Republic of the Philippines

Department of Education

Cordillera Administrative Region

Schools Division of Benguet

12 November 2026

DIVISION MEMORANDUM

No. 508, s 2026

GUIDELINES ON THE SELECTION OF BEST BRIGADA ESKWELA IMPLEMENTING SCHOOLS

DepEd-Benguet Division
NOV 16 2026
RELEASED

TO: Chief Education Supervisors, CID, and SGOD
Public Schools District Supervisors
Public Elementary and Secondary School Heads
School Stakeholders and All Others Concerned

1. The Department of Education recognizes Brigada Eskwela as a vital initiative that promotes community participation, strengthens partnerships, mobilizes resources, and ensures safe and conducive learning environments. In this regard, the Schools Division of Benguet seeks to enhance the implementation of Brigada Eskwela by focusing the Best Implementing Schools assessment on sustained school readiness, functional learning environments, meaningful stakeholder engagement, and disaster preparedness and resilience.

2. The Objectives are as follows:

   a. assess and recognize schools that demonstrate effective Brigada Eskwela implementation, school readiness, and sustained maintenance of a safe, clean, and functional learning environment.

   b. promote sustainable stakeholder engagement and resource mobilization through strong partnerships, local stakeholder convergence, and the Adopt-a-School Program.

   c. strengthen school resilience and accountability by highlighting effective DRRM practices, including Project TAJUJAW, and recognizing exemplary practices that contribute to school preparedness and learner welfare.

3. This Memorandum shall apply to all public elementary and secondary schools under the Schools Division of Benguet participating in the designated Brigada Eskwela Best Implementing School search. The assessment shall consider accomplishments during the Brigada Eskwela preparation period and relevant evidence of implementation and sustainability throughout the designated evaluation period.

4. All participating schools shall be assessed using the same core criteria, indicators, scoring formula, and common rubric, as provided in Enclosure No. 1. To ensure fairness and equity, the assessment shall take into consideration each school's context, size, geographical location, available resources, identified needs, and risk exposure.

5. Submit all required entries through the official Division online submission link: https://bit.ly/BE-BestImplementingSchools. Final deadline: February 26, 2027. Late or incomplete submissions shall be handled in accordance with the approved competition guidelines.
Required files: completed evaluation sheet and school head's certification, organized supporting evidence, and one documentary video.

6. Each school shall submit one documentary video with a duration of 5–7 minutes. The video shall cover:

- School profile and readiness/preparedness measures;
- Sustainable school environment, facility functionality, and maintenance;
- Stakeholder partnerships, Adopt-a-School Program, and local stakeholder convergence;
- School DRRM preparedness and implementation of Project TAJUJAW; and
- Key accomplishments, results, and impact on learners and the school.

Use actual footage and dated photographs where available. The video is for presentation and verification; production quality shall not be scored. Observe child protection, data privacy, and safety requirements.

7. Entries shall undergo documentary evaluation and, when required, actual school validation. Final scores shall be consolidated and submitted to the Schools Division Superintendent for approval.
Awards shall include the Overall Champion and one awardee for each of the three subcategories, based on the approved criteria and validated scores.

8. School heads shall ensure the accuracy and completeness of submissions. Public Schools District Supervisors shall disseminate the guidelines and monitor compliance. The Division shall provide the official submission link, evaluate entries, and announce the approved results.

9. This Memorandum shall take effect upon approval. For information, guidance, and compliance.

CARMEL F. MERIS
OIC - Schools Division Superintendent

For the OIC-SDS: sgd
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Enclosure to Division Memorandum No. 508, s2024

AWARD STRUCTURE

Overall Award

BEST IMPLEMENTING SCHOOL – BRIGADA ESKWELA (OVERALL CHAMPION). The Overall Champion is the participating school with the highest final validated score across all three subcategories, with a maximum of 100 points.

Subcategory Awards

- Best in School Readiness and Year-Round Preparedness
- Best in Sustainable School Environment and Functionality
- Best in Stakeholder Convergence and DRRM Resilience

The subcategory awards shall be determined by the highest final validated score obtained in the corresponding subcategory. A school may receive the Overall Champion award and one or more subcategory awards. Schools that do not obtain the highest overall score may still be recognized for excellence in a particular subcategory.

The Division Search Committee shall determine the Overall Champion exclusively by the combined score across the three subcategories. The number of subcategory awards received by a school shall not determine its overall ranking. The Division may establish separate award groupings for elementary and secondary schools, provided that the groupings are approved and announced before the start of evaluation. The same core criteria, scoring formula, and validation standards shall apply to all groupings.

EVALUATION FRAMEWORK AND WEIGHT DISTRIBUTION

Subcategory	Maximum Points
I. School Readiness and Year-Round Preparedness	30
II. Sustainable School Environment and Functionality	25
III. Stakeholder Convergence and DRRM Resilience	45
TOTAL	100

Subcategory I: School Readiness and Year-Round Preparedness — 30 Points

This subcategory shall measure the extent to which the school ensures that its facilities, learning spaces, essential services, and operational arrangements are ready before the opening of classes and remain responsive to school needs throughout the year.

Indicators	Evaluation Considerations	Points
A. Pre-opening School Readiness	Ensure classrooms, learning spaces, learning materials, water and sanitation facilities, electrical systems, and other essential services are ready; identify and correct or refer safety and maintenance concerns before classes begin.	12
B. Continuity of Readiness Measures	Regularly monitor cleanliness, orderliness, facility conditions, learner support, and operational readiness; take timely action on concerns identified during the school year.	10
C. Evidence-Based Planning and Monitoring	Availability of school readiness assessments, identified gaps, action plans, monitoring records, accomplishment reports, and documented corrective actions.	8
TOTAL		30

Specific instructions:

- School heads shall ensure that readiness is assessed before the opening of classes and that identified deficiencies are addressed or referred to the appropriate authorities.
- Evaluators shall verify the actual condition and usability of school facilities rather than rely solely on photographs taken during Brigada Eskwela activities.
- Evidence of continued monitoring, maintenance, and corrective action shall be considered in determining sustainability.
- The number of activities conducted or the volume of resources generated shall not automatically merit a higher score. The relevance, quality, and actual results of readiness measures shall be the primary considerations.

Subcategory II: Sustainable School Environment and Functionality — 25 Points

This subcategory shall measure the school's ability to maintain a clean, safe, orderly, environmentally responsible, accessible, and functional learning environment beyond the Brigada Eskwela period.

Indicators	Evaluation Considerations	Points
A. Sustained Beautification and Environmental Management	Maintenance of gardens, landscaped areas, clean surroundings, waste segregation, proper waste disposal, and other appropriate environmental management practices.	8
B. Functionality and Maintenance of Facilities	Continued usability, safety, cleanliness, accessibility, and maintenance of classrooms, comfort rooms, handwashing facilities, pathways, learning spaces, and other school facilities.	10
C. Sustainability and School Ownership	Existence and implementation of a maintenance plan, assigned responsibilities, maintenance schedules, appropriate resource use, and regular monitoring of improvements.	7
TOTAL		25

Specific instructions:

- Beautification shall be assessed in terms of cleanliness, suitability, safety, environmental responsibility, and continued maintenance. Expensive landscaping or newly constructed features shall not automatically merit higher scores.
- Facilities shall be evaluated according to their functionality and appropriateness to learners' needs, including the needs of learners with disabilities.
- Schools shall demonstrate how maintenance responsibilities are assigned among appropriate school personnel and stakeholders, consistent with applicable policies.
- Facilities requiring repair shall be assessed according to their actual condition, the school's response, and the actions taken to address the concern. Schools shall not be encouraged to conceal hazards or defer necessary repairs to improve their competition results.

Subcategory III: Stakeholder Convergence and DRRM Resilience — 45 Points

This subcategory shall measure the school's ability to mobilize and sustain meaningful stakeholder partnerships, coordinate local support for education, and implement functional disaster preparedness and response arrangements through Project TAJUJAW.

Indicators	Evaluation Considerations	Points
A. Adopt-a-School Program and Partnership Sustainability	Documented partnerships, stakeholder commitments, resource mobilization, assistance responsive to identified school needs, appropriate utilization, and evidence of continuing support.	15
B. Local Stakeholder Convergence and Collective Action	Coordinated planning and implementation with LGUs, barangays, parents, alumni, private organizations, civic groups, and other	10

	partners; shared responsibilities and documented outputs or outcomes.	
C. Project TAJUJAW and Functional DRRM Implementation	Implementation of school DRRM plans, risk awareness, preparedness activities, drills, emergency communication, evacuation procedures, response coordination, resource readiness, and education continuity arrangements.	20
TOTAL		45

Specific instructions:

- Adopt-a-School Program accomplishments shall be assessed based on the relevance of assistance to school needs, verifiability of partnership documentation, appropriate utilization, and sustainability. Monetary value alone shall not determine the score.
- Local stakeholder convergence shall refer to coordinated action among education stakeholders and local partners to address identified school priorities. Attendance at meetings or participation in ceremonial activities alone shall not constitute sufficient evidence of effective convergence.
- Schools shall demonstrate how stakeholder assistance contributes to measurable improvements in school readiness, functionality, learner welfare, or resilience.
- Project TAJUJAW shall be assessed through actual implementation and operational readiness, not merely through the existence of a plan, a launch ceremony, or photographs.
- DRRM assessment shall consider identified hazards and risks, appropriate emergency procedures, designated response responsibilities, communication arrangements, evacuation and accountability procedures, coordination with appropriate responders, and continuity of learning.
- Schools shall observe applicable DepEd DRRM policies and other relevant safety requirements. Activities involving learners shall be age-appropriate, properly supervised, and conducted without exposing participants to unnecessary risk.
- Indigenous and community-based preparedness practices may be recognized when appropriately integrated into the school's DRRM arrangements and consistent with established safety protocols.

COMMON SCORING RUBRIC

Rating	Performance Level	Description
4	Excellent	Requirements are fully or substantially met; implementation is consistent and sustained; documentary evidence and actual validation demonstrate clear results.
3	Very Satisfactory	Most requirements are met and supported by evidence, with only minor deficiencies or inconsistencies.
2	Satisfactory	Some requirements are met, but implementation is incomplete or inconsistent, or evidence of results and sustainability is limited.
1	Needs Improvement	Requirements are largely unmet, implementation is minimal, or evidence is insufficient to establish actual implementation.