severe impacts including loss of lives, infrastructure, and educational access, integrating DRRM into the curriculum has become a priority. Republic Act 9729, also known as the Philippine Climate Change Act of 2009, further emphasizes the country's susceptibility to disasters. Notably, natural calamities like the "super typhoon" highlighted by UNICEF (2018) have caused widespread destruction to schools, disrupting education for over a million children. Section 14 of RA 10121 requires DRRM integration into school curricula, as formalized by DepEd Order No. 45, s. 2015. This order encourages a school-based management approach to create safer environments, train disaster management experts, and mainstream DRRM programs across all educational levels. DepEd actively promotes disaster preparedness measures

among school authorities, teachers, students, parents, and communities to raise awareness and mitigate the effects of disasters, ensuring resilience in the education sector.

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