



Republic of the Philippines
Department of Education

27 DEC 2017

DepEd ORDER
No. **65**, s. 2017

**GUIDELINES ON THE CONDUCT OF POST DISASTER NEEDS
ASSESSMENT IN THE EDUCATION SECTOR**

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

1. The Department of Education (DepEd) issues this DepEd Order with the enclosed **Guidelines on the Conduct of Post Disaster Needs Assessment (PDNA) in the Education Sector**, which aim to assess disaster impacts to education assets, learners, and personnel; to prioritize recovery and reconstruction needs; and to develop a recovery plan to build back better in the affected regions and schools divisions.
2. These Guidelines provide instruction on how to conduct the PDNA in the education sector in the aftermath of a disaster. The PDNA will be initiated based on the decision of the National Disaster Risk Reduction and Management Council (NDRMMC), through the Office of Civil Defense (OCD).
3. The Guidelines support DepEd Order No. 37, s. 2015 entitled The Comprehensive Disaster Risk Reduction and Management in Basic Education Framework, which ensures that quality education is continuously provided and prioritized in the aftermath of disasters and/or emergencies focusing on rehabilitation and recovery.
4. All other existing Orders and/or Memoranda inconsistent with this Order are superseded and are therefore deemed rescinded.
5. This Order shall take effect immediately upon its approval.
6. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl:

As stated

Reference:

DepEd Order (No. 37, s. 2015)

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

CALAMITY
LEARNERS
POLICY
SCHOOLS

MCR/DO-Guidelines on the Conduct of Post Disaster Needs Assessment (PDNA) in the Education Sector
0918-September 27, 2017

Guidelines on the Conduct of Post Disaster Needs Assessment in the Education Sector

I. Rationale and Statement of Policy

Education is one of the most vulnerable sector to the impacts of disasters, affecting access to education and learning continuity. Disasters often lead to disruption of classes due to the following reasons: damaged school buildings and learning materials, use of schools as evacuation centers, and psychosocial impacts to learners, among others.

One of the initiatives of the Department of Education to ensure learning continuity and building back better is to fast track rehabilitation and recovery efforts, both for infrastructure and non-infrastructure components, in the aftermath of a disaster. Therefore, it is imperative to prioritize the urgency to repair, rehabilitate and reconstruct the damaged school buildings and facilities, including provision of Psychosocial Interventions and Alternative Delivery Modes (ADMs).

These Guidelines on the Conduct of Post Disaster Needs Assessment (PDNA) in the Education Sector aims to provide guidance to the affected regions, divisions and schools in preparing their baseline data and determining the damages, losses and needs in their respective area of responsibility for purposes of rehabilitation and recovery. Such guidance will help fast track the field validation of the PDNA Team, given the readily available data on the ground. Roles and responsibilities of the Central, Regions, Divisions, Schools, and the DepEd PDNA Team are specified to provide clarity with respect to actors and actions to be taken in the conduct of the PDNA. The PDNA guides DepEd's rehabilitation and recovery plan, with the needed corresponding budget and timeline for implementation.

II. Scope

This DepEd order shall apply to all Regional, Schools Division Offices and Schools after a major disaster/conflict events.

III. Definition of Terms

Post Disaster Needs Assessment – *A multi-sectoral and multi-disciplinary structured approach for assessing disaster impacts and prioritizing recovery and reconstruction needs. It is undertaken by Government Agencies in collaboration with international development partners and the private sector.*¹

Post Disaster Recovery – *the restoration and improvement where appropriate, of facilities, livelihood and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors, in accordance with the principles of "build back better."*²

¹ Post Disaster Needs Assessment Module, Office of Civil Defense

² Republic Act 10121 "Philippine Disaster Risk Reduction and Management Act of 2010"

Rehabilitation – measures that ensure the ability of affected communities/areas to restore their normal level of functioning by rebuilding livelihood and damaged infrastructures and increasing the communities' organizational capacity.³

Damages – the value of asset such as structures, equipment and other related physical properties that are affected at or immediate after the disaster occurrence.⁴

Losses – the value of unavoidable reduction of revenue due to foregone income, decreased production, higher cost of production, and unexpected increase of expenses as consequence of the disaster.⁵

Disruption – Disturbance, interruption or altogether stoppage of governance, business, and social processes particularly on the public services and access to fulfillment to basic commodities/needs.⁶

Recovery needs – the amount to bring back normalcy, valued in consideration of inflation and international prices as necessary for rehabilitation of damaged assets, resumption of the disrupted functions, process and access to basic needs as well as recovery of losses and incorporating risk reduction measures towards building back better.⁷

Severely Wasted – A very thin child whose BMI-for-age is below -3z-score line or Standard Deviation (SD).⁸

Damage and Loss Assessment – An assessment physical damage and economic losses of the disaster based on how much the disaster has changed the baseline data of the society.⁹

Human Recovery Needs Assessment – An assessment of disaster consequence on human development in terms of livelihood, social capital, environmental assets, institutions, governance, coping and adaptive strategies.¹⁰

Instructional Rooms - rooms that include academic classrooms, laboratories, and Home Economics (HE) rooms.

Non-Instructional Rooms – rooms that include offices, multipurpose covered courts, canteens, etc.

Totally damaged classrooms – damaged academic classrooms that cannot be used.¹¹

Major damaged classrooms – damaged academic classrooms needing major repair and cannot be repaired by school.¹²

³ Ibid

⁴ Post Disaster Needs Assessment Module, Office of Civil Defense

⁵ Ibid

⁶ Ibid

⁷ Ibid

⁸ World Health Organization, DepEd Order 33, s.2015

⁹ Post Disaster Needs Assessment Module, Office of Civil Defense

¹⁰ Ibid

¹¹ DepEd Order 21, s.2015

¹² Ibid

Post Disaster Needs Assessment Team – is a composition of sectoral experts and trained post disaster needs assessment personnel.

Minor damaged classrooms – damaged academic classrooms needing minor repair that can all be repaired by school.¹³

IV. List of Acronyms

BLR – Bureau of Learning Resources

DCP – Deped Computerization Program

DRRMS-CO – Disaster Risk Reduction and Management Service – Central Office

EBEIS – Enhanced Basic Education Information System

EFD – Education Facilities Division

HRNA – Human Resource Needs Assessment

ICTS – Information, Communication and Technology Service

LR – Learning Resources

LM – Learning Material

NEDA – National Economic Development Authority

NDRRMC – National Disaster Risk Reduction and Management Council

PDNA – Post Disaster Needs Assessment

POW – Program of Work

PSDS – Public Schools District Supervisor

RADAR – Rapid Assessment of Damages Report

RDRRMC – Regional Disaster Risk Reduction and Management Council

RO – Regional Office

SDO – Schools Division Office

TLS – Temporary Learning Space

¹³ Ibid

V. Procedures

A. DepEd Roles and Responsibilities in the Conduct of PDNA

A.) Disaster Risk Reduction and Management Service - Central Office (DRRMS-CO)	B.) Regional Office (RO)	C.) Schools Division Office (SDO)	D. Schools	E. DepEd PDNA Team (DRRM Coordinators of Central, Regions and Divisions and other DepEd Personnel)
<ol style="list-style-type: none"> 1. Advise the identified affected regions and divisions for the conduct of PDNA through a memorandum. 2. Provide technical assistance to affected regions and/ or divisions. 3. Mobilize unaffected regions and/ or divisions to augment technical capacity of affected regions and divisions. 4. Coordinate with the Education Facilities Division (EFD) for the conduct of detailed assessment by the Engineers for the purpose of determining Program of Works (POWs) for rehabilitation and recovery. 	<ol style="list-style-type: none"> 1. Consolidate/compile the validated rapid assessment of damages report (RADAR) from SDO. 2. Release a memorandum to all affected divisions upon the advice of DRRMS CO and/ or RDRRMC on the conduct of a PDNA. 3. Ensure availability of updated baseline data. 4. Ensure availability of damage related data that have been submitted to their respective Regional DRRMC. 5. Provide other related data as needed. 	<ol style="list-style-type: none"> 1. Release a memorandum to all schools in their respective area of responsibility upon the advice of the RO and/ or PDRRMC for the preparation of the conduct of a PDNA. 2. Prepare the updated baseline data. 3. Prepare the validated RADAR. 4. Ensure collection/ availability of damage related data of the affected schools. 5. Ensure the involvement of the Public Schools District Supervisors (PSDS) and School Heads in accomplishing the updated baseline data relating to 	<ol style="list-style-type: none"> 1. Accomplish the PDNA templates (Annex B: School Level PDNA Template) upon receiving a memorandum from their respective DOs. 2. Ensure submission of RADAR and photo documentation of damages. 3. Ensure the accuracy, consistency and reliability of updated baseline data. 4. Ensure collection/ availability of damage related data. 5. Hand-over the hard copy of the accomplished PDNA templates to the assigned PDNA DRRM Coordinator during the conduct of meeting with Principals and School Heads. 	<ol style="list-style-type: none"> 1. Work closely with the DRRM Coordinator and PSDS of affected divisions in convening the Principal and School Heads during the conduct of the PDNA. 2. Follow the DepEd PDNA Guidance Notes for DepEd PDNA Team. 3. Administer the PDNA templates (Annex B: Baseline and Damages - School Data) during the validation based on the available data. 4. Select and prioritize schools for validation with totally and partially major damaged classrooms. 5. Validate the baseline data and damage to infrastructure (school

<p>5. Coordinate with the Information, Communication and Technology Service (ICTS) and Bureau of Learning Resources (BLR) for the data needed on the costing of DepEd Computerization Program (DCP) and learning resources (LRs) (i.e learning materials, teaching guides) delivered to affected regions and/ or divisions, respectively.</p>		<p>the disaster.</p> <p>6. Provide other related data as needed.</p>	<p>6. Provide other related data as needed.</p>	<p>buildings) and non-infrastructure (School Furniture, DCP, LR) components of the school based on the RADAR submitted to DRRMS CO.</p> <p>6. Conduct focus group discussions (FGDs) for the Human Resource Needs Assessment (HRNA), using the guide questions for teachers, learners and parents.</p> <p>6. Administer the 2016 DRRMS School Monitoring Tool for Preparedness, Response and Rehabilitation and Recovery (Annex C).</p> <p>7. Identify the losses of the schools on the utilization of Miscellaneous and Other Operating Expenses (MOOE) for minor repairs, clean-up, generator set and others.</p> <p>8. Use the POWs of the EFD for the rehabilitation and recovery needs for infrastructure</p>
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B. GUIDANCE NOTES FOR DEPED POST DISASTER NEEDS ASSESSMENT TEAM

NOTE: **ALL** templates should have a uniform regular baseline data on School ID, School Name, and Municipality, already filled-up/copy pasted based on Enhanced Basic Education Information System (EBEIS) data.

PART I – INTERVIEWS WITH RELEVANT AUTHORITIES

GENERAL

1. Take a picture of the school name with school identification (ID) number upon entrance to the school.
2. Get Principal's name; SDRRM Coordinator, and its contact number.

BASELINE - SCHOOL ENROLLMENT, CLASSROOMS, AND PERSONNEL

3. Validate the baseline on school enrolment (disaggregated data) and classrooms (instructional and non-instructional rooms); use baseline data template (Annex C. Baseline and Damages –School Data). Fill-up missing data; get updated/most recent and complete data.
4. Obtain baseline of school personnel (disaggregated data on Teaching and Non-Teaching Personnel) from the SDO. Validate this data when you visit the school.

BASELINE - SCHOOL FURNITURE and SEVERELY WASTED CHILDREN

5. Validate the baseline on furniture (armchairs, chairs, desks, learners' chair and table and teachers' chair and table) and severely wasted children, using baseline data template (Annex C. Baseline and Damages –School Data).

INFRASTRUCTURE – DAMAGE AND NEEDS

6. Validate infrastructure damage using RADAR/EFD report if available. For EFD report, refer to POWs; see specific buildings reported with damage in the POWs and validate. Use the template per school (Annex C. Baseline and Damages – School Data) .
7. In the damaged classroom column, note the damage, and whether it coincides with RADAR/EFD report.
8. Take pictures of each classroom and building with damage (front, back and side); note the kind/type of building as indicated in the POWs, when you take pictures.

NON-INFRASTRUCTURE – DAMAGE AND NEEDS

Learning Resources (LRs)

9. Use the template (Annex A. School Level PDNA Template) for damages on LR. Use the consolidation template (Annex B. Baseline and Damages –

School Data). Note that in the remarks column of the template, donor pledges can be included.

10. Take pictures of damaged LRs.
11. Compute the cost (costing from BLR) of each material based on the data obtained from the schools. Provide total cost as well. You can do this after obtaining data in all schools, or per day.
12. Do the same for the Division Consolidation Sheet to ensure that the total is the same with the total when adding up each school.

DEPED COMPUTERIZATION PROGRAM – BASELINE, DAMAGE AND NEEDS

13. Validate the baseline of the DCP using the baseline data template (Annex B. Baseline and Damages – School Data).
14. Take pictures of damaged DCP units.

SCHOOL FURNITURE – DAMAGE AND NEEDS

15. Use the template (Annex B. Baseline and Damages – School Data) for damages on school furniture.
16. Take pictures of damaged school furniture.

2016 DRRMS SCHOOL MONITORING TOOL FOR PREPAREDNESS, RESPONSE, REHABILITATION AND RECOVERY – PREPAREDNESS, DAMAGE AND NEEDS

17. Administer the questionnaire (Annex C. Preparedness, Response, Rehabilitation and Recovery Monitoring Tool).
18. Consolidate the results of all schools using the template.

HUMAN RESOURCES NEEDS ASSESSMENT (HRNA)

SEVERELY WASTED

19. Obtain data on no. of increase of severely wasted children. Use template (Annex C. Baseline and Damages – School Data) – actual, no. of increase, if school feeding needed, no. of days, cost per student and total cost.

PART II – FOCUS GROUP DISCUSSIONS (FGDs) WITH STAKEHOLDERS

FGD WITH TEACHERS to determine learners' needs

20. Use the template in the next page; use excel.
21. Take pictures of your FGD, during and after (all participants in the after)

FGD WITH PARENTS to determine learners' needs

- 27. Prepare the template below; use excel.
- 28. Take pictures of your FGD, during and after (all participants in the after).

School ID	School Name	Municipality	Do you feel that the school where your children is enrolled is already safe for your children to go back?	Why/Why not?	What are the needs of your children going to school? (learning kits/notebooks, pens, crayons, etc., psychosocial, etc.)

Monitoring and Evaluation

The status of rehabilitation and recovery in the affected schools/divisions/regions, based on the PDNA, are monitored regularly and reported to the NDRRMC, National Economic Development Authority (NEDA), and the Office of the President. This policy will be subject to annual review and revision, if necessary.

ANNEX A: SCHOOL LEVEL PDNA TEMPLATE

School ID:
School Name:
Division:
Region:

BASELINE DATA

Number of Enrolment		Number of Teaching Personnel	
Male:		Male:	
Female:		Female:	
TOTAL:		TOTAL:	
Number of Severely Wasted Children (Before disaster)		Number of Non-Teaching Personnel	
Male:		Male:	
Female:		Female:	
TOTAL:		TOTAL:	
Number of Severely Waster Children (After disaster)		Number of differently-abled children	
Male:		Male:	
Female:		Female:	
TOTAL:		TOTAL:	

BASELINE DATA FOR INFRASTRUCTURE

Number of Instructional Rooms:	Number of Non-Instructional Rooms:
Number of classroom for demolition	
Instructional Rooms	
Non-Instructional Rooms	

BASELINE DATA FOR NON-INFRASTRUCTURE - SCHOOL FURNITURE

Number of Armchairs	Number of Chairs	Number of Desks	Number of Learners' Chair and Table (set)	Number of Teachers' Chair and Table (set)

DEPED COMPUTERIZATION PROGRAM (DCP)

Number of DepEd DCP Units		Batch of DCP	
Number of Non-DepEd DCP Units		Date of Acquisition of Non-DepEd DCP Units	
Cost of Non-DepEd DCP Units			

LEARNING RESOURCES

Total number of Learning Materials		Total number of Teaching Guides	
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DAMAGES - INFRASTRUCTURE

INSTRUCTIONAL ROOMS		NON-INSTRUCTIONAL ROOMS	
Number of Totally Damaged Academic Classroom		Number of Totally Damaged rooms	
Number of Partially Major Damaged Academic Classroom		Number of Partially Major Damaged rooms	
Number of Minor Damaged Academic Classroom		Number of Minor Damaged rooms	

DAMAGES - NON-INFRASTRUCTURE

School Furniture		DepEd Computerization Program (DCP)	
Number of Damaged Armchairs		List down the damaged DCP units/parts	Number of Damaged DCP units/parts
Number of Damaged Chairs			
Number of Damaged Desks			
Number of Damaged Learners' Chair and Table (set)			
Number of Damaged Teachers' Chair and Table (set)			

DAMAGES - LEARNING RESOURCES (Detailed list of titles per grade level)

	Grade	Title	Quantity	Learning Material (LM)*	Teaching Guide (TG)*
1					
2					
3					
Total					

*Just tick the box with (/) if LM or TG

LOSSES (Utilization of MOOE)

Actual minor repair cost (with receipt/documentation)	
Actual clean-up cost (with receipt/documentation)	
Actual fuel cost for generator set (with receipt/documentation)	
Cost of Rental for generator, if available	

Prepared by:**Approved by:**

School DRRM Coordinator

Principal/ School Head

DAMAGES - NON- INFRASTRUCTURE - SCHOOL FURNITURE

	School ID	School Name	Region	Province	Municipality	District	Number of Damaged Armchairs	Number of Damaged Chairs	Number of Damaged Desks	Number of Damaged Learners' Chair & Table	Number of Damaged Teachers' Chair & Table
1											
2											
3											
Total											

DAMAGES - NON- INFRASTRUCTURE - DEPED COMPUTERIZATION PACKAGE (DCP)

	School ID	School Name	Region	Province	Municipality	District	Number of Damaged DCP (units)
1							
2							
3							
Total							

Annex C

2016 DRRMS SCHOOL MONITORING TOOL FOR PREPAREDNESS, RESPONSE, REHABILITATION AND RECOVERY

This School Monitoring Tool is aimed at tracking the preparedness, response, rehabilitation, and recovery measures undertaken by the schools before, during, and after the onslaught of a disaster. This is primarily for the use of the DRRM Division Coordinator who is expected to conduct the monitoring of affected schools after the disaster. This should be encoded and submitted to the DRRMS Central Office, one (1) month after the onslaught of a disaster.

Name of interviewer		Division/Region	
Name of respondent		Designation	
Name of school	School ID	Municipality/City	

BEFORE THE HAZARD

1.1. Did the school receive any hazard advisory on [NAME OF HAZARD] before it made impact in the area?
 YES NO If YES, proceed to the next question. If NO, proceed to question 1.2.

1.1.1. From whom and in what form did the school receive the advisory regarding [NAME OF HAZARD]?
 Check all that apply.

	Textblast	Memo	E-mail	Radio	Television	Others, please specify
A. From Central Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
B. From the Region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
C. From the Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
D. From others, please specify <input style="width:150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

1.1.2. To whom did the school share the hazard advisory received? Check all that apply.

A. No one <input type="checkbox"/>	D. Other school/s <input type="checkbox"/>	G Others, please specify
B. Teachers <input type="checkbox"/>	E. Family <input type="checkbox"/>	<input style="width:150px;" type="text"/>
C. Learners <input type="checkbox"/>	F. Friends <input type="checkbox"/>	

1.1.3. How often was the advisory given in a day?
 A. Once a day B. 2-3 times a day C. 4 or more times a day

1.2. Did the school receive any advisory on pre-emptive and preparedness measures before [NAME OF HAZARD] made impact in the area?
 YES NO If YES, proceed to the next question. If NO, proceed to question 1.3.

1.2.1. In what form did the school receive the advisory on pre-emptive and preparedness measures before [NAME OF HAZARD]? Check all that apply.

	Textblast	Memo	E-mail	Radio	Television	Others, please specify
A. From Central Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
B. From the Region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
C. From the Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
D. From others, specify <input style="width:150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

1.2.2. To whom did the school share the pre-emptive and preparedness measures received? Check all that apply.

A. No one <input type="checkbox"/>	D. Other school/s <input type="checkbox"/>	G Others, please specify
B. Teachers <input type="checkbox"/>	E. Family <input type="checkbox"/>	<input style="width:150px;" type="text"/>
C. Learners <input type="checkbox"/>	F. Friends <input type="checkbox"/>	

1.3. Did the school prepare for [NAME OF HAZARD] before it made impact in the area?
 YES NO If YES, proceed to the next question. If NO, proceed to question 2.1.

1.3.1. What were the pre-emptive and preparedness measures taken by the school? Check all that apply.

A. Unplugged and moved computers and other electrical equipment to safer place.	<input type="checkbox"/>
B. Moved textbooks, records, furniture, and other important materials to safe areas.	<input type="checkbox"/>
C. Secured roof beams of buildings made of light materials with heavy duty ropes and/or other secured materials	<input type="checkbox"/>
D. Boarded up jalousies and windows with plywood and/or other secured materials.	<input type="checkbox"/>
E. Pruned trees which are along electrical posts and adjacent to buildings.	<input type="checkbox"/>
F. Secured construction supplies and materials located in the school.	<input type="checkbox"/>
G. Prepositioned materials such as emergency supplies/equipment for possible immediate use.	<input type="checkbox"/>
H. Convened the school DRRM team.	<input type="checkbox"/>
I. Assigned a personnel as custodian of keys in case school is used for evacuation.	<input type="checkbox"/>
J. Others, please specify <input style="width:150px;" type="text"/>	

1.3.2. Who helped the school in preparation for the impact of [NAME OF HAZARD]?

Check all that apply.

A. No one <input type="checkbox"/>	D. PTA <input type="checkbox"/>	G Others, please specify
B. Teachers <input type="checkbox"/>	E. LGU <input type="checkbox"/>	<input style="width:150px;" type="text"/>
C. Learners <input type="checkbox"/>	F. Other school/s <input type="checkbox"/>	

DURING THE HAZARD

2.1. Did the school suspend classes during [NAME OF HAZARD]?

YES NO If YES, proceed to next question. If NO, proceed to question 2.2.

2.1.1. What is the basis of class suspension?

- A. LGU announcement
- B. Automatic class suspension
- C. Others, please specify

2.1.2. When did the school suspend classes?

Don't know
MMDDYYYY

2.1.3. For how many school days were classes suspended because of [NAME OF HAZARD]?

days Don't know

2.1.4. What were the actions taken by the school during class suspension due to [NAME OF HAZARD]?

Check all that apply.

- A. Reported class suspension to the division office.
- B. Announced class suspension to personnel and learners.
- C. Allowed early comers to remain in the school until it was safe for them to go home.
- D. Facilitated the parents who gathered their children home.
- E. Created catch-up plans due to class suspension.
- F. None
- G. Others, please specify

2.2. Was the school used as an evacuation center (EC) during [NAME OF HAZARD]?

YES NO If YES, proceed to the next question. If NO, proceed to question 2.3.

2.2.1. When was the school used as EC due to [NAME OF HAZARD]?

Don't know
MMDDYYYY

2.2.2. For how many days was the school used as EC during [NAME OF HAZARD]?

days Don't know

2.2.3. How many classrooms were used as EC and how many families actually occupied these classrooms during [NAME OF HAZARD]?

	Number of Classrooms	Don't know	Number of Families	Don't know	Number of Individuals	Don't know
A. On Day 1-3	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
B. On Day 4-15	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
C. On Day 16 onwards (if applicable)	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

2.2.4. Were there classrooms damaged as a result of evacuation? If yes, how many totally and major damaged classrooms?

YES NO Totally damaged classrooms as a result of school being used as EC
 Partially damaged (major) classrooms as a result of school being used as EC

2.2.5. What were the actions taken and responsibilities of the school when it was used as EC during [NAME OF HAZARD]? Check all that apply.

- A. Reported the use as EC during [NAME OF HAZARD] to the division office
- B. Coordinated with the LGU and DSWD for camp management
- C. Secured the school and its properties
- D. None
- E. Others, please specify

2.2.6. What were the challenges encountered when the school was used as EC? What were the actions taken to resolve these?

Challenges Actions Taken

2.3. Is the school aware that it should report to the division about class suspension and use of schools as EC?

YES NO If YES, proceed to the next question. If NO, proceed to question 3.1.

2016 DRRMS SCHOOL MONITORING TOOL FOR PREPAREDNESS, RESPONSE, REHABILITATION AND RECOVERY

2.3.1. Who informed the school of their role to report the announcement of class suspension by the LGU and the use of school as EC?

	Textblast	Memo	E-mail	Radio	Television	Others, please specify
A From Central Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
B From the Region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
C From the Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
D From others, please specify <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

AFTER THE HAZARD

3.1. What were the effects of [NAME OF HAZARD] in your area? Was there any of the following circumstances and for how long did it last? Kindly read to the respondent the following and enter the answer in the space provided. Leave blank if the school did not experience any risk-related effects.

	Yes	Days	Hours (if less than a day)
A. Communication lines were down	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
B. Power was down	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
C. Major and/or arterial roads were impassable	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
D. Flooding	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
E. Landslide	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
F. Others, please specify <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

3.2. If the school suspended classes due to [NAME OF HAZARD], what is the average percentage of attendance of learners and personnel during the second week of class resumption?

	Less than 21%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
A. Percent of learners who attended the first day of class resumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Percent of personnel who attended the first day of class resumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3. Were there infrastructure and non-infrastructure damage incurred due to [NAME OF HAZARD]?

YES NO If YES, proceed to the next question. If NO, proceed to question 3.4.

3.3.1. Were the damage incurred from [NAME OF HAZARD] also due to previous and/or multiple calamities that hit the school? If YES, please specify the hazard and the year it occurred.

YES NO Name of hazard Year

3.4. Is the school aware that it should report about the effects of hazards in their area, regardless if with or without damage, granted that its area is defined as affected and is monitored by DepEd? Check ONLY ONE that applies.

- A. School is aware that it should report about effects of hazard using RADaR forms
- B. School is aware that it should report about effects of hazard but not using RADaR forms
- C. School is not aware that it should report about effects of hazard

3.5. Did you submit the data on effects of hazards, i.e. damage or NO damage, within 72 hours after [NAME OF HAZARD]?

YES NO If YES, proceed to the next question. If NO, proceed to question 3.5.2.

3.5.1. To whom and how did you send the data on damage (or NO damage)? Check all that apply.

	SMS	E-mail	Fax	Personnally	Others, please specify
A. To the Central Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
B. To the division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
C. To others, please specify <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

3.5.2. Why did you not submit the data on damage (or NO damage) within 72 hours after [NAME OF HAZARD]?

3.5.3. Were there any challenges encountered upon submission of damage (or NO damage) report? If YES, specify the challenges, including actions taken to resolve these.

Challenges	Actions Taken
------------	---------------

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3.6. Is the school a recipient of DepEd funds downloaded for school clean-up and/or construction of temporary learning spaces (TLS)?

- A. School clean-up B. Temporary learning spaces C. Don't know

If recipient of TLS and/or clean-up, proceed to the next question, if NO, proceed to question 3.7

3.6.1. What is the status of completion of liquidation of reports for clean-up and TLS construction?

- | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Completed | Ongoing | Not yet started | Don't know |
| A. School clean-up liquidation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. TLS Construction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3.7. Did the school conduct any of the following activities such as school clean-up, minor repairs, and construction of TLS using their own resources?

YES NO If YES, proceed to the next question. If NO, proceed to question 3.8.

3.7.1. How much was spent for the following and which sources were the funds taken from?

	Amount	Fund source (if multiple fund sources, separate with comma)
A. School clean-up	PHP <input type="text"/>	<input type="text"/>
B. Minor repairs	PHP <input type="text"/>	<input type="text"/>
C. Temporary Learning Spaces	PHP <input type="text"/>	<input type="text"/>

3.8. Did the school conduct psychosocial first aid sessions after [NAME OF HAZARD]?

YES NO If YES, proceed to next question. If NO, proceed to question 3.9.

3.8.1. Who conducted psychosocial first aid sessions? Check all that apply.

- | | | | |
|------------------------------|--------------------------|---------------------------|--------------------------|
| A. Teachers | <input type="checkbox"/> | D. Other DepEd personnel | <input type="checkbox"/> |
| B. DepEd Guidance Counselors | <input type="checkbox"/> | E. DOH | <input type="checkbox"/> |
| C. DepEd Nurse | <input type="checkbox"/> | F. Others, please specify | <input type="text"/> |

3.8.2. When was the conduct of psychosocial first aid sessions?

Don't know
MMDDYYYY

3.8.3. How many days was the conduct of psychosocial first aid sessions?

days Don't know

3.8.4. What activities were administered during psychosocial first aid sessions?

3.9. Were there other LGU interventions and other donations from stakeholders after [NAME OF HAZARD]? If YES, specify.

Donations or interventions in cash or in kind, specify	Amount (if any)	Donor
A. <input type="text"/>	PHP <input type="text"/>	<input type="text"/>
B. <input type="text"/>	PHP <input type="text"/>	<input type="text"/>
C. <input type="text"/>	PHP <input type="text"/>	<input type="text"/>
D. <input type="text"/>	PHP <input type="text"/>	<input type="text"/>

OTHER QUESTIONS

4.0. Are the following statements TRUE or FALSE? Kindly read to the respondent the following statements and input their answer in the checkbox provided.

- | | | |
|--|--------------------------|--------------------------|
| | TRUE | FALSE |
| A. Classes in secondary schools are automatically suspended during Typhoon Public Storm Warning Signal (PSWS) Number 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. If there are no advisories on Public Storm Warning Signals, the announcement on class suspension comes from the LGU. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Totally damaged classrooms are classrooms which can no longer be used by schools due to structural damage. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. In case there is a deceased personnel as a result of the effects of [NAME OF HAZARD], the school should verify this with the LGU. | <input type="checkbox"/> | <input type="checkbox"/> |
| E. The school MOOE can be used for minor repairs. | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | |
|---|--------------------------|--------------------------|
| | TRUE | FALSE |
| 4.1. A. Public Storm Warning Signal No. 1 has a wind speed of 30-60 kph with a lead time of 36 hours and a wind impact of "No damage to Very light damage". | <input type="checkbox"/> | <input type="checkbox"/> |

Annex C

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B. Public Storm Warning Signal No. 3 has a wind speed of 61-120 kph with a lead time of 18 hours and a wind impact of "Light to Moderate damage".

C. Public Storm Warning Signal No. 4 has a wind speed of 171-220 kph with a lead time of 12 hours and a wind impact of "Heavy to Very Heavy damage".

D. Public Storm Warning Signal No. 2 requires people to stay at home.

E. PAGASA has added Public Storm Warning Signal No. 5 which has a wind speed of more than 220 kph.

4.2. Are you aware of the Joint Memorandum Circular No. 1 series of 2013 on the Guidelines on Evacuation Center Coordination and Management?
 YES NO If YES, proceed to the next question. If NO, proceed to question 4.4. TRUE FALSE

4.3. A. In the said JMC, the overall coordinator of the Evacuation Center Management Committee is the Social Welfare and Development Officer.

B. The JMC also identifies the School Division Superintendent as a member of the Evacuation Center Management Committee.

C. The JMC does not designate any school personnel to be a member of the Evacuation Center Management Teams.

D. The JMC likewise stipulates that schools shall not be the primary choice and option for evacuation centers.

E. In the JMC, it is stated that in events that schools need to be utilized as evacuation centers, the local government units, with the support from national government agencies shall establish transitional shelters to house the evacuees for an extended period of time.

4.4. Are there other any concerns you wish to share regarding *[NAME OF HAZARD]*? Kindly narrate.

This is to certify that the interviewer and respondent has accomplished the DRRMS School Monitoring Tool for Preparedness, Response, Rehabilitation and Recovery.

Name and signature of interviewer

Name and signature of respondent

Contact information of respondent (optional)

Date of interview

DD MM YY

Time interview started :

HH MM

Time interview ended :

HH MM