



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

July 10, 2025


DIVISION MEMORANDUM

No. 585, s. 2025

**TRAINING NEEDS ASSESSMENT SURVEY FOR SCHOOL DISASTER RISK
REDUCTION MANAGEMENT (DRRM) COORDINATORS**

To: OIC – Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public School Heads
All Others Concerned

1. In reference to DepEd Order No. 39, s. 2016 (*Adoption of the Basic Education Research Agenda*) and DepEd Order No. 37, s. 2022 (*The DRRM in Basic Education Policy*), the Department of Education affirms its commitment to strengthening Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation (CCA), and Education in Emergencies (EiE) through evidence-based policies, programs, and standards.
2. To support this initiative, this Office will conduct **BANHI 2025: Division Research Capability-Building Workshop on DRRM cum Research Conference**, which aims to enhance the capacity of school DRRM coordinators, in line with DepEd Order No. 50, s. 2011 (*Creation of the DRRM Office in DepEd*). The activity seeks to reinforce the importance of well-trained DRRM coordinators, as emphasized in DepEd Order No. 21, s. 2015 (*DRRM Coordination and Information Management Protocol*), with a particular focus on building their capacity to conduct research related to DRRM, ensure the effective implementation of DRRM protocols, and promote the dissemination and utilization of research findings, in accordance with DepEd Order No. 16, s. 2017 (*Research Management Guidelines*).
3. As part of the activity planning process, school DRRM coordinators are requested to accomplish the enclosed Training Needs Assessment (TNA) survey on or before **July 17, 2025**, using their DepEd account via the following link:
<https://bit.ly/DRRMTNA1>
4. For information, guidance, and compliance.


MA. JEANY T. ABAYON
Asst. Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



San Roque, Virac, Catanduanes
052-8114063
catanduanes@deped.gov.ph
www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph



Republika ng Pilipinas
Kagawaran ng Edukasyon
 REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Enclosure 1 of Division Memorandum No. 58, s. 2025

TRAINING NEEDS ASSESSMENT TOOL

Dear Respondents:

In line with our efforts to strengthen school-based Disaster Risk Reduction and Management (DRRM) initiatives and enhance capacity in action research implementation, we are conducting a survey to identify specific training needs.

We kindly request your participation by accomplishing the attached survey form. Your responses will guide the planning of relevant training programs tailored to your needs and contexts.

Thank you.

I. Profile of the School DRRM Coordinators

Name: _____ Designation: _____ Date: _____

School: _____ District: _____

II. Action Research Implementation Topics for School DRRM Coordinator Research Capacity Building

Directions: Please indicate the level of necessity for each action research implementation topic for capacity building by selecting the appropriate cell based on the scale, adjectival rating, and corresponding description provided below.

Scale	Adjectival Rating	Description
5	Very Highly Needed	The topics are perceived to be 76% to 100% needed for capacity building.
4	Highly Needed	The topics are perceived to be 51% to 75% needed for capacity building.
3	Needed	The topics are perceived to be 26% to 50% needed for capacity building.
2	Less Needed	The topics are perceived to be 1% to 25% needed for capacity building.
1	Not Needed	The topics are perceived to be 0% needed for capacity building.

Sub-Theme	Topics	Level of Necessity				
		5	4	3	2	1
1. Introduction to Action Research	1.1. Action Research in the context of teaching practice					
	1.2. Operationalizing the action research framework					
	1.3. Importance of Review of Literature in formulating an intervention for Action Research.					
	1.4. Generating topics for Action Research					
	1.5. Planning interventions for specific classroom problems or issues.					
	1.6. Formulating and Evaluating Action Research questions and hypotheses					
2. Action Research Methodologies	2.1. Designing and Experimental Action Research					
	2.2. Designing qualitative action research					
	2.3. Designing causal-comparative study for assessing the situation					
	2.4. Designing correlational research for assessing the situation					
	2.5. Designing survey research for assessing the situation					
	2.6. Sampling methods					
	2.7. Paper-and-pencil instruments					
	2.8. Data collection through interviews					
	2.9. Data collection through observations					
	2.10. Data collection using documents and materials					
	2.11. Preparing data for analysis					
	2.12. Descriptive quantitative analysis					
	2.13. Inferential quantitative analysis					
	2.14. Qualitative data analysis					
3. Research management	3.1. Preparing the action research proposal					
	3.2. Writing the action research report					



San Roque, Virac, Catanduanes
 052-8114063
catanduanes@deped.gov.ph
www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

III. DRRM Topics for School DRRM Coordinator Research Capacity Building

Directions: Please indicate the level of necessity for each DRRM topics for capacity building by selecting the appropriate cell based on the scale, adjectival rating, and corresponding description provided below.

Scale	Adjectival Rating	Description
5	Very Highly Needed	The topics are perceived to be 76% to 100% needed for capacity building.
4	Highly Needed	The topics are perceived to be 51% to 75% needed for capacity building.
3	Needed	The topics are perceived to be 26% to 50% needed for capacity building.
2	Less Needed	The topics are perceived to be 1% to 25% needed for capacity building.
1	Not Needed	The topics are perceived to be 0% needed for capacity building.

Sub-Theme	General Research Questions	Topics	Level of Necessity				
			5	4	3	2	1
1. Prevention and Mitigation	1.1. How effective are current prevention and mitigation measures in DepEd offices and schools?	1.1.1. DepEd systems and structures (e.g. organizational structure, DRRM Committee)					
		1.1.2. Current prevention and mitigation practices in schools					
		1.1.3. DRRM plans					
		1.1.4. Structural designs					
		1.1.5. Natural hazards and conflict					
		1.1.6. CLC considerations					
2. Preparedness	1.2. How are prevention and mitigation practices integrated in the curriculum?	1.2.1. Curriculum integration					
		1.2.2. Capacity of implementers					
		1.2.3. Learning materials					
		1.2.4. Implementation strategies					
	2.1. How are prevention and mitigation practices being translated into disaster preparedness and awareness in DepEd offices and schools?	2.1.1. Curriculum integration					
		2.1.2. Learning materials					
		2.1.3. Structural designs					
		2.1.4. DRRM plans					
		2.1.5. Plan implementation (e.g. evacuation drills, trainings, inspection)					
		2.1.6. Natural hazards and conflict					
		2.2. What are the factors that contribute to risk reduction and preparedness?					
		2.2.1. Structural resilience					
		2.2.2. Construction protocols, practices, and Monitoring					
		2.2.3. Community integration					
		2.2.4. Contextualization of DRRM concepts					
		2.2.5. Capacity for response					
		2.2.6. Risk information					
		2.2.7. Early warning					
3. Response	3.1. How do education response practices ensure the protection of our students, teachers, and non-teaching personnel?	3.1.1. Types of response					
		3.1.2. Capacity for response					
		3.1.3. External practices of LGUs, barangays, and other external stakeholders					
		3.1.4. Institutional analysis					
		3.1.5. Provision for affected personnel					
		3.1.6. Emerging best practices					
		3.1.7. Coordination and support mechanisms					
		3.1.8. Monitoring					
		3.1.9. Natural hazards and conflict					
	3.2. How do we address gender considerations during disasters?	3.2.1. Gender and conflict studies					
		3.2.2. Response protocols					
		3.2.3. Natural hazards and conflict					
		3.2.4. Rehabilitation and recovery programs					
4. Rehabilitation and recovery	4.1. What are the factors affecting the effective delivery of learning continuity in schools?	4.1.1. Capacity of implementers					
		4.1.2. Coordination mechanisms					
		4.1.3. Partnerships/Stakeholder engagement					
		4.1.4. Temporary Learning Spaces (TLS)					
		4.1.5. ADM Implementation					
		4.1.6. Assessment					



San Roque, Virac, Catanduanes
 052-8114063
catanduanes@deped.gov.ph
www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

4.2 How effective are rehabilitation and recovery interventions of the Department in delivering learning continuity in schools?	4.1.7. Other rehabilitation/ recovery/ repair initiatives and programs						
	4.2.1. Psychosocial support for teachers and learners						
	4.2.2. Classroom construction						
	4.2.3. Temporary Learning Spaces (TLS)						
	4.2.4. Learning materials						
	4.2.5. Support from partners						

--end--