



DEPARTMENT OF EDUCATION
Region X-Northern Mindanao
DIVISION OF MALAYBALAY CITY

Corner Don Carlos-Guingona Sts., Malaybalay City

Tel No.: (088)221-4597; Telefax: (088)813-2894

website: www.depedmalaybalay.net email: depedmalaybalay@gmail.com



MEMORANDUM

To : PRIVATE KINDERGARTEN, ELEMENTARY AND SECONDARY SCHOOLS HEADS
Thru: ANA BELEN S. MURING, Ph.D.
EPS in Kindergarten & Private School
This Division

From : *for: Opleneria*
EDILBERTO L. OPLENARIA
Schools Division Superintendent

Date : May 2, 2014

Re : SUBMISSION OF EBEIS PRIVATE SCHOOL PROFILE (PSP) FOR THE END OF SY 2013-2014

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DepEd-MALAYBALAY CITY DIVISION

RELEASED

Date: 5/2/14 Time: 1:19

By: *at*

1. Pursuant to the enclosed DepEd Order No. 23, s. 2014 re: "Data Gathering Forms of the Enhanced Basic Education Information System (EBEIS) for the End of School Year 2013-2014" dated April 28, 2014, which is self-explanatory.
2. In view hereof, you are hereby directed to submit the accomplished and duly signed Private School Profile for end of SY 2013-2014 **on or before May 16, 2014** to the Schools Division Superintendent attention Division Planning & Research Section for online submission and validation of school data.
3. Enclosed is the template of PSP EOSY 2013-2014 Data Gathering Form. The instructions stipulated in the PSP form shall be strictly followed.
4. Immediate dissemination of and strict compliance with this Memorandum is directed.



Republic of the Philippines
Department of Education

28 APR 2014

DepEd O R D E R
No. **23**, s. 2014

DATA GATHERING FORMS OF THE ENHANCED BASIC EDUCATION INFORMATION SYSTEM (EBEIS) FOR THE END OF SCHOOL YEAR 2013-2014

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) through its EBEIS continuously delivers useful information needed for planning and budgeting, allocation of resources, and for setting operational targets. EBEIS aids in the performance evaluation of the basic education sector vis-a-vis the achievement of DepEd's goals as stated in the Philippine Development Plan (PDP), Education for All (EFA), Millennium Development Goals (MDGs) and other international commitments.

2. The data collection, processing, and validating of school statistics for 2013 shall end with the **Data Gathering Forms for the End of the School Year 2013-2014**. Enclosed to this Order are the following revised forms to be accomplished:

- Enclosure No. 1 : Government Elementary School Profile (GESP);
- Enclosure No. 2 : Government Secondary School Profile (GSSP); and
- Enclosure No. 3 : Private School Profile (PSP).

3. To understand the hazards and vulnerabilities present in schools, the DepEd has revised the School Year (SY) 2013-2014 Forms to include disaster-related questions in the following sections in the GESP, GSSP and PSP:

Disasters/Calamities:

- Table O. GESP and GSSP
- Table G. PSP

Vulnerabilities:

- Table P. GESP and GSSP
- Table H. PSP

4. The new data elements and definition of terms are contained in Enclosure No. 4.

5. The following timeline in the conduct of EBEIS activities shall be observed:

EBEIS Activity	Timeline
Start of Encoding End of School Year 2013-2014	May 2, 2014
Submission	May 2-16, 2014
Validation	May 2-23, 2014
Closing of System	May 24, 2014

6. The school heads/teachers-in-charge (SHs/TICs) of both public and private schools offering kindergarten, elementary, and/or secondary education shall be responsible for ensuring prompt, complete and accurate filling-up of the EBEIS data gathering forms.

7. The regional directors (RDs) and schools division superintendents (SDSs) through the Regional Planning Units (RPUs) and Division Planning Units (DPUs) shall jointly undertake online collection, processing and validation of the accomplished forms and collection of printed and signed forms to ensure the accuracy, consistency, and completeness of data submitted by the schools.

8. The personnel from the schools division offices shall oversee the encoding of data for schools with no access to Internet facilities.

9. All personnel involved in the EBEIS at the schools, district, division, regional, and national levels are allowed to render overtime services during weekdays, weekends and holidays as provided in DepEd Order No. 58, s. 2008 entitled *Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System* and DepEd Order No. 10, s. 2009 entitled *Addendum to DepEd Order No. 58, s. 2008 (Authority to Grant Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System (BEIS))* where necessary to meet the EBEIS target schedules.

10. This Department thanks all personnel involved in the encoding, collection, processing and validation of data in the EBEIS. The support of all concerned has aided in DepEd's efforts to institutionalize the use of accurate and timely data for planning, budgeting and implementation.

11. Provisions in this Order supersede the provisions in Item Nos. 2-4 of DepEd Order No. 24, s. 2013 entitled *Revision of the Enhanced Basic Education Information System (EBEIS) Data Gathering Forms for the End of School Year 2012-2013*.

12. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated

References: DepEd Order: (Nos. 24 and 30, s. 2013; 10, s. 2009; 58, s. 2008)

To be indicated in the Perpetual Index under the following subjects:

CALAMITY
CHANGE
DATA

FORMS
SCHOOLS

Municipality ID

School ID



Republic of the Philippines
DEPARTMENT OF EDUCATION
OFFICE OF PLANNING SERVICE
Research and Statistics Division



PRIVATE SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the private school offering kindergarten, elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

Only private schools whose establishment has been approved by the DepEd Regional Office shall be issued a Private School Profile. Private Schools whose documents have been submitted to the Regional/Division Office but are still undergoing evaluation at the time of the distribution of the Private School Profile can also be issued this form.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before **May 16, 2014**.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2013-2014

Name of Institution : _____ (Official name)

 _____ (If renamed, please indicate old name.)

Address : _____
 # _____ Street/Sitio/Purok _____ Barangay _____
 _____ Municipality _____ Province/City _____

Region : _____
Division : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____

Write appropriate information	Level of Education Offered		
	Kindergarten	Elementary	Secondary
With Permit With Recognition Permit on Process (Permit No.) (Recognition No.) (Date of submission of documents to Regional/Division Office)	_____	_____	_____

Certified True and Correct by : _____
 Head of Institution : _____ (Signature Over Printed Name)
 Designation : _____ Date : _____

Table A. PUPIL DATA, SY 2013-2014 (As of March 31, 2014) - Regular & SPED

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		TOTAL (Kindergarten to Grade 7)		SPED CWDs (self-contained class)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Enrollment																					
Number of Completers/Promotees/Graduates																					
Number of Dropouts																					
Number of Transferred In																					
Number of Transferred Out																					
Number of Late Enrollees																					

PUPIL DATA (Table A) - The data to be entered cover this school year as of March 31, 2014 and shall be distributed by grade level and by sex.

- **Enrollment** - includes all pupils enrolled in the school as of March 31.
- **Number of Completers/Promotees/Graduates** - Data on *completers* refer to Kindergarten pupils who have completed the requirements for this level. In grades 1 to 5, *promotees* refer to pupils who successfully completed the grade level. In Grade 6/7, this refer to pupils who completed the elementary level or the *graduates* of the level.
- **Number of Dropouts** - refers to pupils who left school before completing the prescribed grade level within the specified school year, i.e., after the 1st Friday of the school year onwards and **should not be included in the total enrollment as of the same date.**
- **Number of Transferred In** - refers to pupils who entered the school from another school, either government or private, i.e., after the 1st Friday of the school year onwards.
- **Number of Transferred Out** - refers to pupils who left school to enter another school as evidence by the request for permanent record (Form 137), i.e., after the 1st Friday of the school year onwards and **should not be included in the total enrollment as of the same date.**
- **Number of Late Enrollees** - refers to pupils who entered the school after the 1st Friday of the school year onwards.

Table B. STUDENT DATA, SY 2013-2014 (As of March 31, 2014) - Regular & Special Programs

Particulars	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		TOTAL (Years 1-6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Enrollment														
Number of Promotees/Graduates														
Number of Dropouts														
Number of Transferred In														
Number of Transferred Out														
Number of Late Enrollees														

STUDENT DATA (Table B) - The data to be entered cover this school year as of March 31, 2014 and shall be distributed by year level and by sex.

- **Enrollment** - includes all students enrolled in the school as of March 31.
- **Number of Promotees/Graduates** - In years 1 to 3, *promotees* refer to students who successfully completed the year level. In Year 4/5, this refer to students who completed the secondary level or the *graduates* of the level.
- **Number of Dropouts** - refers to students who left school before completing the prescribed grade level within the specified school year, i.e., after the 1st Friday of the school year onwards and **should not be included in the total enrollment as of the same date.**
- **Number of Transferred In** - refers to students who entered the school from another school, either government or private, i.e., after the 1st Friday of the school year onwards.
- **Number of Transferred Out** - refers to students who left school to enter another school as evidence by the request for permanent record (Form 137), i.e., after the 1st Friday of the school year onwards and **should not be included in the total enrollment as of the same date.**
- **Number of Late Enrollees** - refers to students who entered the school after the 1st Friday of the school year onwards.

Certified True and Correct by :

Head of Institution :

(Signature Over Printed Name)

Designation :

Date :

Table C. STUDENT DATA ON GASTPE PROGRAM, SY 2013-2014 (As of March 31, 2014)

Particulars	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		TOTAL (Years 1-6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Enrolment														
Number of Promotees / Graduates														
Number of Dropouts														
Number of Transferred In														
Number of Transferred Out														

STUDENT DATA ON GASTPE PROGRAM (Table C) - Please refer to Table B for the definitions.

Table D. PERSONNEL DATA, SY 2013-2014 (As of March 31, 2014)

Particulars	Kindergarten			Elementary			Secondary			Teacher Salary Subsidy (GASTPE)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
No. of Teachers												
No. of Administrative and Support Personnel												

PERSONNEL DATA (Table D)

- Number of teachers covers teachers with full-time teaching load and part time teaching load. A teacher handling 2 or more levels shall be counted once and counted where the most number of teaching loads. These includes Professor and Instructor handling basic education.

Table E. ACADEMIC CLASSROOMS, SY 2013-2014 (As of March 31, 2014)

Kindergarten	Elementary	Secondary

ACADEMIC CLASSROOMS (Table E)

- Academic Classrooms** - refer to instructional space designed to directly accommodate the educational program of the school.

Table F. SCHOOL SEATS, SY 2013-2014 (As of March 31, 2014)

Kindergarten	Elementary	Secondary

SCHOOL SEATS (Table F)

- School seats** - refer to standard furniture used in the classroom. Its include two-seater desk, armchairs, sets of tables and chairs. A two-seater desk is counted as 2 seats. In sets of table and chairs, count only the number of chairs.

Certified True and Correct by : _____

Head of Institution : _____

(Signature Over Printed Name)

Designation : _____

Date : _____

Table G. DISASTERS/CALAMITIES, SY 2013-2014

In the past school year, were there any occurrences of the incidences listed below in your school and immediate surroundings?

(If applicable, check under the months that these occurred.)


Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Natural Hazards										
Tropical Cyclones (<i>Storm, Typhoon, Tropical Depression, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tsunami	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storm Surge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earthquake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volcanic Eruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landslide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire (<i>includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human-Induced Hazards										
Fire (<i>Electrical wiring failure, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural collapse (<i>as a result of engineering failures</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oil Spill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security threat as a result of civilian violence (<i>bomb threats, kidnapping threats, hostage taking, shooting, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Armed conflict as a result of organized crime (<i>terrorism, siege, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Threat (<i>i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime against student/s (<i>murder/homicide, physical injury, rape, sexual harassment, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime against teacher/s (<i>murder/homicide, physical injury, rape, sexual harassment, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime against school property (<i>theft, robbery, arson</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Please specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Result of Disaster Incidences										
School Used as an Evacuation Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See DepEd Order for the definitions.

Table H. VULNERABILITIES, SY 2013-2014

In your opinion, what are the top 3 conditions, circumstances or features of your schools and the surrounding environment that increase your vulnerability or put life and property at great risk to natural and human-induced disasters?

1. _____
2. _____
3. _____

 **Note:** This table should not be left blank.

Certified True and Correct by :

Head of Institution : _____
(Signature Over Printed Name)

Designation : _____

Date : _____

DEFINITION OF TERMS:

Armed conflict – conflicts that may result in a significant number of lives lost due to weapons and weapons of mass destruction, and may result in the displacement of a population. Armed conflict may include terrorism and insurgencies.¹

Disasters/Calamities -a result of the combination of: the exposure to a hazard; the conditions of vulnerability that are present; and insufficient capacity or measures to reduce or cope with the potential negative consequences. Disaster impacts may include loss of life, injury, disease and other negative effects on human physical, mental and social well-being, together with damage to property, destruction of assets, loss of services, social and economic disruption and environmental degradation.²

Disaster risk reduction-The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.³

Drought – long lasting event; triggered by lack of precipitation. A drought is an extended period of time characterized by a deficiency in water supply that is the result of constantly below average precipitation. A drought can lead to losses to agriculture, affect inland navigation and hydropower plants, and cause a lack of drinking water and famine.

Earthquake – shaking and displacement of ground due to seismic waves. This is the earthquake itself without secondary effects. An earthquake is the result of a sudden release of stored energy in the Earth's crust that creates seismic waves. They can be of tectonic or volcanic origin. At the Earth's surface they are felt as a shaking or displacement of the ground. The energy released in the hypocenter can be measured in different frequency ranges. Therefore there are different scales for measuring the magnitude of a quake according to certain frequency ranges. Those are: a) surface wave magnitude (Ms); b) body wave magnitude (Mb); c) local magnitude (ML); moment magnitude.⁴

Fire – the interaction of heat, fuel, and oxygen which will result in a chemical reaction called burning. Uncontrollable fires may be caused by faulty electrical wiring.⁵

¹ <http://www.icrc.org/eng/assets/files/other/opinion-paper-armed-conflict.pdf>

² http://www.unisdr.org/files/7817_7819isdrterminology11.pdf

³ http://www.ndrrmc.gov.ph/attachments/045_RA%2010121.pdf

⁴ http://www.phivolcs.dost.gov.ph/index.php?option=com_content&view=article&id=38&Itemid=75

⁵ http://www.unisdr.org/files/7817_7819isdrterminology11.pdf

Forest fire – fires in forest that covers extensive damage. They may start by natural causes such as volcanic eruptions or lightning or they may be caused by arsonists or careless smokers, by those burning wood, or by clearing a forest area.⁶

Flood – significant rise of water level in a stream, lake, reservoir or coastal region.⁷

Hazard - A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation⁸

Landslide – any kind of moderate to rapid soil movement including lahar, mudslide, debris flow. A landslide is the movement of soil or rock controlled by gravity and the speed of the movement usually ranges between slow and rapid, but not very slow. It can be superficial or deep, but the materials have to make up a mass that is a portion of the slope or the slope itself. The movement has to be downward and outward with a free face.

Oil spill – the pollution of air or water due to the accidental release of oil and other chemicals. One is considered exposed to chemicals by inhaling, or by the chemical coming in contact with food, water, medicine or clothing thus making it hazardous to pupils/students

Storm surge- is a rise of seawater above normal sea level on the coast, generated by the action of weather elements such as cyclonic wind and atmospheric pressure. Sea level is raised and driven towards the coast. Where the depth is shallow and the slope of the sea bed is gradual, the natural flow of the water is delayed by the effect of friction on the sea bed. As more water moves from the sea to the coast excess water piles up on the shore line. This piling up of water makes a large volume of water which might eventually flow into the hinterland some distance from the coast.

Structural collapse – the loss of the structure integrity of a building, causing the ceilings, walls, roofs, etc. to fall and possibly result in personal injury or death.

Tsunami – waves advancing inland. A tsunami is a series of waves caused by a rapid displacement of a body of water (ocean, lake). The waves are characterized by a very long wavelength and their amplitude is much smaller offshore. The impact in coastal areas can be very destructive as the waves advance inland and can extend over thousands of kilometers. Triggers of a tsunami can be: earthquakes, volcanic eruptions, mass movements, meteorite impacts or underwater explosions.⁹

⁶ http://www.unisdr.org/files/7817_7819isdrterminology11.pdf

⁷ http://kidlat.pagasa.dost.gov.ph/genmet/floods/def_nature.html

⁸ http://www.ndrrmc.gov.ph/attachments/045_RA%2010121.pdf

⁹ http://www.phivolcs.dost.gov.ph/index.php?option=com_content&view=article&id=77&Itemid=129

Volcanic eruption – all volcanic activity like rock fall, ash fall, lava streams, gases, etc. Volcanic activity describes both the transport of magma and/or gases to the Earth's surface, which can be accompanied by tremors and eruptions, and the interaction of magma and water (e.g. groundwater, crater lakes) underneath the Earth's surface which can result in phreatic eruptions. Depending on the composition of the magma, eruptions can be explosive and effusive and result in variations of rock fall, ash fall, lava streams, pyroclastic flows, emission of gases, etc.¹⁰

Vulnerability - the characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.¹¹

¹⁰ http://www.phivolcs.dost.gov.ph/index.php?option=com_content&view=article&id=50&Itemid=86

¹¹ http://www.ndrrmc.gov.ph/attachments/045_RA%2010121.pdf