



PROJECT ALLEVIATING LEARNING THROUGH EMERGENCY RESPONSE TRAINING (ALERT): BASIS FOR DISASTER PREPAREDNESS PLAN

DR. ANDRO M. BAUTISTA
Nasugbu West Central School

INTRODUCTION

Project ALERT (Alleviating Learning Through Emergency Response Training) reduces the danger to humans and property and reduces the cost of improving from a disaster. A hazard mitigation plan can assist schools and communities become greater sustainable and disaster-resistant via focusing efforts on the hazards, disaster-prone areas and identifying mitigation actions. Effective mitigation planning and efforts can destroy the cycle of catastrophe damage, reconstruction, and repeated damage. Mitigation Plans structure the foundation for a community's long-term methods in which disaster losses and break the cycle of disaster damage, reconstruction, and repeated damage. The planning method is as important as the plan itself. It creates a framework for risk-based selection making to reduce damages to lives, property, and the economic system from future disasters. Hazard mitigation is sustained action taken to reduce or eliminate long-term danger to human beings and their property from hazards. (Philippine Public Safety, 2018).

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Project ALERT plans are created to protect the health, safety and economic interests of residents by reducing the impacts of natural hazards through planning, awareness, and implementation of mitigation alternatives. Hazard mitigation is any action taken to permanently eliminate or reduce the long-term risk to human life and property from natural hazards. It is an essential element of emergency management along with preparedness, response, and recovery.

The Act shifted the policy environment and the way the country deals with disasters from mere response to preparedness. RA 10121 provides a comprehensive, all-hazard, multi-sectoral, inter-agency, and community-based approach to disaster risk management through the formulation of the National Disaster Risk Management Framework. A National Disaster Risk Management Plan (NDRMP) is being formulated, developed, and implemented as the master plan that will provide the strategies, organization, tasks of concerned agencies and local government units, and other guidelines in dealing with disasters or emergencies. Through this plan, a coherent, integrated, efficient, and responsive disaster risk management at all levels will hopefully be achieved. The law also promotes the development of capacities in disaster management at the individual, organizational, and institutional levels. A very important feature of this law is its call for the mainstreaming of disaster risk reduction in physical and land-use planning, budget, infrastructure, education, health, environment.

The RA 10121 also recognizes local risk patterns and trends and decentralization of resources and responsibilities and thus encourages the participation of NGOs, private sectors,

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community-based organizations, and community members in disaster management. It inhibits the full participation of the Local Government Units (LGUs) and communities in governance. The approach tends to be 'response-oriented' or 'reactive.' This is evidenced by the widespread emphasis on post-disaster relief and short-term preparedness, such as forecasting and evacuation, rather than on mitigation and post- disaster support for economic recovery.

Moreover, the Act mandates the establishment of a Disaster Risk Reduction and Management Office (DRRMO) in every province, city and municipality, and a Barangay Disaster Risk Reduction and Management Committee (BDRRMC) in every barangay.

Finally, RA10121 provides for the calamity fund to be used in support of disaster risk reduction or mitigation, prevention, and preparedness activities for the potential occurrence of disasters and not just for response, relief, and rehabilitation efforts. In addition, disaster preparedness refers to measures taken to prepare for and reduce the effects of disasters. That is, to predict and, where possible, prevent disasters, mitigate their influence on prone populations, and respond to and efficiently cope with their consequences. Disaster preparedness presents a platform to design effective, practical and coordinated planning, reduces duplication of efforts and expand the normal effectiveness of National Societies, household and community individual disaster preparedness and response efforts. Disaster preparedness activities embedded with risk reduction measures can prevent catastrophe conditions and also end result in saving most lives and livelihoods at some point of any disaster situation, enabling the affected population to get

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back to normalcy within a short time period. Disaster preparedness is a continuous and integrated method resulting from a vast range of risk reduction activities and resources instead from a distinct sectoral activity through itself. It requires the contributions of many exclusive areas ranging from training and logistics, to health care, recovery, livelihood to institutional development. (Red Crescent Societies, 2018)

Based on Disaster Mitigation Act of 2000 (Public Law 106-390) requires state and local governments to develop all-hazard mitigation plans as a condition of federal grant assistance. The act also established a Hazard Mitigation Grant Program to help communities, following a presidential major disaster declaration, to prepare for and protect against future disasters.

The NDRRMC and intermediary LDRRMCs shall always act as support to LGUs which have the primary responsibility as first disaster responders. Private sector and civil society groups shall work in accordance with the coordination mechanism and policies set by the NDRRMC and concerned LDRRMCs.

In consonance with DepEd Memorandum No. 123 s. 2017, the Department of Education through Disaster Risk Reduction and Management Services instructs all regional and schools division office to observe the national Resilience Month in accordance with DepEd Order No. 25 s. 2017. They are expected to undertake relevant activities that emphasize building disaster

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resilience covering the four thematic areas of disasters namely disaster prevention and mitigation, disaster preparedness, disaster response and disaster rehabilitation and recovery.

The location of Nasugbu West Central School contributes on how the schools experience hazard and disaster during typhoon and other calamities that comes to schools.

Project ALERT means on how the schools prepare for the emergence of disasters. In this way, it will be able to protect themselves, and also the equipment. It also refers on providing foods, clothing, medicines, and many more. Hazard mitigation and disaster preparedness are useful and important because it will know when or what catastrophe is going to, and it that way, they can prepare well. This study will focus on the Project ALERT of Nasugbu West Central School.

LITERATURE REVIEW

Alexander (2018) stated that as part of a series of papers to mark the 21st year of publication of hazard mitigation and disasters, it is opportune to consider some of the changes that have occurred in the field it has covered so diligently for the last two decades. The paper begins with a brief review of the major natural disasters during this period and assesses their impact. It then considers the problem of how to define two key concepts: natural disaster and vulnerability, which remains an open question. The latter is one of the key determinants of the former. Next comes a review of what has occurred in the disasters field since the journal began

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publication, including some notes on the rise in vulnerability, the information technology revolution and the dilemmas of hazard mitigation. The following two sections assess, respectively, what hoped-for developments did not occur during the period studied and what assets were lost in the name of progress. For example, on the theoretical front, academic over-specialisation has predominated, while on the practical side there has been insufficient transfer of technology to where it is needed. The paper concludes that analyses of disaster need to become more sophisticated and multi-disciplinary and must take account of several forms of context within which developments take place.

Cutter (2018) identified that there is considerable research interest on the meaning and measurement of resilience from a variety of research perspectives including those from the hazards and disasters and global change communities. The identification of standards and metrics for measuring disaster resilience is one of the challenges faced by local, state, and federal agencies, especially in the United States. This paper provides a new framework, the disaster resilience of place (DROP) model, designed to improve comparative assessments of disaster resilience at the local or community level. A candidate set of variables for implementing the model are also presented as a first step towards its implementation.

Paton (2018) said that despite considerable effort and expenditure on public hazard education, levels of disaster preparedness remain low. By integrating and expanding on natural hazards and health research on protective behavior, this paper proposes a social cognitive model

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of disaster preparedness. The model describes a developmental process that commences with factors that motivate people to prepare, progresses through the formation of intentions, and culminates in decisions to prepare. Following their critical appraisal, variables implicated at each stage are identified and their role in the preparedness process described. The implications of the model for the conceptualization and assessment of preparedness is discussed, as is its implications for risk reduction and communication strategies.

According to Keith (2019) there are two main types of environmental hazards, natural hazards which refers to the extreme geophysical and biological event like earthquakes, volcanic eruptions, landslides, tropical cyclones and wildfires; and technological hazards like transport accidents, industrial failures, unsafe public buildings and facilities and hazardous materials. He stated also that hazards and disasters are two sides of the same coin; each merges into the other and neither can be fully understood from standpoint of either physical science or social science alone.

Allen (2018) stated that community-based disaster preparedness (CBDP) approaches are increasingly important elements of vulnerability reduction and disaster management strategies. They are associated with a policy trend that values the knowledge and capacities of local people and builds on local resources, including social capital. CBDP may be instrumental not only in formulating local coping and adaptation strategies, but also in situating them within wider development planning and debates. In theory, local people can be mobilized to resist

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unsustainable (vulnerability increasing) forms of development or livelihood practices and to raise local concerns more effectively with political representatives. This focuses on the potential of CBDP initiatives to alleviate vulnerability in the context of climate change, and their limitations. It presents evidence from the Philippines that, in the limited forms in which they are currently employed, CBDP initiatives have the potential both to empower and disempower, and warns against treating CBDP as a panacea to disaster management problems.

Webb (2019) stated that a plan which serves as the national guide on how disaster preparedness and sustainable development can be achieved through inclusive growth while building the adaptive capacities of communities; increasing the resilience of vulnerable sectors; and optimizing disaster mitigation opportunities with the end in view of promoting people's welfare and security towards gender-responsive and rights-based sustainable development. It outlines the activities aimed at strengthening the capacity of the national government and the local government units (LGUs) together with partner stakeholders, to build the disaster resilience of communities and to institutionalize arrangements and measures for reducing disaster risks, including projected climate risks and enhancing disaster preparedness and response capabilities at all levels.

The plan highlights, among others, the importance of mainstream disaster risk reduction and management (DRRM) and climate change adaptation (CCA) in the development processes such as policy formulation, socio-economic development planning, budgeting and governance

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particularly in the area of environment, agriculture, water, energy, health, education, poverty reduction, land-use and urban planning and public infrastructure and housing among others. It also highlights the need for institutionalizing DRRM policies, structures, coordination mechanisms and programs with continuing budget appropriation on DRR from national down to local levels. Finally, the plan adheres to the principles of good governance within the context of poverty alleviation and environmental protection. It is about partnerships and working together – engaging the participation of CSOs, the private sector and volunteers in the government’s DRRM programs towards complementation of resources and effective delivery of services to the citizenry. It includes four distinct yet mutually reinforcing priority areas, namely, (a) disaster prevention and mitigation; (b) disaster preparedness; (c) disaster response; and (d) disaster recovery and Rehabilitation. Each priority area has its own long term goal, which when put together will lead to the attainment of the Philippines’ over goal/vision in DRRM.

Wolensky and Wolensky (2018) stated that in response to the recent attention given the disaster management responsibilities of local governments, this study asks two questions: how have local governments managed the demands associated with major natural disasters, and the explanation have been offered for the performance patterns observed. In the first part of the paper the social science disaster literature is reviewed to ascertain performance across four disaster stages (pre-disaster planning, emergency, early recovery, and long-term recovery). Among the explanations offered for the performance patterns, it was surprising to find little

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attention devoted to underlying structural factors. In the second part of the paper, “the disaster management problem” is stipulated and a structural analysis of it is undertaken, focusing on the role of local government within both the intergovernmental system and the local power structure. The conclusion is that the disaster management problem has roots deep within American society and culture, and any attempts to redress the problem will require attention to limiting structural realities.

RESEARCH QUESTIONS

This study determined the importance of Project ALERT in Nasugbu West Central School, Nasugbu, Batangas

Specifically, this study sought answers to the following questions:

1. What is the assessment of the respondents on Project ALERT based on the hazard mitigation response of the schools?
2. What is the assessment of the respondents on Project ALERT based on the disaster preparedness response of the schools?
3. Is there a significant relationship on the assessment of the respondents between Project ALERT based on hazard mitigation and disaster preparedness response of the schools?

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4. What Project ALERT hazard mitigation and disaster prepared plan may be crafted based on the results of the study?

SCOPE AND LIMITATION

This study was focused on the hazard mitigation and disaster preparedness employed by the teachers in Nasugbu West Central School Nasugbu, Batangas for the school year 2022-2023.

This study focused on the perception of the respondents on the hazard mitigation. It also covered perception of the respondents on the disaster preparedness response. It also determined the significant relationship between the assessment of the respondents in hazard mitigation and disaster preparedness response of the school. Together with the findings of the study, a proposed emergency plan was made as the final output of this research study.

RESEARCH METHODOLOGY

A. Participants and Other Sources of Data and Information/ Sampling

Research Method Used

This study utilized the descriptive method to determine the responses of respondents in hazard mitigation and disaster preparedness.

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According to Gay, et al., (2016) descriptive research method is as significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions. Also, this method applies prominently because the present study aimed to determine the relationship and differences between among the variables covered.

Descriptive evaluative was used to determine the responses of the respondents about hazard mitigation and disaster preparedness.

Descriptive correlation was used to find the significant relationship between the responses of the respondents in hazard mitigation and disaster preparedness.

As cited by Creswell (2016), it aimed to describe and measure the relationship between two or more variables. The correlational approach was determined whether a significant relationship existed between the variables or when their subcomponents were taken individually.

Respondents of the Study

The respondents of the study were one hundred (100) teachers from the locale of the study. The respondents were selected from the population of the said school. Purposive sampling was used using the criteria: must be an elementary teacher of the school, and must have one (1) year of experience as teacher.

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. Purposive sampling was used to select the correct number of respondents following the criteria that the teacher should have one year of teaching experience and permanent teachers in the school.

Research Instrument

The main instrument used in this study was the questionnaire adapted from Ramirez (2016). Part I dealt with the school profile. Part II dealt with the questionnaire on hazard mitigation implemented in the schools. Part III dealt with disaster preparedness of the school.

B. DATA COLLECTION

The researcher, after the problems of this study was determined, gathered substantial information about hazard mitigation and disaster preparedness. He also conducted interviews in order to have a bird's eye view of the hazard mitigation and disaster preparedness in the district. After gathering substantial information, the questionnaire was formulated. It was submitted to the thesis adviser for checking, comments and suggestions. After the approval of the questionnaire, a letter of request was forwarded to, District Supervisor of Calaca District. Upon approval, the questionnaire was administered to the respondents of this study using Google forms. The questionnaires were retrieved immediately and the data gathered were tallied using the appropriate statistical techniques.

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Data Analysis

The data were analyzed based on the research questions provided by the researcher. The researcher consulted an statistician to check the computations made by the researcher.

Statistical Treatment of Data

The following statistical treatment was used to treat the data found in this study.

1. Project ALERT (Hazard Mitigation Implemented in the School)

1.1 Weighted Mean and Standard Deviation. These were used to determine the hazard mitigation in the schools.

2. Project ALERT (Disaster preparedness of the School)

2.1 Weighted mean and Standard Deviation. These were used to determine the disaster preparedness of the schools.

3. Relationship on the Assessment of the Respondents on Project ALERT (Hazard Mitigation and Disaster preparedness

4. Pearson r was used to determine the significant relationship between the assessment of the respondents between the implementation of Project ALERT on Hazard mitigation and Disaster preparedness of the school.

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Ethical Issues

According to Jones (2014), ethical consideration abounds within the data collection process. The researcher considered any ethical issues affecting the respondents. All the pertinent information regarding the subject was treated with confidentiality. Authors and sources in the related literature and studies were carefully cited. Most importantly, the data presented were derived from the actual results of the survey personally conducted by the researcher.

DISCUSSION OF RESULTS AND RECOMMENDATION

1. Assessment of the Respondents on Project ALERT on Hazard Mitigation Response

Table 1 reveals that the respondents strongly agree that they purchase fire extinguishers for different building, they provide smoke alarm in the school which come from they city government with weighted mean of 3.35 (SD=0.485) respectively. They also strongly agree that they prepared deep well for drought seasons with weithed mean of 3.15 (SD=0.404) and plant trees in school and near communities with weighted mean of 3.12 (SD=0.588). This proves that the schools continue the support of mitigation response through different activities to be safed in all times. However, they also agree that they have drainages to prevent floods with weighted mean of 2.51 (SD=1.069). This explains that eventhogh that some of the school have drainages still it need more drainages to stop the floods since the country experienced climate change.

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Overall results showed that the respondents agree that they practice good hazard mitigation response to their respective schools with composite mean of 2.86 (SD=0.720). This implies that the school with ij the district through the support and assistance of city government performs the right way and procedure of hazard mitigation for the good and fasety of school personnel and most especially the pupils.

Table 1

Assessment of the Respondents on Project ALERT on Hazard Mitigation Response of the School

Hazard Mitigation	WM	VI	SD
1. Prepared deep well for drought seasons	3.15	Agree	0.464
2. Plant trees in school and near communities	3.12	Agree	0.588
3. Purchase fire hydrant for different buildings	2.54	Agree	1.067
4. Purchase fire extinguishers for different buildings	3.35	Agree	0.485
5. Provide smoke alarm in the school	3.35	Agree	0.485
6. Has emergency communication system	2.77	Agree	0.514
7. Have emergency kits for every classroom for use	2.92	Agree	0.688
8. Has emergency vehicle for energy use	2.88	Agree	0.589
9. Have buidings exits in all school buildings	2.54	Agree	1.067
10. Have drainages to prevent floods	2.51	Agree	1.069
11. Have facilities for evacuation for earthquakes and tsunamis	2.53	Agree	1.068
12. Have security guards for the safety of school personnel and pupils	2.67	Agree	0.553
Grand Weighted Mean	2.86	Agree	0.720

Legend: WM=Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation

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2. Assessment of the Respondents on Project ALERT on Diaster Preparedness

Response of the School

Table 2 displays that the respondents strongly agree that their schools conduct earthquake drill and lectures as part of disaster preparedness response with weighted mean of 3.94 (SD=0.612). They also strongly agree that their school conduct coastal clean-up drive for sea and marine life conservation and conduct disaster preparedness management system for the schools with weighted mean of 3.93 (0.689) and 3.91 (SD=0.652) respectively. However, They only agree that their school conduct orientation and workshop on safety preparation seminars with weighted mean of 2.25 (SD=1.081). This conforms that the schools together with their teachers prepare and conduct different kinds of preparations for disaster prevention. This is also done together with the stakeholders where the school is located.

Overall results show that the respondents agree that they are practicing disaster preparedness response with composite mean of 3.27 (SD= 0.791). This deduces that the schools in the district conduct different disaster preparedness responses in preparation to the different disaster that will come in the school within the district.

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Table 2

**Assessment of the Respondents on Project ALERT on Disaster Preparedness
Response of the School**

Disaster Preparedness	WM	VI	SD
1. Conduct fire drill with fire experts	3.89	Strongly Agree	0.516
2. Conduct first aid trainings and workshops	3.43	Agree	0.566
3. Conduct orientation and workshop on safety preparation	2.25	Agree	1.081
4. Conduct disaster preparation seminars	3.33	Agree	0.548
5. Conduct earthquake drills and lectures	3.94	Strongly Agree	0.612
6. Conduct water conservation seminars	2.72	Agree	1.029
7. Conduct seminars on tree planting	3.88	Strongly Agree	0.688
8. Conduct seminar on mangroove preservation and planting	2.51	Agree	1.054
9. Conduct coastal clean up drive for sea and marine life conservation	3.93	Strongly Agree	0.689
10. Conduct seminar workshop on flood control and prevention with experts	2.68	Agree	0.974
11. Conduct disaster preparedness management system for the school	3.91	Strongly Agree	0.652
12. Conduct safety measures and management providing evacuation center	2.75	Agree	1.078
Grand Weighted Mean	3.27	Agree	0.791

Legend: WM=Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation

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3. Test of Significant Relationship Between the Project ALERT on Hazard Mitigation Response and Disaster Preparedness Response of the School

Table 3 exhibits the test of significant relationship between hazard mitigation response and disaster preparedness response of the schools. as noted in the Table, there is a significant relationship between hazard mitigation response and disaster preparedness response of the schools. The computed p-value of 0.000 is less than the significant value of 0.05. Therefore, the null hypothesis is rejected. This proves that the respondents have a clear view on the mitigating hazards and preparation before, during and after disasters. The respondents' views are all the same when it comes to the disaster preparations.

Table 3
Test of Significant Relationship Between Project ALERT on the Hazard Mitigation Response and Disaster Preparedness Response of the School

Variables	Hazard Mitigation Response of the Schools	Disaster Response of the Schools
Correlation Coefficient	0.96	
Qualitative Description	High Relationship	
P-Value	0.000	
Remark	Significant	

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Decision

Reject Ho

Legend: 0.00 No Relationship, +0.00-+0.20 Negligible Relationship, +0.21-+0.40 Low Relationship, +0.41-+0.70 Moderate Relationship, +0.71-+0.90 High Relationship, +0.91-+0.99 Very High Relationship, +1 Perfect Relationship, Significant at $P < 0.05$



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