

## Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

July 10, 2025

DIVISION MEMORANDUM No. 587, 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: <a href="https://bit.ly/DRRMTNA1">https://bit.ly/DRRMTNA1</a>
- 4. For information, guidance, and compliance.

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















## Kagawaran ng Edukasyon

#### REHIYON V (BIKOL)

#### TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Enclosure 1 of Division Memorandum No. 585, 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 Sc	hool 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	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					
			4	3	2	1	
1. Introduction	1.1. Action Research in the context of teaching practice	Carrier Orient	O ENTINE	or (in Section 2)	Ser alson	11	
to Action	1.2. Operationalizing the action research framework		11 . 121		100		
Research	1.3. Importance of Review of Literature in formulating an intervention for Action Research.	S les avenue			positive and	5	
	1.4. Generating topics for Action Research	CONTRACTOR OF	1		TO SETT	17.15	
	<ol> <li>Planning interventions for specific classroom problems or issues.</li> </ol>						
	1.6. Formulating and Evaluating Action Research questions and hypotheses			r - 2			
2. Action	2.1. Designing and Experimental Action Research	The said					
Research	2.2. Designing qualitative action research		UI SIMP	137	111 1111		
Methodologies	2.3. Designing causal-comparative study for assessing the situation	1170100				1	
	2.4. Designing correlational research for assessing the situation	The state of	-				
	2.5. Designing survey research for assessing the situation	The second				17	
	2.6. Sampling methods	2722			S-41-13		
	2.7. Paper-and-pencil instruments	Series Series	56	12-0			
	2.8. Data collection through interviews	The second					
	2.9. Data collection through observations	TRACTOR	101 - 215	H-51-51			
	2.10. Data collection using documents and materials	250, 311.3	1 1 1 1 1 1 1 2	14 W. P. S.			
	2.11. Preparing data for analysis	Resident Control	-			-	
	2.12. Descriptive quantitative analysis		-glustes				
	2.13. Inferential quantitative analysis	11 m	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	50			
	2.14. Qualitative data analysis	1777-09					
<ol><li>Research</li></ol>	3.1. Preparing the action research proposal	200	Maria India			145 / 241	
management	3.2. Writing the action research report	350-1024					











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## 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.
	Not Needed	The topics are perceived to be 0% needed for capacity building.

Sub-Theme	General Research	Topics	Level of Necessity				
	Questions		5	4	3	2	1
Prevention     and Mitigation	1.1. How effective are current prevention and mitigation measures in DepEd	1.1.1. DepEd systems and structures (e.g. organizational structure, DRRM Committee)					
		1.1.2. Current prevention and mitigation		Maria Cara	77		
	offices and schools?	practices in schools		Dec. 0.20	100	minutes till	1,11
	and schools?	1.1.3. DRRM plans	100				10 C
		1.1.4. Structural designs	The second				
		1.1.5. Natural hazards and conflict	M. A.	The second	2012	To You	Par F
	10 II	1.1.6. CLC considerations	ripa - tour		2002	254.00	Po K
	1.2. How are prevention	1.2.1. Curriculum integration	La proceed		S. Linda	The said	in.
	and mitigation practices	1.2.2. Capacity of implementers	PET	488	CHOICE S		
	integrated in the curriculum?	1.2.3. Learning materials		200		The said	ED.
Market and a street of the		1.2.4. Implementation strategies			EXILA		1,122
2.	2.1. How are prevention	2.1.1. Curriculum integration				2,000	100
Preparedness	and mitigation practices	2.1.2. Learning materials			STATE	The same	No.
	being translated into	2.1.3. Structural designs	RUNE		English S	INT. NO	Sign.
	disaster preparedness	2.1.4. DRRM plans		THE STATE	place to Lette	The second	77.67
	and awareness in DepEd offices and schools?	2.1.5. Plan implementation (e.g.		SAL DUCK	Sandi	Control of	7
	offices and schools?	evacuation drills, trainings, inspection)		Time Line	Boundary	50 250	0
	her all and to the same the same	2.1.6. Natural hazards and conflict			ST. V.		Y.
	2.2. What are the factors	2.2.1. Structural resilience			-		The same
	that contribute to risk reduction and	2.2.2. Construction protocols, practices,	1125		Part Santa	THE STATE	-
		and Monitoring	Just S	Late May 1	ENC X	in the same of	O.Singa
	preparedness?	2.2.3. Community integration	MILES.		THE STATE	See Sens	Tatoli I
		2.2.4. Contextualization of DRRM	A PAR	<b>的</b> 短视了	W 15237	The York	TO SE
		concepts	Met and	La La	The second	and the same	
		2.2.5. Capacity for response	WAR ST	EN LINE	A STATE OF THE PARTY OF THE PAR	185452	275
		2.2.6. Risk information	<b>医</b> 次间隙		EMULES.		9
and the state of the state of		2.2.7. Early warning		Test Marie			B
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	BAR ER		STATE OF	10000	
		3.1.2. Capacity for response	Bearing.	CA CHILL		Med Last	
		3.1.3. External practices of LGUs,	\$F 431		Security in	F1	
		barangays, and other external stakeholders					
		3.1.4. Institutional analysis		Photo Co.		DO TO T	
		3.1.5. Provision for affected personnel	Control of	2011/10/2	The Color	United States	
		3.1.6. Emerging best practices	LU TOO	(71/20/00)	111		-
		3.1.7. Coordination and support	STATE OF	- CANADA			-
		mechanisms			2-10	100	P 1
		3.1.8. Monitoring	100			E SALES	-
		3.1.9. Natural hazards and conflict	123/25	200		THE SECTION	
	3.2. How do we address gender considerations during disasters?	3.2.1. Gender and conflict studies	2000	0.0581700		THE STREET	
		3.2.2. Response protocols		V201 1.22	F 200 PM	Ventro de	
		3.2.3. Natural hazards and conflict	E NO.	15 1. 15	C-1171-12	CONTROL STATE	
		3.2.4. Rehabilitation and recovery				THE STATE OF THE S	
		programs				W-1-1	
4.	4.1. What are the factors	4.1.1. Capacity of implementers	TO SHEET WAS	Market Branch	100	200	
Rehabilitation	affecting the effective	4.1.2. Coordination mechanisms	1000000	EA PARTY		Control of	
and recovery	delivery of learning	4.1.3. Partnerships/Stakeholder	UP SOLICE	700 1070	STATE OF THE PARTY OF	10 per 20	-
A STATE OF THE STA	continuity in schools?	engagement					
		4.1.4. Temporary Learning Spaces (TLS)			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A CONTRACTOR	1
		4.1.5. ADM Implementation	200		7 - C10		
		4.1.6. Assessment			Property The	Sealen att.	1000
1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	The same team with a large and large the Part State	T.I.U. ASSESSITIETI	the state of	Send of	1	70-5	-













# RAGAWATAH NG EDHKASYON REHIYON V (BIKOL) TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

		4.1.7. Other rehabilitation/ recovery/ repair initiatives and programs			
	4.2. How effective are rehabilitation and recovery interventions of the Department in	4.2.1. Psychosocial support for teachers and learners			
		4.2.2. Classroom construction		Visit Name	
		4.2.3. Temporary Learning Spaces (TLS)			
	delivering learning	4.2.4. Learning materials	18 4		
Mary Salaton	continuity in schools?	4.2.5. Support from partners			

--end--

















