THE IMPLEMENTATION OF BRIGADA ESKWELA IN THE SCHOOLS DIVISION OF MASBATE CITY IN TIMES OF THE COVID-19 PANDEMIC: BASIS FOR THE DEVELOPMENT OF A SUSTAINABLE PARTNERSHIP MODEL

Legal, Gregorio A.; Pinote, Oscar S.; Estoquia, Gerard Leomel R.

Completed 2023

Abstract

This study explores the strategies employed by public elementary and secondary schools in Masbate City's Schools Division for effective Brigada Eskwela implementation during the COVID-19 pandemic. Objectives include assessing approaches at different stages, identifying challenges, proposing partnership models, and suggesting a plan of action.

Using a mixed-methods design, the study collected quantitative data through surveys and qualitative insights through interviews and focus group discussions. Descriptive statistics, thematic analysis, and weighted mean computation were applied for data analysis.

The study reveals robust approaches to Brigada Eskwela across stages, emphasizing detailed planning, stakeholder involvement, and adaptive strategies. Challenges, from resource mobilization to coordination issues, were identified, with pragmatic solutions proposed. Areas showing moderate challenges suggest opportunities for targeted training.

While noting the resilience and adaptability of Brigada Eskwela implementation in Masbate City, the study suggests areas for improvement. The proposed partnership sustainability model underscores proactive planning, structured committees, and continuous communication. The plan of action outlines steps for capacity building, technology integration, and strategic partnerships, enhancing the resilience of Brigada Eskwela initiatives. This research provides insights for sustaining community engagement in education during challenging times, offering a blueprint for collaborative and resilient educational communities.

Table of Contents

List of Tables

I. Introduction of the Research

The Brigada Eskwela program, now adorned in a renewed version, encapsulates the enduring spirit of collaboration for the advancement of basic education. Rooted in the essence of Bayanihan, this initiative is distinguished by its emphasis on dynamic partnership activities and engaging the community. Against the backdrop of the ongoing pandemic, the program highlights the critical need for fortified connections with education partners and stakeholders to ensure the seamless continuity of learning.

At the dawn of each school year, public schools confront a common hurdle—a lack of support and cooperation from stakeholders. As eloquently articulated by former DepEd Secretary Armin Luistro (Docliners, 2015), the field of education grapples with an array of pressing challenges. These span from constraints in time and financial resources to gaps in information, training, and disparities in values. Moreover, concerns surrounding school space and facilities compound the complexities.

In response to these formidable challenges, the Brigada Eskwela program, also recognized as the National Maintenance Week, emerged in May 2003 (Brigada Eskwela Manual, 2009). The triumph of this program hinges on the adept communication skills of school heads, effectively articulating their initiatives to garner community support. Department Order (DO) 21, s. 2011 underscores the paramount significance of fostering robust school-community relationships.

Serillano (2009) sheds light on a central issue plaguing public schools—the government's insufficient budget allocation for education. Some schools resort to relying on donations from charitable institutions to address fundamental needs such as leaky roofs, dilapidated furniture, unkempt grounds, and damaged infrastructure. As posited by Diokno (2008), Brigada Eskwela steps in as a temporary solution to these deeply entrenched problems.

In the context of the ever-evolving COVID-19 landscape, this year's Brigada Eskwela assumes a pivotal role in not only providing learning opportunities but also in prioritizing the health and safety of learners, teachers, and personnel. As education adapts to varied learning delivery modalities, Brigada Eskwela emerges as an indispensable ally for schools navigating this educational frontier.

In light of the current scenario, the researchers perceived the inception of this study as not only timely but also immensely relevant. The study sought to evaluate the depth of Brigada Eskwela implementation in all public elementary and secondary schools within the Schools Division of Masbate City in School Year (SY) 2022-2023. Delving into the approaches adopted, challenges confronted, and proposing sustainable solutions, the study aspired to be a guiding beacon. Its findings serve as the bedrock for a sustainability model applicable to all public schools embarking on the Brigada Eskwela journey.

II. Literature Review

In this section, we delve into a review of related ideas and information derived from various sources such as books, issuances, journals, and researches.

The focus revolves around the three key stages of Brigada Eskwela: the Pre-Implementation stage, actual implementation, and the Post-Implementation Stage.

Brigada Eskwela, also known as Bayanihan Para sa Paaralan, has redefined the Filipino concept of unity. Originating from the traditional image of barangay men collectively supporting the weight of a national symbol—the "Bahay Kubo"—on their shoulders, it has evolved into a modern manifestation of unity. Volunteers now stand together, facing storms and floods, to assist calamity-stricken communities. Carreon (2015) vividly captures the image of individuals from diverse sectors of society repainting walls, cleaning windows, and repairing fences as part of this collective effort.

Over the years, Brigada Eskwela has transcended its initial purpose of being a week-long cleanup and beautification exercise. It has transformed into a festive occasion that brings together students, teachers, school officials, parents, community members, local barangay officials, non-government organizations, church groups, and the private sector. This initiative by the Department of Education (DepEd) has become a cornerstone of community building, enlisting local communities to respond to the needs of public schools nationwide (Brigada Eskwela Manual, 2009).

The success of Brigada Eskwela lies in its ability to assemble an army of volunteers, including students, parents, and various community stakeholders, to repair and prepare classrooms for the upcoming school year. The collaborative effort involves school heads, private partners, local government units, and community members. Private partners are encouraged to contribute resources,

and in recognition of their goodwill, they are eligible for tax incentives of up to 150% (Philippine Star, 2006). The involvement of local government units and community members predominantly includes providing manpower and volunteer services during the week-long activity.

Notably, the spirit of volunteerism promoted by Brigada Eskwela has expanded over the years, reaching more individuals in the communities (Carreon, 2015). This spirit aligns with the principles of Republic Act 8525, known as the "Adopt-A-School Act," enacted in 1998. This act provides an avenue for private institutions, professionals, and local government units to contribute to the improvement of public education in the country.

The term "Bayanihan," rooted in the word "bayani" meaning "hero," reflects the concept of being a hero to one another. Just as in the traditional act of carrying a house, each individual carries a portion of the weight, becoming a hero by lightening the load for others. This sense of mutual heroism embodies the Bayanihan spirit (Paredes, 2009).

Moving on to related studies, Balinas (2018) explores stakeholder support in the Brigada Eskwela Program, providing insights into the challenges and proposed solutions. Garcia's (2021) research in Batangas Province evaluates the program's impact on community involvement and identifies key features, while Celestial (2015) focuses on the implementation of Brigada Eskwela in the Island Garden City of Samal, proposing an action plan for school-community partnerships. Requina (2022) analyzes compliance with Brigada Eskwela guidelines in Laguna province, emphasizing the need for additional training.

Tarraya et al.'s (2022) comprehensive study assesses the program's internal strengths and weaknesses, external opportunities and threats, offering improvement strategies. Olaybar and Pobar's (2017) research in Bohol highlights the program's effectiveness in disaster preparedness, academic achievement, and safety awareness.

Schools, as natural focal points of neighborhoods or communities, play a crucial role in fostering partnerships beneficial to students, families, businesses, agencies, and civic organizations (Abromitis, 2009). These collaborations, involving communication, resource sharing, and innovative problem-solving, can evolve into vital entities for lasting community change. Sanders (2005) emphasizes that enhancing parental and community participation in public education attracts new resources, renews community support, fosters innovation, and enables schools and communities to address specific needs enriching both parties.

In conclusion, Brigada Eskwela, rooted in the spirit of Bayanihan, serves as a powerful catalyst for community engagement and collaboration in the realm of public education. The stages of pre-implementation, actual implementation, and post-Implementation underscore the collective efforts and partnerships that contribute to the success of this initiative. The Bayanihan spirit, as reflected in this nationwide effort, highlights the potential for lasting positive change in communities through collaborative action.

III. Research Questions

This study determined the adopted approaches of the public elementary and secondary schools in the Schools Division of Masbate City in times of the

COVID-19 pandemic, the challenges encountered, and the recommended solutions by the respondents to ensure a sustainable and effective implementation of Brigada Eskwela. Specifically, this study answered the following questions:

1. What approaches have been adopted by the public elementary and secondary schools to ensure the effective implementation of Brigada Eskwela in times of the COVID-19 pandemic, concerning the following?

    1.1 Pre-implementation stage

    1.2 Implementation stage

    1.3 Post-implementation stage

2. What challenges have been encountered, and what solutions have been suggested or provided by the respondents to sustain the effective implementation of Brigada Eskwela?

3. What partnership sustainability model can be developed for Brigada Eskwela among public schools based on the findings of the study?

4. What plan of action can be suggested to strengthen the implementation of Brigada Eskwela in the Schools Division of Masbate City?

IV. Scope and Limitation

This research study determined the adopted approaches of the public schools in the Schools Division of Masbate City in times of the COVID-19 pandemic. Likewise, the challenges encountered and the recommended solutions by the respondent schools to achieve a sustainable and effective implementation of Brigada Eskwela were also determined.

V. Research Methodology

This presentation outlines the research process, sampling design, and data collection methods to be employed in assessing the implementation of Brigada Eskwela in schools within the Schools Division of Masbate City.

A. Sampling

The study utilized purposive sampling, involving the distribution of questionnaires to all School Brigada Eskwela Coordinators in the Schools Division of Masbate City, along with on-site visits for interviews and validation purposes. This approach ensured a comprehensive understanding of the Brigada Eskwela implementation across diverse school settings.

B. Data Collection

This study adopted a mixed methods approach, combining both quantitative and qualitative research techniques. Grounded Theory (Corbin & Strauss, 2008) was employed as a qualitative design to systematically collect and analyze data, ultimately constructing a theoretical model. Additionally, the study incorporated a descriptive-developmental research design. Descriptive research aims to gather additional information and become familiar with a topic, while developmental research involves the systematic study of designing, developing, and evaluating instructional programs (Richey, 1994). These approaches were deemed fitting as the study aimed to determine the implementation level of Brigada Eskwela, laying the groundwork for a partnership sustainability model.

C. Ethical issues

To uphold ethical standards, only information gathered through research instruments were disclosed, ensuring the confidentiality of respondents' identities. The study adhered to key ethical principles, including regulations against creating, manipulating, or misrepresenting research data, and prioritized truth and accuracy in reporting.

D. Data Analysis

The data were collected using a researcher-made survey instrument adopted and validated by Senior Education Program Specialists (SEPS) for Planning and Research in the Schools Division of Masbate City. This instrument was aligned with the Brigada Eskwela Manual for School Heads and the 2022 Brigada Eskwela Implementing Guidelines. The selected indicators, refined through consultations with SEPS for Planning and Research, accurately represented the study's essence. The Brigada Eskwela implementation level was verbally interpreted using a predefined scale.

The following scale was used for verbal interpretation of Brigada Eskwela implementation level:

Range	Description	Interpretation
4.51 – 5.00	Extremely Evident	The effectiveness of Brigada Eskwela implementation is overwhelmingly clear, with outstanding and evident positive outcomes. The efforts in implementing Brigada Eskwela are exceptional.
3.51 – 4.50	Very Evident	The effectiveness of Brigada Eskwela is highly noticeable, with substantial positive outcomes and contributions. The implementation is strong and effective.
2.51 – 3.50	Moderately Evident	There are moderate indications of effectiveness in Brigada Eskwela implementation. Positive outcomes are present, but there is room for improvement to strengthen effectiveness.

1.51 – 2.50	Slightly Evident	There are limited indications of effectiveness in Brigada Eskwela implementation, and improvements are needed. Positive outcomes are minimal, and efforts may need to be enhanced.
1.00 – 1.50	Not Evident at All	The effectiveness of Brigada Eskwela is not noticeable, and significant improvements are required. Positive outcomes are virtually absent, and there is a substantial need for enhancement in implementation efforts.

The verbal interpretation scale for the Brigada Eskwela implementation level was designed to assess the proficiency of schools based on the mean scores obtained. The scale categorized the proficiency levels into five descriptive categories with corresponding interpretations, ranging from Extremely Evident to Not Evident at All. This provided a clear and systematic approach to evaluating the extent to which schools achieved the established goals during the Brigada Eskwela program. Computations were done using the Microsoft Excel software.

To ensure the robustness of the measurement tool, a draft of the questionnaire underwent rigorous testing for validity and reliability. This testing process involved a one-time administration, known as a try-out, at a selected school. Following the try-out, the questionnaire copies were distributed to the respondents by the researcher. The responses collected during this phase were crucial in determining the validity and reliability of the questionnaire.

The validation process assessed the extent to which the questionnaire measured what it is intended to measure, ensuring that it effectively captured the relevant aspects of Brigada Eskwela implementation. Concurrently, the reliability test aimed to determine the consistency and stability of the questionnaire's results over time and across different administrations.

This methodological approach aligned with best practices in questionnaire development, contributing to the overall credibility and trustworthiness of the research findings. It established a systematic foundation for evaluating the Brigada Eskwela program, enhancing the precision and accuracy of the data collected.

VI. Discussion of Results and Recommendations

This chapter presents, analyzes, and interprets the data gathered from various sources using questionnaires. The study's results are presented in tables with corresponding interpretations. The data are grouped along the questions to bring out possible answers to the problems. Moreover, this chapter also presents the conclusions derived from the study and provides recommendations.

1. Approaches Adopted for Effective Brigada Eskwela Implementation during COVID-19: A Three-Stage Analysis

1.1 Pre-implementation Stage: Strategies for Preparedness

Table 1
Pre-implementation Stage Approaches in Brigada Eskwela during COVID-19

Indicators	Weighted Mean	Verbal Interpretation
1. The preparation for the implementation of the Brigada Eskwela started on assigned dates.	4.523	Extremely Evident
2. The learners, teachers, parents, LGUs, and other stakeholders were involved in the planning for the Brigada Eskwela week.	3.455	Moderately Evident
3. The School Head acted as the chair of the committee and he himself/she herself spearheaded the planning and organizing of the committees.	4.386	Very Evident
4. The School Head oriented the members of each committee yearly.	4.545	Extremely Evident
5. The School Head saw to it that the advocacy & marketing committee produced materials like flyers, posters, recorida, etc.	4.477	Very Evident
6. The School Head assisted the resource mobilization committee to list potential partners with corresponding skills/services & resources the school needs.	3.432	Moderately Evident
7. The School Head ensured that the pledges/commitments of partners were delivered.	4.341	Very Evident

8. The School Head shared responsibility with the PTA/SGC in administering and managing the funds generated for the program.	4.591	Extremely Evident
9. All the activities especially the improvements done on the schools were documented through photos and video footages.	4.455	Very Evident
10. Different Brigada Eskwela forms were summarized and consolidated for submission.	4.545	Extremely Evident
11. The school coordinated with the LGUs or other NGOs and volunteers to clean and disinfect school buildings, classrooms, and other school facilities.	3.250	Moderately Evident
12. The school engaged partners to raise the availability of sanitation/proper handwashing hygiene information materials, school supplies, hand sanitizing materials, medical devices and equipment, face masks, surgical gloves, cleaning tools, materials, disinfectants, and multivitamins for personnel and learners.	4.545	Extremely Evident
13. The school coordinated with the concerned DepEd units on the possible implementation of Gulayan sa Tahanan as part of Brigada Eskwela and School-Family-Community partnerships to promote sustainable food supply at homes, as well as on communicating to stakeholders on how they can support the school emergency and contingency to ensure resiliency.	4.477	Very Evident
14. The school collaborated with various stakeholders to support the implementation of the BE-LCP.	4.568	Extremely Evident
Grand Weighted Mean	**4.256**	**Very Evident**

In the examination of approaches for the pre-implementation stage of Brigada Eskwela during the COVID-19 pandemic, a comprehensive analysis was conducted. Table 1 outlines various indicators reflecting strategies for preparedness.

Extremely evident practices include initiating the preparation on assigned dates, conducting yearly orientations for committee members, sharing responsibility in fund management with the PTA/SGC, summarizing and consolidating different Brigada Eskwela forms for submission, engaging partners to raise availability of essential materials, and collaborating with various stakeholders to support the program.

Very evident practices involve the School Head actively chairing committees and spearheading planning and organizing efforts, ensuring the production of advocacy and marketing materials, overseeing the delivery of pledges/commitments from partners, and documenting all activities through photos and video footage. The school also demonstrated a proactive approach by coordinating with DepEd units for the possible implementation of Gulayan sa Tahanan and promoting School-Family-Community partnerships.

Moderately evident efforts include involving learners, teachers, parents, LGUs, and other stakeholders in planning for Brigada Eskwela, assisting the resource mobilization committee in listing potential partners, and coordinating with LGUs or other NGOs and volunteers for cleaning and disinfecting school facilities. These areas, falling within the moderately evident range, suggest potential opportunities for improvement through targeted training or orientation to further enhance effectiveness.

1.2 Implementation Stage: Manifestation of Volunteerism and Adaptation

Table 2
Implementation Stage Dynamics and Volunteerism in Brigada Eskwela

Indicators	Weighted Mean	Verbal Interpretation
1. Kick-off ceremony was initiated during the opening of the first day of the Brigada Eskwela week yearly.	4.341	Very Evident
2. The School Head appointed team leaders and conducted a briefing on the program of activities.	4.591	Extremely Evident
3. Donations and commitments received were posted on the transparency board.	4.455	Very Evident
4. The spirit of volunteerism or bayanihan among the stakeholders was manifested throughout Brigada Eskwela week yearly.	3.159	Moderately Evident
5. Recording of the daily accomplishments of the volunteers were monitored by the School Head.	4.386	Very Evident

6. The School Head directed daily updating of records on donations or resources received during the course of the Brigada Eskwela week yearly.	4.545	Extremely Evident
7. Inventory of all materials were conducted regularly.	3.455	Moderately Evident
8. Daily updating of Brigada Eskwela forms were monitored and checked.	3.341	Moderately Evident
9. Accomplishments such as the report of resources generated and its utilization, total number of volunteers and number of hours/days rendered were presented and properly tracked.	4.341	Very Evident
10. Certificate of recognition to partners and donors were awarded during the closing program.	4.591	Extremely Evident
11. The school head ensured that psychological first aid or other psychological interventions and debriefing were conducted in partnership with stakeholders during the implementation of Brigada Eskwela.	4.455	Very Evident
12. The school conducted orientation activities with teachers, partners, PTA, and learners on DepEd's BE-LCP, with special focus on the implementation of DepEd multiple learning delivery modalities.	4.545	Extremely Evident
13. The school realigned Brigada Pagbasa in their BE-LCP.	4.386	Very Evident
14. The school was encouraged to include the partnership for Wash in Schools (WINS) and Disaster Preparedness in their Brigada Eskwela Work Plan.	4.545	Extremely Evident
15. The school was encouraged to document all its efforts to implement the new way of conducting Brigada Eskwela. All partnership initiatives and generated resources were reported in the DepEd Partnerships Database System (DPDS) starting June 1, 2021 to September 30, 2021.	4.477	Very Evident
16. No Brigada Eskwela fee was collected from parents/guardians or solicited from other volunteers and stakeholders.	4.568	Extremely Evident
17. The school strictly observed the DepEd Order No. 6, s. 2012 titled "Guidelines on the Adoption and Implementation of Public Health Policies on Tobacco Control and Protection against Tobacco Industry Interference," and did not accept assistance or support from companies and other players in the tobacco industry for Brigada Eskwela.	4.341	Very Evident
18. The school strictly observed the DepEd Order No. 48, s. 2018, titled "Prohibition on Electioneering and Partisan Political Activity," and did not accept any forms of contribution/donations from official candidate(s) for the local and national election.	4.591	Extremely Evident
Grand Weighted Mean	**4.284**	**Very Evident**

Moving on to the implementation stage, as outlined in Table 2, a dynamic portrayal of volunteerism and adaptation emerged. Key indicators were assessed, revealing various levels of effectiveness.

Extremely evident practices included the School Head's appointment of team leaders and conduct of briefings on the program of activities, the daily updating of records on donations, the awarding of certificates of recognition to partners and donors during the closing program, orientation activities on DepEd's BE-LCP, and the encouragement to include Wash in Schools (WINS) and Disaster Preparedness in the Brigada Eskwela Work Plan. Notably, the school strictly adhered to guidelines by not collecting fees from parents/guardians, following DepEd Order No. 48, s. 2018, and refraining from accepting contributions/donations from election candidates.

Very evident efforts included initiating a kick-off ceremony during the opening of the first day, posting donations and commitments on the transparency board, monitoring the recording of daily accomplishments, presenting and tracking the report of resources generated and utilized, ensuring psychological first aid and debriefing, realigning Brigada Pagbasa in their BE-LCP, documenting all efforts in the DepEd Partnerships Database System (DPDS), and observing DepEd Order No. 6, s. 2012, on tobacco control policies.

Moderately evident practices encompassed the manifestation of the spirit of volunteerism, regular inventory of all materials, and the monitoring and checking of daily updates of Brigada Eskwela forms. While these areas displayed effectiveness, there is room for potential enhancement through focused training or

initiatives. Overall, the extremely and very evident indicators underscored the school's efficient management, transparency, and adherence to guidelines, contributing significantly to the success of Brigada Eskwela. The moderately evident areas suggest opportunities for improvement to further enhance the effectiveness of the implementation stage.

1.3 Post-implementation Stage: Assessing Success and Addressing Uncovered Needs

Table 3
Post-implementation Assessment and Needs Identification

Indicators	Weighted Mean	Verbal Interpretation
1. The School Head sent letters of gratitude to partners and donors for their contribution in the conduct of the Brigada Eskwela week.	3.432	Moderately Evident
2. The School Head convened all the Brigada Eskwela committee members for the purpose of assessing the level of success of the Brigada Eskwela implementation yearly.	3.455	Moderately Evident
3. The School Head evaluated the school Brigada Eskwela implementation.	3.455	Moderately Evident
4. The School Head identified other needs not covered during the Brigada Eskwela week yearly.	3.455	Moderately Evident
5. Brigada Eskwela documents/reports for submission were checked.	4.455	Very Evident
6. Brigada Eskwela reports were submitted to the Division Office on time.	4.591	Extremely Evident
7. The School Head disseminated accomplishments to the stakeholders through the school publications and/or through letters.	3.455	Moderately Evident
8. The School Head invited the parents and other stakeholders to visit the school in celebration of the success of the Brigada Eskwela.	4.523	Extremely Evident
9. The School Head welcomed the DepEd officials who monitor and evaluate the school implementation of the Brigada Eskwela.	4.318	Very Evident
10. The School Head aligned all Brigada Eskwela & related activities to continuous school improvement in terms of increasing participation rate, reducing drop-out rate, increase student competition and achievement rate.	3.477	Moderately Evident
11. Partnership appreciation and other school-based initiatives were conducted.	3.409	Moderately Evident
Grand Weighted Mean	**3.820**	**Very Evident**

Transitioning to the post-implementation stage, as detailed in Table 3, an in-depth examination of success and identification of uncovered needs unfolded. Extremely evident practices included the timely submission of Brigada Eskwela reports to the Division Office, showcasing a systematic and efficient post-implementation process. Furthermore, the School Head actively engaged parents and stakeholders by inviting them to visit the school, fostering a sense of community celebration in recognition of the success of Brigada Eskwela.

Very evident efforts encompassed the meticulous checking of Brigada Eskwela documents/reports for submission and the School Head's welcoming of DepEd officials for monitoring and evaluation. Moderately evident practices involved the School Head's initiatives, such as sending letters of gratitude to partners and donors, convening all Brigada Eskwela committee members to assess the level of success, evaluating the school's Brigada Eskwela implementation, identifying other needs not covered during the week, disseminating accomplishments to stakeholders through school publications or letters, aligning all Brigada Eskwela activities to continuous school improvement, conducting partnership appreciation, and implementing other school-based initiatives. These areas, falling within the moderately evident range, suggest potential opportunities for improvement through focused training or initiatives.

In summary, the extremely and very evident indicators underscored a systematic and effective post-implementation process, fostering stakeholder engagement and recognition of success. The moderately evident areas highlight potential avenues for improvement to enhance the effectiveness of the post-

implementation stage, particularly in the identification of needs and the assessment of success.

2. Challenges and Solutions for Sustaining Effective Brigada Eskwela Implementation

Embarking on the journey of Brigada Eskwela during the challenging landscape of the COVID-19 pandemic has unearthed a myriad of obstacles and opportunities for schools. As education institutions grapple with resource mobilization, volunteer coordination, and stakeholder engagement, understanding the subtle dynamics of these challenges becomes imperative. This comprehensive discussion delves into the diverse array of challenges encountered by schools, categorizing them into distinct groups for a more delicate analysis. Furthermore, it explores the solutions proposed by the respondents, shedding light on the characteristics of each group. Drawing upon practical considerations, this discourse aims to provide valuable insights and guide future endeavors in strengthening Brigada Eskwela implementation.

Table 4
Challenges Encountered in Brigada Eskwela and Proposed Solutions

Challenges Encountered	Solutions Made
Making a big amount of generated resources	Making a list of target stakeholders: Identifying specific stakeholders, such as local businesses, alumni, and community members, to actively engage and seek financial support.
Lack of coordination with volunteers especially from other government agency.	Creating Committees to Address the Problem: Establishing committees dedicated to coordinating with volunteers from other government agencies, ensuring effective communication, and fostering collaboration.
Limited participation of stakeholders due to pandemic	Enlightening and Strengthening Support: Implementing awareness campaigns and communication strategies to enlighten stakeholders about the importance of Brigada Eskwela during the pandemic, and providing various activities to maximize involvement.

Encouraging more volunteers in helping the school	Information Dissemination: Actively disseminating information throughout the community to encourage more volunteers, using various channels such as social media, community meetings, and local events.
Late conduct of other BE activities due to intervening activities	Effective Time Management: Ensuring effective time management and full cooperation of teaching and non-teaching staff to avoid delays in conducting other Brigada Eskwela activities due to intervening events.
Brigada Eskwela Work plan is not properly implemented	Strict Monitoring and Evaluation: Implementing a system for strict monitoring and evaluation of the Brigada Eskwela Work Plan to ensure proper implementation and timely completion of planned activities.
Updating in DPDS because of our school account	Coordinating with Division ITO: Coordinating with the Division Information Technology Officer (ITO) to address issues related to updating in DPDS and ensure that the school's account is properly managed and updated.
Limited support from NGOs due to distance of school from the city	Utilizing Social Media for Solicitation: Actively soliciting support through social media platforms to reach NGOs despite the distance from the city, showcasing the school's initiatives and encouraging virtual collaboration.
Transition from School Head's "Rigodon"	Collaborative Leadership: Fostering collaboration during the transition period from one School Head to another, ensuring that institutional knowledge and practices are effectively passed on, and maintaining continuity in Brigada Eskwela implementation.
Conflict in schedules of volunteers	Providing Clear Timelines: Ensuring that clear timelines for activities are provided to volunteers in advance, addressing potential conflicts in schedules and promoting effective coordination among volunteers.
Stakeholders' participation	Improved Campaigns: Enhancing communication campaigns to further engage stakeholders, emphasizing the impact of their participation in Brigada Eskwela activities, and fostering unity among school personnel.
Small turn out of volunteers	Strategic Planning: Planning ahead of time to address potential challenges with volunteer turnout, implementing strategies such as early communication, incentives, and recognition to encourage increased participation.
Accessing DPDS and coordinating with school head for Brigada Eskwela implementation	Collaborative Coordination: Collaborating with the school head and colleagues to address challenges related to accessing DPDS and ensuring effective coordination for Brigada Eskwela implementation.
Creating income-generating projects	Diversifying Funding Sources: Exploring the creation of income-generating projects to supplement financial resources for Brigada Eskwela, providing a sustainable source of funding for the school's initiatives.

a. Generating Resources: The foremost challenge faced by schools is the endeavor to generate a substantial amount of resources for Brigada Eskwela initiatives. Respondents recommend making a comprehensive list of target stakeholders. This involves identifying specific entities such as local businesses, alumni, and community members who can contribute resources. The characteristics of this group highlight the need for strategic resource mobilization and community engagement. To address this challenge effectively, school heads and Brigada Eskwela coordinators may benefit from training programs focused on stakeholder mapping, resource mobilization strategies, and community partnership building.

b. Coordination with Volunteers: A crucial challenge surfaced in the form of a lack of coordination, especially with volunteers from other government agencies. Respondents propose the creation of committees to address this coordination gap. The characteristics of this group underscore the importance of streamlined communication and collaboration mechanisms. Training programs for school heads and coordinators could focus on effective committee formation, volunteer management, and inter-agency collaboration, ensuring a more synchronized approach during Brigada Eskwela.

c. Stakeholder Participation during the Pandemic: The challenge of limited stakeholder participation due to the ongoing pandemic is met with the recommendation of enlightening and strengthening support. This group's characteristics emphasize the significance of proactive engagement and communication strategies. Training initiatives can guide school leaders in effective

stakeholder communication, awareness campaigns, and incentive systems to encourage increased participation, especially during challenging times like the pandemic.

      d. Encouraging Volunteer Participation: Efforts to encourage more volunteers to participate highlight the importance of information dissemination throughout the community. This group's characteristics point to the need for strategic community outreach and engagement. Training programs could focus on community mobilization, effective communication strategies, and incentive-based volunteer encouragement to maximize community involvement during Brigada Eskwela.

      e. Timely Implementation of Brigada Eskwela Work Plan: A recurring challenge is the improper implementation of the Brigada Eskwela Work Plan. Respondents advocate for strict monitoring and evaluation. The characteristics of this group stress the importance of efficient planning and oversight. Training and orientation programs can assist school heads and coordinators in developing robust monitoring systems, ensuring adherence to timelines, and maintaining the systematic execution of the work plan.

      f. Technological Challenges and Coordination: Technological challenges, such as updating in the DepEd Partnerships Database System (DPDS), require coordination with the Division Information Technology Officer (ITO). This group's characteristics highlight the intersection of technology and administrative processes. Training sessions may focus on enhancing digital

literacy, data management, and collaborative strategies, enabling school leaders to navigate technological challenges seamlessly.

g. Soliciting Support from NGOs: Limited support from NGOs due to the school's distance from the city prompts the solicitation of support through social media. The characteristics of this group underscore the adaptability required in resource mobilization. Training and orientation sessions can guide school heads and coordinators in leveraging digital platforms for solicitation, networking strategies, and effectively engaging NGOs remotely.

h. Transition in Leadership: The transition from one school head to another calls for collaborative leadership during this period. The characteristics of this group emphasize the importance of smooth transitions. Training programs may concentrate on leadership continuity, knowledge transfer mechanisms, and effective collaboration during leadership changes to maintain Brigada Eskwela's momentum.

i. Volunteer Scheduling Conflicts: Conflict in schedules of volunteers poses a challenge, which can be addressed by providing clear timelines in advance. This group's characteristics highlight the significance of transparent communication and planning. Training initiatives may focus on efficient scheduling, communication strategies, and volunteer engagement methods to prevent conflicts and ensure optimal participation.

j. Stakeholder Engagement: Ensuring stakeholders' active participation requires improved campaigns and communication strategies. This group's characteristics underscore the need for sustained stakeholder engagement efforts.

Training programs could guide school leaders in developing impactful campaigns, communication plans, and recognition systems to maintain stakeholder enthusiasm and involvement.

k. **Turnout of Volunteers**: A challenge is presented by the small turnout of volunteers, necessitating strategic planning ahead of time. The characteristics of this group stress the importance of proactive measures. Training initiatives may concentrate on effective planning, volunteer recruitment strategies, and incentive systems to enhance volunteer turnout during Brigada Eskwela.

l. **Accessing DPDS and Coordination**: Challenges in accessing DPDS and coordinating with the school head highlight the need for collaborative coordination. The characteristics of this group emphasize the intersection of technology and administrative processes. Training and orientation sessions can assist school heads and coordinators in navigating digital platforms, ensuring accurate data updates, and fostering effective coordination.

m. **Income-Generating Projects**: Exploring income-generating projects demands a shift towards sustainable funding mechanisms. The characteristics of this group highlight the innovation required in resource mobilization. Training programs may concentrate on developing income-generating initiatives, financial literacy, and long-term sustainability strategies for Brigada Eskwela.

In a nutshell, the challenges and solutions presented in each group reflect the diverse and dynamic nature of implementing Brigada Eskwela during the COVID-19 pandemic. The identified characteristics emphasize the multifaceted skills and strategies required of school heads and coordinators. Training and

orientation programs tailored to these characteristics can empower education leaders to navigate challenges effectively, fostering a more resilient and successful implementation of Brigada Eskwela initiatives in their respective schools.

3. Developing a Partnership Sustainability Model for Brigada Eskwela

The effective implementation of Brigada Eskwela in the context of the COVID-19 pandemic demands not only a comprehensive understanding of current challenges but also strategic foresight to ensure sustained success. In light of the findings from Tables 1, 2, and 3, which detail the pre-implementation, implementation, and post-implementation stages of Brigada Eskwela, the need for a targeted sustainability model and a well-crafted plan of action becomes evident. This discussion explores the current partnership dynamics, proposes a sustainability model, and outlines a plan of action tailored to strengthen Brigada Eskwela implementation in the Schools Division of Masbate City.

Table 5
Current Partnership Dynamics in Brigada Eskwela

Indicator	Weighted Mean	Verbal Interpretation
1	4.256	Very Evident
2	4.284	Very Evident
3	3.820	Very Evident

The current partnership dynamics, as unveiled in the weighted mean values in Tables 1, 2, and 3, underscore the considerable strength in financial support, volunteer coordination, and stakeholder engagement. The approach of school heads and coordinators in the pre-implementation stage to mobilize resources, engage stakeholders, and plan meticulously for Brigada Eskwela is commendable. The manifestation of volunteerism during the implementation stage, coupled with

the active involvement of stakeholders in the post-implementation stage, reflects a

robust foundation.

Table 6
Proposed Partnership Sustainability Model

Sustainability Dimension	Proposed Strategies
Financial Sustainability	1. Establish a systematic fundraising campaign, leveraging community networks and online platforms.
Volunteer Coordination	2. Develop a comprehensive volunteer management system, including training programs, recognition, and effective communication channels.
Stakeholder Engagement	3. Implement targeted communication strategies, highlighting the impact of Brigada Eskwela on student development and community well-being.

Building upon the current strengths, a proposed sustainability model aims

to fortify the financial, volunteer, and stakeholder dimensions. For financial

sustainability, the model suggests the establishment of a systematic fundraising

campaign that taps into community networks and online platforms. This approach

ensures a diversified pool of resources, reducing dependency on specific donors.

Volunteer coordination is central to the sustainability model. The proposal

recommends the development of a comprehensive volunteer management

system. This includes structured training programs, mechanisms for recognizing

volunteer efforts, and efficient communication channels. By investing in volunteer

engagement, the model aims to foster a sense of ownership and commitment

among volunteers, ensuring sustained support.

Stakeholder engagement, a cornerstone of Brigada Eskwela's success, is

addressed through targeted communication strategies. The model advocates for

the implementation of communication plans that underscore the broader impact of

Brigada Eskwela on student development and community well-being. This approach aims to enhance stakeholder understanding and commitment, fostering long-term partnerships.

4. Plan of Action to Strengthen Brigada Eskwela Implementation in the Schools Division of Masbate City

As the landscape of education continually evolves, community involvement becomes an indispensable component for the success of initiatives such as Brigada Eskwela. Acknowledging the multifaceted challenges encountered during the pre-implementation, implementation, and post-implementation stages, a comprehensive approach is crucial to ensure the sustained effectiveness of Brigada Eskwela programs. In this context, financial sustainability, volunteer coordination, and stakeholder engagement emerge as pivotal pillars for a thriving Brigada Eskwela implementation.

The ensuing discussion presents a strategic roadmap encapsulated in Table 7, delineating key strategies within each stage to address challenges and foster a cohesive ecosystem. From financial literacy initiatives to fostering long-term partnerships, this comprehensive model is poised to empower schools and communities, fostering a culture of active participation and sustainable impact.

Table 7
Comprehensive Strategies for Brigada Eskwela Sustainability

Strategic Areas	Financial Sustainability Strategies	Enhancing Volunteer Coordination	Maximizing Stakeholder Engagement
Pre-Implementation Stage	- Conduct financial literacy workshops for school heads and coordinators to enhance budget planning and resource allocation.	- Establish a volunteer database with detailed skills and availability information for effective task delegation.	- Develop a stakeholder engagement plan, including targeted communication strategies, to convey the importance of their involvement in Brigada Eskwela activities.

	- Facilitate training sessions on effective fundraising strategies, encouraging schools to explore diverse sources of financial support.	- Organize pre-Brigada orientations to align volunteers with the overall goals, roles, and expectations, fostering a sense of ownership and commitment.	- Utilize digital platforms and social media to disseminate information about Brigada Eskwela, creating awareness and garnering support from a wider audience.
Implementation Stage	- Implement transparent financial tracking systems, ensuring proper documentation of funds received and disbursed during Brigada Eskwela.	- Establish a communication protocol to ensure real-time updates and coordination among volunteers during the implementation phase.	- Initiate collaborative workshops with stakeholders, emphasizing their crucial role and seeking input on specific aspects of Brigada Eskwela implementation.
	- Foster partnerships with local businesses and organizations, encouraging them to sponsor specific Brigada Eskwela initiatives or provide in-kind support.	- Introduce a reward and recognition system to appreciate volunteers' efforts, fostering a positive atmosphere and encouraging continued participation in subsequent years.	- Implement feedback mechanisms to collect suggestions and insights from stakeholders, ensuring their voices are heard and considered in future Brigada Eskwela planning.
Post-Implementation Stage	- Develop a financial sustainability plan for post-Brigada Eskwela activities, exploring avenues for ongoing support and resource mobilization.	- Conduct post-Brigada evaluation sessions with volunteers, collecting feedback on their experiences and identifying areas for improvement in future coordination efforts.	- Organize appreciation events and recognition ceremonies for stakeholders, acknowledging their contributions and reinforcing the importance of their sustained involvement in school initiatives.
	- Explore grant opportunities and long-term partnerships with government agencies and NGOs for sustained financial support beyond the immediate Brigada Eskwela period.	- Establish a volunteer alumni network to maintain connections and foster a sense of community, ensuring a pool of experienced volunteers for future Brigada Eskwela activities.	- Implement targeted communication campaigns to keep stakeholders informed about the ongoing impact of Brigada Eskwela, showcasing the positive outcomes resulting from their support.

Financial sustainability, volunteer coordination, and stakeholder engagement are integral aspects of a successful Brigada Eskwela program. In the pre-implementation stage, financial literacy workshops and fundraising training

empower school heads and coordinators to strategically plan and mobilize resources. Simultaneously, volunteer databases and orientations ensure a coordinated effort, aligning volunteers with the program's goals.

During the implementation stage, transparent financial tracking and real-time communication protocols streamline operations, while reward systems boost volunteer morale. Collaborative workshops with stakeholders strengthen their understanding and involvement, fostering a sense of partnership. In the post-implementation stage, financial sustainability plans and ongoing appreciation events solidify long-term support, while alumni networks maintain a pool of experienced volunteers.

The interconnected strategies outlined in Table 7 aim to create a holistic approach to Brigada Eskwela, where financial stability, efficient volunteer coordination, and active stakeholder engagement reinforce one another. This comprehensive model not only addresses immediate challenges but sets the stage for sustained success and community involvement in the years to come.

Based on the results from the available data, the researchers arrived at the conclusions that the effective implementation of Brigada Eskwela in the Schools Division of Masbate City during the challenging period of the COVID-19 pandemic has been characterized by commendable approaches at each stage. Notably, during the pre-implementation stage, schools demonstrated commitment to timely planning, stakeholder involvement, and meticulous documentation of activities. The implementation stage showcased the manifestation of volunteerism, transparent communication, and a remarkable ability to adapt to emerging needs.

In the post-implementation stage, a focus on assessing success, recognizing contributions, and disseminating accomplishments reflected the commitment and adaptability of the schools. However, areas for improvement, particularly in the evaluation of implementation, have been identified.

Despite the successes, challenges were encountered, spanning resource mobilization difficulties, coordination issues with volunteers, and pandemic-related limitations. The solutions provided demonstrated strategic thinking, such as creating committees, encouraging stakeholder support, and leveraging technology. It is noteworthy that some challenges were moderately evident, suggesting potential areas for training or orientation to enhance the effectiveness of schools in addressing them.

The proposed partnership sustainability model emphasizes the importance of proactive planning, effective resource mobilization, and adaptability to unforeseen challenges. Structured committees, regular orientation sessions, and continuous communication strategies are highlighted as key components for sustaining effective partnerships in Brigada Eskwela. This model serves as a comprehensive guide for schools to foster collaborative and sustainable educational communities.

The plan of action, designed to strengthen Brigada Eskwela implementation in the Schools Division of Masbate City, is a roadmap for continuous improvement. It encompasses capacity building through training and orientation, technology integration for effective communication, workshops to enhance stakeholder engagement, and the establishment of strategic partnerships. This holistic

approach aligns with the identified challenges and provides practical steps to enhance the resilience and effectiveness of Brigada Eskwela initiatives.

Recommendations

Based on the results and in the light of the findings and conclusions drawn, the following recommendations are proposed:

1. **Tailored Training Programs**: Develop training modules for school heads and Brigada Eskwela coordinators, addressing challenges identified in Tables 1-3. Emphasize financial literacy, effective volunteer coordination, and strategies to maximize stakeholder engagement.

2. **Collaborative Workshops**: Conduct collaborative workshops involving schools, local government units (LGUs), and stakeholders to enhance coordination. Foster partnerships and establish clear communication channels to address identified challenges.

3. **Financial Literacy Initiatives**: Implement financial literacy initiatives to equip schools with the skills needed for resource mobilization and utilization. This includes proper documentation of contributions, effective use of funds, and transparent reporting.

4. **Strengthening Stakeholder Engagement**: Develop strategies to strengthen stakeholder engagement, including targeted communication campaigns, recognition programs, and collaborative projects that align with community needs.

5. Monitoring and Evaluation: Institute a robust monitoring and evaluation system to track the impact of implemented interventions. Regular assessments will help fine-tune strategies and ensure sustained improvements.

VII. Dissemination and Advocacy Plans

The culmination of the researchers' efforts will be the presentation of their findings to teachers and school administrators within the Schools Division upon the completion of the study. This dissemination was aligned with the outlined training design, where the researchers planned to conduct a 3-Day Orientation-Workshop focused on Sustaining Brigada Eskwela in SDO Masbate City Schools.

To provide a comprehensive overview of this orientation, the specific details and activities are documented in the attached training proposal and completion report, as indicated in the training design. The purpose of this workshop was extended beyond the presentation of findings; it also served as an opportunity for the proponents to actively engage in or coordinate additional measures. These measures and initiatives were to be guided by the recommendations and insights derived from the Schools Division of Masbate City.

The central objective of the researchers, as proponents of this initiative, was to leverage the results of their research to inform discussions on Brigada Eskwela (BE) implementation guidelines, issues, and concerns. This strategic timing was crucial as it aligned with the planning phase for the 2023 BE. The intended outcome was not only to enrich these discussions but also to capacitate school heads and BE coordinators. This capacity-building aimed to empower them with

the knowledge and strategies needed for fostering sustainable partnerships within the educational community.

This multifaceted approach, encompassing research findings, active participation in additional measures, and the upcoming orientation-workshop, reflects the commitment to enhancing the BE initiative in Masbate City. It serves as a proactive step toward addressing challenges and fostering a culture of sustained collaboration among schools, administrators, and stakeholders.

VIII. References

A. UNPUBLISHED /PUBLISHED WORKS

Abromitis, B. (2009). Fostering school-community partnerships: A guide for school leaders. Eye on Education.

Balinas, J. (2018). Stakeholder support in the Department of Education, Division of Negros Occidental Brigada Eskwela Program. Unpublished manuscript.

Carreon, J. C. (2015). Bayanihan: Filipino cultural practice of communal work. Kinaadman: A Journal of the Southern Philippines, 37(1), 126-138.

Celestial, M. (2015). Implementation of the Brigada Eskwela Program in public elementary schools in the Island Garden City of Samal. Unpublished thesis, University of the Philippines.

Corbin, J., & Strauss, A. (2008). Basics of qualitative research: Techniques and procedures for developing grounded theory. Sage Publications.

Diokno, E (2008), DepED's Brigada Eskwela; a good project, Straws in the Wind. Retrieved January 2, 2015 from http://www.philstar.com/freeman-opinion/62725/deped's-brigada-eskwela"-goodproject

Garcia, L. (2021). Effective implementation of Brigada Eskwela in secondary schools in Batangas Province. Unpublished dissertation.

Olaybar, N., & Pobar, R. (2017). Effectiveness of Brigada Eskwela in Bohol's Ubay districts. International Journal of Environmental & Science Education, 12(8), 1795-1805.

Paredes, L. A. (2009). Bayanihan spirit: Fostering unity and cooperation in the Philippines. Asian Studies: Journal of Critical Perspectives on Asia, 45(2), 1-20.

Requina, G. (2022). Compliance level with Brigada Eskwela implementation guidelines among Junior High School focal persons in selected schools in Laguna province. Unpublished manuscript.

Richey, R. C. (1994). Developmental research: The definition and scope. Educational Researcher, 23(4), 13-21.

Sanders, M. G. (2005). School-community partnerships: An essential for student success. ERIC Digest.

Tarraya, H., et al. (2022). A comprehensive evaluation of the Brigada Eskwela implementation in Philippine public schools. Journal of Educational Leadership, Policy and Practice, 37(2), 154-176.

Philippine Star. (2006). Adopt-a-School tax breaks offered. The Philippine Star. https://www.philstar.com/headlines/2006/08/19/353654/adopt-school-tax-breaks-offered

B. MANUAL/ISSUANCE/DEPED ORDER/MEMO

Department of Education. (2022). DM 062, s. 2022 - 2022 Brigada Eskwela implementing guidelines. Department of Education. https://www.deped.gov.ph/2022/08/02/august-1-2022-dm-062-s-2022-2022-brigada-eskwela-implementing-guidelines/

Department of Education (2009) Brigada Eskwela Manual for School Heads. Retrieved November 21, 2023 from http://www.deped.gov./cpanel/uploads/issuance/mg/BrigadaEskwelamanual

IX. Financial Report

Activity	Cash-Out	Balance
Basic Educational Research Fund (BERF) Facility Grant	₱ 70,000.00	₱ 70,000.00
Production/Computerization and Printing of Write-up, etc. for Basic Research Proposal to be send to the Division Research Committee. Wherein, the Researchers utilized the following materials, to wit; Bond Paper, EPSON Printer Ink, Folder or Ring Binding and other incidental materials not indicated herein	₱ 17,350.00	₱ 52,650.00

Production/Computerization and Printing of Edited Paper and other relevant materials needed for Basic Research Proposal.
Soft Bound Copies 1 pc for Region
                  1 pc for Division
                  2 pc for School
                  2 pc for Personal
Wherein, the Researchers utilized the following materials, to wit; Bond Paper, EPSON Printer Ink, Folder or Ring Binding and other incidental materials not indicated herein
	₱ 6,500.00	₱ 46,150.00

Hard Copy   1 pc for Region
                     1 pc for Division
                     2 pcs for School
                     2 pcs for Personal
	₱ 13,000.00	₱ 33,150.00

Wherein, the Researchers needed the following materials, to wit; Bond Paper, EPSON Printer Ink, Hard Copy of the Completed Research and other incidental materials not indicated herein		
Travel for Submission of 1st Tranche Deliverable-Station to (1) Division (2) Region and (3) Respondents Address) and Memorandum of Agreement (MOA) Signing	₱ 6,500.00	₱ 26,650.00
Travel for Submission of 2nd Tranche Deliverable-Station to (1) Division (2) Region and (3) Respondents Address)	₱ 6,500.00	₱ 20,150.00
Travel for Submission of Final Deliverable-Station to (1) Division (2) Region)	₱ 13,000.00	₱ 7,150.00
Miscellaneous Expenses (Include Incidental Expenses like Food, Fare and Materials)	₱ 7,150.00	₱ 0.00