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TRAINING NEEDS ASSESSMENT OF SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT (DRRM) COORDINATORS OF THE SCHOOLS DIVISION OFFICE OF ALBAY

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ABSTRACT

This study aims to determine the training needs of the school Disaster Risk Reduction and Management coordinators of the Schools Division Office of Albay. This study was conducted in the 556 public elementary and secondary schools of the division of Albay for School Year 2024-2025. This research employed multi-method research design and a self-formulated survey- questionnaire and interview guide as the main instruments for quantitative and qualitative data collection. The researcher used the Purposive Sampling technique for the conduct of this research. The study revealed that SDO Albay has been implementing a DRRM training program for several years but faces challenges like overlapping activities and heavy workloads, centrally-identified training programs, limited financial, logistical, technical and stakeholder support, frequent turnover of position, and inadequate training venues and facilities. Significant gaps in training programs emphasize the need for continuous, targeted and comprehensive capacity-building for school DRRM coordinators, covering life-saving skills, emergency preparedness, safety, and mental health to address all aspects of disaster management. Effective DRRM trainings requires additional manpower, financial, technical, logistical, and community support. The developed DRRM training program is highly recommended to serve as framework for future trainings for school coordinators.

KEYWORDS: - Training Needs Assessment, Disaster Risk Reduction and Management, School DRRM Coordinator, Foundational, Technical and Functional Competencies, Schools Division Office of Albay.

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1.0 INTRODUCTION

Intending to minimize the likelihood of disasters and reduce the negative effects of hazards, Disaster Risk Reduction and Management is a systematic approach that makes use of organizational frameworks, operational capabilities, and administrative policies to implement strategies and policies that improve coping mechanisms.

According to the United Nations Office for the Coordination on Humanitarian Affairs (OCHA), it is now impossible to ignore the signs of the increasing effects of climate change and the complexity of disasters. Over 11, 000 extreme weather events occurred worldwide between 2000 and 2019, resulting in over 475 000 fatalities and losses of approximately US\$ 2.56 trillion (in purchasing power parities). The poorest countries are the most affected by the consequences of extreme weather events because they have a lower ability to withstand the negative effects of a disaster and need more time to rebuild and recover.

One of the most vulnerable areas in the world is the ASEAN region. Countries in this region are vulnerable to a range of climate-related risks, such as droughts, typhoons, floods, storms, and extremely high temperatures. Hydrometeorological and climatological hazards, especially tropical cyclones, floods, and droughts, are responsible for the greatest portion of economic and human damage across nations, despite the region's high vulnerability to geophysical hazards like earthquakes and tsunamis (mainly because of Indonesia's widespread earthquake exposure). Tropical Cyclones risk USD 3.5 trillion in economic exposure and affect over 300 million people or about half of the ASEAN population. The region's most frequent disaster event is flooding, which affects 13% of ASEAN's population and its USD 926 billion capital stock. (ASEAN Framework on Anticipatory Action in Disaster Management, June 2022)

According to the most recent edition of the World Risk Index (WRI) published by Bündnis Entwicklung Hilft (Alliance Development Works) and the Institute for International Law of Peace and Armed Conflict, the Philippines has been the most at-risk nation in the world for 16 years in a row. Based on 100 key indicators and new analytical procedures that relate to a nation's vulnerability to natural hazards and its capacity to adapt as a society, the report examines 193 United Nations member nations. The Philippines' score, which was the highest of 193 countries in the survey, dropped from 46.86 a year earlier to 46.91 on a scale of 0 (very low risk) to 100 (extremely high risk). The nation has been in the most vulnerable position since 2009, according to the longitudinal information, which is updated every year. (World Risk Index.2024).

Due to its location in the Typhoon Belt and along the "Pacific Ring of Fire," the Philippines is vulnerable to natural disasters like earthquakes, tsunamis, volcanic eruptions, and tropical storms. Additionally, it is highly vulnerable to landslides, flash floods, and seasonal storm surges. Five of the twenty tropical cyclones that hit the country annually are destructive. The lives and security of communities and government operations are also at risk from human-caused threats such as terrorism, civil unrest, and bombing attacks. Unpredictable changes in rainfall, rising temperatures, and the possibility of sea level rise for many of the nation's coastal areas are all effects of climate change, which has been labeled a climate crisis. (Public Service Continuity Planning Guidebook. 2020)

Albay, which is considered one of the most disaster-prone provinces in the country, is located along the eastern coast of the Philippines and is home to an active volcano. The region faces several complex threats each year because of its topography and location. The most serious of these threats are typhoons since they have the potential to bring catastrophic storm surges and flooding. The province also has hilly areas that are susceptible to landslides and surface runoff.

The Schools Division Office of Albay, which is catering to the province in the delivery of quality basic education is composed of five hundred fifty-six (556) elementary and secondary schools from the fifteen (15) municipalities. Due to the geographical location of the division, numerous schools encounter various challenges stemming from both natural and human-induced hazards, compounded by the escalating impacts of climate change.

The enactment of the Republic Act 10121 otherwise known as the Philippine Disaster Risk Reduction Management Act of 2010, mandated all government agencies to institutionalize policies, structures, coordination mechanisms, and programs with continuing budget appropriation on Disaster Risk Reduction and Management from National to local levels. This policy gave birth to the creation of the Disaster Risk Reduction and Management Office in the Department of Education through DepEd Order No. 50. s. 2011. The office was created to initiate and spearhead the establishment of mechanisms that prepare, guarantee protection, and increase the resiliency of DepEd constituents in the face of disaster. It is also mandated to institutionalize the culture of safety at all levels, to systematize the protection of education investments, and to ensure the continued delivery of quality education services.

Furthermore, DepEd Order No. 37. s. 2015 or the Comprehensive DRRM in Education Framework was issued to provide the basis for all the DRRM efforts in DepEd Offices and Schools towards resilience-building in the basic education sector to ensure that quality education is continuously provided and prioritized even during disasters and/or emergencies. This Framework institutionalizes DRRM structures, systems, protocols and practices in DepEd offices and schools.

One of resilience education's main goals is to empower teachers and learners through a variety of learning and development activities, including workshops, seminars, orientations, and other relevant events. It is not only focused on protecting educational investments. As one of the Key Result Areas (KRA) of school-based disaster management, resilience education intends to provide training and development programs and activities for DepEd personnel and learners to significantly improve its implementation at the school level.

DepEd Order No. 32. s. 2011 otherwise known as the Policies and Guidelines on Training and Development Programs and Activities reiterates that it is the agency's responsibility to ensure organizational effectiveness, efficiency, and maintaining systems or enabling environment. This policy also states that in support of individual personnel development, which is an integral part of training and development, each office shall be responsible for ensuring the relevance and adequacy of training and development programs and activities for its respective personnel. This policy also highlights the importance of conducting Learning and Development Needs Assessment (LDNA) in

the implementation of learning and development programs to further determine the job-specific and individual development needs of the target learners.

Moreover, the Schools Division Office of Albay's Division Memorandum No. 154 s. 2022 or the Localized Policy on Learning and Development Programs and Activities states that all learning and development interventions in the division office and schools shall be geared towards the identified priority competency development needs/goals of employees. These interventions should be intended to bridge the workforce development gaps, enhance the current competencies, improve job performance, and increase employee efficiency and productivity in delivering education services at all levels.

In the Schools Division Office of Albay, the lack of training and development programs for the school DRRM coordinators surfaced as one of the major identified challenges in public elementary and secondary schools based on the result of the Basic Education Information System (BEIS) of School Year 2022-2023. This capacity-building gap in human resource development has a critical impact in the overall implementation of school-based disaster management since the school DRRM coordinators play a vital role in safeguarding key education investments, ensuring learning continuity in the face of disasters and emergencies, and learners' participation in all programs, projects, and activities at the school level.

This study would like to assess the specific needs and identify gaps in training and development to improve the implementation of school-based disaster risk reduction and management in the Schools Division Office of Albay. This will benefit not only the researcher but also the school/district/division/regional DRRM coordinators, teachers, school administrators, public school district supervisors, as well as education leaders at various levels within the Department of Education. Moreover, it will serve as valuable guidance for future researchers involved in implementing DRRM-related training programs within schools.

2.0 FRAMEWORK

This study is anchored on several theories. These are the Human Capital Theory of Gary Becker, the Adult Learning Theory of Malcolm Knowles, McKinsey's 7-s Organizational Development Theory, the Self-Directed Learning Theory of Donn Randy Garrison, and Acquired Needs Theory of David McClelland.

According to the Human Capital Theory of Gary Becker (1962), enhanced productivity and efficiency among humans stem from prioritizing education and training. Allocating resources towards developing human capital fosters the growth of employees' abilities, values, and skillsets, consequently boosting business productivity, revenue, and brand reputation over time.

This theory supports the first objective which is to determine the status of the existing Disaster Risk Reduction and Management training program of the Schools Division Office of Albay. This research seeks to find out the existing training program of the division and how it impacts the productivity and efficiency of the school coordinators relative to the performance of their roles and responsibilities.

This research is also anchored on McKinsey 7-S Organizational Development Theory (1980) developed by Robert H. Waterman, Jr. and Tom Peters, which fosters how organizational managers can plan around the interconnections of seven essential components: strategy, personnel, shared values, structure, style, skills, and system to effectively manage organizational change. The model emphasizes that changing one factor to restore effective balance has a domino effect on other elements.

This theory supports the second objective which is identifying the problems encountered in the implementation of DRRM training and development programs. This study intends to identify the specific problems and gaps encountered along with the implementation of DRRM capacity-building activities to provide effective and efficient interventions that would address the problem fill the gaps and eventually contribute to the achievement of the program and organizational goals and objectives.

Another theory where this study is based is the Adult Learning Theory of Malcolm Knowles (1968) which emphasizes that adults possess distinct learning requirements compared to children, primarily because their life experiences have shaped more defined notions and biases over time. Encouraging individuals to self-identify their learning needs demonstrates the importance of offering feedback and support throughout the learning journey. For adults to fully engage in training, their active involvement in both planning and evaluation processes is essential.

This theory supports the third objective which is the training needs of the school DRRM coordinators of the division of Albay. This research seeks to determine the specific training needs of the school coordinators along DRRM to develop a more responsive and effective training program that is tailor-made to the needs of the job group.

This study is also based on McClelland's Needs Theory (1961) also known as The Acquired Needs Theory which suggests that individual needs develop over time as they navigate life experiences. These needs stem from reactions to stimuli encountered in the external environment. The theory suggests that for training to produce strong leadership qualities, trainers must identify the specific needs of trainees and proficiently communicate how these needs will be met through the content of the training program. Leaders can inspire and encourage their subordinates by knowing their individual needs and developing strategies to facilitate the fulfillment of those needs.

This theory supports the fourth objective which is to determine the support needed in the provision of the training program and objective number five which is the development of a needs-based training and development programs for school DRRM coordinators. This study seeks to engage the participation of the target beneficiaries in identifying specific training programs and strategies to effectively and efficiently address the gaps. By incorporating their feedback, the study aims to ensure that the training programs are relevant, practical, and tailored to the real needs of the community.

Lastly, this research is also founded on the Self-Directed Learning Theory of Donn Randy Garrison (1997) which highlights empowering learners to have control over their learning paths, requiring

individuals to take initiative and accountability for their educational journey. Learners have the freedom to establish goals and determine what knowledge is personally valuable and worth pursuing. This approach illustrates the significance of fostering workplace learning environments where employees are encouraged to identify their knowledge gaps and learning requirements. This theory also highlights the importance of embracing on-demand learning opportunities for employees to utilize seamlessly within the flow of their work.

This theory reinforces the fifth objective which is to develop a needs-based Division DRRM Training and Development Programs covering institutional policy and budget along the four thematic areas. This study seeks to identify the specific training that is based on their individual learning gaps, learning requirements, and on-demand learning opportunities that are very essential in fostering a safe, healthy and productive working environment.

After a thorough review of the abovementioned models, the researcher's theory was developed. This theory is called "The Needs-based Development Theory." This theory is anchored on the ideas and principles of the above-presented theories that are relevant in the development of a needs-training program for the school DRRM coordinators of the Schools Division Office of Albay.

The researcher believes that investing in education and training programs for employees is not only critical for individual skill development but also for driving organizational growth, innovation, and success. This is an essential component of effective human resource capital management and organizational development strategies.

Designing a training program that is tailor-fit for a specific job group based on their self-determined needs and offering on-demand learning opportunities can play a crucial role in optimizing the workforce and driving organizational success. It promotes employee engagement, enhances job performance, and contributes to strategic alignment, ultimately leading to improved overall performance and competitiveness.

Development of training program should not only focus on enhancing the usual knowledge, skills, and attitude of the target learners but should also prioritize the seven essential components: strategy, personnel, shared values, structure, style, skills, and system to achieve greater success along with training and development programs.

Placing individuals at the center of the learning process is crucial. Involving them in every stage; from needs assessment to planning, development, implementation, and evaluation ensures the creation of more engaging, relevant, and effective training programs that foster individual growth and organizational success.

In addition to increasing engagement, a learner-centered approach gives participants the confidence to take charge of their own education. By using a participative approach, training materials are kept relevant, contextual, and directly applicable to actual disaster risk management situations. Training is more effective when collaboration and ongoing learning are encouraged. A nurturing atmosphere for skill development is produced via peer learning, mentoring, and knowledge exchange. By

making these procedures official, school DRRM coordinators are guaranteed to have the tools they need to respond to emergencies.

3.0 OBJECTIVES OF THE STUDY

This research seeks to determine the training needs of the school Disaster Risk Reduction and Management coordinators of the Schools Division Office of Albay. This study specifically aims to (1) Examine the status of the existing Disaster Risk Reduction and Management training programs of SDO Albay (2) Identify the problems met in the implementation of training programs along DRRM at the school level (3) Assess the training needs of the school DRRM coordinators on school-based disaster management, along Foundational, Technical, and Functional Competencies, and Other DRRM-related trainings, (4) Determine the type of support needed in the provision of training and other capacity building activities for school DRRM coordinators, (5) Develop a needs-based Division DRRM Training and Development Programs covering institutional policy and budget along the four thematic areas: Prevention and Mitigation, Preparedness, Response, and Rehabilitation and Recovery.

4.0 METHODOLOGY

4.1 Research Design

The study used a multi-method research design to facilitate quantitative and qualitative research analysis. The multi-method approach is a research strategy that involves using multiple data collection and analysis methods. This approach is designed to generate comprehensive and in-depth knowledge, helping to offset the limitations associated with individual methods. Reis et al., (2019)

Qualitative data analysis was used to determine the first objective which is the status of the existing training programs of SDO Albay while quantitative data analysis was utilized for the identification of problems met, assessment of training needs, and identification of support needed in the implementation of DRRM training programs.

The training needs assessment quantitative data was gathered using the approved survey questionnaire. Meanwhile, qualitative data was collected using an approved interview guide to gather in-depth information and validate the responses from the survey instrument. This approach not only enriches the data but also helps to clarify any ambiguities in the survey responses, providing a more comprehensive picture of the training needs and challenges faced by school DRRM coordinators. The qualitative data enhances the overall findings by adding context and depth, ultimately leading to more informed recommendations for future training programs.

4.2 Research Site

The study was conducted in the Schools Division Office of Albay, specifically focusing on the five hundred fifty-six (556) public elementary and secondary schools across the twenty-five (25) schools districts within fifteen (15) municipalities namely: Bacacay, Camalig, Daraga, Guinobatan, Jovellar, Libon, Malilipot, Malinao, Manito, Oas, Pioduran, Polangui, Rapu-Rapu, and Tiwi.

The schools in these municipalities were included as the target of this study because they all fall under the jurisdiction of the Schools Division Office of Albay, providing a diverse range of

contexts for analysis. These schools represent various geographical, socio-economic, and infrastructural settings, which may influence the implementation of disaster risk reduction and management training programs.

By examining this variety, the study aims to offer a comprehensive understanding of how such programs are adapted and delivered across different school environments. The findings will help identify challenges and best practices, contributing to the development of more effective disaster management strategies within the education sector. Additionally, the study will offer insightful information about the distinct requirements of different schools, allowing for customized interventions that target particular risks and improve general readiness for disasters.

4.3 Respondents of the Study

The respondents of this study comprise the entire population of school Disaster Risk Reduction and Management (DRRM) coordinators of the five hundred fifty-six (556) public elementary and secondary schools from the twenty-five (25) schools districts within the fifteen (15) municipalities in the three (3) congressional districts of the Schools Division Office of Albay.

They are chosen as respondents due to their official designation as the DRRM program coordinators in public elementary and secondary schools in the division of Albay per DepEd Order no. 21 s. 2015 which mandated the establishment/creation of DRRM coordinators across the different governance levels of the department. This job group is responsible for the implementation of school-based disaster management initiatives, making their insights essential in improving disaster risk reduction and management training programs within the division.

4.4 Research Instrument

The researcher used a self-formulated survey- questionnaire and interview guide as the instruments for the quantitative and qualitative data collection. The research instrument is divided into three (3) parts, Problems met in the conduct or provision of DRRM-related capacity-building activities; Training needs assessment of the school DRRM coordinators; and Support needed in the provision of DRRM trainings. The researcher used this scale to gather direct and precise responses to this study.

The first part of the tool includes thirteen (13) enumerated problems that could be possible met along with the conduct or provision of capacity building activities. A 4-point Likert Scale was employed in this section with rating 4- Strongly Agree; 3- Agree; 2- Disagree and 1- Strongly Disagree.

The second part of the instrument focuses on the Training Needs Assessment (TNA) of the school DRRM coordinators which also utilizes a 4-point Likert Scale as 4- Extremely Needed; 3- Moderately Needed, 2- Not so Needed and 1- Not at all Needed. This TNA is divided into 4 categories with listed training programs namely: Foundational, Technical and Functional Competencies and Other DRRM-related trainings. The first 3 categories are derived from the DepEd standard School DRRM Manual, which serves as a foundational framework for disaster risk

reduction and management in educational settings while the latter are other DRRM trainings that are considered useful in the education sector.

The third part of the research instrument focuses on the support needed in the provision of DRRM trainings. This section consists of six (6) enumerated type of support that are deemed significant in the conduct of trainings for coordinators. It also employs 4-point Likert Scale to gather accurate responses as 4- Strongly Agree; 3- Agree; 2- Disagree and 1- Strongly Disagree.

Meanwhile, the interview guide contains six (6) questions focusing on the status of the existing DRRM training programs of the Schools Division Office of Albay. See Annex A for the research instrument and Interview Guide.

The research instrument was validated by selected key officials and personnel whose functions are related to the implementation of Disaster Risk Reduction and Management at the division, district and school level such as DepEd Education Program Supervisor (EPS), Senior Education Program Specialist (SEPS), Project Development Officer (PDO), District DRRM Coordinator and School Head (School DRRM Coordinator). Validators' comments and suggestions were incorporated to further enhance the research instrument.

4.5 Data Gathering Procedures

The researcher sought the approval of the Schools Division Superintendent Dr. Nene R. Merioles to conduct data gathering in public elementary and secondary schools in the Division of Albay through a request signed by Dr. Maria Luisa N. Gonzales, Dean of Bicol College Graduate School dated May 24, 2024.

The permission from the Public School District Supervisors (PSDS) from the twenty-five (25) districts were also sought prior to the distribution of the research instrument to the target respondents. The quantitative data gathering was simultaneously facilitated through accomplishing of the survey instrument via Google Forms by all the public elementary and secondary school DRRM coordinators of the division. This is supported by the approved letter request for data gathering which stipulates the rationale and objectives of the research. The Google link was forwarded to the DepEd e-mail. After the completion of the survey, the result was then generated in excel sheets, tabulated, and analyzed.

For the qualitative data gathering, the researcher conducted key interviews with selected school DRRM coordinators using the validated and approved interview guide during the Training on the Development of School Contingency Plans in May-June 2024. The responses from the interview were consolidated, analyzed, and interpreted to produce a comprehensive understanding of the existing training programs on DRRM in the division. The data gathering procedure started from May 26, 2024, until June 28, 2024.

4.6 Data Analysis

In this study, the researcher used a four-point Likert Scale to gather direct and precise responses. The scale measured the sentiment level of the respondents for each of the questions stipulated on the research instrument.

The study employed weighted mean to effectively interpret the respondent's responses for objective no. 2, Identify the problems met in the implementation of training programs along DRRM at the school level, objective no. 3, Assess the training needs of the school DRRM coordinators along foundational, technical and functional competencies and other DRRM-related trainings, and objective no. 4 which is to determine the type of support needed in the provision of capacity building activities for school DRRM coordinators.

The weighted mean was calculated using the formula.

$$wm = \frac{\Sigma (4f_1 + 3f_2 + 2f_3 + 1f_4)}{n = f_1 + f_2 + f_3 + f_4}$$

Where:

$$W_m = \text{weighted mean}$$

To better understand the ratings given by the respondents, a four-point Likert scale was employed. Document analysis was used to determine the result for objective number one (1) which is to determine the status of existing DRRM training program for school coordinators of the Division of Albay.

For objective no. 2 (Identify the problems met in the implementation of training programs along DRRM at the school level), objective no.3 (Assess the training needs of the school DRRM coordinators on school-based disaster management, along: Foundational Competencies, Technical Competencies, Functional Competencies, and Other DRRM-related trainings) and objective no. 4 (Determine the type of support needed in the provision of training and other capacity building activities for school DRRM coordinators), the researcher used a 4-point Likert Scale with Adjectival Interpretation to capture precise responses from the respondents.

After the conduct of data gathering, the researcher consolidated and generated all the responses and were converted to tables and graphs for data analysis and interpretation. Lastly, the researcher generalizes the meaning of the gathered data and were grouped according to competencies, types, methodology and priority level.

5.0 RESULTS AND DISCUSSIONS

5.1 Status of existing DRRM training programs of the Schools Division Office of Albay

This section presents the responses from school coordinators regarding the status of the existing Disaster Risk Reduction and Management (DRRM) training programs offered by the Schools Division Office (SDO) of Albay. Utilizing the approved interview guide, the interview involves six questions designed to provide a comprehensive overview of the current DRRM training programs currently implemented in the division.

Below is the thematic presentation of the summary of insights gained from the interviews with school coordinators, providing a general overview of the current state of the Disaster Risk Reduction and Management (DRRM) training programs in the Schools Division Office of Albay. This section also includes cross-reference of the findings with the literature reviewed, highlighting how the results align with or differ from existing research. It also discusses the implications of these findings for the study's overall findings, highlighting their importance for improving Disaster Risk Reduction and Management (DRRM) procedures at Albay's Schools Division Office.

5.1.1 Disaster Risk Reduction and Management (DRRM) Training Programs

In relation to the existing DRRM training programs currently implemented, respondents reveals that the Schools Division Office offers a variety of capacity-building activities for Department of Education (DepEd) personnel. These major programs were the capacity building activities initiated by the division for the past twelve (12) years since the DRRM program is institutionalized and mainstreamed into the departments programs, policies and system by way of the Republic Act 10121.

Respondent 1: “Maraming mga training programs na po sa DRRM ang naibigay ng SDO Albay para sa aming mga school heads at school coordinators katulad ng Basic Life Support, Incident Command System, Education-in-Emergencies, Batang Empowered and Resilient Team, Contingency Planning at School DRRM Modules”.

In addition, the respondents emphasize that they are thankful for the Division that they were given the opportunity to attend trainings on DRRM. The trainings they participated in on disaster preparedness and disaster response helped them ensure safety in schools and in their own families.

Respondent 4: “Nagpapasalamat po kami Sir sa Division sa mga DRRM trainings na naimplement sa mga nakaraang taon specially sa disaster preparedness at disaster response. Ako po ay maswerteng nakaattend sa mga trainings na kagaya ng Water Safety and Rescue, Introductory Course sa DRRM, Psychological First Aid, Contingency Planning at BLS na malaki po ang naitutulong para mapanatili po naming ligtas at handa ang aming mga skwelahan at maging sa aming bahay”.

The responses show that the Schools Division Office of Albay has been implementing DRRM training programs focusing on disaster preparedness and disaster response for its schools and offices. These training programs plays a crucial role in safeguarding education investments, ensure the safety of learners and personnel and facilitate learning continuity during disasters or emergencies.

i. Disaster Preparedness Trainings. Disaster preparedness trainings place a strong emphasis on taking preventative actions to reduce risks and guarantee readiness before a crisis or emergency strikes. This includes developing emergency plans, educating learners and personnel about potential risks, and conducting drills, simulation, or exercises to capacitate them with safety protocols. These include Introductory Course on DRRM, Contingency Planning (CP), Standard School DRRM Modules, Batang Empowered and Resilient Team (BERT), Education -in-Emergencies (EiE) and Psychological First Aid (PFA).

Introductory Course on DRRM. This training was held last September 2024 via on-line platform in partnership with Office of the Civil Defense V. It was participated by selected School DRRM Coordinators and School Heads from the different districts. This training aims to capacitate the participants along the basic concepts, terminologies, systems and legal frameworks of DRRM in the Philippines and its relation to the implementation of school-based disaster management.

Contingency Planning. As part of its commitment to the Sendai Framework for Disaster Risk Reduction and Management, and in accordance with the mandates of Republic Act 10121, the Schools Division successfully trained all 556 elementary and secondary school coordinators in Contingency Planning from March 2024 to June 2024. This training empowered schools to create hazard- and area-specific contingency plans tailored to address both natural and human-induced hazards. Participants gained essential skills in risk assessment and planning, enabling them to develop proactive strategies that enhance the safety and resilience of their school communities.

School DRRM Modules. This training was conducted in August 2018 and January 2020 focuses on capacitating the school and district coordinators along the various DepEd Standard School DRRM Modules that are stipulated on the school DRRM manual. This includes seventeen (17) modules including modules along the three competencies namely, foundational, technical and functional. Batang Empowered and Resilient Team (BERT). The schools division through the DRRM unit have also conducted Training-Orientation on Batang Empowered and Resilient Team (BERT) in September 2024. It was a two-batch training-orientation participated by school heads, school DRRM coordinators, Supreme Elementary/Secondary Learner Government (SELG/SSLG) advisers and Presidents from the 25 districts. This training capacitated the said participants along disaster preparedness in schools and along the three modules of BERT.

Psychological First Aid (PFA). The schools division has also conducted a series of trainings on Psychological First Aid (PFA) for school heads and school coordinators from 2018 to 2021. This training capacitated the participants on how to facilitate and provide psychosocial intervention to learners and personnel right after the occurrence of crisis or emergencies. This training produced PFA providers which supported the division in the provision of Mental Health and Psychological Support Services (MHPSS) to learners and personnel in times of emergencies.

ii. Disaster Response Trainings. Another major training program that is being implemented by the schools division is the training on Disaster Response. This training program emphasizes activities that are carried-out during and right after a crisis or emergency, such as evacuations, administering first aid, search and rescue and incident management and coordination with nearby operation centers or emergency services. These trainings were also provided to the designated school DRRM coordinators and selected SDO personnel. These include the training on Occupational First Aid, Basic Life Support (BLS), Incident Command System (ICS) and Water Safety and Rescue (WaSAR). This diverse array of training opportunities reflects the division's commitment to enhancing the skills and preparedness of school personnel in managing disaster risks effectively.

Occupational First Aid and Basic Life Support. Series of Occupational First Aid and Basic Life Support trainings have been conducted by the division in 2020 and 2024. It was implemented in

partnership with the Philippine Red Cross Albay-Legazpi Chapter. This training capacitated the school DRRM coordinators, nurses, dentist and key SDO personnel on various life skills in saving lives and effective emergency response.

Basic Incident Command System (BICS). This training for school coordinators was held in October 2023. It was attended by selected school DRRM coordinators and nurses in partnership with Office of the Civil Defense V. This training provided knowledge, skills and attitude to the participants on how to effectively and efficiently manage incidents that may happen in schools and DepEd offices.

The above-enumerated training initiatives reflect the division's strong commitment to enhancing the skills and preparedness of school personnel in managing disaster risks and promoting overall community resilience.

5.1.2 Responsiveness of the training program to the needs of the school DRRM coordinators

Most respondents agreed that the existing training programs were responsive to the needs of school DRRM coordinators. Their encouraging comments suggest that the training successfully tackles important issues and gives coordinators the necessary knowledge and skills to perform their roles and responsibilities in relation to school-based disaster risk reduction and management. They shared that these training enables them to clearly understand their roles as program coordinators at the school level.

Respondent 3: “Opo Sir responsive naman po ang mga trainings na ito sa mga pangangailangan po namin as school coordinators. Natulungan po kaming mas maenhance pa lalo ang aming mga knowledge and skills sa pagimplement ng mga DRRM programs sa school at mas naintindihan po namin ang aming mga duties and responsibilities bilang mga focal persons sa baba”.

Furthermore, the respondents also conveyed that these trainings have significantly improved their ability to timely and effectively respond to emergencies. These capacity building initiatives also enhanced their decision-making skills and encouraged a proactive approach to disaster management in their respective schools.

Respondent 6: “Syempre po Sir, para po sa akin, effective po ang mga DRRM trainings kasi mas nagging confident po kami sa aming mga skills para agad na magkapagresponde sa mga emergency cases. Dahil po sa mga dagdag na kaalaman ay mas naimprove po nmin ang aming decision-making sa mga crucial situations during disasters or emergencies”.

These findings highlight how the training courses address crucial topics including readiness, response strategies, and resource management - all of which are essential for effective school-based disaster management. These capacity building efforts gave school coordinators higher confidence in executing their roles and responsibilities as program coordinators. The knowledge and skills they learned from each training also resulted to a more proactive approach to program planning, development and implementation within their respective schools.

5.1.3 School Coordinators Training Experience along DRRM

Regarding the school coordinators' experiences attending DRRM-related trainings, the responses have been predominantly positive, emphasizing the effectiveness and efficiency of the training programs as well as the quality of the facilitators and speakers involved. Participants described the trainings as transformative, noting that they significantly enhanced their knowledge, skills, and attitudes related to disaster management, particularly in the context of school-based DRRM.

Respondent 20: "I could describe my training experience as a transformative one. It transformed me into a person equipped with the knowledge and mindset necessary to mitigate, prepare, and respond to disasters."

Several respondents noted that these trainings are well-planned and designed, describing them as engaging, informative, timely, and tailored to meet their school's specific needs in disaster management.

Respondent 23: "My training experience along Disaster Risk Reduction Management (DRRM) in the Division of Albay was highly beneficial and impactful. I gained valuable knowledge and skills which are essential for preparedness and response to emergencies. The trainings equipped me with the necessary tools to contribute effectively to the safety and resilience of our school community. I am excited to implement these learnings to enhance our preparedness efforts and create a safer environment for everyone in the school."

Additionally, respondents also expressed that these training sessions have deepened their understanding of their critical roles as school heads and coordinators. They emphasized the importance of safeguarding educational investments and fostering a culture of safety and resilience at the school level.

Respondent 8: "The trainings were engaging and so informative. It was an opportunity to gain more knowledge of DRRM, particularly the first two of the four thematic areas. These trainings helped me gain deeper understanding on my critical role as a school coordinator in developing a feasible and timely DRRM contingency plan in collaboration with concerned school personnel.

Respondents also articulated that, although their roles as school coordinators are quite challenging, the training programs they attended have not only enhanced their knowledge and skills in DRRM but have also significantly boosted their confidence in managing the program implementation at the school level. They appreciated these trainings for their practical applicability, noting that the skills and insights gained extend beyond the school environment and can be utilized within their communities and personal lives during emergencies and crisis situations.

5.1.4 Assessment on the Effectiveness of the DRRM Training Programs

Responses from the school coordinators indicates that the current DRRM training program offered by the division is regarded as effective, timely, and relevant. School coordinators expressed that these training programs have significantly enhanced their knowledge and skills in disaster risk

reduction and management, particularly in relation to the implementation of school-based disaster management strategies.

Respondent 8: “Para sa akin Sir, effective po ang mga training programs sa DRRM because it significantly improves our knowledge and skills sa pagimplement ng mga programs, projects and activities related to school disaster management, specially that we are school heads and at the same time school coordinators”.

Several respondents also expressed that the training is highly effective due to its use of mixed modalities in delivery, incorporating various methods such as lectures, workshops, exercises, simulations, and drills.

Respondent 10: “Very effective po Sir ang mga trainings ng DO about DRRM because the program management team chooses the best resource persons available to handle the topics. Mas engaging ang training kasi bukod sa lecture, there are other methods such as exercises, simulations and drills na nakakatulong para mas maintindihan naming paanu gawin’.

The positive responses of the respondents indicate that the existing DRRM training program of the division is effective as it significantly improves the knowledge, skills and attitudes of the school coordinators to implement various programs along disaster management. The expertise of resource persons and subject matter experts in handling DRRM topics plays a critical role in ensuring the effectiveness of the training program. Also, the application of training methods engages participants actively participate in all the sessions and activities promoting high quality of learning.

5.1.5 Impact of the Existing Training Program to the Role Performance as School Coordinator

Based on the responses gathered, these existing training programs help them to efficiently manage resources before, during and after emergencies and crisis. With the knowledge, skills and attitude they learned from these trainings, they were able to have a deeper understanding of how the DRRM works in the education setting.

Respondent 1: “Because of these trainings mas naintindihan ko po ang role ko Sir as school DRRM coordinator. I was also able to manage school resources more efficiently especially before, during and after an emergency or disaster.”

Accordingly, these training programs increased their confidence in their ability to teach and apply DRRM in school and communities while realizing the critical role of involving stakeholders in different activities. They consequently recognized the significance of DRRM and give priority to initiatives and activities that are relevant to improving disaster readiness in the School Improvement Plan (SIP).

Respondent 10: “Mas naging confident na po ako Sir sa pag handle ng DRRM program sa school now that we are already capacitated. Through these trainings, I realized how important it is to implement DRRM programs to ensure the safety of the learners and school personnel. Mas

nabibigyan ko na po sir ng priority na maintegrate sa School Improvement Plan an mga PPAs sa DRRM.”

These results imply that the Schools Division of Albay has established a robust foundation in providing training programs for school DRRM coordinators, as demonstrated by the series of significant capacity-building initiatives implemented over the years. However, the current number of capacitated school coordinators highlights the need for more comprehensive and expanded training programs that will benefit all members of the job group. While the current DRRM-related training programs are already responsive to the needs of school coordinators, developing a training design that is specifically designed to cater to the unique and specific needs of this job group could lead to even better and more effective outcomes.

Additionally, the findings suggest that the training program already being implemented is effective and impactful in empowering school leaders and program coordinators to effectively manage disaster risk reduction and in fostering a resilient mindset that benefits both the school, community and school coordinators individually. With the results of this study, it is anticipated that the effectiveness of the training program and the satisfaction levels of the target job group will significantly improve once the training design is refined to incorporate the specific needs of the respondents and address the identified gaps.

These findings are supported by several studies which emphasize the importance of comprehensive and needs-based Disaster Risk Reduction and Management training programs. The study of Baluran (2023) emphasizes the importance of having a deeper understanding on disaster risk reduction and management for administrators including the existing training programs to significantly improve implementation. Similarly, Goniewicz et al., (2021) highlights the importance of conducting training needs assessment and identification of participants skills and competencies to develop a training program that is tailored to the needs of the target job group. These mechanisms offer a great opportunity to further improve their knowledge, skills and attitude that are essential in performing their roles and functions as the school DRRM coordinators.

These findings are further supported by research conducted by Raikes et al. (2019), which stresses the significance of a proactive strategy that includes anticipatory management, considering environmental, socioeconomic, and cultural factors in disaster risk management. This approach aligns with the 2030 Agenda for Sustainable Development, emphasizing the integration of disaster risk reduction (DRR) with human development objective. The study of Mirzae et al. (2020) also stress the importance of specialized training in preparing personnel for effective disaster response, significantly reducing the adverse effects of disasters. This preparation ensures they can provide appropriate and efficient responses in emergency situations.

5.2 Problems Met in the Implementation of Training Programs along DRRM at the School Level.

Understanding the challenges faced in implementing Disaster Risk Reduction and Management (DRRM) training programs is crucial for improving their effectiveness and sustainability. Identifying program gaps helps organizational managers recognize the barriers that hinder

successful program implementation. By identifying program gaps, managers can take proactive steps to address them, ensuring that the program is tailored to meet the specific needs and conditions of the target population or institution. Additionally, addressing these challenges promotes stronger collaboration among stakeholders, fostering a more integrated and efficient approach to disaster risk management.

In this study, the researcher enumerated perceived challenges which may have a significant impact on the implementation of various disaster risk reduction and management-related training initiatives in the division based on the Basic Education Information System for SY 2022-2023. These factors make it more difficult to implement capacity-building initiatives successfully and limit school coordinators' capacity to effectively manage and prepare for disaster risks. Addressing these problems is essential to improving DRRM training's overall efficacy and ensuring that school coordinators have the knowledge and skills needed to put strong disaster preparation plans into action.

Table 1.

Problems Met in the Conduct or Provision of DRRM-related Capacity Building Activities

Indicators	1 st District		R	2 nd District		R	3 rd District		R	TOTAL		
	WM	AI		WM	AI		WM	AI		WM	AI	R
School coordinator not included in the list of participants in the division-initiated trainings.	2.32	DA	10.5	2.19	DA	13	2.41	DA	11	2.32	DA	11
The Division Office determines the type of trainings being provided to school coordinators.	3.16	A	3	3.13	A	3	3.29	SA	1	3.21	A	2.5
No training needs assessment conducted	2.32	DA	10.5	2.38	DA	10	2.46	DA	10	2.4	DA	10
Limited financial resources for the conduct of DRRM trainings	2.74	A	6	2.64	A	6	2.72	A	7	2.7	A	6
Provision of DRRM trainings not included in the school DRRM Plan/	2.25	DA	12	2.28	DA	11	2.36	DA	12	2.31	DA	12
Provision of DRRM trainings not included in the School Improvement Plan (SIP)	2.15	DA	13	2.22	DA	12	2.29	DA	13	2.23	DA	13
Limited technical knowledge and skills in the preparation of proposals and implementation of training programs	2.63	A	8	2.57	A	8	2.63	A	8	2.61	A	8.5
Limited support from stakeholders such as Local Government Unit (LGU), National Government Agencies (NGAs), Non-Government Organizations (NGOs), Civil Society Organizations and Peoples Organizations (POs) in the conduct of DRRM trainings	2.53	A	9	2.61	A	7	2.73	A	6	2.64	A	7
Non-prioritization of DRRM trainings in school-based trainings, INSET and SLAC	2.68	A	7	2.56	A	9	2.61	A	9	2.61	A	8.5
Frequent change of designated school coordinator that affects continuity of program implementation	2.79	A	5	2.93	A	4	2.93	A	4	2.9	A	4
Overlapping activities/ Heavy workloads that affect implementation of training programs	3.28	SA	1	3.27	SA	1	3.26	SA	2	3.27	SA	1
Multiple designation/program coordinatorship being handled	3.18	A	2	3.18	A	2	3.25	SA	3	3.21	A	2.5
Lack of appropriate venue or facilities for the conduct of DRRM trainings	2.85	A	4	2.78	A	5	2.91	A	5	2.85	A	5

Legend: 3.25-4.00 – Strongly Agree, 2.50-3.24 – Agree, 1.75-2.49 – Disagree, 1.00 -1.74 – Strongly Disagree

The data presented in Table 1 shows that across the three (3) congressional districts of the School Division Office of Albay, the highest-ranked problem in the implementation of DRRM-related trainings is the “Overlapping Activities and Heavy Workloads which received” a "Strongly Agree" rating with a weighted mean of 3.27. This finding suggests that due to their extensive workloads, school coordinators who regularly have several responsibilities find it difficult to devote enough time and focus to DRRM programs. The heavy workloads of school heads and non-teaching personnel designated as school coordinators, combined with overlapping activities, have led to poor implementation or non-prioritization of DRRM-related trainings at the school level.

The second most significant challenge are the “Division Office determines the type of trainings being provided to school coordinators” and “Multiple designation/program coordinatorship being handled” which are tied at the second spot with a weighted mean of 3.21, indicating that these are among the most highly regarded problems that affects the implementation of DRRM-related trainings at the school level. This data shows that school DRRM coordinators regularly manage numerous responsibilities at the school level which affects their focus in producing initiatives along the conduct and provision of trainings. Moreover, the centralized approach in determining the type of training program to be implemented does not respond well to the individual needs of school coordinators. This result suggests that there is a need for dedicated personnel or additional support staff to assist school coordinators in managing the implementation of various DRRM programs. In addition, the conduct of training needs assessment is crucial to identify training programs that fits well to the needs of the job group.

With a weighted mean of 2.90, the "Frequent change of the designated school DRRM coordinator" is ranked as the 4th most critical issue. This finding indicates that most respondents believe this issue negatively impacts the effectiveness of DRRM-related training at the ground level. The frequent turnover of school coordinators disrupts continuity, reduces the effectiveness of training programs, and hinders the overall disaster preparedness and risk management efforts within schools. This result manifests that there is a need to have succession planning to facilitate role performance continuity and to establish prescribed minimum years of service for DRRM coordinators.

The 5th most significant problem encountered is the “Lack of appropriate venue or facilities for the conduct of DRRM trainings” with a weighted mean of 2.85. This data reveals that a considerable number of respondents agree that there is an inadequacy of facilities or venue available in schools to facilitate effective trainings. This issue impacts on the effectiveness and quality of the training sessions, making it more difficult to effectively implement DRRM-related trainings. To address this concern, schools may explore partnership engagement with the community and other stakeholders to secure appropriate venues for school level trainings.

Ranked 6th among the enumerated problems with a weighted mean of 2.70 is the “Limited financial resources to support the conduct of DRRM-related trainings”. Essential resources for DRRM

training programs, including instructors, materials, and equipment, could not be available without sufficient funding, which would further hinder preparedness efforts for disasters or emergencies. This result emphasizes the necessity of obtaining sustainable funding for schools such as external support from both public and private stakeholders to increase their capacity and strengthen their resilience to disasters.

The 7th identified key problem is the “Limited support from stakeholders such as Local Government Unit (LGU), National Government Agencies (NGAs), Non-Government Organizations (NGOs), Civil Society Organizations and Peoples Organizations (POs)” with a weighted mean of 2.64. This data shows that there is minimal support from external stakeholders in the conduct of trainings at the school level. To address this concern, the schools should strengthen and expand their partnership engagement with public and private stakeholders in the locality to improve training opportunities and ensure program sustainability.

The “Limited technical knowledge and skills in the preparation of proposals and implementation of training programs” and the Non-prioritization of DRRM trainings in school-based trainings, INSET, SLAC” were tied at rank 8 with a weighted mean of 2.61. This data shows that many school coordinators lack technical knowledge and skills in preparing proposals and other related documents necessary for implementing DRRM trainings is one of the challenges faced by the schools. In addition, this data suggests that DRRM is not yet integrated into training programs of most schools.

Meanwhile, based on the data presented on Table 1, respondents across the three (3) congressional districts of the division, gave a rating of “Disagree” with the following problems in relation to its impact on the implementation of DRRM-related trainings. This rating indicates that the respondents do not view these problems as significantly affecting the implementation of DRRM-related trainings.

The findings shows that the respondents disagree that the “No training needs assessment conducted for school DRRM coordinators” significantly affects the implementation of training programs. This issue placed at the 10th spot among the enumerated problems which suggests that although needs assessment is an essential element of training program implementation, the respondents did not view this as a critical factor in the context of Albay division. This shows that while conducting a needs assessment could help determine which trainings the coordinators actually need, the respondents perceived that the effectiveness of trainings is not significantly affected by the lack of a need’s assessment.

The result also shows that respondents disagree with the idea that “School coordinator being not included in the list of participants in the division-initiated trainings” is a significant problem in the conduct of DRRM-related capacity building activities. This is one of the least ranked problems being at 11th spot. This finding reveals that they do not view this issue as a major challenge to effective training.

Although the non-integration of capacity-building activities into the school DRRM plan and School Improvement Plan (SIP) could potentially lead to poor implementation of school-based disaster management, the data reveals that respondents did not view this as a significant problem in the implementation of DRRM trainings. These issues are rank 12 and 13 respectively among the enumerated problems. This data suggests that, according to respondents perspective, the non-inclusion of DRRM trainings in the school DRRM plan and school improvement plan have no significant bearing to the effectiveness of training programs.

These findings imply that there are numerous challenges that affect the implementation of DRRM training programs in the division. Overlapping activities and heavy workloads can overwhelm coordinators, limiting their time for DRRM initiatives. Additionally, the division office often determines the type of training to be implemented, reducing flexibility and responsiveness to local needs.

The disparities on the challenges faced by school DRRM coordinators in each district emphasis the need for a district-based solution to address specific training gaps. Future studies could also explore how the centralized approach on determining the type of trainings to be implemented affects the effectiveness of DRRM-related trainings. In addition, a thorough evaluation of workloads and streamlining of multiple designations may contribute to the improvement of training implementation across all districts.

Financial limitations pose a major challenge, as limited resources restrict comprehensive training efforts, making it difficult to secure supplies and materials, hire qualified trainers, or conduct practical exercises. At the school level, DRRM trainings often lack prioritization, resulting in insufficient attention and resources.

This data shows that there is a critical need for sustainable financial policies and strategies to support the conduct of training initiatives. Future studies could explore identifying cost-effective approaches in the provision of this capacity building activities. Additionally, reiteration on some policies emphasizing the need to prioritize and integrate DRRM programs, projects, and activities to school development plans such as the DepEd Order 37 s. 2015 or the Comprehensive DRRM in Education Framework could lead to a more effective implementation of the program across all districts.

Moreover, the lack of technical knowledge among personnel responsible for preparing proposals can lead to poorly designed training that does not meet school needs. Minimal stakeholder support further weakens disaster preparedness efforts, creating significant gaps between training programs and actual school conditions. Frequent turnover of designated school coordinators and their management of multiple programs diminish focus on DRRM initiatives. Lastly, inadequate venues and facilities can limit participation and reduce training effectiveness. Addressing these challenges is essential in improving DRRM training program implementation and enhancing school preparedness for disasters.

These findings are supported by several studies which highlight critical factors to be considered in the implementation of DRRM training programs in schools. The study of Cañete, (2019), reveals the frequency of trainings and the development of knowledge skills and attitude as key factors influencing the continuous professional development of school teachers concerning their engagement in Disaster Risk Reduction Management (DRRM). The study of Manabo et al. (2023) further reinforces these findings, indicating that financial constraints and limited human resources are primary challenges faced by schools in the provision of capacity-building activities for teachers and highlights the importance of having a centralized system for policies, technical guidance, and information dissemination to ensure the effective implementation of disaster preparedness programs.

The result is also supported by the study of Fuentes (2023), which reveals the inadequate DRRM facilities and equipment as a critical factor in enhancing the safety operations and overall disaster preparedness of school. The study of Quimada et al. (2024) further reinforces the findings by highlighting the importance of innovative educational strategies and the critical role of community knowledge and engagement in cultivating a culture of preparedness and resilience at the local level. Fostering a sense of shared responsibility among stakeholders, local communities, and educational institutions is essential for effectively addressing the challenges posed by natural disasters.

5.3 Training Needs Assessment of school DRRM coordinators on School-based Disaster Management

Training needs assessment (TNA) is a vital tool in the development of effective and needs-based training programs. It enables an organization to develop a training program that directly addresses the actual needs of its members by identifying the gaps along skills and knowledge. It also helps ensure that training programs are relevant, effective, and aligned with organizational objectives, enhancing role performance and consequently achieving success along with program implementation.

This TNA seeks to conduct comprehensive assessment of the training needs of the designated school DRRM coordinators across in the 1st, 2nd and 3rd congressional districts of the province which is under the authority of the Department of Education Schools Division Office of Albay.

5.3.1 Foundational Competencies

The foundational competency is one of the core component modules of the Department of Education School Disaster Risk Reduction and Management Manual (SDRRM). This includes seven (7) training modules namely: Philippine Basic Education System, Disaster Risk Reduction and Management - Climate Change Adaptation and Mitigation (DRRM-CCAM) Terminologies, International and National Foundations of DRRM in Education Sector, Comprehensive DRRM in Education Framework, Inclusive and Child-centered DRRM, Conflict-sensitive Education, and Climate Outlook: Global, National and Local Frameworks in the Education Sector.

Foundational competencies provide DepEd personnel with the basic knowledge and skills needed in the implementation of school-based disaster risk reduction and management. This competency fosters a more comprehensive, integrated, holistic and proactive approach in managing disasters or

emergencies in DepEd schools and offices. Foundational competences help create a resilient learning environment that puts various education sector investments safer, adaptive, and resilient.

Table 2.a
 Foundational Competencies

Indicators	1 st District		2 nd District		3 rd District		TOTAL		Rank
	WM	AI	WM	AI	WM	AI	WM	AI	
	Philippine Basic Education System	3.34	EN	3.23	EN	3.39	EN	3.32	EN
Disaster Risk Reduction and Management - Climate Change Adaptation and Mitigation (DRRM-CCAM) Terminologies	3.62	EN	3.57	EN	3.62	EN	3.6	EN	2
International and National Foundations of DRRM in Education Sector	3.4	EN	3.34	EN	3.42	EN	3.39	EN	6
Comprehensive DRRM in Education Framework	3.66	EN	3.48	EN	3.64	EN	3.59	EN	3
Inclusive and Child-centered DRRM	3.66	EN	3.57	EN	3.71	EN	3.66	EN	1
Conflict-sensitive Education	3.4	EN	3.37	EN	3.55	EN	3.46	EN	5
Climate Outlook: Global, National and Local Frameworks in the Education Sector	3.59	EN	3.49	EN	3.59	EN	3.55	EN	4

Legend: 3.25-4.00 – *Extremely Needed*, 2.50-3.24 – *Moderately Needed*, 1.75-2.49 – *Not so Needed*, 1.00 -1.74 – *Not at all Needed*

Based on the result on the training needs assessment across the three (3) congressional districts as shown in Table 2A, all trainings enumerated were tagged as “Extremely Needed”. The Inclusive and Child-centered DRRM is perceived as the highest priority training under this competency, which received a total weighted mean of 3.66. These findings suggest that the respondents recognize the need to be capacitated on approaches and strategies in implementing disaster management that is learner-centered and inclusive to address the diverse needs of children, especially the disadvantaged ones.

The second most highly needed training is the Disaster Risk Reduction and Management - Climate Change Adaptation and Mitigation (DRRM-CCAM) Terminologies with a weighted mean of 3.60. This data indicates that the school DRRM coordinators require a training program that will equip them with knowledge and skills on the basic concepts and terminologies in disaster management and climate change adaptation. This training will enable them to be effective in teaching and integrating key concepts in school curricula.

The Comprehensive DRRM in Education Framework is the third most extremely needed training under this competency with a weighted mean of 3.59. This finding shows that the respondents recognize the importance of having a deeper understanding of the DRRM framework for them to effectively implement different programs, projects, and activities in the education setting.

The fourth highly priority training is the Climate Outlook: Global, National and Local Frameworks in the Education Sector with a weighted mean of 3.55. Although this training is perceived as a medium priority, it indicates that the school coordinators still need to be capacitated along with the different international and local frameworks and legal basis relative to climate outlook. This

emphasizes the necessity of improving knowledge and understanding of risk assessments, adaptation plans, and climate-related policies to support school-based DRRM planning and decision-making.

The training on Conflict-sensitive Education is the fifth priority ranked training with a weighted mean of 3.46. This result reveals that although it is still essential, respondents do not view this as being as critical as other foundational trainings. This could suggest that while school coordinators may prioritize more pressing issues like diversity and climate-related hazards, they still acknowledge the importance of incorporating conflict sensitivity into instruction, particularly in high-risk or disaster-prone areas.

While it is important, the respondents perceived the International and National Foundations of DRRM in Education Sector and the Philippine Basic Education System as less urgent as compared to other trainings under this competency. These two received the lowest rating with a weighted mean of 3.39 and 3.32, respectively. This suggests that the school coordinators already have sufficient knowledge as to the basic education system and the various legal basis in the implementation of DRRM in the education sector.

This result implies that there is a strong demand to capacitate school coordinators along with the implementation of inclusive and learner-centered school-based disaster management to address the diverse needs of learners, particularly the disadvantage ones. Likewise, the high demand for training on DRRM-CCAM Terminologies and the Comprehensive DRRM in Education Framework shows that the respondents recognize the importance of having a deeper understanding of the basic concepts and terminologies in the effectiveness of DRRM initiatives including the integration into the school curricula.

Additionally, the emphasis on Climate Outlook frameworks indicates that educational planning needs a better understanding and implementation of local and global climate policy. Despite being viewed as a lesser priority, conflict-sensitive education is nonetheless important, especially for schools located in high-risk areas. Lastly, the lower ranking of the trainings on DRRM International and local foundations and Philippine Basic Education System implies that school coordinators might already be sufficiently knowledgeable in this field.

The study of Septikasari et al. (2024), supported these findings by emphasizing the need to integrate disaster education into the curriculum. Inadequate facilities and a lack of teacher training are key challenges. Leveraging internal and external resources, building teacher capacity, updating materials, incorporating disaster education consistently, utilizing multimedia, upgrading infrastructure, and creating a dedicated website are all necessary for effective implementation.

This finding is also founded in the study of Aghae et al. (2018), which reveals that the best approach to teaching disaster risk reduction is to incorporate disaster preparedness education into school curricula. Community interests, such as family, socioeconomic status, religion, demographics, and local perceptions, should be considered in educational content. The lack of

disaster preparedness literacy which includes knowledge, skills and attitude in prevention and mitigation is a significant concern in DRR education.

5.3.2 Technical Competencies

Another key competency under the School Disaster Risk Reduction and Management Manual of the Department of Education is Technical Competencies. This is composed of fifteen (15) training modules which includes; School-based Disaster Risk Reduction and Management (DRRM), Understanding Common Hazards, Understanding Climate Change, Education in Emergencies (EiE), Basic Education in Emergencies Supplies and Logistics, DRRM Mainstreaming in the Planning Cycle, Contingency Planning (CP) in Basic Education, Camp Management Guidelines for DepEd, Alternative Delivery Modes (ADM), Psychological First Aid (PFA), Temporary Learning Spaces (TLS), Information Management, Rapid Assessment and Damages Report (RADaR), Comprehensive School Safety (CSS), and School Watching and Hazard Mapping.

These trainings capacitate school personnel with the necessary technical knowledge and skills to improve school safety and disaster preparedness, strengthen resiliency, ensure learning continuity, and safeguard other education investments.

Table 2.b
 Technical Competencies

Indicators	1 st District		2 nd District		3 rd District		TOTAL		Rank
	WM	AI	WM	AI	WM	AI	WM	AI	
School-based Disaster Risk Reduction and Management (DRRM)	3.7	EN	3.66	EN	3.74	EN	3.7	EN	2.5
Understanding Common Hazards	3.64	EN	3.56	EN	3.65	EN	3.62	EN	9
Understanding Climate Change	3.66	EN	3.55	EN	3.68	EN	3.64	EN	7
Education in Emergencies (EiE)	3.74	EN	3.69	EN	3.75	EN	3.73	EN	1
Basic Education in Emergencies Supplies and Logistics	3.7	EN	3.69	EN	3.71	EN	3.7	EN	2.5
DRRM Mainstreaming in the Planning Cycle	3.71	EN	3.62	EN	3.71	EN	3.68	EN	5.5
Contingency Planning (CP) in Basic Education	3.65	EN	3.57	EN	3.65	EN	3.63	EN	8
Camp Management Guidelines for DepEd	3.66	EN	3.59	EN	3.6	EN	3.61	EN	10
Alternative Delivery Modes (ADM)	3.45	EN	3.35	EN	3.41	EN	3.41	EN	14
Psychological First Aid (PFA)	3.7	EN	3.64	EN	3.71	EN	3.69	EN	4
Temporary Learning Spaces (TLS)	3.33	EN	3.23	EN	3.34	EN	3.31	EN	15
Information Management	3.63	EN	3.54	EN	3.63	EN	3.6	EN	11.5
Rapid Assessment and Damages Report (RADaR)	3.58	EN	3.52	EN	3.61	EN	3.57	EN	13
Comprehensive School Safety (CSS)	3.68	EN	3.62	EN	3.73	EN	3.68	EN	5.5
School Watching and Hazard Mapping	3.68	EN	3.5	EN	3.64	EN	3.6	EN	11.5

Legend: 3.25-4.00 – Extremely Needed, 2.50-3.24 – Moderately Needed, 1.75-2.49 – Not so Needed, 1.00 -1.74 – Not at all Needed

The data presented on Table 2.b shows that all training listed under the Technical Competencies received a rating of “Extremely Needed.” The same trend was observed across the three (3) congressional districts where in the respondents perceived that all enumerated trainings on this specific competence are highly needed in the performance of their duties and responsibilities as the designated school DRRM coordinators.

The training on Education-in-Emergencies (EiE) is the topmost training needed by school coordinators as shown in the table across the three congressional districts with an over-all weighted mean of 3.73. This data suggests that the respondents recognize the importance of having competency skills along Education-in-Emergencies in ensuring continuity of learning during disasters or emergencies.

The trainings on School-Based Disaster Risk Reduction and Management and Basic Education-in-Emergencies Supplies and Logistics follow closely, both receiving a weighted mean of 3.70 and tying for the second rank. The equally high rating shared by these training programs highlights the importance of school-level disaster preparedness and resource management to ensure the delivery of quality basic education even during times of emergencies.

The fourth priority training under this competency is Psychological First Aid (PFA) which receives a weighted mean of 3.69. This result highlights the increasing recognition of mental health and psychological support services as a vital component of a holistic disaster management approach in the education sector during emergencies. This is followed by DRRM Mainstreaming in the Planning Cycle & Comprehensive School Safety (CSS) at the fifth spot with a weighted mean of 3.68 which highlights the importance of integrating the different DRRM program, projects, and activities in planning and adhering to the global and localized school safety frameworks in the implementation of school-based disaster management.

The training on Understanding Climate Change is the seventh highly required capacity building for school DRRM coordinators. It receives a weighted mean of 3.64 which indicates that the respondents already have some level of understanding but requires further trainings for them to effectively mitigate and manage its increasing impacts on the education sector and the community. The rank eight training is Contingency Planning in Basic Education with a weighted mean of 3.63. While this training is still significant, its mid-tier ranking shows that the respondents already have foundational knowledge about this program but requires further refinement and continuous capacity-building given its crucial role in safeguarding education investments from the impacts of disasters. This is followed by Understanding Common Hazards and Camp Management Guidelines for DepEd at the ninth and tenth spot with weighted mean of 3.62 and 3.61, respectively.

Information Management and School-Watching and Hazard Mapping were tied at the eleventh spot with a weighted mean of 3.60. Although the ranking of these two training programs is low, the result shows that there is still a need for enhanced practical training for effective application in day-to-day operations in schools. This is followed by the training on Rapid Assessment and Damages Report (RADaR) at the thirteenth spot with a weighted mean of 3.57. This is one of the lower

ranked training programs which indicates that the respondents already have basic knowledge on this but still requires continuous improvement.

Lastly, the trainings on Alternative Delivery Modes (ADM) and Temporary Learning Spaces (TLS) were the least ranked programs with a weighted mean of 3.41 and 3.31 respectively. Their lowest rating suggests that the school DRRM coordinators did not perceive these two as priority trainings that will increase their role performance as program coordinators. This also shows that they already have basic knowledge of these matters.

In general, the result in Table 2.b demonstrates the pressing need to provide school coordinators in every district with technical training on disaster risk reduction and management (DRRM). The emphasis given by the respondents on "Education-in-Emergencies" (EiE) stresses how crucial it is to train coordinators to ensure learning continuity and improve education resiliency in times of disasters or emergencies. The disparities in the districts' specific training requirements suggests that each district has distinct needs and context that influences the type of trainings required. This also means that future training initiatives should be tailor-fit to meet each unique needs of every district. The result implies that there is an urgent need for a targeted, context-sensitive strategy to educating school DRRM coordinators. Although it is evident that all districts have a general emphasis on Education-in-Emergencies (EiE), the variation on training priorities suggests that a one-size-fits-all approach would not be enough. Future research should consider the factors influencing these district-specific training requirements to implement capacity building activities effectively and efficiently along school-based disaster management.

These findings align with the study of Unay (2019), which emphasizes that the most effective professional development is continuous, hands-on, collaborative, and focused on direct engagement with students while considering their cultural context. To ensure the effectiveness of the teaching-learning process, a variety of professional development activities should be offered to teachers, tailored to their individual needs.

The result is also supported by the study of Koto et al., (2023) which emphasizes the importance of conducting training needs assessment to develop specialized training programs tailored to specific roles. By incorporating research-based training recommendations alongside comprehensive planning, organizations can enhance personnel readiness to address future challenges.

5.3.3 Functional Competencies

This competency is composed of three modules namely, Overview of the Basic Training Design, Resource Mobilization and Partnership, and Safety and Security Protocols. This competency focuses on the practical application of DRRM strategies and principles in the development and implementation of training programs, resource generation and enforcement of safety protocols in all activities.

Table 2.c
 Functional Competencies

Indicators	1 st District		2 nd District		3 rd District		TOTAL		Rank
	WM	AI	WM	AI	WM	AI	WM	AI	
Overview of the Basic Training Design	3.56	EN	3.44	EN	3.58	EN	3.53	EN	3
Resource Mobilization and Partnership	3.65	EN	3.6	EN	3.67	EN	3.64	EN	2
Safety and Security Protocols	3.68	EN	3.64	EN	3.76	EN	3.7	EN	1

Legend: 3.25-4.00 – Extremely Needed, 2.50-3.24 – Moderately Needed, 1.75-2.49 – Not so Needed, 1.00 -1.74 – Not at all Needed

As shown in Table 2.c, all indicators under the Functional Competencies are rated as “Extremely Needed” across the three districts. The training on Safety and Security Protocols emerges as the top priority training under this competency with an over-all weighted mean of 3.70. This data suggests that there is an urgent need for trainings focusing on safety measures and other safety protocols that should be well-implemented in schools to effectively safeguard learners, DepEd personnel and other education investments.

The Resource Mobilization and Partnership ranks second in importance with a weighted mean of 3.67. The result indicates that the respondents require competent knowledge and skills in establishing and utilizing partnership engagements to generate resources that would help in the implementation of various DRRM initiatives specifically along training and development activities. This is followed by the Overview of the Basic Training Design with a weighted mean of 3.53. It receives the lowest rating, which suggests that while all three indicators were tagged as extremely needed, the respondents perceived this one as less significant.

These findings imply that there is a high demand for trainings under the functional competencies across all districts emphasizing priority need for training on safety and security protocols. It also highlights the crucial role of having knowledge and skills in mobilizing resources and establishing partnership engagement in support of various DRRM training initiatives at the school level. The emphasis on basic training design, safety and security procedures, and resource mobilization emphasizes the critical skills needed by the school coordinators for efficient disaster preparedness and response initiatives at the school level. This means that aside from having technical expertise, the ability to collaborate with stakeholders and secure the necessary resources is required for successful training program initiatives.

The focus on these areas also suggests that enhancing these capacities will increase the overall effectiveness of DRRM programs, allowing educational institutions to establish a safe learning environment and guarantee learning continuity in the event of an emergency. Therefore, there is a need to give priority to these training areas to create a competent, well-rounded DRRM team in schools.

These findings are supported by the study of Asio (2021), which emphasizes that determining training needs is essential to providing effective disaster management education. To contextualize preparedness and response measures with Indigenous values, local government support is crucial.

The population's knowledge, values, and preparedness for emergencies are influenced by disaster training.

The study by Eze et al. (2024) further reinforces these findings by emphasizing the importance of adapting training programs to local contexts, considering the specific needs and vulnerabilities of different areas. It also highlights the necessity of improving competencies to effectively manage increasingly severe disasters.

5.3.4 Other DRRM-related Trainings

Aside from the three core competency modules of the DepEd's school DRRM manual. This study also aims to assess the actual needs of the respondents along with other DRRM-related trainings which may help in equipping school coordinators with the necessary knowledge and skills in the implementation of school-based disaster management. This includes various training programs along the four DRRM thematic areas offered by public and private institutions.

Table 2.d
 Other DRRM-related Trainings

Indicators	1 st District		2 nd District		3 rd District		TOTAL		Rank
	WM	AI	WM	AI	WM	AI	WM	AI	
Occupational First Aid/Basic Life Support	3.76	EN	3.69	EN	3.79	EN	3.75	EN	1
Basic Occupational Safety and Health (BOSH)	3.73	EN	3.66	EN	3.76	EN	3.72	EN	3
Fire Safety Training	3.73	EN	3.67	EN	3.78	EN	3.73	EN	2
Earthquake Preparedness Training	3.65	EN	3.59	EN	3.72	EN	3.66	EN	5
Water Safety and Rescue (WaSAR)	3.57	EN	3.57	EN	3.64	EN	3.6	EN	10
Wilderness Search and Rescue (WiSAR)	3.43	EN	3.4	EN	3.55	EN	3.47	EN	15
Urban Search and Rescue	3.39	EN	3.13	EN	3.51	EN	3.41	EN	16
Basic Incident Command System (ICS)	3.59	EN	3.6	EN	3.7	EN	3.64	EN	6
Incident Command System-Level 2 – Integrated Planning Course	3.5	EN	3.53	EN	3.63	EN	3.57	EN	11
Incident Command System-Level 3 – Position Course	3.5	EN	3.49	EN	3.61	EN	3.55	EN	12
Incident Command System-Level 4 – All Hazard Incident Management Team	3.47	EN	3.48	EN	3.58	EN	3.52	EN	13.5
Incident Command System-Level 5 – Training for Instructors	3.48	EN	3.48	EN	3.58	EN	3.52	EN	13.5
Contingency Planning	2.71	MN	2.65	MN	3.17	MN	2.89	MN	17
Public Service Continuity Planning (PSCP)	3.59	EN	3.56	EN	3.66	EN	3.61	EN	9
Rapid Damages and Needs Assessment (RDANA)	3.63	EN	3.56	EN	3.67	EN	3.63	EN	7.5
Post Disaster Needs Assessment (PDNA)	3.62	EN	3.55	EN	3.68	EN	3.63	EN	7.5
Early Warning and Forecasting	3.67	EN	3.69	EN	3.72	EN	3.7	EN	4

Legend: 3.25-4.00 – Extremely Needed, 2.50-3.24 – Moderately Needed, 1.75-2.49 – Not so Needed, 1.00 -1.74 – Not at all Needed

The data presented in Tabel 2.d shows that all enumerated DRRM-related trainings were rated as “Extremely Needed” except the Contingency Planning which received a score of Moderately Needed. The result suggests that based on the responses, Occupational First Aid/Basic Life Support is the highest priority training across the three districts which received a weighted mean of 3.75. This data shows that the school coordinators perceived this as the most important training requirement to enable them to effectively respond to emergencies at the school level.

The result reveals that Fire Safety is the second most sought-out training by the respondents having a weighted mean of 3.73. This finding emphasizes that fire safety remains a crucial training requirement in ensuring the safety of learning environment. This is followed by the training on Basic Occupational Safety and Health (BOSH) at the third spot with a weighted mean of 3.72 which denotes high value given by the school coordinators to workplace safety as an essential element in school-based disaster management.

The Early Warning and Forecasting receives a general weighted mean of 3.70 placing it as the fourth on demand training. This result demonstrates the need for a more proactive approach in school-based disaster management through the application of early warning systems and forecasting as a method to mitigate disaster risks. This is followed by Earthquake Preparedness with an over-all weighted mean of 3.66. Given the high level of exposure and vulnerabilities of the education sector, preparedness training for earthquake is extremely important to significantly improve capacities.

Based on the data presented, the sixth most significant training is the Basic Incident Command System (BICS) which received a general weighted mean of 3.674. This is part of a ladderized training course which focuses on well-coordinated responses during emergencies. This data highlights the importance of capacity building activities that will equip school coordinators with fundamental knowledge and skills on incident management and its application in school setting.

The Rapid Damages and Needs Assessment (RDANA) and Post Disaster Needs Assessment (PDNA) were tied at rank no. 7 with a weighted mean of 3.67 which highlights the importance of having basic knowledge and skills in the conduct of damage assessment as basis to initiate rehabilitation and recovery after an emergency. The training on Public Service Continuity Plan (PSCP) followed at the ninth spot with a weighted mean of 3.61. This highlights the importance of having basic knowledge on how to facilitate continuous delivery of basic services during times of disasters or emergencies, especially the provision of quality basic education.

With a general weighted mean of 3.60, Water Safety and Rescue (WaSAR) is placed at the tenth spot. Although positioned relatively on the lower tier, training on water safety and rescue is an essential need of school DRRM coordinators particularly those that are assigned or residing on island, coastal and flood prone areas.

The Incident Command System Level 2 or Integrated Planning Course, Incident Command System Level 3 or Position Course, Incident Command System Level 4 or All Hazard Incident Management Team and Incident Command System Level 5 or Training for Instructors were ranked at eleventh, twelfth and thirteenth, respectively. This data shows that although respondents perceived these less important compared to other trainings, these training courses is still essential to

capacitate school coordinators on how to effectively manage incidents and planned events that may take place in schools.

The Wilderness Search and Rescue and Urban Search and Rescue is ranked at fourteenth and fifteenth spots with a general weighted mean of 3.47 and 3.41 respectively. This result indicates that these two courses, although rated as also extremely needed, may not be viewed as a priority due to their applicability in the context of education. This training requires specialized trainings and applies to complex scenarios for which is not so experienced in the school setting.

Contingency Planning is the least significant and was the only training program to receive a rating of Moderately Needed. This indicates that most school DRRM coordinators have already undergone training in this area and only requires moderate technical support moving forward. This is due to the series of trainings conducted by the Division focusing on the development of school contingency from March 2024 to June 2024.

In general, the findings drawn from the responses from the school DRRM coordinators suggest that all trainings under Other DRRM-related trainings were rated as "Extremely Needed," as indicated by the mean scores for each category. This result suggests that majority of the school DRRM coordinators within the Schools Division Office of Albay still require capacity building in these areas, highlighting a significant gap in their training and preparedness.

This result emphasizes the urgent need for school DRRM coordinators to be equipped with foundational life-saving skills, knowledge on emergency preparedness and workplace safety practices, all of which are vital for ensuring the safety and well-being of learners and personnel during emergencies. The emphasis on these areas indicates a proactive approach to disaster risk reduction and management within schools.

These data presented implies that the division office should allocate sufficient funds to support capacity-building efforts across the various training programs. Additionally, the results highlight the importance of establishing and strengthening collaboration and partnerships with both internal and external stakeholders. These collaborations are essential to addressing the needs related to human resource development and achieving continuous and sustainable professional development for school DRRM coordinators. By securing adequate funding and fostering strong partnerships, the division can ensure that DRRM coordinators receive the training and support they need to effectively manage disaster risks in schools. This approach will not only enhance the skills and knowledge of the coordinators but also contribute to the overall resilience of the school community.

The results also indicate the need for robust policy support from all levels of governance to facilitate the implementation of training programs, not only for school coordinators but for all DepEd personnel and learners. Such policy support is crucial to ensuring that schools and communities become safer, more adaptive, and resilient in the face of disasters. By aligning policies with the goals of DRRM training and ensuring that these policies are effectively communicated and enforced across all levels, the education system can build a stronger foundation for disaster preparedness and response.

The Mahmud et al. (2019) study supports this conclusion by showing that improving the performance of employees was significantly supported by the organization's implementation of a Training Needs Assessment (TNA). Additionally, providing financial incentives and training appeared to be two significant elements that enhanced an employee's performance. This study also showed how employees' performance is negatively impacted by an excessive workload.

This is also founded on the study of Calimlim's (2019) study, which reveals that it is critical for members of an organization to gain both hard and soft skills, as well as to pursue further training in instructional supervision. It is crucial to assess performance and conduct training needs assessment to identify the organization's training actual requirements.

5.4 Type of Support Needed in the Provision of Training and Other Capacity Building Activities for School DRRM Coordinators.

To ensure the effectiveness of training and capacity-building initiatives for school DRRM coordinators, comprehensive support is necessary. This covers policy recommendations, financial resources, logistical support, and technical knowledge. Training programs can have a greater impact if these criteria are met, giving coordinators the abilities and information they need to improve school preparedness, response, and resilience to disasters.

Table 3.

Support Needed in the Provision of Training and Other Capacity Building Activities for School DRRM Coordinators

Indicators	1 st District			2 nd District			3 rd District			TOTAL		
	WM	AI	R	WM	AI	R	WM	AI	R	WM	AI	R
Technical Support for the conduct of trainings	3.73	SA	3	3.7	SA	3	3.68	SA	3	3.7	SA	3
Financial support for the conduct of trainings	3.9	SA	1	3.94	SA	1	3.95	SA	1	3.94	SA	1
Logistical Support for the conduct of trainings	3.56	SA	5	3.51	SA	5	3.53	SA	5	3.53	SA	5
Facilities needed for DRRM trainings	3.3	SA	6	3.31	SA	6	3.31	SA	6	3.31	SA	6
Human Resource (additional manpower)	3.63	SA	4	3.59	SA	4	3.64	SA	4	3.62	SA	4
Stakeholders Support	3.83	SA	2	3.78	SA	2	3.77	SA	2	3.79	SA	2

Legend: 3.25-4.00 – Extremely Needed, 2.50-3.24 – Moderately Needed, 1.75-2.49 – Not so Needed, 1.00 -1.74 – Not at all Needed

The above presented table shows that the school coordinators of the division gave a rating of “Strongly Agree” to all the possible support needed in the implementation of DRRM-related trainings. The data indicates that across the three districts, the top 3 support needed are financial support for the conduct of trainings, community support/partnership and technical support for the conduct of trainings while the facilities needed for DRRM trainings receives the least responses.

Financial support ranks as the top priority need across the three districts for the implementation of DRRM-related trainings, with a weighted mean of 3.94. This finding is associated with the insufficiency of the school Maintenance and Other Operating Expenses (MOOE) and the lack of funding to cover training-related expenses. Adequate financial resources are essential for covering

various costs associated with DRRM training, including training materials, resources, and logistics. Addressing this financial need is crucial to ensuring that DRRM training programs are implemented effectively, and that school coordinators and personnel receive the necessary training to enhance disaster preparedness and response.

Stakeholders Support ranked as the 2nd most highly needed support with a weighted mean of 3.79. This result indicates that school coordinators consider community support and partnership crucial in addressing gaps in the implementation of DRRM-related trainings. They recognize that these gaps cannot be fully addressed with the existing resources of the school alone. Community support is essential for enriching DRRM training programs, making them more resourceful, relevant, and impactful. It helps ensure that training is not only comprehensive but also integrated into the broader disaster management framework, contributing to a safer and more resilient community. Strengthening partnership engagement with the community and other stakeholders is vital for filling the resource gaps and ensuring that DRRM training programs are comprehensive and effective.

The 3rd most highly needed support as perceived by the school DRRM coordinators in the implementation of DRRM-related trainings is technical support with a weighted mean of 3.70. This type of support is critical as this includes technical support in terms of planning, development of training design, preparation of proposals, implementation and evaluation of training programs. This is a multi-faceted and essential element that helps school DRRM coordinators to effectively plan, create, carry out, and assess training initiatives, thereby improving their effectiveness and school's overall disaster preparedness level.

The result implies that the schools in the division need support to successfully implement Disaster Risk Reeducation and Management (DRRM) training programs at the school level. This includes financial support, community support and partnership, technical support, manpower, logistics and facility support. Sufficient and sustainable funding support and strengthened and partnership engagements with public and private stakeholders are critical in efforts to improve the implementation of DRRM capacity building initiatives. Technical support in program planning, preparation, implementation and monitoring and evaluation is also highly needed by the school coordinators to effectively manage and implement various DRRM-related trainings at the school level.

This result is supported by the study of Harris et al. (2022) which shows that training rules are necessary to maintain and monitor the quality of the material, standards, ethics, and codes of behavior at all levels. This study suggests that trainings should explicitly address the roles and importance of employees in the reaction phase, particularly during emergencies and disasters. By knowing what factors drive the demand for additional training, hospitals and other healthcare institutions can better prepare the healthcare system to respond effectively and efficiently during crises by developing specialized training and instructional materials.

These findings are also founded on the study of Ozkeser, B. (2019) which highlighted in his research the necessity of continuous educational development as well as the establishment of an efficient organizational structure considering the unstable business environment. It should target the

employee's personal growth in addition to their work. Employee contribution and loyalty will rise as a result. Performance evaluation studies should receive more attention. enhancing communication between human resources management and staff, enabling a more accurate assessment of training needs and employee expectations.

In addition, the study of Balut et al. (2022), further supported these findings which reveals that those the use of drills and simulations has been shown to improve self-efficacy, collegiality, and the perceived significance of one's job while also elucidating individual reaction roles. Additional training has also been linked to a significant increase in preparedness knowledge, including a better understanding of the hospital's incident command system, communication tactics, disaster plan, and individual response roles.

5.5 Proposed Need-based Division DRRM Training and Development Program

The increasing complexity and impacts of natural and human-induced hazards poses serious threats to education sector investments specifically in the delivery of quality basic education in times of emergencies. Recognizing the role of the school DRRM coordinators in safeguarding these critical education resources, it is essential to provide them with training programs to equip them with the necessary knowledge, skills, and attitudes to implement various DRRM initiatives at the school level. To develop an effective and responsive training program that will cater the individual needs of the coordinators, the conduct of training needs assessment is critical.

Entitled “Strengthening School-Based Disaster Management: A Capacity-Building Program for SDO Albay School DRRM Coordinators”, this DRRM training and development program was designed to this training program is specifically designed to enhance the competencies of the school coordinators and to strengthen the implementation of school-based disaster management in the division. This program, grounded in the actual needs of the school coordinators, will serve as a targeted learning and development intervention. Its primary goal is to enhance the knowledge, skills and attitudes of the coordinators, thereby strengthening the overall DRRM program implementation within the division.

This training program covers priority trainings under the foundational, technical, functional competencies and other DRRM-related trainings. The training program consists of seven (7) key components namely, training on School DRRM Modules, Education-in-Emergencies, Occupational First Aid and Basic Life Support, Psychological First Aid, Fire Safety and Earthquake Preparedness, Development of Public Service Continuity Plan (PSCP), and Technical Writing on Proposal Making. This will be implemented within a three (3)-year period from 2025-2027.

This training program incorporated the result of this study which highlights the requirement for a more responsive, district-based strategy in the division's DRRM training program execution. The effectiveness of training initiatives has been constrained by overlapping tasks, budgetary constraints, and centralized decision-making, leaving school DRRM coordinators inadequately equipped. The training program seeks to address the urgent need for focused capacity-building activities, as seen by the high demand for essential trainings along with the DRRM foundational, technical and functional competencies.

The training design includes the training matrix with specific topics and modules, proposed resource speakers and facilitators, timeline of implementation as well as the budgetary requirements needed for its full-scale implementation. Various training methodologies will be employed such as lecture and discussion, workshops, group activities, drills and simulations, table top exercises, case studies, sharing of best practices and innovations and return demonstration. A monitoring and evaluation mechanisms will also be established and implemented to ensure program effectiveness and sustainability.

This training program will be submitted to the Schools Division Office of Albay for approval, adoption and integration to the over-all Division Learning and Development Plan to institutionalize and strengthen policy support. This will also be introduced to the Provincial Government of Albay thru the Albay Provincial Disaster Risk Reduction and Management Council (PDRRMC), DepEd Regional Office and Central Offices to gain further policy support across various levels of governance and ensure program sustainability.

The development of a need-based division DRRM training and development program that emphasizes practical, competency-based learning and is customized to the unique difficulties experienced by school DRRM coordinators is highly supported by these findings. Strengthened policy support combined with a decentralized approach to training design and implementation will ensure that capacity-building programs are more flexible and relevant to the context.

These findings are supported by the study of Tarun (2024), which suggests that in order to ensure that disaster risk reduction and management policies are implemented effectively, a comprehensive DRRM training program that is customized to the unique requirements of the school must be developed. To provide teachers and personnel the knowledge and skills they need to manage disaster risks and emergencies, extensive training programs must be offered.

The study of Gundran et al., (2022), further supported these findings by revealing that capacity-building initiatives can be planned and carried out in accordance with the evaluated training needs of different national government agencies in order to close gaps in disaster preparedness and response. By tailoring capacity-building initiatives to an organization's unique requirements, it is also possible to evaluate how well its current backup plans are working. To continuously improve disaster preparedness training, it is recommended to fully comprehend each organization's function and identify any additional challenges they may have had with other DRRM thematic areas.

6.0 CONCLUSIONS

The Schools Division Office of Albay has already established a Disaster Risk Reduction and Management (DRRM) training program over the years, with primary emphasis on disaster preparedness and response. School DRRM coordinators perceived trainings like Basic Life Support (BLS), Psychological First Aid (PFA), Incident Command System (ICS), Education-in-Emergencies (EiE), and Contingency Planning as effective, transformative, and responsive to their needs. The major problems affecting the implementation of DRRM training programs in the division include the overlapping activities and heavy workloads, centrally-identified training programs, limited financial, logistical and technical support. Additionally, limited stakeholder

support and engagement along areas on capacity building, multiple program coordinatorship, frequent turn-over of position, inadequate training venues and facilities further complicate effective program implementation.

There is a need for a continuous, targeted and comprehensive training program specifically for school DRRM coordinators to equip them with the necessary knowledge, skills, and attitudes in the implementation of school-based disaster management. Diverse training programs which include life-saving skills, disaster preparedness and response, workplace safety, and mental health support are extremely needed to address the holistic requirements of disaster management. Manpower, financial, technical, logistics and community support are all indispensable elements in ensuring the effective implementation of DRRM training programs at the school level. Furthermore, strengthening partnership engagement with internal and external stakeholders is crucial to further improve program implementation and ensure sustainable development.

The proposed DRRM training program, "Strengthening School-Based Disaster Management: A Capacity-Building Program for SDO Albay School DRRM Coordinators," may serve as basis for the Schools Division Office of Albay, as well as its districts and schools as basis for the provision of future trainings for school DRRM coordinators.

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