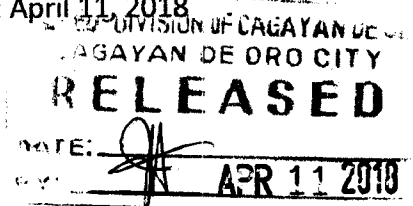




Date: April 11, 2018

Division Memorandum

No. 216 s. 2018



2018 BRIGADA ESKWELA IMPLEMENTING GUIDELINES

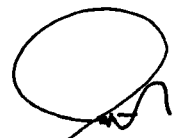
To : **Curriculum and Implementation Division (CID) Personnel**
Schools Governance and Operation Division (SGOD) Personnel
Elementary and Secondary School Heads
This Division

1. Pursuant to Unnumbered DepED Memorandum s. 2018 known as **Brigada Eskwela (BE) Implementing Guidelines**, the field is hereby informed that the conduct of BE is slated from **May 28 to June 2, 2018** with the theme *Pagkakaisa Para sa Handa, Ligas at Matatag na Paaralan Tungo sa Magandang Kinabukasan*.
2. School heads shall take the lead role in planning the activities geared on making the schools ecologically conscious, resilient, clean and conducive to learning.
3. To ensure proper conduct of Brigada Eskwela week and timely submission of BE reports, you are directed to adhere on the following timelines:

Date	Activities
May 28, 2018	School Brigada Eskwela (BE) Kick-Off Ceremony and Caravan
May 28- June 2, 2018	Brigada Eskwela Implementation and Monitoring of Schools (Monitoring of schools shall be done by the CID and SGOD personnel)
June 2, 2018	Culminating Program - Presentation of Accomplishments - Awarding of Certificate of Recognition to Partners/Donors - Symbolic Turn-Over and Acceptance of Outputs and Donations from Stakeholders/Partners/Donors
June 8, 2018	Submission of BE Division Form I (No. of Volunteers) and BE Division Form 1.1 (Generated Resources) thru this email add: jeanloquillanocdo@gmail.com
June 18, 2018	Submission of Brigada Eskwela (BE) Accomplishment Report following the unified format.

4. To effectively implement the selection process in the Search for **Brigada Eskwela Best Implementing Schools**, DepED issues a set of criteria and details of which are provided in Enclosure D.

5. The SHs shall consider the **Brigada Eskwela Plus** to elevate the level of awareness and participation of education stakeholders in improving the quality of education. The implementation of BE PLUS will focus on the following three key activities:
 - a. School maintenance activities throughout the school year;
 - b. Community- led effort to improve student participation and reduce dropouts;
 - c. Community-led effort to improve student performance.
6. Teaching personnel are entitled to earn vacation service credits arising from their active involvement in the Brigada Eskwela activity. A complete six-day participation in the maintenance effort shall give teachers a three-day service credit entitlement.
7. **National Brigada Eskwela Hall of Fame Awardee** (Gusa Regional Science High School) shall implement innovative and community led- efforts to improve student participation and performance. The best practices on the implementation of a year-long Brigada Eskwela Plus shall be used as inputs in crafting the operations manual of the *Brigada Eskwela Plus*.
8. Among the **Hall of Fame Awardees**, the region will select one **Brigada Eskwela Plus Most Sustained School Award**. The details of which shall be contained in a separate issuance
9. School heads are further directed to submit **BE Form 01- Physical Facilities Maintenance and Needs Assessment Form** and **BE Form 02- Brigada Eskwela School Work Plan** which are hereto attached on April 16, 2018 (Thru: Engr. Ely Mamaclay.)
10. School heads who wish to join the Search for Brigada Eskwela Best Implementing School shall write a letter of intent to this office (Attention: Dr. Jean T. Loquillano) for the school to be officially included in the aforesaid search.
11. See the following attached enclosures for your reference:
 - A. BE Div Form 1 and BE DivForm 1.1
 - B. BE Form 01
 - C. BE Form 02
 - D. Brigada Eskwela Best Implementing School Awards and Criteria of Selection
 - E. Kit's Menu
 - F. Wash in Schools during Brigada Eskwela
 - G. School Safety and Preparedness Guide
12. Widest dissemination and compliance of this Memorandum is directed.


JONATHAN S. DELA PEÑA, PhD, CESO VI
Schools Division Superintendent

Encls.: As stated

Reference: Unnumbered DepEd Memorandum s. 2018

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

PARTNERSHIPS	REPAIR
PROGRAMS	SCHOOLS
PRIZES/AWARDS	TEACHERS

jtl/SGOD

[illegible]



Republic of the Philippines
Department of Education

Region 10

DIVISION OF CAGAYAN DE ORO CITY

(Name of School)

(School Address)

School Year _____

BRIGADA ESKWELA

PHYSICAL FACILITIES AND MAINTENANCE NEEDS ASSESSMENT FORM

Instruction: Conduct an ocular inspection of the school physical 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 quality)	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/ wall					
• Electricity					
• Alternative gate					
• Reference Materials					
• Laboratory equipment					

Prepared by:

Noted:

School Physical Facilities Coordinator

Date of Inspection

School Head



Republic of the Philippines
Department of Education

Region 10

DIVISION OF CAGAYAN DE ORO CITY

(Name of School)

(School Address)

School Year

BRIGADA ESKWELA
SCHOOL WORK PLAN

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 _____.

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

Brigada Eskwela Best Implementing Schools 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	9 and below	40 and below
Medium School	10 – 25	41-80
Large School	26-50	81-120
Mega School	51 and above	121 and above

Note: Integrated School (Kinder 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**1. Scope of Work – 35%**

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 35%.

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 computed based on the number of enrolment multiplied by the agreed percentage up to 200%.

b. Other volunteers = 10%

Target representative per group is 5 volunteers per entity to get 2 points, below 5 shall be given 1 point then multiplied by 100%.

NGAs and other government organization 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) and Alumni Associations
2	2	2	2	2

3. Generated Resources- 15%

The percentage of completion (Program of Works) x 15%

Elementary Level

Category	Number of Teachers (National)	Resource Generated	Number of Teachers (NCR)	Resource Generated
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	Number of Teachers (NCR)	Resource Generated
Small School	9 and below	99,999 and below	40 and below	399,999 and below
Medium School	10 – 25	100,000 – 299,999	41-80	400,000 – 799,999
Large School	26-50	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 2018.

4. Alignment to Brigada Eskwela Theme - 10%

The evaluation shall consider the alignment of the program implementation to the theme and the WASH in Schools at 5%.

The evaluation shall consider the School Safety and Preparedness Guide- 21 points, computed as $\text{points met}/21 \times 5\%$.

5. Creativity and Innovation -10%

Evaluated based on the presence of value added projects: eg. Medical and dental mission, provision of school supplies and uniform, Awareness/literacy campaigns, Special Services, among others.

6. Increment of Resources and Volunteers - 5%

Determined based on the percentage of the increase of the current performance compared with the previous/last Brigada Eskwela accomplishments.

Kits' Menu

School Provision	Minimum contents
a. Emergency Kits/bags for Students	✓ Whistle ✓ Tips/handy reference
b. Learner's Kit	✓ Notebook (50 leaves) ✓ Pad Paper ✓ Pencil ✓ Ball pen ✓ Crayon ✓ Ruler ✓ Small Scissors ✓ Pencil Sharpener ✓ Paste ✓ Bag
c. Emergency Kit for School	✓ 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	✓ Burn Ointment ✓ Povidone-iodine (e.g. Betadine) ✓ Adhesive Bondage (e.g. Band-Aid) ✓ Bandage ✓ Gauze ✓ Plaster Tape ✓ Alcohol ✓ Hydrogen Peroxide/Agua Oxigenada ✓ Bottled water ✓ Gloves ✓ Cotton
e. Teacher's Kit	✓ Manila paper ✓ Bond paper long (cactus) ✓ Pair of Scissors ✓ Cartolina ✓ Pilot pen (black and red) ✓ Pentel pen (black and blue) ✓ Bag ✓ Ruler (12 inches) ✓ Pencil Sharpener

	✓ Lesson plan notebook ✓ Class record
f. Teacher's Emergency Kit	✓ Whistle ✓ Flashlight/batteries ✓ Boots ✓ Raincoats/umbrella ✓ Radio/batteries ✓ Emergency hotline list ✓ Evacuation guide ✓ Toiletries ✓ Bottled water
g. Health and Hygiene Kits	✓ Soap, Toothpaste, Toothbrush ✓ Sanitary pads for female high school students ✓ Drinking water (1 liter)

WASH in Schools during Brigada Eskwela

Access to safe 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 can be mobilized:

- Provision of water supply, through connection to barangay water networks, construction of water pumping system, and/or installation of rainwater catchments;
- Construction of additional toilets, particularly gender-segregated toilets for boys and girls;
- Repair and improvement of existing toilets, including desludging, to ensure functionality, privacy, comfort and security for children, especially girls;
- Construction/improvement of individual and group handwashing facilities;
- Improving accessibility to water, toilets and handwashing facilities through provision of concrete footpaths, disability ramps and roofing;
- Provision of rest space for menstruating girls that are private, secure and comfortable;
- Improvement of drainages, cleaning of roof gutters, and elimination of stagnant water;
- Provision of hygiene supplies – soap, toothpaste, toothbrush, sanitary pads, etc. – and cleaning materials;
- 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;
- 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;
- Orientation of parents and other stakeholders on WinS and engaging their support for developing proper WASH practices at home and the community; and
- Orientation and certification of canteen operators, vendors and food handlers on proper hygiene and sanitary food preparation and handling.

SCHOOL SAFETY AND PREPAREDNESS GUIDE

In view of the implementation of the 2018 Brigada Eskwela, this School Safety and Preparedness Guide intends to raise awareness and provide guidance to schools and education partners in ensuring safety and preparedness of our students and personnel before, during and after emergencies. Enumerated below is a minimum list of activities that may contribute to a safer school. School Principals need to identify what are most appropriate and important for their schools. School Heads may also identify other measures that may add-up to this list.

I. SAFE LEARNING FACILITIES
1. Facilitate the assessment of school electrical system to make necessary repairs and/or upgrades to prevent fire incident. 2. Repair minor classroom damages such as broken windows, doors, blackboards, roofs, etc. 3. Install appropriate and available fire suppression equipment or resources such as fire extinguishers, water source, and other 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 can 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 offices, in various areas of the school. 2. Establish early warning mechanisms and inform all students and personnel on this. 3. Equip school with first aid kits, flashlights, megaphones, and other necessary supplies that may be needed in times of emergencies. Ensure that these items can be easily located and accessed. 4. Identify alternative sources and/or maintain supply of drinking water within the school. 5. Ensure that students, teachers, and personnel have identification cards with relevant information.

6. Create database of student with the contact details of their family.
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. DISASTER RISK REDUCTION IN EDUCATION

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

Reference:

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