



APR 27 2009

DepED MEMORANDUM
No. 192, s. 2009

REPRODUCTION AND DISTRIBUTION OF BRIGADA ESKWELA MANUAL

To: Regional Directors
Schools Division/City Superintendents
All Others Concerned

1. To systematize the operations of Brigada Eskwela (BE) down to the school level, the Adopt-a-School Program Secretariat has recently distributed the Brigada Eskwela Manual to all ASP Regional Coordinators.
2. As part of the preparations for this year's Brigada Eskwela, all ASP Regional and Division Coordinators are advised to reproduce the BE Manual and send a copy to their respective Regional Directors and Division Superintendents for reproduction and distribution to the schools. Enclosed is a copy of the Brigada Eskwela Manual for reproduction.
3. All DepED regions are urged to reproduce the manuals before this year's Brigada Eskwela which is slated on May 18-22, 2009. Copies of the BE Manual should be distributed to all public schools within the region before May 18.
4. Expenses for the reproduction of the BE Manual shall be charged against the funds downloaded to all regions. This shall be part of the preparations for this year's Brigada Eskwela and is chargeable to the funds allotted for Brigada Eskwela 2009 preparations, subject to the usual accounting and auditing rules and regulations.
5. Immediate dissemination of this Memorandum is desired.

VILMA L. LABRADOR
Undersecretary
Officer-in-Charge

Encl.: As stated
Reference: DepED Memorandum: No. 63, s. 2008
Allotment: 1- -(D.O. 50-97)
To be indicated in the Perpetual Index
under the following subjects:

MANUALS

PROJECTS

SCHOOLS

PREFACE

Over the years, the Brigada Eskwela effort has evolved from a week-long cleaning-up and beautification exercise to a festive coming together of students, teachers, school officials, parents, community members, local government officials, non-government organizations, church groups and the private sector. It, too, has become one of DepEd's major initiatives in enjoining local communities to respond to the needs of public schools and be part of a nationwide effort towards improving Philippine basic education.

This was made possible by the hard work and determination of school heads in finding innovative ways to bring children to school, keep them there, and ensure that they will learn. Brigada Eskwela will not be what it is today, if it were not for the strong leadership in our public schools.

This **Manual** has been especially designed for **School Heads** like you who play an important role in the successful implementation of **Brigada Eskwela (BE)**. It aims to equip you with the necessary standards and procedures in implementing the program. It contains a daily line-up of activities. It highlights the value of engaging stakeholders from the community and the private sector to be active partners in improving your school. From planning to managing volunteers, this Manual also lends many insights on the various stages of the Brigada Eskwela Program.

This material was prepared by the Regional Adopt-a-School Program Coordinators together with the National Secretariat and Consultants of the Department of Education through a series of consultations and workshops. The meaningful experiences of school heads who were awarded best implementers of Brigada Eswela also gave inspiration to the development of this Manual.

As school heads, the entire school community looks upon your leadership to bring them together for a worthy cause, protect the gains of your hard work and sustain your collaborative efforts. With much faith in your ability to mobilize volunteers, resources and goodwill, combined with the proper use of this **Manual**, we wish you the best in your school's Brigada Eskwela.

BRIGADA ESKWELA

BACKGROUND

The education of the Filipino youth is everybody's concern. While government is tasked to provide free and quality education to every Filipino child and youth, the community where they grow is an important stakeholder in their education. The private sector, which will sooner or later employ these young Filipinos, is also an important stakeholder in their education. The successful collaboration of all these stakeholders is therefore pivotal in ensuring that Filipino children and youth go to school, remain in school and learn in school. It poses a great challenge to educational stakeholders.

It was with this spirit of volunteerism and public-private partnership for education that Republic Act 8525, or the "Adopt-A-School Act" was made in 1998. Through the Adopt-A-School Program (ASP), private sector companies and professionals are given the opportunity to contribute in improving the public education system of the country. To recognize their goodwill, they can avail of tax incentives of up to 150%. Over the years, the Adopt-A-School Program has attracted more than 200 partners, generating some P6 billion worth of projects and interventions.

In its effort to bring the spirit of the Adopt-A-School Program to the community level and maximize civil participation and utilize local resources to improve the public schools, the Department of Education launched the National Schools Maintenance Week in May 2003. Dubbed, **Brigada Eskwela**, the program brought together teachers, parents and community members every third week of May to work together in repairing and preparing public schools for school opening. In the spirit of bayanihan, private institutions/individuals and even the local government units contributed in generating resources for the effort. During the week-long event, volunteers take time out in doing minor repairs, painting, and cleaning of school campuses.

In 2007 alone, Brigada Eskwela hit a record high of 90% participation among school communities, generating more than P2.5 billion worth of support-in-kind and volunteer man-hours. It has proven to continue to gain more mileage among communities, corporations, small-medium enterprises, government and non-government organizations and private individuals. Indeed, Brigada Eskwela is becoming DepEd's model of genuine public and private partnership in action.

As the Department endeavors to solve the many challenges facing Philippine education, Brigada Eskwela will serve as one of its frontline initiatives reminding each and every Filipino that we are all stakeholders in education.

I. PRE-IMPLEMENTATION STAGE

The Brigada Eskwela is an annual program of the Department of Education (DepED Order 24., s. 2008, Appendix A). The preparation for its successful implementation should start as early as January. YOU, as a school head, have to initiate the following:

1. Organization of Brigada Eskwela Committees and Orientation on Specific Roles and Tasks

While your role as a school head is key to the Brigada Eskwela Program, the assistance and active participation of your stakeholders ensures its success. Organizing the efforts of these stakeholders is the first step that you must take. You can do this by establishing the following various committees which will be responsible for the different concerns in implementing Brigada Eskwela. After forming the committees, it is important to orient the members about their roles and tasks.

A. Brigada Eskwela Steering Committee which shall spearhead the implementation of the Brigada Eskwela Program and shall oversee the various efforts to be undertaken for the program such as marketing and advocacy, resource mobilization, implementation, monitoring and evaluation. It is usually composed of the following:

Overall Chairman	: School Head / Principal
Co-Chair	: PTCA President or Representative
Members	: School Physical Facilities Coordinator Barangay Chairman/Representative School Governing Council Private Sector Representative Selected Teachers/Students Others

B. Brigada Eskwela Working Committees

You may designate the members of the **Brigada Eskwela Steering Committee** to chair the other working committees. Refer to Figure 1 for an understanding of the relationships of the **Brigada Eskwela** steering committee and the other working committees.

B.1 Advocacy and Marketing Committee

Objective: To promote public awareness and encourage involvement in Brigada Eskwela by:

- a. utilizing the developed advocacy and marketing materials from the ASP National Secretariat to create the mode of campaign. You may reproduce or redevelop advocacy materials.
- b. conducting extensive awareness campaign and other marketing activities which may include interviews/advertisement with local radio, television and newspapers, posting of campaign banners, showing Brigada Eskwela music video, distribution of other campaign materials and roadshows, such as Brigada caravan.

B.2 Resource Mobilization Committee

Objective: To generate resources, both materials and manpower or volunteer services, for the conduct of Brigada Eskwela thru:

- determine target resources and volunteers
- meeting potential partners, volunteers, community leaders/officials and members to engage support from the community and local business enterprises
- ensuring that the pledges/commitments of partners are delivered
- accepting donations from partners

B.3 Program Implementation Committee

Objective: To direct and monitor the implementation of different activities as specified in the school work plan:

- providing guidance and directions to work teams in the performance of assigned tasks
- ensuring program of work are accomplished as planned
- monitoring of actual accomplishments vis-à-vis identified needs and planned activities

B.4 Administrative and Finance Committee

Objective: To provide administrative support and manage funds that will be generated in support of Brigada Eskwela

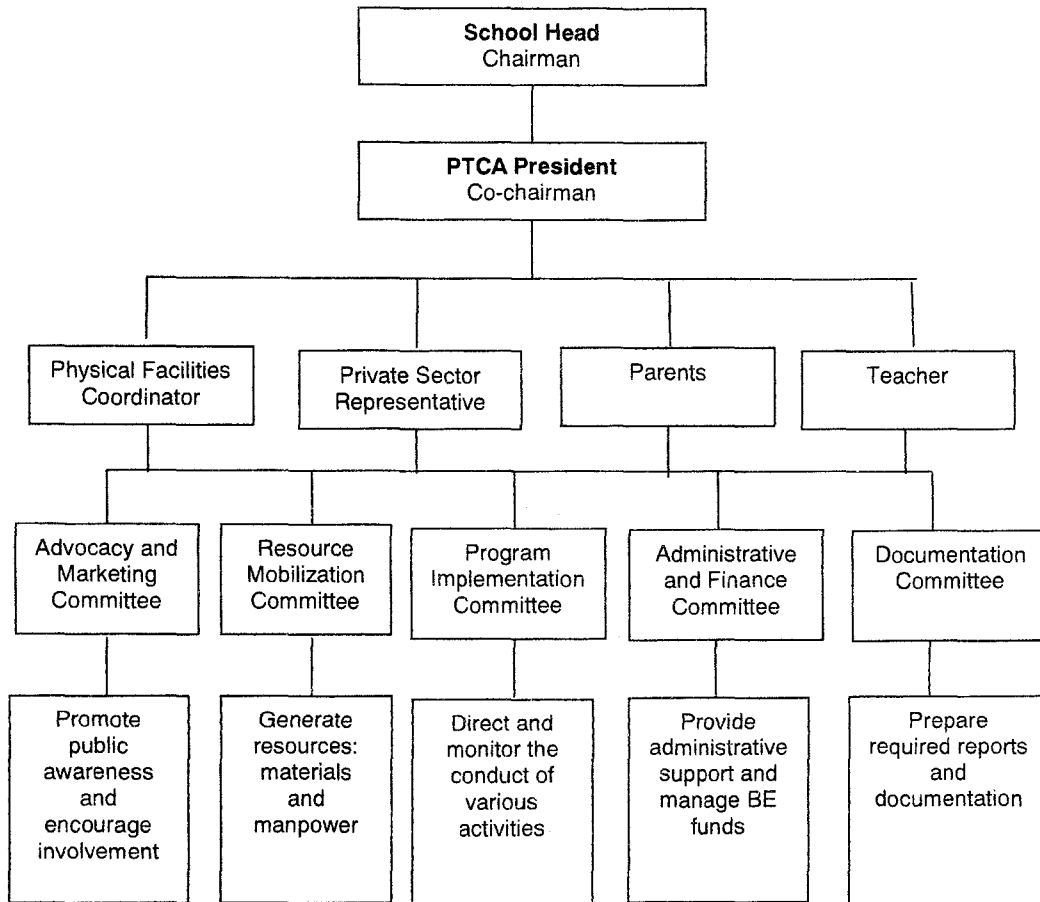
- ensuring that all financial assistance from both government and private sources are used in accordance with applicable rules and regulations
- providing logistical support to volunteers such as but not limited to, work materials, first aid kits, refreshments, etc.
- accounting the usage of all materials thru the conduct of daily inventory
- preparing documents required for tax incentives availment by partners such as, but not limited to:
 - a. memorandum of agreement
 - b. deed of donation and/or deed of acceptance

B.5 Documentation Committee

Objective: To prepare the necessary documentation and reports using the prescribed forms

- taking photos and/or video footages of activities, especially the improvements done on the schools (before, during, and after photos)
- keeping and maintaining records and pertinent papers & documents
 - a. daily report on donations received
 - b. daily attendance of volunteers
- summarizing and consolidating the different BE forms as basis for drafting the Brigada Eskwela school accomplishment report

Figure 1. The Brigada Eskwela Steering Committee and other Working Committees



You may create Working Committees other than those specified above, depending on the needs of your school and the extent of work to be done.

2. Assessment of Physical Facilities and Maintenance Needs of Your School

As early as January, conduct an assessment of school facilities needing repair. You should designate your School Physical Facilities Coordinator and any of the PTCA member to help you in doing this. Have them assist you in determining the repair and maintenance needs of your school. Accomplish **BE Form 01: Physical Facilities Repair and Maintenance Needs Assessment Form** (Appendix B) as you do ocular inspection of your school.

From the inventory of needs prepared, identify your school's activities in relation to Brigada Eskwela with the help of the other members of the School Brigada Eskwela Steering Committee. Use **BE Form 02: School BE Work Plan** (Appendix C). A copy of these completed BE Forms should be submitted to the Adopt-A-School Program division coordinator on or before February 14.

If you have been implementing the program in the previous years, you may review the evaluation results of the last Brigada Eskwela and focus on lessons learned, success stories and recommendations to be undertaken to guide you in preparing the work plan.

3. Advocacy and Social Marketing

To increase public awareness on and involvement in Brigada Eskwela, you may undertake the following information drive activities:

- Attend district/division initiated orientation on Brigada Eskwela
- Secure pertinent advocacy and marketing materials from the Central/region/division office for information drive activities
- Convene target members of the School Brigada Eskwela Committee for awareness of roles and functions relative to the conduct of Brigada Eskwela
- Organize, through the Advocacy and Marketing Committee, various advocacy and campaign meetings to discuss with potential partners the benefits of the BE program and encourage them to be part of the effort.
- Tap local media (radio, television, and newspapers) in disseminating information about the program.
- Get yourself invited to make presentations on the BE program in different assemblies/meetings of various organizations or groups such as the local school board meeting, LGU/barangay council meeting, and socio-civic organizations regular meeting (e.g., Rotary Club, Lions Club, etc).
- You can also encourage more partners to help in Brigada Eskwela by letting them know about the Adopt-A-School Law or Republic Act 8525 (Appendix N) which allows the private sector to avail of tax incentives of up to 150% for the assistance that they will give to public schools. You can ask your Adopt-A-School Program division coordinator to help you.

4. Resource Mobilization

Through the Resource Mobilization Committee, determine the resources needed, partners to be tapped, and volunteers to participate in the Brigada Eskwela. Use **BE Form 03: Resource Mobilization Form** (Appendix D). To guide you in doing these, here are some specific tasks to consider:

- a) With the accomplished BE Form 01(Physical Facilities Repair and Maintenance Needs Assessment Form) and the school's BE Work Plan as bases, firm-up the kind of services and materials to be sourced for the conduct of Brigada Eskwela.

- b) Identify possible potential partners who can help. Here is a short list of possible partners:
- Parents
 - Alumni Associations
 - Civic and social organizations such as the Rotary, Lion's, Zonta, Kiwanis, Guardians
 - LGUs
 - Religious groups
 - Business establishments
 - Private individuals
 - Skilled workers
 - OFW's/Balikbayans
 - Professional Groups/Associations (lawyers, doctors, accountants, engineers, etc.)
- c) To stimulate interest and get commitment to contribute to Brigada Eskwela, send letters of invitations to participate in the Brigada Eskwela to identified potential partners and other stakeholders. (See Appendix J for Sample Letter of Invitation and Statement of Interest Form) Request them to attend advocacy and campaign meetings that you have organized.

5. Firming-up of Activities for the Actual Brigada Eskwela Week

After all the marketing, advocacy and resource mobilization efforts prior to the Brigada Eskwela Week, the last pre-implementation activity is to prepare for the actual event. Meet with the working committees to assess the readiness of your school for the actual BE week and finalize activities to be undertaken. Here are some of the things that should be done:

- a) Match expected volunteers, materials, and resources against the identified needs of the school and address gaps, if any.
- b) Prepare the opening and closing programs and other related activities during the week
- c) Organize working teams according to nature of services to be done: masonry, carpentry, plumbing, electrical/electronics, gardening, painting, etc., and appoint team leaders
- d) Make sure that donations are in-kind and that all cash donations are converted into materials before acknowledging receipt of such assistance. It is the policy of DepEd and the Adopt-A-School program to refrain from accepting cash donations. In.

With these things in place, you can now look forward to a productive and successful implementation of Brigada Eskwela in your school.

II. IMPLEMENTATION STAGE

The actual implementation stage is during the Brigada Eskwela Week also referred to as the “ National School Maintenance Week”. This is usually conducted on the third week of May before the opening of classes. This is the time when all marketing, advocacy and resource mobilization efforts during the pre-implementation stage will bear fruit. This is also the time when plans are executed by the school with the support of volunteer stakeholders and partners. In some cases, schools may opt to start a week earlier to be able to finish longer-term projects.

Since the school takes center-stage during Brigada Eskwela Week, you, as a school head become the master of the show. These are the following activities that you will undertake during the week:

DAY ONE TO DAY FIVE

1. Simple Opening Program/ Kick – Off Ceremony

To formally open the Brigada Eskwela Week, you may conduct a simple opening program to set the mood and stimulate the enthusiasm among the volunteers. While this program need not be extravagant, it would be useful to make it inspiring. This will also provide you the opportunity to acknowledge the volunteers and stakeholders who are supporting the program. A sample program is attached for your reference in Appendix K.

The presence of prominent stakeholders in the community, i.e., LGU and barangay officials, DepED district/division officials, PTCA and School Governing Council members during the opening program can help boost the morale of the volunteers, so make sure you invite these people during the first day of Brigada Eskwela. Have them give encouragement and recognition to everyone.

During the opening program, a presentation on the mechanics of Brigada Eskwela program and overview of planned activities would be interesting to highlight. This could include, but not limited to:

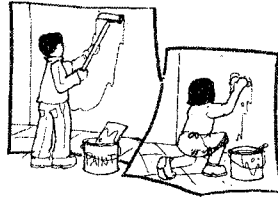
- school work plan on Brigada Eskwela
- major projects/activities to be done
- donations and commitments received during pre-implementation phase
- support or assistance needed to accomplish targets

2. Organization and Briefing of Working Teams

After the opening program, proceed to the organization of working teams. You can ask your volunteers/partners to find out and choose where they can be of help as shown in Figure 2. As soon as they are grouped, appoint team leaders and conduct a briefing on the program of activities according to the school work plan. Working teams maybe organized according to nature of tasks to be done: Masonry, Carpentry, Painting, Plumbing, Electrical, Landscaping/Gardening, Ordinary Labor (cleaning, etc.)



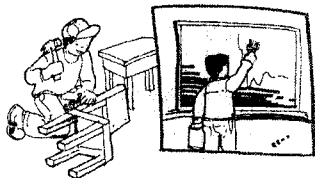
Repairing/Repainting of
Roofs & Gutters



Repainting/Cleaning of
Walls



Repainting/Cleaning of
Ceilings



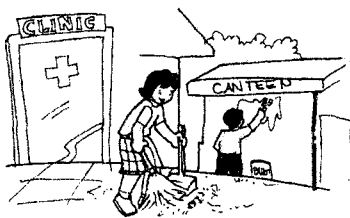
Repairs of Chairs, Desks,
Tables & Repainting of
Blackboards



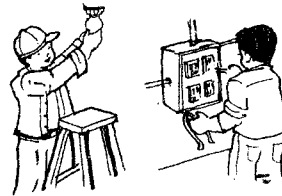
Cleaning/Repair of
Windows & Doors



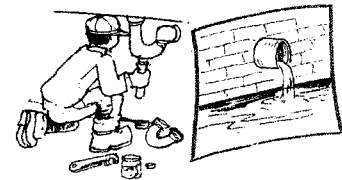
Cleaning/Repair of
Comfort Rooms



Repainting/Cleaning of
School Canteen/Clinic



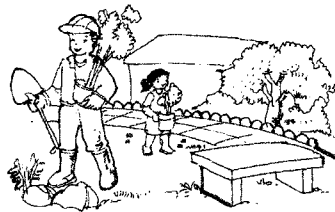
Repair/Replacement of
Electrical Connections &
Lighting Facilities



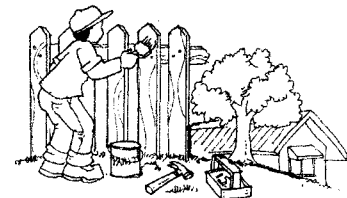
Repair & Improvement of
Water Facilities & Drainage
System



Masonry Work



Improvement of the School
Grounds/Landscaping



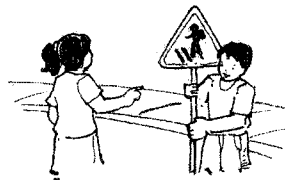
School Fencing

- Painting
- Repair
- Extension



Rehabilitation of the
school Garden

- Weeding
- Replanting



Putting up/Replacement
of Signages



Other Activities

- Repair of
computers/books/
ICT facilities
- Others

Figure 2. What We Can Do For Our Schools.

3. Actual Implementation of Work Plan

The actual implementation of the workplan starts on the first day and continues until the sixth day of the Brigada Eskwela Week. Throughout this period, you should see to it that:

- all working committees perform their specific roles and responsibilities
- all volunteers/work teams deliver their committed services to ensure that all targeted repair and maintenance are done
- all activities for the day are accomplished and properly documented in print or through multi-media.

Start each day with the list of tasks to be done and communicate these to the different work teams. Ensure the availability of necessary work materials for them to do their expected tasks.

An inventory of all materials should be conducted regularly. Therefore, you should see to it that all unused materials are surrendered by the volunteers at the end of each day.

At the end of each day, acknowledge publicly all work done for the day by partners to give them the feeling that their efforts were appreciated. Encourage them to come back and help the next day.

TIPS to inspire volunteers:

- *New volunteers may come to the school each day to help. Make sure that these volunteers feel welcome and are guided on how they can contribute most productively.*
- *Always be visible to supervise the work done by the volunteers till the day ends. Remember that your presence during the weeklong activity will inspire the partners/volunteers/stakeholders and will sustain their interest and enthusiasm to participate, serve and donate their skills and resources for this worthy endeavor.*
- *The complete attendance and participation of teachers shall likewise convey a strong message to the volunteers of how serious you and the whole DepEd family in this undertaking.*
- *If resources permit, provide food and drinks for volunteers with the help of parents, other stakeholders, or the barangay council.*

4. Recording of Daily Accomplishments

Documentation is an integral part of Brigada Eskwela to be done by the Documentation Committee. This will provide information in monitoring the school's progress in accomplishing the BE work plan. These data will also be the basis for the drafting and finalization of school's accomplishment reports to be submitted to the district and division offices at the end of the Brigada Eskwela.

What should be particularly documented/recorded for each day are:

- all volunteers, including the nature and duration of their services/participation (BE Form 04)
- all resources received (BE Form 05)
- all works/tasks done (BE Form 06)

For this purpose, make sure that the required BE Forms are accomplished. Photo or video documentations should also be done.

5. Debriefing of Working Committees

At the end of each day of the Brigada Eskwela Week, you should conduct a debriefing session among the members of the different working committees to find out:

- What went well during the day?
- What were the problems/issues encountered?
- What specific tasks and responsibilities were done/not done?
- What needs to be done the next day?

DAY SIX

6. Final Inspection

At the last day of the Brigada Eskwela Week, request the different working committees to conduct a final inspection of the different work and activities undertaken during the week and to consolidate/finalize the different reports.

In the event that there are certain tasks in the work plan that is not completed, you can still seek the help of the volunteers even after the Brigada Eskwela Week.

7. Culminating/Closing Program

You and your stakeholders should celebrate to conclude the Brigada Eskwela Week. You can do this by holding a short and simple culminating/closing program. In the spirit of transparency, a summary of resources generated, work accomplished, lessons learned, and next steps should be presented to all partners/stakeholders who will attend the program. This will be a rewarding moment for all who helped in the effort. See Appendix L for sample format of Culminating/Closing Program.

Again, ensure the presence of prominent stakeholders in the community, i.e., LGU and barangay officials, DepED district/division officials, PTCA and School Governing Council members.

You may find the following activities relevant:

- a) Presentation of Accomplishments
 - *report on resources generated and its utilization*
 - *total number of volunteers and number of hours/days rendered*
 - *report of accomplishments viz-a-viz workplan*
 - *evaluation of completed activities*
 - *recommendations for future Brigada Eskwela*
 - *future plans and tasks/projects to be done*
- b) Awarding of Certificate of Recognition to Partners/Donors
 - Allow selected partners/volunteers to share experiences/testimonies.*
- c) Symbolic Turn-Over and Acceptance of Outputs and Donations from Stakeholders/Partners/Donors (e.g. ornamental plant for those who did gardening, hammer for carpentry, paint brush for painting, etc.)
- d) Forging of Pledges of Commitment
 - Pledge of Commitment by Partners
 - Ask partners to pledge continuing support for future projects through Brigada Eskwela and this maybe written as a Pledge of Commitment to be recited at the last part of the closing ceremony.*
 - Pledge of Commitment by the School
 - As a way of expressing appreciation to partners for their help is to tell to them that you and entire school community: teachers, pupils/students, and parents, will exert all efforts to take care and keep in good condition all the works done during the Brigada Eskwela Week.*

While the closing program marks the conclusion of the week-long Brigada Eskwela, it also signifies that *your school is now ready for the opening of classes.*

III. POST-IMPLEMENTATION STAGE

Your school's success in the implementation of Brigada Eskwela should not be left unnoticed. The week that passed speaks of collaborative efforts, meaningful relationships, and notable accomplishments. It also sends a strong message of how much the community puts value in education. Hence, it is only proper that these be documented and reported.

Post Brigada Eskwela is the period after the last day of the conduct of the week-long Brigada Eskwela activities. It is during this period that you put together all the data reflected in the different forms completed and submitted to you by the different working committees, particularly by the Documentation Committee, to form part of your school's accomplishment report.

1. Preparation of the Final Accomplishment Report

Convene the members of the BE Steering Committee and all Working Committees immediately after the Brigada Eskwela week. Let the Documentation Committee members, with the help of the other committee members, summarize/consolidate all the completed reports/forms and submit these to you.

Using **BE Form 07: School Accomplishment Report**, prepare your school's Brigada Eskwela Accomplishment Report. Provide complete details on the following:

- a. School Basic Data
- b. Scope of Repair and Maintenance Work Completed
- c. Donations/Resources Received
- d. Volunteer Services: Quantity and Estimated Value
- e. Significant Events/Experiences
- f. Recommendations

In putting value to the services of volunteers, refer to the Guide to Computing Cost of Services Rendered (Appendix H).

Make sure to attach/include photo documentation of the conduct of the Brigada Eskwela in your school to this form. For purposes of reporting, only activities that were completed during the Brigada Eskwela week should be included in the BE Form 07.

Other projects and activities completed with the help of stakeholders and private partners outside the Brigada Eskwela week should be reported to the division and central offices in separate reports.

2. Submission of the Final Accomplishment Report

You should submit the completed BE Form 07 to your District Supervisor on or before June 15. For your information, the final report will go through the following channels as shown in Figure 3.

- The District Supervisor consolidates/summarizes the accomplishment reports submitted by the different schools, then submits it to the Division Office on June 30.
- The Assistant Schools Division Superintendent designated or the Brigada Eskwela Coordinator of the division consolidates or summarizes the accomplishment reports submitted by the District Supervisors (elementary) and secondary school heads then submit it to the Regional Office thru the regional Brigada Eskwela coordinator on July 31.
- The regional consolidated accomplishment reports should be submitted to the ASP Secretariat (Central Office) on or before August 31.

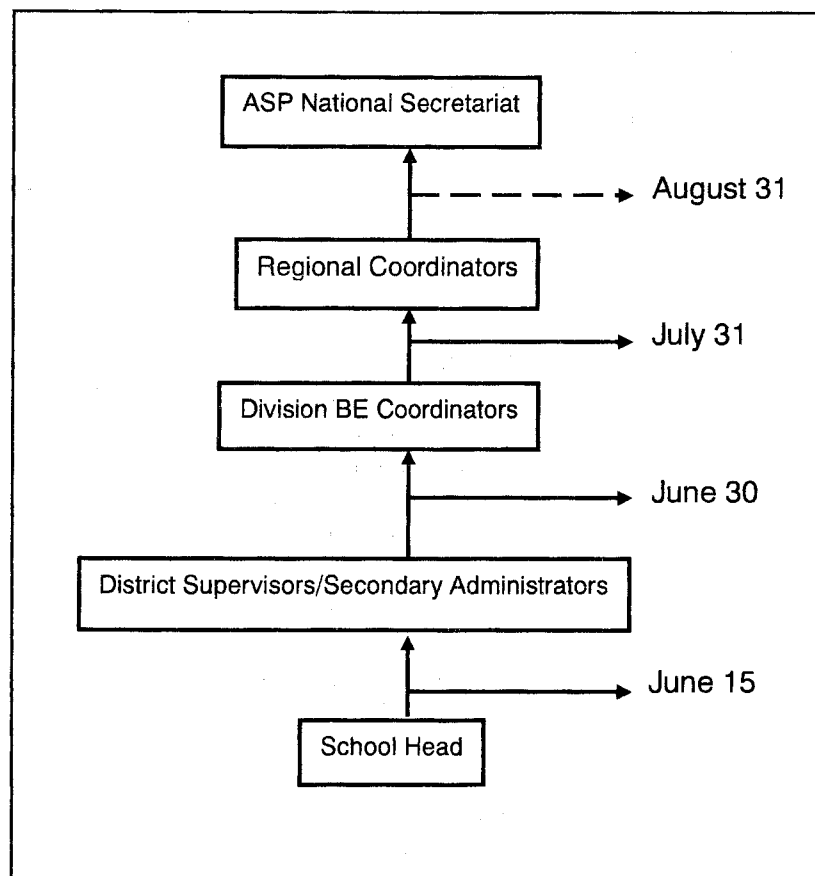


Figure 3. Flowchart on the Submission of Brigada Eskwela Accomplishment Report

3. Sustaining Brigada Eskwela

Remember that school improvement does not end on the last day of the Brigada Eskwela week. It is a year-round undertaking to guarantee the school children of an environment conducive to learning. As a means of sustaining the Brigada Eskwela efforts, you should communicate to and engage all teachers, pupils, and parents to fulfill their corresponding roles and do their share in the upkeep of the school, particularly those that were contributed by partners and volunteers during the Brigada Eskwela Week.

Moreover, you can send letters of thanks to partners and volunteers for their contributions in prepping-up your school in time for the opening of classes. A sample of letter of thanks to benefactors can be found in Appendix M.

The partnerships forged and alliance formed should likewise be sustained. There might be certain uncompleted tasks in the BE work plan or other school needs that may come up during the school year with which you will need the help of stakeholders. The spirit of cooperation and genuine commitment and concern among stakeholder for public schools sparked by the BE program can help address such needs.

As a school head, you can make the Brigada Eskwela program not just a tool for improving your school's facilities but also as a catalyst for achieving the higher learning outcome that you want for your school.

APPENDICES

Republic of the Philippines
Department of Education

Region _____
Division _____
School _____
School Year _____



**BRIGADA ESKWELA
PHYSICAL FACILITIES REPAIR AND MAINTENANCE NEEDS ASSESSMENT FORM**
(To be accomplished by the School Physical Facilities Coordinator)

Instruction: Conduct an ocular inspection of the school physical facilities listed below. Then provide the needed information to facilitate the improvement to be done on these identified facilities. (If needed, you may use separate forms for each classroom or school facility.)

FACILITIES	Condition (Check One)		Remarks If Unsatisfactory, describe the problem.	Nature of Improvement Needed (e.g. repair, repainting, replacement, etc.)	Material Resources Needed (Indicate kind and quantity)	Manpower Needed (Indicate quantity and nature of labor services needed)
	Satisfactory	Unsatisfactory				
• Roofs/gutters						
• Ceilings						
• Walls						
• Blackboards						
• Chairs/desks/tables						
• Water facilities/ Drainage System						
• Signages						
• School garden						
• Lighting						
• Windows						
• Doors						
• Comfort rooms						
• School grounds						
• School canteen/clinic						
• School fence						
• Others, please specify:						

Prepared by: _____

Noted: _____

School Physical Facilities Coordinator _____

Date of Inspection _____

TIC/Head Teacher/Principal _____

Republic of the Philippines
Department of Education

Region _____
Division _____
School _____
School Year _____

BRIGADA ESKWELA
SCHOOL WORK PLAN
(To be accomplished by the School Head)

Instruction: List down all the specific activities that you will be undertaking in relation to the conduct of Brigada Eskwela in your school and fill in the required information. Add another sheet if needed. Once completed, submit a copy to the Adopt-A-School Program coordinator or Brigada Eskwela coordinator of your division on or before January 31.

KRA	Activities	Timeline	Person/s Responsible	Materials Needed	Budget
1. Advocacy and Marketing					
2. Resource Mobilization					
3. Implementation					
4. Monitoring and Evaluation					
5. Reporting					

Prepared by:

Noted by:

Signature over Printed Name

Date Prepared

ASP Division Coordinator/BE Coordinator



Appendix D

BE Form 03



Republic of the Philippines
Department of Education

Region _____
Division _____
School _____
School Year _____

**BRIGADA ESKWELA
RESOURCE MOBILIZATION FORM**
(To be accomplished by the Resource Mobilization Committee)

Instruction: Using the completed *BE Form 01: Physical Facilities Needs Assessment Form* as basis, summarize the resources (materials and manpower) needed and list down the potential source or partners to be tapped. Add additional sheet if needed. The Status and Remarks columns should be updated regularly to determine progress in acquiring resources needed.

Materials Needed	Quantity	Key Persons/Organizations to be Tapped	Strategies/Plan of Action	Person Responsible	Status	Remarks

Labor Skills/Volunteers Needed	Quantity	Key Persons/Organizations to be Tapped	Strategies/Plan of Action	Person Responsible	Status	Remarks

Prepared by:

Resource Mobilization Committee Chairperson

Noted:

TIC/Head Teacher/Principal



Republic of the Philippines
Department of Education
Region _____
Division _____
School _____
School Year _____

BRIGADA ESKWELA
RECORD OF DONATIONS RECEIVED
(To be accomplished by the Documentation Committee)

ITEM/S OR MATERIALS	QUANTITY	DATE RECEIVED	NAME OF DONOR	ASSUMED COST OF ITEMS	
				PER UNIT	TOTAL

Prepared by:

Committee on Documentation Chair/Member

Noted:

School Head

Republic of the Philippines
Department of Education

Region _____
Division _____
School _____
School Year _____



BRIGADA ESKWELA
DAILY ACCOMPLISHMENT REPORT
(To be accomplished by the Program Implementation Committee)

DAY	1	2	3	4	5	6	DATE:
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Instruction: List down all the activities that needs to be undertaken for each day of the Brigada Eskwela week. At the end of each day, please mark the appropriate column that corresponds to the status of each activity. Cite reasons for non-completion.

Activities	STATUS			REMARKS/RECOMMENDATIONS
	Completed	Started but not yet completed	Not done	

Prepared by:

Program Implementation Committee Chair/Member

Date Prepared

Noted by:

School Head

Appendix H

BE Form 07
DEPARTMENT OF EDUCATION



**BRIGADA ESKWELA
SCHOOL ACCOMPLISHMENT REPORT**
(to be accomplished by the School Head)

DIVISION:	REGION:
SCHOOL:	SCHOOL ID:
SCHOOL ADDRESS:	
(Please check appropriate box)	
Level:	Type of School:
<input type="checkbox"/> Elementary	<input type="checkbox"/> Central School
<input type="checkbox"/> High School	<input type="checkbox"/> Non-Central School (complete)
	<input type="checkbox"/> Multigrade
	<input type="checkbox"/> Primary School / Incomplete
	<input type="checkbox"/> Integrated School
SCHOOL HEAD:	CONTACT NUMBER:
PTCA PRESIDENT:	CONTACT NUMBER:

A. SCOPE OF REPAIR AND MAINTENANCE WORK COMPLETED (Please check appropriate column)				
	What was done?			
	Repaired	Repainted	Replaced	Others <i>(Brief Description)</i>
1 Roofs				
2 Ceilings				
3 Walls				
4 Windows and Doors				
5 Chairs/Desks, Tables, and Blackboards				
6 Comfort Rooms				
7 Leaking Pipes				
8 School Grounds/Landscaping				
9 School Signs				
10 Others (specify)				

B. DONATIONS / MATERIAL RESOURCES GENERATED (Use separate sheets, if needed)		
Type of Donations	Source	Estimated Cost
	TOTAL	



Appendix I

**GUIDE TO COMPUTING COST OF SERVICES RENDERED
DURING BRIGADA ESKWELA WEEK**

Below are the steps for computing the value or cost in pesos of manpower resources generated during the Brigada Eskwela.

1. Do a survey in your area of prevailing rates of labor services. List these down in the table below.

Category of Services	RATE PER DAY	RATE PER HOUR
		**Rate per day/8 hours
Masonry		
Carpentry		
Plumbing		
Electrical/Electronic		
Landscaping/Gardening		
Ordinary labor		
Others		

2. Using the completed BE Form 04 as basis, tally the number of volunteers and actual number of hours served by these volunteers per day. Classify data according to the nature of volunteer services rendered, i.e., masonry, carpentry, plumbing, etc.
3. Multiply total number of hours rendered per day with the corresponding rate/hour as indicated in the table above. Do this computation for all days of the Brigada Week.

Illustration: 15 volunteers did carpentry work in Day 1. Actual number of hours served by these 15 volunteers totaled to 60 hours. The prevailing rate of carpentry services in your area is 250 pesos per day or 28.13 pesos (250 pesos/8 hours) per hour.

$$60 \text{ hours} \times 28.13 \text{ pesos/hour} = 1687.80 \text{ pesos}$$

Total value/cost of carpentry services generated for Day 1 is 1687.80 pesos

4. Get the sum of the following for Days 1-6:
 - Number of Volunteers
 - Total Number of Hours Rendered
 - Total Value/Cost in Pesos
5. The data/figures computed should be recorded in **BE Form 07: School Accomplishment Report**.



C. VOLUNTEER SERVICES								
Type of Volunteer	Name of Individuals/ Organization (Use separate sheets, if needed)	Number of Volunteers						Total
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	
1. PTCA Members								
2. Barangay Officials								
3. Municipal/City Government Officials								
4. Provincial Government Officials								
5. NGOs/Civic Organizations								
6. Private Citizens								
7. Private Companies/Corp								
8. Other government offices								
9. Parents								
10. Teachers								
11. Pupils/Students								
12. Others: (specify)								
13. Prominent Volunteers								
	TOTAL							



D. ESTIMATED COST OF VOLUNTEER SERVICES RENDERED. Refer to Guide for Computing Labor Cost.
(Use separate sheets, if needed)

Type of Service	Total Number of Volunteers	Total Number of Hours Rendered	Total Estimated Costs
Masonry			
Carpentry			
Plumbing			
Electrical/Electronic			
Landscaping/Gardening			
Painting			
Ordinary Labor			
Others			
TOTAL			

D. SIGNIFICANT EVENTS / EXPERIENCES (Use separate sheets, if needed)

What happened?	Who were involved?	When?	What is/are its important contribution to the operation of the school or to the existing needs of the school?

E. ISSUES AND CONCERNS (Describe briefly problems encountered and how resolved)

E. LESSONS LEARNED / BEST PRACTICES



F. SUGGESTIONS TO STRENGTHEN BRIGADA ESKWELA PROJECT (include support needed from Central, Region, and Division Office that can increase the impact of Brigada Eskwela Project in your school.)

G. EVIDENCES / ATTACHMENTS

a. Photos (before, during and after)

b. Photocopy of all completed BE Forms (check if attached)

_____ Form 01 _____ Form 05
_____ Form 02 _____ Form 06
_____ Form 03
_____ Form 04

Prepared by:

Date:

Name and Designation

Submit copy of this completed form to ADOPT-A-SCHOOL PROGRAM DISTRICT COORDINATOR or District Supervisor on or before June 15.