



Republic of the Philippines  
**Department of Education**

**DIVISION OF MISAMIS ORIENTAL**

DIVISION MEMORANDUM

No. 172, series 2019

TO : **Education Program Supervisors  
Public Schools District Supervisors  
Senior Education Program Specialist/EPS II  
Principals ( Elementary & Secondary)  
Teaching and Non-Teaching Staff  
This Division**

FROM :   
**RANDOLPH B. TORTOLA**  
Schools Division Superintendent

SUBJECT: **2019 BRIGADA ESKWELA IMPLEMENTING GUIDELINES**

DATE : April 5, 2019

1. This Office announces the conduct of the 2019 Brigada Eskwela on **May 20- 25, 2019** with the theme **Matatag na Bayan para sa Maunlad na Paaralan** .
2. The Brigada Eskwela is the National Schools Maintenance Week that aims to bring together all education stakeholders to participate and contribute their time, effort, and resources to prepare public school facilities for the opening of the school year in June.
3. Elementary and secondary schools will hold their kick-off ceremonies to launch the Brigada Eskwela in their respective schools on May 20, 2019. School heads (SHs) shall take the lead in planning the activities geared to making schools ecologically conscious, resilient, clean, safe, and conducive to learning. Important reminders to SHs in the conduct of this activity are indicated in Enclosure No. 1. ( Tarpaulin and T-shirt designs can be accessed in DepEd MisOr website under downloadables).
4. All DepEd employees are encouraged to join the Brigada Eskwela activities by volunteering their skills, sharing their time or providing in-kind support to public schools near their residence. Interested employees are given two days to do volunteer work on official time, provided that such work is approved by their heads of offices.
5. Further, non-teaching personnel shall earn a Compensatory Time Off (CTO) for the complete eight (8) hours participation in the maintenance efforts on the last day of Brigada Eskwela week, which is a Saturday.
6. 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

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

ACTIVITY	SCHEDULE
Pre-implementation Stage of Brigada Eskwela (Assessment of Physical facilities and Maintenance Needs of the Schools, Resource Mobilization, Organization of Brigada Eskwela Committees and their Orientation on Specific Roles and Tasks, among other activities)	January 3-May 17, 2019
School Heads Submission of Letter of Intent to join the 2019 Search for Brigada Eskwela Best Implementing Schools	January 3-May 10, 2019
Brigada Eskwela School Kick-off Program and Caravan	May 20, 2019 (6:00AM)
Brigada Eskwela Implementation and Regional/Division Monitoring of Schools	May 20-25, 2019
Submission of Consolidated Brigada Eskwela Accomplishment Reports (Excel) by the School Heads to the District Office.	May 27-28, 2019
Submission of Consolidated District Brigada Eskwela Accomplishment Reports (Excel) by the PSDS to the Division Office (c/o catherineanne.orasan@deped.gov.ph)	May 29-30, 2019
Division Team Monitoring, Selection and Deliberation of BE Best Implementing Schools of the District top 3 schools as recommended by the District Supervisor and the one week Division BE Monitoring Official	June 3-June 28, 2019
Submission of Consolidated Brigada Eskwela Accomplishment Reports by the Division Coordinator to the Region	June 28, 2019
Submission of Division Entries for the Brigada Eskwela Awards to the Regions	July 31, 2019
Regional Selection and Deliberation of Brigada Eskwela Awards Candidates	August 1- September 27, 2019
Submission of Final List of School Candidates as Brigada Eskwela National Awardees to External Partnerships Service, including the submission of rating sheets reflecting the ranks and scores of the awardee-candidates	On or before October 18, 2019
Conduct of Brigada Eskwela Regional Awarding Ceremony	Within October-November 2019
Conduct of Brigada Eskwela National Awarding Ceremony	November 28, 2019

8. Division selection process in the Search for Division Best Implementing Schools shall be based on the top three (3) schools endorsed/recommended by the District Supervisor and the Division Monitoring Official during the one (1) week Brigada Eskwela implementation.

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

10. The SH and school coordinator of the Brigada Eskwela Best Implementing Schools shall receive a certificate of recognition, which they can present when they apply for promotion based on the existing hiring and promotion guidelines. Certificate of Appreciation shall also be given to the Parents-Teachers Association (PTA), Local Government Unit (LGU) partner, major private sector partner, the school and to the Adopt-a-School Coordinator.

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

12. The Brigada Eskwela Plus Program shall be conducted in public schools nationwide, in phases, consistent with the regular Brigada Eskwela Program. This program aims (a) to achieve higher and significant goals geared towards increasing learners' participation rate, reducing dropouts and helping improve learning for both learners and community, and (b) to create a network of community based organizations to get total community commitment to attain a higher learning, through collaborative programs and projects. The details of the selection process for Brigada Eskwela Plus Program are contained in Enclosure No. 2.

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

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

14. Immediate dissemination of this Memorandum is desired.

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

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

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

## SCHOOL SAFETY AND PREPAREDNESS GUIDE

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

<p><b>I. SAFE LEARNING FACILITIES</b></p> <ol style="list-style-type: none"> <li>1. Facilitate the assessment of school building structure and electrical wiring and make necessary repairs and/or upgrades to prevent unnecessary incidents.</li> <li>2. Repair minor classroom damages such as broken windows, doors, blackboard, roofs and other furniture, etc.</li> <li>3. Install appropriate and available fire suppression, including fire extinguishers, water source and relevant indigenous materials.</li> <li>4. Make sure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to students are removed.</li> <li>5. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings.</li> <li>6. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned buildings.</li> <li>7. Secure cabinets and drawers and ensure that heavy objects are below head level.</li> <li>8. Post safety measures in laboratories and workshops.</li> <li>9. Prepare an evacuation/exit plan and directional signage on every floor of the building.</li> <li>10. Identify evacuation areas and classrooms that may be used as temporary shelters during disasters and emergencies.</li> <li>11. Prune trees to avoid entanglement from electrical wirings and avoid potential harm to life and property.</li> </ol>
<p><b>II. SCHOOL DISASTER MANAGEMENT</b></p> <ol style="list-style-type: none"> <li>1. Post a directory of emergency contact numbers of relevant government agencies and officers, in various areas of the school.</li> <li>2. Establish and maintain early warning mechanisms in the school.</li> <li>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.</li> <li>4. Identify alternative sources and/or maintain supply of drinking water within the school.</li> <li>5. Ensure that learners, teachers, and personnel have identification cards with relevant information.</li> <li>6. Create database of learners with the contact details of their immediate family members/relatives/guardians.</li> <li>7. Secure and safely store vital school records.</li> <li>8. Coordinate with barangay officials on pedestrian safety of students.</li> <li>9. Document accidents experienced by students and personnel within the school to improve prevention and mitigation measures.</li> </ol>

### **III. RISK REDUCTION AND RESILLIENCE EDUCATION**

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

#### References:

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

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

## STAKEHOLDER ENGAGEMENT STRATEGY

### I. Introduction

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

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

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

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

Our partners may assist DepEd in the following areas:

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

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

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

Stakeholders	Nature of Engagement
Provincial Government Units	<ol style="list-style-type: none"> <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> <li>d. Mobilize local support through the business sector, philanthropies, academe and local organization to assist schools' preparations for class opening</li> </ol>

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. 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. Provide emergency kits/bags for students teachers and schools, teacher's kit, learner's kit</li> <li>d. Provide 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> <li>e. Identify and communicate support that will be provided to schools</li> <li>f. Orient parents on DRRM services</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. Issue a school preparedness guide, which provides checklist on school preparedness</li> </ul>



	<p>measures</p> <p>b. Prepare guidelines on conducting risk profiling based on the following considerations:</p> <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>
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"> <li>✓ Whistle</li> <li>✓ Leaflets of information of the kits</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<sup>4</sup></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 Bandage (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>✓ Pen (black and red)</li> <li>✓ Permanent Makers (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>✓ Flashlights/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 learners</li> <li>✓ Drinking water (1 liter)</li> </ul>

## **WASH in Schools during Brigada Eskwela**

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

### **Creating a Conducive Learning Environment**

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

### **Developing Life-Skills and Increasing Resiliency**

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

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

### **WinS in Brigada Eskwela**

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

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

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

**Brigada Eskwela Best Implementing School Award**

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

**Elementary Level**

<b>Category</b>	<b>Number of Teachers (National)</b>	<b>Number of Teachers (NCR)</b>
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**

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

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

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

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

**Criteria of Selection – Best Implementing Schools**

**1. Scope of Work – 30%**

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

**2. Diverse Volunteer Participation – 25%**

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

- a. Parent volunteers – 15%  
The computation is based on the number of parent volunteer turn-out over the targeted number of volunteer multiplied by 15%.  
The target parent volunteer participation is up to 200% of the learners' population.
- b. Other volunteers – 10%  
Target representative per group is 5 volunteers per entity to get 2 points, below 5 volunteers shall be given 1 point then multiplied by 10%.

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

### 3. Generated Resources – 15%

#### Elementary Level

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

#### Secondary Level

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

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

### 4. Alignment to Brigada Eskwela Theme – 15%

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

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

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

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

**5. Creativity and Innovation – 10%**

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

**6. Increment of Resources and Volunteers – 5%**

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

**Criteria of Selection – Brigada Eskwela Plus Most Sustained School**

**School Maintenance Activities Throughout the School Year – 70%**

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

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

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

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

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