



Department of Education
Region VI – Western Visayas

DIVISION OF AKLAN

Archbishop G.M. Reyes St., Kalibo, Aklan

Tel. Nos.: (036) 268-4235; 268-4234; 262-8816; 268-3097



May 8, 2019

DIVISION MEMORANDUM

No. 143, s. 2019

IMPLEMENTING BRIGADA ESKWELA 2019

TO: Chief Education Supervisors
Education Program Supervisors
Senior / Education Program Specialists
Division Units and Unit Heads
Public Schools District Supervisors (PSDSs)
Heads of Public/Private Elementary, Secondary and Integrated Schools
District and School Adopt-a-School Program (ASP) Coordinators
District and School Brigada Eskwela Coordinators
All Others Concerned

1. Enclosed is Department Memorandum No. 36, s. 2019 entitled "2019 Brigada Eskwela Implementing Guidelines."
2. **Division Brigada Eskwela Schedule of Activities.** In lieu of the schedule and deadlines set by the Memorandum, below is the **Division** schedule of activities:

Brigada Eskwela (BE) Kickoff Program	May 20, 2019
BE / Schools Maintenance Week / Monitoring of Schools by the Division Officials	May 20-25, 2019
Rollout Training on DPDS & on the Mechanics of BE Best Implementing School Awards	May 29-31, 2019
Submission of BE Accomplishment Reports to the Division Office (DO)	June 14, 2019
Division Selection & Deliberation of BE Awards Candidates	July 1-5, 2019

"Matatag na Bayan Para sa Maunlad na Paaralan."

3. **Division Kickoff Program.** The *Brigada Eskwela* Kickoff Program on May 20, 2019 will be at Manocmanoc Elementary School, District of Malay, Malay Aklan. Parade will start at 8:00 AM sharp.
- 3.1. Participants are advised to anticipate the traffic and travel time in arriving on site and are encouraged to consider arriving on site the day before, charged to local funds and subject to the usual accounting and auditing rules and regulations.
- 3.2. The Division Core Group / Advance Party in-charge of the venue that intend to arrive on site a day before the event may contact the school head of the host school.
- 3.3. The Division Core Group / Advance Party is composed of the Social Mobilization and Networking section and two (2) representatives from the Bids and Awards Committee (BAC).
4. **District Attendees to the Division Kickoff Program.** To attend the Division Kickoff Program are: Public Schools District Supervisors, District ASP Coordinators, District *Brigada Eskwela* Coordinators, District Federated General PTA President and one (1) LGU representative per District.
5. **School Level Maintenance Week.** All schools are required to implement their respective kickoff program and Schools Maintenance Week dubbed as "*Brigada Eskwela*" starting on the same date from May 20-25, 2019.
6. **Catch Up Implementing Schools.** Schools who fail to implement the Schools Maintenance Week shall be given a week of their choice to catch up in compliance with the Department Memorandum.
- 6.1. The reported will be submitted to the Division Office by the District/s concerned.
- 6.2. Catch Up Schools will be disqualified to join the Best Implementing School Awards
7. **Monitoring of Schools.** The schools shall be monitored by the assigned Division Official/s.

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8. **Division Monitoring & Evaluation Team.** The following are members of the Division Monitoring and Evaluation Team and will serve as Judges for the Search for the 2019 *Brigada Eskwela* Best Implementing Schools:

	Eastern Side	Western Side
Chairmen:	SEPSt Edna R. Ayon	SEPSt Arch. Mar Bien G. Parel
Co-Chairmen:	EPS Johann C. Cawaling	EPS Marth S. Tropa
Members:	EPS Dr. Edselyn T. Biray	AO V Patrocenia Y. Mamburam
	EPS Dr. Mary Cherry Lynn M. Dalipe	AO IV Ma. Charo I. Carillo
	EPS Ruby Agnes B. Estrada	AO II Lynel Jan C. Bonifacio
	EPS Marivic I. Tolentino	Dr. Luzviminda R. Isagan
	EPS Rebecca R. Ibarreta	EPS Ariel Z. Zubiaga
	EPSt Hajji S. Tropa	EPS Ma. Corazon R. Panaligan
	Engr. III Meljan I. Torres	EPS Dr. Kyzil D. Lipar
	ITO Floradel J. Pelayo	EPSt Apple Gay M. Oquendo
	Dr. Rebecca R. Oquindo	EPSt Maria Theresa L. Lao
	Nurse Ethel M. Palmani	EPSt June R. Patricio
	Nurse Proreille M. Constantino	Nurse Sarah Khadija R. Poquinto
	Nurse Jeselee M. Marzona	Nurse Leoncio T. Regalado
	Nurse Jesmar P. Bonifacio	ADAs III Jerald B. Dela Cruz
	Engr. Christine Joy M. Oquendo	Engr. John Harold C. Gregorio

9. **Rollout Training on DPDS and on the Mechanics of Brigada Eskwela Best Implementing School Awards.** The rollout training on DepEd Partnerships Database System (DPDS) and on the Mechanics of the *Brigada Eskwela* Best Implementing School Awards for District *Brigada Eskwela* Coordinators will be on May 29-31, 2019. This is a separate rollout training from the one conducted for the DASPCs. The same DICTCs participants are expected to attend.

10. ***Brigada Eskwela* (BE) Accomplishment Reports.** The *Brigada Eskwela* Accomplishment Report formats (BE divform 1 & 1.1) are attached to this memorandum.

10.1. **Hard copies** must be furnished by School *Brigada Eskwela* Coordinators to their counterpart School Adopt-a-School Program Coordinators for consistent updating of the DepEd Partnerships Database System online.

10.2. **Soft copies** must be furnished by School *Brigada Eskwela* Coordinators to the Division Office through known channels c/o Arch. Parel at architect32109@gmail.com, marbiengregory.parel@deped.gov.ph or through

"Matatag na Bayan Para sa Maunlad na Paaralan."

Facebook group chat (ASP or DPDS), Messenger or Workplace app.

10.3. All files must be in **excel format**.

11. Division Search for the 2019 Brigada Eskwela Best Implementing Schools.

For the Search for the 2019 Brigada Eskwela Best Implementing Schools, each District shall submit six (8) entries only: four (4) entries from the elementary level category (i.e. 1 small school, 1 medium school, 1 large school, 1 mega school) and the same number of entries for the secondary level category.

11.1. All entries must be endorsed by the PSDS.

11.2. The Best Implementing School entry folder must be in **clear book** only.

12. All expenses incurred pertaining to this memorandum shall be charged against local funds subject to the usual accounting and auditing rules and regulations.

13. Immediate and wide dissemination of this memorandum is desired.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:


PATROCENIA Y. MAMBURAM

Administrative Officer V

Officer In-Charge, Office of the Schools Division Superintendent
In-Charge of the Division *M. Tan*

Enclosure & Reference: as stated

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

**APPOINTMENT
CAMPAIGN
OFFICIALS
PROGRAMS**

**PROJECT
TRAINING PROGRAM
WORKSHOP**

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"Matatag na Bayan Para sa Maunlad na Paaralan."



Republic of the Philippines
Department of Education

26 MAR 2019

DepEd MEMORANDUM
No. **036**, s. 2019

2019 BRIGADA ESKWELA IMPLEMENTING GUIDELINES

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary School Heads
All Others Concerned

1. The Department of Education (DepEd) will conduct the **2019 Brigada Eskwela** from May 20 to 25, 2019 with the theme *Matatag na Bayan para sa Maunlad na Paaralan*.
2. The *Brigada Eskwela* is the National Schools Maintenance Week that aims to bring together all education stakeholders to participate and contribute their time, effort, and resources to prepare public school facilities for the opening of the school year in June.
3. The host region will hold the national kick-off program on **May 16, 2019** in a public school to be announced later.
4. Likewise, regional offices (ROs) and schools division offices (SDOs) will hold their kick-off ceremonies to launch the *Brigada Eskwela* in their respective areas on **May 20, 2019**.
5. All regional directors (RDs) and schools division superintendents (SDSs) shall mobilize their partnerships with school-based focal persons to ensure the effective implementation of *Brigada Eskwela* in all public elementary and secondary schools, and the involvement of their communities.
6. School heads (SHs) shall take the lead in planning the activities geared to making schools ecologically conscious, resilient, clean, safe, and conducive to learning. Important reminders to SHs in the conduct of this activity are indicated in Enclosure No. 1.
7. Individuals or groups from the national government agencies (NGAs), local government units (LGUs), private sectors, international organizations, and volunteers interested to help the schools may coordinate with any of the following for guidance:
 - a. External Partnerships Service (EPS) of the DepEd Central Office,
 - b. Education Support Services Division (ESSD) in the ROs,
 - c. Social Mobilization (SocMob) and Networking Section under the Schools Governance and Operations Division (SGOD) in the SDOs, and/or
 - d. SHs of the beneficiary schools.
8. All DepEd employees are encouraged to join the *Brigada Eskwela* activities by volunteering their skills, sharing their time or providing in-kind support to public schools near their residence. Interested employees are given two days to do volunteer work **on official time**, provided that such work is approved by their heads of offices.

9. Further, nonteaching personnel shall earn a Compensatory Time Off (CTO) for the complete eight hours participation in the maintenance efforts on the last day of *Brigada Eskwela* week, which is a Saturday.

10. Teaching personnel are entitled to earn vacation service credits arising from their active involvement in the *Brigada Eskwela* activity. Teachers shall earn a one-day service credit for the accumulated eight hours participation in the maintenance effort. For further details on granting service credits to teachers, please refer to DepEd Order No. 53, s. 2003 entitled **Updated Guidelines on Grant of Vacation Service Credits to Teachers**

11. Central office key officials are enjoined to participate in activities related to the *Brigada Eskwela* implementation.

12. All bureau and regional directors, ESSD chiefs and Regional Partnerships focal persons are invited to attend the national kick-off program. Travel and incidental expenses shall be charged to local funds, subject to the usual accounting and auditing rules and regulations.

13. The schedule of activities for the 2019 *Brigada Eskwela* implementation is as follows:

Activity	Schedule
Pre-implementation Stage of <i>Brigada Eskwela</i> (Assessment of Physical Facilities and Maintenance Needs of the Schools, Resource Mobilization, Organization of <i>Brigada Eskwela</i> Committees and their Orientation on Specific Roles and Tasks, among other activities)	January 3–May 17, 2019
<i>Brigada Eskwela</i> National Kick-off Program and Caravan	May 16, 2019
<i>Brigada Eskwela</i> Regional and Schools Division Kick-off Program and Caravan	on or before May 20, 2019
<i>Brigada Eskwela</i> Implementation and Monitoring of Schools	May 20–25, 2019
Submission of Consolidated <i>Brigada Eskwela</i> Accomplishment Reports by the Division Coordinators to the Regions	June 28, 2019
Submission of Consolidated <i>Brigada Eskwela</i> Accomplishment Reports by the Regional Coordinators to the External Partnerships Service	July 31, 2019
Submission of Division Entries for the <i>Brigada Eskwela</i> Awards to the Regions	
Regional Selection and Deliberation of <i>Brigada Eskwela</i> Awards Candidates	August 1–September 27, 2019
Submission of Final List of School Candidates as <i>Brigada Eskwela</i> National Awardees to External Partnerships Service, including the submission of rating sheets reflecting the ranks and scores of the awardee-candidates	on or before October 18, 2019
Conduct of <i>Brigada Eskwela</i> Regional Awarding Ceremony	Within October–November 2019
Conduct of <i>Brigada Eskwela</i> National Awarding Ceremony	November 28, 2019

14. To implement the selection process in the **Search for Brigada Eskwela Best Implementing Schools** effectively, DepEd issues a set of criteria, and details provided in Enclosure No. 2.

15. The SH and school coordinator of the *Brigada Eskwela Best Implementing Schools* shall receive a certificate of recognition, which they can present when they

apply for promotion based on the existing hiring and promotion guidelines. Certificate of Appreciation shall also be given to the Parents-Teachers Association (PTA), Local Government Unit (LGU) partner, major private sector partner, the school and to the Adopt-a-School coordinator.

16. All **Brigada Eskwela Hall of Fame Awardees** shall implement innovative and community-led efforts to improve student participation and performance.

17. The **Brigada Eskwela Plus Program** shall be conducted in public schools nationwide, in phases, consistent with the regular *Brigada Eskwela* Program. This program aims (a) to achieve higher and significant goals geared towards increasing learners' participation rate, reducing dropouts and helping improve learning for both learners and community, and (b) to create a network of community-based organizations to get total community commitment to attain a higher learning, through collaborative programs and projects.

18. The implementation of *Brigada Eskwela Plus Program* shall focus on the following key activities:

- a. School maintenance activities throughout the school year,
- b. School and community effort to improve participation and reduce dropout rate, or to enroll in the alternative delivery mode, and
- c. School and community effort to improve student and community learning.

19. From among the Hall of Fame Awardees, each region will select one *Brigada Eskwela Plus Most Sustained School Award*. The details of this selection process are also contained in Enclosure No. 2.

20. For more information, contact **External Partnerships Service**, Ground Floor, Teodora Alonzo Bldg., Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 638-8637, (02) 638-8639, or email at externalpartnerships@deped.gov.ph.

21. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:
As stated

Reference:
DepEd Order No. 53, s. 2003

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

OFFICIALS	REPAIR
PARTNERSHIPS	SCHOOLS
PRIZES OR AWARDS	SEARCH
PROGRAMS	TEACHERS

(Enclosure No. 1 to DepEd Memorandum No. 036, s. 2019)

**REMINDERS FOR SCHOOL HEADS IN THE IMPLEMENTATION OF
2019 BRIGADA ESKWELA**

1. Brigada Eskwela espouses the spirit of volunteerism. Taking part in the school repair and other maintenance work is not mandatory nor requisite for parents to enable their children to be accommodated in the school.
2. No Brigada Eskwela fee shall be solicited from volunteers.
3. All Uniformed Personnel are welcome to participate in Brigada Eskwela, however, carrying guns and firearms is prohibited inside the school premises.
4. In the performance of the key role in operationalizing this year's Brigada Eskwela in relation to the theme, school heads are expected to consider the following materials:
 - a) School safety and Preparedness Guide (Annex A of Enclosure No. 1)
 - b) Stakeholder Engagement Strategy (Annex B of Enclosure No. 1)
 - c) Kit's Menu (Annex C of Enclosure No. 1)
 - d) WASH in Schools Activities
 - e) Learning Resource Centers
5. Pursuant to DepEd Order No. 6, s.2012 entitled "Guidelines on the Adoption and Implementation of Public Health Policies on Tobacco Control and Protection against Tobacco Industry Interference," receiving assistance or support from companies and other players in the tobacco industry for Brigada Eskwela is not allowed.
6. Pursuant to DepEd Order No. 48, s. 2018 entitled "Prohibition on Electioneering and Partisan Political Activity," the schools may not receive any forms of contribution/donations from official candidate for the local and national election.

SCHOOL SAFETY AND PREPAREDNESS GUIDE

In view of the implementation of the 2019 Brigada Eskwela, this School Safety and Preparedness Guide is issued to provide guidance to schools and education partners in ensuring safety and preparedness of our learners and personnel before, during and after emergencies. Enumerated below is a list of recommended activities that may contribute to a safer school. School Principals need to identify which of list are most appropriate and important for their schools. The SH may also identify other measures that may add-up to this list.

I. SAFE LEARNING FACILITIES

1. Facilitate the assessment of school building structure and electrical wiring and make necessary repairs and/or upgrades to prevent unnecessary incidents.
2. Repair minor classroom damages such as broken windows, doors, blackboard, roofs and other furniture, etc.
3. Install appropriate and available fire suppression, including fire extinguishers, water source and relevant indigenous materials.
4. Make sure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to students are removed.
5. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings.
6. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned buildings.
7. Secure cabinets and drawers and ensure that heavy objects are below head level.
8. Post safety measures in laboratories and workshops.
9. Prepare an evacuation/exit plan and directional signage on every floor of the building.
10. Identify evacuation areas and classrooms that may be used as temporary shelters during disasters and emergencies.
11. Prune trees to avoid entanglement from electrical wirings and avoid potential harm to life and property.

II. SCHOOL DISASTER MANAGEMENT

1. Post a directory of emergency contact numbers of relevant government agencies and officers, in various areas of the school.
2. Establish and maintain early warning mechanisms in the school.
3. Equip school with first aid kits, flashlights, megaphones, and other supplies necessary in cases of emergency. Ensure that these items are highly accessible and can be easily located.
4. Identify alternative sources and/or maintain supply of drinking water within the school.
5. Ensure that learners, teachers, and personnel have identification cards with relevant information.
6. Create database of learners with the contact details of their immediate family members/relatives/guardians.
7. Secure and safely store vital school records.
8. Coordinate with barangay officials on pedestrian safety of students.
9. Document accidents experienced by students and personnel within the school to improve prevention and mitigation measures.

III. RISK REDUCTION AND RESILLIENCE EDUCATION

1. Identify a storage area for safekeeping of vital schools records, textbooks, teaching manuals, computers, and other school equipment.

References:

International Finance Corporation (no date) Disaster and Emergency Preparedness Guidance for Schools, (IFC World Bank).

Department of Education (2015 DRRM in Basic Education Framework Powerpoint presentation)

STAKEHOLDER ENGAGEMENT STRATEGY

I. Introduction

The occurrence of disasters affected school operations to the point of depriving our students access to quality education. While we have improved our classroom standards, strengthened our coordination with partners for disaster response and capacity building, and established the Disaster Risk Reduction Management (DRRM) Service, there is a need to heighten support for school level implementation of disaster risk reduction.

Disaster preparedness of schools is an important factor to achieve resilience in our communities. DepEd, through 2019 Brigada Eskwela, seeks to mainstream disaster preparedness principles in readying schools for the opening of classes. More than the usual menu of provisions for schools such as putting up of fences, painting, roofing, among others, DepEd shall provide a list of preparedness measures that partners could support in various capacities.

Our aim is to engage all education stakeholders, which include the following:

- Local Government Units (LGUs) from provincial to barangay levels
- Private Partners
- Academe
- Civil Society Organizations
- Private Corporations
- Individual Volunteers

Our partners may assist DepEd in the following areas:

- Support implementation of school preparedness and safety measures
- Provision of emergency kits and education supplies for teachers and students
- Information, Education, Communication of DRRM

II. How to Engage the STAKEHOLDERS/What Each Stakeholder Can Do

The matrix below provides specific steps that target partners could take for their active engagement during the Brigada Eskwela week.

Stakeholders	Nature of Engagement
Provincial Government Units	<ol style="list-style-type: none"> a. Coordinate with DepEd Division Offices b. Secure a copy of the school preparedness checklist c. Convene Local School Board (LSB) to identify possible support in school preparedness d. Mobilize local support through the business sector, philanthropies, academe and local organization to assist schools' preparations for class opening

Municipal/City Government Units	<ul style="list-style-type: none"> a. Coordinate with DepEd Division/District Offices b. Secure a copy of the school preparedness checklist c. Convene LSB to identify possible support on school preparedness d. Mobilize local support through the business sectors, philanthropies, academe and local organization to assist schools' preparations for class opening e. Include schools in the early warning system implemented in the locality
Barangay Government Units	<ul style="list-style-type: none"> a. Coordinate with nearby elementary and/or secondary school b. Participate in school preparatory meetings for Brigada Eskwela c. Mobilize local assistance to support school preparedness strategies d. Secure a copy of the school preparedness checklist e. Support the school preparedness strategies f. Assist schools in establishing an early warning system
Private Partners	<ul style="list-style-type: none"> a. Coordinate with DepEd Division or District or School b. Secure a copy of the school preparedness checklist c. Provide emergency kits/bags for students teachers and schools, teacher's kit, learner's kit d. Provide advocacy/information materials for schools e. Support the school preparedness strategies
Local CSOs and Volunteers	<ul style="list-style-type: none"> a. Coordinate with target elementary and/or secondary schools b. Secure a copy of the school preparedness checklist c. Signify interest to assist school during preparation for class opening d. Participate in school preparatory meetings for Brigada Eskwela e. Identify and communicate support that will be provided to schools f. Orient parents on DRRM services g. Assist in the conduct of risk profiling h. Support the school preparedness strategies
Parents	<ul style="list-style-type: none"> a. Participate in school preparatory meetings for Brigada Eskwela b. Support the school preparedness strategies
EXTERNAL	
Central	<ul style="list-style-type: none"> a. Issue a school preparedness guide, which provides checklist on school preparedness

	<p>measures</p> <p>b. Prepare guidelines on conducting risk profiling based on the following considerations:</p> <ul style="list-style-type: none"> • Location of the school • Immediate environment of the school • Historical disasters experiences
Region	<p>a. Conduct planning meeting with SDOs to determine school needs</p> <p>b. Provide assistance to SDOs in formulating strategies to support preparedness</p> <p>c. Monitor and prepare report regarding the implementation of preparedness strategies</p>
Division	<p>a. Mobilize assistance from education partners and other government agencies for schools' implementation of preparedness measures</p> <p>b. Coordinate with local government agencies on local risk profiling</p> <p>c. Ensure availability of the summary of school level data for local partners' reference</p> <p>d. Prepare list of schools that would be needing most assistance from partners</p> <p>e. Ask local fire bureau, local PNP, local AFP to participate in "How to Make Your School Safer" campaign</p> <p>f. Ensure support is equitably distributed to all schools</p>
Schools	<p>a. Distribute emergency kits/bags to students and teachers, learner's kit and teacher's kit (See Annex C of Enclosure No. 1)</p> <p>b. Spearhead the implementation of school preparedness guide</p>

Menu OF School Kits

The table below breaks down the minimum contents of each school

School Provision	Minimum contents
a. Emergency Kits/bags for learners	<ul style="list-style-type: none"> ✓ Whistle ✓ Leaflets of information of the kits
b. Learner's Kit	<ul style="list-style-type: none"> ✓ Notebook (50 leaves) ✓ Pad paper ✓ Pencil ✓ Ball pen ✓ Crayon ✓ Ruler ✓ Small scissors ✓ Pencil sharpener⁴ ✓ Paste ✓ Bag
c. Emergency kit for school	<ul style="list-style-type: none"> ✓ First Aid Kit ✓ Contact numbers for emergencies ✓ Stretcher ✓ Flashlights/batteries ✓ Radio/batteries ✓ Bell/warning device ✓ Whistle ✓ Transistor radio ✓ Electrical Tape ✓ Rope
d. First Aid Kit	<ul style="list-style-type: none"> ✓ Burn Ointment ✓ Povidone-iodine (e.g. Betadine) ✓ Adhesive Bandage (e.g. Band Aid) ✓ Bandage ✓ Gauze ✓ Plaster Tape ✓ Alcohol ✓ Hydrogen Peroxide / Agua Oxigenada ✓ Bottled Water ✓ Gloves ✓ Cotton
e. Teacher's Kit	<ul style="list-style-type: none"> ✓ Manila Paper ✓ Bond paper long (cactus) ✓ Pair of Scissors ✓ Cartolina ✓ Pen (black and red) ✓ Permanent Makers (black and blue) ✓ Bag ✓ Ruler (12 inches) ✓ Pencil sharpener

	<ul style="list-style-type: none"> ✓ Lesson plan notebook ✓ Class record
f. Teacher's Emergency Kit	<ul style="list-style-type: none"> ✓ Whistle ✓ Flashlights/batteries ✓ Boots ✓ Raincoats/umbrella ✓ Radio/batteries ✓ Emergency hotline list ✓ Evacuation guide ✓ Toiletries ✓ Bottled water
g. Health and Hygiene Kits	<ul style="list-style-type: none"> ✓ Soap, toothpaste, toothbrush ✓ Sanitary pads for female high school learners ✓ Drinking water (1 liter)

WASH in Schools during Brigada Eskwela

Access to safer water, functional toilets and proper hygiene practice in schools creates the safe and conducive environment for children to optimally participate and achieve the learning outcomes. Thus, the need to ensure that water, sanitation and hygiene (WASH) facilities are adequate in number and well-maintained and the necessary hygiene and cleaning supplies are available in schools.

Creating a Conducive Learning Environment

With clean water supply, children are protected from water-related diseases and are able to practice proper hand and oral hygiene. In addition, toilets and other facilities are properly used and easily maintained. Clean and functional toilets that have privacy proper ventilation, and are in visible safe and accessible location ensure that children are able to relieve themselves with comfort and dignity. Moreover, adolescent girls are able to manage their menstruation effectively when toilets have water, soap and garbage bins for sanitary pads disposal. Group handwashing facilities and soap enable children to wash their hands and brush their teeth at scheduled time of the day, and thereby creating the routine for habit formation. Individual handwashing facilities with soap at strategic places such as in or nearby toilets and eating places enable children and adults, including food handlers and teachers, to wash their hands after using the toilets and before eating or handling food.

Developing Life-Skills and Increasing Resiliency

Water, sanitation and hygiene education in schools (WinS) develop life skills and contributes to the education goal of positive behavior change for young Filipinos. Through creating a safe environment and developing positive hygiene behavior, WinS contributes to reducing the vulnerabilities of children and increasing their resilience, especially at times of disaster and emergency.

Cognizant of the above, the Department of Education (DepEd), through the Comprehensive WASH in Schools Policy (DepEd Order No. 10, s. 2016, "Policy and Guidelines for the Implementation of the Comprehensive WASH in Schools Program") established standards for WASH services that needs to be ensured in all schools. Invoking the National WASH in Schools Policy, DepEd Order No. 32, s. 2017, "Gender-Responsive Basic Education Policy" mandates that schools "provide women, girl-child and adolescent-friendly facilities that meet the standards for Menstrual Hygiene Management (MHM).

WinS in Brigada Eskwela

The Comprehensive WASH in School Policy also recognizes the application of the School-Based Management (SBM) approach in improving and sustaining WASH in Schools, particularly through school planning and budgeting, partnerships and linkages. In this light, WASH in Schools strategically falls within the objectives and design of the Brigada Eskwela Program. For the purpose of the Brigada Eskwela, the National WinS Three Star Approach provides guidelines in the identification of the gaps in WASH in (Schools and prioritization of actions to address them).

Through the Brigada Eskwela, the following **WinS activities and provisions** may be mobilized:

1. Provision of water supply, through connection with barangay water networks, construction of water pumping system, and/or installation of rainwater catchments;
2. Construction of additional toilets, particularly gender-segregated toilets for boys and girls;
3. Repair and improvement of existing toilets, including desludging, to ensure functionality, privacy, comfort and security for children, especially girls;
4. Construction/improvement of individual and group handwashing facilities;
5. Improving accessibility to water, toilets and handwashing facilities through provision of concrete footpaths, disability ramps and roofing;
6. Provision of rest space for menstruating girls that are private, secure and comfortable;
7. Improvement of drainages, cleaning of roof gutters, and elimination of stagnant water;
8. Provision of hygiene supplies – soap, toothpaste, toothbrush, sanitary pads, etc. – and cleaning materials;
9. Improvement of solid waste management, including the provision of garbage bins for waste segregation, compost pits and material recovery facilities and/or securing local garbage collection services;
10. Putting up hygiene messages in strategic places (toilets and eating places) to motivate proper use of toilets and handwashing at critical times, especially after using the toilet and before eating;
11. Orientation of parents and other stakeholders on WinS and engaging their support for developing proper WASH practices at home and the community; and
12. Orientation and certification of canteen operators, vendors and food handlers on proper hygiene and sanitary food preparation and handling.

Brigada Eskwela Best Implementing School Award

To give due recognition to schools whose efforts in the implementation of the Brigada Eskwela program are exemplary, the Department of Education (DepEd) shall be awarding the **Brigada Eskwela Best Implementing Schools** in the following categories:

Elementary Level

Category	Number of Teachers (National)	Number of Teachers (NCR)
Small School	9 and below	40 and below
Medium School	10 - 29	41 – 80
Large School	30 - 50	81 – 120
Mega School	51 and above	121 and above

Secondary Level

Category	Number of Teachers (National)	Number of Teachers (NCR)
Small School	15 and below	40 and below
Medium School	16 - 30	41 – 80
Large School	31 - 50	81 – 120
Mega School	51 and above	121 and above

Note: Integrated School (Kindergarten to Grade 12) may choose which category level they intend to participate in the selection.

Hall of Fame Awards shall be given to schools which were awarded as Best Implementing Schools for three consecutive years.

The selection of the Brigada Eskwela Best Implementing Schools shall be evaluated in accordance with the following criteria:

Criteria of Selection – Best Implementing Schools

1. Scope of Work – 30%

Scope of work is based on the school BE plan and physical facilities repair and maintenance needs assessment such as Repair Works, Maintenance Works, New Improvements and Beautification/Landscaping/Learners Kiosk Installation that are identified/included in the School Annual Implementation Plan. The computation is based on the percentage of work completed multiplied by 30%.

2. Diverse Volunteer Participation – 25%

The diversity of participation shall consider the group affiliation of volunteers with the following percentage assignment:

a. Parent volunteers – 15%

The computation is based on the number of parent volunteer turn-out over the targeted number of volunteer multiplied by 15%.

The target parent volunteer participation is up to 200% of the learners' population.

b. Other volunteers – 10%

Target representative per group is 5 volunteers per entity to get 2 points, below 5 volunteers shall be given 1 point then multiplied by 10%.

NGAs and other government organizations and public corporations	LGUs (Brgy / Mun / Prov)	Community Involvement including NGOs and Professional Associations	Private Sector Involvement including Corporate Foundations and Private Schools	Pupil / Student Organization (SSG / SPG), Alumni Associations and other civic organizations / associations
2	2	2	2	2

3. Generated Resources – 15%

Elementary Level

Category	Number of Teachers (National)	Resource Generated (in pesos)	Number of Teachers (NCR)	Resource Generated (in pesos)
Small School	9 and below	99,999 and below	40 and below	399,999 and below
Medium School	10 – 29	100,000 – 299,999	41 - 80	400,000 – 799,999
Large School	30 – 50	300,000 – 499,999	81 - 120	800,000 – 1,199,999
Mega School	51 and above	500,000 and above	121 and above	1,200,000 and above

Secondary Level

Category	Number of Teachers (National)	Resource Generated (in pesos)	Number of Teachers (NCR)	Resource Generated (in pesos)
Small School	15 and below	99,999 and below	40 and below	399,999 and below
Medium School	16 – 30	100,000 – 299,999	41 - 80	400,000 – 799,999
Large School	31 – 50	300,000 – 999,999	81 - 120	800,000 – 1,199,999
Mega School	51 and above	1,000,000 and above	121 and above	1,200,000 and above

The amount of resources generated shall include all donations-in-kind and equivalent amount of materials used for the scope of work accomplished during the Brigada Eskwela week and the equivalent amount of volunteer man-hour. It shall also include all resources accepted after the steering and working committees were formed and commence to execute their functions as early as January 2019.

4. Alignment to Brigada Eskwela Theme – 15%

The evaluation shall consider the alignment of the program implementation to the Brigada Eskwela theme.

The evaluation shall consider the School Safety and Preparedness Guide – 21 points, computed as points meet/21 x 6%.

The WASH in Schools shall consider the 12 activities and provisions, computed as points meet/12 x 6%.

Advocacy on Brigada Eskwela theme translated into school overall experiences and learnings – 3%

5. Creativity and Innovation – 10%

The evaluation shall be based on the presence of value added projects or unusual projects benefiting the schools and the learners: e.g. medical and dental services, provision of school supplies and uniform, awareness/literacy campaigns, special services, among other projects. The criteria shall also consider the quantity of innovations, number of beneficiaries, and impact to access and quality.

6. Increment of Resources and Volunteers – 5%

This criterion is determined based on the percentage of the increase of the current performance compared with the previous/last Brigada Eskwela accomplishments. For newly established school, the data for the first year of operation shall be the baseline.

Criteria of Selection – Brigada Eskwela Plus Most Sustained School

School Maintenance Activities Throughout the School Year – 70%

1. Evaluation shall be based on the sustained level of implementation of all school maintenance activities from June 2018 to June 2019.
2. A Narrative / Accomplishment report of all school maintenance activities from the Calendar Year (CY) 2018-2019 shall be submitted to show how the implementation of BE was sustained.

School and Community Effort to Improve Participation and Reduce Drop-Out, or Enroll in the Alternative Delivery Mode – 15%

1. Evaluation shall be based on the on-going school-community/stakeholders project to improve participation and drop-out reduction.
2. Data from School Year (SY) 2016-2017 shall be the baseline for the school participation and drop-out rate. The comparative report of data from SY 2016-2017 and SY 2017-2018 school participation and drop-out rate shall serve as the basis for this criterion.

School and Community Effort to Improve Student and Community Learnings – 15%

1. Evaluation shall be based on school and community/stakeholders effort to improve student and community learnings referring to but not limited to remedial activities, parenting seminars, literacy programs, Alternative Learning System engagement activities and other school-community initiated activities.

Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VI - Western Visayas
DIVISION OF AKLAN
Kalibo, Aklan

[illegible]

ASP School Coordinator

School Principal

***P/hp 37.50 per man hour regardless of profession

Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VI - Western Visayas
DIVISION OF Aklan
Kalibo, Aklan

[illegible]

Approved by:

School Principal

²²Php 37:50 per man hour regardless of profession

Appendix B

BE Form 01

Republic of the Philippines
Department of Education
Region _____
Division _____
School _____
School Year _____

BRIGADA ESKWELA
PHYSICAL FACILITIES REPAIR AND MAINTENANCE NEEDS ASSESSMENT FORM
(To be accomplished by the School Physical Facilities Coordinator)

Instruction: Conduct an ocular inspection of the school physical facilities listed below. Then provide the needed information to facilitate the improvement to be done on these identified facilities. (If needed, you may use separate forms for each classroom or school facility.)

FACILITIES	Condition (Check One)		Remarks If Unsatisfactory, describe the problem.	Nature of Improvement Needed (e.g. repair, repainting, replacement, etc.)	Material Resources Needed (Indicate kind and quantity)	Manpower Needed (Indicate quantity and nature of labor services needed)
	Satisfactory	Unsatisfactory				
• Roofs/gutters						
• Ceilings						
• Walls						
• Blackboards						
• Chairs/desks/tables						
• Water facilities/ Drainage System						
• Signages						
• School garden						
• Lighting						
• Windows						
• Doors						
• Comfort rooms						
• School grounds						
• School canteen/clinic						
• School fence						
• Others, please specify:						

Prepared by: _____

Noted: _____

School Physical Facilities Coordinator _____

Date of Inspection _____

TIC/Head Teacher/Principal _____

Republic of the Philippines
Department of Education
Region _____
Division _____
School _____
School Year _____

BRIGADA ESKWELA
SCHOOL WORK PLAN
(To be accomplished by the School Head)

Instruction: List down all the specific activities that you will be undertaking in relation to the conduct of Brigada Eskwela in your school and fill in the required information. Add another sheet if needed. Once completed, submit a copy to the Adopt-A-School Program coordinator or Brigada Eskwela coordinator of your division on or before January 31.

KRA	Activities	Timeline	Person/s Responsible	Materials Needed	Budget
1. Advocacy and Marketing					
2. Resource Mobilization					
3. Implementation					
4. Monitoring and Evaluation					
5. Reporting					

Prepared by: _____ Noted by: _____

Signature over Printed Name _____ Date Prepared _____
ASP Division Coordinator/BE Coordinator

Appendix D

BE Form 03

Republic of the Philippines
Department of Education
Region _____
Division _____
School _____
School Year _____

BRIGADA ESKWELA
RESOURCE MOBILIZATION FORM
(To be accomplished by the Resource Mobilization Committee)

Instruction: Using the completed BE Form 01: Physical Facilities Needs Assessment Form as basis, summarize the resources (materials and manpower) needed and list down the potential source or partners to be tapped. Add additional sheet if needed. The Status and Remarks columns should be updated regularly to determine progress in acquiring resources needed.

Materials Needed	Quantity	Key Persons/Organizations to be Tapped	Strategies/Plan of Action	Person Responsible	Status	Remarks

Labor Skills/Volunteers Needed	Quantity	Key Persons/Organizations to be Tapped	Strategies/Plan of Action	Person Responsible	Status	Remarks

Prepared by: _____

Noted: _____

Resource Mobilization Committee Chairperson _____

TIC/Head Teacher/Principal _____

School Year _____

Date:

Date:

Noted:

Date _____

School Year _____

RECORD OF DONATIONS RECEIVED

[illegible]

Prepared by:

Committee on Documentation Chair/Member

Noted:

School Head

Region _____
 Division _____
 School _____
 School Year _____

BRIGADA ESKWELA

DATE:

Instruction: List down all the activities that needs to be undertaken for each day of the Brigada Eakwela week. At the end of each day, please mark the appropriate column that corresponds to the status of each activity. Cite reasons for non-completion.

[illegible]

Prepared by:

Program Implementation Committee Chair/Member

Noted by:

School Head

Date Prepared

Appendix H

BE Form 07
DEPARTMENT OF EDUCATION

**BRIGADA ESKWELA
SCHOOL ACCOMPLISHMENT REPORT**
(to be accomplished by the School Head)

DIVISION:	REGION:
SCHOOL:	SCHOOL ID:
SCHOOL ADDRESS:	
(Please check appropriate box)	
Level: <input type="checkbox"/> Elementary <input type="checkbox"/> High School	Type of School: <input type="checkbox"/> Central School <input type="checkbox"/> Non-Central School (complete) <input type="checkbox"/> Multigrade <input type="checkbox"/> Primary School / Incomplete <input type="checkbox"/> Integrated School
SCHOOL HEAD:	CONTACT NUMBER:
PTCA PRESIDENT:	CONTACT NUMBER:

A. SCOPE OF REPAIR AND MAINTENANCE WORK COMPLETED (Please check appropriate column)				
	What was done?			
	Repaired	Repainted	Replaced	Others (Brief Description)
1 Roofs				
2 Ceilings				
3 Walls				
4 Windows and Doors				
5 Chairs/Desks, Tables, and Blackboards				
6 Comfort Rooms				
7 Leaking Pipes				
8 School Grounds/Landscaping				
9 School Signs				
10 Others (specify)				

B. DONATIONS / MATERIAL RESOURCES GENERATED (Use separate sheets, if needed)		
Type of Donations	Source	Estimated Cost
	TOTAL	

Appendix I

**GUIDE TO COMPUTING COST OF SERVICES RENDERED
DURING BRIGADA ESKWELA WEEK**

Below are the steps for computing the value or cost in pesos of manpower resources generated during the Brigada Eskwela.

1. Do a survey in your area of prevailing rates of labor services. List these down in the table below.

Category of Services	RATE PER DAY	RATE PER HOUR
		<i>**Rate per day/8 hours</i>
Masonry		
Carpentry		
Plumbing		
Electrical/Electronic		
Landscaping/Gardening		
Ordinary labor		
Others		

2. Using the completed BE Form 04 as basis, tally the number of volunteers and actual number of hours served by these volunteers per day. Classify data according to the nature of volunteer services rendered, i.e., masonry, carpentry, plumbing, etc.
3. Multiply total number of hours rendered per day with the corresponding rate/hour as indicated in the table above. Do this computation for all days of the Brigada Week.

Illustration: 15 volunteers did carpentry work in Day 1. Actual number of hours served by these 15 volunteers totaled to 60 hours. The prevailing rate of carpentry services in your area is 250 pesos per day or 28.13 pesos (250 pesos/8 hours) per hour.

$$60 \text{ hours} \times 28.13 \text{ pesos/hour} = 1687.80 \text{ pesos}$$

Total value/cost of carpentry services generated for Day 1 is 1687.80 pesos

4. Get the sum of the following for Days 1-6:
 - Number of Volunteers
 - Total Number of Hours Rendered
 - Total Value/Cost in Pesos
5. The data/figures computed should be recorded in **BE Form 07: School Accomplishment Report**.



C. VOLUNTEER SERVICES								
Type of Volunteer	Name of Individuals/ Organization (Use separate sheets, if needed)	Number of Volunteers						Total
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	
1. PTCA Members								
2. Barangay Officials								
3. Municipal/City Government Officials								
4. Provincial Government Officials								
5. NGOs/Civic Organizations								
6. Private Citizens								
7. Private Companies/Corp								
8. Other government offices								
9. Parents								
10. Teachers								
11. Pupils/Students								
12. Others: (specify)								
13. Prominent Volunteers								
	TOTAL							



D. ESTIMATED COST OF VOLUNTEER SERVICES RENDERED. Refer to Guide for Computing Labor Cost. (Use separate sheets, if needed)			
Type of Service	Total Number of Volunteers	Total Number of Hours Rendered	Total Estimated Costs
Masonry			
Carpentry			
Plumbing			
Electrical/Electronic			
Landscaping/Gardening			
Painting			
Ordinary Labor			
Others			
TOTAL			

D. SIGNIFICANT EVENTS / EXPERIENCES (Use separate sheets, if needed)			
What happened?	Who were involved?	When?	What is/are its important contribution to the operation of the school or to the existing needs of the school?

E. ISSUES AND CONCERNS (Describe briefly problems encountered and how resolved)
E. LESSONS LEARNED / BEST PRACTICES



F. SUGGESTIONS TO STRENGTHEN BRIGADA ESKWELA PROJECT (include support needed from Central, Region, and Division Office that can increase the impact of Brigada Eskwela Project in your school.)

G. EVIDENCES / ATTACHMENTS

a. Photos (before, during and after)

b. Photocopy of all completed BE Forms (check if attached)

<input type="checkbox"/> Form 01	<input type="checkbox"/> Form 05
<input type="checkbox"/> Form 02	<input type="checkbox"/> Form 06
<input type="checkbox"/> Form 03	
<input type="checkbox"/> Form 04	

Prepared by:

Date:

Name and Designation

Submit copy of this completed form to ADOPT-A-SCHOOL PROGRAM DISTRICT COORDINATOR or District Supervisor on or before June 15.