



DEPARTMENT OF EDUCATION  
Region X- Northern Mindanao  
**DIVISION OF MALAYBALAY CITY**  
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April 28, 2015

DIVISION MEMORANDUM  
NO. 139 S. 2015

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ed-MALAYBALAY CITY DIVISION  
**RELEASED**  
Date: APR 28 2015 Time: 1:40  
G. OPLENARIA

**DISSEMINATION OF DEPED MEMORANDUM NO. 41, S. 2015  
(Implementing Brigada Eskwela 2015)**

TO: Chief Education Supervisors, Curriculum and Governance  
Education Program Supervisors  
Public Schools District Supervisors  
Senior Education Program Specialists  
Education Program Specialists  
Division Coordinators and Unit Heads  
Public Elementary and Secondary School Heads  
This Division

1. For the information and guidance of all concerned, attached is a DepEd Memorandum No. 41, s. 2015 re: "**Implementing Brigada Eskwela 2015**" the content of which is self-explanatory
2. Immediate dissemination of this Memorandum is highly enjoined.

  
EDILBERTO L. OPLENARIA, CESO VI  
Schools Division Superintendent

Attached:  
DepEd Memorandum No. 41, s. 2015



Republic of the Philippines  
**Department of Education**

23 APR 2015

DepEd MEMORANDUM  
No. **41**, s. 2015

**IMPLEMENTING BRIGADA ESKWELA 2015**

To : Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Units  
Regional Directors  
Schools Division Superintendents  
Heads, Public Elementary and Secondary Schools  
All Others Concerned

1. The Department of Education (DepEd) will conduct the **Brigada Eskwela 2015** also known as the National Schools Maintenance Week from **May 18 to 23, 2015** with the theme *Tayo Para sa Kalinisan, Kaligtasan at Kahandaan ng Ating mga Paaralan*. This school maintenance effort engages all education stakeholders to contribute their time, effort and resources in ensuring that public school facilities are prepared in time for the forthcoming school opening.
2. On May 18, 2015, regional offices (ROs) and schools division offices (SDOs) will hold a caravan to launch the first day of *Brigada Eskwela 2015*. A kick-off ceremony will be held in a public school, the final stop of the caravan. The national kick off ceremony will be in a public school in Region XIII (Caraga), the host region.
3. All Adopt-a-School Program (ASP) partners and other organizations which are interested to be involved in the school maintenance program must coordinate with the Office of Undersecretary for Partnerships and External Linkages (OUPEL), the ASP Secretariat or the DepEd ROs and SDOs, for guidance.
4. The principals or school heads shall take the lead role in planning the activities geared on making schools disaster-prepared, ecologically conscious, clean and conducive to learning. Further reminders for principals or school authorities to ensure order in the conduct of the weeklong activity are indicated in Enclosure No. 1.
5. During the *Brigada Eskwela* week, education key officials in the Central Office will be monitoring the implementation of the program in schools within the regions where the key officials shall be assigned.
6. All DepEd employees are encouraged to join the *Brigada Eskwela* activities by offering their skills, sharing their time or providing their in-kind support to public schools near their residence. Interested employees are given two days to do volunteer work on **official time**, provided that such work is approved by their heads of offices.
7. *Brigada Eskwela* accomplishment reports by SDOs will be submitted to the ASP Secretariat through email address: [brigadaeskwela.deped@gmail.com](mailto:brigadaeskwela.deped@gmail.com) not later than **July 30, 2015**. The sample official forms to be used in accomplishing the reports are provided in Enclosure No. 2. Reports which shall be submitted after **July 30, 2015** shall no longer be accommodated by the ASP Secretariat.

7. *Brigada Eskwela* accomplishment reports by SDOs will be submitted to the ASP Secretariat through email address: [brigadaeskwela.deped@gmail.com](mailto:brigadaeskwela.deped@gmail.com) not later than **July 30, 2015**. The sample official forms to be used in accomplishing the reports are provided in Enclosure No. 2. Reports which shall be submitted after **July 30, 2015** shall no longer be accommodated by the ASP Secretariat.

8. Conferment of *Brigada Eskwela* Best Implementing Schools as national awardees will be on **November 26, 2015** at the Meralco Theatre, Meralco Compound, Ortigas Avenue, Pasig City.

9. Expenses relative to the conduct of this week long activity shall be charged to local funds, subject to the usual accounting and auditing rules and regulations.

10. Immediate dissemination of this Memorandum is desired.



**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encls.:

As stated

Reference:

DepEd Memorandum: No.: 32, s. 2014

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

EMPLOYEES  
OFFICIALS  
PROGRAMS  
SCHOOLS  
TEACHERS

REMINDERS FOR PRINCIPALS OR SCHOOL HEADS  
IN THE IMPLEMENTATION OF 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. Brigada Eskwela volunteers and out-of-school youth from the community who are aged 15 to 30 years old, have not yet finished basic or higher education and are currently not in school or not employed, shall be enjoined to register with Abot-Alam. An Abot-Alam registration desk shall be designated inside the school for this purpose. Annex A contains the template of the registration form to be used in administering registration in schools while Annex B contains brief profile of Abot-Alam Program which can be reproduced and disseminated. The accomplished registration form shall be turned-over to the ALS/Abot-Alam Coordinator of the schools division, after the Brigada Eskwela week.
5. 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 to 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."

6. 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 C of Enclosure No. 1)
  - b) Stakeholder Engagement Strategy ( Annex D of Enclosure No. 1 )
  - c) Kit's Menu ( Annex E of Enclosure No. 1)
  
7. 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".



**ABOT ALAM: A NATIONAL PROGRAM FOR OUT-OF-SCHOOL YOUTH**  
**OFFICIAL REGISTRATION FORM (Revised)**

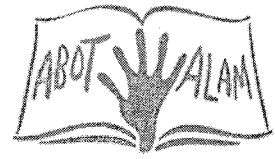
Ang Abot Alam ang pinakamalaking programa para mabaitik ang mga Out-of-School Youth (OSY) sa pang-aaral, mabigyan ng karampatong edukasyon, skills training/opsahanay at oportunidad sa trabaho o livelihood. Saklaw ng programang ito ang mga kabataang hindi nakapag-aral, hindi nakatapos ng pang-aaral sa gulang na 15 hanggang 30 anyos.

**GABAY/LEGEND: REMARKS** \*ALS\*\* Alternative Learning System | \*\*Isulat ang ALS-BLP ALS Basic Literacy Program, ALS-AGLE elem., ALS Accreditation Benubakano Program- Elementary, ALS-AGLE second- ALS Accreditation Equivalency Program, Secondary; at ALS-Infed - Informal Education | (PWD)\*\*Persons With Disabilities/ May Kapansanan | \*\*Isulat ang PWD-H- Hearing Impaired; PWD-V-Visually Impaired; PWD-PR-Physically Impaired; PWD-D/DSN- With Special Need

Surveyor's Name : Complete Address of Surveyor: **Barangay:** **City/Municipality:** **Province/Island/Region:** **Email Address & Contact # of Surveyor:**

COMPLETE NAME /Kumpletong Pangalan (i.e. Last Name, Given Name, Middle Name) (Extension name if any ex. JR, SR, III)	BIRTHDATE /Kaarwan (MM/DD/YY)	AGE/ Edad	SEX (M/F)	CONTACT DETAILS/ Impormasyong pwedeng Tamagan (i.e. Email address, Cellphone & Landline Number)	COMPLETE ADDRESS/ Tirahan (i.e. No., Street, Brgy., City or Municipality, Province)	PARENTS/ GUARDIAN (Magulang/ Tagapangalaga) Complete Name	EDUCATION/ Pinakamataas na Antas ng Edukasyong Naabot (i.e. Elementary Grade, Year in High School, College)	PREPARED TRACK/Plano ng Gawin (i.e. Education, Employment, Entrepreneurship/Skills Training) (Pwedeng Higit sa Isa ang Ipagbigay ng Ekis)	REMARKS/ Isulat kung Benepisaryo ng Programa ALS*, FYAP, 4Fs etc. Kung May Kapansanan / (PWD)** (N/A/Not Applicable)	NUMBERS (If it any/Isulat ang mga numero, kung meron: SSS, GIS, Philhealth, Panrawid Household, CRN, etc)	Reason of becoming OSY
<b>SAMPLE TEXT</b> Iwag Juan Flores de la Cruz, Jr. Kopyahin!	11/13/1995	17	M	jdelaacruz@gmail.com / 0917-5638294	# 46, Balate Street, Brgy. Pinyahan, Quezon City, Metro Manila	Juana de la Cruz	Grade 5	Balik-Aral/ Edukasyon Trabaho/ livelihood Skills Training/Entrep	A & E - Second	SSS 3426140910 CRN 0006-1948760-0	Maagang nagtrabaho Maagang nabuntis/nag-asawa Maagang nabuntis/nag-asawa Sakit o kapansanan Walang Malapit na Paaralan Walang Malapit na Paaralan Kahirapan sa buhay Kawalalan ng Interes/Napabarkhada Iba pang rason: Maagang nagtrabaho Maagang nabuntis/nag-asawa Sakit o kapansanan Walang Malapit na Paaralan Walang Malapit na Paaralan Kahirapan sa buhay Kawalalan ng Interes/Napabarkhada Iba pang rason: Iba pang rason:
								Balik-Aral/ Edukasyon Trabaho/ livelihood Skills Training/Entrep			Maagang nabuntis/nag-asawa Sakit o kapansanan Walang Malapit na Paaralan Walang Malapit na Paaralan Kahirapan sa buhay Kawalalan ng Interes/Napabarkhada Iba pang rason: Maagang nagtrabaho Maagang nabuntis/nag-asawa Sakit o kapansanan Walang Malapit na Paaralan Walang Malapit na Paaralan Kahirapan sa buhay Kawalalan ng Interes/Napabarkhada Iba pang rason:
								Balik-Aral/ Edukasyon Trabaho/ livelihood Skills Training/Entrep			Maagang nabuntis/nag-asawa Sakit o kapansanan Walang Malapit na Paaralan Walang Malapit na Paaralan Kahirapan sa buhay Kawalalan ng Interes/Napabarkhada Iba pang rason: Maagang nagtrabaho Maagang nabuntis/nag-asawa Sakit o kapansanan Walang Malapit na Paaralan Walang Malapit na Paaralan Kahirapan sa buhay Kawalalan ng Interes/Napabarkhada Iba pang rason:

# ABOT-ALAM



## At a glance

ABOT-ALAM is a nationwide convergence effort spearheaded by the Department of Education (DepED) and the National Youth Commission (NYC), with the primary goal of reaching all OSYs in the country aged 15 to 30, achieving a zero percent OSY in the Philippines by 2016.

## Project Start Date

DepEd Order No. 17, March 27, 2014

## Partnerships

- National Youth Commission (NYC)
- National Government Agencies
- Local Government Units
- Civil Society Organizations
- Business Sector groups
- Community-based organizations

## Aiming to reach 2 Million OSYs by 2015



In line with the objective of achieving the Education for All (EFA) targets, the Department of Education launched the Abot-Alam program last March 2014, as part of its last-mile efforts to provide quality education to out-of-school-youths (OSYs) aged 15 to 30.

More specifically, the program aims to 1) create a comprehensive database of OSYs in the country by organizing a barangay OSY targeting system, 2) unify the efforts and resources of all agencies and organizations directed to solving the problems of OSYs in the country, and 3) ensure that all OSYs have access to programs and services of these agencies. Based on the data, OSYs shall be provided with the appropriate programs of intervention such as the Alternative Learning Systems (ALS) and Alternative Delivery Modes (ADM) of DepEd, OSY programs of the LGUs and NGOs, livelihood and skills training of TESDA and DTI, higher education scholarships of colleges and universities through CHED, and employment through DOLE, among others. The endpoints of these interventions are to ensure no Filipino gets left behind, and that each OSY is provided with opportunities for education, entrepreneurship, or employment. The project shall cover seventeen (17) regions and their respective Division Offices.

Industry partners are enjoined to provide education and employment opportunities for OSYs in their respective areas of operations. Private individuals are similarly encouraged to participate in Abot-Alam by identifying and reporting OSYs they know of to the local DepED office nearest them.

*From the Office of the Undersecretary for Partnerships and External Linkages  
Tel. (02) 633-7207 · Fax (02) 637-4211 · Email: externalpartnerships@deped.gov.ph*

## SCHOOL SAFETY AND PREPAREDNESS GUIDE

In view of the *Brigada Eskwela 2015*, this School Safety and Preparedness Guide intends to raise consciousness and provide guidance to schools and education partners in ensuring safety and preparedness of our students and personnel during emergencies. Enumerated below is a minimum list of activities that could contribute to a safer school. Principals need to identify what are most appropriate and important for their schools. School heads may also identify other measures that may add-up to this list.

<p><b>I. SAFE LEARNING FACILITIES</b></p> <ol style="list-style-type: none"> <li>1. Facilitate the assessment of school electrical system to make necessary repairs and/or upgrades to prevent fire incident.</li> <li>2. Repair minor classroom damages such as broken windows, doors, blackboards, roofs, etc.</li> <li>3. Install appropriate and available fire suppression equipment or resources such as fire extinguishers, water source, and other indigenous materials.</li> <li>4. Make sure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to students are removed.</li> <li>5. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings.</li> <li>6. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned buildings.</li> <li>7. Secure cabinets and drawers and ensure that heavy objects are below head level.</li> <li>8. Post safety measures in laboratories and workshops.</li> <li>9. Prepare an evacuation/exit plan and directional signage on every floor of the building.</li> <li>10. Identify evacuation areas and classrooms that can be used as temporary shelters during disasters and emergencies.</li> <li>11. Prune trees to avoid entanglement from electrical wirings and avoid potential harm to life and property.</li> </ol>
<p><b>II. SCHOOL DISASTER MANAGEMENT</b></p> <ol style="list-style-type: none"> <li>1. Post a directory of emergency contact numbers of relevant government agencies and offices, in various areas of the school.</li> <li>2. Establish early warning mechanisms and inform all students and personnel on this.</li> <li>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.</li> <li>4. Identify alternative sources and/or maintain supply of drinking water within the school.</li> <li>5. Ensure that students, teachers, and personnel have identification cards with relevant information.</li> <li>6. Create database of student and their family contact details.</li> <li>7. Secure vital school records and store in safe locations.</li> <li>8. Coordinate with barangay officials on pedestrian safety of students.</li> <li>9. Document accidents experienced by students and personnel within the school to improve prevention and mitigation measures.</li> </ol>
<p><b>III. DISASTER RISK REDUCTION IN 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><b>Reference:</b>  International Finance Corporation (no date) Disaster and Emergency Preparedness: Guidance for Schools, IFC World Bank  Department of Education (2015) DRRM in Basic Education Framework PowerPoint presentation</p>



## STAKEHOLDER ENGAGEMENT STRATEGY

### Introduction

The occurrence of disasters affected school operations to the point of depriving our students access to quality education. While we have improved our classroom standards, strengthened our coordination with partners for disaster response and capacity building, and established the DRRM Office, 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 2015 *Brigada Eskwela* with the theme “*Tayo para sa kalinisan, kaligtasan at kahandaan ng ating mga paaralan*”, 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*.

### 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	a. Coordinate with DepEd division/district offices b. Secure a copy of the school preparedness checklist c. Convene LSB to identify possible support on school preparedness

	<p>d. Mobilize local support through the business sectors, philanthropies, academe and local organization to assist schools' preparations for class opening</p> <p>e. If available, include schools in the early warning system implemented in the locality</p>
Barangay government units	<p>a. Coordinate with nearby elementary and/or secondary school</p> <p>b. Participate in school preparatory meetings for Brigada Eskwela</p> <p>c. Mobilize local assistance to support school preparedness strategies</p> <p>d. Secure a copy of the school preparedness checklist</p> <p>e. Support the school preparedness strategies</p> <p>f. Assist schools in establishing an early warning system</p>
Private Partners	<p>a. Coordinate with DepEd division or district or school</p> <p>b. Secure a copy of the school preparedness checklist</p> <p>c. Provision of Emergency kits/bags for students, teachers and schools, teacher's kit, learner's kit,</p> <p>d. Provision of advocacy/information materials for schools</p> <p>e. Support the school preparedness strategies</p>
Local CSOs and volunteers	<p>a. Coordinate with target elementary and/or secondary schools</p> <p>b. Secure a copy of the school preparedness checklist</p> <p>c. Signify interest to assist school during preparation for class opening</p> <p>d. Participate in school preparatory meetings for Brigada Eskwela</p> <p>e. Identify and communicate support that will be provided to schools</p> <p>f. DRRM orientation for parents</p> <p>g. Assist in the conduct of risk profiling</p> <p>h. Support the school preparedness strategies</p>
Parents	<p>a. Participate in school preparatory meetings for Brigada Eskwela</p> <p>b. Support the school preparedness strategies</p>
<b>EXTERNAL</b>	
Central	<p>a. Issuance of School preparedness guide, which provides checklist on school preparedness measures</p> <p>b. Prepare guidelines on conducting risk profiling based in the following considerations:</p> <ul style="list-style-type: none"> <li>• Location of the school</li> <li>• Immediate environment of the school</li> <li>• Historical experience of disasters</li> </ul>
Region	<p>a. Conduct planning meeting with Dos to determine school needs</p> <p>b. Provide assistance to Dos in formulating strategies to support school preparedness</p> <p>c. Monitor and prepare report on the implementation of preparedness strategies</p>
Division	<p>a. Mobilize assistance from education partners and other government agencies for schools' implementation of</p>

	<p>preparedness measures</p> <ul style="list-style-type: none"> <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> </ul>
Schools	<ul style="list-style-type: none"> <li>a. Distribute emergency kits/bags to students and teachers, learner's kit and teacher's kit (See Annex E of Enclosure No. 1)</li> <li>b. Spearhead the implementation of school preparedness guide</li> </ul>

## 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>

**BRIGADA ESKWELA 2015**

School_ID	School_Name	Private Sector		Community						Government Agencies/National & Local										Total Number Of Volunteers	
		NGO (PTA, SGC, Gawad Kalinga, etc.)	Corporation	Parents	Alumni	Private Individual/Community Member	Religious Organizations (Youth and Adult)	Congressional Officials and Staff	Provincial Officials	City/ Municipal Officials	Barangay Officials	SK Officials	Provincial/ City/ Municipal Employees	Firemen/ PNP	AFP (PA, Marine, Airforce, etc.)	Barangay Workers	Other Volunteers				
Example:																					
108085	San Juan ES	2	1	12	4	35	10	5	1	3	7	2	15	15	12		30		56	210	
	<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>12</b>	<b>4</b>	<b>35</b>	<b>10</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>15</b>	<b>15</b>	<b>12</b>		<b>30</b>		<b>56</b>	<b>210</b>	

Prepared by:

ASP Division Coordinator

Approved by:

Schools Division Superintendent

**BRIGADA ESKWELA 2015**

**RESOURCES GENERATED**

School_ID	School_Name	Infrastructure										Total No. of Volunteers	Total No. of Hours Rendered (Labor)	Volunteer Man Hours (Amount in Peso)	Total Amount (in Peso)		
		Hardware Materials for Classroom Repairs			Hardware Materials for Toilet Newly Construction/Repair			Hardware Materials for Wash Facilities Newly Construction/Repair			Other Donations						
		Qty.	Item	Amount (in Peso)	Qty.	Item	Amount (in Peso)	Qty.	Item	Amount (in Peso)	Qty.	Item	Amount (in Peso)				
Example:																	
108085	San Juan ES	400	hollowblocks	4,800.00	3	toilet bowls	3,000.00	10	faucets	1,000.00	1	fence	3,000.00	210	1,000	37,500.00	49,300.00
					500	hollowblocks	6,000.00	300	hollowblocks	3,600.00	10	notebooks	140.00				9,740.00
					10	G.I. Sheets	3,000.00	200	tiles	6,000.00	1	LCD Projector	40,000.00				49,000.00
	<b>TOTAL</b>			<b>4,800.00</b>			<b>12,000.00</b>			<b>10,600.00</b>			<b>43,140.00</b>	<b>210</b>	<b>1,000</b>	<b>37,500.00</b>	<b>108,040.00</b>

Prepared by:

Coordinator

Approved by:

Schools Division Superintendent





