

**DO NO HARM: A THREE-WAY PERSPECTIVE ON THE SKILLS AND
COMPETENCE IN DISASTER RISK REDUCTION
AND MANAGEMENT OF TEACHERS,
PARENTS, AND STUDENTS**

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requirements in the subject
Practical Research I

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- The Researchers

DEDICATION

The researchers dedicate their efforts to the Almighty Father, whose love is unlimited and endless. Lord, they offer you their work so that it may be blessed by your grace and become one of their wonderful keepsakes of your goodness.

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RESEARCH ABSTRACT

TITLE:	DO NO HARM: A THREE-WAY PERSPECTIVE ON THE SKILLS AND COMPETENCE IN DISASTER RISK REDUCTION AND MANAGEMENT OF TEACHERS, PARENTS, AND STUDENTS
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Key Words : Disaster preparedness, disaster management, disaster harm mitigation, awareness of disaster, teachers during disaster, parents during disaster, students during disaster, community disaster preparedness, teachers in evacuation centers, perspectives in disaster management, behavioral psychology amid a disaster, implementation of DRRM curriculum.

ABSTRACT: The Philippines is part of the Pacific Ring of Fire, which makes it susceptible to various natural calamities and disasters. This study aimed to describe, investigate and explore the tripartite perspectives and experiences of teachers, students, and parents who are among the most affected when a disaster strikes. Specifically, it sought to answer whether disaster preparedness trainings upskill the competence of teachers, students, and parents in disaster harm mitigation, the knowledge and skills everyone should possess to be considered prepared, their self-assessed level of readiness in disaster risk reduction and management, and the possible interventions regarding the problem. This study utilized a qualitative research approach, adopting a descriptive research design and a

case study. Thirty respondents, ten each from set of students, learners, and parents, were selected as respondents from the municipalities of Bangar and Balaoan in La Union. A non-probability sampling technique was utilized, specifically convenience sampling. A face-to-face, focused group, and online interviews were done to collect data, in a semi-structured type of interview. Data collection was done ethically. Data analysis revealed that most people possess the basic knowledge in DRRM and are confident that they are prepared, but still lack the actual real-world application of what they know. Furthermore, it appears that behavior of people in a disaster are not emphasized during disaster preparedness trainings, which may compromise the way they react in actual calamity. The researchers concluded that the experiences and perspectives of teachers, students, and parents, despite the trainings done, vary and are not uniform. It was also recommended that the community should inform more the population of the different practices to minimize disaster harm such as first aid. Additionally, it is also suggested that disaster preparedness trainings should be done more frequently and consistently. The infographics may also be used in information dissemination about the proper actions to maximize safety and mitigate harm in a disaster.

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CHAPTER I

INTRODUCTION

“Let us [...] prepare, educate and train our communities on disaster risk reduction focusing on mitigation, preparedness, response, and recovery.” – Vice President and DepEd Secretary Sara Duterte.

Disasters are a significant global challenge; it is an inevitable truth of our life. There is no doubt that the best strategy to avoid too much damage is to prevent it from happening in the first place, through a series of meticulous planning. One of these is in the area of disaster preparedness, where many individuals may be impacted if they lack the necessary information. At the present, there are so much happening in the world: unexpected viruses, diseases, unusual weather patterns, disasters, catastrophes and many more. This forces us to change the way we do things, to prepare better, to minimize potential damage.

According to the United Nations Office for Disaster Risk Reduction (2019), disaster is defined as a significant interference with a community's or society's ability to function at any scale as a result of hazardous events interacting with exposure, vulnerability, and capacity conditions, which may result in one or more of the following impacts: human, material, economic, and environmental losses.

Due to the particularly unexpected and cataclysmic nature of a disaster, the United Nations Disaster Assessment and Coordination or UNDAC was established in 1993 to help countries worldwide during a sudden or violent emergency or disaster. In fact, according

to UNDAC (2022), it has carried out 300 emergency missions in more than 115 countries around the globe as of February 2022.

Additionally in the East, the Pacific Ring of Fire, which the Philippines is part of, is a 40-thousand-kilometer horseshoe-shaped region. Eruptions of volcanic ash and earthquakes are common in its Pacific Ocean basin. The southwest monsoon's and low-pressure area's severe rainfall cause flooding in the area, which damages many livelihoods. In fact, roughly half a thousand people perished due to natural disasters in the Philippines in 2021 alone. (Statista, 2023).

The Philippines, which is listed as the third most hazardous country in the world, attempts to make the most of the resources and agents that could aid in developing disaster risk reduction approaches and practices that are proactive rather than reactive. Collaboration between communities and schools—the sources of pertinent knowledge and the places where behaviors are formed—is viewed as an effective strategy for encouraging people to be resilient (Rico, G.C.S., 2019).

Moreover, according to Songwathana, P., et al., (2021), the cases and probabilities of the occurrence of global pandemic and natural calamities are on a steady rise. This means emergency or disaster preparedness skills, knowledge, and awareness must be urgently disseminated. Planning and coordinating meetings, creating written communications or standard operating procedures, training staff, volunteers, and members of the community, organizing simulated drills and exercises, and ensuring the availability of functional emergency equipment are all common components of disaster preparedness.

Disasters have extremely negative effects, including the loss of life, access, and services. The Philippine government incurs average annual costs of 15 billion pesos due to the nation's susceptibility to natural disasters, according to the Implementing Rules and Regulations of Republic Act 10121.

According to the Department of Science and Technology (2019), the Philippine Institute of Volcanology and Seismology is currently (PHIVOLCS) focused on raising awareness of “The Big One” in the public. The goal of PHILCOVS is to reduce potential casualties and damages, specifically in the West Valley Fault, which is one of the most active faults, that is expected to produce a destructive earthquake that will take huge casualties.

The Philippines’ governance system has experienced numerous modifications as a result of institutional and legal frameworks. The National Capital Region (NCR) and the surrounding administrative areas have been impacted by historical natural disasters and seismic risks, and these threats still exist. These threats were important motivators for advancing DRRM laws and regulations as well as restructuring its governing bodies. Under Republic Act No. 10121 (RA1011), the current DRRM framework was established in 2010. Its goal is to move from reactive to proactive governance by better involving local governments (LGUs), communities, and the private sector to lower long-term disaster risk. The National Disaster Risk Reduction and Management Council (NDRRMC) was founded by this Republic Act to create risk management and reduction measures (Iuchi, K., et al., 2019).

Governmental and non-governmental organizations can develop programs and projects by taking into account the environment in which they live and the dangers to which they are particularly vulnerable. The active involvement and concern of the stakeholders should be increased in order to plan for, mitigate against, and respond to their natural calamities. It is important to increase parental participation in the quarterly and annual General PTA Assembly earthquake and fire drills that are conducted in the schools. The distribution of pamphlets and leaflets with information on earthquakes, tropical cyclones, floods, and landslides has to be improved (Maminta, L.G., 2019).

As per estimates, taking from the study of Walsh B., et al., (2020), each year around 500,000 Filipinos experience temporary consumption poverty as a result of natural disasters. Nationwide, the lower income quintile experiences 31% of all wellbeing losses but only 9% of all asset losses.

Everyone can be impacted by disasters, but kids are particularly at risk. Children spend the majority of their time in schools, which are crucial in times of catastrophe because it will be their temporary evacuation centers and will appoint teachers as temporary facilitators to oversee and ensure proper DRRM standards are being followed; on the other hand, teachers lack the necessary role that they must play in disaster risk reduction and management due to low competence in disaster response and reduction, which makes the teacher unequipped with crucial knowledge and skills that could potentially save children's lives or follow proper DRRM protocols amid an actual calamity (Salita, C. et al, 2020).

Due to the high risk of various disasters, disaster risk reduction management programs and emergency preparedness drills were mandated in order to be prepared in

various calamities. According to the Department of Education, unannounced fire and earthquake exercises are required in all public schools across the country. These drills are designed to guarantee that students are prepared for disasters in accordance with DepEd Order (DO) 53, which Vice President and Education Secretary Sara Duterte had signed. Considering the magnitude of danger the nation faces in terms of natural calamities, earthquakes, and even man-made risks, “effective preparedness measures” are vital in preserving lives. Local drills and simulated exercises are preventive measures that familiarize evacuation routes and reinforce appropriate procedures in the case of an emergency. If these drills and exercises were regularly performed, students would eventually adopt instinctive reflexes that would show during a real crisis, making them have a better chance of survival while following proper DRRM protocols (Sevillano, 2022).

Natural calamities harm millions of children each year. Natural catastrophes are occurring more frequently, more intensely, and with greater severity, which expands their destructive impacts. Understanding how well kids are prepared for disasters can help society as a whole identify the issues that still need to be addressed. The education that youngsters receive in school can significantly help them acquire the necessary abilities in disaster risk reduction and management.

Moreover, in a study by Mideksa, S. et al. (2021), prior education of parents about disaster preparedness enhances their children’s cognitive, emotional, and behavioral coping skills in a way that they’re more calm and composed during and after an actual disaster. In fact, according to Millor, et al. (2012), for a successful disaster risk reduction

and management response, the parent must provide age-appropriate levels of information to support their children about disaster events and outcomes.

Community-based approaches to disaster risk reduction and management have become the new normal in the face of shifting economic, social and environmental impacts brought about by climate change (Ramalho, J., 2019). This makes the case that the perspective and involvement of parents in DRRM must also be taken into full account, along with teachers and their students, as a part of the community as a whole.

The above-mentioned information show that disaster risk reduction and management preparedness is essential in the Philippines, given its location that is prone to various calamities, to minimize damage and lessen casualties. Conducting this study will acquire information for the community to know what the students need more in order to be prepared in various disasters. By carrying out this study, the community will learn what resources the students and teachers, along with parents need most to be prepared for various disasters. This study will also provide information on how these types of drills affect the community's disaster readiness.

This study aimed to explore and describe the effects, impacts, and experiences of RSHS teachers, learners, and parents in disaster risk reduction and management, as well as describing their skills and competence in the said field. Specifically, it seeks to answer the following questions:

1. How do various emergency preparedness drills affect the skills and competence of parents, teachers, and learners in RSHS in their disaster risk reduction and management capability?
2. What knowledge and skills should the learners possess to be considered “prepared” in case of emergency?
3. How ready are the teachers, learners, and students of RSHS in disaster risk reduction and management capability?
4. What possible intervention could be proposed to improve the disaster risk reduction and management capabilities of RSHS learners, along with teachers and parents, and the community as a whole?

The general intent of this study was to investigate and describe the perspectives and experiences of teachers, students, and parents in disaster risk reduction and management, as well as assessing their competence and skills through their own experiences and self-assessment. Ten (10) students from the Regional Science High School for Region I, ten (10) teachers from the same school, and ten (10) parents whose children were studying from the Regional Science High School for Region I.

This study was conducted at the Regional Science High School for Region I in Bangar, La Union for the interview of teachers and students, while the interview of parent

respondents were conducted in their private addresses in Bangar and Balaaoan, La Union. The study was conducted from March to May 2023. A one-to-one semi structured interview was conducted with the thirty (30) respondents through a validated set of interview questions. This study has been delimited to the perspectives and experiences of teachers, parents, and learners in disaster risk reduction and management, as well as the description of their skills and competence in the said area.

The result of this study could subsequently help and benefit the community in a way that it could provide them better alternatives and possible shifts in DRRM policy that could cater concerns and take into full account the actual experience of people on the ground who experience such calamities. Further, it will also render new knowledge on the school administrators regarding the issues and concerns its stakeholders—teachers, parents, and learners—are facing in terms of DRRM. Moreover, this study could also be purposefully used by future researchers as a related literature and a guide to conduct their own research regarding the same ideas stipulated in this study in relation to disaster risk reduction and management.

To better discuss the content of this study, the following terms are defined according to how they are used in this study:

Emergency – an abrupt and dangerous situation that requires immediate intervention

Disaster damage – the whole or partial loss of physical assets, the interruption of essential services, and harm to sources of livelihood in the affected area which is typically defined in physical units (e.g. square meters of dwellings, kilometers of roads, etc.)

Disaster impact – the overall impact of a hazardous occurrence or a disaster, encompassing both positive and negative impacts such as economic benefits and losses

Climate change – a sudden, gradual change in the Earth's climate due to human or natural causes

CHAPTER II

METHODOLOGY

The discussion in this chapter contains the information demanded to completely meet the study's objectives, as well as taking into account the analysis and validity of the chosen research instrument and design, the respondents who will be interviewed, the process of data gathering, the nature of the data collection procedure, data analysis procedures, and various ethical considerations.

The researchers have undertaken qualitative research because this study focuses more on exploring, understanding and describing the experiences, skills, and competence of parents, teachers, and learners in terms of disaster risk reduction and management, and also on drawing from those data to form a practical intervention to the problems involved in this study.

According to Tenny, S. et al. (2022), qualitative research is a type of research which deals with exploring and providing deeper insights into real-world problems. This involves gathering data such as the perceptions, behaviors, and experiences of the research participants. It answers the questions of 'whys,' 'hows,' and patterns of human behavior which are hard to quantify in a normal quantitative form of research.

Particularly, a case study approach was utilized since it is used to describe and investigate thoroughly the experiences, skills, and competence of the respondents in disaster risk reduction and management, which is generalized to a population. This

approach involves an intensive analysis of a particular event, situation, organization, or social unit (Schoch, K., 2020).

Moreover, a descriptive research design was employed since the aim of this study is to systematically describe the experiences, perceptions, and phenomena that the respondents have encountered in terms of disaster risk reduction and management inside their areas of interest and to provide a precise portrayal or account of the different characteristics of a particular individual, situation, or group which aims to explore and discover new things and to describe them (Aggarwal, R., 2019).

Since the Philippines is prone to various natural calamities, the researchers have taken into full account the fact that every Filipino has experienced at least one disaster, which means that anyone that fall within the set of parents, teachers, and learners are taken as possible respondent. This made the researchers select its sample through convenience sampling technique in such a way that is the most easily available and accessible respondents which are sampled (Farrugia, B., 2019). According to Nikolopoulou (2022), convenience sampling is a type of non-probability sampling method where samples are selected because they are the easiest for the researchers to access.

The research sample in this study was thirty (30) participants, composed of ten (10) teachers, ten (10) students, and ten (10) parents from Bangar, La Union and Balaoan, La Union. According to Boddy, C.R. (2016), the recommended amount of sample in a homogenous population is twelve. Hence, the amount of respondents who were interviewed is adequate and more than enough. The participants were a sample selected from Bangar, La Union, and Balaoan, La Union for they are hometowns of the researchers.

A face-to-face interview was utilized between the respondents and the researchers. It provided the researchers with the opportunity to collect detailed and nuanced information. Since the interviewers and participants are engaging in a conversation, the participants can elaborate on their answers and provide additional information. This led to a richer understanding of the topic being studied. Similarly, the respondents were also given the freedom to choose the means by which they could be interviewed. Hence, an additional focused group interview and an online interview were also utilized to gather data, in accordance to the personal circumstances and preferences of the respondents. As noted by Basnet, H.B. (2018), a focused group interview happens when a small group of people respond to the set of questions the researchers ask in a moderated setting. An online interview, on the other hand, refers to a way of gathering data through an internet-based video conferencing softwares or any other messaging applications that could be done synchronously or asynchronously, with the researcher still having the chance to ask questions and do follow-ups as well as the respondents having the freedom to stop or express his or her own opinions and responses (O'Connor, H. & Madge, C., 2017). Semi-structured interviews were used by the researchers to efficiently collect data. According to Hassan (2022), both organized and unstructured interviewing techniques are used in semi-structured interviews. Although the interviewer may have a predefined list of questions, they are also free to ask additional questions in order to probe the interviewee's responses further. This allowed the researchers to extract important information and obtain more nuanced answers from the respondents. Ten (10) open-ended questions were presented to the respondents, along with enough time for them to freely express themselves.

In order to strengthen the credibility and validity of the research, the interview questions were subjected into rigorous checking and proofreading of experts to extract recommendations to improve the interview questions that are more suited to answering the problems posed in this study. According to Mohajan, H. (2017), validity is an important and fundamental feature in the evaluation of any measurement instrument or tool for a good research study. It is concerned with what an instrument answers and how well it does so. The validators of the interview questions were two Science teachers and one English teacher.

The researchers prepared beforehand a set of questions which revolved around the perspectives on disaster risk reduction and management of teachers, students, and parents, and the possible interventions to the current DRRM situation. They were also given a chance to ask questions from the researchers for further clarifications in the interview or follow-up questions.

The validity rating or mean that the researchers got from the validators' ratings was 4.67, which signifies that it is highly valid based on the Likert scale in Table 1. The interview questions were likewise validated by experts in the conduct of a research study, where two validators were Science teachers and the other one was an English teacher. This ensures a credible and high-quality set of comments and changes in the interview questions, such as the tone, grammar, and the alignment of the questions with the study's research questions. The highly valid rating of the interview questions indicates that the interview questions were related with and applicable to the objective of the study. In addition, the

researchers took into consideration and used the validators' feedback and recommendations for improving the interview questions.

The validity of the interview questions as the research tool for the study was interpreted using the five-point Likert Scale. The scale is shown in Table 1.

Table 1. Level of Validity of Interview Questions

Point Value	Statistical Range	Descriptive Equivalent Rating
5	4.51 – 5.00	Very High Validity (VHV)
4	3.51 – 4.50	High Validity (HV)
3	2.51 – 3.50	Moderate Validity (MV)
2	1.51 – 2.50	Poor Validity (PV)
1	1.00 – 1.50	Very Poor Validity (VPV)

The respondents were given an informed consent form for them to read and sign, formalizing their agreement to participate in the research study. Before the interview took place, the informed consent was discussed. The informed consent form is an information sheet that contains specific information about the aim of the research study, guarantee anonymity and confidentiality, and further information on how the interviews will be done (Manti, S., 2018). This process is important in order to ensure that the study will follow appropriate ethical principles and research guidelines.

The data gathering was conducted on May 2023. Documenting materials such as cameras and audio recorders were used to gather and document the data and information needed for the study. The audio recordings of the respondents were carefully and rigorously

analyzed. After the data collection, their responses were organized and interpreted to formulate a conclusion.

Furthermore, in analyzing the results of the data, the researchers used the thematic analysis approach to interpret the gathered data. This approach involves reading over a data set and looking for patterns in meaning to derive themes. Thematic analysis involves an active reflexive process in which the researcher's personal experience is crucial to extracting meaning from the data. (H, L.Y., 2023). Thematic analysis was used because it not only made it easy to study the respondents' responses but also because it successfully segmented a wide range of thoughts the participants stated. In the context of this study, the responses were categorized in a repertory grid to fit in various themes which were aligned to the research questions of the study. Through thematic analysis, the researchers were able to simplify the study and extract appropriate conclusions.

Additionally, range of different ethical concerns were taken into full account by the researchers. First, the researchers asked for the respondents' consent and permission before the interview took place. According to Nijhawan, L. et al. (2013), informed consent has been recognized as an essential part of ethics in research conducted in different fields involving human participants.

The researchers have followed such ethical principles. To wit, the personal identity of the respondents was secured and held confidential by the researchers. It is also of their choice if they wish to reveal or include their names or not in the research study. The APA format of citation was religiously followed to credit other authors for their work and

prevent plagiarism. All in all, honesty, integrity, and truthfulness were practiced by the researchers throughout the conduct of the study.



Figure 1. Flowchart of the Data Gathering Process

CHAPTER III

FINDINGS AND DISCUSSION

As the Philippines is part of the Pacific Ring of Fire and experiences many disasters annually, the government along with various community organizations have adopted many proactive measures such as drills and disaster preparedness conferences, even putting it in the high school curriculum. This has induced manifold organizations to investigate the current preparedness capabilities of institutions and systems. It only reinforces the fact that well-planned disaster risk reduction program is effective in minimizing hazards and casualties (Lopez, Jr. G.P. et al., 2022). Although many studies have been done to describe and investigate the perspectives and experiences of people in disaster risk reduction and management, much of it still does not take into account the tripartite experiences of teachers, students, and parents who are among the most affected when a disaster strikes. Hence, this chapter deals with the presentation, interpretation, and analysis of data gathered from the face-to-face interviews, online interviews, and focused group interview with students, teachers, and parents.

Fifteen (15) themes emerged based on the answers of the respondents, namely: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Still Water Run Deep,” “Wildfire Amid the Trembling,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Unruly As a Bull,” “Budding Flowers,” “A Flower’s Soil,” “Second Parents,” “Second Home,” “Pliant Like a Bamboo,” and “Do No Harm,” in order.

The Spear and Shield

In an increasingly unpredictable world, disaster preparedness training and drills have emerged as crucial tools in safeguarding lives and communities. Grounded in extensive research and supported by empirical evidence, these initiatives serve a paramount purpose in equipping individuals with the knowledge, skills, and confidence to effectively respond to emergencies. This section entitled “The Spear and Shield,” explores the significance of disaster preparedness training and drills, shedding light on their ability to save lives, mitigate risks, and foster community resilience.

It is observed with the transcribed responses of the participants in the study, the researchers have seen that most of the respondents had already participated in various training and drills whether it is in the school or community-based programs. As one teacher respondent stated “*Yes, I have attended trainings regarding disaster risk reduction sponsored by the Philippine Red Cross where in which, number one they discussed to us the different concepts regarding disaster risk reduction and at the same time the different outlines or the different emergency hotlines that you need to contact in times or in case of calamities, plus of course they demonstrated how to uh, conduct CPR at the same time how to apply first aid, those are the skills that I acquired during the training.*”

A study conducted by Helsloot and Ruitenberg (2004) demonstrates the transformative impact of disaster preparedness training on community resilience. The research reveals that individuals who participate in comprehensive preparedness programs possess a deeper understanding of evacuation procedures, first aid techniques, and effective communication strategies. Equipped with this knowledge, they are better prepared to

respond promptly and efficiently during crises, contributing to a more coordinated and resilient community response.

Another respondent said, “*Ah, meron namang mga earthquake drill ganon, tas meron yung mga Red Cross training namin. Syempre yung additional knowledge, parang mas maging aware ako sa mga kailangan kong gawin. And parang na-practice naming yung parang proper na pagconduct ng drill since tinuturo naman yun sa mga training. Dati, before training, before training uhh hindi pa ako fully aware if correct yung ginagawa ko so may doubt pa if tama, so after training mas na-enhance yung skills,*” expressing the advantages and benefits of attending training. (Ah, there are earthquake drills, but we have our Red Cross training. Of course, the additional knowledge seems to make me more aware of what I need to do. And it seems that we have practiced the proper conduct of the drill since it is taught in the training. Before, before training, before training uhh I wasn't fully aware if what I was doing was correct, so there was still doubt if it was correct, so after training the skills were more enhanced.)

On the other hand, a respondent emphasized that those emergency preparedness initiatives were not enough to make a certain person well-knowledgeable and prepared during an unexpected calamity. “*Actually po yung participation ko in various disaster risk reduction training uh, it didn't give me a lot of knowledge about those po so yung mga knowledge ko po above doon is nalaman ko lang po thru Health po naming na subject.*” (Actually, my participation in various disaster risk reduction training uh, it didn't give me a lot of knowledge about those, so the knowledge I have above there is only known through our Health subject.)

Research conducted by Eisenman et al. (2009) highlights the need for a holistic approach to student preparedness. While training and drills serve as valuable components, they are most effective when integrated with other elements such as education on risk awareness, development of critical thinking skills, and fostering a culture of preparedness within the educational environment. This comprehensive approach expands the scope of preparedness beyond the mere technical aspects covered in training sessions.

Disaster preparedness training and drills instill a profound sense of empowerment and confidence among individuals. When equipped with knowledge and skills to handle emergencies, people become active participants in their own safety and that of their communities. This self-assurance translates into faster decision-making, effective resource utilization, and increased resilience. A study by Lindell and Perry (2012) shows that communities with robust preparedness programs experience reduced economic losses, shorter recovery periods, and decreased psychological trauma in the aftermath of a disaster. By investing in training and drills, societies can cultivate a culture of preparedness, bolstering confidence and resilience among their citizens. Disaster preparedness stands as a formidable weapon, combining the piercing strength of a spear with the defensive reliability of a shield. It enables individuals and communities to confront adversity head-on, forging a path to resilience and ensuring a safer and more secure future.

Navigating the Darkest Corners

In the vast universe, there is crucial knowledge about disaster readiness. This knowledge helps people understand the importance of being prepared and having a wide perspective. When faced with adversity, a resilient spirit emerges victorious. Disaster

preparedness nurtures this spirit and empowers individuals and communities to overcome calamities. The Federal Emergency Management Agency (FEMA) whispers a sacred truth: education in preparedness becomes the beacon of hope, empowering souls to navigate the darkness and forge a path to resilience.

“Siguro po like pang-primary po alam niya, yung ibig sabihin ng typhoon warnings, alam niya yung kung anong ini-indicate ng signal #1 ganon,” most respondents explained, pointing to the importance of having awareness of the fundamentals and basic knowledge in disaster preparedness. A study by Choung (2017) identified key knowledge areas that individuals should have for effective disaster preparedness. These include understanding evacuation procedures, knowing how to access emergency alerts and warnings, and being aware of the potential impacts of different hazards. (Maybe he knows the primary [understanding], the meaning of typhoon warnings, he knows what signal #1 indicates.)

Another respondent added, *“I believe I’m something... I believe I’m no expert but I have the basic knowledge in terms of these issues. I think I’m not yet an expert but I think I have the basic knowledge to do the most basic and necessary things to do during a disaster,”* expresses a self-assured belief in possessing a certain level of understanding regarding a specific subject matter. Although acknowledging their non-expert status, they maintain confidence in possessing rudimentary knowledge relevant to the discussed issues. While recognizing that they have not attained expert status, they firmly assert their capability to undertake essential actions and fulfill basic requirements in the event of a disaster.

When individuals and communities are aware of disaster preparedness, they can respond effectively during emergencies. This resilience helps communities recover more quickly and reduces long-term impacts. The Federal Emergency Management Agency (FEMA) states that preparedness education empowers individuals to take necessary actions before, during, and after disasters. *“Maybe if the person knows what to do before, during and after a disaster. A person who is knowledgeable enough would not be uhm... hindi siya magiging, like do that panic thingy, or more like parang alam niya kung ano gagawin niya and would save ah... prioritize herself first rather than others,”* another respondent emphasized. (Maybe if the person knows what to do before, during and after a disaster. A person who is knowledgeable enough would not be uhm. He won't be, like do that panic thingy, or more like he knows what he's going to do and would save ah prioritize herself first rather than others.)

Research by Helsloot & Ruitenberg (2004) highlighted that primary knowledge of disasters enables individuals to make informed decisions during high-stress situations. This knowledge equips individuals with the understanding of evacuation routes, safe shelters, and necessary protective measures, enabling them to respond effectively and quickly in the face of a disaster. This means that having primary knowledge in facing a disaster, whether it is with or without warning, is crucial for several reasons. First and foremost, it empowers individuals to take immediate action to protect themselves and others. By understanding the potential risks and knowing how to respond effectively, people can minimize injuries, save lives, and reduce property damage. Moreover, being knowledgeable about disaster preparedness allows individuals to make informed decisions before, during, and after a disaster. They can develop emergency plans, assemble essential supplies, and establish

communication channels, ensuring a higher level of resilience in the face of adversity. Additionally, having primary knowledge enables individuals to assist others in need, whether it be providing first aid, offering shelter, or organizing relief efforts.

In the realm of disaster preparedness, knowledge becomes the steadfast guardian of life itself. The United Nations Office for Disaster Risk Reduction (UNDRR) unveils a profound truth: for every pesos invested in preparedness, a hundredfold return in saved lives can be reaped, transforming the seeds of awareness into a majestic forest of protection. This should not merely skim the surface but embark on a quest to unlock the depths of wisdom. For in the vast expanse of disaster preparedness, unique awareness empower a narrative of strength, unity, and survival. In its embrace, it unlocks the celestial gates of understanding, enabling it to navigate the darkest corners of calamity with unwavering clarity and purpose.

Bridging the Readiness Gap

In the field of disaster preparedness, an often overlooked but critical demographic is not just youths but the whole humanity in general. While they represent the future, the result of the responses from the respondents have revealed a concerning trend of unreadiness among people when it comes to facing emergencies.

As a student respondent stated, "*Siguro po hindi po masyadong prepared kasi uhm halos like surface level lang po yung naiintindihan or yung pwede kong ma i-apply and siguro madadala po ng human emotions din pag totoong buhay na po,*" expressing the lack of knowledge about disaster preparedness. (Maybe I'm not very prepared because, uhm, I only understand almost like surface level or what I can apply and maybe I will be carried

by human emotions when it's real life.) "I'm sure na madami din pong nakakadanas. Lalo pag friendly conversations na....na namemention din po kasi yung mga ganyan minsan sa mga conversations namin. Lalo nung nag earthquake sinasabi po nila na hindi po nila alam yung gagawin nung earthquake so alam ko pong hindi lang ako yung may karanasan," he added. (I'm sure many people experience it too. Especially when it's friendly conversations....which is also mentioned because those kinds of things are sometimes in our conversations. Especially when there was an earthquake, they said that they didn't know what to do during an earthquake, so I know that I'm not the only one who has experience.)

A study by Lindell and Perry (2012) found that individuals possess inadequate understanding of effective preparedness measures, including emergency plans, evacuation procedures, and essential supplies. This knowledge gap contributes to unreadiness, as people are unsure of the actions to take during disasters. It emphasized the lack of knowledge and awareness as significant barriers to preparedness.

On the contrary, some respondents also said that they are ready enough to face any adversities. As one teacher respondent shared "*I can assess myself as being ready well-off when it comes to Disaster Risk Reduction and Management since I have also co-teacher which also teaches this subject Disaster Risk Reduction and Management and of course he also informs us about the things that uh we should know about the disasters and calamities that might happen. This things should be done like this and like that, and of course my knowledge as a first aider I'm sure that this will also equip me well in supporting the idea that I am ready and well-off in facing this kind of calamities.*"

Preparedness plays a crucial role in minimizing the impact of disasters. It emphasizes the need for ongoing public education, awareness campaigns, and the development of resilient communities to enhance preparedness and response capabilities (Zhang & Wang 2018).

The un readiness of individuals in disaster preparedness presents a complex challenge that requires creative and innovative solutions. By addressing the perception of invulnerability, increasing knowledge and awareness, considering psychological and emotional factors, mitigating economic constraints, improving communication channels, and fostering community engagement, can strive to bridge the readiness gap.

Still Water Run Deep

In a study by Pham, M.T. (2007), emotional states influence people's reasoning processes and their logical rationality. This means the emotional state of someone could directly affect the way a person reacts and acts during a disaster. This could cloud the person's ability to recognize the proper ways to approach the situation, to filter what to do and what not to do, and how to maximize safety and minimize risks.

When asked about how they classify whether a person is prepared during a disaster, one of the respondents said, “[*a person is prepared when he or she has] the ability to be calm in a disaster and know what to do ... [it is] very important because if you're panicking at that moment, you're blocking out the thoughts that you should be thinking during a disaster.*” Although people have been trained on the ways and methods of minimizing risks during a disaster, the lack of emotional control of people could put all those in jeopardy. The respondent continued, “... *a person who is panicking within an earthquake don't [sic]*

really know what to do and just run and run and run until there's a safe place which is wrong. They should be following the duck, cover and hold, which should...ideally save their lives and lessen the injury within that person."

As noted by McCabe, O.L. et al., (2013), there appears to be a lack of psychological training in disaster preparedness theory and practice, with most current policies and research concentrating on how to physically prepare people for natural disasters. The lack of focus on DRRM trainings on the way people hold their emotions together could result to lack of organization, proper application and correct measures which could compromise the performance of people in reducing disaster risks and how to act during natural calamities. Individuals need to be psychologically prepared to successfully manage a disaster warning situation or disaster impact, and to reduce the resulting psychological distress (Zulch, H., 2019). These studies support the answer of the said respondent and many others who espoused the same response.

Managing emotions is often ignored and neglected during drills and conferences or trainings in DRRM which mostly focus on the do's and don'ts during a disaster. But managing emotions is no mean feat. This involves consistent training and clear thinking which could be honed through experience and proper guidance. It is critical that this skill be improved because as said by same study of Zulch, H. (2019), psychological preparedness prior to disaster may enable individuals to anticipate and identify their feelings, and to manage their emotional responses, resulting in the engagement of better coping mechanisms and minimized disaster casualties and risks. The path may be long and rugged, but the rough crests and troughs could be lulled through years of psychological

trainings on DRRM, just as a calm river flows smoothly in a bank, because indeed still water run deep, with treasures of experiences beneath the wave.

Wildfire Amid the Trembling

There is no doubt the modern world has long integrated social media and the internet in many of its societies. It serves as an avenue of free expressions and sharing of information swiftly with friends or anonymously. This has become very popular among the masses because of its cheap price and efficiency. However, social media is a double-edged sword that could proliferate fake news and misleading information that could have severe impacts on the way people act or react to something (Shu, K. et al., 2017).

Such fake news may spread even during a disaster, causing chaos and confusion, leading to misguided actions which could impede the efforts of various organizations and the government to manage disaster impacts. A respondent shared his experience during the July 2022 earthquake in Ilocos, “*I actually live uh near the shore tapos meron pong merong lalaking nagkakalat na ‘magkakaroon ng tsunami, magkakaron ng tsunami’ gano’n po yung sabi niya and syempre po na-alert ako kasi parang nakita po nila tapos nag-panic po agad sila...nag...nag-spread po sila ng misinformation which nag-cause din po ng panic. ‘Yung naisipan ko din po na pumunta po sa plaza pero po it turns out wala naman pong tsunami.*” (I actually live near the shore and someone was spreading the news that tsunami is coming so I was alerted because I saw how others also panicked...after spreading misinformation, which also caused undue panic. I also thought of going to the plaza, but it turned out tsunami was not coming.)

Hunt, K. et al. (2020) also noted that since the integrity and accuracy of emergency communications, misinformation proves to be very dangerous in such menacing situations because the truth could be twisted or deformed which could play people's emotions and do what they should not. This proves that proper education and knowledge of the basic nature of how a disaster happens and what to do are vital in minimizing disaster harm. The same study also suggests that major accounts such as government agencies must quickly dispel false rumors in a way that reaches a lot of people in a short period of time.

In contrast to another respondent's answer who shared the same experience, “*...that time si ate naka-stay siya sa social media; hindi naman nag-panic si ate so parang kalmado naman ako do'n kasi kinikilatis talaga ni ate yung...yung right sources niya 'yung mga sa social media kung tama talaga na may tsunami, talagang dadating or wala. Pero parang ngay...dahil do'n parang mas naging assured ako na magiging safe naman kami dahil sa sane naman yung utak ni ate that time...*” (That time [during the July 2022 Abra earthquake], my sister stayed on social media. She did not panic so I was also calm because she really examined the right sources in social media if there really was an approaching tsunami or none, and my sister maintained her sanity.) This response highlights and corroborates to the literatures cited on the importance of sanity and the ability to sift through facts and mistruths amid disasters because it could guide you to do better in assessing the situation and subsequently do the right steps during and after the disaster.

Another response of one of the participants highlights the need for education to avoid fake news from proliferating, “*...since I was a Science teacher, I was able to discuss to them [my family] what happens during an earthquake, what usually happens after an earthquake, [and] that's the reason why they didn't panic that much because they believe*

in my ideas as well. I've also told them the sources that I have read so that they believe me, to my claims."

Currently, the world faces many challenges in combatting fake news. But it is important that in order to stop the wildfire that is misinformation from spreading faster than truth, one must be as rational and educated as possible to extinguish its flames before it engulfs everything and erodes measures in reducing disaster risks and managing natural hazards.

A Tapestry of Connection

Effective communication and social skills are indispensable elements in disaster preparedness and response efforts. Timely and accurate information dissemination, facilitated by communication skills, empowers individuals and communities to make informed decisions and take prompt action. Meanwhile, strong social skills enhance community resilience by fostering trust, encouraging collaboration, and enabling effective leadership. As the world faces an increasingly complex and uncertain future, the cultivation of these skills becomes imperative, as they form the bedrock upon which resilient communities are built. By recognizing the significance of communication and social skills, citizens can better equip themselves to navigate the challenges of disasters and build a safer world.

"...so kapag ganyan ang usapan uh we were thought na dapat uh being therapeutic is the best way to communicate to your patients, kasi syempre hindi mo kailangang maging uh gaano ka professional magsalita kailangan mo ding maging ethical and therapeutic in a way na maa-assure mo yung patient mo na everything will be okay, everything will be

just fine. Na hindi sila mapapahamak kasi nga nandoon ka, you are there to assure them na magiging okay din ang lahat...,” one respondent stated. (...so when the conversation is like that uh we were thought that it should uh being therapeutic is the best way to communicate to your patients, because of course you don't have to be uh how professional you speak you also have to be ethical and therapeutic in a way that you can assure your patient that everything will be okay, everything will be just fine. That they will not be harmed because you are there, you are there to assure them that everything will be okay...)

Communication plays a fundamental role in disaster preparedness and response, acting as a vital conduit for sharing critical information, coordinating efforts, and facilitating swift action. Research conducted by Drabek (2014) underscores the importance of effective communication in disaster situations, stating that it "enhances situational awareness, enables timely decision-making, and facilitates efficient resource allocation."

As one teacher respondent stated "*Yes it gave me a proper tool in communication. Let's say for example my training in first aid. If someone is unconscious the first thing we really need to do is talk like “sir are you okay?”, “sir/mam can you hear me?” something like that. That is the first thing we need to say to our patient or to our casualty. It also affect me in the communication since me being a teacher. I've learned how to communicate myself or let's say natutulungan ko yung ibang tao at the same time. Ako ay nakakapag communicate sa aking mga learners and sa mga kapwa ko guro so it also affected me in a positive way.*" (*Yes it gave me a proper tool in communication. Let's say for example my training in first aid. If someone is unconscious the first thing we really need to do is talk like "sir are you okay?", "sir/mam can you hear me?" something like that. That is the first thing we need to say to our patient or to our casualty. It also affects me in the*

communication since I am a teacher. I've learned how to communicate myself or let's say I can help other people at the same time. I am able to communicate with my learners and my fellow teachers so it also affected me in a positive way.)

On the other hand, a respondent said "*I think no[t] because I didn't really take...I don't have social skills. I'm too shy to talk to people.*" Shy individuals may be less likely to approach others for information or assistance during a disaster. This can result in a lack of access to critical resources, such as evacuation routes, emergency shelters, or medical aid. Study of Zadro (2021) have indicated that shy individuals may feel apprehensive about seeking help or engaging with strangers, leading to reduced access to necessary support services.

Further, another respondent emphasized the importance of having emergency hotlines that should always be phonebooked on their mobile phones. "*Yung mga hotlines, oo, kasi number one yun uh alamin natin lahat ng hotlines ng in any agencies in any particular na yon sa NDRRMC (National Disaster Risk Reduction and Management Council) kasi sila yung una natin hihingan ng tulong pag nangyari na yong disaster na yon. Kaya lagi nasa cellphones yung mga hotlines, mga cellphone numbers nila.*" (The hotlines, yes, because that's number one, let's find out all the hotlines of, in any agencies in any particular at the NDRRMC (National Disaster Risk Reduction and Management Council) because they are the first to ask for help when a disaster occurs, that's it. That's why the hotlines are always on cellphones, their cellphone numbers.)

Emergency hotlines typically have a nationwide reach, ensuring that individuals can seek help regardless of their location within the country. The availability of a universal emergency hotline number provides consistency and standardization in accessing

emergency services, reducing confusion and facilitating a swift response (Center for Victims of Crime, 2021). According to the World Health Organization (2018) emergency hotlines serve as a centralized communication hub for coordinating emergency response efforts. When individuals dial these hotlines, their calls are directed to trained operators who can quickly assess the situation and dispatch appropriate resources, such as police, fire services, or medical personnel, to the scene.

Having emergency hotlines accessible on mobile devices empowers individuals to take swift action, connect with trained professionals, and initiate emergency response efforts effectively. It is crucial to familiarize oneself with the emergency hotline numbers in the region or country of residence and to ensure that these numbers are easily accessible on mobile devices to be prepared for unexpected emergencies.

In the face of adversity and chaos, the significance of communication and social skills becomes magnified, serving as vital threads that weave together the fabric of disaster preparedness and response. As noted by Houston, J.B. et al. (2019), disaster communication is an important feature of natural or human-caused disaster mitigation, preparedness, response, and recovery. As communities and individuals navigate the treacherous terrain of disasters, the ability to communicate effectively and exhibit strong social skills becomes a beacon of hope.

To Wield the Rod of Asclepius

The Rod of Asclepius, a symbol of healing and medicine, represents the dedication and compassion in the medical field. In a unique perspective, this explores how individuals who wield the symbol can also possess the essential skills of performing first aid in disaster

situations. Possessing knowledge and expertise in first aid can make a significant difference when immediate medical assistance is required. By combining the principles embodied in the Rod of Asclepius with the practicality of first aid training, individuals can become effective responders during emergencies, contributing to better outcomes in disaster situations. It elucidates how individuals who embrace the symbol can acquire empirical abilities that affect effective emergency response in times of calamity.

During disasters, such as earthquakes, floods, or hurricanes, emergency services may face delays in reaching affected areas. In such circumstances, having individuals trained in first aid can bridge the gap and provide vital assistance until professional help arrives. Being equipped with these skills can empower individuals to take prompt action and save lives in critical situations. For instance, immediate cardiopulmonary resuscitation (CPR) can double or even triple the chances of survival for individuals experiencing cardiac arrest (AHA, 2021).

A parent respondent stated, “*Kasi as far as I know, ang alam ko na pinaka first step na dapat na gawin sa mga ganyan is to know the, ano, the first aid, like kung may mga pasyente na, regarding sa mga pasyente about sa CPR, they should know how to do the CPR to the patient. Pag mga disasters naman like mga typhoon, or kwan uh ang alam ko dapat maging alert sila para to rescue immediately the victims, dapat naka ready lahat ng gamit sa pag rescue,*” highlighting the importance of having knowledge in first-aid in times of disasters. (Because as far as I know, what I know is that the first step that should be taken in such cases is to know the, what, the first aid, like if there are patients, regarding the patients about CPR, they should know how to do the CPR to the patient. When there

are disasters like typhoons, or as far as I know, they should be on alert to rescue the victims immediately, all rescue equipment should be ready.)

Disasters often result in injuries ranging from minor wounds to severe trauma. The prompt and correct application of first aid can minimize the risk of secondary injuries, prevent infection, and promote faster recovery. A systematic review published in the Journal of Trauma Nursing found that individuals with first aid training demonstrated improved wound management, leading to decreased complications and better outcomes (James et al., 2018). These findings emphasize the value of first aid skills in preventing further harm and ensuring optimal care during crises.

Another parent respondent emphasized, “*Pag isa ka rin trained sa isang disaster, dapat, basic yon kasi na training sa first aider hindi mo man na i aapply at least may background ka sana. Halimbawa, yung example natin yung nabagsakan ng kahoy hindi mo basta-basta tatanggalin yung kahoy, baka may mga part na makaka injure sa pasyente o sa victim na yon at hindi natin alam, so yung una bilang isang first aider dapat alamin mo rin na dapat safe kayo sa lugar bago ka tumulong sa iba and secondly kung may nadaganan ng kahoy na ganon alamin mo sa sarili mo kung ikaw ba ay marunong mag handle ng ganon eventually. Ano ba yung mga kailangan mong tools? Mga ganon, so dapat pag may halimbawang ganon kumuha ka ng kasama mo na magbubuhat ng kahoy, kasama mo na mag ooperate ng chainsaw para matanggal siya sa isang nakadagan sa isang tao. Maghanap, communicate with others tapos I would suggest na meron tayong mga contact numbers para pag may emergency alam natin yung mga tatawagan natin. Sa bahay nag print ako ng mga agencies na nandon uh Red Cross, yung fire sa Balaoan, Police station mga ganon na nandoon lang sa may landline kasi kung halimbawa na battery empty tayo*

gaya ng cellphone hindi na natin alam yung tatawagan kaya mas maganda kung magprinted pa rin na contact numbers, in terms of emergency.” A study published by Hirshberg et. al, (1999) examined the outcomes of a large-scale earthquake and found that individuals with first aid training played a crucial role in triaging and providing initial care to injured individuals, ultimately contributing to reduced mortality rates. (If you are also trained in a disaster, you should, because that's basic first aid training, you won't even have to apply, at least you should have a background. For example, our example is the one that was felled by a tree, you can't simply remove the tree, there might be parts that can injure the patient or the victim and we don't know, so the first as a first aider you should also know that you should be safe in the area before you help others and secondly if someone runs into a tree like that, find out for yourself if you know how to handle it eventually. What are the tools you need? Such things, so when there is an example like that, you should get someone with you to lift wood, with you to operate a chainsaw so that he can be removed from someone who has run over someone. Search, communicate with others and then I would suggest that we have contact numbers so that in case of an emergency we know who to call. At home I printed out the agencies that are there uh Red Cross, the fire in Balaoan, Police station and so on it's only there with the landline because if, for example, the battery is empty like a cellphone, we don't know who to call, so it's better if we still have printed contact numbers, in terms of emergency.)

According to the World Health Organization (2016), basic life-saving techniques, such as cardiopulmonary resuscitation (CPR) and controlling bleeding, which can be learned through first aid training, are very crucial and fundamental things to be learned by everyone. The American Red Cross stresses the significance of timely and appropriate first

aid interventions that can significantly improve survival rates and reduce long-term complications during emergencies.

Moreover, a teacher respondent have said the lacking of these initiatives to fully mandated for citizens especially on students in the country, "*My suggestion is to conduct CBDRRM Training to increase awareness and skills on students and Occupational First Aid Training with CPR+AED life support be included to the DepEd Curriculum for High School Students to equip every students become a disaster resilient as early as their age and for them to be able to adapt Climate Change and learn effective climate change adaptation.* Integrating first aid training into the curriculum not only enhances students' practical skills but also fosters a culture of safety within educational institutions. A research study conducted by Rasmussen et al. (2019) highlighted that schools that implemented comprehensive first aid programs experienced a positive shift in safety awareness, leading to reduced injury rates and increased preparedness for emergencies. By prioritizing first aid education, it creates a safer environment for students and educators alike.

To wield the Rod of Asclepius in the context of disaster readiness is to harness the symbol's essence of healing and compassion, combining it with practical first aid skills. Extensive action supports the vital role of first aid in effective emergency response, showcasing how these skills contribute to saving lives and minimizing long-term complications. By embracing first aid training and incorporating the principles of the Rod of Asclepius, individuals can make a tangible difference in disaster scenarios, bolstering community resilience and enhancing overall preparedness.

Shaping a New Destiny

In a world where disasters strike with unforgiving force, people find themselves in a constant battle against nature's wrath. However, amidst the chaos and destruction, there lies an untapped resource that holds tremendous potential—the youth. This section aims to explore the extraordinary significance of cultivating youth awareness in disaster preparedness. Through a captivating journey of research findings and the transformative DepEd Order No. 53 series of 2022, these shall unravel the hidden powers that lie within young champions.

Educational institutions serve as essential platforms for imparting disaster preparedness knowledge to the youth. DepEd Order No. 53 series of 2022, entitled "Integrating Disaster Risk Reduction and Management Concepts in the K to 12 Curriculum," underscores the government's commitment to integrating disaster risk reduction and management (DRRM) concepts across subjects and grade levels. Signed by the DepEd Secretary, Sara Duterte, this initiative aims to enhance students' understanding of hazards, risk assessment, and emergency response strategies.

One of the parent respondent said that "*Oo, dapat included siya sa school lalo na ang Pilipinas ay sinabing kabilang sa Pacific Ring of Fire kaya dapat lagi tayong handa, kahit nasaan ka man, wala kasing pinipili ang disaster, bata ka man o matanda so kailangan talagang included siya sa school,*" ensuring that this action will provide enough advantage of disaster preparedness on youths. (Yes, it should be included in school, especially since the Philippines is said to be part of the Pacific Ring of Fire, so we should always be prepared, no matter where you are, disaster doesn't matter, whether you are young or old, so he really needs to be included in school.)

In the study by Lindell & Perry (2012) noted that educating young people about disaster preparedness plays a vital role in mitigating risks and reducing the impact of disasters. By equipping them with knowledge about potential hazards, emergency response procedures, and preventive measures, youth become proactive participants in their communities' disaster resilience.

However, another respondent emphasized the gap and lack of applications having this kind of initiative. "*I disagree with that na pure knowledge lang since meron namang ibang students na they learn visually and if I have uh or kung may chance ako na makausap yung Department of Education they should focus more on application not on books. They should uhm kapag yung subject na Disaster Risk Reduction is dapat more on application talaga like sa bandages, sa carrying or sa dapat gawin. Hindi lang yung nagbabase sila sa mga books kasi uhm pwedeng malito yung mga students or hindi nila like binabasa lang nila, kinakabisado pero hindi naman nila alam i-apply.*" (I disagree with that it's just pure knowledge since there are other students who learn visually and if I have uh or if I have a chance to talk to the Department of Education they should focus more on application not on books. They should uhm when the subject of Disaster Risk Reduction should be more on application like bandages, carrying or what should be done. It's not just that they base it on books because uhm, the students can get confused or they don't like it, they just read it, memorize it but they don't know how to apply it.)

A study by Dynes, R. & Tierney, K. (1994), hands-on training and experiential learning contribute to building adaptive capacity and improving overall disaster response. The role of real-life experiences and practical applications in disaster preparedness can contribute to a broader area of knowledge and as well emphasizes the importance of

simulations, drills, and exercises to enhance individuals' ability to respond effectively during disasters.

In the saga of disaster risk reduction, it unveils a hidden truth—youth engagement reshapes destinies. Armed with fresh perspectives, innovative ideas, and an unyielding passion for change, young architects forge a path towards societal transformation. They become the catalysts for policy reform, advocates for effective disaster management strategies, and the driving force behind a world that is prepared for any challenge.

Unruly As a Bull

Students are still children. This means they still possess childish behavior, which could sometimes interfere with their trainings in disaster risk reduction and management. When a teacher respondent was asked on the behavior of the students during disaster drills, the respondent shared, “*...hindi nila [students] sineseryoso ‘yung mga about sa mga drills and mga hindi nila alam yung mga don’ts and do’s during calamity...once na magkaroon ng totoong calamity, hindi na nila alam kung ano ‘yung gagawin nila.*” (They [students] don’t take disaster drills seriously and they are not aware of the do’s and don’ts during a calamity...once there is an actual calamity, they wouldn’t know what to do.)

The response corroborates with the study of Parlak, L. et al. (2023) which noted that students are not concerned with the occurrence of disasters, lack motivation for disaster preparedness, have low awareness and low knowledge about evacuation exits and evacuation areas of their schools, lack personal disaster preparedness, and the presence of various behavioral responses that do not support self-protection during seismic activity.

The same respondent continued, “*...hindi naman nila [students] sineseryoso at ina-apply ‘yung mga natutunan nila...during drills.*” (...They [students] don’t take the drills seriously and they don’t apply what they learned from it.) This observation is a dire portent of what may happen during an actual calamity, where students could act childishly and would contribute more to the failure than the success of the DRRM efforts of the community.

Although these responses may show that students could get unruly as a bull, another student respondent shared, “...even if they [students] don’t take it [disaster trainings] too seriously, they are still getting some knowledge.” This reflects that although the recalcitrant attitude of students during disaster drills, at least they have a hint of knowledge and a semblance of what to do in a disaster.

This, however, does not imply learners are already equipped with the knowledge and skills needed for a proper disaster risk reduction and management performance. There is still a long way to go, but tiny steps, in spite of the youthful rebellion, make a difference. As highlighted in the study of Perry, R.W. (2004), disaster drills are effective at increasing perceptions of response knowledge or how to respond during a disaster in a composed way. It would, therefore, fall within the community, teachers, and parents on how to make this unruly bull disciplined and cut its horns preemptively.

Budding Flowers

Students, if not the youth, are the lifeline of a nation. They grow to become adults and take in charge of the next generation that will replace them. It is an inevitable process

of nature, like a flower that grows then withers, making way for another petals and seeds to flourish.

To successfully teach the students today on the skills necessary in DRRM is already to make a lasting legacy that strengthens society, to form a ripple that turns into waves. As said by a respondent, “*...we students dapat is meron din tayong knowledge about sa disaster risk and reduction para hindi lang tayo umaasa sa mga adults if ever na or merong in case of calamity.*” (...we students should really have knowledge about disaster risk reduction so we would not depend too much on adults if calamity strikes.)

Further, as highlighted by Tkachuck, M.A. et al. (2018), experiences increase preparedness. It highlights the need to further focus and emphasize simulation exercises and drills to teach students what to do in the event of a natural disaster, as compared to simply providing them information. This means drills and trainings are necessary, like water and sun, to let students grow on their knowledge of disaster preparedness.

However, as noted by Kapucu, N. et al. (2013), trainings and exercises require an extensive amount of resources and are unfortunately done inconsistently and not too frequently. This could have significant impact on the way students conduct themselves during an actual disaster, in a way that erodes and limits the application and information they receive regarding disaster preparedness.

These studies go in line with what another student respondent shared, “*I think dapat po mas consistent po ‘yung mga trainings nila kasi minsan po...minsan lang po tayo nag co-conduct ng mga training. I think dapat po every month or two times in a month para po maalala talaga kasi mabilis lang po talaga makalimutan po.*” (I think the trainings should really be consistent because sometimes...we only conduct trainings occasionally. I think it

should be every month or twice a month so we would really remember those information because they are quick to be forgotten.)

Indeed, a student is as delicate as a petal. With proper care, however, it could grow into a blooming flower that carries with it the pigments of its knowledge, kept strong by the roots and soil whence it sprung. And in this context, consistent care—disaster trainings, drills and proper guidance from the community—strengthens the plant so that others may take its shade amid a searing sun. To ensure students are kept well informed frequently and consistently in disaster preparedness is to take precautionary measures that will allay the upcoming storm by a stern, firm, solid mangrove plant defense.

A Flower's Soil

A parent is considered to be a child's first and greatest teacher in life. Parents are conventionally thought of as the only ones responsible for the proper rearing and growth of their child. This presupposes that parents should have some role in DRRM and in teaching their child of what to do and how to prepare for a disaster.

When asked whether parents should have more role in DRRM, a respondent shared, “...[Yes, I agree because] ang mga bata naman kasi palaging...mostly nakikinig sa mga parents nila and...I know din for a fact that lahat ng mga sinasabi ng parents natin is para din sa ikabubuti natin. So...it would be very much helpful if ‘yung mga parents natin also educate their children about disaster risk management.” ([Yes, I agree because] children are always...mostly listening to their parents...and I know for a fact that what they are telling us are for our own good. So...it would be really helpful if our parents also educate their children about disaster risk management.) The respondent’s answer highlights the

need that along with teachers, parents must also be the first mentor to teach their children on the proper methods, the do's and don'ts during, before, and after a pandemic.

When asked about whether parents should learn the basic of DRRM, a respondent also shared, “*...I think it would be balanced between parents and the school and the community to teach these students [the proper things to do in DRRM].*” This response buttresses the need for a school-parent cooperation along with community organizations such as the barangay to help teach students and other stakeholders about DRRM.

In contrast, when asked the same question, another respondent shared, “*No, dapat ‘yung mga anak mismo ‘yung dapat involved about sa risk reduction. Let’s say training kasi...what if yung parents natin is...wala sila sa...facility na ‘yon in case of emergency, wala nang mag rerescue, let’s say sa ibang kapamilya mo gano’n. So dapat mag-focus sila more on sa mga youth talaga, sa mga anak.*” (No, the children must be the one involved in risk reduction. Let’s say training...what if our parents are...nowhere near...in the facility in case of emergency, then nobody will rescue, say on your own relatives. So, we should really focus [DRRM trainings] on the youth, the children.) This underscores the importance of individual competence before cooperation because cooperation without collective knowledge and molded skills in DRRM are of no use in actual disasters. Every member and entity of the community must have an understanding of the things one must do to maximize safety and minimize harm.

Moreover, according to Mideksa, S. et al. (2021), prior education of parents about disaster preparedness enhances their children’s cognitive, emotional, and behavioral coping skills in a way that they’re more calm and composed during and after an actual disaster. Millor, et al. (2012) also noted that for a successful disaster risk reduction and

management response, the parent must provide age-appropriate levels of information to support their children about disaster events and outcomes. These studies corroborate the responses of the respondents that parents must also play a vital role in the molding and honing of mental, emotional, and psychological faculties of their children to ensure a dynamic learning and application of DRRM.

Parents are the guide of children. They serve as a soil where budding flowers are rooted upon. And it is through their early lessons and how they care for the seedling that ultimately decides the fate of a flower's growth. By focusing on the greater role of parents in DRRM, one could ensure that the youth will be more informed and guided, as young flowers continue to bloom.

Second Parents

In the realm of education, teachers hold a unique position as mentors, guides, and, at times, even as second parents to their students. Beyond imparting knowledge and shaping young minds, they shoulder the profound responsibility of preparing their students for the unpredictable challenges' life may present. This approach helps students develop a critical understanding of potential hazards and equips them with the necessary skills to respond effectively (Jackson and Toshalis, 2015). In the context of disaster preparedness, teachers emerge as resilient guardians, playing a pivotal role in equipping children with the skills, knowledge, and emotional support necessary to navigate the stormy seas of uncertainty.

"Siguro ang dapat nalang nating gawin since tayo yung educated, pwede naman nating i-explain sa kanila in simple terms yung hindi naman masyadong scientific words

ang gamitin natin, yung mga simple lang na maiintindihan nila at the same time, you can also tell [to] be more aware of their surroundings, if it is a fake news they better watch news or radio if in case walang TV or get other sources that they can get into not just the karuba or chismis na naririnig nila. Dapat hindi sila masyadong mapagpaniwala kasi mahirap pag nag panic tayo at magkakamali tayo ng gagawin natin,” said by a teacher respondent expressing the role of teacher in the field of preparedness in disaster. (Maybe what we should do is, since we are the educated ones, we can explain to them in simple terms that we don't use very scientific words, just simple ones that they can understand and at the same time you can also tell [to] be more aware of their surroundings, if it is a fake news they better watch news or radio if in case there is no TV or get other sources that they can get into not just the neighbors or gossip they hear. They should not be too gullible because it is difficult when we panic, and we make mistakes in what we do.)

Teachers actively advocate for student safety, both within and outside the classroom. A study conducted by the American Red Cross in 2017 found that teachers play a crucial role in promoting emergency preparedness measures, such as creating safety plans and organizing drills. By taking charge of safety protocols, teachers ensure students are well-prepared and equipped to respond appropriately in times of crisis. This corroborates the response that, as an educator, it is also a responsibility to teach not just the lessons that are in the curriculum but rather help them to be awake and understand the world holistically.

Another teacher respondent stated that “*Ayun nalang, since sabi ko kaya ko namang imaging calm, siguro nalang as a teacher I can parang encourage people in order for them to be calm or if alam ko yung gagawin, let's say uh I am knowledgeable about sa first aid*

I can siguro share yung specific skill na yon. As a teacher, information dissemination 'yon nalang kasi hindi naman ako, wala ako masyadong, I mean wala ako masyadong knowledge about sa disaster risk." Teachers, being in daily contact with students, establish strong bonds based on trust and care. Children rely heavily on their relationships with teachers during traumatic events (NASP, 2018). As second parents, teachers provide emotional support, helping students cope with fear, anxiety, and uncertainty during disasters.

Teachers are not solely responsible for academic development; they also take on the role of second parents in disaster preparedness. Their proximity to students, ability to provide emotional support, and knowledge of emergency procedures make them invaluable during times of crisis. Their responsibilities extend beyond the classroom walls, creating a bond of a second family, being the second parents.

Second Home

As many cliches have it, schools are considered to be second homes and teachers as second parents. This accentuates the convention that schools are a nurturing zone where students and teachers are encouraged to flourish and a safe place where people could freely express and be honed holistically. But in most recent times and most desperate measures, schools have also been turned to evacuation centers. In fact, according to Lacerna, S.A. (2023), as of 2019 alone, out of 28,083 evacuation centers nationwide, 63% are schools, ranging from day care centers to full universities.

One of the teacher respondents shared, "...dito sa school [Regional Science High School for Region I] ang alam ko during that flood [Typhoon Maring] parang may nag-

stay dito but hindi naman pinapagamit ni Ma'am [Former School Principal Amerfina Nelmida] 'tong school but finorce lang nila since diyan sa Maria Cristina noon puno na [water] so wala nang pupuntahan 'yung ibang mag-e-evacuate kaya parang na-force na dito nag-evacuate 'yung ibang... but...since ginamit naman, we can accommodate naman and nagamit naman 'yung mga C.R. natin so masasabi ko naman na we can, pwede ma-evacuate 'yung mga tao sa school natin since 'yon naman 'yung ginagawa diba, ;yung mga schools ang ginagawang panandaliang evacuation center." (Here in our school [Regional Science High School for Region I], what I know during that flood [Typhoon Maring] was that some people stayed here but Ma'am [Former School Principal Amerfina Nelmida] barred them from coming, but she relented, and the people were forced to evacuate here in Maria Cristina since the water level was already rising and they had nowhere else to go...since our school was used, and we were able to accommodate them and our toilets and classrooms were used, I am quite confident that the school is a suitable evacuation center, because that's how things are going currently, where schools are made as temporary evacuation centers.)

The respondent's answer further reinforces the fact that not only are schools considered the second home but also at times deemed as temporary evacuation center. This convention aligns to DepEd Order No. 37, series of 2022, where Education Secretary Sara Duterte ordered that schools may be used as an immediate evacuation site, but it must not last further than fifteen days (Malipot, M.H., 2022).

However, DepEd also emphasized that schools are places for learning and must not be turned out of convenience to be temporary or full-time evacuation centers. Schools are also not equipped with the right instruments and facilities conducive to house evacuees.

This statement by the education ministry matches with another answer of one of the respondents, “...[*Regional Science High School for Region I is a good evacuation center because] we have building[s] here. [It can withstand] earthquake din maybe kasi [we] also have our DepEd engineers who checked and who worked here in the building of Senior High School and the other buildings in the Junior High School. Pwede rin [against possible tsunami] kasi medyo malayo din siya sa dagat. More equipped? Parang, but not one hundred percent kasi we lack on those, ‘yung kailangan, stretchers and others.*” ([Regional Science High School for Region I is a good evacuation center because] we have building[s] here. [It can withstand] earthquake, too, because we also have our DepEd engineers who checked and who worked here in the building of Senior High School and the other buildings in the Junior High School. It is also good [against possible tsunami] because we are far from the shores. More equipped? Probably, but not one hundred percent because we lack on the necessary equipment such as stretchers and others.)

Further, as stated in the study of Kawasaki, H. et al. (2020), teachers often are not able to dedicate their efforts to continue regular education because they have to attend to other post-disaster management duties. This potentially compromises the quality of education children receive after a disaster. Managing temporary shelters are also time consuming (Hashimoto, K. et al., 2005).

Kawasaki, H. et al. (2020) goes on to report that teachers not only managed the centers, but also took charge of evacuation center operations because of the confusion at the centers. It was extremely difficult for the school teachers to be involved and interact with children after the disaster. This may erode the efforts of the government to establish a

sound and efficient DRRM while putting premium on the wellbeing of teachers and students.

There are no doubts schools are indeed second homes. It could even house temporarily evacuees. However, although the idea of protecting displaced people amid a disaster is commendable, there are a lot of problems that must still be addressed, among them and the most common is the lack of necessary instruments such as first aid tools and the training of teachers to possibly manage evacuation centers. As noted by Kruger, J. et al. (2018), schools are the center of communities which can directly contribute to building communities that can cope well with disasters. Indeed, positive impact is expected of the schools and administrators as temporary second homes of people yearning for the warmth of their lost first home.

Pliant Like a Bamboo

At the core of Filipino disaster preparedness is the strong sense of community spirit and *bayanihan*—the spirit of communal unity. Filipinos recognize that facing disasters requires collective action and mutual support. In times of calamity, Filipinos unite as a community, forming a formidable force against the forces of nature. Neighborly support and the spirit of bayanihan (community cooperation) prevail, as individuals come together to aid one another. They share resources, offer shelter to those in need, and participate in communal clean-up efforts. This solidarity strengthens their collective resilience and ensures that no one is left behind during the recovery process.

As one teacher respondent stated “*Ganyan naman tayong mga Pilipino diba, kapag dumarating yung mga kalamidad na ganyan lagi tayong handa, lagi nating ginagawa kung*

ano yung dapat. Tulad nalang noong kami, naranasan namin yung binaha sa amin, alam naming kung saan kami pupunta. Sa mga matataas na kapitbahay namin kami lumikas. Dapat alam mo kung saan ka pupunta, yung kung saan ligtas ka sa anumang sakuna,” expressing the culture of Filipinos in times of a certain calamity. (That's how we Filipinos are, right? When calamities come, we're always ready, we always do what we have to do. Just like when we...we experienced what flooded us, we knew where we were going. We moved to our tall neighbors. You must know where you are going, the one where you will be safe from any disaster.)

According to the Asian Disaster Preparedness Center (2019), community involvement in disaster preparedness gives a more positive and beneficial impact to the citizens to create a sense of solidarity. From clearing drainage systems to sharing resources, neighbors collaborate to ensure everyone's safety and well-being.

Moreover, recognizing the vulnerability of their geographical location, Filipinos have developed robust early warning systems and evacuation plans. The Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA) plays a vital role in providing timely and accurate weather forecasts. These warnings enable communities to prepare for incoming typhoons or other disasters, allowing for efficient evacuation and reducing the risk of casualties.

Filipinos exhibit remarkable adaptability and resourcefulness during calamities. In the face of limited resources, they find innovative solutions. A case study by the International Federation of Red Cross and Red Crescent Societies (IFRC) in 2017 illustrates how Filipinos utilize local materials, such as coconut lumber, for temporary shelter construction. These resourceful practices enable communities to quickly rebuild

and recover after disasters. It shows that having a helping hand from the community doesn't only allow citizens to be ready but also reduces the risk of the incoming disasters with or without warning.

Just as the bamboo sways gracefully in the face of strong winds, Filipinos exhibit remarkable flexibility and adaptability when confronted with calamities. They bend, but they do not break. With a spirit as pliant as bamboo, they navigate through the challenges of disaster with resilience, unity, and resourcefulness. Drawing upon their community solidarity, indigenous wisdom, proactive early warning systems, educational empowerment, and inherent resourcefulness, they weather the storms and emerge stronger. Like the bamboo, they stand tall once again, rebuilding their lives and communities with unwavering determination. Through their ability to bend and adapt, Filipinos exemplify the indomitable spirit that transforms adversity into an opportunity for growth and renewal.

Do No Harm

It is said that unity comes progress. For a society to fully develop, there must be full cooperation among all of its sectors, regardless of their misgivings or personal interests. This goes in line with what Sakurai, A. et al. (2018) noted that building collaborative relationships with educational institutions, school boards, parents, families, regional communities, and other stakeholders present an important opportunity to increase the ability of a community to recover from a disaster.

This comes amid the troubling crisis of climate change that further exacerbates climate change. In a study by Allen, K.M. (2006), Community-based disaster preparedness approaches are increasingly important elements of vulnerability reduction and disaster

management strategies as climate change processes introduce an additional layer of complexity and uncertainty into disaster management planning and preparedness.

A respondent shared, “*...may natutunan naman ako during that time [disaster training] pwede ko naman i-share sa ating community sa pagtutulungan natin, sa mga barangay officials, and the residents of our barangay at isapuso nila yung paggawa sa mga activity na ‘yon...possible na ma-kwan naman tayo, magiging safe tayong lahat basta may capacity building tayo and resilient sa anumang disaster.*” (I have learned things that time [disaster training] and I could share them to the community with our cooperation, to our barangay officials, and the residents of our barangay, and they could also reflect about the activities we do...it is possible that, that we will all be safe for as long as there is capacity building, and we are resilient to whatever disaster that may come.)

This means full cooperation and communication among sectors of the community are essential aspects in disaster mitigation, preparedness, response (Houston, J.B. et al., 2015).

Research by Ong, A.K.S. (2021) shows that intention to prepare significantly and highly affects preparedness for natural disasters. A respondent shared, “*We were able to formulate better ways to prevent and mitigate possible effects of any hazards and create policies in the barangay for its preparedness and achieve a disaster-resilient barangay.*” The intent to cooperate and actions of the barangay of which the respondent belongs have undoubtedly caused a better disaster preparedness policy that maximizes safety and minimizes human casualties and risks.

As noted by Bourque, L.B. et al. (2013), people’s disaster preparedness by their experience, knowledge, perception of risk, and behavioral aspect. This could be done

through a strengthened community disaster preparedness approach that takes into account the skills and competence of teachers, students, and parents in DRRM. From the study of Yuduang, N. (2022), it could be seen that when people know the adverse effects of hazards on health, both intention and preparation were directly proportional. These adverse effects could be further communicated and spread through a heightened community participation in DRRM.

Moreover, a respondent shared, “*...takot ako sa flood [and] I cannot swim. I will first save myself.*” (...I am afraid of flood [and] I cannot swim. I will first save myself.) This corroborates with the study of Rana, I.A. (2020) which said that perceived risks lead to an increased preparation. This means if people are aware of the risks in a disaster, they are more likely to prepare and listen to disaster trainings. This further emphasizes the need for everyone to be made aware of various disaster risks, which could be done through a heightened set of disaster drills and trainings, to contribute to the broader goal of disaster risk reduction and management.

Community preparedness is an essential part of the country’s overall disaster preparedness plan. Indeed, no man is an island. No policy could be successful without the proper cooperation of people and sectors coming from different sociopolitical persuasions. In the case of disaster risk reduction and management, the primary goal is to minimize risks and maximize safety—to do no harm.

Information Dissemination Campaign

With the findings of this study, the researchers formulated an information dissemination campaign that will inform students, parents, and teachers on their roles,

skills, and competence, as well as macabre data that will heighten their preparedness as noted by Rana, I.A. (2020).

The researchers made a website and a Facebook page that are both entitled Resilient Guardians which can be utilized for information campaigns.

The content of the said website, page, and infographics are as follows:

1. How many disasters the Philippines experiences annually;
2. Cases of death, accidents, and missing people;
3. The role of every student, teacher, and parent in DRRM;
4. The Do's and Don'ts during, before, and after a disaster;
5. Basic facts on the nature of the most common disasters;
6. Hotlines on government bodies that help during a disaster;
7. Information and tips on how to avoid fake news amid a disaster; and
8. Best techniques to remain calm amid a disaster.

DISASTER

Risk Reduction Management

Did you know?

The Philippines is one of the most cyclone-prone countries in the world, lying on what is often described as the 'typhoon belt'. Approximately 19-20 cyclones enter the Philippine Area of Responsibility annually, with 7-9 reaching landfall.

Learn More

The Philippines is one of the most disaster-prone countries in the world. Located along the Pacific ring of fire, the Philippines is highly susceptible to seismic and volcanic risks. The country is also subject to the world record of typhoons every year. Climate change and pandemics are exacerbating those risks.

Tragic Outcomes

Number of deaths caused by natural disasters Philippines 2012-2021. In 2021, nearly 500 people died due to natural disasters in the Philippines. The peak number of reported deaths due to natural calamities was reported in 2013 when Typhoon Haiyan hit various regions in the Visayas and Mindanao.

Disaster Preparedness

- Stay Calm
- Evacuate if Necessary
- Stay Informed
- Gather emergency supplies
- Stay away from hazards
- Listen to authorities
- Communicate with loved ones
- Follow evacuation orders
- Secure your home
- Help others if possible
- Preserve resources
- Find shelter

Common Disasters

TYPHOON: Illustration of a typhoon eye on a map of the Philippines.

EARTHQUAKE: Illustration of a multi-story building with cracks and debris.

VOLCANIC ERUPTION: Illustration of a volcano erupting with smoke and lava.

Emergency Hotlines

La Union Rescue: 911

MDRRMO: 0921-924-2844 0926-014-0122
(072) 607-4245

PNP: 0998-343-4568 (072) 607-4245

BFP: 0917-184-5711

MHO: 0998-343-4568(072) 607- 4245

Figure 2. Information Dissemination Campaign (Infographics)

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the results and findings of this study, the researchers have come to formulate the following conclusions and recommendations. Disasters and natural calamities are a natural part of life that could either strengthen the community's resilience or weaken it into splinters. Moreover, every person has his or her own unique experiences, having brought up into a different social context and setting, making people create their own perspectives. This distinct backdrop lays the groundwork for different behaviors and psychology of people, the way they conduct themselves, and the way they react with extraordinary circumstances such as disasters. This difference in experience, perspectives, skills, and competence in disaster risk reduction and management could disrupt the efforts of the community for a well-functioning disaster preparedness mechanism but could also help in highlighting what needs to be done that is fit to one's expected societal task.

For an effective disaster preparedness policy, clear roles and expectations must be emphasized for students, teachers, and parents. Based from the findings of this study, majority of the respondents believe that parents should have more role in disaster preparedness by rearing their children in an effective manner through an emphasis on composure, behavior, community building, responsibilities, and disaster preparedness abilities of young learners. From here, it was also noted that teachers are aware of their responsibilities as second parents of learners when a calamity strikes, but believed government officials responsible for disaster response should be more engaged in disaster trainings involving students. Bound by this, this study also discovered that learners have

lesser knowledge in disaster preparedness, but they collectively believe they should have more; the students also emphasized that disaster preparedness has become a part of their lessons, but they argued it has not focused on its application such as first aid and other health-related trainings that minimize damage.

In addition, this study found that emergency preparedness drills and trainings have in fact improved the knowledge of students, teachers, and parents in terms of the do's and don'ts in a disaster. However, this study also found that the amount of knowledge they possess is superficial and insufficient. In addition, it was also found that most of what they know are pure, theoretical knowledge; such knowledge remains unable to be applied in the real world. This could mean that students, teachers, and parents may have some knowledge in disaster preparedness, but it remains lacking and focuses heavily on the information rather than the application. Majority also believed that everyone in the community, regardless of your perceived societal duty, should have more knowledge and experience in disaster preparedness in order to efficiently and effectively overcome a calamity.

Further, this study showed that the most crucial skills and knowledge the learners should have revolve on disaster mitigation practices such as first aid and safety awareness in a disaster, as well as behavior control to avoid chaos and confusion amid a raging natural calamity. In general, students, teachers, and parents consider themselves to be prepared in a way that they are aware of the right practice and routine in disaster management such as the do's and don'ts, but they still feel the need to have more application of such knowledge in the real world even through simulations in order to heighten their skills in disaster response.

Be that as it may, this study also found that most trainings on disaster preparedness are nonexistent in the community or barangay level. Most trainings that teachers and students get are from live instruction such as earthquake and fire drills. Further, majority of them have also received and gained knowledge on disaster preparedness and mitigation such as applying bandage and first aid which happen sporadically and inconsistently from the different executive bodies such as the Bureau of Fire Protection, the Philippine National Police, and the Philippine Red Cross. Most parents also do not receive any consistent disaster management training from the barangay, where most of their knowledge come from past experiences and in social media which remain wanting.

A more consistent and frequent disaster drills and trainings are highly suggested to ensure the information shared are not forgotten and are taken by heart, in a way that it will become a natural part of human instinct to follow and perform disaster management in accordance with set rules and routines. This could avoid a disorganized, chaotic, and sporadic disaster response by the community, which compromises the lives of people.

Likewise, media literacy is also encouraged in order to ensure critical thinking in what one may see posted in social media which could be a form of misinformation even during a disaster. From here, people are also urged to know or at least have a copy of the different hotlines and contact numbers of various government or non-government bodies that may help in the rescue, mitigation, or management of disasters. It is also highly encouraged that schools and community should share more basic information on the nature of a disaster, such as how it forms, why it forms, and its possible impacts on people to avoid making uninformed decisions that could cause mindless panic and compromise disaster response and management.

Similarly, it is also recommended that schools and community should also conduct safety and disaster-related health or medical activities and practices such as first aid, applying bandages, and cardiopulmonary resuscitation (CPR) even through simple simulations such as the use of mannequins. This ensures that people are well aware and equipped with the knowledge of the said activities as well as its practical application which could turn into a lifelong skill, thus upskilling the overall competence of the society in disaster management.

In a similar vein, it is highly recommended that various disaster preparedness trainings should also focus on the behavioral control strategies and mechanisms of people during a disaster to avoid mindless panic, instead of plainly giving information and practicing the population on the different do's and don'ts in disaster impact mitigation.

In a similar tone, it is proposed that students, teachers, and parents are made well aware of and must be engaged with their roles and tasks amid a disaster. Teachers should be aware of the basic tools and ways to mitigate disaster harm and how to apply it, especially when a disaster occurs instantly and unpredictably. Likewise, parents should also involve disaster preparedness and management methods in the rearing of their children. In turn, the students should also receive lessons and curriculum where disaster preparedness and management are more integrated, where it highlights the application rather than simple theoretical knowledge.

It is also advised that students should join and engage with more clubs and organizations such as Red Cross Youth Council that help disseminate and train people to handle themselves and mitigate disaster harm through a systematic training such as first aid and CPR. Additionally, to ensure a more engaging disaster preparedness training, it is

recommended that incentives and games are utilized in the transmission of knowledge about disaster preparedness which most students find boring and monotonous.

Finally, the community must work together with various sectors such as teachers, learners, and parents to heighten and improve its efforts in maximizing safety and minimizing disaster harm.

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- Millor P, Roberts N, Zamora A, Weber D, Burleson M, Robles E, et al. (2012). Families coping with natural disasters: Lessons from wildfires and Tornados. *Qualitative Research in Psychology*, 9(4):314–336
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APPENDICES

Appendix A

Letter to the Authority



Region I La Union Schools Division Office REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

May 4, 2023

NANCY G. HOGGANG

Secondary School Principal II

Regional Science High School for Region I

Madam:

We, the undersigned students are Grade 11 students from the Regional Science High School for Region I. As part of our subject, **Practical Research I**, we are currently doing a research project entitled, **Do No Harm: A Three-Way Perspective on the Skills and Competence in Disaster Risk Reduction and Management of Teachers, Parents, and Students.**

In this regard, may we humbly request for your approval to please **allow our Data Gathering Process through One-on-One Interview**. The gathered data in this endeavor will be utilized by the researchers in their final research manuscript, in partial fulfillment of their subject, Practical Research I.

We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

JORROSS P. LAMARCA
AEDHRIANE CURT G. MILAN
SAMANTHA E. OPETINA
 Grade 11 Researchers

Noted:
ANTONIETTE G. PADUA, MAEd-Math
 Research Adviser

Appendix B

Letter to the Validators



REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

Ma. Christina East, Bangar, La Union



April 13, 2023

JEROME MARQUEZ

Senior High School Teacher II

Regional Science High School for Region I

Sir:

We, the undersigned students are from the Regional Science High School for Region I. As part of our subject, **Practical Research I**, we are currently doing a research project entitled, **Do No Harm: A Three-Way Perspective on the Skills and Competence in Disaster Risk Reduction and Management of Teachers, Parents, and Students.**

In this regard, may we humbly request for your time to please **validate our Data Gathering Tool – Interview Questions**. The result of this validity test will be reflected on our write-up of Chapter II which will be submitted before the Third Quarterly Test on April 20-21, 2023.

We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

Joross P. Lamarca (Sgd.)
 Aedhriane Curt G. Milan (Sgd.)
 Samantha E. Opetina (Sgd.)
 Grade 11 Researchers

Noted:
ANTONIETTE G. PADUA (Sgd.)
 Research Adviser



REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

Ma. Christina East, Bangar, La Union



April 14, 2023

HERMA D. ACOSTA

Master Teacher I

Regional Science High School for Region I

Madam:

We, the undersigned students are from the Regional Science High School for Region I. As part of our subject, **Practical Research I**, we are currently doing a research project entitled, **Do No Harm: A Three-Way Perspective on the Skills and Competence in Disaster Risk Reduction and Management of Teachers, Parents, and Students.**

In this regard, may we humbly request for your time to please **validate our Data Gathering Tool – Interview Questions**. The result of this validity test will be reflected on our write-up of Chapter II which will be submitted before the Third Quarterly Test on April 20-21, 2023.

We look forward for a favorable response regarding this humble request in the name of noble cause of research.

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Very truly yours,

Joross P. Lamarca (Sgd.)
 Aedhriane Curt G. Milan (Sgd.)
 Samantha E. Opetina (Sgd.)
 Grade 11 Researchers

Noted:
ANTONIETTE G. PADUA (Sgd.)
 Research Adviser



REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

Ma. Christina East, Bangar, La Union



April 13, 2023

JUDITH A. AMOYEN

Senior High School Teacher II

Regional Science High School for Region I

Madam:

We, the undersigned students are from the Regional Science High School for Region I. As part of our subject, **Practical Research I**, we are currently doing a research project entitled, **Do No Harm: A Three-Way Perspective on the Skills and Competence in Disaster Risk Reduction and Management of Teachers, Parents, and Students.**

In this regard, may we humbly request for your time to please **validate our Data Gathering Tool – Interview Questions**. The result of this validity test will be reflected on our write-up of Chapter II which will be submitted before the Third Quarterly Test on April 20-21, 2023.

We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

Joross P. Lamarca (Sgd.)
 Aedhriane Curt G. Milan (Sgd.)
 Samantha E. Opetina (Sgd.)
 Grade 11 Researchers

Noted:
ANTONIETTE G. PADUA (Sgd.)
 Research Adviser

Appendix C

Validation Tool for Interview Questions



Region I
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

RESEARCH INSTRUMENT VALIDITY TESTING TOOL

Research Title:	Skills and Competence of RSHS Learners in Disaster Risk Reduction and Management
Proponents:	Joross P. Lamarca Aedhriane Curt G. Milan Samantha E. Opetina
Research Problem with Specifics:	<p>The study aims to explore and describe the effects of the various emergency preparedness drills in the skills and competence of RSHS learners in disaster risk reduction and management.</p> <p>SPECIFICALLY, it seeks to answer the following:</p> <ol style="list-style-type: none"> 1. How does various emergency preparedness drills affect the skills and competence of RSHS learners in their disaster risk reduction and management capability? 2. What knowledge and skills should the learners have to be considered “prepared” in case of emergency? 3. How ready are the learners in disaster risk reduction and management capability in terms of <ul style="list-style-type: none"> a. first aid skills; b. critical thinking; and c. interpersonal skills? 4. What possible intervention could be proposed to improve the disaster risk reduction and management capabilities of RSHS learners?

Rate the Research Interview Questions according to its Content Validity. Put a check (✓) mark as your rating for the instrument.

Criteria		5	4	3	2	1
		Very highly valid	Highly Valid	Valid	Somewhat Valid	Not Valid
Content Validity	The test fully represents what it aims to gather.		/			

Comments & Suggestions: Add more questions to answer your SOP.

Validator:

(Signed)

Jerome Marquez

Signature over printed name

04 – 17 – 2023

Date Validated



Region I
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

**RESEARCH INSTRUMENT
VALIDITY TESTING TOOL**

Research Title:	Skills and Competence of RSHS Learners in Disaster Risk Reduction and Management
Proponents:	Joross P. Lamarca Aedhriane Curt G. Milan Samantha E. Opetina
Research Problem with Specifics:	<p>The study aims to explore and describe the effects of the various emergency preparedness drills in the skills and competence of RSHS learners in disaster risk reduction and management.</p> <p>SPECIFICALLY, it seeks to answer the following:</p> <ol style="list-style-type: none"> 1. How does various emergency preparedness drills affect the skills and competence of RSHS learners in their disaster risk reduction and management capability? 2. What knowledge and skills should the learners have to be considered "prepared" in case of emergency? 3. How ready are the learners in disaster risk reduction and management capability in terms of <ul style="list-style-type: none"> a. first aid skills; b. critical thinking; and c. interpersonal skills? 4. What possible intervention could be proposed to improve the disaster risk reduction and management capabilities of RSHS learners?

Rate the Research Interview Questions according to its Content Validity. Put a check (✓) mark as your rating for the instrument.

Criteria		5	4	3	2	1
		Very highly valid	Highly Valid	Valid	Somewhat Valid	Not Valid
Content Validity	The test fully represents what it aims to gather.	/				

Comments & Suggestions:

.**Validator:**

(Signed)

Herma Acosta

Signature over printed name

04 – 18 – 2023

Date Validated



Region I
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

**RESEARCH INSTRUMENT
VALIDITY TESTING TOOL**

Research Title:	Skills and Competence of RSHS Learners in Disaster Risk Reduction and Management
Proponents:	Joross P. Lamarca Aedhriane Curt G. Milan Samantha E. Opetina
Research Problem with Specifics:	<p>The study aims to explore and describe the effects of the various emergency preparedness drills in the skills and competence of RSHS learners in disaster risk reduction and management.</p> <p>SPECIFICALLY, it seeks to answer the following:</p> <ol style="list-style-type: none"> 1. How does various emergency preparedness drills affect the skills and competence of RSHS learners in their disaster risk reduction and management capability? 2. What knowledge and skills should the learners have to be considered "prepared" in case of emergency? 3. How ready are the learners in disaster risk reduction and management capability in terms of <ul style="list-style-type: none"> a. first aid skills; b. critical thinking; and c. interpersonal skills? 4. What possible intervention could be proposed to improve the disaster risk reduction and management capabilities of RSHS learners?

Rate the Research Interview Questions according to its Content Validity. Put a check (✓) mark as your rating for the instrument.

Criteria		5	4	3	2	1
		Very highly valid	Highly Valid	Valid	Somewhat Valid	Not Valid
Content Validity	The test fully represents what it aims to gather.	/				

Comments & Suggestions: See written suggestions in the sentence itself.

Validator:

(Signed)

Judith A. Amoyen

Signature over printed name

04 – 13 – 2023

Date Validated

Appendix D

Validated Research Interview Questions Before Revision



**Region I
La Union Schools Division Office**



REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

RESEARCH INTERVIEW QUESTIONS

1. From your personal experience and opinion, how did various emergency drills and preparedness initiatives affect you in terms of reducing disaster risk and management skills?
2. What do you think are the skills necessary for everyone to learn in terms of disaster risk reduction and management.
3. In your own opinion, how ready and how well-off are you in terms of disaster risk reduction and management?
4. How do you identify if a person is "well-prepared" should a calamity strike, with and without warning?
5. What do you think should the community do more to improve the current status of our disaster risk reduction and management?

Appendix E

Validated Research Interview Questions After Revision



Region I
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

RESEARCH INTERVIEW QUESTIONS

1. Have you ever taken training related to disaster risk reduction and management? If so, how did various emergency drills and preparedness initiatives affect you in terms of skills and competence in reducing and managing disaster risks?
2. How do you identify if a person is “well-prepared” in times of calamity, with or without warning?
3. What do you think are the skills necessary for everyone to learn in terms of disaster risk reduction and management?
4. In your own opinion, how ready and how well-off are you in terms of disaster risk reduction and management?
5. What specific skills do you possess that are valuable in disaster risk reduction and management?
6. Did your participation in various disaster risk reduction training give you proper tools for communication? Describe how it affected or may affect you and others.
7. Did your participation in various disaster risk reduction training give you proper tools in identifying possible injury and how to approach those accidents? Describe how it affected or may affect you and others.
8. Have you ever participated or been involved in any community-based disaster risk reduction and management initiatives? Describe your role in the initiative and what you learned from the experience.
9. How do you think your skills and competence in disaster risk reduction and management can contribute to the broader goal of building resilience in communities?

10. What suggestions can you recommend to improve the current status of our disaster risk reduction and management policies?

Appendix F

Informed Consent for the Respondents



Region I La Union Schools Division Office REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

INFORMED CONSENT

This informed consent form is for the participant of the study who is being invited to take part with this research entitled, **DO NO HARM: A THREE-WAY PERSPECTIVE ON THE SKILLS AND COMPETENCE IN DISASTER RISK REDUCTION AND MANAGEMENT OF TEACHERS, PARENTS, AND STUDENTS.**

The purpose of this study is to explore and describe the experiences, perspectives, and opinions of teachers, students, and parents in disaster risk reduction and management of the community.

As a part of the study, the researchers will collect data through a validated semi-structured interview. To confirm your participation in this study means a full agreement to respond to the web of questions the researchers have developed for a one-to-one interview, as well as potential follow-up questions that may arise from previous answers which are all relevant to the study. So long as you feel safe and comfortable and take the option to stop the interview, you are urged to freely share your ideas with the researchers.

Further, to ensure confidentiality, your identity will not be disclosed. The data the researchers will collect will only revolve within the purpose of the study.

I have read the above-mentioned information, or it has been read to me. I have had the opportunity to ask questions about it. I voluntarily consent to be a participant of this study.

Signature of the Participant over Printed Name

Date:

Appendix G

Level of Validity of Interview Questions

Point Value	Statistical Range	Descriptive Equivalent Rating
5	4.51-5.00	Very High Validity (VHV)
4	3.51-4.50	High Validity (HV)
3	2.51-3.50	Moderate Validity (MV)
2	1.51-2.50	Poor Validity (PV)
1	1.00-1.50	Very Poor Validity (VPV)

Validator 1 score: 4

Validator 2 score: 5

Validator 3 score: 5

Average Validity Score: 4.67

Appendix H

Interview Proper



Appendix I

Transcribed Data

Q1	Have you ever taken training related to disaster risk reduction and management? If so, how did various emergency drills and preparedness initiatives affect you in terms of skills and competence in reducing and managing disaster risks?	Codes
R1	Yes, uhh it prepared me mentally, physically, and emotionally in terms of ah being prepared and being knowledgeable about different disasters and what to do during disasters.	Advantages of having disaster preparedness training Being knowledgeable
R2	Ah, meron namang mga earthquake drill ganon, tas meron yung mga Red Cross training namin. Syempre yung additional knowledge parang mas maging aware ako sa mga kailangan kong gawin. And parang na-practice naming yung parang proper na pagconduct ng drill since tinuturo naman yun sa mga trainings. Dati, before training, before training uhh hindi pa ako fully aware if correct yung ginagawa ko so may doubt pa if tama, so after training mas na-enhance yung skills.	Red Cross Training Additional Knowledge Enhanced Skills
R3	Yes po. Parang broad po yung pagdescribe ko sa knowledge na nagain ko from the drills. Parang hindi po siya ma specify in...like in general nalang po yung natututunan ko, pero uhm minsan po dala ng panic or dala ng dina po ako makaisip siguro po pag totoo na.	Broad Knowledge General Learning Factor that Affects the Actions
R4	Yes po, I think it positively affects me because I can know how to be more prepared, it is all about readiness.	Positive Effect More Prepared
R5	Yes, example ket dayjay every month is may earthquake drill. I think especially in preparedness in uh pag may mga lindol ganon. Specially nung nag-lindol noon uh...I executed what they thought kasi the duck, cover, and hold noong ng...kasi uh nagkaroon noon lindol which made me more prepared I think than I expect na kasi I didn't expect na magkakaroon syempre ng lindol and to be prepared of what is an expected uh I'm glad that they uh nagtrain sila ng preparedness.	Correct Approach Proper Way More Prepared Positive Effects of Disaster Preparedness Training

R6	Yes, and there was a time na nag conduct yung school natin na nagkaroon ng first aid training para sa mga teachers,RCYC and SSG Officers. I am part of the R CYC uh...Red Cross Youth Council, I am the president of that club so yung ano naman na yon, yung training na ‘yon is hindi naman necessarily na kailangan naming mag take part so parang ngay voluntary so in our case nagdecide nalang kami na we should really take part in that activity kasi nga we are part of R CYC kami yung ngahahandle ng mga situation na uh...biglaan. It’s a big help kasi uhm may mga times na wala yung school head nurse natin which is si Sir Rowel so ako yung palaging nandyan sa clinic specially kapag may mga patients. So ako yung unang nag a-assess, ako yung unang nag checheck ng mga...ng mga kalagayan nila. There was a time na nagkaroon ng seizure yung isang student natin and sabi ko na nakatulong talaga yung first aid training since may mga tinuro silang basic knowledge na pwede kong ma-apply during that time.	RCYC and SSG Officer Participants Application in Real Life Basic Knowledge
R7	One training na naranasan ko is yung ginagawa dito sa school which is the earthquake drill and uh because of earthquake drill I learn how to or what to do during earthquake kahit minsan hindi ko masyadong nagagawa like yung magpanic ganon.	Earthquake Drill Proper Actions During an Earthquake
R8	Yeah of course, kasi, ay kasi dahil hindi nila sineseryoso yung mga about sa mga drills and mga hindi nila alam yung mga don’ts and do’s during calamity, uh once na magkaroon ng totoong calamity hindi na nila alam kung ano yung gagawin nila for sure kasi nga hindi naman nila sineseryoso at ina-apply yung mga natutunan nila uhm during drills yung mga natutunan nila uhm during drills.	Do not Perform the Training Seriously
R9	Yes, I’ve taken training related to Disaster Risk Reduction and Management. They help me in various ways, take for example when the most recent earthquake struck. My past trainings helped me during those times.	Positive Effect of Training in a Real Calamity
R10	Yes, but only in school. Not much, haan unay gamin ket malilipatak met dagijay isursuro da nu ag panic akon nu adda ak ijay mismo nga situation.	School Training Easy to forget Panic
R11	Yes, my level of skills and competencies has increased and I came to know what are the ways to reduce risks in case of a presence of hazard or disaster.	Increased level of competence

		Ways in reducing risks
R12	<p>Yes, dahil naman sa Disaster Risk and Management lalo na nung nasa red cross ako nakatulong ng maigi sa akin na maibahagi ang nalalaman ko sa ibang tao in terms of disaster preparedness and disaster resiliency lalo na yung mga napupuntahan kong community. Sa pagma manage naman, gumagawa kami ng mga disaster drills, earthquake drill during NSED (Nationwide Simultaneous Earthquake Drill). Nangyari yan specifically sa Aringay, schools and then barangay, then Luna sa Darigayos tapos sa Rimos 1 to 4 mga ganon. Tapos sa Aringay naman yung Santo Rosario East, tapos uhm schools din sa Aringay Central yung mga yon. Ang kagandahan sa school meron silang mga equipment dahil nagbigay din noon yung Red Cross ng mga disaster equipment yun yung mga ginagamit naming during drills at ang kagandahan dahil halimbawa sa Rimos National High School, nagbigay kami ng mga equipment doon tapos ininvite din naming ang community sa barangay para mag join sa disaster drill at yun, ang nangyari may delegation of task. Meron yung mga rescuer, meron yung mga first aider mga ganon tapos meron din yung mga victims na ginagawa namin para ma simulate naming yung drill na yon.</p>	Red Cross Training Disaster Resiliency Managing Disaster Preparedness Drills Good Equipment
R13	No, nakukuha ko ang kaalaman ko through online, agbuybuya ak ti Youtube.	Have not participated Knowledge from Online Sites
R14	Yes, it affected me by providing me the sufficient knowledge of what to do in that particular situation.	Sufficient Knowledge Proper Approach
R15	Hindi pa, not yet. Kasi ang naghahandle niyan yung ano yung talagang MDRRMC na department. Kasi pag may mga ganong case, ano, nagsee-seek ako ng tulong sa kanila nalang ang ginagawa ko kasi ano eh wala akong training, formal training sa mga ganon kaya I don't have any knowledge to apply kaya pag may mga ganon, yon nag seeseek ako ng tulong sa kanila, tumatawag ako sa hotline nila.	Have not participated in training Seeking help from authorities
R16	Yes, so the knowledge and capacities of the government officials can easily response and recover such disaster risk because we effectively anticipate, respond to, and recover	Effective Anticipation

	from the impacts of likely imminent or current hazardous events like earthquake.	Proper Response Recover from Impacts
R17	Yes, but only limited to earthquake drills and fire drills. And I can say that this, uh, have made me at least a little skillful and competent in reducing and managing disaster risk.	At least skillful Competent
R18	Wala pa kasi hindi pa kami inabisuhan ng MDRRMC.	Have not participated in training
R19	Wala pa kasi, dapat magkaroon ng training para makatulong sa mga nangangailangan	Have not participated in training
R20	Oo nong elementary at high school ako naransan ko sila.	Be ready
R21	Yes, I have attended trainings regarding disaster risk reduction sponsored by the Philippine Red Cross where in which number one they discussed to us the different concepts regarding disaster risk reduction and at the same time the different outlines or the different emergency hotlines that you need to contact in times or in case of calamities, plus of course they demonstrated how to uh conduct CPR at the same time how to apply first aid, those are the skills that I acquire during the training.	Concepts of Disaster Risk Reduction Hotlines Demonstrated the application of proper CPR
R22	Yes, like the seminar given by the Red Cross they talked about disaster risk reduction and management. Due to the simultaneous trainings or drills, we are used to it and, at doon ay nasanay na tayo na ginagawa natin yung dapat kapag dumating yung mga anon a yan, mga kalamidad,mga sakuna.	Getting used to training Red Cross Training
R23	Ang training lang na meron ako is mga trainings na, uh training natin dito sa school, yung fire drill, earthquake drill yung mga ganon lang inya ngem jay training nga syak laeng, jay disaster training kuma iti munisipyo tapos jay LGU, PGLU, awan sa ngamin kasjay da. Ti trainings ko laeng ket agijay training tayo dituy iskwelaan. Drills kasi is very important ti drills eh. Kumbaga parang that is our foundation, if you don't know how to duck, cover and hold, that is drill diba, ayan so you will not survive during an earthquake, so those are very important, dagita drills. So, you can reduce the risk if you know the basics, if you know those drills, duck, cover and hold, you know what to do. Kasi talagang hindi mo maiwasan ang disaster, mangyayari at mangyayari yan and at	School Training and Drills Foundation Fundamental Knowledge Basic Knowledge

	the same time the risk you cannot avoid it but you can lessen the risk through those drills.	
R24	So once, we have the training doon sa Red Cross like three years ago before the pandemic, ayan. Hindi ko naman masyadong nai-apply kasi wala naman masyadong diba, dito sa shool o doon sa bahay. So, hindi ko siya nai-apply kaya hindi ko ma-answer 'an yang how does it ano, but still at least I know, I have a knowledge about the different emergency, I mean disaster related na uh skills, yan, most specially yung sa Red Cross and we are also trained naman sa earthquake, diba yung sa earthquake drill kasi ginagawa naman natin dito sa school.	Red Cross Training Enough knowledge on disaster preparedness
R25	Yes, when it comes to… Cardiovascular CPR ba ‘yon, ‘yon yung medyo keri ko. One is uh as to observation, every I experience a disaster just like the earthquake last July, another the earthquake pa rin yata ‘yon I tend to not to panic, I mean I can still hold my emotion, I can still uhm act, no panicking.	CPR application Avoiding panic Holding emotion
R26	As a teacher and a student before in our university I’ve already experienced uh attending trainings such as the Red Cross noh, I’m aware that this trainings uhm can enhance my skill as a first aider at the same time uhm let’s say I am competent enough to be a first aider if there are also trainings that are available in our society that I can join as well. I’m also willing if there are other trainings that is available which are related to Disaster Risk Reduction since in this kind of situation, the disaster may just happen anytime around in our society, even in our school.	Red Cross Training Skill enhancement First Aider
R27	May training kami noon kaya lang matagal na kasi yung training na ‘yon and we were also given the certificate na pwede na kami mag first aid after the training kaya lang kapag after the training kasi kapag matagal mo na hindi ginagawa makakalimutan mo na naman. Pero yung mga drills na ginagawa natin quarterly at least ‘yon ay malaking tulong para makapag handa sa mga disaster na maaring dumating sa buhay.	First Aid Advantage of Training
R28	Of course, kapag may ganito makakatulong din para ma lessen yung pagkakaroon ng matinding sakit, syempre para maiwasan mo alam mo yung ginagawa mo kung sakali.	Lessen the risk of illness
R29	At sana kung may actual na sakuna masunod yung drills natin, baka mamaya kayo rin biglang tatalon sa second floor.	Proper approach in a real disaster

Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Unruly As a Bull,” and “Budding Flowers,””			
Q2	How do you identify if a person is “well-prepared” in times of calamity, with or without warning?		
R1	Maybe if the person knows what to do before, during and after a disaster. A person who is knowledgeable enough would not be uhm. Hindi siya magiging, like do that panic thingy, or more like parang alam niya kung ano gagawin niya and would save ahh prioritize herself first rather than others.	Knowledgeable Awareness of Proper Approach Avoid Panic Prioritizing oneself	
R2	If aware siya sa mga naexperience na mga disaster or yung mga risk na mangyayari kapag meron na yung mga disaster, and alam niya yung gagawin without, without asking other people na kung tama, tama ba yung ginagawa niya. Like kasla natural nalang sa kanya kumilos kapag meron na yung disaster. Wala na siyang doubt kung tama yung ginagawa niya.	Natural actions Awareness from the experienced disasters	
R3	Siguro po like pang primary po alam niya yung ibig sabihin ng typhoon warnings, alam niya yung kung anong iniindicate ng signal number 1 ganon, and yung hindi po, hindi po uhm like hindi niya po alam ··· siguro po ang ano, yung mga careless lang po sila ganon. Yung walang, pag tinanong mo anong gusto nilang iprepare wala silang masasagot.	Primary Knowledge Proper Approach	
R4	A person must be serious about the calamity and know its danger and know how to act at all times.	Serious Know how to act correctly	
R5	I think calm, talagang pagiging calm pag uh yung isang person is merong parang fine face na calamity or uh like lindol ganon parang kalmado siyang uh ··· parang i aassess yung mga things. Talagang calmness talaga is a powerful weapon in this situation kasi uh yun talaga yung parang ngay hindi ngay mag a-assess uh yung parang ano ··· yung parang takbo ng utak mo. Parang yun yung mag dri-drive sa takbo ng utak po parang di yun ma di-disturb ganon. Then yung is I think is on how he or she assesses the situation parang ngay uh example kuma jay ··· nung earthquake drill noon na parang nag alarm lattan biglan tapos datayo ket agkikita-kita then I ··· napansin ko na parang walang kumuha noon ng emergency kit so ibig sabihin walang prepared satin that time in case of emergency ganon.	Calmness Assesses the situation	

R6	Ang una kong napansin dito sa school natin is the first aid kit. Yung preparedness ng teacher which... subject teacher rather yung pagiging aware nila sa surroundings nila na kaya nilang I assess yung students nila whether they are panicking or not or kung nasa sake na sila ng danger. So ang para sa akin uhm masasabi ko na well prepared ang isang tao kapag kalmado siya, kapag kaya niyang I kalma yung isip niya without being nervous or putting someone else in danger. Tas in community naman kapag active yung mga rescuers natin like for example pag earthquake drill nandyan yung mga uh... officers natin na pwedeng mag handle sa mga ganitong situations.	First aid kit Preparedness of teachers Not panicking Calm Active rescuers
R7	I identify a person well-prepared kapag sa bahay nila is meron parang emergency kit meron pa yung nakikita ko sa bahay, sa mga bahay na mga let's say mga four piece bucket tapos nandon na lahat ng damit, can goods ganon. In students I identify them if sinusunod niya yung mga don'ts and do's yung uh kunwari imbes na tumakbo siya during earthquake is uh nagstay lang siya sa place niya which is mga one of the... mga dapat gawin during earthquake.	Emergency kit Following dos and don'ts
R8	Para sakin, a person is well-prepared pag during those times or calamities may mga uh hindi siya masyadong panic, alam niya yung ginagawa niya, kung ano yung gagawin niya during those calamities and kung papaano niya naisasagawa yon in those times ng calamities.	Know what to do
R9	Well, I think one identifier would be when that person is able to tell or tell themselves or make themselves do what their training wanted them to do.	Proper approach from training
R10	Maybe if he or she has a emergency kit bag, something like that, or something like a tool that could help him or her be safe something like that.	Emergency kit
R11	A person is "well-prepared" in times of calamity with or without warning when you see this person knows how to mitigate and or prevent possible effect of any hazard or disaster.	Mitigate and prevent possible risk
R12	We can say that a person is prepared if siya ay nakikita mo yung presence of mind niya and then alam niya yung ginagawa niya, hindi siya yung nag papanic, at hindi siya nakaka impluwensya sa uh pag contribute kung ano man yung pwede natting gawin para ma save ang lahat at makapunta sa safe place na sinasabi natin na away of any disaster.	Presence of mind Not panicking
R13	Ammo na jay aramiden na, kaspangarigan adda sunog ammo na jay kwa haan nga jay ag panpanic.	Knows what to do Not panicking

R14	A person is well prepared in times of calamity. If he or she is equipped with the knowledge about such a disaster and the skills necessary to perform in such an encounter.	Knowledgeable
R15	Number one kasi kapag may mga disasters na dapat may presence of mind tsaka dapat alerto siya sa or advance na yung isip niya sa anumang mangyari kaya uh ginagawan niya na ng paraan, beforehand niya na gawin bago pa mangyari kasi nga delikado na kung mahuhuli pa na gagalaw.	Presence of mind Alert
R16	You can identify if a person is well-prepared in times of calamity with or without warning when he or she knows the basic steps to be prepared, have plan, have a kit and be informed at all times.	Basic steps Kit
R17	A person is well prepared for a disaster if he has preparation plans, basic disaster supply kit, and he desires to gather information on how to be prepared for disasters.	Basic knowledge Supply kit
R18	Malayo palang po yung bagyo nagtatago na kami ng mga importanteng gamit o mga dokumento.	Advance thinker
R19	Mga alaga namin, inilalagay po namin sa safe na lugar bago dumating ang sakuna.	Advance thinker
R20	Kapag kalmado siya gumalaw at laging handa. Yung mga important documents and med kit as well.	Calm Med kit
R21	It is very hard actually to identify who is ready and who is not ready, but of course, number is as long as that person uh has enough knowledge what to do before,during and after a calamity plus of course psychologically uh the person must be psychologically and mentally prepared, uh he or she knows how to react in case a disaster will happen. Plus, number one the resources also of that person should be available uh for me to say if the person is prepared or not.	Enough knowledge Mentally prepared Resources
R22	Ganyan naman tayong mga Pilipino diba, kapag dumarating yung mga kalamidad na ganyan lagi tayong handa, lagi nating ginagaw kung ano yung dapat. Tulad nalang noong kami, naranasan namin yung binaha saamin, alam naming kung saan kami pupunta. Sa mga matataas na kapitbahay namin kami lumikas. Dapat alam mo kung saan ka pupunta, yung kung saan ligtas ka sa anumang sakuna.	Always ready Knows where to go
R23	Malalaman mo kasing prepared ang isang tao kapag alam niya yung ginagawa niya, pag hindi siya natataranta. Kasi most of us, let's say for example usually ang nararanasan natin is uh earthquake diba. Yung isa kasi, kapag alam mo yung ginagawa mo uh hindi ka matataranta diba, kapag nataranta ka yun yung mahirap. Be calm, alam niya yung ginagawa niya.	Knows what to do Not panicking Calm
R24	I can identify a person if that person let's say if he or she is calm, yan, most especially kapag may calamity. Masasabi	Calm Alert

	mong prepared ang isang tao specially pag calm siya and ah… alert doon sa mga ginagawa niya, yung hindi nag pa-panic.	
R25	I think… no panicking, always ready with the different belongings or with the different for example the first aid kit, food and the light.	Not panicking Belongings
R26	I can furtherly assess if a person is really prepared or uh if she can act calm or be calm, that's the first one, to be calm. The second thing is to do the right things uh which are aligned with the situation or which are really connected with the situation for example you must be calm first, get hard book or any hard cover that will cover your head, move out to the building and then go to a place where there is no building then just see how they react and their initial action in the situation if they are really prepared during that calamity.	Calm Proper approach
R27	Kung alam niya yung ginagawa niya, systematic.	Systematic
R28	Kapag may sakuna tapos hindi siya prepared mas magpanic, dapat at ease siya at kaya niyang imange yung scenario.	Not panicking
R29	Tsaka paano pag kalat-kalat yung gamit niya, paano pag may biglang emergency.	Organize things
R30	Dapat meron yung to-go bag. Meron siyang first aid kit.	First aid kit

Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Still Water Run Deep,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” and “Pliant Like a Bamboo,”

Q3	What do you think are the skills necessary for everyone to learn in terms of disaster risk reduction and management?	
R1	Ok skills, maybe being tactile and being alert from time to time when it comes to other disasters and do not uhh huwag kang magpaniwala sa mga small like.... small earthquake not like earthquake, or like small seismic activity that is not really disastrous or something like parang ‘di naman ganun kalakas. And for example, dun sa Paratong ata yun that time, nong nagka lindol and they said that the water is dropping which indicates tsunami, but that does not mean that there is a tsunami that is coming after them. Yeah, bilang knowledgeable enough of different signs and uhm like things you should know before a calamity or a disaster.	Tactile Alert
R2	If aware siya sa mga naexperience na mga disaster or yung mga risk na mangyayari kapag meron na yung mga disaster, and alam niya yung gagawin without, without asking other people na kung tama, tama ba yung ginagawa niya. Like kasla natural nalang sa kanya kumilos kapag meron na yung	Awareness of situation Knows what to do

	disaster. Wala na siyang doubt kung tama yung ginagawa niya.	
R3	I think ang isang tao po dapat kahit hindi siya interested sa mga bagay na like yung earthquake ganon kahit ayaw niya dapat alam niya na kailangan niyang matutunan yung mga bagay na yun kahit hindi siya intrigue or kahit alam niyang hindi niya ma i-apapply sa totoong buhay dapat alam niya pa rin yung mga basic,yung basic knowledge before,after and during.	Basic knowledge
R4	Serious in what way physically or mentally? Feeling ko mentally yung kailangan nating skills na magain kasi po yun po kasi yung nagpapa-calm po natin pag merong calamity. So yeah, uh a person must be serious. A person must be calm.	Mentally prepared Calm
R5	Preparedness number one talaga yung preparedness in any time dapat prepared siya like uray magna lang,apana nag recess dapat prepared in case nga agka lindol ganon. Then I think ket yung enough training kasi pag wala kang training talaga parang ngay di mo alam yung ginagawa mo. Then next is yung calmness talaga yung uh...pagiging kalmado ng isang tao since parang yun yung parang magaano talaga sa takbo ng utak mo talaga don. Then next is yung on the skills on how one assesses the situation since uh yun parang makita niya like inya ti umunak nga ramiden, jay next,jay next ganon parang yun lang naman.	Preparedness anytime Calm Assesses the situation
R6	Okay so,in relation to my answer in question number 2 ang pinaka importante talaga diyan is to be in calm kasi syempre kung hindi ka kalmado kahit na may alam ka sa first aid edi wala din. Hindi lang yung sarili mo yung I pu-put mo at risk pwede na din yung mga kasama mo o yung taong pwede mo pang matulungan. And hindi lang naman yung pagiging kalmado yung kailangan kailangan mo din ng background knowledge regarding on first aid so I believe na dapat uh... lahat ng students or every people should know how to do first aid.	Calm First aid
R7	When it comes to skills siguro uh related sa mga preparedness. Let's say uh during... during disasters yung uh alam nila kung san kinukuha yung mga emergency kit nila,yung mga kailangan nilang dalhin,kung saan sila mag evacuate ganon.	Where to get emergency kit
R8	Uh, para sakin ang skills na dapat malaman ng lahat is first is yung uhm disaster preparedness specially sa mga calamities like earthquake, specially sa earthquake just like sa nangyari last year.	Disaster preparedness

R9	Uhm I think some examples would be being able to... I think being able to assess the damages that were, that resulted disasters and being able to recuperate from those situations.	Assess damages
R10	Not panicking in the situation, in that said situation something like that.	Not panicking
R11	Be knowledgeable, acquiring or increasing our knowledge on disaster resiliency will help us become more vigilant or alert at all times.	Knowledgeable Vigilant Alert
R12	Isang skill na dapat matutunan yun nga yung pagiging vigilant, ano yung dapat na unang gagawin pag may ganong disaster tapos uh dapat well knowledgeable sila sa mga disaster, so kahit anong disaster man yan, tsunami o anuman dapat alam nila kung ano dapat nilang gawin na una para sila ay masalba. Then siguro yung isang skill na dapat gawin nila is dapat yung pagiging observant, dapat sana kung may ganong instances dapat hindi nila unahin yung mag panic, although its normal dapat i-assure mo pa rin na maging safety ka ano man ang mangyari.	Vigilant Well knowledgeable
R13	Unang-una dapat jay skill nga ikwa na jay bagi na nga haan nga jay matatarantahan or di kaya ano... jay ngay agpanunot umuna bago agpanic.	Manage emotions
R14	The skills necessary for everyone to learn are the ability to stay alert and be prepared for such situations and the ability to utilize their surroundings.	Alert Utilize surroundings
R15	Kasi as far as I know, ang alam ko na pinaka first step na dapat na gawin sa mga ganyan is to know the, ano, the first aid, like kung may mga pasyente na, regarding sa mga pasyente about sa CPR, they should know how to do the CPR to the patient. Pag mga disasters naman like mga typhoon, or kwan uh ang alam ko dapat maging alert sila para to rescue immediately the victims, dapat naka ready lahat ng gamit sap ag rescue.	First aid Alert
R16	It is important to know the skills, not only the professionals but everybody. It is the ability to remain calm, under pressure, excellent critical thinking and flexibility to make quick decisions as disaster change and develop.	Calm Critical thinking Flexible
R17	I think everyone needs to learn how to remain calm, even under pressure, and, uh, everyone must learn how to, um, be flexible in making quick decisions during disasters.	Calm Flexible
R18	Maging kalmado o wag nerbyosin at palagi pong handa.	Calm
R19	Uh tsaka dapat maging vigilant sa mga mangyayaring posibleng makakapinsala sa kapaligiran at sa komunidad.	Vigilant
R20	If she or he is vigilant and always alert to the things that are happening in his or her environment.	Vigilant Alert

R21	Number one those life skills that we are saying, for example, uh we should know how to uh perform first aid, CPR, number one of course mga life skills natin uh yung marunong lumangoy specially that we are in archipelagic country plus uh we are number one uh, I mean when it comes to typhoons diba, most often or on average we experience typhoons in a year so uh flooded sometimes happen in our locality, number one dapat alam din natin yon. Plus of course...the resources, importante, the survival kits, emergency hotlines and you should know also uh where to go, the location of the evacuation centers, who are the people you need to contact in case of emergencies, who the authorities you need to call, who are the immediate families na pwedeng tumulong sayo in case esomething bad happens.	First aid Survival kits Hotlines
R22	Ganyan naman tayong mga Pilipino diba, kapag dumarating yung mga kalamidad na ganyan lagi tayong handa, lagi nating ginagaw kung ano yung dapat. Tulad nalang noong kami, naranasan namin yung binaha saamin, alam naming kung saan kami pupunta. Sa mga matataas na kapitbahay namin kami lumikas. Dapat alam mo kung saan ka pupunta, yung kung saan ligtas ka sa anumang sakuna.	Knows what to do Resilience
R23	So yung mga basic skills, survival skills, yon mga ganon dapat.	Survival skills
R24	Okay, so in times of calamity for me I can be calm but not one hundred percent sure that I am prepared for that specific day. But still, I can make myself calm and just in case na pag hindi ko alam ang gagawin, for example meron yung mga... I mean I can just rely on sa mga authorities kung ano yung sasabihin nila ganon but hindi ako one hundred percent saying na I'm prepared.	Calm
R25	What about the different skills about the first aid? Kasi uh as to my experience also, I had trainings, I had my trainings previously but, but I tend to forget some first aid trainings.	Forgetting first aid skills
R26	I think one of the skill that is necessary is being prepared or being uh first aider I think? One of the best I think noh, being a first aider since uh I'm sure that if there is a disaster that may happen we cannot really say that all of the people that uh we are with have an idea how to, how to assess or how to... let's say pano gamutin ang taong nasugatan o nabalian ng buto.	First aid
R27	'Yon, number one is first aid skills.	First aid skills
R28	First aid skills, preparedness, tapos hindi lang earthquake drill nga drini-drill dapat sa school kasi parang pag may bagyo o baha, ayon hindi alam ng mga tao kung paano talaga i-manage	First aid skills

	kaya ang nangyayari ayaw nila na magpalikas dahil they are not well educated about what to during. Puro earthquake drill nalang kasi laging ina-ano natin, to think na lagi tayong binabagyo. Pwede naman na sunog pero wala tayong drill na ganon.	
R29	O bomb drill. Ang bomb threat namin noon na drill ang evacuation area namin sa labas. Pero actual 'yon na may bomb threat tayo noon. Pumunta pa ang bomb special unit ng probinsya. Pero para hindi mag stampede yung mga estudyante pinalabas namin na earthquake drill pero ang evacuation area doon sa labas.	Knows what to do
Themes: “Navigating the Darkest Corners,” “Still Water Run Deep,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Pliant Like a Bamboo,” and “Do No Harm,”		
Q4	In your own opinion, how ready and how well-off are you in terms of disaster risk reduction and management?	
R1	As a RCYC, a member of RCYC in the school, I can say that I am “well-prepared” and knowledgeable enough because I have attended various trainings in school and outside the school regarding the different disasters and first-aid training that could help me and that could be beneficial to other people.	Well prepared because of training
R2	For me, i-scale ko ah, in a scale of one to ten, I don’t think I am ready enough kasi I think I have more to learn, so mga seven ganon, seven over ten na well-off ako sa disaster risk management.	Not ready enough More to learn
R3	Siguro po hindi po masyadong prepared kasi uhm halos like surface level lang po yung naiintindihan or yung pwede kong ma i-apply and siguro madadala po ng human emotions din pag totoong buhay na po.	Not really prepared Surface level knowledge
R4	I think moderate lang po because hindi ko pa po alam yung mga other necessary skills, ay other necessary knowledge po kapag you know may calamities po. I think they should teach that more on schools po.	Moderate Lack skills and knowledge
R5	Kung I rarate ko siya over ten I think 7/10 kasi that time nung earthquake drill na wala silang pasabi hindi ko nga din kinuha yung emergency bag. Nagdiretso ak lattan bimaban binaybay-ak agijay ka classmate kon as long as safe nak. Then next ket uh haan ak met...yung siguro isu nga han ko imbababa nga seven dahil hindi naman ako nag panic that time kaya yun hindi ko naman na parang ngay uh...inano sa utak ko nga kasla ngay adda ba talaga emergency or what. Pero kalmado naman ako parang ngay inisip talaga kung meron o wala, pero meron man	Lack skills Not being able to apply the training in real life

	o wala alam ko naman dapat yung gagawin na duck, cover and hold pero ako kasi dumiretso na akong bumaba just in case uh meron talagang lindol na kahit hindi ko na fee-feel.	
R6	Okay, since first aid training palang naman yung parang naia-apply ko and I am still learning, I am still in lack of experience ang sinasabi ko na ready sa mga circumstances na hindi gaano kabigat yung mga sitwasyon. Gaya nalang ng mga sitwasyon na kaya ko pang agapan in a way na uh kaya pa ng skills ko or ng experiences ko. Hindi ko na kayang gawin yung mga bagay na masyado nang⋯⋯masyodo nang high level yung kailangan para ma solve yung problem nay un and kapag may mga ganong circumstances nagtatawag nalang talaga ako ng mga teacher or anyone na who is willing to help para maipunta na yung patient sa RHU.	Lack experience Need assistance
R7	Not that prepared since wala uh wala akong sariling emergency kit awan ay⋯⋯yeah. Wen awan sarili ko nga emergency kit kaya han ko maiconsider jay sarilik nga well prepared or ready kung meron mang disaster.	Not prepared Lack of emergency kit
R8	Para sakin kasi since mababa lang dahil I, uh I know for a fact that I am not that uh ready or well off sa mga or pagdating sa mga uhm gagawin pag may mga calamities na nagyayari. Mostly sa application since nauunahan ako ng panic instead of what I've learned from the drills.	Not ready enough Panic
R9	I believe I'm something⋯⋯ I believe I'm no expert but I have the basic knowledge in terms of these issues. I think I'm not yet an expert but I think I have the basic knowledge to do the most basic and necessary things to do during a disaster.	Basic knowledge
R10	I'm not ready because I don't really know what to do when there is calamity or I don't know what or who to call when we need emergency.	Not ready Lack of knowledge
R11	I am ready and a little bit well-off prepared because I have attended community-based Disaster Risk Reduction and Management training twice by the Office of the National Defense and Philippine Red Cross, San Fernando La Union Chapter I. I also attended Occupation First Aid Training with CPR+AED life support by the Philippine Red Cross, San Fernando La Union Chapter.	Ready enough because of training
R12	Kung ready naman, siguro uh rate of one to ten siguro saakin ay seven. Hindi ko man masabi na “well-prepared” ako pero dahil sa mga natutunan ko rin may alam din ako kung paano ako mag prepare. For example, dapat sa bahay mismo dapat lagi kang may rechargeable flashlight, yung documents	Ready quite enough Basic things are prepared

	skills lang talaga, mga life skills. But as to the knowledge I think uh I have enough naman.	
R22	Handang handa dahil lagi namang ano eh, lagi ka namang nakararanas niyan kaya yung mga karanasan mo noon ay nagsisilbi silang aral mo sa mga susunod pang pangyayari kaya alam mo na yung mga dapat isagawa.	Ready enough Always experienced
R23	Maybe, kasi itinuro ko naman kung Disaster Management sa grade 12, so meron na akong idea on how to prevent some of disaster risk. Let's say for example if I am going to rate myself, ten is the highest, I'm in the eight, nine kasjay.	Ready enough Educator of DRRM in school
R24	So the necessary skills... ayon yung basic, yung sa first aid, yung sa earthquake, sa tsunami and yung sa resuscitation yung ganon. Kasi malay mo may naatake at least alam mo yung gagawin mo kung for example may naatake, haan nga makaanges kasjay.	Basic knowledge
R25	If I'm going to rate it maybe six over ten. Six over ten because maybe if it comes to emotion I can handle myself but what about the different skills, what about the different uh the others, the readiness.	Can control emotion Lack in other skills
R26	On the scale of one to then... baka six saakin kasi madali lang akong nerbyosin tas hindi o na alam yung ginagawa ko. Kung walang magpapaalala saakin 'yon.	Easy to panic
R27	Ako eight ako kasi I can work under pressure, hindi ako kwan eh... yung normal lang. Never akong nenerbyosin kapag may ganyang pagkakataao.	Work under pressure Not panicking

Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Still Water Run Deep,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Unruly As a Bull,” “Budding Flowers,” “A Flower’s Soil,” “Pliant Like a Bamboo,” and “Do No Harm,”

Q5	What specific skills do you possess that are valuable in disaster risk reduction and management?	
R1	Ano siguro, uh the ability to be calm in a disaster and know what to do is very important because if you're panicking at that moment, you're blocking out the thoughts that you should be thinking during a disaster regardless let's us say, a person who is panicking within an earthquake, don't really know what to do and just run and run and run until there's a safe place which is wrong. They should be following the duck, cover and hold, which should uhhm ideally save their lives and lessen the injury within that person. Yun lang.	Calm Basic knowledge

R2	I think yung mga nasabi ko rin kanina yun sa mga pang first aid and yung mga need na gawin during calamities like earthquakes, yun medyo aware na ako dun. Pero yung need ko siguro i-practice is yung pagiging calm ko, kasi nung ano nung first time na, first time na nag-eathquake, basta yun malakas na earthquake na na-encounter natin ngay ket, hindi ko rin na ano, na-apply yung tinuro na duck, cover, and hold ganon since nagpanick, nagpanick kaming lahat noon pero luckily nung kumalma na kami, na-apply ko rin yung mga skills ko na yun na tinuri dito, like yung proper, proper na gagawin after the calamity.	First Aid during calamities Practice being calm
R3	Yung pong talagang pagkuha ng atensyon ng mga tao yun po takaga. Kasi kung, like effective naman siguro po yung mga infographics kasi yun po talaga yung makakapukaw sa atensyon ng tao and at the same time na i-inform mo sila yung gusto mong sabihin. Yung patience po to learn. Patience to learn na kahit hindi ka intrigue feeling mo hindi naman mangyayari ganon. Kailangan pa rin matutunan yung mga bagay na 'yon. Yung basic lang na knowledge.	Seeking attention from fellow citizens Patience to learn
R4	My knowledge po about what to do in earthquake because uh na experience ko din po yung earthquake last year and it helped a lot po. So na apply ko din po in real life situation po yung mga napag-aranan ko.	Basic knowledge
R5	Yun lang naman nasabi ko like pagiging kalmado and yung process ng utak.	Calm
R6	Na mention ko na din so i-emphasize ko lang, yung pagiging kalmado ko, yung pagiging at peace ko, hindi naman sa, at ease rather in case of emergency and yung background knowledge ko regarding on first aid.	Calm Basic knowledge
R7	Siguro ano...meron akong alam, meron akong konting knowledge about first aid and also yung nong ano, nong earthquake ket kwan syempre tinakbo ko nga yung ading ko, kaya kong tumakbo ng steady during earthquake na hindi natutumba.	Basic knowledge Running skills

R8	For me is uhm... going back from those drills na napag-aralan ko when on how to uh deal or on what to do in those times of calamities.	Knows what to do
R9	Well I think I can manage stress well and act during stressful times I can also uhm, I can also learn those skills during those trainings uhm DRRM trainings like... uhm acting under stress, being able to think straight and avoid being overwhelmed by stress.	Manage stress Work under pressure
R10	Being able to run fast when scared.	Running skills
R11	I have knowledge on technologies that I can use in fast disseminating information and consolidation reports to be submitted to the different government agencies.	Technological skills
R12	Skills, siguro yung pagiging malakas ang boses, ikaw yung mag stand kapag nakikita mo na may ganon na, nagpapanic yung iba at ikaw naman kung alam mong kalma ka pa, ikaw na yung mag influence sa iba na umayos at gawin ang nararapat para ma save lahat ng nasa isang disaster area, na dapat magagawa na maipunta lahat sa may safe area na tinatawag o yung evacuation.	Loud voice
R13	Sabi ko nga haan ak nalaka agpanic ken kanayon ak nga updated ti balita isu ta ammok nu inya aramidek nu adda kuma iti bagyo.	Not panicking Always updated
R14	The ability to remain calm and strong communication skills, and the flexibility to make quick decision as disaster change and develop.	Calm Strong communication skills
R15	Ang kwan ko lang naman diyan is kailangan lang naman tayong ano eh, lahat maging prepared at i-ready natin yung mga priority na gagamitin para incase na magkaroon ng disaster, uh magagawa natin.	Always ready

R16	The specific skills that are valuable in DRRM is being prepared at all times because it can reduce fear, anxiety and low self.	Being prepared Manage emotions
R17	I think have the flexibility to make quick decisions during disasters. I have proven this when there was flood and earthquakes.	Flexible
R18	Kagaya po ng sinabi namin, maging kalmado at huwag pong magpanic.	Calm Not panicking
R19	Maging handa sa lahat ng oras, huwag matulog.	Always ready
R20	As what I have said I am also alert and always ready to face any adversities.	Always ready Alert
R21	Yung sanabi kong dapat laging handa, alam mo yung mga dapat gawin diba, yun nga yung presence of mind yun lang yung kailangan mo at tsaka yung papano mo harapin yung mga sakuna na yon.	Presence of mind
R22	Syempre I know how to properly uh...execute the duck, cover, and hold. Kasi yung iba nag duduck nga, naggocover nga, but they are not holding something which is wrong. Then uh one skills is you must know how to update yourself, through social media during a calamity, so dapat alam mo yung nangyayari sa paligid mo.	Duck, cover and hold
R23	Ayun nalang, since sabi ko kaya ko namang maging calm, siguro nalang as a teacher I can parang encourage people in order for them to be calm or if alam ko yung gagawin, let's say uh I am knowledgeable about sa first aid I can siguro share yung specific skill na yon. As a teacher, information dissemination 'yon nalang kasi hindi naman ako, wala ako masyadong, I mean wala ako masyadong knowledge about sa disaster risk.	Calm Educating others
R24	Yung isang type lang ng pag CPR, another is uhm I'm good in, when it comes to the different medicines that for example a patient need. For example, if he needs antibiotics or if he needs	CPR skills Medicine

	anti-inflammatory to ease the pain, I'm good at that particular part.	
R25	I think the first one is to be a first aider at the same time be alert also. So, one of the most important thing to have is to be alert at all times at the same time be calm even though the people around you are being in panic. So just be calm, think critically and to assess things uh properly. You must be able to calm yourself in those situations.	First aid Alert Calm
R26	Siguro ako preparedness and focus, ayan. Kasi parang si sir kalmado pero except pag may earthquake kasi may trauma ako. Ang trauma ko kasi talaga is earthquake kaya konting ganon lang siguro mauuna pa ako sa estudyante ko na lalabas pero at the end of... alam ko na yung mga dadalhin ko kasi yung last earthquake ang una ko talagang kinuha is yung bag kong may cellphone, may kaunting pera mga ganon. So 'yon yung skills skills ko yung preparedness tapos 'yon nga mas focused siguro ako kasi naalala ko magdala ng tubig tapos kaunting tinapay, mga ganon.	Preparedness Focus Calm
R27	Ako pag kwan uh flood, takot ako sa flood I cannot swim. I will first save myself.	Saving themselves
R28	Calm, pero parang pag nandian na eh parang hindi ako maka kalma. Nagpapanic ako.	Calm
R29	Na experience kasi namin nila Ma'am Flora yung malakas na malakas at nasa college kami noon kaya. Sobrang lakas kasi noon and nasa first year college palang kami.	Past experience
R30	As what I have said, I am also alert and always ready to face any adversities.	Alert
Themes: “Bridging the Readiness Gap,” “Still Water Run Deep,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Budding Flowers,” “A Flower’s Soil,” “Second Parents,” “Second Home,” “Pliant Like a Bamboo,” and “Do No Harm,”		

Q6	Did your participation in various disaster risk reduction training give you proper tools for communication? Describe how it affected or may affect you and others.	
R1	Yes. As what I've said earlier, uhh various trainings for disaster risk management does not only focuses on the disaster itself it also focus on giving first aid kits or first aid, first aid in particular to those people and for yourself and what you would do if you have ah broken leg or something like there's someone choking or there's someone who couldn't breathe. They teach us how to do CPR correctly and give us instructions on what to do during, after and before a disaster.	Benefits and Advantages of Disaster preparedness training
R2	Ayun nga mas natuto ako makipag-usap sa ibang tao kapag may calamities, eh diba hindi naman lahat nareready mo na during calamities so kailangan mo pa rin ng aid from someone. And hindi na ako nag-nahihiya ganon na like natuto na ako if kailangan talaga ng tulong, ask a someone.	Learn to approach other people
R3	Personally, hindi ko po alam yung mga hotlines by heart pero I keep a photo po ng mga hotlines.	Emergency hotlines
R4	Actually, I think po it affected me positively cause I knew that I should call for help rather than panicking po.	Seeking help rather than panicking
R5	Talaga nga in enhance na jay communication skills ko specially during uh mga kasta like syempre apan ka maki chismis jay sabal inga balbalay nu talaga ba agkalkalindol or what, syempre...oh tsunami I should say talaga ba agtsunami,I that time or saan ngamin ket uh kailangam talaga ti connections specially nu kastuy nga panawen ay nu kasjay nga disasters ngamin ket syempre uh kailangam ti another informations specially dagijayngay uh facebook page kitaen da dagijay nag comment nu ususto talaga. Adda met ti fb page ti Bangar nga..basta jay page ti Bangar nu talaga nga uh agtsunami or what. Pero don sa part ngay na yung mga hotlines doon kami nagkulang I think kasi nakaflash nga agpayso ayanti barangay ijay board ng ana meron hotlines don yung DRRM,BFP etc. Naka flash nga agpayso pero malablabsan la ajay nung chineck na naming yung ano...yung ano jay ngay	Enhanced connections to people Verified sources

	contact list mi adda ti kwa adda ti connection mi ti pul-pulis kasjay ngem kasla ngay you need talaga jay official ngay na hotlines for every part kaya I think don talaga kami nagkulang dahil wala kaming official number ng mga hotlines. Parang nagcontact kami sa may connect ng uh official na department na yon which is dapat mas realiable talaga yung official na...jay official nga department nga isu ti tawagan.	
R6	So yung first question mo is kung naapektuhan ko yung communication skills ko uh since I came from a Science High School ang mostly na napagaaralan when it comes to communication skills is how can we uh...portray or how can we uh talk in a professional way in a more logical way. So kapag ganyan ang usapan uh we were thought na dapat uh being therapeutic is the best way to communicate to your patients, kasi syempre hindi mo kailangang maging uh gaano ka professional magsalita kailangan mo ding maging ethical and therapeutic in a way na maa-assure mo yung patient mo na everything will be okay, everything will be just fine. Na hindi sila mapapahamak kasi nga nandoon ka, you are there to assure them na magiging okay din ang lahat. During our training nag provide sila ng mga hotlines na pwede naming tawagan in case of emergency. Nagbigay sila dito sa Bangar, so I am sure na magagamit natin yun and meron din sa every classroom I guess meron tayong hotlines na makakatulong satin.	Proper communication to patients
R7	Yung about sa hotlines meron sa bahay namin na nakadikit sa pader talaga in case of emergency nandon yung about sa fire protection, ambulance ganon. So tinuruan din kami ng parents naming na if ever mangyari yung parang earthquake tawagan naming agad yung hotlines or sila mismo yung tatawagan namin. About naman sa communication I can say na hindi ako magaling sa communication during calamities. Meron din kasi yung panic and baka imbes na maibsan yung panic ng isang tao baka magpanic pa kaming pareho.	Emergency hotlines
R8	I am going to uh shout for help to para matulungan din yung taong uh nabagsakan for example uh just like nalang yung na experience ko last time yung earthquake na parang uh hinila ko yung kapatid ko sa baba ng lamesa during the earthquake uh and incorporated duck, cover and hold while the earthquake was, while nagaganap yung earthquake.	Seeking help

R9	Well, yes they trained me well to be able to communicate and to know what to do during those uhm during those disasters like what I did during the July earthquakes. After the incidents I immediately called my mom and my brother same goes to my father and they were able to go, to get into the scene quickly.	Communication training Proper application
R10	I think no because I didn't really take...I don't have social skills. I'm too shy to talk to people.	Shyness
R11	Yes because of the additional knowledge I learn from the trainings I became more competent and know proper actions to be done without panicking and faster dissemination of information is acquired.	Faster information dissemination
R12	Pag isa ka rin trained sa isang disaster, dapat, basic yon kasi na training sa first aider hindi mo man na i apply at least may background ka sana. Halimbawa, yung example natin yung nabagsakan ng kahoy hindi mo basta-basta tatanggalin yung kahoy, baka may mga part na makaka injure sa pasyente o sa victim na yon at hindi natin alam, so yung una bilang isang first aider dapat alamin mo rin na dapat safe kayo sa lugar bago ka tumulong sa iba and secondly kung may nadaganan ng kahoy na ganon alamin mo sa sarili mo kung ikaw ba ay marunong mag handle ng ganon eventually. Ano ba yung mga kailangan mong tools? Mga ganon, so dapat pag may halimbawang ganon kumuha ka ng kasama mo na magbubuhat ng kahoy, kasama mo na mag operate ng chainsaw para matanggal siya sa isang nakadagan sa isang tao. Maghanap, communicate with others tapos I would suggest na meron tayong mga contact numbers para pag may emergency alam natin yung mga tatawagan natin. Sa bahay nag print ako ng mga agencies na nandon uh Red Cross, yung fire sa Balaon, Police station mga ganon na nandoon lang sa may landline kasi kung halimbawa na battery empty tayo gaya ng cellphone hindi na natin alam yung tatawagan kaya mas maganda kung mag printed pa rin na contact numbers, in terms of emergency.	Proper first aid Emergency hotlines
R13	Umuna ikkam first aid na jay tao nga nasugatan tapno haan nga tuloy-tuloy nga agdara jay natamaan kinyana. Like ibagak nga haan mabuteng ta adda mang first aid kinyana, magiging okay	Proper first aid Communication to patient

	din. Gamin pag pinakita mo sa tao na agpanpanic ka nakarkaro paylang nga mabuteng jay tao nga nasaktan.	
R14	Yes, it gives me, the others around me, a way to contact each other in case of an emergency.	Emergency hotlines
R15	Yung mga hotlines, oo, kasi number one yun uh alamin natin lahat ng hotlines ng in any agencies in any particular na yon sa NDRRMC (National Disaster Risk Reduction and Management Council) kasi sila yung una natin hihingan ng tulong pag nangyari na yong disaster na yon. Kaya lagi nasa cellphones yung mga hotlines, mga cellphone numbers nila.	Emergency hotlines
R16	Yes because this is a wonderful initiative to professionally discuss and to come up with a solutions on how to ease human sufferings so this will help save lives.	Communication to patients Proper approach
R17	Tools, I don't know which tools are being referred to but they at least provided headline numbers to contact us in case of any disaster. These headline numbers are very useful and helpful for everyone.	Emergency hotlines
R18	Since di pa po namin naranasan ang training, wala pa po kaming experience, kahit hindi pa po sila nakipag-communicate lalong-lalo na sa mga emergency hotlines ng munisipyo.	No experience
R19	Dapat on time yung pag responde o kaya nasa tamang oras.	Rescuing on time
R20	For me kasi hindi kasi masyado kasing kasing hindi enough yung training alone para make a person prepared.	Various training were not enough
R21	Yeah, in addition to communication skills, how to apply first aid. Yes, because during our training uhm they thought us how to handle, specially when you apply first aid kasi you have to be careful in handling the victims, so that's number one at the same time uh the processes that you need to follow or the	Handling patient First aid

	protocols you need to follow in conducting or applying first aid in a person, so yun.	
R22	Oo naman dahil sila yung mga unang taong makatutulong sa inyo kaya kailangan maging ano ka, maging aware o may kamalayan ka sa mga hotlines at malaking tulong iyon.	Emergency hotline
R23	Maybe I became more resilient to trainings.	Resilient
R24	Since meron naman kaming training, yes naman, nabigyan naming kami ng proper tools, since kahit one day lang yung training at least may na gain kaming knowledge diba, about sa first aid ganon, ganon. Of course syempre additional knowledge ‘yon pero ‘yon nga lang kailangan ng application. It’s not enough na...syempre hindi naman natin pinagdadasal na magkaroon ng disaster palagi para mai-apply natin and dapat ano siya, for me dapat kung pwede nga monthly hindi every year para at least ma remind tayo. Baka nga sa education baka sa isang quarter lang ‘yon, eh papaano kung first quarter itinuro ‘yon tas fourth quarter nangyari yung ano, nalipatan to’n. Lalo ti ubbing tatta ngay ket nu ano ti naituro tatta ngay kut nalpas ton ti exam haan dan to ammo’n. Consistency is one of the key talaga para maging ano tayo, ready.	Proper training Additional knowledge Lack of application
R25	Yes, kasi ang sabi nila saamin if ever, example an accident if ever lang I have to check first the patient but not to touch the patient ganon lang. Then tatawag ng ambulance or police ganon.	Handling patients Seeking help to authorities
R26	Yes, it gave me a proper tool in communication. Let’s say for example my training in first aid. If someone is unconscious the first thing we really need to do is talk like “sir are you okay?”, “sir/mam can you hear me?” something like that. That is the first thing we need to say to our patient or to our casualty. It also affect me in the communication since me being a teacher. I’ve learned how to communicate myself or let’s say natutulungan ko yung ibang tao at the same time. Ako ay nakakapag communicate sa aking mga learners and sa mga kapwa ko guro so it also affected me in a positive way.	Handling patients

R27	Even the hotline number na ibinibigay ng disaster risk, syempre alam mo na kung sino yung tatawagan.	Emergency hotlines
R28	At dapat dapat ready ka rin, right away dapat nandito sa cellphone mo yung mga hotline numbers na tatawagan, natawagan mo na rin yung pamilya mo ganon.	Emergency hotlines
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Still Water Run Deep,” “Wildfire Amid the Trembling,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Budding Flowers,” “A Flower’s Soil,” “Second Parents,” “Second Home,” “Pliant Like a Bamboo,” and “Do No Harm,”		
Q7	Did your participation in various disaster risk reduction training give you proper tools in identifying possible injury and how to approach those accidents? Describe how it affected or may affect you and others.	
R1	Yes, due to the various trainings that I’ve participated, I can say that I am aware of possible injuries and how to deal with them. Hindi sa lahat ng aspect but parang kaya kong ma-assess and mabigyan ng first aid.	Aware of possible injuries Knows how to deal with them
R2	Yes, pero parang hindi, hindi naman ako masyadong nakikinig [to training]	Not listening to training
R3	I think po is yung RICE method. R stands for rest tas the injured area apply ice, uhm compress and then elevate.	Process of first aid
R4	Actually po yung participation ko in various disaster risk reduction training uh it didn’t give me a lot of knowledge about those po so yung mga knowledge ko po above doon is nalaman ko lang po thru Health po naming na subject.	Not enough knowledge
R5	Yes it give, kasla kuma jay ngay uh earthquake drill example parang uh, specially nung elem parang may mga maaaksi-aksidente then parang may mag treat treat ganon pero that time kasi parang ngay walang general ano ngay...general example ngay kasla ngay the other one will treat that, tas habang jay	Knowledge on training but don’t know how to apply

	sabali,sabali met itrea-treat da. Adda kuma ngay nga talaga ngay explanation nga dumdumngeg ti others isu nga nu iba ususto ta...yes talaga nga interview met kasla ngay that time han ko malagip,han ko ammo talaga inya kwakwaek kasla ngay jay ngay uh gamgamoten da agpayse ngem syak awan bibyang ko ta ammok met nga han met naaksidente nga agpayso ajay Kasla ngay alam mo yung possible injuries pero I don't know how to treat them.	
R6	During our training ang natutunan naming o ang mostly na natutunan naming is yung mga basic lang like uh pero siguro yung pinakamabigat na natutunan ko is yung CPR. Syempre ngay ket uh may iba't ibang klaseng CPR kung kailan mo siya i a-apply. Kung conscious ba yung patient mo or kung unconscious. Syempre pag nagkamali ka doon uh there's a possible way na pwedeng mapahamak mo yung pasyente mo but in my case hindi ko pa naman naia-apply yon pero yung isa sa mga tinuro sa amin is kung paano kami makipag communicate sa unconscious person or sa conscious person. It's either tatapikin naming siya sa face,or kukurutin namin pero hindi gaano kalakasan para lang ma assess kung may na fee-feel pa yung patient namin. Personally, I guess is that uh maia-apply ko siya everyday,since hindi ko alam kung ano yung pwedeng mangyari hindi lang naman ako,hindi naman pwedeng everyday nandito lang ako sa school pwede ko din siyang outside sa school during disaster. Like for example may biglaang earthquake and may nangyari alam ko yung gagawin ko and siguro kapag uh...I mean kapag may, may kailangan akong maitulong at least may ipre-present akong tulong na kailangan nila	Basic knowledge First aid
R7	About naman sa earthquake drills sa school natin meron naman yung one time ata na nag role play ba yun like meron silang ginawang uh demonstration on how let's say on how to identify possible injury and isa sa mga natututnan ko... kung paano mag parang mag uh mag assess ng injury during fire risk yung about sa carry dapat ket pababa dapat yung uh parang movement mo kasi nga nasa taas yung usok kasjay.	Knowledge from training
R8	Yes, just like yung tinuro saamin dito sa school yung about don sa uhm yung CPR which is very important uh during uh during accidents for example. It would, it will be very much useful during those times of calamities na may mga nangyaring accidents for example. To uh para mas ma...preserve pa ng or mas prolong pa yung life ng na aksidente.	Knowledge from training

R9	They did help me. I have already been in a disaster where someone was hurt or possibly injured so I think I may not be able to answer these questions. First aid like how to do CPR, how to treat those with burns or fractured bones.	Already experienced and applied in real life
R10	Not really, I didn't really get training or they didn't teach me how to identify the thing...I think I can identify if a person is injured but I don't know what to do to help.	No training
R11	Yes, my training on Occupational First Aid Training with CPR+AED life support increased my level of responsiveness in case of injuries. Acquiring these skills is beneficial for my family and others because I can perform First Aid to anybody in need.	Knowledge from training
R12	Yung training naman eh, oo, naapektuhan din ako lalo na nong may nadaanan kami hindi lang naman sa disaster sa vehicular accident uh yun yung parang nag kwan din saakin na nag evaluate saakin, in terms sa mga ganyan "Am I prepared enough?" So ang nadaanan kasi naming na aksidente ay magama na nakamotor uh inararo ng jeep, ang tatay ay nabali na yung kamay uh yung anak naman, nong una nong malayo pa ako parang bag na lamiit lang siya pero nong malapitan na babae pala na maliit na umiiyak na naka helmet, na naka jacket. So ang ginawa namin since meron naman emergency first aid kit sa sasakyen, yun din yung isa pala so dapat everytime na may sasakyen ka data may dala-dala kang first aid kit sa sasakyen. So, yon finirst aid naming yung ama na nabali yung kamay and then yung anak naman hindi naming alam yung masakit sakanyan kasi iyak siya ng iyak, nakahelmet pa. Ang ginawa namin hindi pwede naming tanggalin yung helmet kasi hindi kami trained sa pagtanggal ng helmet tsaka baka lalo siyang ma kwan, ma injure kung ano man yung nararamdaman niya. Isinakay naming siya sa sasakyen comfortably kahit hindi siya ambulance, tinakbo naming sa pinakamalapit na hospital. So, lesson learned pa rin doon, uh iba talaga kung prina-practice mo yung training mo at sa, at yung updated ka kung ano yung dapat na practices lalo na sap ag save ng disaster.	Knowledge from training Experience in real life

R13	Wen, didjay garud inbagak nga ikkam first aid jay tao, ipakalma mo isu tapno haan nga aglalo jay maritritna na. Na try kon agfirst aid ijay Manila. Jay ulo jay ubing adda dara na ta nauntog isu ginawa ko inikak ti jay bimpo, apan ko in press ijay, sa noo nita han agtuloy-tuloy jay dara na.	First aid
R14	Yes, it helps me recognize if a person might be injured and ways to properly treat these injuries.	Knowledge from training
R15	To be honest wala, kasi syempre, ang paghandle ng ganyan ang kailangan talaga yung well-trained, kasi lalo na sa mga accidents hindi mo naman sa, sa isang pasyente, hindi mo naman basta-basta magagalaw yung isang pasyente kasi madadagdag don ng more injury sakanila, so ang saakin yun nga nasa akin ang number ng NDRRMC para sila ang tatawagan ko agad pag may mga ganon na incidents na nangyayari kasi sila yung knowledgeable sa ganon.	No knowledge
R16	DRRM aims to reduce exposure to hazards and injuries by wise management and improving preparedness and early warning for adverse events, so yung diba sila naman yung unang nagbibigay satin ng mga info kapag may mga calamity na nangyayari satin.	Knowledge from authorities and professionals
R17	No, I honestly don't remember being taught on how to approach injuries and accidents.	No knowledge
R18	Kung sakali man pong may masaktan o masugatan willing naman po kaming tumulong kaya naman po naming bigyan ng first aid.	Willing to help
R19	Bigyan ng paunang lunas para sa nasugatan o kaya mga nasaktan, mga nasaktang tao o kaya mga hayop.	First aid
R20	For me no since ang nagawa lang namin ay magduck, cover, and hold at pumunta sa open area. They never taught us to assess a patient.	No training on how to deal with injuries

R21	Yeah, this is actually connected to my answer a while back, uh of course in our training jay kunakon, they taught us how to handle uh probably victims of calamities.	Knowledge from training
R22	Ano, tulad ng training na binigay ng Red Cross kung papano niyo ililigtas yung mga taong nakaranas ng mga aksidente doon sa ano, sa panahon ng sakuna, ayon pwede mo silang i-ano.	Knowledge from training
R23	Sabali gamin jay...disaster prevention jay disaster response, so yung dito on how to approach accidents, kung paano mo sila i-integrate wala kasi yan sa disaster preparedness sa DRR, they are more kwan kasi eh, teaching students to become more resilient kapag may disaster, kapag may calamity. Though na toutouch naming siya, I think yan ay sa Red Cross, dijayen inya. Adda met jay nakwa mi idi kasla jay CPR, how to treat a wound kasjay...bandage techniques.	Knowledge from training Educating other
R24	Yes naman, may tinuro naman sila. What are the things you need to do kapag may injury yung tao or how to approach them, meron naman silang uh itinuro kung ano yung gagawin and... ayon. Yung sa affect ayon since nalaman mo nag anon pala yung gagawin at least masasabi mo na you can help diba in a simple way na let's say may na injury, so maia-apply mo yung natutunan.	Knowledge from training
R25	Eto kasi eh, one reason why I forget some is we do not have regular training regarding DRRM, we only have once a year, something like that. Another, my role in...another info it enhances my skills, another knowledge, another new and also improves my skills.	No regular training Helps enhance skills
R26	Since it is aligned with my uh training which is being a first aider they gave me a proper tool in identifying possible injury, yes. I can better identify if it is an injury, if it's a wound or a fracture or not and even the small things in our casualties, even how to approach casualties because it is also important to respect casualty, and how to approach them properly so that they will not be hurt. My training as a first aider also affected me in a positive way since my knowledge can also be shared into my learners and I also share that to my relatives so that	Aligned with training Help people with wound

	they can be informed or they can just uh apply that if a calamity might happen in any places even if they are not with their families they can just apply it themselves or the people around them, it may save a life, that is the important thing.	
R27	Meron naman tayong mga first aid trainings, pwede naman nating i-apply yung mga natutunan natin sa mga trainings na 'yon kapag mayroong injuries.	Knowledge from training
R28	Alam mo kung kailan mo i a-apply yung first aid at kung kailan mo na pwedeng dalhin sa hospitals.	Knows how to apply first aid
R29	Tsaka kung hindi mo alam pwede mo namang dalhin sa mga first aider.	Seeking help
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Still Water Run Deep,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Pliant Like a Bamboo,” and “Do No Harm,”		
Q8	Have you ever participated or been involved in any community-based disaster risk reduction and management initiatives? Describe your role in the initiative and what you learned from the experience.	
R1	Yes, parang as a citizen. Not just a citizen but a helping hand for them ganon. Sa training mismo uhh in community-based, my father is a member of a fraternity let us say like that and we've conducted seminars from different barangays within our community or municipality and as a junior of that fraternity, president of the junior of that fraternity, I did uhhh uhh say help the organization to organize and spread awareness for the different disaster and also campaign different projects just like coastal clean-ups and barangay cleanings to prevent floods and different kinds of disasters in our community.	Family Seminars Spread awareness Coastal cleanups Barangay Cleanings
R2	Hindi pa, I don't think, wala pa.	None
R3	I have never been, yung mga REGSAY medics po.	None

R4	Like po yung boy scout. I do not have a role po, I am just a participant.Uh its...kung pano ngay po...uh kunware po wala ka pong ano uh...yung medical bandages you can use....like handkerchief po na long as a bandage po, as an alternative bandage po. They showed us how to tie it using different knots so it will not fall off easily.	Knowledge from demonstration
R5	I think hindi ko pa na try na magparticipate kasi hanak nga outsider nga managwar. Haan ko pay napadasan those things. Thou adda met agijay umumay syak met adda ak la uneg kwartok nu ayaban dak kuma umay ak latta. Agdamag da ngay ti information kinyak like age,nagan uh like everything na...like may tinatanong naman silang personal informations uh,rumwar ak met ibagak. Ngem ha nak ngay,awan concern ko kinyada nga nu adda da,di adda da latta kasjay. Adda dagijay umumay ijay ayan mi ngem jak a ammo nu inya dagijay,dagijay kwakwaen da.	Not participating
R6	As of now kasi, I am planning talaga na magjoin sa Red Cross outside, outside sa school. Parang ngay gusto ko kumuha ng proper training regarding first aid para mai-apply ko din kaya hanggang plano palang di ko palang na i-aply.	Planning to join Red Cross Bangar
R7	Sa community wala,hindi pa ko nag... yung sa barangay kasi naming is kung pag-uusapan yung Disaster Risk Reduction more on sa adults lang nila sinasabi and yung adults na yung magsasabi saamin. Pero uhm alam ko na kwan yung ibang uhm let's say kabataan saamin hindi pa rin nila alam since hindi nila, hindi sila nakakakita ng mga applications na ginagawa ng mga let's say professionals or rescuers ganon puro adults lang.	None Adult participants only
R8	No, hindi pa ako nakapag participate sa mga community based uh Disaster Risk Reduction. May mga nababalitaan ako that time pero ket late ko na siya uh nalaman.	Not participating due to late invitations
R9	Well majority of the training I've to are trainings from the school, so yeah they are from the school. As from the experience I've learned na to do first aid, basic necessities and knowledge to survive during those situations.	Trainings mostly are in schools

R10	No, I think no, I think it needs more, students needs more training and education on disasters.	None
R11	Yes I was involved in CBDRRM initiatives. I used to disseminate information or instructions to other BDRRM officers, consolidate reports and submit reports to the concerned Government agencies for proper action and response.	CBDRRM initiatives
R12	Ang naka improve naman saakin noon, mostly yung nasa Red Cross ako, so yung mga dahil community programs, community project ang hindi ko talaga makakalimutan naging ay more on yung Luna, nagpapa disaster drill kami. So, isa akong evaluator, habang tinuturuaan namin sila uh ineevaluate din naming sila, so, sila yung gumagawa ng sariling drill, dahil nga may provide kaming mga disaster equipment, ginagamit nila yon tapos enhance naman yung kwan bawat buwan na tuturuuan sila kung ano yung tinuturo na capacity buildings about disaster. Ine-evaluate naming sila, as a evaluator nakita ko naman yung mga initiative nila, so pag affected ng disaster sila alam naman yung basic kaso yung ibang tao talaga tumatawa pa, hindi nila sineseryoso, yun yung nagiging problema satin. Yung iba naman talagang kina-career pag ganon, pati yung mga victims naman inaarte naman kung ano yung naging sanhi ng mga kwan nila yung mga sakin ganon. Maganda, sana magawa din dito satin na may ganong activity.	Red Cross training Improved skills
R13	Wen, nabayag idin...2018.	Conducted long time ago
R14	Yes, what I've learned is every day of life should be spent loving and living. Life is too short and too precious to linger all its flaws.	Enjoying life everyday
R15	Wala, pero may nababalitaan akong trainings, naghahandle sila ng trainings. Yearly yung alam ko.	Not participating
R16	Wala pa dito sa community pero dito sa school, don lang kami nakakapag participate kasi minsan wala naman silang ina-ano	None on community

	dito sa community na involved ang mga teachers diba, so sa school lang.	
R17	Not yet.	None
R18	Wala pa po.	None
R19	Wala pa naman.	None
R20	No, hindi pa po.	None
R21	So far wala eh, wala.	None
R22	Oo, yung mga pumupuntang kwan, halimbawa uh may sunog kami mismo yung pinag ano nila ng fire extinguisher, yung ikaw yung nagdemostrate, yon tinuro nila yon.	Demonstrating what to do
R23	Wala eh, siguro sa eight is wala.	None
R24	Parang wala pa, kapag earthquake ganon, sa community level. Wala pa naman, yung nag volunteer ako for uh let's say...expect ah sa ano, ang nai-volunteer ko lang is yung pinamimigay nilang ano relief goods, 'yon lang, yung nagpack ng relief goods, 'yon lang yung naitulong ko. Pero yung mismong ako yung tumulong sa bumaha.	None
R25	No, hindi ako natuloy. Inside the school and when I was working sa pharmacy, 'yon lang.	None
R26	So we go in a place, when I was in college then we inform other people how to use first aid kits like that, we share also our knowledge so other people may be informed and same as well with them they can also save our life.	Informing others First aid
R27	Wala pa naman akong maalala.	None

R28	Wala din akong maalala, school base lang sa akin.	None
R29	No time sa akin.	Not participating
R30	Wala ang meron yung mga barangay officials ang pupunta pero sa barangay wala pa.	Only Barangay Officials
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Pliant Like a Bamboo,” and “Do No Harm,”		
Q9	How do you think your skills and competence in disaster risk reduction and management can contribute to the broader goal of building resilience in communities?	
R1	Uhh I believe that DRR and DRM are different, disaster risk reduction aims to lessen the ahh possible effects of a disaster because a disaster is a naturally-occurrence and you cannot prevent it and can only lessen it. DRM or disaster risk management is a planning of how would you the DRR which is Disaster Risk Reduction. So I believe that my role of the DRR of our community is that uhh I can contribute uhh fresher uh say solutions or uhhh recommendations to the existing DRRM uhh activities or prevention that they have planned to improve and to further enhance the ... to enhance the program that they currently conducting.	Fresher ideas Recommending solutions
R2	Kasi yung resilience ng community, hindi naman yan nagsstart yan sa taas, talagang nagsstart yan within sa people rin. So kung, yung student na gaya ko is meron nang basic skills regarding sa ganyan is mas, mas mapapatibay talaga yung pagiging resilient ng isang lugar. And as a student rin, uhm I think makikipag- magagamit ko yung mga skill ko, mashshare ko yung skill ko sa mas mga batang generation pa, and those younger generations syempre kapag natuto rin sila ng mga mashshare ko sa sakanila is, I think mas magiging resilient ang isang lugar sa mga disasters na maaring maexperience, so yun. From mic- micro, from micro to macro kase yung resilience.	Sharing knowledge to others Resilient
R3	I think base po sa mga sagot ko kanina more knowledge base po yung mga skills ko instead of actually applying yung mga	Helping others

	skills na yun and I think that helps...like yung, like you have someone na kaya niyang gawin you can tell nalang.	
R4	Opo kasi we can affect other po, kasi kung uh positive ka lang po and you don't spread any misinformation po we can have a better community to live in po.	Positive Don't spread misinformation
R5	Siguro talagang...ajay kasla ngay matulungak met. Example kuma nu adda kuma kuma talaga ti disaster matulungak met sabali,kasjay. Nu adda kuma ti haan na...adda kuma ti someone nga adda haan na ammo aramiden da dajay nga banag ket nu ammok,as long as ammok jay uh kwaen since may mg ana turo...nature ano na yon? May mga natutunan naman ako sa mga tinuro ng DRR example ket dajay ngay di... jay red,jay red ngay nga pagkwa ti fire.The fire extinguisher uh ammok met aguar ti kasjay where I can apply it naman kung in case meron talagang disaster and that will help somebody.	Helping others
R6	Actually, one person cannot change anything pero one person can do something about it. So ang magagawa ko lang talaga or mai cocontribute ko sa bagay na yun is to further enhance my skills and other people skills regarding on first aid. So ang ginagawa ko is that nagkakaron kami ng annual meeting with my RCYC members regarding on that topic. Like for example nagbibigayan kami ng ideas or proper trainings uh ina-assign ko sila sa mga different parts ng school in case of emergency para aware sila sa mga nangyayari.	Sharing knowledge Enhancing skills of others
R7	Kung pagbabasehan lang yung skills ko uhm ay need ko... I still need uhm guide of course from the rescuers and kung paguuusapan naman yung matibay or parang matatag na komunidad I guess nasa whole community yan,hindi ko, hindi ko hawak yung pagiging matibay o matatag na community kung ako lang talaga yung nakakaalam dapat whole community dapat.	Need guide from rescuers
R8	Para sa akin naman kasi hindi pa ganon karami yung skills and competence ko regarding sa Disaster Risk Reduction however may knowledge naman ako,yun lang naman yung masasabi ko and I don't think that uh malaki yung impact non, yung	Have enough knowledge

	knowledge ko and skills ko about disaster risk reduction sa pagbuild ng resilience sa ating community.	
R9	Well, I can certainly apply those learnings when a real disaster strikes. I can help those are in need, those are injured I can help them and also uhm educate people how to do these things,basic CPR, basic first aid.	Helping those in need CPR First aid
R10	I think information distribution. I can... if someone told me a disaster I need to inform someone about things I think I can run fast to reach that person as soon as possible.	Information distribution
R11	We were able to formulate better ways to prevent and mitigate possible effects of any hazards and create policies in the barangay for its preparedness and achieve a disaster-resilient	Formulate better ways Mitigate possible effects
R12	Saakin naman ay sa competency since 2019 akong last na nasa Red Cross kasi we implement the capacity building, parang, aaminin ko naman na hindi na ako updated sa mga practice pero kung sa competencies naman at least may natutunan naman ako during that time pwede ko naman i-share sa ating community sa pagtutulungan natin, sa mga barangay officials, and the residents of our barangay at isapuso nila yung paggawa sa mga activity na yon uh possible na ma kwan naman tayo, magiging safe tayong lahat basta may capacity building tayo and resilient sa anumang disaster.	Knowledge from training Sharing to community
R13	Dapat na yung mag encourage ka ng ibang tao tapno yung parang kaalaman mo about doon saganon kailangan ma i-share mo sa ibang tao para at least dumating man yung ganong, dumating siya sa ganong sitwasyon alam niya yung gagawin niya, mag sisink-in lahat ng na i-share mo sa kanya.	Encouraging people Sharing knowledge
R14	It gives me sufficient knowledge on how to identify risks and prevent some minor disaster and what to do if I were to encounter one.	Sufficient knowledge
R15	Somehow meron, in my own little knowledge about sa disaster. Na shashare ko sa iba.	Sharing knowledge

R16	<p>It can make a difference in saving lives, protecting assets and reducing vulnerabilities. Diba yun naman yung goal natin kapag nakapag train tayo ng ganyan, so ang ina-ano natin is makapag save tayo ng buhay ng mga bata doon sa school at ang importante ay maprotektahan sila, yun talaga ang una na ano sa amin. Hindi yung ikaw na teacher yung unang tumatakbo, iniwan mo na yung mga students mo diba, so yun.</p>	Training other people
R17	<p>I know I am not that skillful and competent, but I know that if someone is skillful and competent in disaster, risk reduction in management, he or she can contribute to the goal of building resilience in communities by sharing knowledge or information to friends and neighbors.</p>	Sharing knowledge
R18	<p>Willing naman po kaming tumulong basta kaya namin.</p>	Willing to help
R19	<p>Ganon ang ginagawa namin, ang mga taong nangangailangan ng halimbawa magsasalba ng gamit sa, yung mga babae hindi nila kaya tinutulungan namin mga ganyan.</p>	Helping other people
R20	<p>I can helping hand for people na in need kung kaya kong tumulong willing naman.</p>	Helping other people
R21	<p>Well number one if you are skilled enough in facing calamities or uh disasters, of course number one you can save your life but most importantly you can save other people's lives and I think that a small act yet has a big impact in the broader sets when it comes to resilience in our community.</p>	Saving people's lives
R22	<p>Maisasagawa niyo yung mga trainings na ginawa niyo na, uh hindi na mahihirapan yung barangay mo na maghanap pa ng ibang makatutulong sa barangay dahil mayron ka naman alam tungkol diyaan pwede mo nang gamitin yon sa mga kabbarangay mo, yung mga natutunan mo sa iba't ibang trainings kung papaano isagawa yung pagtulong kung may kinakaharap kang kalamidad.</p>	Knowledge
R23	<p>I can teach naman the... since I teach naman the basic skills on how to prevent the risk, I can teach them naman through my subject Disaster Risk and Management.</p>	Teaching basic skills

R24	In my slight skills I can say naman na I am competent if makapag train ako. Pwede siguro na maka contribute, pwede tayo mag conduct tayo ng mga self-initiatives. Let's say talk about or seminar about uh disaster risk, ayan and kung hindi man seminars siguro pwede din through social media since yan naman yung pinakamadaling means ng mga, mag share ng information na 'yon. Social media pwedeng sa Fb (Facebook) ipost nalang sa page ng barangay. Pwede rin nalang magkalat tayo ng mga uh let's say ng mga pamphlets ganon meron na doon yung mga gagawin pero mas maganda pa rin talaga yung pupunta ka mismo doon sa community.	Seminars Sharing knowledge Social Media
R25	Kasi I'm not that expert, I'm just good in, I mean in holding my emotion I know some of the first aid and then I'm good in medicine but the others specifically yung mga medyo mahirap, so I don't think so.	Not panicking
R26	Since I can also share my knowledge in our barangay noh, in our barangay level. It's like giving them a part of myself that would help them anytime around, that would help them and other people around them that could save a life, remember that we only have one life so that is important to think about.	Sharing knowledge
R27	Syempre ma-lessen yung epekto ng possible epekto ng disasters. Medyo ma-lessen yung mga... casualties. To lessen the casualties pero pag alam natin yung mga skills na yan ma lessen yung mga casualties.	Lessening casualties
R28	Ganon din, kung maalam tayo sa mga ganon makakatulong tayo, makaksagip din tayo, ma lessen yung maaaring hindi magandang bunga ng mga disaster na dumarating sa buhay.	Helping other
R29	Sa dami ng training namin noh, yung pag impart ng knowledge sa mga barangay officials para in return sila ang magsabi rin don sa mga barangay folks kung ano ang gagawin. 'Yon lang siguro, nag fee-feed kami ng info kung ano pa yung kulang sa alam nila.	Imparting knowledge
Themes: "The Spear and Shield," "Navigating the Darkest Corners," "Still Water Run Deep," "Wildfire Amid the Trembling," "A Tapestry of Connection," "To Wield the Rod of Asclepius,"		

<p>“Shaping a New Destiny,” “Budding Flowers,” “A Flower’s Soil,” “Second Parents,” “Second Home,” “Pliant Like a Bamboo,” and “Do No Harm.”</p>		
Q10	What suggestions can you recommend to improve the current status of our disaster risk reduction and management policies?	
R1	<p>Philippines ganon? I believe that uhh spending more budget or giving more a lot of budget to the disaster risk management and disaster risk reduction of the country itself would be beneficial because as you can see ah, various disasters like Yolanda and the recent calamity such as recent you ano, yung ano dito sa La Union basta ganon. Oo, somewhere around the October and also the earthquake in Abra would really affect the economic and financial status of the people around them. And giving much of financial assistance and uhh giving more attention to that would be beneficial not only to the country but also to its people.</p>	<p>More budget Financial Assitance</p>
R2	<p>I think meron pa, kase diba usually ng mga pinagshasharan nila ng mga trainings is yung mga higher-ups lang naman and I think kailangan rin na magfocus rin sila sa pagtratrain sa mga younger generations. And more ano, more immersion sana. Like, kase ditoy usually ngay ket nu dda ti earthquake drill, haan no. I think better if merong surprise para ano, para talagang ma-alarma yung mga participants during that drill or training, and tapno ma-assess talaga nu anya ti aramiden da in times of diyay mismo nga disaster, hindi yung pagsasabihan mo sila “oy may earthquake drill ngayon,” so, so, so kasjay ti aramiden yo ganon. Maymayat nu surprise, mas ma-immerse sila sa mga ganon kase hindi naman natin mapredict talaga lahat ng disasters. And sa younger generations jay kunakon, kasla ngay kuwa haan met all the time kadwa tay isuda, dagijay ububbing. Kasla ngay kuwa uh haan met all the time kadwa tay isuda, dagijay ububbing. May timesn ab aka dumating yung disaster nasa school sila and iisa lang yung teacher doon, haan na met ma-accommodate amin dagijay nga ububbing, so better if maikkan da iti proper training nga isisuda in a way na maiintindihan nila since mga bata nga sila. Yun lang naman.</p>	<p>Training younger generations More immersion</p>
R3	<p>Hindi naman po sa nagkukulang pero I think mahalaga po talaga yung uhm getting the attention po of student or kahit hindi students.</p>	<p>Getting attention of people in training</p>

R4	I think dapat po mas consistent po yung mga trainings nila kasi minsan po uh, minsan lang po tayo nag coconduct ng mga training I think dapat po every month or two times in a month para po maalala talaga kasi mabilis lang po talaga makalimutan po.	Consistent training
R5	More on application talaga. More on application then uh...dapat ket mas uh...mas broad,mas nalawlawak dapat jay maabot jay news da in order for other people not to panic specially sa mga fake news. Parang ngay mas palawakin dapat,kasla ngay hindi lang ngay sa mga cellphones or etc. kasi may mga lowbat din naman or may mga wala din namang social media so I think talagang mas palawakin yung uh announcing ano nila,announcing...jay pag-announce da maabot jay information da.	More on application
R6	So what I can suggest is that, actually paunlit-ulit lang eh ang parang ine-emphasize ko lang talaga dito is the uh proper knowledge or basic knowledge about first aid. So ang suggestion ko lang para dito sa school is magconduct sila ng annual training hindi lang sa school, outside the school yung community natin. Magconduct sila ng training, kasi pag once a month parang uh okay lang din naman siya pero parang ngay mahihirapan tayo sa schedule uh siguro instead of... every quarter pwede tayo magconduct ng training regarding first aid para hindi nakakalimutan ng mga tao yung proper na gagawin in case of calamity or emergency. Sa community naman parang dito lang din sa school, since community na mas seryoso na kasi mas malawak na yung range niya hindi lang yung...yung school yung hawak niya uh madami na yung population,mas madami na yung areas, mas madaming aagapan na. So, dapat talaga hindi lang basic knowledge or first aid lang yung kailangan nilang matutunan kailangan din nilang matutunan yung mga parang kung paano talaga nagwowork yung isang nurse, uh kung paano na nila kailangang i-apply yung mga bagay na yon kasi sa area natin wala masyadong doctor na pwedeng makuhanan agad ng tulong. Like for example, may circumstance na super urgent na talaga na kailangan na ma-ano ng patient na yon. So, what if meron bawat community kahit isa or dalawang doctor or nurse ang ma-i-assign sa area na yon.	Proper knowledge on first aid Basic knowledge

R7	To improve, for me to improve the Disaster Risk Reduction in our school and also in our community dapat let's say every quarter or every month is merong dumadalaw or yeah dumadalaw satin dito sa school o dito sa community na mga professionals or mga rescuers na pwedeng mag uh magdemonstrate kung ano ba yung mga dapat gawin. Kasi kung lets say once a year lang yung pagdalaw ng mga rescuers hindi,hindi na, after that ngay ket hindi na maaalala ng mga uhm students and citizens yung mga dapat gawin during calamity.	Consistent programs to share knowledge
R8	Sa school naman I don't think na...wala naman ako masyadong suggestions yung nga lang what I observed is that kung papaano i-apply ng students yung mga dapat gawin during those times of calamities. While in... sa communities naman it would be uh very much uhm kumbaga mas makatutulong kung uhm magkaroon pa ng mga uhm uh seminars or programs regarding Disaster Risk Reduction para mas lalong maging knowledgeable and mas marami pang malaman na impormasyon tungkol sa mga dapat at di dapat gawin during the times of calamity.	Seminars Programs
R9	I think our situation right now, well I believe it's not such in a really good situation right now because as you stated earlier some students are not being able to be serious during those trainings, so maybe giving some incentives, I don't know maybe give them money or maybe some cash prize... students are not anymore paying attention maybe uhm tell the students to be more serious during those training.	Incentives Cash prize
R10	I think they should teach students how to do first aid kit if...teach student how to aid someone who's injured and teach students to be calm in the situation.	First aid Calm
R11	My suggestion is to conduct CBDRRM Training to increase awareness and skills on students and Occupational First Aid Training with CPR+AED life support be included to the DepEd Curriculum for High School Students to equip every students become a disaster resilient as early as their age and for them to	Increase awareness and skills on student First aid

	be able to adapt Climate Change and learn effective climate change adaptation.	
R12	Siguro yun lang naman,kung sa disaster policies naman sa tingin ko maayos pero yung pagpapa implement lang ang hindi pa natin kaya at yung acceptance ng bawat isa satin. So, kung sana maging open minded sila na kailangan natin ito para sa ating mga sarili, para sa proteksyon at kaligtasan at sa pagiging bata pa ninyo, mga bata pa kayo, sa pagtanggap sa pagiging treatment natin sa mga capacity building na yan. Pag-unawa na dapat nating kailangan maiwasan ang anumang sakuna na darating satin and nakikita ko ang balita ngayon satin dito sa La Union ay nagging resilient naman tayo to other region, to other provinces na nakikita ko sa news na marami pa ring namamatay, \so good thing na dito satin sa La Union naging kwan tayo, istriktuh talagang maganda yung implementasyon ng capacity building dito.	Open mindedness
R13	Magkaroon ng laging seminar kada barangay, yung ituro sakanila yung paano, kasi pag dumating yung ganyang sitwasyon maraming nasasaktan diba, kailangan ang bawat isa alam kung paano i first aid yung kahit mga pamilya nalang nila na nasaktan, kailangan alam nila kung paano i-first aid yung kapamilya nila.	Consistent seminars in barangays
R14	Saakin continuous training kasi uhm maraming, uh dapat pa tayong i-update na kaalaman para mas ma i-apply natin sa tao, mas matulungan natin sila, mas agaran yung pag rescue natin sa kanila. So, saakin more trainings, support ng government sa mga trainings at tsaka yung pagbili ng mga kagamitan para sa, sa, when merong mga disaster.	Continuous training On time rescue Support of government
R15	So that the development activities to be sustainable, they must also reduce disaster risk in every part of society, every part of the government and every part of the professional and in private sectors to introduce the damage caused by natural hazards. To know more the concepts and the practices in reducing disasters.	Reduce disaster risk

R16	My suggestion is maybe for the DRRMC to plan on how to educate every family on how to be well prepared for any disaster.	Educating families on disaster preparedness
R17	We need to make action and create advocacy toward the preparedness of the people to avoid any large destruction that may cause many lives.	Advocacy
R18	Sana maging on time po sila o advance ang pagresponde sa mga nangangailangan ng tulong kasi dati nung pumunta sila mataas na po yung tubig sa amin.	On time rescue
R19	Kagaya ng sinabi ko dapat on time, on time yung pagdating ng mga sumasagip sa mga nangangailangan ng tulong.	On time rescue
R20	Sa experience ko sa tingin ko mas kailangan ng consistency at mas serious na pag conduct since ang Pilipinas talaga ay prone dito kaya sana mas mag focus sa ganitong sitwasyon.	Consistency Serious training
R21	In specific policies I'm not familiar but when it comes to implementation of disaster risk reduction and management number one is we constantly uh perform those simulations like earthquake drill, fire drills, at the same time more training to be given especially to those people uh who never attended training and I hope that uh more, or let's enhance the implementation DR subjects in the curriculum, not only theories but I hope the actual training of learners also or the students and uh encourage also the participation of parents in uh disaster risk reduction.	Consistent training
R22	Kailangan pa ng mas marami pang training, mas maraming information, information dissemination yon kailangan yan at tsaka yung intensive talaga ng paano ihandle yung mga sakuna.	More training
R23	Honestly kulang tayo sa coordination ng different organization or the disaster organization. Sometimes nagbayag pay iti response da during a calamity, during a disaster. Meron yung nagshare na student sabi niya diba adda jay typhoon id inga na submerge iti Bangar iti water, nag uh umapaw jay water. Talaga nga affected niya dagijay taga Agdeppa, kunana jay student adda dan ijay bubong, so they are contacting the disaster response of Bangar but they are not responding. So, doon sila	Coordination of organization On time rescue

	natulog, doon sila nagpalipas ng gabi, dumating nalang yung disaster response ng Bangar right after the typhoon yun yung wala tayo, yun yung kulang tayo.	
R24	Sa school ayun dapat i-ano pa din natin, since na mention mo naman anak na naka incorporate naman 'yon sa curriculum most especially diyan sa senior high so good thing we have that in our curriculum at least you will be reminded kung ano yung mga gagawin during a disaster. To improve, i-ano nalang natin siguro yung uh your behavior towards the different policies ayan, sabi ko nga na uh alam mo nga yung gagawin, napag-aralan niyo pero yung application nahihiya ka naman, hindi mo naman mai-apply, wala ka namang initiative so useless. Aside from education the learners in the community naman dapat yung mga barangay official they need also to remind the people around the community about the different disaster risk and dapat 'yon magpatawag sila ng mga seminars ayan sabihin natin every month na gagawin nila. Dito naman sa town natin siguro more on ano pa uh mas gawin nilang frequent yung mga seminars or parang i-mandatory nila na example dito sa school, every month let's say every one hour, every month 'yon yung pag-uusapan natin para pagdating ng disaster we are really prepared. So, more on education and uh information dissemination yung pwede natin gawin.	Incorporate in curriculum
R25	In the community it's okay because for example in Bangar we have complete uh, for example uh ambulance, another cars, we have also the billboard for giving information and other reminders, it's okay but in school uh during our benchmarking in... may mga benchmarking doon, pumasok kami sa mga RRM related to DRRM, I have seen lots of devices, materials na wala saatin. In our school gumagamit tayo ng parang simple lang na ano... megaphone yung parang ganon pero doon sa benchmarking meron silang ginagamit na... manual naman siyang ginagawa pero ang lakas-lakas niya kumbaga mapapatingin ka talaga o mapapa-isip ka na what is happening if mag sa-sound 'yon. Saatin, marami pa tayong mga kailangang devices o kailangang materials in case of emergency. Another dapat meron tayong complete medicines, we should have a registered, I mean, though we have Sir Rowel in our school pero we have a full time nurse who can cater or attend or any other casualties if ever.	Equipment Medicines

R26	Suggestions... more seminars as well as trainings that would cater all the needs of these uh interested people, those who are willing to listen about Disaster Reduction policies at the same time the government should have always have a plan policies noh parang kay Sarah , so it's a good idea that Sarah is also supporting our youth at this generation. Sarah actually believes in the youth so that is a plus factor actually kay Sarah na nalaman ko ngayon.	More seminars More training
R27	Siguro ano, i-strengthen nila yung seminars para ang lahat ay uh well informed kung ano ba yung mga dapat nilang i-prepare at kung paano nila... paano sila magiging handa, saan sila pupunta, sino ang dapat tawagan. Sa mga barangay may mga ano naman, may mga nag di-distribute sila sa bahay-bahay ano yung mga phone na dapat nilang tawagan. Pero yung paghahanda siguro, 'yon yung kulang siguro. Kasi pag disaster siguro, hindi naman kasi pinipili na... ay yung mga estudyante lang kasi sila yung prepared, so lahat naman from young to old, hindi lang yung mga matatanda.	Strengthen seminars
R28	Ano lang dapat merong wide dissemination din sa mga barangay hindi lang sa school at tsaka mag-isip siguro sila ng way para, pagka-ganito kasi pagsinabi mong “adda ti training ijay barangay”, “apan kami payla dita met” kunada. Aniya ngata ti mayat nga ikwa ti bumarangay tapno mapan da. Agisip da kuma ti strategy tapno kuma ket mapan da ijay na-invite nga... dagijay adu ti mapan ijay iyaw-awis da nga training Agpa-raffle da kasjay,giving kits, kasi ‘yon yung kulang eh. Adda kuma ti kwa da, pabuya ngay, pabuya means incentives dagijay mapan. Aniya jay aramiden da tapno adu jay mapan, ngamin nu adda pa-meeting ijay barangay bagam agpameryenda dan tu nu malpas, kitaem adu mapan tas ibagam adda pa-raffle da nu malpas jay meeting kitaem adu mapan. So dapat may ano, may strategy din sila kung paano nila ma-invite, hindi lang basta “may training ng ganito” dapat mag-isip sila ng way para manghikayat yung mga tao na pumunta doon sa hinihingi nilang training ganon.	Wide dissemination Strategy to become interested in various seminars
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Still Water Run Deep,” “Wildfire Amid the Trembling,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Unruly As a Bull,” “Budding		

<p>Flowers," "A Flower's Soil," "Second Parents," "Second Home," "Pliant Like a Bamboo," and "Do No Harm."</p>		
	Follow-up Questions	
Q1	Can you give us an idea of what you did when you experienced the earthquake and can you tell us what actions were right and wrong that you took during the earthquake?	Codes
R1	Sa Ilocos ako. Actually that time I was asleep, and I was... I am aware there is an earthquake and I assume that it will pass on. So, I continue to sleep then suddenly it goes larger and larger and shakier and shakier, then after that what did I, what I do is that I go under my bed quickly, and then the earthquake stop, I check first my grandparents because they're in a wheelchair of course and then go out to a safe place. Because uhh I believe that in grade 11 we done a evacuation plan with our own houses with it comes with disasters like fires and earthquake, indicating our way of route, our main way of route and that's what I did, follow the plan.	Checking family Going to safe space
R2	Kase that time, naglilinis ako sa taas sa second floor ng bahay tapos akala ko, nagpupunas ako ng drawer, akala ko nag-shake lang jay drawer kasjay tapos biglang lumakas yung pagshake. Yung automatic response dapat dun is diba ano ka magduck, magduck ka cover and hold, tumakbo ako palabas as in uray jay agdan tinaray ko kahit na may possible na matumba doon kase dahil sa panick. Then lumabas kami eh diba dapat kailangan mo lang lumabas right after na matapos yung earthquake, saka kalang mag-evacuate, yun yung, yun yung mali. Then yun sana is tatakbo kami papunta sa mas open pa na space pero ayun na naisip ko na yung tinuro dito. "Aguray ittuy tay paylang ma," kunak so yun nagduck cover and hold.	Not being able to perform duck, cover and hold Going to open area
R3	Uhm yun pong sa tingin kong tamang ginawa ko is pumunta po agad, binitawan ko na po lahat ng gagawin ko kasi naghuhugas po ko ng pinggan noon. Tapos agad na po akong lumabas sa open area. Nung naramdamang ko na, kasi malapit lang yung open area dun sa pinaghuhugasan ko.	Going to open area

R4	<p>At that time po kasi uh tulog pa po ako, akala ko po yumanig lang yung bed ko and yung na realize ko po lumilindol na... tas una ko pang kinuha yung cellphone before lumabas yun po yung mali kong ginawa...inuna ko munang kunin yung mga valuable things ko po especially my phone. Tapos after po non hindi naman ako masyadong nag panic which is positive I guess po. Tapos binuksan ko po agad yung door ko and lumabas po agad ako kasi accessible po talaga,open way po talaga wala po talagang naka close na door and what so ever tas hindi pa naman masyadong yumaganig so nakalabas po talaga ako. Tumakbo ako ng mabilis hindi ko po nasunod yung mag duck ka po and yung mag cover ka po kasi napaka accessible po talaga na lumabas.</p>	Going to open area
R5	<p>Kasi nag-eencode ako that time ang una kong ginawa is to secure my laptop kasi yun talaga yung una dahil mahal ang mga laptop then next, uh I saw mother parang ngay sinesecure niya yung TV inbaba na tapno haan ngay matnag isu nga siyak nagdiressto nak ijay uneg ti...yung sa loob ng,sa baba ng table under the table then nag duck cover ako don while ate immediately get out and later that sinabi ni ate pag may lindol dapat umalis agad and I'm not aware na dapat aalis agad I thought parang ngay duck,cover and hold ganon talaga. I think yung pinaka tama kong ginawa doon is yung nagstay ako na, nag stay calm ako despite na naglindol jay nagpigma nga shake nan ket nagkalmado ak latta. Parang ngay tinignan ko yung paligid kung ...tinignan ko yung paligid kung merong ba akong masave na important things doon. Then next ket uh yung pag I think tama naman yung pagbaba ko since yun ang tinuro nila but first thing talaga is yung pagiging kalmado ko doon. Yun lang naman. Negative talaga yung ano...yung hindi ako lumabas talaga agad kasi what if yung buong bahay na yung gumuhoh eh nasa loob pa rin ako ng table dapat lumabas na talaga ako ng bahay.</p>	Securing important things Performed duck, cover and hold
R7	<p>Nong July 2022 earthquake uh meron yung isang bagay na dapat hindi ko ginawa which is yung running because mag-isa ko kasi sa bahay and yung kapatid ko is nasa labas so because of nervous siguro at pagaalala sa ading ko uh tinakbo ko yung bahay naming hanggang sa kabilang bahay tapos imbes syempre yung pagtakbo ay hindi dapat ginagawa during earthquake and I consider that a wrong doings and I assess myself kung meron ba akong ginawang tama yun lang yun lang naman ginawa ko. Ay yeah meron, tumawag ako sa mga emergency hotlines about it and related sa mga disaster.</p>	Running during earthquake Calling emergency hotlines

R9	<p>First of all I packed my things. Actually, during those times it was just after taking a bath, I believe and of course, because of the panic my body paused but after the earthquake, I was able to pull myself together uhm got myself dressed, get my clothes, my belongings, my important things and possessions and put them in a bag and what do you call those...bags with wheels...yung mga maleta po and I quickly went to higher elevation areas like the mountains. Although we were able to bring things like food and refreshers, food and water.</p>	<p>Secure important belongings Gone to higher area</p>
R12	<p>Nasa office ako, ang ginawa ko doon, morning yon we have morning rituals sa office nang biglang lumindol nga dahil nga may alam ako nong nakita kong nagpanic sila, sumigaw talaga ako na wala munang lalabas, uh lumilindol, pumunta kayo sa ilalim ng upuan. Syempre ang mga tao doon hindi masyadong prepared at hindi masyadong na trained, iba talaga kasi yung epekto kapag totoo na ang nangyayari. After that nong tumigil yung lindol, ininform ko yung mga kasama ko sa office na pile in single line tapos lumabas kami. Bilang ako yung initiative ko na leader doon, I see to to it na walang naiwan sa loob ng office and then pumunta kami sa parking lot na open ground, tapos sabi ko sakanila “assemble, see you body, body system tayo, tapos tignan niyo yung mga cellphone niyo tawagan niyo yung mga pamilya ninyo, kung kumusta sila.” Afterwards nagtawagan naman tapos nag head count kami, okay naman. After yung indol mga 30 minutes nag inspect kami sa building kung may problema o kung pwede na siyang balikan ulit.</p>	<p>Able to help others Perform duck, cover and hold Proper approach</p>
R24	<p>Last year yung may malakas na earthquake since sa bahay hindi kami masyadong nag-panic since I am aware na hindi magkaka-tsunami kasi ang earthquake hindi naman nangyari doon sa, yung epicenter nasa, ay hindi nangyari sa dagat, sa land naman yung epicenter. Hindi talaga magkakaroon ng tsunami. So, ayon calm lang kami pero nag-ano pa rin naman kami kasi yung mga gamit namin pero haa kami ngay nga didjay napan kami ijjay bantay, haan kami nga napnapan. So, yung ano lang, since sila tita i-encourage ko lang sila since wala naman akong pwedeng gawin dahil hindi ko naman ano, more on sa news lang naman kami naka rely kung ano yung update doon sa news.</p>	<p>Not panicking Watching news and verified authorities</p>
R25	<p>Actually I was in a van that time with my mother and then the van stopped suddenly and then I observed my surroundings</p>	Observant

	<p>and, earthquake. So what I did is I observed first my surroundings when I saw the different linings and wires uh I immediately go to the other side, I observed first my surroundings before moving and then... Kasi ngay ket in-observe ko lahat sa surroundings ko. Going back to the question, I forgot my mother. Just a fun experience, I forgot to check my mother, 'yon lang. Nauna na ako sa kabilang kalsada tas yung mother ko andoon pa rin sa may ano, sa malapit sa poste na may koryente, 'yon lang.</p>	
R26	<p>I was at home that time. The first thing I did actually is to inform my siblings and my mother, which is in our house just to move out at our house. Act calm actually, act calmly, cover their heads and to move out our house and then we move in a place where there is no building around us, so in a safe place like that. I'm pretty sure that I was able to inform them in a good way since they followed also my instruction. I don't know maybe because of panic that is why they followed my instructions or because I am just being calm and I know what to do. I am the one who have fixed mind that we need to do this, so I was able to do that successfully.</p>	<p>Informing family Proper approach Calm</p>
Themes: "The Spear and Shield," "Navigating the Darkest Corners," "Still Water Run Deep," "Wildfire Amid the Trembling," "A Tapestry of Connection," "Shaping a New Destiny," "Budding Flowers," "A Flower's Soil," "Second Parents," "Second Home," "Pliant Like a Bamboo," and "Do No Harm."		
Q2	<p>During the July 2022 earthquake, a lot of fake news spread on social media about a tsunami. Did you believe it? What do you think can be done to prevent this?</p>	
R4	<p>Opo, super. Kasi po I actually live uh near the shore tapos meron pong merong lalaking nagkakalat na "magkakaron ng tsunami, magkakaron ng tsunami" ganon po yung sabi niya nad syempre po na alert ako kasi parang nakita po nila tapos nag panic po agad sila uh nag nag spread po sila ng misinformation which nag cause din po ng panic. Yung naisipan ko din po na pumunta po sa plaza pero po it turns out wala naman pong tsunami.</p>	<p>Believing in misinformation Panic</p>
R12	<p>Lalo na ngayon may internet tayo meron talaga fake news pero kung ikaw ay mag a- analyze halimbawa sa Luna is, isang lugar na uh may dagat. Magbase tayo sa anong sasabihin ng PAG-ASA at DOST at the same time lagi tayong maging handa. Kasi ang tsunami naman ay hindi basta-basta yan magaganap, so mag obserba muna tayo tulad ng, "kung ang</p>	<p>Should base on verified sources Don't panick Be prepared</p>

	alon ay aatras” sabi nga nila that’s the time na dapat tayo mag evacuate and sa pag evacuate naman natin dapat hindi tayo mag panic, kung ang nararapat na mga gamit, mga dokumento at iligtas yung mga dapat iligtas, yung mga kasama sa bahay para para pumuta sa ligtas na lugar. Ang pagpunta naman sa ligtas na lugar ay kung walang mataas na lugar sa inyo tulad ng bundok sana, its better na aalis kayo within 5 kilometer radius away from the ocean para makaligtas sa tsunami, but sana hindi din maka-apekto doon yung mga false information na yon ay maimpluwensyahan ang mga tao para lalo silang magpanic o anuman na kahihinatnan na makakasira sa kanila. Maiiwasan yun sa pagging uh informative o yung information dissemination na tinatawag. Dapat ang ganong bagay lalo na kung alam natin ang ganong lugar ay may hazard dapat nating palalimin ang education ng mga disaster sakanila, dapat maging disaster resilient sabi. May capacity building, lagi nating gawin yung drills gamon, pag may halimbawang darating na mga sakuna lalo na yung mga bagyo, lindol o anuman dapat lagging prepared ang isang pamilya.	
R16	Oo, kasi marami noon diba, nagpapanic na yung mga tao tapos lahat nagpuntahan na sa Santol kasi doon daw yung mataas pero kami hindi kami umalis sa bahay kasi alam natin na fake news yon tsaka hindi naman mismo galing doon DRRMC yon diba.	Not affected by fake news Focused on authorities
R24	Yes, there was a tsunami but of course I told my mother, since I was a Science teacher I was able to discuss to them what happens during an earthquake, what usually happens after an earthquake, that’s the reason why they didn’t panic that much because they believe in my ideas as well. I’ve also told them the sources that I have read so that they believe me, to my claims. Siguro ang dapat nalang nating gawin since tayo yung educated pwede naman nating i-explain sakanila in simple terms yung hindi naman masyadong scientific words ang gamitin natin, yung mga simple lang na maiintindihan nila at the same time you can also tell be more aware of their surroundings, if it is a fake news they better watch news or radio if in case walang TV or get other sources that they can get into not just the karuba or chismis na naririnig nila. Dapat hindi sila masyadong mapagpaniwala kasi mahirap pag nag panic tayo at magkakamali tayo ng gagawin natin.	Sharing knowledge Not panicking Awareness
Themes: “Bridging the Readiness Gap,” “Wildfire Amid the Trembling,” “A Tapestry of Connection,” “Shaping a New Destiny,” “Budding Flowers,” “A Flower’s Soil,” “Second Parents,” and “Second Home.”		

Q3	Are you familiar with what happened in July 2022, during the earthquake when many people said that there would be a tsunami? Did you panic? Did your family and other people panic?	
R5	Other people yes, my family panic yes but I uh ako kasi hindi naman ako pwedeng mag decide para sa sarili ko lang kaya kung ano ang decision ng family ko yun yung susundin ko in case kuman nu apan kami ag evacuate ngem.. in case kuma apan kami ag evacuate talagang sumurot ak. But that time si ate naka stay siya sa social media, hindi naman nagpanic si ate so parang kalmado naman ako don kasi kinikilatis talaga ni ate yung uh yung right sources niya yung mga sa social media kung tama talaga na may tsunami talagang dadating or wala. Pero parang ngay uh dahil don parang mas naging assured ako na magiging safe naman kami dahil sa sane naman yung utak ni ate that time kaya yon.	Panic Social Media Focusing on verified sources
R24	Yun nga anak, automatic na... kasi ang alam nila kapag earthquake na, malapit sa dagat ang Bangar hindi naman automatic na magkakaroon na ng tsunami. Kailangan talaga ng ano 'yon, ney haan da na-review jay Earth Science da idi jay high school da, kaya more on dapat uh to educate ganoon. Pero saakin, misconceptions uh... ayun yung about sa ano.... I mean more on sa superstition naman. Kaya dapat uh elem palang itinuturo na 'yon ganon, parang alam ko sa elem naman nakwakwan naman sila, nag uh... sa senior high lang naman may subject na ganon, so dapat bata palang itinuturo na yung mga ganon to avoid the misconceptions. So, more om education talaga or information.	Should be aware
Q4	What do you think are the lacking initiatives in our community?	
R7	One is about sa uh panic. Meron yung earthquake noon, last year imbes na yung ibang tao, imbes na kuhanin nila yung mga gamit nila which is one of dapat na skills na taglay ng isang tao is nagpapanic na agad sila. Then uh because of that panic maraming, uh pagkatapos ng earthquake na yon marami na silang mga bruises so yun about sa panic siguro.	Panic
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Still Water Run Deep,” “Wildfire Amid the Trembling,” and “A Tapestry of Connection.”		
Q5	What can you suggest during times of spreading rumors in times of calamity?	

R4	I think we should not start ··· I think we should not, to leave anyone. Misinformation can make you act differently on you are supposed to do.	Avoid believing misinformation
R5	Oo tinuturo nila pero hindi sapat na malaman ng student yung parang stay calm yung mga ganon. Yung not to panic or yungsinasabi na nilang not to panic, stay calm, kilatisin nila ng tama yung mga information pero talagang ma aassess mo o parang matututunan mo lang talaga yung skill na yon pag naranasan mo na talaga yung mismong situation. Parang uh applied ganon parang ngay mas matututunan mo yung isang bagay talaga and pag nararanasan mo ito ganon. inasabi nila yes pero talaga ngay iba na yung ··· yung mangyayari pag dumating na talaga yung totoo. Parang ngay tatta gamin ket paglalaglagan da lang dajay uh earthquake drill jay ngay agkakatawa da, adda naka duck, cover and hold adda nakatayo tapos uh tapos kasjay lang one hand lang jay cover da, magna da ket nakabunbuntog kasla ··· basta nagbuntog da magna. Ngem nu talaga ususto ti mangyayari ket han mo maaramid talaga dagijay nga banag. Kasla ngay uh strict dapat sila, more strict dapat sila. Ken adda kuma ti simulation ganon, simulation nga mangyari nga kasla ngay jay exact day.	Calm Take training seriously
R7	I suggest na before calamity dapat let's say seminars about uhm uh specific calamity na kapag let's say parang earthquake meron dapat silang i-observe first before uh before let's say before da agiwaras ti information dapat observation muna.	Seminars
R24	Yun nga anak, automatic na ... kasi ang alam nila kapag earthquake na, malapit sa data ang Bangar hindi naman automatic na magkakaroon na ng tsunami. Kailangan talaga ng ano 'yon, ney haan da na-review jay Earth Science da idi jay high school da, kaya more on dapat uh to educate ganoon. Pero saakin, misconceptions uh ... ayun yung about sa ano I mean more on sa superstition naman. Kaya dapat uh elem palang itinuturo na 'yon ganon, parang alam ko sa elem naman nakwakwan naman sila, nag uh ... sa senior high lang naman may subject na ganon, so dapat bata palang itinuturo na yung mga ganon to avoid the misconceptions. So, more on education talaga or information.	More on education
R26	Siguro ang dapat nalang nating gawin since tayo yung educated pwede naman nating i-explain sakanila in simple terms yung hindi naman masyadong scientific words ang gamitin natin, yung mga simple lang na maiintindihan nila at the same time you can also tell be more aware of their surroundings, if it is a fake news they better watch news or	Explain in simple terms Watch or listen to news

	radio if in case walang TV or get other sources that they can get into not just the karuba or chismis na naririnig nila. Dapat hindi sila masyadong mapagpaniwala kasi mahirap pag nag panic tayo at magkakamali tayo ng gagawin natin.	
Q6	Were you aware of rumors about an upcoming tsunami? Do you think such rumors should be considered as misinformation or deliberate fake news?	
R7	Uhm depende din kasi kung saang lugar nagsimula yung rumor. Let's say sa uhm sa Paratong ba yon uh syempre meron uh earthquake, pag sinabi natin kasing earthquake associated na yung word na tsunami don so baka meron silang na observe na paggalaw ng tubig during earthquake kaya kumbaga their panic din siguro ay let's say iwiniaras da ajay nga rumors.	Panic Location
Q7	Do you think that experience is unique to you, or do you think it also happens to other people, and why do you think so?	
R3	I think siguro a lot of people din. Madami kpo akong mga friends na same experience na kahit daw po nagtrai-training hindi daw po masyadong naa-apply pero alam po nila yung mga basic na bagay like yung duck, cover, and hold yung mga ganon	Happen to others
R4	Sa tingin ko po, oo. I think they don't give enough emphasis on those type of things especially on process because yung ginagawa lang po talaga naming is memorizing them not distinguishing its true meaning.	Memorizing not understanding
R5	I think it also happen to other people kasi yung ibang section nga din is nalimitan da, nalimitan nga din nila kaya I think talaga is lahat naman tayo minsan talaga is normal na yung parang ngay pagpapanic kasi uh... parang ngay hindi naman talaga new yon satin kasi pag may mga bagay ngay na hindi ka talaga prepared parang ngay ma di-disturb talaga yung takbo ng utak mo kaya uh you need to think talaga ng maayos pero sa talagang nalimitan natin at nalimitan natin at ng iba I think it's not unique to us.	Happen to others Peer evaluation
R6	So in some way siguro magkaiba kasi syempre ako na may experience na uh I tend to be calm in a way na hindi ko, hindi ... alam ko na yung gagawin ko pero siguro sa ibang tao na hindi pa walang proper knowledge or walang background knowledge regarding sa first aid uh syempre wala silang alam di nila alam yung gagawin nila they tend to panic and yun pwedeng maka affect yun sa... hindi lang sa sarili nila pwede na din sa ibang taong nakapaligid sa kanila.	Different experience

R7	Uhm yeah,kasi uhm yung mga tao naman kasi ngay ket makukulit na kahit na sinasabihan na sila na mag ready is wala pa rin. Kaya I consider other people na katulad sakin na wala ring sariling emergency kit or proper preparedness in case of merong calamity.	Not prepared
R8	For me hindi pa ganon siya ka extensive since uhm hindi ako masyadong nakakajoin sa mga disaster risk reduction management programs uh so I think hindi pa ako ganon ka knowledgeable enough kung ano yung mga gagawin ko during may mga calamities.	Not knowledgeable enough
R26	Hindi din, minsan wala ding ganon yung ibang tao kaya hindi ka nila masyadong naiintindihan so hindi pare-parehas ang interpretation.	Unable to understand
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Still Water Run Deep,” “Wildfire Amid the Trembling,” “A Tapestry of Connection,” “To Wield the Rod of Asclepius,” “Shaping a New Destiny,” “Budding Flowers,” “A Flower’s Soil,” “Second Parents,” “Pliant Like a Bamboo,” and “Do No Harm,”		
Q8	Do you agree that the students are not taking the drills seriously? Do you think they just don't care or is there something lacking? How can the attention of students be captured? In what specific ways, perhaps?	
R2	Kasla ti, youth tatta ngay ket, kasla haan pati ay, haan kita haan pati diba. So kasla mas min-, mas more ano, more ano, dapat, ma, mas, madiscuss pa sila na yung talaga effects ng disaster. Kasi diyay garud di nangyari, kasla dijay naopen ti eyes ti youth since naexperience da mismo. I think ti lacking pay nga maysa ngay ket, during the training, kasla ngay nu haan dumdumngegen jay youth, haan nga ma, haan nga ma, hindi na napagsasabihan yung mga nagpapatraining. So I think more, mas strict sila dapat sa training.	Not taking training seriously
R3	Yon po talagang patience tsaka yung field of interest po nila. Meron po kasing mga friends ako na hindi po talaga sila interisado sa mga ganyan. Para po makuhay yung attention siguro uh like audio base po siguro, yung mga radio po ganon. Kasi yun audio po kasi talaga pag naririnig po nila ‘yon nag a avert yung attention nila sa sinasabi, parang ganon po.	Patience Seek their interest
R5	Hindi naman sa wala silang pake I think sadyang hindi lang talaga kasi yun yung real thing eh.Parang hindi lang kasi situation ngay na···parang ngay agkurang da ti imagination ngay kuma nga there uh···there on the earthquake.Kasla panunuten lang nga drill lang atuy,drill lang atuy,kasla ngay uhhan met nga ususto isu uray agkastuy akon ado la amin,han met agkwa ti gradok nu kastuy.Hanak met ma minus ‘ an uray nu agbuto-buntog ak kunkunada siguro.	Lack of imagination

R6	Firstly, is yung participation. What I've observe during earthquake drills or some drills is that students tend to mock the earthquake drill parang imbes na ang kailangan nilang kunin is example one book to cover their head pero ang nangyayari is kung ano-anong gamit yung mga dinadala nila uh...like for example students tend to bring their phones and while on drill ngay ket merong mga naglalaro, merong mga nagtutulakan, may mga...mga hindi nagseseryoso sa mga drills na yon. And ang dapat talagang kailangan diyan is yung cooperation ng bawat isa in order for us to properly conduct a uh...properly conduct a proper drill.	Not taking training seriously
R7	Yeah I agree na yung let's say ibang students hindi nila sineseryoso yung about sa drills specially yung sa earthquake drills kasi I observed na meron yung mga students na imbes na maki, mag duck, cover, and hold sila meron pa yung apan da payla ag cr while nag riring yung fire alarm. Meron pa yung iba ket imbes na like imbes na apan da sigod ijay area nga papanan ket apan da payla agikot-ikot adda pay jay apan da payla agala pangcover ti ulo da gamin napudot, ganon.	Not taking training seriously
R8	Yes, I think I agree din kasi base from my observations din kasi during drills uhm may mga...may mga students din kasi na kumbaga tinatawa lang or nagtutulakan habang bumababa sa stairs and I think it's a very uh bad uh, bad picture to see since syempre kung yun ba naman yung makikita mo during those times nap ag may nangyayaring calamity magtutulakan-tulakan nalang pag nangyari for example.	Not taking training seriously
R9	Ah yes, cause I've been through a lot, I've seen a lot of students uhm laugh, laughing at the idea, complaining but I believe it is important to the lives of students. I mean these trainings because even if they don't take it too seriously they are still getting some knowledge.	Not taking training seriously
R24	Siguro let's say sa ibang section siguro pero 'yon nga part 'yon ng twenty percent na hindi nila sineseryoso ang earthquake drill.	Not taking training seriously
R25	For your first question, yeah it's really true that uh learners do not take the training seriously. Some yes but some are not, almost. Another is...actually we cannot tell what will happen if ever na magkaroon ng disaster or calamity. The training is very far different from the actual scenario.	Not taking training seriously
R26	Actually yes but actually my insight to this one is actually choose students that would best suit to become a first aider, so they are the ones who would be chosen by the school to be our first aider in case of calamity or even programs...they can also	Assesses what they did right

	encourage students to become first aider. Kailangan pasado muna sa mga heads, i-assess muna dapat nagagawa ba nila ng tama, kung ina-apply ba nila talaga 'yon. Kung may mga scenario na ganyan kung sino yung unang lumapit tama ba yung approach niya, tama ba yung pag-apply ng action o ng gamit, mga 'yon.	
Themes: "The Spear and Shield," "Navigating the Darkest Corners," "Bridging the Readiness Gap," "Shaping a New Destiny," "Unruly As a Bull," and "Budding Flowers."		
Q9	Do you think that kind of behavior from students will have an actual manifestation in real life?	
R7	Yeah of course, kasi, ay kasi dahil hindi nila sineseryoso yung mga about sa mga drills and mga hindi nila alam yung mga don'ts and do's during calamity, uh once na magkaroon ng totoong calamity hindi na nila alam kung ano yung gagawin nila for sure kasi nga hindi naman nila sineseryoso at ina-apply yung mga natutunan nila uhm during drills.	Not taking training seriously Risks of not taking it seriously
R8	Yes, specially since like yung sabi ko nga uh habang nag uh, habang nag earthquake syempre maganda pa naman yung pag duck, cover, and hold pero nong paglabas na don na may mga nagtatawanan at nagtutulakan which would be very impactful specially pag nag earthquake. Parang kumbaga kasi uh ang mangyayari don parang ngay malilimutan nila yung mga, imbes na mas marami silang matutunan during that earthquake drill and ma i-apply in those times parang ngay mauuna nalang yung pagpanic nila instead of ma i-apply yung mga napag-aran nila.	Not taking training seriously Risks of not taking it seriously
R25	Actually yes but actually my insight to this one is actually choose students that would best suit to become a first aider, so they are the ones who would be chosen by the school to be our first aider in case of calamity or even programs...they can also encourage students to become first aider. Kailangan pasado muna sa mga heads, i-assess muna dapat nagagawa ba nila ng tama, kung ina-apply ba nila talaga 'yon. Kung may mga scenario na ganyan kung sino yung unang lumapit tama ba yung approach niya, tama ba yung pag-apply ng action o ng gamit, mga 'yon.	Finding students with potential and skills in first aiding
R26	Sometimes it's not kasi it would depend, it's not actually I'm acting so cool today but actually I am grasping all of your ideas and I'm just waiting to apply it. It's not actually the way how I listen or act just so cool but actually how they apply it and actually how they treat their casualties as well. It's not about their application, it's about their treatment on their casualties,	Treatments Proper application

	<p>that is a number one asset that should be possessed by students. The behavior that he applies on the casualty at the same time the application if it is proper or not. Actually yung mga students na ito is isa-isip natin na for example ngayon na, kahit na drill lang yan isa-isip mo na nangyayari na so kailangan gawin mo pa din yung tama na dapat gawin mo kasi malay mo uh mangyari talaga yung hindi mo inaasahan. So, ano gagawin mo? Magtutunganga ka? Mag chi-chillax ka? O sasabihin mo sa katabi mo “Oh pano? Paanong gagawin?” So kailangan wag kang mag act na chill chill lang dapat alamin mo rin dapat yung dapat na gawin ganon.</p>	
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Shaping a New Destiny,” “Unruly As a Bull,” and “Budding Flowers.”		
Q10	Do you think your experience can be applied in times when there is a true disaster? Do you think it will apply in communities or in the barangay levels?	
R7	Yes,since uh...Red Cross is not just in our school, meron din siya sa iba’t ibang part ng areas natin like merong Red Cross dito sa Bangar meron din sa ibang places. So sila yung, sila yung uh...kung dito sa school may RCYC meron din yung mga Red Cross na kapag for example may nangyaring earthquake tapos may mga taong na trap or anything na kailangan talaga ng first aid sila yung unang pumupunta don bago dumating talaga yung mga ambulance or yung mga taong talagang tutulong na. And dito naman sa school uh... gaya nalang nong uh,pag mga earthquake drill natin syempre nag coconduct ngay tayo ng mga kunwari may mga nahihimatay ,may mg ana stampede yung ganon, pina-practice din natin yun para hindi tayo mahirapan in case na mangyari talaga yun. Pero pag sa situation naman natin,wala pa naman yung talagang mabigat na nangyari dito sa school kaya parang hindi ko pa nakita na nag conduct tayo non in real life dito palang sa school.	Helping others
Themes: “A Tapestry of Connection,” “Pliant Like a Bamboo,” and “Do No Harm,”		
Q11	As a teacher, may we know your response to the current curriculum and how Disaster Risk Reduction and Management (DRRM) was integrated into it? Do you think it is adequate or lacking?	

R24	Since hindi naman kasi ako nagtuturo ng health, I don't know kung ano yung mga nakalagay doon sa disaster risk. Pero since na mention naman na meron, good, maganda na meron at least meron naman. So, i-voice down nalang yung application, more on personal na 'yon if you want to apply or seseryosohin mo 'yon or hindi, nasa tao na 'yon kung itinuturo naman talaga.	Knowledge
Theme: "The Spear and Shield," and "Navigating the Darkest Corners."		
Q12	So in various trainings that you've attended for the past months, do you believe that communication is one of the skills that you've learned? Can you mention some of the people you have worked with inside and outside the school in you know having social communication?	
R1	Inside the school maybe uhm my co-RCYC officers and also with our school clinic and guidance counselor Sir Rowel, and outside the school is the RHU and the Red Cross La Union chapter.	People who were interacted during training
Theme: "The Spear and Shield," "A Tapestry of Connection," and "Do No Harm."		
Q13	Do you believe various disaster risk reduction training and drills will help you build your social skills and connection with others?	
R1	Yes, because in trainings you are engaged with different kind of person, with different ideas and different beliefs that are different from you of course. And it helps you understand why they act that way, why they don't like to be uhh given a first-aid or uhh the reasons behind why they don't like that certain treatment when there is a said disaster because they believe that uhm aah... what I mean is that they help you understand what do they believe within that uhh situation and you should respect that as a person and as a first-aider.	Communication Ideas of others Beliefs
R25	Medyo natataranta pero kaya ko namang i-hold yung emotion ko. Siguro kung nakikita ko na worst yung patient doon ako magpa-panic.	Manage emotions

Themes: “Still Water Run Deep,” “Wildfire Amid the Trembling,” “A Tapestry of Connection,”		
Q14	So, did those trainings in Disaster Risk Reduction and Management (DRRM) improve the teacher-student relationship? In what way?	
R3	Yes po, like yung mga programs po siguro. Para sakin lang po kasi broad knowledge...pero feeling ko sa pangkalahatan talagang mga interested and alert and attentive po. Siguro madami po silang natututunan, lagi po silang nai apply sa totoong buhay.	Knowledge Alert Attentive
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Still Water Run Deep,” and “Wildfire Amid the Trembling.”		
Q15	Did the trainings, like those on Disaster Risk Reduction and Management (DRRM) or drills, somehow emphasize the importance of establishing connections, asking questions, or similar actions?	
R5	Yes, ay haan da in emphasize sinabi lang nila parang ngay sinasabi lang nilang dapat may connection may..meron ka nong hotlines pero parang ngay dapat talaga dapat chini-check kung meron talagang contact non, contact ng mga hotlines. Parang sinasabi lang nila pero hindi mo naman sure talaga kung sinsasagawa talaga yun ng mga tao.	Demonstrating but not checking
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap.”		
Q16	What do you think we can do better to highlight hotlines so that we can be well-informed about the official numbers we need to call?	
R5	I think they cannot do something about the board kasi talagang blame me yon. Pero I think ti talagang kwaen da ket parang barangay uh or parang household parang aglibot da ti household then ag check da jay contact list dagijay every member if adda talaga agijay naka...naka kwa agijay talaga ijay contact list da agijay. Agijay different hotlines, parang ngay minsan talaga dapat din talaga silang gumalaw in order to check	Emergency hotlines

	talaga kung meron bang mga numbers doon na needed those hotlines yan,those hotlines na needed.	
Themes: “Bridging the Readiness Gap,” and “A Tapestry of Connection.”		
Q17	Do you think that many students are familiar with the RICE method and know how and when to apply it?	
R3	I think madami naman pong nakakaalam and more on primary knowledge lang po nila yun. Yung mga common na ginagawa nila.	Awareness of others on RICE
Themes: “The Spear and Shield,” and “Navigating the Darkest Corners.”		
Q18	What makes the community more knowledgeable on what to do in times of disaster?	
R6	Just like in our school nag co-conduct tayo every month ng earthquake drill. So, some students don't know how to properly do a first aid so ang ginagawa nalang natin is nagco-conduct nalang ng earthquake drill para somehow alam nila kung ano yung gagawin nila. So ang proper na sagot sa question nay an is maging active sila or maging uh...ibigay nila yung full participation nila whenever may mga ganyang events or drills.	Trainings Be knowledgeable
Themes: “The Spear and Shield,” and “Navigating the Darkest Corners,”		
Q19	Our current DepEd secretary said that a crucial part of our disaster risk reduction and management will be the youth, however other people said that they are too young. What is your stand on that?	
R7	Yung about sa mga masyadong bata I guess they should consider their age. Let's say dapat yung kukunin nila na possible na magre-rescue if ever na may calamity is yung mga legal age or 18 above. Hindi naman nila pwede kuhanin yung mga elementary kasi wala pa naman silang let's say capabilities sa pagre-rescue and hindi ko alam I guess or far as I know wala pang disaster risk reduction sa elementary parang high school palang ata or senior high school. I somehow agree,	Consider the age

	kasi nga yung mga rescuers natin ngayon which is yung mga adult is dati naman silang youth so ibig sabihin non yung kabataan palang sila meron sila sigurong experiences on how to rescue kaya pinagpapatuloy nalang nila hanggang, hanggang ngayon. So merong possibility na we students or we uhm as youth can be yeah, possible na maging rescuer din tayo basta merong knowledge.	
R8	For me I agree on the stand of our Vice President para bata pa lamang yung mga… at a very young age dapat matutunan na ng mga bata kung ano yung dapat gawin at di dapat gawin during the times of calamities.	Knowledge at a young age
R9	I agree and not agree at the same time, cause, of course, students needs to learn these things but as you said they are still young so they might commit some mistakes. So I think there must be a good balance of risk and being able to impart knowledge to those students. Like maybe lessen the fact, lessen the risk that may, uhm, may appear and these students are on training. Maybe give them professional and show how to do CPR, maybe give those students and let them try.	Balance Training
R24	If for me, pag sa senior high pwede or yung sa mga higher grade na, di kaya sabihin na natin na grade 10 na sila na yung mag initiate. Senior high or pwedeng, kung sa junior high man grade 10. Then yung mga grade 7 to grade 9 more on theoretical lang muna or pwede din silang mag-assist kasi nga ‘yon yung ano natin na kagaya ko that is one of the problem na naituro nga saakin pero wala namang application, ‘yon yung magiging advantage non kapag mas bata yung gagawa non parang magiging ano niya ‘yon eh, magiging habit niya ‘yon. Kumbaga kapag lumaki siya alam niya yung gagawin kasi nga na experience niya and sa education kasi mas madaling turuan habang bata pa kaysa pag matanda ka kana. Kaya siguro ‘yon yung nagiging problema ng ibang teachers may nakikita kayong hindi sumusunod kasi nga may sariling ano na ‘yon eh, may sariling will na kapag matanda na ‘yon. Kapag bata pa yung isang learner let’s say mas madaling maituturo diba sakanila kapag mas bata kaya ah I will agree with our Vice President yung sa DepEd secretary natin na for the disaster risk pwedeng yung mga senior high na yung mag-assist o kaya tumulong. Hindi naman one hundred percent na sila lang ah meron na pa rin namang ah mag gui-guide sakanila, let’s say	More on theoretical Higher grade level

	yung mga nagwo-work sa MDR kumbaga may supervision pa rin hindi lang sila pure na gagawa.	
R25	I agree, in MDRRM subject will be integrated uh, integrated maybe in the case that or in the sense that this MDRRM subject will uh not be treated as one subject maybe it will be integrated to examples MAPEH subject or AP subject, a portion of it will tackle about DRRM. Another is those, regarding the statement of the critiques or the different criticism you are to you or learners are to young to be involved in the, uh in that kind of aspect or subject but I think this is a very good uhm idea to be integrated in our curriculum, this will give us knowledge, this will give us additional information regarding what to do and what not to do in case of emergency.	Integrate in school curriculum
R26	I guess it is good in the case of this young students, they need still to be informed because it is better at a very young age we have an idea how to become a good first aider because there are people out there that have knowledge, they are first aider by means but they don't uh have a good application because they don't apply that much in live. As for myself I also want students to practice this and then apply this in simulation so that we can also assess if they can also be reliant or let's say independent on their own. We are teaching them to be independent at the same time skills that may help them and other people.	Young first aider More on application
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Shaping a New Destiny,” and “Budding Flowers.”		
Q20	Do you think that our curriculum focuses more on knowledge rather than application?	
R7	I disagree with that na pure knowledge lang since meron namang ibang students na they learn visually and if I have uh or kung may chance ako na makausap yung Department of Education they should focus more on application not on books. They should uhm kapag yung subject na Disaster Risk Reduction is dapat more on application talaga like sa bandages,sa carrying or sa dapat gawin. Hindi lang yung nagbabase sila sa mga books kasi uhm pwedeng malito yung mga students or hindi nila like binabasa lang nila,kinakabisado pero hindi naman nila alam i-apply.	Should focus more on application

Themes: “The Spear and Shield,” “Second Parents,” and “Second Home,”		
Q21	Do you agree that parents should be more involved in DRRM?	
R7	No, dapat yung mga anak mismo yung dapat involve about sa Risk Reduction. Lets say training kasi uhm what if yung parents natin is uhm wala sila sa uhm sa facility na yon in case of emergency, wala nang mag rerescue let's say sa ibang kapamilya mo ganon. So dapat mag focus sila more on sa mga youth talaga sa mga anak.	Children should be involved
R8	Yes because syempre ang mga bata naman kasi palaging uh mostly nakikinig sa mga parents nila and uhm and I know din for a fact that lahat ng mga sinasabi ng parents natin is para din sa ikabubuti natin .So, uhm it would be very much helpful if yung mga parents natin also educate their children about disaster risk management.	Parents should also be involved
Themes: “The Spear and Shield,” “Shaping a New Destiny,” “Unruly As a Bull,” “Budding Flowers,” and “A Flower’s Soil.”		
Q22	What can you recommend to improve the current status of disaster risk reduction and management as a community, involving students, parents, and teachers?	
R4	As I mentioned earlier wala po kaming mga disaster risk reduction management na mga training po sa barangay naming so I think they should focus po sa pag coconduct ng mga training po on every place para lahat po ng mga tao is mainform po about what to do at a disaster risk po.	Focus more on conducting training in barangays
R6	Umuna ket dajay, wen number one jay application jay naayos jay talaga nga...uh han met nga ibagbagak nga maranasan tayo kuma ti aglindol tapno maamwan tayo ti kwakwaen tayo ngem kasla ngay mas isipen ti students nga wherein parang totoong lindol han la ngay nga nilalaglag nga uh...kwa lang atoy, drill lang atoy. Then next siguro ket agisuro da kuma ngay kasla ngay general agisura da ngay ket dapat habang agisursuro da adda ti teachers ngay nga agmonitor ti every student nu dumdumngeg da ba talaga jay isursuro da. Example kuma dajay	Application General teachings

	nu adda kuma ti maataki ti puso na...ngem nu adda kuma maataki kasla ngay adda ngay kuma ti isuro da jay ngay jay uh ...kasla ngay adda ti students kuma ngay nga mismo nga agaramid ngay tas i-instruct jay instructor kuma nu inya ti kwaen da and I think yun yung nagkukulang. So far kasi yung mga itinuturo is yung fire extinguisher yung mga gamit na or tool na uh gagamitin pero lack on talagang application I think.	
R24	Dapat number one ang parent kasi sa panahon ngayon, na mention mo nga na hindi...let's say teachers na maging involve, there is a possibility na kahit sabihin mo na teacher kung ayaw naman ng estudyante, kaya dapat ang unang magturo ng mga ganyan is parents or mga guardians kasi papasok na rin diyan, I mean the behavior. Isa rin na dapat ma-anong diyan is your willingness to help kasi meron naman yung iba kahit alam nila ayaw nilang tumulong, so talagang pupunta sa behavior ng parents yung uh, I mean yung responsibility sa pagtuturo and parang kumbaga sa school nalang yung parang let's say uh sila nalang yung parang mag e-enhance ng natutunan nila.	Behavior of students Willingness
Themes: “The Spear and Shield,” “Navigating the Darkest Corners,” “Bridging the Readiness Gap,” “Shaping a New Destiny,” “Unruly As a Bull,” and “Budding Flowers.”		
Q23	Do you think that our school is suitable for evacuation area?	
R24	Dito sa school ang alam ko during that flood parang may nag-stay dito but hindi naman pinapagamit ni Ma'am tong school but finorce lang nila since diyan sa Maria Christina noon puno na so wala nang pupuntahan yung ibang mag e-evacuate kaya parang na force na dito nag evacuate yung ibang... but uh since ginamit naman we can accommodate naman and nagamit naman yung mga cr natin so masasabi ko naman na we can, pwede mag evacuate yung mga tao sa school natin since 'yon naman yung ginagawa diba, yung mga schools ang ginagawang panandaliang evacuation center.	Forced to accommodate
R25	Yeah, uhm evacuation area specifically if flood kasi we have building here. Earthquake din maybe kasi also have our DepEd engineers who checked and who worked here in the building of senior high school and the other buildings in the junior high school. Pwede rin kasi medyo malayo din siya sa dagat. More	School can be an evacuation area Lack on materials

	equipped? Parang but not one hundred percent kasi we lack on those, yung kailangan, stretchers and others.	
Themes: “Second Home”		

CURRICULUM VITAE

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Joross Lamarca



_jpl_06

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SHS: Regional Science High School



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