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SCHOOL SAFETY IMPLEMENTATION AND PRACTICES IN DISASTER RISK REDUCTION AND MANAGEMENT (DRRM): BASES FOR DIVISION TECHNICAL ASSISTANCE PLAN

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ABSTRACT

This study assessed school safety and Disaster Risk Reduction and Management (DRRM) practices in the Schools Division of Iloilo for SY 2024–2025, guided by the DepEd Comprehensive School Safety Framework. It evaluated four areas: enabling environment, safe learning facilities, school DRRM, and DRR in Education, and proposed a Division Technical Assistance Plan. Using a descriptive cross-sectional mixed-method design, data from 290 School DRRM Coordinators were analyzed with descriptive statistics, ANOVA, and thematic analysis. Findings showed an overall good rating, with DRR in Education as the strongest area, while governance, facilities, and school DRRM systems require improvement. No significant differences were found. Key themes included operational readiness, hazard mitigation, environmental management, capacity building, and stakeholder engagement. The study concludes that although DRR integration is present, governance, infrastructure, and operations need strengthening, and a data-driven Technical Assistance Plan is recommended to enhance school resilience.

Keywords: *DRRM, School Safety, Comprehensive School Safety, DRR in Education, Technical Assistance Plan, Resilience*

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INTRODUCTION

Disaster risk reduction and management (DRRM) in educational institutions is increasingly recognized as pivotal for safeguarding students' lives and ensuring continuity of learning amidst natural disasters. Recent studies highlight that effective DRRM practices in schools mitigate risks and help build resilience within communities (UNESCO, 2020). In the Philippines, a country prone to frequent typhoons, earthquakes, and volcanic eruptions, integrating DRRM in schools has become a pressing priority (Philippines Disaster Report, 2023). Despite national guidelines mandating DRRM implementation, there exists considerable variability in how these measures are applied across different regions and types of schools (Diaz et al., 2022).

Research indicates that challenges such as inadequate infrastructure, limited funding, and gaps in teacher training significantly hinder the effective implementation of DRRM in Philippine schools (Garcia & Reyes, 2021). Moreover, community engagement and participation, crucial for the success of DRRM initiatives, often vary depending on local contexts and socio-economic factors (Mercado & Santos, 2023). These factors underscore the need for a systematic assessment of current practices and the identification of targeted interventions to strengthen DRRM in Philippine educational institutions.

The study of Alarate (2024) investigated the Disaster Risk Reduction and Management (DRRM) implementation and compliance in selected public schools within Tanay Sub-Office, Schools Division Office of Rizal, and assessed the differences between schools with inclusive education programs and regular high schools. The results indicated widespread

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implementation of DRRM measures across prevention, mitigation, preparedness, response, and recovery areas, with schools generally compliant with the Comprehensive School Safety pillars. While no significant differences were found in DRRM implementation based on school type, schools offering inclusive education programs showed notably higher compliance levels, particularly in School Disaster Management and Risk Reduction and Resilience Education. The study recommends updating the Department of Education's DRRM policy to better support inclusive education schools and suggests future research explore factors contributing to enhanced DRRM practices in these settings.

While there are established national policies, the degree to which DRRM measures are effectively put into practice at the school level is uncertain. This research explores the implementation and adherence to DRRM protocols in specific public schools located in the Schools Division of Iloilo. By evaluating current practices and identifying possible deficiencies, this study seeks to offer insights aimed at enhancing current initiatives and formulating tailored recommendations that could positively impact a broader spectrum of schools. This effort is crucial not only for ensuring the safety and well-being of students and staff but also for fostering a culture of resilience that extends beyond school walls into the broader community fabric.

While there are established national policies, the degree to which DRRM measures are effectively put into practice at the school level remains uncertain. This research explores the implementation and adherence to DRRM protocols in selected public schools within the Schools Division of Iloilo. By evaluating current practices and identifying possible gaps, this

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study aims to provide insights that can strengthen existing initiatives and inform the development of context-specific recommendations applicable to a wider range of schools. This endeavor is essential not only for safeguarding the lives and well-being of students and school personnel but also for cultivating a culture of preparedness and resilience within communities.

Furthermore, this study aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which emphasizes the importance of safe, inclusive, and resilient learning environments, and SDG 13 (Climate Action), which calls for strengthened adaptive capacity and resilience to climate-related hazards and natural disasters. By enhancing DRRM practices in schools, this research contributes to ensuring uninterrupted learning amid emergencies while promoting proactive disaster preparedness and risk reduction. Ultimately, strengthening DRRM implementation in educational institutions supports the broader goal of building disaster-resilient communities and sustainable development in disaster-prone regions such as the Philippines.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in the study. The purpose of this study is to determine the school practices in the implementation of Disaster and Risk Reduction Management (DRRM) in the Schools Division of Iloilo during the school year 2024-2025.

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Research Method

The research methodology chosen for this study involves quantitative and qualitative approaches, specifically utilizing a survey to solicit the practices of the school, and a DepEd-adopted Comprehensive School Safety (CSS) questionnaire was used to determine the level of implementation and compliance in terms of enabling environment, safe learning facilities, school disaster risk management, and DRR in education of DRRM. The questionnaire served as a primary tool to gather structured data from a representative sample of schools within the study area.

The combination of a survey questionnaire and the use of a standardized CSS tool enabled a comprehensive analysis of the school safety implementation and DRRM practices. The survey provided qualitative data which identified trends and patterns across a broader spectrum of the schools when it comes to their practice experience, while the CSS tool provided quantitative data that determined the level and significant differences in school safety implementation in terms of School Safety implementation in terms of enabling environment, safe learning facilities, school disaster risk management, and DRR in Education when classified according to Congressional Districts. This mixed-method approach aimed to generate a holistic understanding of the current state of DRRM within the Schools Division of Iloilo, informing the recommendations for enhancing resilience and preparedness in the educational environment.

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Research Design

This study focused on the level of school safety implementation and practices of Disaster Risk Reduction and Management (DRRM). A one-shot survey research design was employed to gather data and assess the status of school safety across participating schools. This design, also known as a cross-sectional design, involves collecting data at a single point in time from a diverse sample of schools within the study area. This is a type of research method where data is collected from a sample of participants at a single point in time. This approach is typically used to gather information about a population's characteristics, attitudes, behaviors, or practices at a specific moment (David, 2020).

A field study was used for a qualitative approach. This design is instrumental in capturing in-depth insights into the nuances of school safety implementation and disaster risk management practices. By engaging directly with participants through interviews, focus groups, and observations, the study aimed to gather detailed and context-specific information that quantitative data alone might not reveal (Farrell & Fessenden, 2024).

The qualitative approach allows for a rich, contextual understanding of how schools implement disaster risk reduction measures, the challenges they face, and the strategies they use to manage these challenges. Through field study, the research explored the subjective experiences and perceptions of those involved in disaster risk management, providing a comprehensive view of the practical realities and effectiveness of current practices. This approach also facilitated the identification of emerging themes and patterns related to school

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safety and DRRM, which informed the development of targeted recommendations and interventions.

Respondents of the Study

The respondents of this study were 290 School Disaster Risk Reduction and Management (DRRM) coordinators selected through a stratified random sampling technique to ensure a proportionate and representative distribution across the Schools Division of Iloilo. To maintain the integrity and academic rigor of the data collection process, specific eligibility requirements were established. The inclusion criteria required that all participants hold an official designation as a School DRRM Coordinator with at least one year of active experience, ensuring that each respondent possessed a functional understanding of disaster protocols and localized implementation strategies. Conversely, the exclusion criteria disqualified individuals who were currently on extended leave (such as maternity, sick, or study leave) or those who had participated in the pilot-testing phase of the research instrument. These parameters were strictly applied to ensure that the 290 selected participants could provide current, firsthand insights while minimizing potential response bias or "testing effects" that could compromise the validity of the study's findings.

Sampling Design

The study utilized a random sampling design, a fundamental method in research that ensures every member of a population has an equal chance of being selected to participate in the study (David, 2020). In the context of this research on school safety implementation

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within the Schools Division of Iloilo, a random sampling technique using the draw lots method was employed to select participants.

From the total population of 1,172 schools in the division, a subset of 290 schools was randomly selected to participate in the study. This selection process involved assigning each school a unique identifier or number and then randomly drawing these identifiers. The draw lots method ensured that every school had an equal probability of being selected, thereby reducing bias and ensuring that the sample was representative of the entire population (Smith, 2020).

Once selected, the 290 participating schools were contacted and invited to take part in the study by completing a structured survey on their level of school safety implementation. Participation in the study was voluntary, and efforts were made to encourage a high response rate among the selected schools.

By employing random sampling through the draw lots technique, the study aimed to achieve several objectives.

First, it ensured that the sample of 290 schools was representative of the larger population of 1,172 schools in terms of geographical location, school type, and other relevant characteristics. Second, random sampling enhanced the generalizability of the findings, allowing researchers to draw conclusions about DRRM practices across the Schools Division of Iloilo with greater confidence. Finally, this methodological approach strengthened the study's internal validity by minimizing selection bias and ensuring that the sample was truly reflective of the diversity within the population of interest.

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The table below shows the distribution of the respondents.

Table 1.

Distribution of the Respondents

Congressional Districts	N	Sample Size
1st Congressional District	196	49
2nd Congressional District	179	44
3rd Congressional District	321	79
4th Congressional District	184	46
5th Congressional District	292	72
Total	**1172**	**290**

Research Instrument

The research instrument used in this study was the DepEd-adopted Comprehensive School Safety (CSS) Checklist, a standardized monitoring tool designed to evaluate the disaster resilience of educational institutions. The instrument utilizes a weighted scoring system totaling 100 points, distributed across four key areas of school safety to provide a quantifiable measure of compliance.

The first part, Enabling Environment, is allocated 23 points and focuses on the administrative foundations of safety, including the formalization of the School DRRM Team and the integration of safety protocols into school governance.

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The second part is the Safe Learning Facilities (Pillar 1), which accounts for 35 points. This section evaluates the structural integrity of school buildings and the mitigation of physical hazards within the campus.

The third part, School Disaster Risk Management (Pillar 2), is assigned 30 points to measure the school's operational readiness through the conduct of regular drills, the functionality of early warning systems, and the availability of emergency equipment.

And the fourth part, DRR in Education (Pillar 3) is allocated 12 points, focusing on the integration of disaster risk reduction concepts into the academic curriculum and the availability of learning resources for students.

Data Gathering Procedures

Prior to commencing data collection, permissions were sought from various authorities, including the research adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, school heads, and individual participants. These permissions were essential to authorize the researcher to conduct the study effectively.

The researcher distributed Google Forms to all schools within the Schools Division of Iloilo to gather responses to the Comprehensive School Safety Checklist. Subsequently, the researcher compiled and organized all data collected through the Google Forms for thorough analysis and interpretation. This systematic approach ensured the integrity and comprehensiveness of the data gathered throughout the research process.

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Data Analysis

For quantitative data, descriptive statistics such as means and percentages were computed to summarize and interpret numerical information. Mean was used to determine average scores or central tendencies related to specific aspects of school safety implementation across schools. Percentages provided insights into the distribution or prevalence of different practices or responses among participants. Additionally, ANOVA was employed to examine the differences among variables. All data will be analyzed through SPSS Version 26 statistical software.

The data were analyzed using the scale of scores and descriptions below:

As a whole:

Scores	Description
91.00 - 100	Excellent
81.00 – 90.99	Very Good
71.00 – 80.99	Good
61.00 - 70.99	Needs Improvement

In terms of:

Enabling Environment

Scores	Description
18.00 – 23.00	Excellent
12.00 - 17.99	Very Good
6.00 - 11.99	Good
1.00 - 5.99	Needs Improvement

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Safe Learning Facilities

Scores	Description
30.00 – 35.00	Excellent
20.00 - 29.99	Very Good
6.00 - 19.99	Good
1.00 - 5.99	Needs Improvement

School Disaster Risk Management

Scores	Description
25.00 – 30.00	Excellent
16.00 - 24.99	Very Good
6.00 - 15.99	Good
1.00 - 5.99	Needs Improvement

DRR in Education

Scores	Description
8.00 – 12.00	Excellent
6.01 – 7.99	Very Good
5.01 - 6.00	Good
1.00 - 5.99	Needs Improvement

Qualitative data analysis utilized a thematic approach, following guidelines outlined by Virginia Maguire and Brigid Delahunt (2021). Thematic analysis involves identifying patterns or themes within qualitative data that are significant and relevant to the research topic. Through systematic coding and categorization of interview transcripts and qualitative

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responses, key themes were generated. These themes were then analyzed and interpreted to provide a deeper understanding of the underlying practices related to Disaster Risk Reduction and Management (DRRM) in schools.

RESULTS AND DISCUSSIONS

This chapter presents the results and discussion of the study, structured into both quantitative and qualitative phases. The quantitative phase details the scoring of the 290 respondents based on the 100-point Comprehensive School Safety Checklist, while the qualitative phase delves into the specific narratives provided by the participants.

Specifically, the study sought to answer the following questions:

1. What is the level of school safety implementation in terms of enabling environment, safe learning facilities, school disaster risk management, and DRR in Education when taken as a whole and classified according to Congressional Districts?

2. Are there significant differences in the level of school safety implementation in terms of School Safety implementation in terms of enabling environment, safe learning facilities, school disaster risk management, and DRR in Education when classified according to Congressional Districts?

3. What are the practices of schools on DRRM?

4. What Division technical assistance plan can be made based on the results of the study?

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Level of School Safety Implementation in Terms of Enabling Environment, Safe Learning Facilities, School Disaster Risk Management, and DRR in Education When Taken as a Whole

The data in Table 2 indicate that the overall level of school safety implementation was categorized as *needs improvement*, with an overall mean score of 70.25. Among the four domains, Disaster Risk Reduction (DRR) in Education obtained the highest mean score (M = 75.63), suggesting a relatively stronger integration of disaster risk reduction concepts within the educational system. However, the remaining domains—Enabling Environment (M = 69.58), Safe Learning Facilities (M = 69.37), and School Disaster Risk Management (M = 66.41)—were all classified under *needs improvement*. These findings point to gaps in the physical, organizational, and operational dimensions of school safety. Overall, the results underscore the need for schools to strengthen disaster preparedness infrastructure and management practices to achieve a more comprehensive and consistent level of safety across all domains.

The findings of this study are consistent with those of Cresencio and Yabut (2023), who also identified areas requiring improvement in school disaster risk management and safety procedures. Similarly, their study revealed that School Disaster Risk Management, Safe Learning Facilities, and Enabling Environment were rated as *needs improvement*. This parallel finding highlights a common issue: the gap between policy implementation and effective preparedness. It suggests that while DRRM systems and frameworks are in place, they are not yet fully optimized to ensure school safety.

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Furthermore, the results support the conclusions of Loremia and Alcover (2020), who emphasized the effectiveness of DRR in Education in enhancing learners' disaster awareness and preparedness. While the integration of DRR concepts in education benefits learners, the present study indicates that improvements in school facilities and disaster risk management strategies remain necessary. This reinforces the need for a holistic approach to school safety that integrates both educational and structural components.

Table 2.

Level of School Safety Implementation in terms of Enabling Environment, Safe Learning Facilities, School Disaster Risk Management, and DRR in Education as a Whole

Variables	Mean	Description
Enabling Environment	69.58	Needs Improvement
Safe Learning Facilities	69.37	Needs Improvement
School Disaster Risk Management	66.41	Needs Improvement
DRR in Education	75.63	Good
Overall	**70.25**	**Needs Improvement**

Legend: Excellent – 91.00-100, Very Good – 81.00-90.99, Good 71.00-80.99, Needs Improvement – 61.00-70.99

Level of school safety implementation in terms of enabling environment, safe learning facilities, school disaster risk management, and DRR in Education when taken as a whole and classified according to Congressional Districts

The data in Table 3 reveal that, in terms of Enabling Environment, only the First District attained a *good* rating, while the remaining districts were categorized as *needs improvement*. Similarly, for Safe Learning Facilities, only the Fourth District achieved a *good* rating, whereas

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all other districts fell under *needs improvement*. Notably, School Disaster Risk Management was consistently rated as *needs improvement* across all districts, indicating a critical area that requires immediate attention. In contrast, Disaster Risk Reduction (DRR) in Education received a *good* rating in all districts, suggesting that the integration of disaster risk concepts into the curriculum is relatively well established. Overall, these findings highlight the need for a more balanced and comprehensive approach, particularly in enhancing physical safety measures and disaster preparedness systems.

These results are consistent with the findings of Baluran (2023), who reported that while DRRM implementation was strong in prevention and mitigation, levels of preparedness varied across districts. Furthermore, the findings support Ortojan et al. (2020), who identified significant gaps in disaster preparedness, including inadequate safety features, limited training, and weak infrastructure. Collectively, these studies emphasize the need to strengthen institutional capacity to ensure effective and sustainable school safety practices.

Table 3.
Level of School Safety Implementation in Terms of Enabling Environment, Safe Learning Facilities, School Disaster Risk Management, and DRR in Education when Classified According to Congressional Districts.

Congressional District	School Safety Implementation: Enabling Environment		Safe Learning Facilities		School Disaster Risk Management		DRR In Education	
	Mean	Description	Mean	Description	Mean	Description	Mean	Description
First Congressional District	71.87	Good	66.88	Needs Improvement	64.83	Needs Improvement	75.17	Good
Second Congressional District	70.75	Needs Improvement	70.26	Needs Improvement	65.53	Needs Improvement	74.24	Good
Third Congressional District	68.19	Needs Improvement	70.49	Needs Improvement	67.81	Needs Improvement	78.16	Good
Fourth Congressional District	69.94	Needs Improvement	73.17	Good	67.75	Needs Improvement	73.01	Good
Fifth Congressional District	68.60	Needs Improvement	66.86	Needs Improvement	65.65	Needs Improvement	75.69	Good

Legend: Excellent – 91.00-100, Very Good – 81.00-90.99, Good 71.00-80.99, Needs Improvement – 61.00-70.99

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Differences in the Level of School Safety Implementation in Terms of Enabling Environment, Safe Learning Facilities, School Disaster Risk Management, and DRR in Education when Classified According to Congressional Districts.

As shown in Table 4, the data reveal no significant differences in the level of school safety implementation across congressional districts in terms of Enabling Environment ($p = .881$), Safe Learning Facilities ($p = .126$), School Disaster Risk Management ($p = .894$), and Disaster Risk Reduction (DRR) in Education ($p = .406$). All p-values exceed the .05 level of significance, indicating that variations across districts are not statistically significant. This suggests a relatively uniform level of implementation of school safety measures, reflecting either a standardized approach or shared challenges among the different congressional districts.

These findings are consistent with those of Perez and Batista-Ong (2020), who examined Disaster Risk Reduction and Management (DRRM) practices among state universities, colleges, and local government units in Iloilo. Their study found that while DRR in education was effectively implemented, other components demonstrated inconsistencies and required further improvement. The present results reinforce the notion that although educational initiatives play a crucial role in enhancing disaster awareness and preparedness, they must be complemented by improvements in infrastructure, strategic planning, and institutional commitment. Strengthening these areas is essential to achieving a more comprehensive and effective approach to school safety and disaster preparedness.

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Table 4.

Differences in the Level of School Safety Implementation in Terms of School Safety implementation in Terms of Enabling Environment, Safe Learning Facilities, School Disaster Risk Management, and DRR in Education when Classified According to Congressional Districts.

Variables		Sum of Squares	df	Mean Square	F value	p-value	Remarks
Enabling Environment	Between Groups	546.027	4	136.507	.295	.881	Not Significant
	Within Groups	132020.632	285	463.230			
Safe Learning Facilities	Between Groups	1552.749	4	388.187	1.813	.126	Not Significant
	Within Groups	61030.805	285	214.143			
School Disaster Risk Management	Between Groups	435.255	4	108.814	.275	.894	Not Significant
	Within Groups	112592.003	285	395.060			
DRR in Education	Between Groups	918.927	4	229.732	1.004	.406	Not Significant
	Within Groups	65209.871	285	228.807			

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Practices of Schools on DRRM

Modern Disaster Risk Reduction and Management (DRRM) practices have evolved from reactive emergency responses to proactive and systematic approaches that integrate risk intelligence across all levels of governance. The United Nations Office for Disaster Risk Reduction (UNDRR, 2025) emphasized that effective DRRM requires a whole-of-society approach, utilizing multidimensional risk analysis (MDRA) to understand how climate, economic, and social hazards interact and cascade across sectors. Contemporary practices include the use of digital early warning systems, the implementation of shock-responsive social protection programs, and the application of building back better principles in post-disaster recovery to ensure long-term resilience. By embedding these risk-informed strategies into national and local development frameworks, school communities can shift from merely managing disasters to addressing the underlying risks that contribute to them, thereby supporting sustainable development.

This section presents the findings of the qualitative phase of the study, which explored the disaster risk reduction practices of schools within the Schools Division of Iloilo. The analysis generated five key themes: (1) operational readiness and drills, (2) hazard identification and mitigation, (3) environmental and health management, (4) capacity building and inclusion, and (5) stakeholder and community engagement. These themes reflect the multifaceted and collaborative nature of DRRM implementation in educational settings.

Operational Readiness and Drills

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Operational readiness refers to the level of preparedness that enables a community or organization to respond to disasters with efficiency, coordination, and accuracy. As emphasized by Ladion (2025), readiness extends beyond "paper compliance" and focuses on the actual capability of personnel to execute life-saving actions under pressure. A key component of this preparedness is the regular conduct of disaster drills and simulations, which bridge theoretical knowledge and practical application. These activities allow schools to test early warning systems, evacuation procedures, and communication protocols in controlled environments, ultimately strengthening their capacity to respond to real emergencies.

The findings reveal that schools prioritize the regular conduct of disaster drills as a central strategy for enhancing operational readiness. Many participants highlighted the consistent implementation of multi-hazard drills, including fire, earthquake, and evacuation exercises. As shared by Participant 4, "We conduct regular drills such as fire, earthquake, and evacuation drills to ensure that everyone is prepared and knows how to respond during emergencies." Similarly, Participant 104 noted, "Regularly conduct quarterly Earthquake and fire drills," while Participant 121 emphasized that "The school has followed the implementation of DRRM programs and activities such as quarterly earthquake drills." These responses demonstrate a strong adherence to institutional requirements and reflect efforts to standardize preparedness practices across schools.

In addition to routine drills, some schools have adopted more dynamic and strategic approaches to preparedness. The inclusion of unannounced drills and hazard mapping activities reflects an effort to test authentic responses and situational awareness. Participant

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10 stated, "Quarterly and unannounced conduct of earthquake drill, conduct of fire drill, hazard mapping," highlighting the importance of unpredictability in strengthening reflexive action. Moreover, schools also ensure structured frequency in conducting drills, as emphasized by Participant 26: "Conducting quarterly earthquake drills, fire and evacuation drills to prepare the students and staff for emergencies." These practices contribute to building "muscle memory," enabling individuals to respond more effectively during actual disasters.

The findings further indicate that operational readiness extends beyond drills to include stakeholder engagement and capacity-building initiatives. Schools involve parents and community members in awareness efforts, as noted by Participant 76: "Perform earthquake drill every quarter, inform SPTA and parents about the importance of DRRM." Additionally, the integration of first aid training and external expertise enhances preparedness. Participant 155 shared, "Conducts quarterly earthquake drill, fire drills, and First Aid to learners," while Participant 236 emphasized collaboration through "invites speakers that will enhance learners and facilitators ideas." These approaches reflect a more holistic perspective of DRRM, where preparedness is reinforced through education, collaboration, and community involvement.

The findings suggest that operational readiness is not merely an administrative requirement but a functional capability developed through repeated practice and continuous improvement. Regular and varied drills transform disaster awareness into actionable skills or "muscle memory," ensuring that responses during emergencies are swift and coordinated. A school's level of preparedness, therefore, is best measured by how effectively its members can execute practiced procedures in real-life situations.

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The results of the study are consistent with Abante et al. (2023), who emphasized that the effectiveness of Disaster Risk Reduction and Management (DRRM) practices depends largely on the disaster awareness and preparedness of the community. Their findings suggest that for drills to be effective, participants must possess a strong understanding of safety protocols and hazard-specific risks, reinforcing the importance of sustained training and education in achieving comprehensive school safety.

Hazard Identification and Mitigation

According to the World Road Association (2026), hazard identification is the fundamental first step in the preparedness phase of disaster management. Disasters occur not merely due to natural hazards but when these hazards intersect with vulnerable populations and infrastructure. To address this, a multi-hazard approach is emphasized, recognizing that hazards may have cascading and cumulative effects. A critical component of this process is the development of hazard maps, which translate technical data into accessible visual tools using forecasting and real-time monitoring. These maps guide targeted mitigation measures, ensuring that risk identification directly informs preparedness and strengthens community resilience.

The findings reveal that schools actively engage in hazard identification through participatory and data-driven approaches. Several participants emphasized the role of hazard mapping as a foundational practice in school safety planning. For instance, Participant 14 noted, "They create hazard maps that outline risk areas and prioritize safety measures," while Participant 110 shared, "Creating a disaster management plan and hazard mapping." Similarly,

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Participant 85 highlighted the use of data in risk assessment, stating, "Analyzing historical hazards data and official hazard maps." These responses indicate that schools are increasingly integrating systematic and evidence-based strategies to identify potential risks within their environments.

Moreover, the findings highlight the growing involvement of students, teachers, and stakeholders in participatory safety initiatives. Schools are no longer solely reliant on external assessments but actively involve their communities in identifying and addressing risks. Participant 9 explained, "The school regularly conducts student-led hazard mapping and NSED. The results are then taken into consideration in what to improve during the Brigada Eskwela." This demonstrates how participatory mapping not only raises awareness but also directly informs school improvement efforts and resource allocation. In addition, Participant 167 emphasized financial and stakeholder support, stating, "Hazard mapping of school ground and facilities; allocation in the MOOE and sourcing out from SEF, PTA, and other stakeholders." These practices reflect a collaborative approach where safety planning is shared among various members of the school community.

In terms of mitigation, schools complement hazard identification with continuous inspection, maintenance, and infrastructure improvements. Participant 52 stated, "continuously conduct School inspection of the school structures... *and implement repair,"* while Participant 94 emphasized, "Repair of classrooms/buildings, Installation of electrical wirings." Furthermore, Participant 209 provided a comprehensive view of maintenance practices, noting, "The school conducts hazard mapping activities, quarterly simultaneous

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earthquake drill, drainage maintenance, and repair and maintenance of the hazard facilities." The provision of safety equipment is also evident, as Participant 119 shared, "The school also provides fire extinguishers in every building." These responses suggest that hazard identification is closely linked with concrete mitigation actions aimed at reducing risks before they escalate into disasters.

Additionally, schools utilize communication and awareness strategies to reinforce safety practices. Participant 19 highlighted the importance of information dissemination, stating, "Improvement of school facilities and buildings, conduct of different disaster drills, display of IEC materials." This indicates that visual and informational tools complement structural and procedural interventions, promoting a culture of preparedness within the school environment.

The findings demonstrate that hazard identification and mitigation are no longer purely technical processes but have evolved into community-driven practices. By involving stakeholders in mapping, analysis, and decision-making, schools enhance their capacity to recognize early warning signs and implement preventive measures. This proactive approach bridges the gap between risk identification and risk reduction, ensuring that potential hazards are managed effectively before they develop into disasters.

The results of the study support the findings of Moneva et al. (2023), who emphasized that effective disaster management is rooted in proactive hazard identification and mitigation. Their study highlights that a community's resilience is directly linked to its ability to recognize localized risks and implement preventive strategies. By fostering disaster awareness and

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encouraging active participation, schools can strengthen their overall preparedness and reduce vulnerability to hazards.

Environmental and Health Management

Environmental and Health Management within the academic setting is a proactive approach aimed at establishing a safe, clean, and sustainable learning environment. According to Magdugo et al. (2024), this form of management requires a comprehensive commitment that integrates school policies, daily practices, and curricular initiatives. Its primary objective is to effectively address environmental concerns while promoting health awareness among all stakeholders. Central to this approach is the implementation of solid waste management systems, including the provision of waste bins and the establishment of Material Recovery Facilities (MRFs), supported by continuous information campaigns. These efforts foster a culture of environmental responsibility that contributes to the overall safety and well-being of the school community.

The findings reveal that schools actively implement environmental management practices through routine-based and participatory activities. Several participants emphasized the importance of integrating cleanliness and waste management into daily school routines. For instance, Participant 4 shared, "We also practice the '4 o'clock habit,' where students and staff clean the school surroundings at 4 PM to maintain cleanliness and eliminate potential hazards." Similarly, Participant 105 highlighted "Ecological Solid Waste Management," while Participant 170 noted, "proper waste disposal/ conduct of earthquake drill quarterly/ conduct of hazard mapping." These responses indicate that environmental practices are

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institutionalized as part of everyday school operations, reinforcing discipline and shared responsibility.

In addition to waste management, schools promote environmental sustainability through greening and agricultural initiatives. Participants highlighted activities such as tree planting, gardening, and campus-based food production. Participant 34 stated, "Maintain Gulayan sa Paaralan, waste segregation, tree planting, and tree growing," while Participant 95 shared, "Vegetable garden at school and a planting of banana *tree."* Other participants echoed similar practices, including Participant 63's "Tree Planting, Waste Segregation, etc." and Participant 160's "Tree Planting Activity and other DRRM-related activities and programs." These initiatives demonstrate how schools integrate environmental stewardship with disaster preparedness, recognizing the role of vegetation in mitigating risks such as flooding and soil erosion.

Moreover, the findings highlight preventive environmental maintenance and policy-driven practices as essential components of school safety. Participant 83 emphasized proactive care through "tree pruning," while Participant 189 underscored policy implementation, stating, "Waste Segregation, No Burning Policy, Hazard Mapping." In a broader context, Participant 265 described community-oriented initiatives such as "Trash walk movement, Tree and Mangroves planting, Coastal clean-up, Symposium on Drugs and Crimes." These responses reflect a holistic approach that extends beyond the school to include environmental advocacy and community engagement.

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The data suggest that environmental and health management practices are most effective when embedded into daily routines and institutional culture. Activities such as the "4 o'clock habit," regular clean-up drives, and waste segregation transform environmental care into a habitual practice rather than an occasional task. These efforts are not only aimed at maintaining cleanliness but also at preventing hazards such as flooding, poor sanitation, and health risks. Furthermore, initiatives like Gulayan sa Paaralan, tree planting, and mangrove restoration demonstrate that schools recognize the direct link between environmental sustainability, food security, and disaster risk reduction.

These findings align with Alferez and Tantoy (2025), who emphasized that school-based programs are most effective when integrated into the daily lives of students and staff. Consistent routines foster accountability and collective responsibility within the school community. However, the present study extends this perspective by highlighting that environmental practices are not solely for sustainability but are also critical for safety and disaster preparedness. Compliance with environmental policies, such as the Ecological Solid Waste Management Act (RA 9003), emerges as a key component of disaster readiness. Both studies suggest that when environmental care is institutionalized as a daily safety practice, schools can develop more resilient, health-conscious, and disaster-prepared communities.

Capacity Building and Inclusion

Capacity building and inclusion within school-based Disaster Risk Reduction and Management (DRRM) refer to the systematic development of knowledge, skills, resources, and support systems that enable all stakeholders to effectively participate in disaster

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preparedness and response. In educational settings, capacity building involves equipping teachers, staff, and learners with the competencies necessary to sustain safety initiatives over time. According to Alferez and Tantoy (2025), capacity building is essential for ensuring the continuity and sustainability of school-based programs, particularly in contexts where leadership or personnel changes frequently occur. By institutionalizing training and providing adequate resources, schools can transition from compliance-based practices to a culture of shared responsibility and resilience.

The findings of this study reveal that schools adopt inclusive and participatory strategies to strengthen disaster preparedness. One prominent approach is the implementation of peer-support systems designed to assist vulnerable learners, particularly those with special educational needs. Participant 4 explained, "We implement a buddy system for our Special Education (SPED) pupils, where regular students are assigned as buddies to assist them during disasters." This initiative demonstrates how inclusion is embedded in DRRM practices, ensuring that no learner is left behind during emergencies. By fostering peer responsibility and cooperation, schools not only enhance safety but also promote empathy and social cohesion among students. Such inclusive strategies reflect a shift toward equitable disaster preparedness, where all members of the school community are supported according to their specific needs.

In addition to peer-support mechanisms, schools actively involve students in leadership roles related to disaster preparedness. The establishment of student-led emergency teams, such as the Brigada Eskwela Response Team (BERT) and School Emergency Response Team

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(SERT), illustrates how capacity building extends beyond staff to include learners as active participants. Participant 36 shared, "We organized the BERT, and they are the ones who conduct hazard mapping in our school," while Participant 39 emphasized, "The school has created School Responders, intensifying the involvement of learners in Disaster Preparedness." These responses indicate that students are not merely passive recipients of safety instructions but are trained to take on responsibilities as first responders and risk assessors. This participatory approach empowers learners, enhances their decision-making skills, and fosters a sense of ownership over school safety initiatives.

Another significant dimension of capacity building is the integration of DRRM concepts into the academic curriculum. Embedding disaster preparedness into teaching and learning processes ensures that safety education becomes a continuous and structured component of students' development. Participant 41 noted, "Conduct of First Aid and Basic Life Support and Integration of DRRM in curriculum," while Participant 196 similarly stated, "Schools integrate DRRM into their curriculum, teaching students about disaster preparedness." Participant 111 further reinforced this approach by sharing, "Integrate DRRM in certain activities in school." These findings suggest that curriculum integration enhances the sustainability of DRRM efforts by reinforcing knowledge through regular instruction and practice. It also ensures that learners acquire essential life skills that extend beyond the classroom and into real-world contexts.

Technological readiness and organizational structures also play a crucial role in strengthening school capacity. Schools invest in communication systems and formalize response teams to ensure coordinated and efficient action during emergencies. Participant 44

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highlighted this aspect by stating, "Functional Public Address System of the School and the institutionalization of the School Emergency Response Team (SERT)." The presence of structured teams and reliable communication channels ensures that information is disseminated quickly and accurately, reducing confusion and enhancing response efficiency. These organizational mechanisms reflect a systematic approach to disaster preparedness, where roles and responsibilities are clearly defined and supported by appropriate tools and technologies.

Furthermore, the findings underscore the importance of psychological preparedness as an integral component of capacity building. Disaster readiness is not solely dependent on physical resources and technical skills but also on the emotional resilience of individuals. Participant 65 emphasized this dimension, stating, "Psychological preparation of the staff, parents, and the pupils for a possible disaster." This highlights the need to address the mental and emotional aspects of disaster response, ensuring that stakeholders can remain calm, focused, and capable during emergencies. By incorporating psychological preparedness into DRRM strategies, schools create a more holistic approach that accounts for both the physical and emotional well-being of their communities.

In addition to training and psychological readiness, schools also focus on resource management and logistical preparedness. Maintaining emergency supplies, establishing communication systems, and conducting regular training sessions are essential components of effective DRRM implementation. Participant 154 explained, "Train the staff and students, maintain emergency supplies, and establish communication channels," while Participant 221

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highlighted a broader approach, stating, "Developing plans, trainings and involving the community." These responses indicate that capacity building extends beyond individual competencies to include institutional preparedness and community collaboration. By ensuring that resources are readily available and stakeholders are adequately trained, schools enhance their ability to respond effectively to disasters.

The findings demonstrate that capacity building and inclusion are multifaceted processes that involve training, participation, resource management, and community engagement. Schools that adopt these strategies move beyond traditional top-down approaches and instead cultivate a culture of shared responsibility. The integration of peer-support systems, student leadership, curriculum-based learning, technological infrastructure, and psychological preparedness reflects a comprehensive framework for disaster resilience. These practices ensure that all stakeholders—from students to staff and parents—are equipped with the knowledge, skills, and resources necessary to respond to emergencies effectively.

The results of this study are consistent with the findings of Mella et al. (2021), who emphasized that effective school safety depends on the active involvement of the entire community through structured planning and continuous training. Their study highlighted the importance of capacity-building initiatives and concrete measures in protecting students and staff. Similarly, the present findings demonstrate that schools utilize inclusive strategies, such as buddy systems and student-led teams, to enhance preparedness. By integrating DRRM into the curriculum and fostering community participation, schools align with the principles of inclusive and sustainable disaster management. These approaches underscore the importance

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of empowering all stakeholders, ensuring that disaster preparedness is not only institutionalized but also deeply embedded in the daily practices and culture of the school community.

Stakeholder and Community Engagement

Stakeholder and community engagement in Disaster Risk Reduction and Management (DRRM) is a participatory and relational process that strengthens institutional resilience through collaboration and shared responsibility. According to Cordial (2025), stakeholder engagement is grounded in Stakeholder Theory and Systems Theory, emphasizing that disaster preparedness is most effective when all relevant actors—such as school personnel, local government units, parents, and community members—actively participate in planning and implementation. Rather than relying on top-down approaches, this framework promotes mutual accountability and shared ownership of DRRM initiatives. In the context of schools, such engagement enables the integration of institutional capacity with community support, resulting in a more cohesive and sustainable safety framework.

The findings of this study reveal that schools actively foster stakeholder engagement through structured communication and consultation processes. Internal collaboration among school personnel is a foundational aspect of DRRM implementation. Participant 24 explained, "School DRRM Coordinator consults School Head with regards to the implementation of the program and projects. Then the School Head discusses and consults everyone in the staff meeting." This indicates that decision-making processes are inclusive and involve multiple levels of the school organization. Similarly, Participant 144 stated, "Conduct meeting with the

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stakeholders," highlighting the importance of regular consultations in ensuring that safety measures are collectively understood and supported. These practices demonstrate that effective DRRM implementation relies on continuous dialogue and coordination within the institution.

Beyond internal coordination, schools actively engage parents and the wider community to strengthen disaster preparedness efforts. Parent-Teacher Association (PTA) meetings serve as key platforms for information dissemination and capacity building. Participant 7 noted, "The school conducted orientation on calamities and emergencies to the P.T.A Members and stakeholders," while Participant 33 shared, "Conducted information dissemination/ advocacies regarding school safety and disaster prevention through PTA conferences." Additionally, Participant 6 emphasized the importance of parental involvement, stating, "Enhance participation of parents on DRRM programs and activities." These responses suggest that schools recognize parents as critical partners in promoting safety awareness and preparedness beyond the classroom. By involving families, schools extend DRRM practices into the community, thereby reinforcing a culture of safety.

Collaboration with local government units and external agencies also emerges as a significant component of stakeholder engagement. Schools coordinate with barangay officials and municipal disaster offices to conduct drills, access training, and secure technical support. Participant 25 stated, "Conducted drills and coordinated with barangay officials," while Participant 107 highlighted, "Proper coordination with the MDRRMO in conducting DRRM activities, training, and implementing of the DRRM activities." Furthermore, Participant 246

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shared, "Making of SDRRM Proposals to BLGU & MDRRMO," indicating proactive efforts to obtain institutional support and resources. These partnerships enhance the technical and operational capacity of schools, ensuring that DRRM initiatives are aligned with broader community and government frameworks.

In addition to formal partnerships, schools also leverage community networks and resources to support safety initiatives. Alumni involvement, in particular, provides tangible contributions that enhance preparedness. Participant 239 stated, "We also tapped the Alumni of the school through donations of health and first aid kits." This highlights how informal support systems complement formal institutional efforts, creating a more resource-rich and responsive environment. Such collaborations demonstrate that stakeholder engagement extends beyond official structures to include voluntary contributions from community members, further strengthening the school's capacity to respond to emergencies.

The findings also indicate that effective stakeholder engagement is closely linked to institutional planning and resource allocation. Schools ensure that DRRM initiatives are embedded within official planning documents and funding mechanisms. Participant 86 noted, "The school makes sure that the DRRM projects and programs are in the SIP and AIP of the School for MOOE funding." This reflects a strategic approach to sustainability, where DRRM is not treated as an isolated activity but as an integral component of school governance. By institutionalizing DRRM within planning and budgeting processes, schools can maintain continuity in their safety programs and ensure that necessary resources are consistently available.

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The findings demonstrate that stakeholder and community engagement is a multifaceted process that integrates internal coordination, parental involvement, government collaboration, and community support. These interconnected efforts create a comprehensive framework for disaster preparedness, where responsibilities are shared across various stakeholders. The active participation of different groups fosters a sense of collective ownership, ensuring that DRRM initiatives are not only implemented but also sustained over time. This collaborative approach transforms disaster preparedness from a school-based responsibility into a community-wide endeavor, enhancing both institutional and societal resilience.

The results of this study are consistent with the findings of Pant (2023), who emphasized that meaningful participation is essential in bridging the gap between disaster awareness and actual preparedness. Pant argued that effective DRRM requires moving beyond information dissemination toward fostering a sense of ownership among stakeholders. This perspective is reflected in the present study, where schools actively involve parents, local leaders, and community members in planning and implementation processes. By combining formal administrative mechanisms—such as budgeting and coordination with government agencies—with informal community support, such as alumni contributions and parental involvement, schools create a robust and inclusive system of preparedness. This integrated approach ensures that disaster risk reduction is not only understood but also practiced collectively, resulting in a stronger and more resilient school community.

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Division Technical Assistance Plan on School Safety

The Division Technical Assistance Plan (DTAP) provides a framework to strengthen disaster resilience in schools, moving them from compliance-driven practices to a culture of safety through four pillars.

The first pillar, Enabling Environment (Governance and Leadership), builds school heads' capacity to institutionalize safety through leadership training and standardized committees. The second pillar, Safe Learning Facilities (Physical Resilience), ensures hazard-resilient infrastructure through technical assessments and LGU collaboration. The third pillar, School Disaster Risk Management (Operational Readiness), strengthens emergency preparedness via Emergency Operations Centers and After-Action Reviews. The fourth pillar, DRR in Education (Curricular Integration), embeds disaster risk reduction into instruction with lesson exemplars and student engagement.

Overall, DTAP promotes a sustainable, systematic approach to safety across governance, infrastructure, operations, and instruction, fostering resilient school communities.

Conclusion

This descriptive study was conducted to determine the level of school safety implementation and the practices related to Disaster Risk Reduction and Management (DRRM) in the Schools Division of Iloilo during the school year 2024–2025.

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The respondents of the study consisted of 290 schools in the Schools Division of Iloilo. These schools were randomly selected to ensure that each had an equal chance of being included in the sample.

The study utilized the Department of Education (DepEd)-adopted Comprehensive School Safety (CSS) Framework to assess the level of implementation, compliance, and school practices in DRRM.

Prior to data collection, permissions were secured from the research adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, school heads, and individual participants to authorize the conduct of the study.

The overall level of school safety implementation was rated as *needs improvement.* Among the four domains, only DRR in Education was rated as *good,* indicating that schools have successfully integrated safety concepts into the awareness and mindset of learners and teachers. However, this finding also suggests a pressing need to strengthen physical infrastructure, organizational systems, and disaster management practices to achieve a more consistent and comprehensive approach to school safety.

In terms of Enabling Environment, only the First District obtained a rating of *good,* while the remaining districts were rated as *needs improvement.* For Safe Learning Facilities, only the Fourth District achieved a *good* rating, whereas all other districts were categorized as *needs improvement*. School Disaster Risk Management remained a major area of concern, with all districts rated as *needs improvement*. In contrast, DRR in Education received a *good*

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rating across all districts. These findings underscore the need to prioritize improvements in physical safety measures and disaster management planning within schools.

The results further revealed that there were no significant differences in the level of school safety implementation across congressional districts in all assessed areas. This indicates a generally uniform level of implementation and suggests that schools across districts experience similar challenges in DRRM.

The practices of schools in Disaster Risk Reduction and Management (DRRM) were categorized into five core strategic themes: Operational Readiness and Drills, Hazard Identification and Mitigation, Environmental and Health Management, Capacity Building and Inclusion, and Stakeholder and Community Engagement.

Insights

The overall rating of *needs improvement* indicates that awareness of safety does not necessarily translate into actual safety conditions. Although schools achieved a *good* rating in Disaster Risk Reduction (DRR) in Education, they continue to demonstrate weaknesses in physical infrastructure and organizational systems. This suggests that while students and teachers possess the knowledge and awareness of appropriate actions during emergencies, school facilities and disaster management structures remain insufficiently developed. Therefore, it is essential for schools to move beyond theoretical instruction and prioritize the strengthening of physical structures, the organization of response teams, and the enhancement of disaster preparedness plans to ensure comprehensive safety.

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Although all districts exhibit a high level of disaster risk awareness through curriculum integration, a significant gap persists within the overall safety framework. This gap is evident in the widespread deficiencies in physical infrastructure, leadership governance, and operational management systems. Such findings highlight the need for a more balanced approach that integrates both knowledge-based and structural components of disaster preparedness.

Furthermore, the absence of significant differences in school safety implementation across the four assessed categories indicates a generally uniform level of practice among the five congressional districts. This suggests that schools share similar strengths and challenges in DRRM implementation, pointing to systemic issues that require division-wide or policy-level interventions rather than isolated, district-specific solutions.

The disaster risk reduction practices of schools demonstrate that effective preparedness is achieved through capacity building and inclusion, supported by strong external collaboration. Within schools, stakeholders are equipped through training, curriculum integration, maintenance of emergency supplies and systems, and the promotion of psychological readiness. Inclusive practices are evident in the implementation of buddy systems for learners with special needs and the active involvement of students in safety teams. Externally, school coordinators collaborate with local government units and engage Parent-Teacher Associations (PTAs) and alumni networks to strengthen institutional support. Collectively, these practices contribute to the development of a culture of safety in which all stakeholders are informed, prepared, and actively involved in disaster preparedness efforts.

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Recommendations

For DRRM Coordinators, it is recommended that they regularly update school-based risk assessments and ensure that emergency response plans are tailored to the specific hazards and vulnerabilities of their schools. They should spearhead the organization of capacity-building workshops for teachers and staff to ensure a well-informed and proactive school community. Furthermore, establishing a DRRM Coordinators' network within the division would foster collaboration, resource sharing, and consistent implementation of best practices. Conducting post-disaster evaluations and documentation is also essential to improve future preparedness strategies.

For schools, it is vital to institutionalize DRRM by embedding it within the School Improvement Plans and ensuring its alignment with local and national disaster policies. Schools should allocate sufficient resources for safety infrastructure, equipment, and learning materials related to DRRM. Regularly conducting emergency drills and simulations will help reinforce preparedness and familiarize students and staff with protocols. Clear designation of responsibilities among staff during emergencies is also encouraged to avoid confusion and ensure swift action.

For school heads, proactive leadership in monitoring and enforcing DRRM policies is crucial. They should take the initiative in forming functional School DRRM Committees with specific roles and responsibilities. Engaging in partnerships with local government units (LGUs), non-governmental organizations (NGOs), and emergency response agencies will enhance the schools' support system. Using data from school evaluations, school heads should

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prioritize improvements in disaster-prone areas, including infrastructure upgrades and targeted training programs.

For teachers, integrating DRRM concepts into classroom instruction and co-curricular activities will deepen students' understanding and engagement. Teachers are encouraged to actively participate in professional development programs on disaster preparedness, psychosocial support, and first aid. Moreover, teachers should be empowered to lead or support student-centered DRRM initiatives, promoting a culture of safety, leadership, and responsibility among learners.

For learners, schools should involve students in DRRM programs and train them in emergency response procedures, basic first aid, and evacuation drills. Encouraging students to take part in school-based disaster preparedness clubs or activities will help them internalize the importance of safety and build life-saving skills. Educating learners on the impact of natural disasters and how they can respond effectively will contribute to building a resilient generation.

For Department of Education (DepEd) officials, the study recommends strengthening policy enforcement and providing more targeted technical assistance to districts identified as having weaker DRRM implementation. Regular monitoring, evaluation, and benchmarking of DRRM programs should be conducted to track progress. Officials should also ensure equitable distribution of resources and capacity-building opportunities across all schools to bridge implementation gaps.

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For the Division DRRM Coordinator, it is essential to lead the development of a Division-Wide Technical Assistance Plan that addresses district-specific needs and promotes standardization of DRRM practices. The coordinator should provide ongoing coaching and mentoring to school-level DRRM personnel and support schools in integrating DRRM activities into their daily operations. Ensuring sustainability and continuous improvement in DRRM initiatives should be a key focus.

For parents, greater involvement in school safety initiatives is encouraged. Schools should actively communicate DRRM plans and updates to parents to foster transparency and trust. Parents can be invited to participate in school drills and volunteer efforts, and be educated on how to reinforce safety practices at home. Their engagement not only strengthens school-community relationships but also boosts students' confidence in disaster preparedness.

For other external stakeholders such as local government units, NGOs, emergency response agencies, and community organizations, collaboration with schools is highly recommended. These stakeholders should provide technical expertise, financial support, and logistical assistance in implementing DRRM programs. Joint initiatives such as community drills, resource mobilization, and educational campaigns can significantly enhance school safety and community resilience.

To improve school DRRM practices, schools must transition from basic awareness to operational resilience. Operational Readiness should be enhanced by replacing standard drills with unannounced, full-scale simulations that test real-time decision-making. For Hazard

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Identification and Mitigation, student-led mapping must directly inform the School Improvement Plan (SIP) to prioritize structural retrofitting over cosmetic repairs. Environmental and Health Management should move toward nature-based solutions, like deep-root planting to prevent erosion, while Capacity Building and Inclusion requires professionalizing student responder teams (BERT) and "buddy systems" through formal first-aid training. Finally, Stakeholder Engagement must be formalized through signed agreements with local emergency offices and "reunification drills" with parents to ensure a coordinated response. These targeted practices will bridge the gap between classroom knowledge and physical school safety.

For future researchers, it is recommended to build upon this study by conducting more focused investigations on the impact of specific DRRM components, such as infrastructure, mental health support, or community partnerships. Longitudinal studies evaluating the effectiveness of interventions over time would also be valuable. Further research may explore the link between DRRM practices and educational outcomes, providing deeper insight into how safety supports learning continuity.

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