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Implementation of Disaster Risk Reduction Management Among Elementary Schools in Sariaya East District, Division of Quezon: Basis for a Proposed Enhancement Program

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Abstract

Aim: This study aimed to assess the level of capabilities and determine the implementation status of the Disaster Risk Reduction Management (DRRM) among the elementary schools in Sariaya East District, Division of Quezon.
Methodology: The study utilized the descriptive quantitative method of research. According to McCombes (2023), descriptive research includes present or current conditions concerning the nature of a group of people, class, or event and involves the procedures of induction, analysis, classification, or measurement
Results: As assessed by the respondents on the capabilities of the Disaster Risk Reduction Management Program, the overall Mean obtained is 4.09 with a qualitative index of very capable**.** However, the status of the implementation of the Disaster Risk Reduction Management Programs is very evident, as assessed by the respondents, who had an overall mean of 4.03. Moreover, there is no significant difference among the respondents in terms of human resources, logistics, knowledge, innovation, and education, training and capacities, and mechanisms. Since the p-values obtained were greater than the significant level of 0.05, then it can be derived that there are no significant differences on the responses of the school head, DRRM coordinator and DRRM committee on the assessed capabilities in the implementation of the Disaster Risk Reduction Management. Furthermore, the p-values obtained 0.434, 0.149, 0.398, and 0.282 were all greater than the significant level of 0.05, thus a decision of failure to reject the null hypothesis was made, and there is no significant difference in the status of the implementation of the Disaster Risk Reduction Management Program as assessed by school head, DRRM coordinator and DRRM committee in terms of disaster prevention and mitigation, disaster preparedness, disaster response and disaster recovery and rehabilitations.
Conclusion: The DRRM program of Sariaya East District has very capable human resources and very capable logistics, knowledge, innovation and education, training, and capacities and mechanisms. Furthermore, the DRRM program of Sariaya East District is very well implemented, where disaster preparedness is considered widely practiced as it obtained the highest mean while disaster recovery and rehabilitation obtained the lowest mean. Moreover, the school head, school DRRM coordinator, and school DRRM Committee members have the same assessment capabilities in the implementation of Disaster Risk Reduction Management among the school head, DRRM coordinator, and DRRM committee. Finally, the school head, school DRRM coordinator, and school DRRM Committee members have the same perception of the assessed status of implementation of the DRRM programs.

Keywords: Disaster risk reduction management program, Disaster prevention and mitigation, Disaster response, Disaster rehabilitation and recovery, Polytechnic University of the Philippines, Master in Education Management

INTRODUCTION

Disasters are serious disruptions occurring over a relatively short period, affecting the functioning of a community or a society as they cause widespread human, material, economic, or environmental loss which exceeds the ability of the affected community or society to cope using its resources (European Environment Agency, 2023). They are seen as the consequences of inappropriately managed risk, the product of a combination of both hazards

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and vulnerability. Hazards that strike in areas with low vulnerability will never become disasters, as in the case of uninhabited places (Chaudhary & Piracha, 2021; Al-Jazairi, 2018).

According to the article by the Asian Development Bank (2021), Southeast Asia is one of the regions that is exposed to all types of hazards and has been coping with disasters' effects for hundreds of years. Being in the Pacific Ring of Fire, the Philippines is more prone to suffer from earthquakes and volcanic eruptions. Every year, there is an average of twenty (20) typhoons wherein half of those were noted to be destructive. Hence, disaster risk reduction in every aspect and every approach has become a much-talked topic not only in each country where a tremendous disaster recently struck and caused an enormous number of injuries, devastation, and casualties (Bello et al., 2021).

Disasters significantly disrupt communities and societies, causing widespread human, material, economic, or environmental loss beyond the affected community's capacity to cope using its resources. They result from a combination of hazards and vulnerabilities, with Southeast Asia, particularly the Philippines, being highly susceptible to various types of hazards, including typhoons, earthquakes, and volcanic eruptions (United Nations Office for the Coordination of Humanitarian Affairs, 2023). The Philippines experiences an average of twenty typhoons annually, half of which are destructive, necessitating a focus on Disaster Risk Reduction (Bello et al., 2021).

According to the Municipal Disaster Risk Reduction Management Office, their efforts in 2022 focused on enhancing local government units (LGUs) capacities for disaster preparedness and response. The Municipal Disaster Risk Reduction Management (MDRRM) program in Sariaya contains training schedule plans that consist of ten basic trainings for disasters which are as follows: basic incident command system training, basic life support training, emergency operation center training, refresher course vehicular extrication, mountain search and rescue training, training of facilitator basic life support, training of facilitator nutrition in emergency, rapid damage analysis needs assessment training, collapsed structure search and rescue training, and basic incident command system level 2 training. The training provided by the MDRRM is general in nature which may overlook a specific training needed in the school.

The Department of Education (DepEd) is working to reduce disaster risks in the education sector to improve access, quality, and governance. As a National Disaster Risk Reduction and Management Council member, DepEd has created the Comprehensive DRRM in Basic Education Framework, focusing on Safe Learning Facilities, School Disaster Management, and DRR in Education. This aligns with the Philippine DRRM Act of 2010. Moreover, one of the pillars of DRRM in Basic Education aims to protect learners and education workers from death, injury and harm in schools, plan for educational continuity in the face of expected hazards and threats; safeguard education sector investments; and strengthen risk reduction and resilience through education. According to Republic Act No. 10121, DepEd Order No. 50, s. 2011 and Division Memorandum No. 058, s. 2021.

Further, Sariaya, Quezon, is vulnerable to natural disasters like volcanic eruptions, flooding, and fires due to its proximity to Mount Banahaw. Historical eruptions have caused significant damage, necessitating strong disaster preparedness and mitigation measures. Flooding, exacerbated by its location and climate, is another issue. Heavy rainfall during typhoons leads to river overflows, affecting homes, schools, and infrastructure. Inadequate infrastructure and fire safety measures contribute to the spread of structural fires. These disasters not only threaten lives and property but also disrupt the educational process, highlighting the need for comprehensive disaster risk reduction and management programs in schools. Addressing these specific hazards through preparedness, response, and recovery plans is essential for safeguarding the well-being of the community and ensuring the continuity of education in the face of natural disasters.

This evidence encouraged the researcher to conduct this study. Conducting research on disaster risk reduction management among elementary schools in Sariaya East District, Division of Quezon holds paramount importance due to its potential to safeguard the lives and well-being of students, teachers, and the broader community. Elementary schools serve as vital hubs of learning and community activity, making their preparedness for disasters a crucial concern.

Furthermore, this research contributes to the wide field of disaster management knowledge by providing insights into localized challenges and solutions. The unique geographical, socioeconomic, and cultural aspects of the Sariaya East District may present specific vulnerabilities that require specialized approaches to risk reduction. The findings of this study have the potential to influence policy decisions, resource allocation, and educational initiatives, leading to a safer and more resilient environment for students, teachers, and the community at large. Finally, it led to a proposed DRRM enhancement program which served as an output of this study. The proposed enhancement program includes the establishment of a comprehensive DRRM plan aligned to Sariaya's unique needs, improved training and resources for school personnel, and the integration of disaster risk reduction into the school curriculum.

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Objectives

The purpose of the study was to assess the capabilities and status of the implementation of disaster Disaster Risk Reduction Management (DRRM) among the school heads, school DRRM coordinators, and school DRRM committees of the elementary schools in Sariaya East District, Division of Quezon, as a basis for a proposed enhancement program.

Specifically, the study answered the following research questions:

1. How do the respondents assess the school capabilities of the DRRM Program in terms of:
   1.1 Human Resources;
   1.2 Logistic;
   1.3 Knowledge, Innovation, and Education;
   1.4 Trainings; and
   1.5 Capacities and Mechanisms?
2. How do the respondents assess the status of the implementation of the DRRM Program in terms of:
   2.1 Disaster Preparedness;
   2.2 Disaster Prevention and Mitigation;
   2.3 Disaster Response; and
   2.4 Disaster Rehabilitation and Recovery?
3. Is there any significant difference in the assessed school capabilities in the implementation of the DRRM Program among respondents?
4. Is there any significant difference in the assessed status of the implementation of the DRRM Program among respondents?

Hypothesis

Two research hypotheses were tested in this study at 0.05 degrees. These are:

Hypothesis 1. There is no significant difference in the assessed school capabilities in the implementation of the DRRM Program among the respondents.

Hypothesis 2. There is no significant difference in the assessed status of the implementation of the DRRM Program among the respondents.

METHODS

Research Design

The study utilized the descriptive quantitative method of research. According to McCombes (2023), descriptive research includes present or current conditions concerning the nature of a group of people, class, or event and involves the procedures of induction, analysis, classification, or measurement. The study suggests gathering evidence related to the current condition.

Population and Sampling

This study was conducted at Sariaya East District, Division of Quezon, S.Y. 2023-2024 and the respondents include 15 school heads, 15 school DRRM coordinators, and 144 school DRRM Coordinators. A simple random sampling technique was employed to get the sample of school DRRM committee members.

Instrument

The survey questionnaire was used to collect the necessary data for this study. Said instrument was validated by experts in the field.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

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Treatment of Data

The study utilized statistical formulas to scientifically discuss the findings of the study. Particularly, the researcher used frequency-percentage distribution, weighted arithmetic mean, and Kruskal-Wallis H Test to analyze the data collected.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

As assessed by the respondents on the capabilities of the Disaster Risk Reduction Management Program, human resources got the highest mean of 4.32 (very much capable) while training had the lowest Mean of 3.97 (very capable). Overall, the Mean obtained is 4.09 with a qualitative index of very capable.

The status of the implementation of the Disaster Risk Reduction Management Programs is very evident as assessed by the respondents with an overall Mean of 4.03, where disaster preparedness garnered the highest Mean of 4.10, and disaster recovery and rehabilitation attained the lowest mean of 3.94.

There is no significant difference among the respondents in terms of human resources, logistics, knowledge, innovation and education, training, capacities, and mechanisms. For human resources, the p-value of 0.769 was obtained, while in terms of logistics a p-value of 0.406 was attained, also, in terms of knowledge, innovation, and education a p-value of 0.655 was acquired, on the other hand, a p-value of 0.518 was obtained in terms of trainings, lastly, mechanism garnered a p-value of 0.259. Since the p-values obtained were greater than the significant level of 0.05 then it can be derived that there are no significant differences in the responses of the school head, DRRM coordinator, and DRRM committee on the assessed capabilities in the implementation of the Disaster Risk Reduction Management.

It was shown that the four indicators do not yield a significant difference among the responses of the respondents since the p-value obtained 0.434, 0.149, 0.398, and 0.282 were all greater than the significant level 0.05 thus a decision of failure to reject the null hypothesis was made thus there is no significant difference on the status of the implementation of the Disaster Risk Reduction Management Program as assessed by school head, DRRM coordinator and DRRM committee in terms of disaster prevention and mitigation, disaster preparedness, disaster response and disaster recovery and rehabilitation.

Assessment of School Heads, School DRRM Coordinator, and School DRRM Committee on the School Capabilities of the Disaster Risk Reduction Management Program

Table 1
Overall Assessment of School Heads, School DRRM Coordinator, and School DRRM Committee on the School Capabilities of the Disaster Risk Reduction Management Program in terms of Human Resources, Logistics, Knowledge, Innovation, and Education, Trainings, and Capacities and Mechanisms

Disaster Risk Reduction Management Program	Grand Mean	QI
Human Resources	4.31	WME
Logistics	3.95	VE
Knowledge, Innovation, and Education	3.94	VE
Trainings	3.89	VE
Capacities and Mechanisms	4.00	VE
Overall Mean	4.02	VE

The above table highlights the overall grand mean of the school's capabilities in Disaster Risk Reduction Management. It was fostered that among the four capabilities human resources scored the highest mean (4.31) with a verbal interpretation of very much evident followed by capacities and mechanism with 4.00 and with a verbal interpretation of very evident. Meanwhile logistics, knowledge, innovation, and education followed with a mean of

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3.94 and 3.95 respectively, and interpreted as very evident. Among the five, training got the lowest mean of 3.89 with a verbal interpretation of very evident.

The studies by Parham (2020) highlight the importance of human resource capabilities in disaster risk reduction management in schools. Parham's study emphasizes the need for practical, context-relevant exercises to enhance student awareness, it also underscores the necessity of capability building among teachers and emphasizes the need for increased knowledge, preparedness, and emergency planning in schools, particularly in disaster-prone areas. These findings align with the high mean score for human resource capabilities in the table, suggesting that human resource development is a key factor in effective disaster risk reduction management in schools.

Assessment of School Heads, School DRRM Coordinator, and School DRRM Committee on the Implementation of the Disaster Risk Reduction Management Program

Table 2
Overall Assessment on the status of the implementation of the Disaster Risk Reduction Management Program during the School Year 2023-2024 in terms of Disaster Prevention and Mitigation, Disaster Preparedness, Disaster Response, and Disaster Recovery and Rehabilitation

Disaster Risk Reduction Management Program	Grand Mean	QI
Disaster Prevention and Mitigation	4.01	VE
Disaster Preparedness	4.05	VE
Disaster Response	4.00	VE
Disaster Recovery and Rehabilitation	3.90	VE
Overall Mean	3.99	VE

Based on the overall assessment of the status of implementation of the Disaster Risk Reduction Management Program during the School Year 2023- 2024. The program that obtained the highest result based on the assessment of the school head DRRM coordinator and DRRM committee is disaster preparedness (4.05) followed by disaster prevention and mitigation (4.01) and disaster response (4.00) while disaster recovery and rehabilitation (3.90) has the lowest mean. To sum up the assessment done the Disaster Risk Reduction Management Program garnered an overall mean of 3.99.

The Disaster Risk Reduction Management Program in schools is well-implemented, with a significant relationship between implementation status and the level of capabilities among school administrators (Comighud, 2020). However, there is a need for further promotion of disaster risk reduction education among teachers to enhance their awareness and knowledge (Tuladhar, 2015). The program's capability can be enhanced through the availability of educational facilities, disaster-related health provisions, and disaster preparedness plans (Catangui, 2020). Additionally, the assessment of school resilience in disasters can help in identifying priorities for risk reduction (Mirzaei, 2020).

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Significant Difference in the assessed school capabilities in the implementation of the Disaster Risk Reduction Management Program among the three classifications of respondents

Table 3
Kruskal-Wallis Test: Significant Difference in the Assessed DRRM Programs School Capabilities Among the Respondents.

Indicators	Position/ Designation	Mean Rank	H – value	P - value	Decision	Remarks
Human Resources	School Head	91.33	0.526	0.769	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	103.06				
	School DRRM Committee	93.33				
Logistics	School Head	91.8	1.805	0.406	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	111.25				
	School DRRM Committee	92.44				
Knowledge, Innovation and Education	School Head	90.37	0.848	0.655	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	105.53				
	School DRRM Committee	93.17				
Trainings	School Head	108.9	1.315	0.518	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	95.81				
	School DRRM Committee	92.38				
Mechanisms	School Head	109.73	2.699	0.259	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	107.16				
	School DRRM Committee	91.14				

Note: *If p value is less than or equal to the level of significance which is 0.05 reject the null hypothesis otherwise failed to reject Ho.*

Table 3 presents the Kruskal Wallis Test result to determine if there is a significant difference in the assessed school capabilities in the implementation of the Disaster Risk Reduction Management Program among the three types of respondents. The table shows that in terms of human resources an h-value (0.526) was obtained with a p-value of 0.769 which leads to a failure to reject the null hypothesis thus there is no significant difference among the responses of the school head, DRRM coordinator, and DRRM committee. Moreover, in terms of logistics, an h-value (1.805) was yielded with a p-value of 0.406 which is greater than the significance level 0.05 which leads to the failure to reject the null hypothesis, then no significant difference among the responses of the three types of respondents was recorded. In addition, in terms of knowledge, innovation, and education an h-value (0.848) was computed with a p-value of 0.655 which is greater than the significant level of 0.05. This will lead to the decision failed to reject the null hypothesis, so no significant difference among the three sets of respondents. When it comes to training, an h-value of 1.315 was obtained with a p-value of 0.518 which is greater than the significant level of 0.05 then a decision that failed to reject the null hypothesis will be derived, thus there is no significant difference among the responses of the respondents. Lastly, no significant differences in the responses of the school head, DRRM coordinator, and DRRM committee were derived in terms of mechanism since the h-value obtained is 2.699 with a p-value of 0.259 which is greater than the significant level of 0.05.

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The results of the study were supported by the findings of Catangui (2020) who claims that there is a significant relationship between the status of DRRM implementation and the level of capabilities among public school administrators. However, Kanyasan (2018) highlighted the importance of effective coordination and ownership in policy implementation, which could also be relevant to the capabilities of school heads, DRRM coordinators, and DRRM committees.

Significant Difference in the assessed status of the implementation of the Disaster Risk Reduction Management Program among the three classifications of respondents

Table 4
Kruskal-Wallis Test: Significant Difference in the Assessed status of the implementation of DRRM Programs Among the Respondents

Indicators	Position/ Designation	Mean Rank	H – value	P – value	Decision	Remarks
Disaster Prevention and Mitigation	School Head	92.47	1.671	0.434	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	110.13				
	School DRRM Committee	91.88				
Disaster Preparedness	School Head	83.2	3.808	0.149	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	116.84				
	School DRRM Committee	92.09				
Disaster Response	School Head	86.17	1.845	0.398	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	109.88				
	School DRRM Committee	92.52				
Disaster Recovery and Rehabilitation	School Head	83.1	2.533	0.282	Failed to Reject Ho	Not Significant
	School DRRM Coordinator	111.94				
	School DRRM Committee	92.6				

Note: *If the p-value is less than or equal to the level of significance which is 0.05 reject the null hypothesis otherwise failed to reject Ho.*

It can be gleaned from Table 4 the Kruskal – Wallis test results in determining if there is a significant difference among the responses of the respondents classified as school head, DRRM coordinator, and DRRM committee. It was gleaned from the table that the four indicators do not yield a significant difference among the responses of the respondents since the h-value obtained were 1.671 for disaster prevention and mitigation, 3.808 for disaster preparedness, 1.845 for disaster response, and 2.533 for disaster recovery and rehabilitation. Moreover, the p-values obtained 0.434, 0.149, 0.398, and 0.282 were all greater than the significant level of 0.05 thus a decision of failure to reject the null hypothesis was made thus there is no significant difference in the status of the implementation of the Disaster Risk Reduction Management Program as assessed by school head, DRRM coordinator and DRRM committee in terms of disaster prevention and mitigation, disaster preparedness, disaster response and disaster recovery and rehabilitation.

The literature presents a range of findings related to the implementation of disaster risk reduction and management (DRRM) programs in schools. Comighud (2020) and Baluran (2023) both highlight the high level of DRRM program implementation in public schools, with Comighud (2020) specifically noting a significant relationship between implementation status and the capabilities of school administrators. However, Tuladhar (2015) and Ketankumar (2020) provide a more nuanced view, with Tuladhar (2015) finding that teachers lack sufficient knowledge of DRR issues, and Ketankumar (2020) identifying significant differences in students' perspectives on DRR education based on their living arrangements and ethnic backgrounds. These studies collectively

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suggest that while DRRM programs may be well-implemented, there are variations in knowledge and perspectives among key stakeholders.

Conclusions

The DRRM program of Sariaya East District has very much capable Human Resources and very capable Logistics, Knowledge, Innovation and Education, Training and Capacities and Mechanisms. However, the DRRM program of Sariaya East District is very well implemented, where disaster preparedness is considered widely practiced as it obtained the highest mean while disaster recovery and rehabilitation obtained the lowest mean. The school head, school DRRM coordinator, and school DRRM Committee members have the same assessment capabilities in the implementation of Disaster Risk Reduction Management among the school head, DRRM coordinator, and DRRM committee. So, the school head, school DRRM coordinator, and school DRRM Committee members have the same perception of the assessed status of implementation of the DRRM programs.

Recommendations

Based on the conclusions set out above, these are the recommendations: Intensified training on first aid and basic life support must be included in the DepEd Curriculum which will capacitate the school community during disasters. Local Government Units should focus on enhancing recovery and rehabilitation by developing a comprehensive recovery plan that involves the establishment of partnerships with relevant organizations and allocating resources for post-disaster efforts. The school community must encourage innovation and adoption of best practices through benchmarking and continuous evaluation of the DRRM program. Maintain consistency in the implementation of the DRRM programs and ensure that all stakeholders have the same understanding of the execution of DRRM initiatives. Consider the proposed enhancement plan for improved DRRM programs.

Proposed Enhancement Program

Disasters, both natural and man-made, continue to pose serious hazards to the safety, well-being, and long-term development of communities worldwide. Given these constraints, developing and implementing effective Disaster Risk Reduction and Management (DRRM) methods is critical. This action plan provides a thorough roadmap for strengthening our resilience, mitigating risks, and creating a more secure future for everyone.

Sariaya, being one of the municipalities of Quezon province implemented in Municipal Disaster Risk Reduction Management (MDRRM) program that contains training schedule plans that consist of 10 basic trainings for disasters which are as follows: basic incident command system training, basic life support training, emergency operation center training, refresher course vehicular extrication, mountain search and rescue training, training of facilitator basic life support, training of facilitator nutrition in an emergency, rapid damage analysis needs assessment training, collapsed structure search and rescue training, and basic incident command system level 2 training. The trainings provided by the MDRRM are general which may overlook a specific training needed in the school setting.

This proposed enhancement plan provides a specific solution to the identified problems usually encountered by the school heads, school DRRM coordinator, and DRRM committee, especially regarding training, knowledge, innovation and education, disaster response, and disaster recovery and rehabilitation. One of the salient features of this enhancement program is the disaster recovery and rehabilitation which is not included in the training schedule of the MDRRM. Moreover, the training provided in this plan focuses on school-related settings while the training in the MDRRM centers on the wider perspective like life support and nutrition in an emergency.

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AREAS	KEY RESULT AREA	Objectives	Success Indicator	Program/Project/Activities	Timeline	Resources	Office/ Person Involved
SCHOOL CAPABILITIES	TRAININGS	Develop a comprehensive training program on DRRM	100% of the participants will be trained on the DRRM projects and activities. Increase awareness on the compre-hensive disaster training programs	1. Conduct a needs assessment to identify specific DRRM training requirements 2. Conduct training on the a. hazard identification and risks assessment in school. b. school emergency preparedness planning c. emergency response and incident management in schools d. psychosocial support and recovery in school 3. Provide ongoing support and resources, including follow – up sessions and access to training materials	First Quarter (Jan-Mar)	Php 25,000	School Administration DRRM Coordinators Teachers LGU
	KNOWLEDGE, INNOVATION AND EDUCATION	1. Enhance DRRM knowledge and awareness 2. Promote innovation in DRRM practices	100% of the respondents will be able to produce different innovations such IEC materials, posters, slogans, digital/printed infographic materials Reduce number of victims during disaster	1. Develop and distribute Information Education and Communication (IEC) materials about disaster risks and hazards 2. Conduct different contest like: a. Poster making b. slogan c. digital / printed infographics d. Video making or Vlog on disaster preparedness, mitigation and rehabilitation	Second Quarter (Apr-Jun)	Php 50,000	School Administration DRRM Coordinators Teachers LGU
				3. Publish research findings and facilitate knowledge sharing about DRRM.			
IMPLEMENTATION	DISASTER RESPONSE	Enhance the capacity of the community to response swiftly and effectively to disasters	100% of the respondents will be able to receive and have an access on the procured equipment and materials needed for disaster response. Reduce numbers of fatalities during disaster	1. Activate emergency response mechanism upon disaster 2. Establish emergency response teams and evacuation centers. 3. Coordinate, search and rescue operations and medical assistance 4. Procurement of emergency supplies, equipment and communication systems.	Upon disaster occurrence	Php 500,000	Principal, DRRM Coordinator, Teachers and LGU
	DISASTER RECOVERY AND REHABILITATION	Facilitate effective recovery and rebuilding efforts to restore community.	100% participations of the persons involved during the disaster recovery and rehabilitation will be implemented.	1. Conduct rapid damage and needs assessment 2. Develop and implement recovery plans for infrastructure and livelihoods 3. Provide psychosocial support and counselling to affected individuals 4. Facilitate the return and resettlement of displaced families	Immediately after the disaster	Php 500,000	School Principal DRRM Coordinator Teachers LGU

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