February 2, 2017

# **DIVISION MEMORANDUM**

No. 39 ; s. 2017

#### **COORDINATION MEETING OF ALL DISTRICT DRRM COORDINATORS**

TO

ASDS, Education Program Supervisors/Division Coordinators

Public Schools District Supervisors/Districts-In-Charge

**Public Elementary and Secondary School Heads** 

All Others Concerned

- Please be advised of the Coordination Meeting of all District DRRM Coordinators at 8:00 o'clock in the morning on February 13, 2017 at the 3<sup>rd</sup> Floor Division Conference Room, Durnaguete City.
- Prior to this date, the District DRRM Coordinators are required to accomplish the following templates to be brought during the meeting.
  - a. Annex A 2016 District DRRM Accomplishments
  - b. Annex B 2017 DRRM Training Needs Assessment
  - RADaR 1 and 2 For Schools Affected by Heavy Rains and Flooding (DM # 27 s. 2017)
- 3. Should you have further clarification and/or inquiries, you may directly communicate with Mr. Joseph R. Gemina through 09279651919 or email <a href="mailto:joseph.gemina@deped.gov.ph">joseph.gemina@deped.gov.ph</a>.
- 4. Travelling and other incidental expenses shall be charged against school/local funds subject to usual accounting and auditing rules and regulation.
- 5. For immediate dissemination and compliance.

SALUSTIANO T. JIMENEZ, CESO VI Schools Division Superintendent

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Annex A. Template 1: 2016 district accomplishment report

DISTRICT NAME:

Objective	<b>19</b>	2016 District ORRM Accomplishments	Number of Participants and/or	Region D	Fund Utilized and Fund Source Division District	General School	Strengths/Best Practices	Challengeaftleads
	P		Kecipiente					
Review existing policies and standards	Number of existing policies and standards reviewed	C	þ	ft	G			_
Develop/enhance and disseminate risk-informed policies and standards for implementation	Number of risk-informed policies and standards developed/enhanced and disseminated							
Monitor and evaluate the DepEd offices' Implementation of risk-informed policies and standards	Percentage of schools implemented the developed/enhanced risk-informed policies and standards							
Establish a regular coordination mechanism, database, and protocol for organizing, sharing and tracking information, resources, expertise and best practices among external and internal partners	<ul> <li>Number of district coordination meetings/consultation organized</li> <li>Number of database developed and used</li> <li>Number of partners with MOA/MOU</li> </ul>							
Identify areas for partnerships with relevant DepEd offices in connection with DRRM, CCA, and EIE	<ul> <li>Number of activities conducted in partnership with relevant offices</li> <li>Number of convergence meetings with internal partners</li> </ul>							
	Joint implementation of programs/projects/ activities							
	<ul> <li>Number of learning exchange visits hosted</li> </ul>							
	Invited as resource speaker/     participant in international events     Percentage of offices and schools			·				
accommodate required data and provide feedback to the different DepEd offices and partners	<ul> <li>rercentage or offices and schools using uniform templates</li> <li>Percentage completion of reports</li> <li>Number of days to get 100%</li> <li>reporting</li> </ul>							

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2	<b></b>	Number of 2016 District DRRM Participants	Number of	Pund	Fund Utilized and Fund Source	Fund Soun			
		Accomplishments	Recipient	Region	Division	Diatrics		Practices	Challengeufiteage
Enhance data handlers'		c	D	m	F	6	4		
<ul> <li>knowledge on existing</li> </ul>	<ul> <li>Percentage of offices and schools with readily available software</li> </ul>								
<ul> <li>capacity in data collection, management and analysis</li> </ul>	and naroware (computers and cellphones) for data collection and reporting					<u></u> -	•		
<ul> <li>capacity in using data applications and softwares</li> </ul>	<ul> <li>Percentage of data handlers trained</li> </ul>			1176	<del> </del>				
	<ul> <li>Number of trainings conducted for data handlers</li> </ul>			· · · · · · · · · · · · · · · · · · ·					
	<ul> <li>Number of accurate reports</li> </ul>								
Archive and store	<ul> <li>Percentage of completion reports</li> </ul>					·······			
consolidated data in different	<ul> <li>number of physical copies</li> <li>scanned, filed, and stored</li> </ul>								
to different offices for	Number of electronic copies								
administering interventions and future references	Number of interventions provided								
Conduct evidence-based	Number of evidence-based								
research relative to DRRM, CCA, and EIE as basis for	research undertaken				<del></del>				
risk-informed policy and	divisions and offices with effective							•	
program implementation	Number of divisions undertaking						****	·	
	DRRM, CCA, and EIE measures								
	standards and programs				<del>v</del>				
	developed/enhanced based on research		78. · · · · · · · · · · · · · · · · · · ·						
and methodologies to identify	Number of research questions and methodologies developed in DRRM								
	CCA, and EIE trends and good practices								
	Number of evidence-based								
research relative to DRRM,  CCA, and EiE as basis for	research undertaken				·	PPERS			
	with effective DRRM, CCA, and			·····	· · · · · · · · · · · · · · · · · · ·				
program implementation	EIE INITIATIVOS							· •	

ANNEX A. TEMPLATE 1: 2016 DISTRICT ACCOMPLISHMENT REPORT

A. W.		2018 Darber Docu Number of	Number of	2	Fund Littlibed and Fund Source	nd Fund Sou			
. The state of the	N.	Accomplishments	ando:	Region	Division		School	Strangthu/Book Priodices	ChallengeelNeed
>		2		1		I			
Analyze historical hazards data and official hazard maps to identify possible policies and programs in vulnerable	Number of identified vulnerable schools and offices			er.	•	C			
Develop standardized DRRM, CCA, and EIE training manuals for DepEd personnel	Number of standardized training/learning manuals developed for:								
and learners at all levels	DRRM Coordinators     School Heads								
Conduct DDBM CCA and	• leachers and learners								
EIE trainings for DepEd personnel at all levels	<ul> <li>Number of DRRM, CCA, and EIE trainings conducted</li> <li>Number of trained DepEd personnel at all levels</li> </ul>								
Provide a platform for DRRM  Coordinators for supplemental	Regular online coaching sessions								
learnings and addressing challenges on the implementation of DRRM, CCA, and EIE	<ul> <li>Regular face-to-face technical assistance</li> </ul>						110		
Participate in international and national DRRM, CCA, and EIE events	Number of international and national DRRM, CCA, and EIE events participated							-	
Facilitate DRRM, CCA, and EIE integration in the K-12 curriculum	<ul> <li>Number of trainings conducted</li> <li>Number of trained DepEd personnel</li> </ul>								
Monitor and evaluate the implementation of Resilience Education	<ul> <li>Percentage of schools that have integrated DRR in the K-12 curriculum</li> </ul>								
	<ul> <li>Number of monitoring and evaluation tools developed</li> <li>Number of reports submitted by district</li> </ul>				······································	***			
	<ul> <li>Number of evaluations conducted</li> <li>Number of good practices documented</li> </ul>		-			************	**************************************		

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& • •	mechanisms for regions,  DRRI  divisions, and schools to	visions, ort and ng early oerations rds resilient	• •	λ	Olyaniya
	Percentage of schools with DRRM teams Percentage of schools with established twinning system Percentage of schools with contingency and recovery plans	Percentage of TLS completed relative to target  Number of schools with calamity-damaged classrooms needing new construction and rehabilitation endorsed to proper offices for their information and appropriate action	Frequency of communication campaigns conducted Percent of schools and offices that participated in DRRMS activities	O	76
				3	2016 District DROM Accomplishments
					Number of Participants and or Regions
					Fund Utilizad Region Division
			•	L	Fund Utilized and Fund Source  Division District School
					Strange and a second se
			4		Challengeuffleuds

Prepared by

District DRRM Coordinator

Attested by

District Supervisor

Noted by

JOSEPH R. GEMINA
Project Development Officer II
Division DRRM Focal Person

Approved

SALUSTIANO T. JIMENEZ, CESO VI Schools Division Superintendent OIC - ARD

#### Instructions:

This 2017 DRRM Training Needs Assessment (TNA) form is provided to District DRRM Coordinators, for reference. THIS FORM SHOULD BE ANSWERED by all coordinators and should be accomplished one (1) week before the coordination meeting.

1. PERSONAL INFORMATION - Please indicate selected personal information required below.

Region			Division (NA if not a	pplicable)
			T	10.00
First	Middle		Last	Suffix
			<u> </u>	
Date of Birth (DD/MM/YYYY	)		Sex	
E-mail address			<b>Mobile number</b>	
	· · · · · · · · · · · · · · · · · · ·		<u> </u>	
			·	
Total months in DRR-related	i work	Date of Employm (DD/MM/YYYY)	ent in DepEd	Date of Designation as DRRM Coordinator (DD/MM/YYYY)

2. TRAININGS COMPLETED - Kindly tick the appropriate cells if you have undergone formal training on the following topics or modules listed below <a href="IN THE PAST FIVE YEARS">IN THE PAST FIVE YEARS</a>, and if the trainings attended had been completed fully or partially. If no formal training has been provided, please indicate in the matrix provided as well.

		Leve	el of completion and tra	aining*	Organization
	Topics	Fully Completed Formal Training	Partially Completed Formal Training	No Formal Training	(please indicate affiliation of trainer, instructor; N/A if none)
1.	Philippine Basic Education System				
2	DRRM Terminologies				
3.	International Frameworks and Standards relating to DRRM in Basic Education				
4.	National Legal Frameworks and Standards relating to DRRM in Basic Education				
5.	Basic Concepts of Climate Change				
6.	Climate Change Adaptation				
7.	Introduction to Peace and Conflict				
8.	Conflict Sensitive Education				
9.	Inclusive and Child- Centered DRRM				
10.	Understanding Hazards — Natural hazards, Human Induced Hazards & School Safety Hazards				

		Leve Leve	l of completion and traini	ing*	Organization
	Topics	Fully Completed Formal Training	Partially Completed Formal Training	No Formal Training	(please indicate affiliation of trainer, instructor N/A if none)
11.	Student-Led School Watching				
12	Multi-hazard Drills				<del>                                     </del>
	School DRRM Planning			<del>                                     </del>	<del> </del>
	Region or Division-Level DRRM Planning				
15.	Contingency Planning for Basic Education				
16.	Introduction to Education in Emergencies				
17.	Rapid Damage Assessment and Information Management				
18.	Alternative Delivery Modes (ADMs)				***************************************
19.	Temporary Learning Spaces				
20.	Basic Supplies and Logistics Management in Emergencies				
21.	Psychosocial First Aid (PFA)				
22	Camp Coordination and Management Guidelines: The Role of DepEd				
23.	General Staff safety and security coordination				
24.	First Aid				
<b>2</b> 5.	Adult learning designs, management and delivery				
26.	Resource Mobilization and Partnership				

3. ASSESSMENT OF COMPETENCY — Assess your level of competency in the different areas provided and described below using a scale of 1 to 5, WITH 1 BEING THE LOWEST AND 5 BEING THE HIGHEST LEVEL OF COMPETENCY. Encircle the number corresponding your self-assessment.

Formal training - training which is organized and designed for structured learning

SC	ale	of 1-5, <u>1 BE</u>	ING THE LO		L OF COMP			and described belo HIGHEST. Encircle	
1.		can discuss arly warning		nt types of c	ommon haz	zards in the P	hilippines as	well as their corre	sponding
			1	2	3	4	5		

2.	I have understa lives of the peo		different co	mmon haza	rds in the Ph	ilippines and how they impact on the
		1	2	3	4	5
3.	I know how to o	conduct the	Student-led	School Wate	ching and Ha	zard Mapping and Multi-hazard Drills
		1	2	3	4	5
4.	I can discuss ab led School Wate					ry requirements needed for Student-
		1	2	3	4	5
5.	I can facilitate a or AOR (either i			ith an evide	nce-based D	RRM Plan for my area of responsibility
		1	2	3	4	5
6.	I know the defin	nition and im	portance of	having a DR	RRM plan as	well as its different elements.
		1	2	3	4	5
7.	l can facilitate a region or divisio	-	oming up w	ith a Contin	gency Plan fo	or my area of responsibility (either
		1	2	3	4	5
<b>8</b> .	I know the defin	nition and im	portance of	having a Co	ntingency Pl	an as well as its different elements.
		1	2	3	4	5
9.	I understand th	e principles a	and minimur	m standards	of Education	n in Emergencies
		1	2	3	4	5
10.	I can apply or in	nplement an	Education in	n Emergenci	ies Program i	in my AOR in case a disaster happens.
		1	2	3	4	5
11.	I am knowledge of DepEd before		•		NA), proced	ures and information flow protocols
		1	2	3	4	5
12.	I can efficiently and external ed			response an	d recovery i	nformation and activities with internal
		1	2	3	4	5

13.	I can differentia	ite among th	e different /	Alternative [	Delivery Mod	des (ADMS) that maybe used during
	emergencies.					
		1	2	3	4	5
14.	. I know the impo	ortance of us	ing Alternal	tive Delivery	Modes duri	ng emergency periods.
		1	2	3	4	5
15.	. I know about th	æ different t	emporary le	arning space	es design pri	inciples and standards.
		1	2	3	4	5
16.	I can easily cool that need them.		facilitate the	process of	providing ter	mporary learning spaces to schools
		1	2	3	4	5
17.	I can enumerate emergencies.	the differer	nt education	in emergen	icies supplies	s needed by the schools during
		1	2	3	4	5
18.	I can advocate fo	or emergenc	y supplies k	ogistics strat	egies to our	office.
		1	2	3	4	5
19.	I can facilitate P	sycho-social	First-aid Se	ssions with t	eachers and	learners affected by disasters.
		1	2	3	4	5
20.	I understand the adults.	e basic princi	iples and ap	proaches in	providing ps	sychosocial first-aid for children and
		1	2	3	4	5
21.	I can discuss the are relevant to I		of JMC #1 \$	2013 (Camp	Coordination	n and Management Guidelines which
		1	2	3	4	5
22.	I can provide ted being used as ev					y area of responsibility which are
23.	l can provide Fir	rst Aid Interv	entions and	Basic Life S	upport to the	ose who need it.
		1	2	3	4	5
24.	I can make basic	c security ass	essment an	d coordinati	ion before do	oing field work.
		1	2	3	4	5

25. I can design, deliver and manage DRRM training activities for teachers and other stakeholders.								
	1	2	3	4	5			
26. I am knowledgeable about the different principles of adult learning.								
	1	2	3	4	5			
27. I can design a DRRM resource mobilization strategy and carry it out for my AOR.								
	1	2	3	4	5			
28. I am able to generate or mobilize different kinds or resources to be able to implement my region/division's DRRM Program/Plan.								
	1	2	3	4	5			
Total Score:		··· ·· ·· · · · · · · · · · · · · · ·						



# Department of Education Revised Rapid Assessment of Damages Report 1 (RADaR 1) as of January 2015 School-Level Form

### Instructions to School Heads:

1. Accomplish this form on rapid assessment of damages. Do not leave anything blank.

2. Send via text message (SMS) to Globe/Smart. The answers should be sent using the following format:

RADAR1,<
Name of incident>,<
EBEIS School ID>,<
Incurred damages because of incident? (Yes/No)>,<
Number of totally damaged classrooms>,<
Number of classrooms with major damage>,<
Number of classrooms with minor damage>,<
Number of temporary learning spaces needed for resumption of classes>,<
Number of injured personnel>,<
Number of injured personnel>,<
Number of injured personnel>,<
Number of displaced personnel>,<
Number of displaced personnel>,<
Number of sender>,<
Number of sender

For example: RADAR1,Luis,102121,No,0,0,0,0,0,0,0,0,0,No,0rville Benigno,HT RADAR1,Mayon Eruption,199991,No,0,0,0,0,0,0,4,4,Yes,Jose Garcia III,MT

Send it to 09288718053 (Smart) or 09151789312 (Globe). Invalid text messages, and forms sent via e-mail or fax shall not be processed. Kindly check the following before sending: (1) Only the answers are typed, no need to input questions; (2) No spaces between commas; and, (3) RADAR1 and SCHOOLID is indicated. By sending this form via SMS, please note that the sender is certifying that the information sent is true and accurate. Any inaccurate and incorrect information shall be the responsibility of the sender.

#### **Instructions to Divisions:**

A link to the consolidated RADaR shall be given to divisions so that they can check the RADaR1 data sent by school heads. Divisions are in-charge of ensuring all affected schools send RADaRs via SMS and shall be responsible for schools without reports. Only divisions with DepEd e-mail accounts can access and check the RADaR submissions of schools. For divisions without DepEd e-mail accounts, kindly inquire with your ICT Coordinators on how to register for a DepEd e-mail account.

For inquiries about this form, contact DRRMO at (02) 637-4933 and/or (02) 635-3764.

Div	ision:	
2f	QUESTIONS	ANSWERS
1	Name of incident (Can be name of tropical cyclone, name of volcano or description of incident)	
2	EBEIS SCHOOL ID	
3	Incurred damages because of incident? (Indicate Yes/No only)	
4	Number of academic classrooms that are <u>totally</u> damaged (damaged academic classrooms that cannot be used)	
5	<b>Number</b> of academic classrooms with <u>major</u> damage (damaged academic classrooms needing major repair and cannot be repaired by school)	
6	<b>Number</b> of academic classrooms with <u>minor</u> damage (damaged academic classrooms needing minor repair that can all be repaired by school)	
7	Number of temporary learning spaces (TLS) needed for immediate class resumption	
8	Number of deceased DepEd teaching and non-teaching personnel	
9	Number of injured DepEd teaching and non-teaching personnel	
10	Number of missing DepEd teaching and non-teaching personnel	
11	Number of displaced DepEd teaching and non-teaching personnel	
12	Number of academic classrooms used for evacuation of families (all academic classrooms used since Day 1)	
13	Are there still evacuees after three days? (Indicate Yes/No only)	
By s	ending this RADaR <u>via SMS</u> , I hereby certify that the information sent is true and accu	ırate.
(14)	Full Name of sender Date	
(15)	Designation of sender Contact Number	



# Department of Education Revised Rapid Assessment of Damages Report 2 (RADaR 2) as of January 2015 School-Level Form

### Instructions to School Heads:

Accomplish this form on rapid assessment of damages. Do not leave anything blank.

Send via text message (SMS) to Globe/Smart. The answers should be sent using the following format:
 RADAR2,<Name of Incident>,<School [D>,<Number of damaged school furniture (armchairs)>,<Number of damaged copies of learning materials/textbooks used for instruction>,<Number of damaged sets of computer equipment used for instruction>,<Full name of sender>,<Designation>

For example: RADAR2,Bush Fire,300461,23,45,0,juan Dela Cruz jr,Principal RADAR2,Luis,102121,0,0,0,Orville Benigno,HT

Send it to 09288718053 (Smart) or 09151789312 (Globe). Invalid text messages, and forms sent via e-mail or fax shall not be processed. Kindly check the following before sending: (1) Only the answers are typed, no need to input questions; (2) No spaces between commas; and, (3) RADAR2 and SCHOOL ID is indicated. By sending this form via SMS, please note that the sender is certifying that the information sent is true and accurate. Any inaccurate and incorrect information shall be the responsibility of the sender.

#### Instructions to Divisions:

A link to the consolidated RADaR shall be given to divisions so that they can check the RADaR2 data sent by school heads. Divisions are in-charge of ensuring all affected schools send RADaRs via SMS and shall be responsible for schools without reports. Only divisions with DepEd e-mail accounts can access and check the RADaR submissions of schools. For divisions without DepEd e-mail accounts, kindly inquire with your ICT Coordinators on how to register for a DepEd e-mail account. Divisions are advised to make the necessary detailed assessment for reports received under RADaR2. They are also advised to send the consolidated detailed assessment to respective DepEd Offices (cc: drrmo@deped.gov.ph).

For inquiries about this form, contact DRRMO at (02) 637-4933 and/or (02) 635-3764.

Div	ision:	ANSWERS
1	Name of incident (Can be name of tropical cyclone, name of volcano or description of incident)	
2	EBEIS SCHOOL ID	
3	Number of damaged school furniture (armchairs) that needs to be replaced for use of learners ( <u>Additional information</u> on damaged teachers' tables and chairs, tables and chairs for Kinder, and/or desktops shall be consolidated by respective divisions. Divisions shall endorse the detailed assessment to respective DepEd offices for proper intervention.)	
4	Number of copies of learning materials/textbooks used for instruction that were damaged because of incident (Detailed information on number of copies needed for instruction per grade level and subject area shall be consolidated by respective divisions. Divisions shall endorse the detailed assessment to respective DepEd offices for proper intervention.)	
5	<b>Number</b> of sets of computer equipment used for instruction that were heavily damaged because of incident (Detailed information on type of equipment damaged shall be consolidated by respective divisions. Divisions shall endorse the detailed assessment to respective DepEd offices for proper intervention.)	
By s	ending this RADaR via SMS, I hereby certify that the information sent is true and accu	ırate.
(6)	Full Name of sender Date	
(7)	Designation of sender Contact Number	