

# Disaster Risk Reduction Management (DRRM) Program for Higher Education Institutions

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**Abstract:-** Phenomena established reports that showed the Philippines practices on Disaster Risk Reduction Management (DRRM) thru National Disaster Risk Reduction Management (NDRRM) Framework wherein practices were extended to twenty-seven (27) Higher Education Institutions (HEIs) in Caraga Region through bridging programs, then results are evaluated and validated using descriptive research design, employing the survey method. This study significantly redound beneficial to the Education Sector, Private and Public Sectors, Local, City and Provincial Governments, Researchers, Teachers, Students, Parents, and the Community as to disaster prevention, preparedness, management and resilience.

**Keywords:-** DRRM, Caraga Region, HEIs, RA 10121, CHED Program.

## I. INTRODUCTION

In recent times, weather related disasters are the prominent headlines worldwide (Eisensee & Strömberg, 2007), (Walch, 2017). The Philippines being one of the most disaster-prone countries had experienced floods, storms, earthquakes, heat waves and different weather-associated events in the last two decades have induced majority of disasters. Every year there were millions of human beings are afflicted with such disasters there were billions people injured and displaced because of the effect of disaster. The Philippines is one of the top countries in the world at risk of weather-related disasters. As indicated in the World Risk Report 2016, Philippines has 26.70 % risk, 52.46 % exposure, 50.90% vulnerability and is considered among the countries with the highest disaster risk and the most vulnerable country. The Philippines has estimated a multi-hazard average annual loss of US \$7.893 million, which is equivalent to 69% of social expenditures in the country (Alcayna, Bollettino, Dy, & Vinck, 2016.). Over the decade, various types of natural and human-induced hazards have struck Caraga Region. Flooding is the most frequent occurrences among the identified hazards in the region (Makinano-Santillan et al., 2016). For that reason, Caraga region is among the regions with large groups of vulnerable people. With the premises above, school administrators are challenged how to keep the safety of the students while maintaining free and inviting educational environment. School administrators are looking forward to a hazard-free school environment but practices seem to fall short on some aspects (Paño, Abao, & Boholano, 2015). This only infers that there is knowledge gap at school and community levels,

requiring intensive awareness and understanding of disaster risk reduction management program for the school and local communities.

School safety is essential for all students to support the academic success of each students and giving them the opportunity to learn and achieve in a safe and nurturing environment. Higher educational institutions can set positive example by designing field development projects, develop hazard risk management program, conduct institutional risk assessment and aim at becoming disaster resistant institution (Galliara, & Prabhawalkar, 2012).

In addition, Paño et., al., (2015), recommended that HEI's should craft a comprehensive, efficient disaster risk reduction management program to instill a culture of safety. With these grounds, a study on proposing a Disaster Risk Reduction Management Program for Higher Education Institutions is timely and necessary because almost every day the country is experiencing disasters whether is it natural or man-made. Higher Education Institutions are the key player of reducing the impact of disasters. Thus, this investigation was conceived.

### ➤ Statement of the Problem

This study determined the Disaster Risk Reduction Management practices of the Higher Education Institutions in Caraga Region. Specifically, and sought answer to the following questions:

1. What is the function or role of Higher Education Institutions as regards the Philippine Disaster Risk Reduction Management (RA 10121) as defined in its Implementing Rules and Regulations?
2. How often are the prescribed practices implemented by the participating Higher Education Institutions of Caraga Region in terms of:
  - 2.1 Disaster Prevention and Mitigation;
  - 2.2 Disaster Preparedness;
  - 2.3 Disaster Response;
  - 2.4 Disaster Recovery and Rehabilitation?
3. What is the extent of program implementation of RA 10121 in the participating HEIs, in terms of;
  - 3.1. structure;
  - 3.2 processes;
  - 3.3 resources;
  - 3.4 linkages?

4. Is there a significant relationship between the frequency of DRRM practices of the participating HEIs and the extent of program implementation in their existing structures, processes, resources and linkages?
5. What Disaster Risk Reduction Management Program for Higher Education Institutions towards a disaster resilient community may be proposed?

➤ *Hypothesis*

At 0.05 level of significance, it was hypothesized that: There is no significant relationship between the disaster risk reduction management practices of the participating Higher Education Institutions and their existing DRRM program as to structures, processes, resources and linkages.

➤ *Significance of the Study*

The school and local communities are benefited with the implementation of Disaster Risk Reduction Management (DRRM) in order to have a culture of safety, empowered school communities and disaster resilient and responsive citizens. This piece of work would contribute to the existing body of knowledge in the aspect of school governance and management. The results of the study would benefit the following individuals and concerned entities:

- *Education Sector.*

The results of this study would help the Higher Education Institutions DRRM program implementers in imparting knowledge of safety measures to those persons concerned with the tasks of disseminating information, warning and tracking the conditions of disaster.

- *Private and Public Sectors.*

The results of this study could help identify what strategic inventions and programs are to be implemented by agencies in order to attain a free-disaster community and to prevent future problems in the implementation of disaster risk reduction management at all levels.

- *Local, City and Provincial Governments.*

The findings of this study could provide sufficient information about the effectiveness and efficiency with respect to their capacity in extending hands to respond and manage the adverse effects of emergencies caused by disasters. They are the key resources and frontlines in the community-based disaster reduction management implementations.

- *Researchers.*

The results of this study would serve as database for further research related to school and community – based disaster risk reduction program implementation.

- *Teachers.*

This could provide the teachers the motivation to integrate Disaster Risk Reduction Management concepts in teaching. As one of the key players in disaster management, they should fully be oriented of their role in the implementation of DRRM program, which this investigation is hoped towards.

## REFERENCES

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