



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. _____, s. 2020

2020 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 **Brigada Eskwela Program** is one of the most important programs in the Department of Education. The component of the program are the following:
2. Department of Education (DepEd) shall conduct the 2020 **Brigada Eskwela Week** from May 18-23, 2020 with the theme _____. 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 (include first day of classes).
3. The national kick-off program shall be held on **May 14, 2020** at a public school in the host region (to be announced). 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 18, 2020**.
4. All Regional Directors (RDs) and Schools Division Superintendents (SDSs) shall mobilize their partnerships focal persons to ensure the effective implementation of *Brigada Eskwela* in all public elementary and secondary schools and the involvement of the community and local stakeholders.
5. School Heads (SHs) shall take the lead in planning the activities geared on 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.
6. Individuals or groups from the national government agencies (NGAs), local government units (LGUs), private sectors, international organizations and other

parties interested to help the schools and volunteers may coordinate with the External Partnerships Service (EPS) of the DepEd Central Office, Education Support Services Division (ESSD) in the ROs, Social Mobilization and Networking Section (SocMob) under the Schools Governance and Operations Division (SGOD) in the SDOs and/or the SHs of the beneficiary school, for guidance.

7. 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. Furthermore, non-teaching personnel shall earn a Compensatory Time Off (CTO) for the complete eight hours participation in the maintenance effort on the last day of BE week which is on a Saturday.

8. 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, particularly Item No. I-d Sub-item d and k and Item No. 1-f, procedure in the grant of service credits.

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

10. 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 against local funds subject to the usual and accounting and auditing rules and regulations.

11. 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 to May 17, 2020
<i>Brigada Eskwela</i> National Kick-off Program and Caravan	May 14, 2020
<i>Brigada Eskwela</i> Regional and Schools Division Kick-off Program and Caravan	On or before May 18, 2020
<i>Brigada Eskwela</i> Implementation and Monitoring of Schools	May 18-23, 2020
Submission of Consolidated <i>Brigada Eskwela</i> Accomplishment Reports by the Division Coordinators to the Regions	June 28, 2020
Submission of Consolidated <i>Brigada Eskwela</i>	July 31, 2020

Accomplishment Reports by the Regional Coordinators to the External Partnerships Service	
Submission of Division entries for the <i>Brigada Eskwela</i> Awards to the Regions	July 31, 2020
Regional Selection and Deliberation of <i>Brigada Eskwela</i> Awards Candidates	August 1 to September 27, 2020
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, 2020
Conduct of <i>Brigada Eskwela</i> Regional Awarding Ceremony	Within October to November 2020
Conduct of <i>Brigada Eskwela</i> National Awarding Ceremony	November ____, 2020

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

13. 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 the school Adopt-a-School Coordinator.

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

15. The **Brigada Eskwela Plus Program** shall be conducted in public schools nationwide, in phases, consistent with the regular Brigada Eskwela Program. Brigada Eskwela Plus aims to achieve higher and significant goals geared towards increasing learners' participation rate, reducing drop-outs and helping improve learnings for both learners and community. The program also aims to create a network of community-based organization and to get total community commitment to the attainment of higher learnings through collaborative programs and projects.

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

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

15. Among the Hall of Fame Awardees, each region will select one **Brigada Eskwela Plus Most Sustained School Award**. The details of which are also contained in Enclosure No. 2.

17. For more information, contact External Partnerships Service, Ground Floor, Mabini Bldg., Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos.: (02) 638-86-37, (02) 638-8639, or email at externalpartnerships@deped.gov.ph

18. Immediate dissemination of this Memorandum is desired.

LEONOR MAGTOLIS BRIONES

Secretary

REMINDERS FOR SCHOOL HEADS IN THE IMPLEMENTATION OF 2020 BRIGADA ESKWELA

1. Brigada Eskwela espouses the spirit of volunteerism. Taking part in the school repair and other maintenance work is neither mandatory nor requisite for learners to be accommodated in schools.
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 during the school maintenance activity especially at identified infested areas.

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 their 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) DRRM Stakeholder Engagement Strategy (Annex B of Enclosure No. 1)
 - c) Menu of School Kits (Annex C of Enclosure No. 1)
 - d) WASH in Schools List of 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 RESILIENCE 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)

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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	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)

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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).

Global standards on Sanitation, hygiene

1. Compliance with access to safe drinking water
2. Availability of sanitary pads. Schools are prepared to support girls during menstruation by providing sanitary pads
3. Schools provide access to gender-segregated and functional toilets
4. Handwashing facility with water and soap available and daily activities

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 – 25%

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~~25%.

2. Diverse Volunteer Participation – 20%

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

a. Parent volunteers – 10%

The computation is based on the number of parent volunteer (**volunteer parents**) turn-out (**per day**) over the targeted number of volunteer multiplied by 10%.

The target parent volunteer participation is up to 200% (considering the master list of the PTA/SF1) of the learners' population. Number of enrollment

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%.
***(number of entities and volunteers)**

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 2020.

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

The WASH in Schools shall consider the activities and provisions specified in the guide of WASH in Schools during Brigada Eskwela above which is consistent to WinS Three-Star Approach, computed as $\text{points met}/15 \times 5\%$.

Advocacy on Brigada Eskwela theme translated into school overall experiences and learnings – 5%

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. The criteria shall also consider the quantity of innovations, flagship programs anchored to the regional flagship program for Brigada Eskwela, and impact on access to education.

6. Brigada Eskwela Support to Quality Education – 10%

The evaluation shall be based on the presence of after school program/s conducted by partners/ collaboration with partners and stakeholders to support quality of education under the Sulong EduKALIDAD program of DepEd.

7. 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 2020.
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. The comparative report of data for three 3 years of school participation and drop-out rate 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.
2. Brigada Pagbasa shall be regular after-school reading program as a form of Brigada Eskwela initiative to address education related challenges on ensuring that all basic education students become functionally literate.