

APR 11 2018

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Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY



APRIL 11, 2018

Division Memorandum No. 139, s. 2018

2018 BRIGADA ESKWELA IMPLEMENTING GUIDELINES

Theme: *Pagkakaisa Para Sa Handa, Ligtas, at Matatag na Paaralan
Tungo sa Magandang Kinabukasan"*

To:

Public Elementary and Secondary School Heads
Brigada Eskwela School Coordinators
All Others Concerned

- In line with the conduct of the 2018 Brigada Eskwela on **MAY 28-JUNE 1, 2018**, the Division Kick-Off Ceremony will be at **Happy Hollow National High School** on May 28, 2018.
- For the selection of Best Implementing Schools, the categories and criteria are the following:

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 and 80
Large School	26-50	81-120
Mega School	51 and above	121 and above

Criteria

Criteria	Percentage
1. Scope of Work	35%
2. Diverse Volunteer Participation a. Parent Volunteers -15% b. Other volunteers -10%	25%
3. Generated Resources	15%
4. Alignment to Brigada Eskwela Theme	10%
5. Creativity and Innovation	10%
6. Increment of Resources and Volunteers	5%

3. 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: (see enclosure)
 - a. School Safety and Preparedness Guide
 - b. Stakeholder Engagement Strategy
 - c. Kit's Menu
 - d. WASH in Schools Activities

4. Kindly send the soft copy of Form 1 and Form 1.1 in excel file through the email address asunsaguid@yahoo.com.ph or asuncion.saguid@deped.gov.ph. on or before June 29,2018.(SEE ATTACHED FORMAT)

5. The submission of school portfolio for the division level will be on or before June 25, 2018 at the SGOD-Office.

6. For any questions or clarification including technical assistance, you may call or text Asuncion C. Saguid at cellphone number 09284069076.

- 7.Immediate dissemination of this memorandum is desired.

FEDERICO P. MARTIN, Ed.D.,C.Ed.D.,CESO V
Schools Division Superintendent


SORAYA T. PACULO, Ph.D.
Officer in Charge
Office of the Assistant Schools Division Superintendent

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
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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

Stakeholders	Nature of Engagement
EXTERNAL	
Provincial Government Units	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

	<ul style="list-style-type: none"> 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. If available, 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. Provision of Emergency kits/bags for students, teachers and schools, teacher's kit, learner's kit d. Provision of 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

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

Kits' Menu

School Provision	Minimum contents
a. Emergency Kits/bags for Students	<ul style="list-style-type: none"> ✓ Whistle ✓ Tips/handy reference
b. Learner's Kit	<ul style="list-style-type: none"> ✓ Notebook (50 leaves) ✓ Pad Paper ✓ Pencil ✓ Ball pen ✓ Crayon ✓ Ruler ✓ Small Scissors ✓ Pencil Sharpener ✓ 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 Bondage (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 ✓ Pilot pen (black and red) ✓ Pentel pen (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 ✓ Flashlight/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 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.

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.



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BRIGADA ESK WELA 2018

School ID	School Name	NUMBER OF VOLUNTEERS													Total Number of Volunteers			
		Private Sector			Community			Government Agencies/National & Local										
		NGO (PTA, SGC, Gawad Kalinga, etc.)	Corporation	Parents	Alumni	Private Individual/C Community Member	Religious Organizations (Youth and Adult)	Congressional Officials and Staff	Provincial Officials	City/ Municipal Officials	Barangay Officials	SK Officials	Provincial/ City/ Municipal Employees	Firemen/ NP	AFP/PA, Marine, Airforce, etc.)	Barangay Workers	Other Volunteers	

Consolidated by: MADELYNE L. JOSE
 School Brigada Coordinator

Certified Correct

School Head _____



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BRIGADA ESK WELA 2018

NUMBER OF VOLUNTEERS

School_ID	School_Name	Private Sector			Community			Government Agencies/National & Local										Total Number of Volunteers		
		NGO (PTA, SGC, Gawad Kalinga, etc.)	Corporation	Parents	Alumni	Private Individual/Community Member	Religious Organizations (Youth and Adult)	Congressional Officials and Staff	Provincial Officials	City/Municipal Officials	Barangay Officials	SK Officials	Provincial/City/Municipal Employees	Firemen/Police/NP	AFP/PA, Marine, Airforce, etc.)	Barangay Workers	Other Volunteers			

Consolidated by:

MADELYNE L. JOSE
 School Brigada Coordinator

Certified Correct

School Head