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DEPED MALAYBALAY CITY DIVISION
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Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
DIVISION OF MALAYBALAY CITY

Division MEMORANDUM

No. **340**, s. 2021

TO: Assistant Schools Division Superintendent
Chief Education Supervisor, SGOD and CID
Public Elementary and Secondary School Heads
All Others Concerned

FROM: **VICTORIA V. GAZO**
Schools Division Superintendent

DATE: June 29, 2021

SUBJECT: INSTITUTION OF EDUCATION RAPID DAMAGE ASSESSMENT AND NEEDS ANALYSIS TEAM

1. The Office issues the enclosed Institution of Education Rapid Damage Assessment and Needs Analysis (E-RDANA) Team. E-RDANA Team is a disaster response team that will be immediately act during the early and critical state of onset of a disaster. They identify the magnitude of a disaster by focusing on the general impact on the school. It further aims to determine the immediate relief and response requirements as dictated by the type, scale, and unique characteristics of the particular disaster.
2. This initiative is anchored on DepEd Order No. 37, s. 2015 or the Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework, wherein all Offices in the Department are required to implement programs, systems, and policies that will ensure the provision of quality education even during disasters and/or emergencies.
3. Should there be queries, contact **Jimdandy S. Lucine**, Project Development Officer II (DRRM), through 09171156864.
4. Widest dissemination of this memorandum is enjoined.

Encl: As stated

Copy Furnished: Records Unit | DRRM



**INSITUATION OF EDUCATION RAPID DAMAGE ASSESSMENT AND NEEDS ANALYSIS
(E-RDANA) TEAM**

I. Background

Education is one of the most vulnerable sectors to the impacts of disasters. Disasters often leads to disruption of classes due to the damaged school buildings, facilities, and learning materials, use of schools as evacuation centers, and psychological impacts to learners and personnel.

As stated in DepEd Order No. 37, s. 2015, the Division and the Schools must plan for educational continuity in the face of expected hazards and threats. Further, it was stated in the mentioned office order, the establishment of an organizational support structure to cover the setting up of systems, processes, and standards to operationalize the four (4) thematic areas stipulated in RA 10121, which are Prevention and Mitigation, Preparedness, Response, and Recovery and Rehabilitation, in the context of basic education.

This Office finds it necessary the creation of Education Rapid Damage Assessment and Needs Analysis (E-RDANA) Team which shall be composed of Division Personnel and School Personnel, to fast tract the assessment of damages incurred by schools and the determination of their needs during or right after the onset of a disaster.

In general, the E-RDANA Team shall provide a quick “snapshot” of the disaster situation. It shall determine the type and extent of damages brought by a disaster, including its secondary threats, the critical needs of the affected school population, and the local response capacities.

II. Scope

This Division Memorandum shall apply to Division Office, Districts, and Schools that need rapid assessment of the impacts of a hazard and require immediate response operations.

E-RDANA Team only functions during large scale hazards such as earthquakes and typhoons.

III. Education Rapid Damage Assessment and Needs Analysis (E-RDANA)

A. How to Conduct RDANA

• **Preparations**

During peace time, the Division must:

- Prepare assessment tool (RADaR I and II)
- Capacitate E-RDANA Team members
- Ensure availability of resources
- Consolidate Baseline Data
- Prepare coordination arrangements
- Designate Roles and Responsibilities of RDANA team members

• **Data Collection**

- The key activity in RDANA

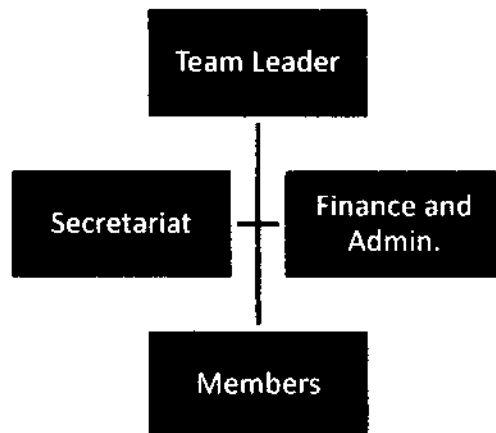
- It provides a “snapshot” of the disaster situation
- It is an on-going process
- Looks for patterns and indicators of potential problems during collection
- Reporting
 - Consolidation of all collected data into one RDANA report
 - Report must be brief, straightforward, understandable, and consistent in format
 - Recommendations should be realistic
- Monitoring
 - Continuing process of re-assessing needs, recovery, response and intervention

B. Organization and Structure

- The Schools Division Superintendent shall decide which E-RDANA Team to deploy based on the recommendation of the Division DRRM Committee
- The composition of the E-RDANA Team per district shall be as follows:

ROLE	PERSON IN-CHARGE
Team Leader:	District Supervisor
Members:	<ul style="list-style-type: none"> • All School Heads in the District • District Nurse or Division Nurse in-charge of the district
Secretariat:	<ul style="list-style-type: none"> • School DRRM Coordinator (to be determined by the District Supervisor)
Finance and Administration:	<ul style="list-style-type: none"> • Administrative Assistant (to be determined by the District Supervisor)

- The structure shall be:



- Roles and functions:

ROLES	FUNCTIONS
Team Leader	<ul style="list-style-type: none"> • Supervise the team

	<ul style="list-style-type: none"> • Designate tasks • Receives mission instruction and updates from Division DRRM Committee • Communicates with the Division DRRM Committee • Sets team activities and objectives • Facilitates team meetings
Members	<ul style="list-style-type: none"> • Conduct interview to affected schools • Validate and update the RADAR I and II forms through assessment of damages • Determine the immediate needs • Take Photos
Secretariat	<ul style="list-style-type: none"> • Keeps the minutes of meetings • Collects the validated and updated RADAR I and II forms • Accomplish the
Finance and Admin	<ul style="list-style-type: none"> • Manages the financial and admin concerns of the team • Prepares the financial documents necessary for reimbursements

IV. Process Flow of E-RDANA

1. Information and Alert Phase

- a. During the occurrence of a large-scale hazards, the School DRRM Coordinators and/or School Heads shall submit reports Rapid Assessment of Damages Report (RADAR) to the Division DRRM Coordinator
- b. The Division DRRM Coordinator shall use existing mechanism to collect, track, and share critical information to the Division DRRM Committee including the E-RDANA teams.

Note: No action required yet. For Information only. But the E-RDANA teams must be on stand-by.

2. Activation/Dispatch Phase

- a. The Division DRRM Committee shall recommend to the Schools Division Superintendent the activation and dispatch of the E-RDANA team.
- b. Upon approval, the Division DRRM Coordinator shall send messages to the E-RDANA Team of the concerned districts for their augmentation. Official authorization to conduct RDANA shall be through an office memorandum.

- c. The E-RDANA Team shall proceed to the target sites and commence RDANA.
- d. The Division DRRM Committee shall constantly monitors the situation at the impacted area and coordinates with the E-RDANA Team

3. Post – Activation

a. Stand-down Phase

- At the event that the E-RDANA team is no longer deemed necessary, the Division DRRM Committee sends a stand-down message to them who were previously notified.

b. Termination Phase

- The Division DRRM Committee shall notify the E-RDANA team on the ground to officially terminate the mission based on the situation updates or as recommended by the team leader.
- The E-RDANA Team terminates the mission and reports to the Division Office.

V. Reporting

- Consolidate and analyse the data gathered by the team
- Prepare the final E-RDANA report incorporating all findings of the members
- Report back to the Division Office your filled E-RDANA Form

1. What to report?

- a. Summary of activities (sites visited with photos)
- b. Damage assessment findings
- c. Needs analysis finding
- d. Recommendations:
 - i. Priorities for response
 - ii. Need for conduct of another E-RDANA (if necessary)
 - iii. Need for detailed assessment (if necessary). This will tell if we need to have to contact local partners who are experts on the subject we are requesting for detailed assessment, such as Engineers for infrastructural integrity of damaged school buildings
- e. Other matters

2. What to turn over?

- a. Accomplished vetted damages report forms:
 - i. School Furniture Damages
 - ii. Damaged Learning Resources
 - iii. Damaged DepEd Computerization Program (DCP)

Note also the damages in WINS.

- b. Site photos
- c. Other data/references/materials gathered at the ground
- d. Administrative documents, e.g. financial documents needed for reimbursements by team, receipts, etc.

Depending on the disasters and circumstances, the E-RDANA teams may join the RDANA Teams of the Local Government Unit. In such case, the management of the entire operations shall be managed by the LGU and the Division Office shall be one of

the coordinating partners being a member of the City Disaster Risk Reduction and Management Council.

VI. References:

DepEd Order No. 37, s. 2015 re: The Comprehensive Disaster Risk Reduction and Management (DRRM) in Education Framework

Rapid Damage Assessment and Needs Analysis Trainee's Manual by the Office of Civil Defense

[RADaR 2] Template for Damaged Learning Resources - School Level

Region: Region X

Division: Division of Malaybalay City

School ID: _____

Titles	Type					Language (Please specify)	Remarks
	TX (Qty.)	TM (Qty.)	TG (Qty.)	LM (Qty.)	Others (Qty.)		
Kindergarten Activity Sheet							
English 1							
Filipino 1							
Mathematics 1							
English 2							
MAPEH 3							
Batang Pinoy Ako 3							
Mathematics 3							
Edukasyon sa Pagpapakatao 3							
MTB-MLE 3							
Araling Panlipunan 3							
English 4							
Araling Panlipunan 4							
Edukasyon sa Pagpapakatao 4							
Edukasyong Pantahanan at Pangkabuhatan 4							
Filipino 4							
Mathematics 4							
Science 4							
Music and Arts 4							
Mathematics 5							
Science 5							
ASIA: Pagkakaiba sa Gitna ng Pagkakaiba 7							
Panitikang Filipino 7							
Panitikang Filipino 8							
Music & Arts for Asia 8							
PE & Health 8							
English 9							
Mathematics 9							
Filipino 9 (Panitikang Asyano)							
Araling Panlipunan 9 (Kasaysayan ng Daigdig)							
Music and Arts 9							
PE & Health 9							
English 10							
Mathematics 10							
Science 10							
Filipino 10							
Ekonomiks 10							
PE & Health 10							
Edukasyon sa Pagpapakatao 10							

LEGEND: LM - Learning Material
TX - Textbook

TM - Teaching Manual
TG - Teaching Guide

Qty - Quantity

