



Republic of the Philippines  
**Department of Education**

01 AUG 2022

DepEd MEMORANDUM

No. **062**, s. 2022

**2022 BRIGADA ESKWELA IMPLEMENTING GUIDELINES**

To: Undersecretaries  
Assistant Secretaries  
Minister, Basic, Higher, and Technical Education, BARMM  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public Elementary and Secondary School Heads  
All Others Concerned

1. The Department of Education (DepEd), through the External Partnerships Service (EPS), shall implement the *Brigada Eskwela* (BE) Program in time for the preparation for the opening of classes for School Year (SY) 2022–2023 on **August 22, 2022** pursuant to DepEd Order (DO) No. 034, s. 2022 titled School Calendar and Activities for the School Year 2022–2023. The different components of *Brigada Eskwela* Program shall be implemented starting **August 1 to 26, 2022** for its *Brigada Eskwela sa Paghahanda* and shall continue with the year-round implementation of *Brigada Eskwela Plus* and *Brigada Pagbasa*.

2. The BE Program shall focus on the following:

- a. Implementation of the schools' maintenance and repair activities, which includes the provision of the immediate needs of schools including the needs during disaster or calamities, and addressing of resource gaps for the reopening of face to face classes. These activities shall continue as a year-round initiative under the *Brigada Eskwela Plus* consistent with relevant provisions under DO 100, s. 2009 (Launching *Brigada Eskwela Plus* and Directing Selected Public Schools to Volunteer in this Community Involvement in Education Initiative);
- b. Strengthened partnership engagements with partners and stakeholders that complement DepEd efforts to ensure quality basic education;
- c. Achievement of significant goals which shall contribute to increase students' participation rate, reduce drop-outs and help improve learning for both learners and community under the *Brigada Eskwela Plus*; and
- d. Creation of a network of community-based organizations to get total community commitment for collaborative programs and projects including the *Brigada Pagbasa* (BP), a partnership initiative in response to *Hamon: Bawat Bata Bumabasa*, issued under DepEd Memorandum (DM) No. 173, s. 2019, and other partnership programs and projects

consistent with DO 40, s. 2015 titled Guidelines on K to 12 Partnerships.

3. The theme, *Brigada Eskwela: Tugon sa Hamon ng Ligtas na Balik-Aral* will highlight the country's collective efforts from various partnership engagements in the local and national level to address learning gaps and social issues. These engagements shall create a safe learning environment for the learners, teaching and nonteaching personnel, and community for the achievement of quality basic education.

4. The National Kick-off Program shall be held on **August 1, 2022** to be hosted by DepEd Region IV-A CALABARZON and shall be streamed live via DepEd Philippines official Facebook Page. Regional offices (ROs) and schools division offices (SDOs) may hold their own **hybrid** kick-off ceremonies **after** the national kick-off program starting **August 3, 2022 to August 6, 2022** to launch the BE in their respective areas.

5. It is essential that schools are ready for its learners and teachers once classes begin on August 22, 2022. The use of face masks and/or face shields shall be required at all times, alongside handwashing and other hygienic practices. Proper advocacy and information dissemination will be undertaken to equip schools with information on how to manage certain situations involving Coronavirus Disease (COVID-19) and other infectious diseases. Thus, the implementation of 2022 BE shall proceed as scheduled, in accordance with these guidelines, unless otherwise declared by DepEd. Enclosure No. 1 of this Memorandum provides the detail of the program implementation.

6. For the 2022 BE, the school maintenance and repair activities, such as but not limited to physical cleaning, painting/repainting, and doing minor repairs, shall be allowed this SY during the schools preparation period and may continue as deemed necessary. The conduct of BE activities shall adhere with the most recent safety and health protocols issued by DepEd, particularly those stated under Item No. VI and other relevant provisions of DO 034, s. 2022. All applicable provisions of DO 034, s. 2022 relative to BE activities shall apply.

7. The BE activities shall focus on addressing the challenges and learning resource gaps of learners for face to face classes, which shall be fully implemented in all public schools nationwide by November 2, 2022. This will ensure that quality basic education will continue despite the challenges posed by COVID-19 endemic phase. Detailed implementation arrangement is provided in Enclosure No. 1 of this Memorandum.

8. The schedule of activities for the 2022 BE shall be as follows:

<b>Activity</b>	<b>Schedule</b>
National BE Hybrid Kick-off Program	August 1, 2022
Regional/Division Kick-off Program	During BE Kick-off Week from August 3, 2022 to August 6, 2022
BE Implementation and Monitoring of Schools	August 1 to 26, 2022
Brigada Eskwela Plus and Brigada Pagbasa Implementation	August 29, 2022 to July 7, 20223

Submission of BE Accomplishment Reports	By SDOs: November 30, 2022 By ROs: December 31, 2022
BE Awards period	February to March 2023

9. Teaching personnel are entitled to earn vacation service credits arising from their active involvement as member of the school BE working committees and/or voluntary services in the BE activities. Teachers shall earn a one-day service credit for accumulated eight hours of services as committee member and/or volunteer in the school preparation and partnership engagement activities, but not to exceed the total of ten days' service credits. For further details on the granting of service credits to teachers, please refer to DO 53, s. 2003 titled Updated Guidelines on Grant of Vacation Service Credits to Teachers, particularly on Item No. 1-d sub-items d and k and Item. No. 1-f, which contain relevant provisions on the grant of service credits.

10. The *Brigada Pagbasa* (BP) as a form of BE is an after-school reading program in response to *Hamon: Bawat Bata Bumabasa* or DepEd 3B Initiative issued under DM 173, s. 2019. All BE implementers are encouraged to conduct this partnership initiative for reading which serves as a platform to synergize education-related endeavors that immediately addresses literacy and numeracy learning gaps. This reading advocacy serves as an avenue for all stakeholders to contribute possible solutions to improve the country's education system, especially in equipping the learners with 21st century skills. With the successful nationwide implementation last SY, the BP shall continue with an aim to engage more education partners and experts to intensify this after-school reading program.

11. In preparation for the implementation of BP, the Division Partnership Focal Person (DPFP), in collaboration with the Division Reading Coordinator, is encouraged to conduct inventory of school reading programs and identify the gaps as an opportunity for partnership interventions. All applicable provisions under DM 173, s. 2019 relative to partnerships for reading programs shall apply. These reading programs with partnership components shall be part of the BP. The conduct of BP shall include advocacy activities to encourage volunteerism among learner-participants and reading tutors and sponsors. The detailed guidelines for the implementation of BP shall be provided in a separate issuance.

12. BE program shall conduct activities to support the existing and proven DepEd programs and projects with partnership components such as *Gulayan sa Paaralan*, WASH in Schools (WINS), and other projects under *Oplan Kalusugan sa DepEd* or *OK sa DepEd* issued under DO 028, s. 2019, titled Guidelines on the Grant of the Performance Based-Bonus to the Department of Education Employees and Officials for Fiscal Year 2018, and other school priority programs and projects needing partnership interventions.

13. The school heads (SH) shall ensure that all donated items classified as Property, Plant and Equipment (PPE) are properly recorded in the book of accounts based on the provisions under DO 82, s. 2011 titled Guidelines on the Proper Recording of All Donated Properties. Subject to applicable accounting and auditing rules and regulations in compliance to the Commission on Audit (COA) Circular 2022-004 relative to the increase of the capitalization threshold from P15,000.00 to P50,000.00.

14. The Best *Brigada Eskwela* Implementing Schools shall also be recognized at the schools division, regional and national levels based on this implementing guidelines and selection criteria. The Best BE Implementers shall be given a certificate of recognition, which shall be given corresponding points for outstanding accomplishment for purposes of promotion and office/individual performance.

15. For more information, please contact the **External Partnerships Service**, Ground Floor, Mabini Bldg. Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [externalpartnerships@deped.gov.ph](mailto:externalpartnerships@deped.gov.ph) or at telephone numbers (02) 8638-8637 and (02) 8638-8639.

16. Immediate dissemination of this Memorandum is desired.

  
**SARA Z. DUTERTE**  
Vice President and Secretary



To authenticate this document,  
please scan the QR code. DEPED-OSEC-465825

Encl.:

As stated

References:

DepEd Order Nos.: (034, s. 2022; 028, s. 2019; 40, s. 2015; 100, s. 2009;  
and 53, s. 2003)

DepEd Memorandum Nos.: (048, s. 2021; 173, s. 2019; and 082, s. 2011)

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

BUREAUS AND OFFICES  
CAMPAIGN  
COMMITTEES  
LEARNERS  
OFFICIALS  
POLICY  
PROGRAMS  
SCHOOLS



## **2022 BRIGADA ESKWELA IMPLEMENTING GUIDELINES**

### **I. INTRODUCTION**

Since 2003, *Brigada Eskwela* (BE) has been the prime mover of volunteerism and community involvement in the Department of Education (DepEd). This partnership program has enabled stakeholders from various sectors to intensify their support for our public elementary and secondary schools nationwide.

The implementation of BE through the years has evolved to address the resource gaps faced by public schools by strengthening partnership initiatives and collaborative support of the communities. Through BE, the support from both public and private sectors for the schools continues to increase. During the Coronavirus Disease (COVID-19) pandemic, BE was able to complement and support the implementation of DepEd's Basic Education Learning Continuity Plan (BE-LCP) by continuously engaging partners to ensure that quality basic education will still be accessible for all learners.

### **II. THE BRIGADA ESKWELA PROGRAM**

The BE program was institutionalized through the issuance of DO No. 24, s. 2008. The program became a regular yearly undertaking and a permanent part of the school calendar. Through the years, BE continuously evolved and purposively respond to the immediate needs of school. This year, the BE program shall define the following component to effectively support DepEd on its effort to provide quality basic education:

1. ***Brigada Eskwela sa Paghahanda*** – a couple of weeks' school maintenance and minor to medium repair activities to prepare schools in time for the opening of face-to-face classes.
2. ***Brigada Eskwela Plus*** – a contribution to the attainment of the United Nations Educational, Scientific and Cultural Organizations (UNESCO)-prescribed Education for All (EFA) goals that seek to increase learner participation and reduce dropouts (specifically addressing these issues in the secondary level) and to improve the quality of education in participating schools in order to increase student performance. *Brigada Eskwela Plus* focuses on the following activities:
  - 2.1. Community-led efforts to improve learner participation and reduce dropouts;
  - 2.2. Community-led efforts to improve learner performance; and
  - 2.3. Community-led efforts to support existing DepEd programs and projects that ensure school safety and preparedness of the school, such as the Home Learning Spaces (HLS) Program, Wash in Schools (WinS) Program, *Gulayan sa Paaralan* and other advocacy on health awareness.

3. **Brigada Pagbasa (BP)** – an after-school reading remediation program in response to the call of the Department to intensify advocacy for reading consistent with DepEd Memorandum No. 173, s. 2019, titled “**Hamon: Bawat Bata Bumabasa (3Bs Initiatives)**.” In the same issuance, DepEd acknowledged that initiatives implemented to develop the learners’ reading skills are insufficient based on the results of the national assessments for learners. The BP Program aims to make every learner a reader by engaging partners and stakeholders to promote the culture of reading.

### **III. REMINDERS FOR SCHOOL HEADS (SH) IN THE IMPLEMENTATION OF THE 2022 BRIGADA ESKWELA**

1. This year's BE shall address the challenges and learning resource gaps for teachers and learners through strengthening partnership engagements in the local and national level. It shall complement DepEd’s efforts to ensure the delivery of quality basic education and to intensify the implementation of the BP, HLS Program and other programs supported by BE. It shall also enhance DepEd’s efforts to effectively and efficiently implement full in-person or face-to-face classes by November 2, 2022 in all public schools nationwide.
2. Aside from the usual activities conducted in the past BE, SHs must ensure the following among other related initiatives:
  - 2.1. coordinate with the local government units (LGUs) or other non-government organizations (NGOs) and volunteers for intensive clean up and sanitation drive such as routine cleaning and disinfecting of school buildings, classrooms, and other school facilities.
  - 2.2. engage education partners during BE for resources generation on the following items in schools:
    - 2.2.1. printing of COVID-19 precautionary measures as well as overall sanitation/hygiene information materials;
    - 2.2.2. printing of materials and provision of supplies for the learners, teachers and parents (i.e. bond papers, worksheets, notebooks, pad paper, ball pens, pencils, crayons, coloring materials and others);
    - 2.2.3. sanitation/hygiene materials, such as hand sanitizers, antiseptic/disinfectant alcohol, anti-bacterial or germicidal soap;
    - 2.2.4. medical devices and equipment (i.e. infrared and digital thermometer, pulse oximeter – fingertip, thermal scanner, stethoscope, blood pressure monitor machine);
    - 2.2.5. disposable face mask, surgical face mask, face tissue, face shield and washable handkerchief/towels;
    - 2.2.6. cleaning/sanitation tools, materials or disinfectant agents that may be used to disinfect the learning areas, such as spray tank, disinfectant spray or disinfecting bleach, foot bath; and
    - 2.2.7. multivitamins capsules, tablets, or syrups for both DepEd teaching and non-teaching personnel and learners.

- 2.3. ensure that psychological first aid or other psychological interventions and debriefing are conducted in partnership with stakeholders during the implementation of BE.
- 2.4. conduct orientation activities with teachers, partners, Parents-Teachers Associations (PTAs) and learners with special focus on transitioning to the full implementation of DepEd's face-to-face classes on November 2, 2022. The use of computer-mediated communication strategy in conducting above-cited activities is highly encouraged.
  - 2.4.1. encourage parents on possible collaborations with the schools to provide support for the continuation of learning opportunities.
  - 2.4.2. engage parents in the promotion of the new school system. The new role and increased involvement of the parents in the learning of their children are essential to augment available resources and technology in the community.
- 2.5. coordinate with the concerned DepEd units on the possible implementation of *Gulayan sa Tahanan* or Urban Vegetable Gardening at Home as part of BE and School-Family-Community partnerships to promote sustainable food supply at homes. SH may communicate with stakeholders on how they can support the school emergency and contingency to ensure resiliency.
- 2.6. collaborate with various stakeholders to support the full implementation of face-to-face classes.
- 2.7. realign and sustain the conduct of *Brigada Pagbasa*.
- 2.8. conduct Partnership Appreciation and other school-based initiatives to recognize the efforts of various stakeholders.
- 2.9. include the partnership for Wash in Schools (WinS) and Disaster Preparedness in their *Brigada Eskwela* Work Plan.
3. The SH must document all their efforts to implement the new way of conducting BE. All partnership initiatives and generated resources shall be reported in the DepEd Partnerships Database System (DPDS) starting August 1, 2022 to September 30, 2022.
4. SHs are reminded that **no Brigada Eskwela fee shall be collected** from parents/guardians or solicited from other volunteers and stakeholders.
5. Pursuant to DepEd Order No. 06, s. 2012 titled "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 BE is not allowed.
6. Pursuant to DepEd Order No. 048, s. 2018 titled "Prohibition on Electioneering and Partisan Political Activity," the schools may not receive

any forms of contribution/donations from official candidate(s) for the barangay election.

#### **IV. SCHOOL SAFETY AND PREPAREDNESS GUIDE**

In view of the implementation of the 2022 *Brigada Eskwela* and the preparation of the face-to-face classes, this School Safety and Preparedness Guide consistent to DO 33, 2021 titled “Schools-Based Disaster Preparedness and Response Measures for Tropical Cyclones, Flooding and Other Weather-Related Disturbances and Calamities” shall 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. The SHs need to identify which among those listed below are most appropriate and important for their schools. They may also identify other measures that may add-up to this list.

<p><b>A. 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. Ensure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to learners 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 to be observed in laboratories, workshops, and other facilities requiring the same.</li> <li>9. Prepare an evacuation/exit plan and post 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>B. 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 high traffic 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</li> </ol>



<p>highly accessible and can be easily located.</p> <ol style="list-style-type: none"> <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 learners.</li> <li>9. Document accidents experienced by learners and personnel within the school to improve prevention and mitigation measures.</li> </ol>
<p><b>C. RISK REDUCTION AND RESILIENCE EDUCATION</b></p>
<ol style="list-style-type: none"> <li>1. Identify a storage area for safekeeping of vital schools' records, textbooks, teaching manuals, computers, and other school equipment.</li> </ol>
<p>References:</p> <p><i>International Finance Corporation (no date) Disaster and Emergency Preparedness Guidance for Schools, (IFC World Bank).</i></p> <p><i>Department of Education (2015 DRRM in Basic Education Framework PowerPoint presentation).</i></p>

### **Menu of School Kits**

The table below breaks down the minimum contents of each school kit:

<b>School Provision</b>	<b>Minimum contents</b>
a. Emergency Kits/bags for learners	<ul style="list-style-type: none"> <li>• Whistle</li> <li>• Flashlight</li> <li>• Leaflets containing information about 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</li> <li>• Paste</li> <li>• Bag</li> </ul>
c. Medical devices	<ul style="list-style-type: none"> <li>• infrared and digital thermometer</li> <li>• Pulse oximeter – fingertip,</li> <li>• thermal scanner,</li> <li>• Stethoscope</li> </ul>

	<ul style="list-style-type: none"> <li>• Blood pressure monitor machine</li> <li>• Stretcher</li> </ul>
d. Emergency kit for school	<ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Contact numbers for emergencies</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>
e. 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</li> <li>• Agua Oxigenada</li> <li>• Bottled water</li> <li>• Gloves</li> <li>• Cotton</li> </ul>
f. Teacher's Kit	<ul style="list-style-type: none"> <li>• Manila paper</li> <li>• Long bond paper</li> <li>• Pair of scissors</li> <li>• Cartolina</li> <li>• Pen (black and red)</li> <li>• Permanent markers (black and blue)</li> <li>• Bag</li> <li>• Ruler (12 inches)</li> <li>• Pencil sharpener</li> <li>• Lesson plan notebook</li> <li>• Class record</li> </ul>
g. 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>
h. Health and Hygiene Kits	<ul style="list-style-type: none"> <li>• Face mask (washable/disposable)</li> </ul>

	<ul style="list-style-type: none"> <li>• Face shield</li> <li>• Goggles</li> <li>• Soap, toothpaste, toothbrush</li> <li>• Sanitary pads (for female learners)</li> <li>• Drinking water (1 liter)</li> </ul>
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## V. 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. Consistent with DO 10 s. 2016 titled “Policy and Guidelines for Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program” the Brigada Eskwela supports the partnership component of WinS. 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.

### 1. Creating a Conducive Learning Environment

With clean water supply, children are protected from water-related diseases and can 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.

### 2. Developing Life-Skills and Increasing Resiliency

WinS develops 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, DepEd, through the Comprehensive WASH in Schools Policy (DepEd Order No. 010, s. 2016 titled “Policy and Guidelines for the Implementation of the Comprehensive WASH in Schools Program”) established standards for WASH services that need to be ensured in all schools. Invoking the National WASH in Schools Policy, DepEd Order No. 032, s. 2017 titled “Gender-Responsive Basic Education Policy” mandates that schools should provide women, girl-child and adolescent-friendly facilities that meet the standards for Menstrual Hygiene Management (MHM).

### **3. WASH in Schools (WinS) in Brigada Eskwela**

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

### **4. Global Standards on Sanitation, Hygiene**

- 4.1. Compliance with access to safe drinking water;
- 4.2. Provision of sanitary pads. Schools are prepared to support girls during menstruation by providing sanitary pads;
- 4.3. Provision/ access to gender-segregated and functional toilets; and
- 4.4. Availability of handwashing facility with water and soap and enforcement of daily hygiene practices.

### **5. Mobilization and Provision of the following WinS Activities:**

- 5.1. Provision of water supply, through connection with barangay water networks, construction of water pumping system, and/or installation of rainwater catchments;
- 5.2. Construction of additional toilets, particularly gender-segregated toilets for boys and girls;
- 5.3. Repair and improvement of existing toilets, including desludging, to ensure functionality, privacy, comfort and security for children, especially girls;
- 5.4. Construction/improvement of individual and group handwashing facilities;
- 5.5. Improving accessibility to water, toilets and handwashing facilities through provision of concrete footpaths, disability ramps and roofing;
- 5.6. Provision of rest space for menstruating girls that are private, secure and comfortable;
- 5.7. Improvement of drainages, cleaning of roof gutters, and elimination of stagnant water;
- 5.8. Provision of hygiene supplies — soap, toothpaste, toothbrush, sanitary pads, etc. —and cleaning materials;
- 5.9. 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;
- 5.10. 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;
- 5.11. Orientation of parents and other stakeholders on WinS and engaging their support for developing proper WASH practices at home and the community; and
- 5.12. Orientation and Certification of Canteen Operators, Vendors and Food Handler.

## **VI. RECORDING OF DONATED ITEMS CATEGORIZED AS PLANT, PROPERTY AND EQUIPMENT**

The SHs shall ensure that all donated items classified as property, Plant and Equipment are properly recorded in the book of accounts as stipulated in DepEd Order No. 082, s. 2011 titled "Guidelines on the Proper Recording of all Donated Properties." The documents required to support the recording in the book of accounts are as follows:

- a. Inventory Custodian Slip for donated properties with value below P50,000.00; and
- b. Property Acknowledgment Receipt for donated properties above P50,000.00.

## INVENTORY CUSTODIAN SLIP

Entity Name: \_\_\_\_\_

Fund Cluster: \_\_\_\_\_

ICS No: \_\_\_\_\_

Quantity	Unit	Amount		Description	Inventory Item No.	Estimated Useful Life
		Unit Cost	Total Cost			

  

<p>Received from:</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Signature Over Printed</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Name Position/Office</p> <p style="text-align: center;">Date</p>	<p>Received by:</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Signature Over Printed</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Name Position/Office</p> <p style="text-align: center;">Date</p>
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**PROPERTY ACKNOWLEDGMENT  
RECEIPT**

Entity Name: \_\_\_\_\_

Fund Cluster: \_\_\_\_\_

PAR No.: \_\_\_\_\_

Quantity	Unit	Description	Property Number	Date Acquired	Amount

<p>Received by:</p> <p>_____</p> <p align="center">Signature over Printed Name of End User</p> <p>_____</p> <p align="center">Position/Office</p> <p>_____</p> <p align="center">Date</p>	<p>Issued by:</p> <p>_____</p> <p align="center">Signature over Printed Name of Supply and/or Property Custodian</p> <p>_____</p> <p align="center">Position/Office</p> <p>_____</p> <p align="center">Date</p>
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## VII. 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 DepEd shall be awarding the **Brigada Eskwela Best Implementing Schools Award** based on the following guidelines:

1. The Schools Division Offices (SDOs) through the Social Mobilization and Networking Section (SocMob) under the School Governance and Operations Division (SGOD) shall recognize all elementary and secondary schools that implemented BE through the awarding of a Certificate of Recognition on their compliance with these implementation guidelines and on engaging partners to participate in the implementation of the *Brigada Eskwela* in the Division and School levels.
2. The search for the 2022 *Brigada Eskwela* Best Implementing Schools shall be based on the framework relative to the new normal endemic phase situation. This includes the engagement of stakeholders and addressing problems, queries, and other concerns in preparation for the start of classes in the prescribed mode of learning delivery. All BE activities should highlight partnership initiatives that complement with DepEd's initiatives in preparing schools for the opening of classes.
3. The table below shows the general criteria in selecting the Best *Brigada Eskwela* Implementing Schools. The Regional Offices (ROs) are encouraged to create their regional rubrics in line with the general criteria considering their context and plans to expand the program support that may be provided by stakeholders.

Criteria	Percentage
<p><b>a. Brigada Eskwela School Preparation Effort</b></p> <p><i>This pertains to the preparation effort of the school to ensure cleanliness, sanitation, wash in schools, compliance to health protocols, school safety and disaster preparedness and conducive learning center.</i></p>	<p><b>25%</b></p>
<p><b>b. Brigada Eskwela Partnerships Engagement Activities</b></p> <p><i>This pertains to the kind/impact of partnership engagement activities, which may be measured in terms of the number of learners/teaching and non-teaching personnel who benefited from the activity (ies).</i></p>	<p><b>25%</b></p>
<p><b>c. Brigada Eskwela Impact to School Performance</b></p> <p><i>This pertains to impact to access, in terms of improvement of Learning Centers, impact to enrollment and participation and Overall School Academic Performance based on the recent performance indicators.</i></p>	<p><b>25%</b></p>



<b>Criteria</b>	<b>Percentage</b>
<p><b>d. Brigada Eskwela Resources Generated</b></p> <p><i>This pertains to the resources generated to the Brigada Eskwela implementation. This shall be based on the prevailing market value of the items donated and shall reflect the equivalent of the volunteer man hours generated from the partnership activity(ies).</i></p>	<b>15%</b>
<p><b>e. Bayanihan effort to support the Brigada Eskwela implementation</b></p> <p><i>This shall reflect the impact of Brigada Eskwela in terms of community participation and level of awareness on education programs. This shall also include the response of the community to volunteer to Brigada Pagbasa and Home Learning Spaces Program.</i></p>	<b>10%</b>
<b>Total</b>	<b>100%</b>

4. Aside from the traditional Best *Brigada Eskwela* Implementing Schools Award, the ROs shall also identify one (1) elementary and one (1) secondary public school for the National Special Awards for the following categories:

4.1. *Brigada Pagbasa Advocacy Award*

<b>Criteria</b>	<b>Percentage</b>
a. <i>Brigada Pagbasa</i> collaboration with partners and stakeholders	<b>40%</b>
b. <i>Brigada Pagbasa</i> volunteerism (reading tutor and learners)	<b>40%</b>
c. Provision/Production of reading materials and resources	<b>20%</b>
<b>Total</b>	<b>100%</b>

4.2. Functional Home Learning Spaces Award

<b>Criteria</b>	<b>Percentage</b>
a. Involvement of School in the Development of Home Learning Spaces	<b>25%</b>
b. Partners Involvement in the Development of Home Learning Spaces	<b>25%</b>
c. No. of Beneficiaries of the Program	<b>25%</b>
d. Resources generated from the Program/Activities	<b>25%</b>
<b>Total</b>	<b>100%</b>

5. Similar to the past conducts of the *Brigada Eskwela* Best Implementing Awards, the following categories shall be retained:

**a. 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

**b. 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 level they intend to participate in the selection.*

6. The Schools Division Superintendent (SDS), with the assistance of the SGOD and the Division Partnership Focal Person (DPFP), shall be allowed to exercise their sound discretion as to how to allocate the scores to be received by the *Brigada Eskwela* implementing schools based on the aforementioned general criteria.
7. All *Brigada Eskwela* Awards at the SDO level shall be reported to the RO through the Education Support Services Division (ESSD). The ESSD shall select their regional level awards and submit the list of awards and awardees to the EPS at the Central Office (CO).
8. The SDOs and ROs may conduct their *Brigada Eskwela* Awards starting January 2023 using the downloaded Program Support Funds (PSF) on Building Partnership and Linkages Program (BPLP) or local funds.

**VIII. CONTACT INFORMATION FOR BRIGADA ESKWELA**

For any concern, you may contact:

Office of the Undersecretary for Legislative Affairs, External Partnerships,  
Project Management Service and Private Education Office (OULAPPP)  
Attention : External Partnerships Service  
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