



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region VII, Central Visayas  
DIVISION OF CEBU PROVINCE  
Sudlon, Lahug, Cebu City



May 27, 2016

**DIVISION MEMORANDUM**

No. 254 s. 2016

**IMPLEMENTATION OF THE 2016 BRIGADA ESKWELA**

To: Assistant Superintendents  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads

1. This Office reiterates the conduct of the Brigada Eskwela 2016 in every school starting May 30 to June 4, 2016.
2. School Heads are directed to restudy the content of the enclosures attached in this Memorandum and likewise disseminate information to the teachers, parents and pupils/students.
3. Division Education Program Supervisors and Coordinators are directed to monitor the conduct of the Brigada Activities in Districts/Municipalities previously assigned to them as area of consultancy.
4. Attention is invited to the following dates and schedules of BE report submission:
  - **June 10, 2016 - Submission of School BE report to the District/Lead School**
  - **June 17, 2016 - Submission of District/Municipal BE report to the Division Office**
  - **June 20 – 24, 2016 – Validation of identified Best Brigada Implementers**
  - **June 30, 2016 - Submission of Division BE Report to the RO**
  - **July 8, 2016 - Awarding of BE Best Implementers (Division Level)**
  - **Within September 1- 30, 2016- Conduct of BE Regional Awards Program**
  - **November 24, 2016 - National Awarding Ceremony**
5. All School Heads are expected to submit their BE reports in soft and hard copies on the agreed dates of submission.
6. Immediate and widest dissemination of this Memorandum is desired.

  
RHEA MARIA A. ANGTUD, Ed. D. CESO VI  
Schools Division Superintendent

 

**(Enclosure No. 1 to DepEd Memorandum No. 35, s. 2016)**

**REMINDERS FOR PRINCIPALS OR SCHOOL HEADS  
IN THE IMPLEMENTATION OF 2016 BRIGADA ESKWELA**

1. Teaching personnel are entitled to earn vacation service credits arising from their active involvement in the weeklong Brigada Eskwela activity. A complete six-day participation in the maintenance effort shall give teachers a three-day service credit entitlement.

For further details on granting service credits to teachers, kindly refer to DepEd Order No. 53 s. 2003 entitled Updated Guidelines on Grant of Vacation Service Credits to Teachers, particularly item no.1.d sub-item k.

2. 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.
3. No Brigada Eskwela fee shall be solicited from volunteers.
4. While the Armed Forces of the Philippines (AFP) members are welcomed to participate in Brigada Eskwela, carrying guns and fire arms must be prohibited inside the school premises. Likewise, AFP members as volunteers shall be advised to wear civilian or work clothes, as against wearing military uniform, during the school maintenance activity.

For further details on engagement of AFP members in school activities, please refer to DepEd Memorandum No. 221 s. 2013 entitled "On Guidelines on the Protection of Children During Armed Conflict."

5. Since they will perform the key role in operationalizing this year's Brigada Eskwela theme, principals or school heads are expected to revisit or restudy 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)
6. Receiving assistance or support from companies and other players in the tobacco industry for Brigada Eskwela is not allowed, 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".

## **SCHOOL SAFETY AND PREPAREDNESS GUIDE**

### **I. SAFE LEARNING FACILITIES**

1. Facilitate the assessment of school electrical system to make necessary repairs and/or upgrades to prevent fire incident.
2. Install appropriate and available fire suppression equipment or resources such as fire extinguishers, water source, and other indigenous materials.
3. Repair minor classroom damages such as broken windows, doors, blackboards, roofs, etc.
4. Secure cabinets and drawers and ensure that heavy objects are below head level.
5. Make sure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to students are removed.
6. Post safety measures in laboratories and workshops.
7. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned buildings.
8. Prepare an evacuation/exit plan and directional signage on every floor of the building.
9. Identify evacuation areas and classrooms that can be used as temporary shelters during disasters and emergencies.
10. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings.
11. Prune trees to avoid entanglement from electrical wirings and avoid potential harm to life and property.

### **II. SCHOOL DISASTER MANAGEMENT**

1. Post a directory of emergency contact numbers of relevant government agencies and offices, in various areas of the school.
2. Establish early warning mechanisms and inform all students and personnel on this.
3. Equip school with first aid kits, flashlights, megaphones, and other necessary supplies that may be needed in times of emergencies. Ensure that these items can be easily located and accessed.
4. Secure vital school records and store in safe locations.
5. Identify alternative sources and/or maintain supply of drinking water within the school.
6. Ensure that students, teachers, and personnel have identification cards with relevant information.
7. Create database of student and their family contact details.
8. Document accidents experienced by students and personnel within the school to improve prevention and mitigation measures.
9. Coordinate with barangay officials on pedestrian safety of students.

### **III. DISASTER RISK REDUCTION IN EDUCATION**

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

## STAKEHOLDER ENGAGEMENT STRATEGY

### Introduction

The occurrence of disasters affects 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 DRRM Service, there is a need to tighten 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 2016 *Brigada Eskwela*, seeks to mainstream disaster preparedness principles in readying schools for the opening of classes. More than the usual menu of provision for schools such as putting up of fences, painting, roofing, among others, DepEd will provide a list of preparedness measures that partners could support in various capacities.

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

- Local government units from provincial to barangay levels
- Private partners
- Academe
- Civil society organizations
- Private corporations
- Individual volunteers

Our partners could assist DepEd in the following areas:

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

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

### How to Engage the Stakeholders/ What Each Stakeholder Can Do

Stakeholders	Nature of Engagement
	<b>EXTERNAL</b>
Provincial Government Units	a. Coordinate with DepEd division offices b. Secure a copy of the school preparedness checklist c. Convene LSB to identify possible support on school preparedness d. Mobilize local support through the business sector, philanthropies, academe and local organization to assist schools' preparations for class opening

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. If available, 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. Provision of Emergency kits/bags for students, teachers and schools, teacher's kit, learner's kit,</li> <li>d. Provision of 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. DRRM Service orientation for parents</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. Issuance of School preparedness guide, which provides checklist on school preparedness measures</li> <li>b. Prepare guidelines on conducting risk profiling based on the following considerations: <ul style="list-style-type: none"> <li>• Location of the school</li> </ul> </li> </ul>

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

## Kits' Menu

School Provision	Minimum contents
a. Emergency Kits/bags for Students	<ul style="list-style-type: none"> <li>✓ Whistle</li> <li>✓ Tips/handy reference</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>✓ Ballpen</li> <li>✓ Crayon</li> <li>✓ Ruler</li> <li>✓ Small Scissors</li> <li>✓ Pencil Sharpener</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>✓ Betadine</li> <li>✓ Band-Aid</li> <li>✓ Bandage</li> <li>✓ Gauze</li> <li>✓ Plaster Tape</li> <li>✓ Alcohol</li> <li>✓ Agua oxynada</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>✓ Pilot pen (black and red)</li> <li>✓ Pentel pen (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>

f. Teacher's Emergency Kit	<ul style="list-style-type: none"> <li>✓ Whistle</li> <li>✓ Flashlight/batteries</li> <li>✓ Boots</li> <li>✓ Raincoats/umbrella</li> <li>✓ Radio/batteries</li> <li>✓ Emergency hotline list</li> <li>✓ Evacuation guide</li> </ul>
	<ul style="list-style-type: none"> <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 students</li> <li>✓ Drinking water (1 liter)</li> </ul>



**(Enclosure No. 2 to DepEd Memorandum No. 35, s. 2016)**

**CRITERIA IN THE SELECTION OF BRIGADA ESKWELA  
BEST IMPLEMENTING SCHOOLS**

- 1. SCOPE OF WORK 40 %  
Repair and maintenance work completed based on School Improvement Plan
- 2. DIVERSE VOLUNTEER PARTICIPATION 30 %

**Private Sector involvement (10%)**

*( Non-government organizations,civic society organizations foundations,corporations, international organizations, private schools/universities, mission and aid groups,etc.)*

**Community involvement (10 %)**

*(Parents and other family members, officers and members of PTCA , alumni, nearby home owners or community members, religious groups, etc.)*

**Government Agency involvement ( National Government & LGUs) ( 10 %)**

- a. *Officials ,members and employees from the President's Cabinet,Senate and Congress , City/Municipal/Provincial government and from barangay*
- b. *National Disaster Risk Reduction and Management Council member agencies ( Bureau of Fire , DILG,etc.)*

- 3. GENERATED RESOURCES ( converted into peso -worth) 20 %

Small School (Php)	Large School (Php)	Exceptional School (Php)	Equivalent Rating
75,000-199,000	200,000-499,000	500,000-above	20%
50,000-74,000	100,000-199,000	200,000-499,000	18%
25,000-49,000	75,000-99,000	100,000-199,000	15%
10,000-24,000	25,000-74,000	75,000-99,000	10%

- 4. ALIGNMENT OF THE MAINTENANCE EFFORT TO CURRENT THEME OF BRIGADA ESKWELA 10 %
- =====
- TOTAL 100%

**DIVISION OF CEBU PROVINCE BRIGADA ESKWELA 2016 MONITORING CHECKLIST**

School: \_\_\_\_\_ School ID: \_\_\_\_\_

Date: \_\_\_\_\_

AREAS OF CONCERN	OBSERVED	NOT OBSERVED	TA Provided
<b>I. Caravan and Kick off Activity</b>			
a. Caravan and kick off program conducted			
b. Advocacy materials utilized: tarpaulins, flyers			
<b>II. School Works</b>			
a. School Improvement Plan approved			
b. Program of works aligned with SIP			
c. Areas of concern addressed			
d. Maintenance-related support (paint, cement, etc.) received			
e. Non-maintenance-related support (school supplies, etc.) received			
<b>III. Stakeholder Participation</b>			
a. Learners			
b. Teachers			
c. Parents			
d. LGUs: barangay, municipal, provincial			
e. National Government Agencies: PNP, BFP			
f. Civic groups: alumni, etc.			
g. Individual Businessmen			
h. Companies/Business Group			
i. Religious groups			

j. Non-government organizations			
<b>IV. Observance to Guidelines and Policies</b>			
a. Brigada Eskwela required for enrolment			
b. Registration fee for BE required			
c. Military volunteers in working clothes visible			
d. Safety of volunteers ensured			
e. Volunteers registered according to stakeholder's classification			
f. Donations and services rendered are recorded/reported			
g. Functional committees created			
<b>V. Safety and Preparedness</b>			
a. Evacuation plan displayed: exit route and assembly area			
b. Hotline phone numbers provided: PNP, BFP, Hospital			
c. Fire safety provided: Fire exits, fire extinguishers			
d. Medical/first aid kit provided			
<b>V. Establishment of OPLAN Balik-Eskwela (OBE) Action Center</b>			

**Best Practices:**

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Monitored by:

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**Area Consultant**

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**Team Leader**

**Senior High School (SHS) Implementation Monitoring Checklist**

Preparing for the Opening of SHS Classes				
Area/ Domain	Content Focus	Observed	Not Observed	Technical Assistance Provided
<b>Part I:</b> Understanding SHS	The School Head understands the importance of SHS			
	The School Head describes the attributes/features of a successful K to 12 Program			
<b>Part II:</b> Understanding the Role of School Head in SHS Success	The School Head had communicated the K to 12 program, especially the SHS component to all stakeholders to rally support and to promote ownership			
	The School Head has ensured that all teaching and non-teaching personnel are ready			
	The School Head has ensured that all incoming Grade 11 students are enrolled in program offerings based on their preference, needs of the community, current and emerging job markets, and school capabilities			
	The School Head has assured that all incoming Grade 11 students have classrooms and facilities, materials and equipment			
	The School Head assured that qualified staff (teaching and non-teaching) are hired, trained, and organized			
<b>Part III:</b> Gearing up for SHS	<b>1. Planning.</b> The School Head has organized the SHS Committees as follows:			
	a) Partnership Focal Persons (PFP)			
	b) School Inspectorate Team (SIT)			
	c) School Screening Committee (SSC)			
	d) Career Advocacy Unit (CAU)			
	e) Infrastructure Committee (IC)			
	f) Enrolment Committee (EC)			
	<b>2. Setting Up.</b> The School Head has set up the following:			
	a) Develop partnerships			
	b) Assemble his/her staff			
	c) Monitor/follow up requirements			
	d) Made adjustments to his/her plans			
	e) Conducted SHS enrolment			
f) Finalized school systems and processes				
g) Implement Brigada Eskwela				
h) Opening of classes				
i) Activities for the First Week				
j) Activities for the First Month				

Prepared by: \_\_\_\_\_  
Area Consultant