



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Region VII, Central Visayas  
**SCHOOLS DIVISION OF NEGROS ORIENTAL**  
www.depednegor.net

May 7, 2018

Division Memorandum  
No. 262 s, 2018

**CORREGINDUM TO DIVISION MEMORANDUM ND. 215, s. 2018 entitled  
"Summer In-Service Training (INSET) Activities for Teachers"**

To : Asst. Schools Division Superintendents  
Chiefs, CID & SGOD  
Division Education Program Supervisors/Division Coordinators  
Public Schools District Supervisors/District In-Charge  
Public Elementary & Secondary School Heads  
Public Elementary & Secondary Teachers  
All Others Concerned

1. The 2018 Brigada Eskwela is set on May 28-June 2, 2018 as per DepEdMemo.No. 066, s. 2018 dated April 11, 2018.
2. The schedule is in conflict with the In-Service Training (INSET) activities for teachers per DepEd Order No. 25, s. 2017 which was already announced to the field through Division Memorandum No. 215, s. 2018 dated April 10, 2018.
3. The field is therefore advised to redesign and move the INSET activities during mid-year and focus all efforts to the Brigada Eskwela activities.
4. For information and guidance of everybody.

**WILFREDA D. BONGALOS, Ph. D. CESO VI**  
*Schools Division Superintendent*

5/7/18

09 MAY 2018



Republic of the Philippines  
**Department of Education**

11 APR 2018

DepEd MEMORANDUM  
No. **066**, s. 2018

**2018 BRIGADA ESKWELA IMPLEMENTING GUIDELINES**

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

1. The Department of Education (DepEd) will conduct the 2018 **Brigada Eskwela** from May 28 to June 2, 2018 with the theme *Pagkakaisa Para sa Handa, Ligtas at Matatag na Paaralan Tungo sa Magandang Kinabukasan*. 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.
2. The national kick-off program shall be held on **May 24, 2018** at a public school in General Santos City, Region XII as the host. Regional offices (ROs) and schools division offices (SDOs) shall hold a kick-off ceremony to launch the *Brigada Eskwela* in their respective areas on **May 28, 2018**.
3. All regional directors (RDs) and schools division superintendents (SDSs) shall mobilize their partnerships focal persons who are the Adopt-a-School Program/*Brigada Eskwela* coordinators to ensure the effective implementation of *Brigada Eskwela* in all public elementary and secondary schools and to ensure involvements of the community and local stakeholders.
4. School heads (SHs) shall take the lead role in planning the activities geared on making schools ecologically conscious, resilient, clean, and conducive to learning. Important reminders to SHs in the conduct of this activity are indicated in Enclosure No. 1.
5. Individuals or groups from the national government agencies (NGAs), local government units (LGUs), private sector, international organizations and other parties, who or which are interested to help the schools and volunteers, may coordinate with the External Partnerships Service (EPS) of the DepEd Central Office, Education Support Services Division in the ROs, Social Mobilization and Networking Section under the Schools Governance and Operations Division in the SDOs and/or the school principal of the beneficiary school, for guidance.
6. All DepEd employees are encouraged to join the *Brigada Eskwela* activities by offering their skills, sharing their time or providing their assistance in-kind and

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.

7. 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. 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, particularly Item No. I.d Sub-item k.

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

9. The schedule of activities for the 2018 *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 2 to May 11, 2018
<i>Brigada Eskwela</i> National Kick-off Program and Caravan	May 24, 2018
<i>Brigada Eskwela</i> Regional and Schools Division Kick-off Program and Caravan	May 28, 2018
<i>Brigada Eskwela</i> Implementation and Monitoring of Schools	May 28 to June 2, 2018
Submission of Consolidated <i>Brigada Eskwela</i> Accomplishment Reports by the Regional Coordinators to the External Partnerships Service	July 30, 2018
Regional Selection and Deliberation of <i>Brigada Eskwela</i> Awards Candidates	July 2 to August 3, 2018
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 August 31, 2018
Conduct of <i>Brigada Eskwela</i> Regional Awarding Ceremony	Within October 2018
Conduct of <i>Brigada Eskwela</i> National Awarding Ceremony	Within November 2018

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

11. The school principal 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.

12. The SHs shall make the *Brigada Eskwela* program not just a tool for improving school facilities but also as a catalyst for achieving a higher learning outcome for the school. *Brigada Eskwela Plus* will be the mechanism to elevate the level of awareness and participation of education stakeholders in improving the quality of education. The implementation of *Brigada Eskwela 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 or to enroll the learners in the Alternative Learning System (ALS), and
- c. Community-led effort to improve student performance.

13. All ***Brigada Eskwela Hall of Fame Awardees*** 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*.

14. Among the Hall of Fame Awardees, each region will select one *Brigada Eskwela Plus* Most Sustained School Award. The details of which shall be contained in a separate issuance.

15. For more information, contact **Mr. Rolly V. Soriano**, External Partnerships Service, Ground Floor, Teodora Alonzo Bldg., Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos.: (02) 638-8637, (02) 638-8639, (02) 635-9996, or email at [rolly.soriano@deped.gov.ph](mailto:rolly.soriano@deped.gov.ph).

16. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encls.: As stated

References: DepEd Order No. 53, s. 2003

DepEd Memorandum Nos. 12, 2013 and 81, s. 2016

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

OFFICIALS  
PARTNERSHIPS  
PRIZES OR AWARDS  
PROGRAMS

REPAIR  
SCHOOLS  
SEARCH  
TEACHERS

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**REMINDERS FOR SCHOOL HEADS IN THE IMPLEMENTATION OF  
2018 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. While the Armed Forces of the Philippines (AFP) members are welcome to participate in Brigada Eskwela, carrying guns and firearms must be prohibited inside the school premises. Likewise, AFP members as volunteers shall be advised to wear Type C uniform, civilian or work clothes, instead of wearing military Type A uniform during the school maintenance activity.

For further details on engagement of AFP members in school activities, please refer to DepEd Memorandum No. 221 s. 2013 entitled "On Guidelines on the Protection of Children During Armed Conflict."

4. In the performance of the key role in operationalizing this year's Brigada Eskwela in relation to the theme, principals or 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
5. Receiving assistance or support from companies and other players in the tobacco industry for Brigada Eskwela is not allowed, 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".

## **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



## **STAKEHOLDER ENGAGEMENT STRATEGY**

### **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 2018 *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 will provide a list of preparedness measures that partners could support in various capacities.

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

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

Our partners could 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

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

### **How to Engage the Stakeholders/ What Each Stakeholder Can Do**

<b>Stakeholders</b>	<b>Nature of Engagement</b>
	<b>EXTERNAL</b>
Provincial Government Units	<ul style="list-style-type: none"> <li>a. Coordinate with DepEd Division Offices</li> <li>b. Secure a copy of the school preparedness checklist</li> <li>c. Convene Local School Board (LSB) to identify possible support in school preparedness</li> </ul>

	<ul style="list-style-type: none"> <li>d. Mobilize local support through the business sector, philanthropies, academe and local organization to assist schools' preparations for class opening</li> </ul>
Municipal/City Government Units	<ul style="list-style-type: none"> <li>a. Coordinate with DepEd Division/District Offices</li> <li>b. Secure a copy of the school preparedness checklist</li> <li>c. Convene LSB to identify possible support on school preparedness</li> <li>d. Mobilize local support through the business sectors, philanthropies, academe and local organization to assist schools' preparations for class opening</li> <li>e. If available, include schools in the early warning system implemented in the locality</li> </ul>
Barangay Government Units	<ul style="list-style-type: none"> <li>a. Coordinate with nearby elementary and/or secondary school</li> <li>b. Participate in school preparatory meetings for Brigada Eskwela</li> <li>c. Mobilize local assistance to support school preparedness strategies</li> <li>d. Secure a copy of the school preparedness checklist</li> <li>e. Support the school preparedness strategies</li> <li>f. Assist schools in establishing an early warning system</li> </ul>
Private Partners	<ul style="list-style-type: none"> <li>a. Coordinate with DepEd Division or District or School</li> <li>b. Secure a copy of the school preparedness checklist</li> <li>c. Provision of Emergency kits/bags for students, teachers and schools, teacher's kit, learner's kit</li> <li>d. Provision of advocacy/information materials for schools</li> <li>e. Support the school preparedness strategies</li> </ul>
Local CSOs and Volunteers	<ul style="list-style-type: none"> <li>a. Coordinate with target elementary and/or secondary schools</li> <li>b. Secure a copy of the school preparedness checklist</li> <li>c. Signify interest to assist school during preparation for class opening</li> <li>d. Participate in school preparatory meetings for Brigada Eskwela</li> </ul>

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

**Kits' Menu**

School Provision	Minimum contents
a. Emergency Kits/bags for Students	<ul style="list-style-type: none"> <li>✓ Whistle</li> <li>✓ Tips/handy reference</li> </ul>
b. Learner's Kit	<ul style="list-style-type: none"> <li>✓ Notebook (50 leaves)</li> <li>✓ Pad Paper</li> <li>✓ Pencil</li> <li>✓ Ball pen</li> <li>✓ Crayon</li> <li>✓ Ruler</li> <li>✓ Small Scissors</li> <li>✓ Pencil Sharpener</li> <li>✓ Paste</li> <li>✓ Bag</li> </ul>
c. Emergency Kit for School	<ul style="list-style-type: none"> <li>✓ First Aid Kit</li> <li>✓ Contact numbers for emergencies</li> <li>✓ Stretcher</li> <li>✓ Flashlights/batteries</li> <li>✓ Radio/batteries</li> <li>✓ Bell/warning device</li> <li>✓ Whistle</li> <li>✓ Transistor Radio</li> <li>✓ Electrical Tape</li> <li>✓ Rope</li> </ul>
d. First Aid Kit	<ul style="list-style-type: none"> <li>✓ Burn Ointment</li> <li>✓ Povidone-iodine (e.g. Betadine)</li> <li>✓ Adhesive Bondage (e.g. Band-Aid)</li> <li>✓ Bandage</li> <li>✓ Gauze</li> <li>✓ Plaster Tape</li> <li>✓ Alcohol</li> <li>✓ Hydrogen Peroxide/Agua Oxigenada</li> <li>✓ Bottled water</li> <li>✓ Gloves</li> <li>✓ Cotton</li> </ul>
e. Teacher's Kit	<ul style="list-style-type: none"> <li>✓ Manila paper</li> <li>✓ Bond paper long (cactus)</li> <li>✓ Pair of Scissors</li> <li>✓ Cartolina</li> <li>✓ Pilot pen (black and red)</li> <li>✓ Pentel pen (black and blue)</li> <li>✓ Bag</li> <li>✓ Ruler (12 inches)</li> <li>✓ Pencil Sharpener</li> </ul>

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

### **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.

**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  $\text{points meet}/21 \times 5\%$ .

**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.