



Republic of the Philippines
DEPARTMENT OF EDUCATION
Negros Island Region

SCHOOLS DIVISION OF NEGROS ORIENTAL

Capitol Area, Dumaguete City

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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

1. 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 3rd Floor Division Conference Room, Dumaguete City.
2. 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
 - c. 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 joseph.gemina@deped.gov.ph.
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
OIC – ARD  2/2/17

02 FEB 2017

ANNEX A. TEMPLATE 1: 2016 DISTRICT ACCOMPLISHMENT REPORT

Objective	KPI	2016 District DRRM Accomplishments	Number of Participants and/or Recipients	Fund Utilized and Fund Source					Strengths/Best Practices	Challenges/Needs
				Region	Division	District	School			
A	B	C	D	E	F	G	H	I	J	
Create a communication campaign on safety and resilience	<ul style="list-style-type: none">Frequency of communication campaigns conductedPercent of schools and offices that participated in DRRMs activities									
Provide regions, divisions, and schools support and assistance, enabling early return to normal operations and recovery towards resilient development	<ul style="list-style-type: none">Percentage of TLS completed relative to targetNumber of schools with calamity-damaged classrooms needing new construction and rehabilitation endorsed to proper offices for their information and appropriate action									
Establish enabling mechanisms for regions, divisions, and schools to locally manage their response, and rehabilitation & recovery needs and interventions	<ul style="list-style-type: none">Percentage of schools with DRRM teamsPercentage of schools with established twinning systemPercentage of schools with contingency and recovery plans									
OTHER										

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

ANNEX B: 2017 DRRM TRAINING NEEDS ASSESSMENT (TNA)

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 applicable)	
First	Middle	Last	Suffix
Date of Birth (DD/MM/YYYY)		Sex	
E-mail address		Mobile number	
Total months in DRR-related work	Date of Employment in DepEd (DD/MM/YYYY)	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 **IN THE PAST FIVE YEARS**, 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.

Topics	Level of completion and training*				Organization (please indicate affiliation of trainer, instructor, N/A if none)
	Fully Completed Formal Training		Partially Completed Formal Training	No Formal Training	
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					

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Topics	Level of completion and training*				Organization (please indicate affiliation of trainer, instructor; N/A if none)
	Fully Completed Formal Training		Partially Completed Formal Training		
11. Student-Led School Watching					
12. Multi-hazard Drills					
13. School DRRM Planning					
14. 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					
25. Adult learning designs, management and delivery					
26. Resource Mobilization and Partnership					
Fully completed – those who have undergone the complete number of hours or days required to complete a topic or module Partially completed – those who have started at the beginning, middle, or end of a topic or module but has not finished the entirety of it Formal training – training which is organized and designed for structured learning					

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.

Instruction. Assess your level of competency in the different areas provided and described below using a scale of 1-5, <u>1 BEING THE LOWEST LEVEL OF COMPETENCY AND 5 BEING THE HIGHEST</u> . Encircle the number corresponding your self-assessment.					
1. I can discuss the different types of common hazards in the Philippines as well as their corresponding early warning systems.					
1	2	3	4	5	

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2. I have understanding of the different common hazards in the Philippines and how they impact on the lives of the people.	1	2	3	4	5
3. I know how to conduct the Student-led School Watching and Hazard Mapping and Multi-hazard Drills in schools.	1	2	3	4	5
4. I can discuss about the procedures and the different documentary requirements needed for Student-led School Watching and Multi-hazard Drills in schools.	1	2	3	4	5
5. I can facilitate a process of coming up with an evidence-based DRRM Plan for my area of responsibility or AOR (either region or division)	1	2	3	4	5
6. I know the definition and importance of having a DRRM plan as well as its different elements.	1	2	3	4	5
7. I can facilitate a process of coming up with a Contingency Plan for my area of responsibility (either region or division)	1	2	3	4	5
8. I know the definition and importance of having a Contingency Plan as well as its different elements.	1	2	3	4	5
9. I understand the principles and minimum standards of Education in Emergencies	1	2	3	4	5
10. I can apply or implement an Education in Emergencies Program in my AOR in case a disaster happens.	1	2	3	4	5
11. I am knowledgeable about the tools (RADaR and PDNA), procedures and information flow protocols of DepEd before, during and after any hazard.	1	2	3	4	5
12. I can efficiently coordinate assessment, response and recovery information and activities with internal and external education stakeholders.	1	2	3	4	5

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13. I can differentiate among the different Alternative Delivery Modes (ADMS) that maybe used during emergencies.

1 2 3 4 5

14. I know the importance of using Alternative Delivery Modes during emergency periods.

1 2 3 4 5

15. I know about the different temporary learning spaces design principles and standards.

1 2 3 4 5

16. I can easily coordinate and facilitate the process of providing temporary learning spaces to schools that need them.

1 2 3 4 5

17. I can enumerate the different education in emergencies supplies needed by the schools during emergencies.

1 2 3 4 5

18. I can advocate for emergency supplies logistics strategies to our office.

1 2 3 4 5

19. I can facilitate Psycho-social First-aid Sessions with teachers and learners affected by disasters.

1 2 3 4 5

20. I understand the basic principles and approaches in providing psychosocial first-aid for children and adults.

1 2 3 4 5

21. I can discuss the provisions of JMC #1 S 2013 (Camp Coordination and Management Guidelines which are relevant to DepEd.

1 2 3 4 5

22. I can provide technical and coordination support to schools in my area of responsibility which are being used as evacuation centers during emergencies.

23. I can provide First Aid Interventions and Basic Life Support to those who need it.

1 2 3 4 5

24. I can make basic security assessment and coordination before doing field work.

1 2 3 4 5

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25. I can design, deliver and manage DRRM training activities for teachers and other stakeholders.
12345
26. I am knowledgeable about the different principles of adult learning.
12345
27. I can design a DRRM resource mobilization strategy and carry it out for my AOR.
12345
28. I am able to generate or mobilize different kinds or resources to be able to implement my region/division's DRRM Program/Plan.
12345
Total Score:

Revised Rapid Assessment of Damages Report 1 (RADaR 1) as of January 2015

School-Level Form

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 deceased personnel>,<Number of injured personnel>,<Number of missing personnel>,<Number of displaced personnel>,<Number of classrooms used for evacuation of families>,<Are there still evacuees after three days? (Yes/No)>,<Full name of sender>,<Designation>
For example: RADAR1,Luis,102121,No,0,0,0,0,0,0,0,0,0,Orville Benigno,HT
RADAR1,Mayon Eruption,199991,No,0,0,0,0,0,0,4,4,Yes,Jose Garcia III,MT

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.

Division:

	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	Number of academic classrooms with <u>major</u> damage (damaged academic classrooms needing major repair and cannot be repaired by school)	
6	Number 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 sending this RADaR via SMS, I hereby certify that the information sent is true and accurate.

(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:

- 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:
RADAR2,<Name of Incident>,<School ID>,<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.

Division: _____

QUESTIONS		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 (Additional information 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	Number 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 sending this RADaR via SMS, I hereby certify that the information sent is true and accurate.

(6) Full Name of sender _____ Date _____

(7) Designation of sender _____ Contact Number _____