

Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City, Metro Manila



**EIGHTEENTH CONGRESS  
First Regular Session**

House Resolution No. 256

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Introduced by Hon. RONNIE L. ONG

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**RESOLUTION DIRECTING THE COMMITTEE ON DISASTER MANAGEMENT TO REVIEW THE EXTENT OF DISASTER RISK REDUCTION AND MANAGEMENT EDUCATION, ESPECIALLY IN ALL SCHOOLS NATIONWIDE, WITH THE END VIEW OF PRODUCING FILIPINOS WITH ADEQUATE LIFE-SAVING AND DISASTER SURVIVAL AND MANAGEMENT SKILLS AND PROMOTING PATRIOTISM, DISCIPLINE AND INVOLVEMENT AMONG THE YOUTH**

**WHEREAS**, Article II, Section 5 of the 1987 Constitution provides that “[t]he maintenance of peace and order, the protection of life, liberty, and property, and promotion of the general welfare are essential for the enjoyment by all the people of the blessings of democracy;”

**WHEREAS**, in addition, Article II, Section 13 of the 1987 Constitution states that “[t]he State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs;”

**WHEREAS**, Republic Act No. 10121 (RA 10121) or the *Philippine Disaster Risk Reduction and Management Act of 2010* was passed into law in order to uphold the constitutional rights of the people to life and property by strengthening our disaster risk reduction and management system or institutional capacity and building the resilience of communities to disasters and to climate change;

**WHEREAS**, because of the failures of the past, the disaster risk reduction and management approach taken by RA 10121 is one that is now holistic, comprehensive, integrated, and proactive in lessening the socioeconomic and environmental impacts of disasters and climate change and to promote the involvement and participation of all sectors and all stakeholders concerned at all levels;



**WHEREAS**, Section 14 of RA 10121 requires the Department of Education (DepEd), the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), in coordination with the Office of Civil Defense (OCD), the National Youth Commission (NYC) and other agencies to “integrate **disaster risk reduction and management education** in the school curricula of secondary and tertiary level of education, including the National Service Training Program (NSTP), whether private or public, including formal and nonformal, technical-vocational, indigenous learning and out-of-school youth courses and programs;”

**WHEREAS**, under Section 14, training for emergency response and preparedness is also mandatory for public sector employees. Likewise, the local disaster management councils, with the assistance of the *Sangguniang Kabataan* (SK) councils are tasked to encourage community participation, especially among the youth, such as organizing quick response groups and SK disaster management programs;

**WHEREAS**, there is a need to review the implementation of the *Philippine Disaster Risk Reduction and Management Act of 2010*, particularly Section 14 thereof, to determine either its effectiveness (possibly, by year level or by division/area) or its full and seamless integration given the fact that the disaster risk reduction and management education of DepEd and CHED was implemented in phases nationwide;

**WHEREAS**, in a study involving 120 respondents in a school in DepEd-Las Piñas<sup>1</sup>, it was found out that the integration of disaster risk reduction and management education helped Grade 11 students be aware of some concepts, enough for them to adapt and prepare; however, there is a prevailing low perception on disaster risks among the students (e.g. they have not perceived or have no idea on the safety issues of their localities or whether their houses or other buildings can withstand an earthquake);

**WHEREAS**, knowledge taught in traditional classroom setting alone does not prove sufficient to solidify the culture of discipline, awareness, preparedness, resiliency, initiative, involvement and patriotism among the youth and to teach or download life-saving and disaster survival and management skills such as, but not limited to:

- a) Basic life support, including Cardiopulmonary Resuscitation and Emergency Cardiovascular Care, as also mandated by RA 10871 (which requires psychomotor training or “hands-on practice to support cognitive learning”);

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<sup>1</sup> Mamon, M., Suba, R. and Son Jr., I. (2018). *Disaster Risk Reduction Knowledge of Grade 11 Students: Impact of Senior High School Disaster Education in the Philippines*. [online] ijhsdm.org. Available at: [http://www.ijhsdm.org/temp/IntJHealthSystDisasterManage5369-2823403\\_075034.pdf](http://www.ijhsdm.org/temp/IntJHealthSystDisasterManage5369-2823403_075034.pdf) [Accessed 19 Aug. 2019].



- b) Actual assessment and managing/mitigation of vulnerability or disaster hazards or risks at home and in school;
- c) Addressing public health, water and food concerns during emergencies;
- d) Tending wounds or controlling bleeding;
- e) Swimming skills and saving a drowning person;
- f) Exiting a burning building and how to put out fire;
- g) What to do during earthquakes;
- h) How to carry a wounded or unconscious person;
- i) Skills in logistics management and communications; and
- j) Other disaster adaptation and preparations actually being done;

**WHEREAS**, according to the 2018 World Risk Index, the Philippines ranks third among the most disaster-prone countries in the world which experiences every year almost all forms of disasters such as typhoons, earthquakes, and volcanic eruptions with numerous complex emergencies due to armed conflict;

**WHEREAS**, our country has gone through tragic calamities such as typhoon Ondoy in 2009, typhoon Yolanda in 2013, typhoon Lando in 2015, typhoon Nina in 2016, typhoon Vinta in 2017, etc., resulting to an overwhelming number of casualties and huge losses in our country's agriculture, infrastructure, and economy;

**WHEREAS**, last 3 August 2019, the Iloilo-Guimaras sea tragedy happened where 3 motorbancas capsized due to a squall or sudden violent winds, leaving around 28 people dead;

**WHEREAS**, last 27 July 2019, two earthquakes rocked Batanes, leaving at least 9 deaths and 64 people injured, at least 185 houses totally damaged and billions worth of school buildings and government properties affected;

**WHEREAS**, on 22 April 2019, a magnitude 6.1 earthquake also hit Luzon, with Pampanga as the hardest hit, leaving about 16 people dead and 81 injured, damaging school buildings and other infrastructure, causing power outages and suspending classes and work even in Metro Manila;

**WHEREAS**, with the impending danger of "The Big One", referring to earthquakes with intensity eight, PHIVOLCS reportedly stressed that every locality in the country will experience its own "big one," thus the need to intensify preparedness to mitigate risks; and

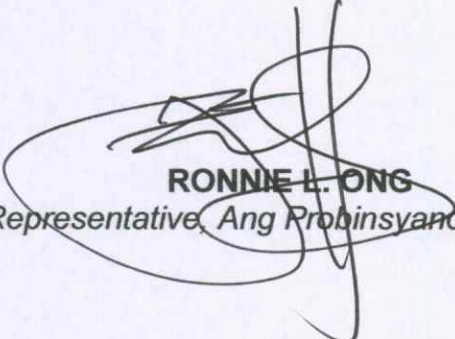
**WHEREAS**, calamities and disasters like the abovementioned ones continue to strike, necessitating that we continue to upgrade the knowledge and skills of our citizenry, especially our students.

**NOW, BE IT RESOLVED, AS IT IS HEREBY RESOLVED,** that the House of Representatives directs the Committee on Disaster Management to review the extent of disaster risk reduction and management education, mandated under Section 14 of the *Philippine Disaster Risk Reduction and Management Act of 2010*, especially in all schools nationwide, with the end view of producing Filipinos with adequate life-saving and disaster survival and management skills and promoting patriotism, discipline and involvement among the youth.

**RESOLVED FURTHER,** that, the following concerns, among others, shall be determined and addressed by the Committee:

- 1) Extent of disaster risk reduction and management education by year-level (elementary, secondary and tertiary), by other avenues (NSTP which includes ROTC, technical-vocational courses, indigenous learning, ALS and trainings for public sector employees) and by division/area (if uniform or with special or additional components for disaster-prone areas);
- 2) Relevancy, creativity and effectiveness of methods employed, with emphasis on teaching and actual application of life-saving and disaster survival and management skills, and determining best practices of schools nationwide;
- 3) Assessment tools to gauge the knowledge and skills of students; and
- 4) Participation of the youth in quick response groups and other disaster risk reduction and management activities, especially in identified disaster-prone areas.

Approved,

  
**RONNIE L. ONG**  
*Representative, Ang Probinsyano Party-list*