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**THE DEVELOPMENT OF A BRIGADA ESKWELA PROGRAM
IMPLEMENTATION MODEL**

A Dissertation
Presented to
The Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

DOCTOR OF PHILOSOPHY
with Specialization in EDUCATIONAL MANAGEMENT

January, 2022

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APPROVAL SHEET

This dissertation entitled “**THE DEVELOPMENT OF A BRIGADA ESKWELA PROGRAM IMPLEMENTATION MODEL**” prepared and submitted by **JANE T. MANDOLADO** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy with Specialization in Educational Management**, is hereby recommended for approval and acceptance.



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ABSTRACT

Name	: JANE TORRES MANDOLADO
Title	: The Development of a Brigada Eskwela Program Implementation Model
Key Concepts	: Implementation Model Brigada Eskwela Program Management Practices
Degree Program	: Doctor of Philosophy in Educational Management
Adviser	: Inero V. Ancho, PhD

Brigada Eskwela is a weeklong community service in which the stakeholders' participation were the highlights. The program brings together teachers, parents, and community members to work together in repairing public schools in preparation for the school opening. This study aims on determining the best practices of the best implementer schools in the implementation of the Brigada Eskwela Program under the umbrella of Adopt-A-School Program of the Department of Education. The experiences of the school principals and the coordinators are also identified. Data were gathered through triangulation method wherein six (6) principals and six (6) teacher-coordinators were purposively selected to participate in the qualitative interview. Moreover, six (6) stakeholders have also joined in the focus group discussion. The instruments were validated by experts in the field. In addition, the Brigada Eskwela accomplishment reports of the participating best implementing schools have undergone document review. Findings in the study showed that the best implementing schools can be described in terms of improved

facilities, awards received and generated resources. Also, their practices vary from different areas of the Brigada Eskwela program which have emerged as the contributing factors in recognizing them as best implementers. In the implementation of Brigada Eskwela program, challenges are unavoidable. Best implementing schools have faced challenges on time constraints and scarcity of resources as well as limited stakeholders involvement. From the result of the study, the researcher saw the need to propose an implementation model that can guide other schools in implementing the Brigada Eskwela program and possibly make them best implementing schools. It is suggested that the proposed implementation model may serve as a springboard in formulating new and relevant education policies related to Brigada Eskwela program and may also be integrated in graduate courses for educational leadership and management students to update them with regard to program implementation in schools.

DEDICATION

This study is wholeheartedly dedicated to my husband Erwin
and my only son Emmanuel Vincent, my source and strength
and inspiration in completing this endeavor.

ACKNOWLEDGEMENT

Immeasurable appreciation and deepest gratitude for their help and support are extended to the following persons, who in one way or another, have contributed in making this study possible.

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
DEDICATION	v
ACKNOWLEDGEMENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x

CHAPTER I. THE PROBLEM AND LITERATURE REVIEW

Background of the Study	1
Literature Review	6
Underlying theories on volunteerism	6
What is Volunteerism?	10
Adopt-A-School Program	13
Benefits of Being an Adopt-A-School Program (ASP) Partner	15

Legal Bases for Brigada Eskwela	16
Scope of Work of the Brigada Eskwela Effort	17
The Principal as the Key to the Organization of the Effort	18
Funding	18
Brigada Eskwela	19
Brigada Eskwela Implementing Guidelines	21
How Brigada Eskwela Makes a Difference	23
Levels of Participation of the School Stakeholders	24
Stakeholders Support in the Brigada Eskwela Program	25
Extent of Implementation of Brigada Eskwela	25
Implementation Models	26
The Sustainable Development Goal 4: Quality Education	28
Research Problems	29
Conceptual Framework	30
Scope and Limitations of the Study	36
Definition of Terms	37

Chapter II. METHODOLOGY

Qualitative Design and Method	40
Research Site	41
Selection Criteria and Participants	41
Research Instrument	44
Data Collection	45
Data Analysis	47
Role of the Researcher	48
Methods of Validation	48
Ethical Considerations	49

CHAPTER III. RESULTS AND DISCUSSION

Description of Participating Schools	52
Challenges Encountered	56
Practices of Best Implementing Schools	68
Proposed Brigada Eskwela Implementation Model	138

CHAPTER IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study	155
Summary of Results	157
Limitations of the Study	159

Conclusions	159
Recommendations	161
REFERENCES	162
CURRICULUM VITAE	228

LIST OF TABLES

TITLE	PAGE
Table 1. Participants of the Study	42
Table 2. Description of Participating Schools	52
Table 3. Summary of Themes and its Descriptions on the Challenges Encountered	57
Table 4. Summary of Themes and its Descriptions on the Practices of Participants in the Promotional Support of the Program	69
Table 5. Summary of Themes and its Descriptions on the Practices of Participants in the Resource Activation of the Program	80
Table 6. Summary of Themes and its Descriptions on the Practices of Participants in the Administration of the Program	89
Table 7. Summary of Themes and its Descriptions on the Practices of Participants in the Fiscal Control of the Program	102
Table 8. Summary of Themes and its Descriptions on the Practices of Participants in the Achievement Reporting of the Program	110
Table 9. Summary of Themes and its Descriptions on the Identified Best Practices of Participating Schools in the Implementation of Brigada Eskwela Program	118

LIST OF FIGURES

TITLE	PAGE
Figure 1. The Conceptual Framework of the Study	34
Figure 2. The Proposed Brigada Eskwela Implementation Model	138

LIST OF APPENDICES

APPENDIX	PAGE
A. Approved Permission to Conduct the Study	173
B. Letter-Request to Conduct the Study	174
C. Clearance to Proceed	175
D. Sample Signed Informed Consent Form	176
E. Sample Letter to Respondents	177
F. Sample Letter to Experts for Interview Guide	179
Question Validation	
G. Sample Validated Interview Guide Questions	180
H. Certificate of Language Editing	184
I. Interview Data Coding	186
J. Key Concept Themes of Practices	213
K. Summary of Responses for Challenges and Best Practices	219
L. List of Identified Volunteers	225
M. Certificate of Compliance	226
N. Authenticity Result	227

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Education is one of the solutions that the government sees to uplift the economic status of the citizens in the country, since it is believed that the economic status of its people defines the progress of the nation. Various theories, and philosophies have been applied to enhance educational reforms, especially in the Philippines. Mass teachers' trainings and seminars are conducted, hoping that new trends in education should enhance the way teachers teach and therefore, would develop learners' academic achievements. Principals, supervisors, head teachers and subject coordinators also undergo intensive trainings.

Educational opportunities have been given much emphases as well. This is in order to attain the Education for All (EFA) goal as one of the main objectives of education and the Sustainable Development Goal 4 (SDG4) which ensures inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. In the Philippines, the government reach out to all citizens to enable all the children to be in school. Though lots of efforts have been done, much is still needed to help in the formulation of the education of the Filipino children.

The education of the Filipino children is everybody's concern. While the government is tasked to provide free and quality education to every Filipino child and

youth, the community where they grow is an important stakeholder in their education. The private business or industrial sector, which sooner or later will employ these young Filipinos, is an important stakeholder in the development of their education. The important collaboration between public and private sectors is therefore, essential in ensuring that Filipino children and youth, go to school, remain in school and learn in school (Brigada Eskwela Manual for School Heads, 2008).

It was with this spirit of volunteerism and public-private partnership for education that Republic Act 8525, or the “Adopt-A-School Act” was made in 1998. Through the Adopt-A-School Program (ASP), private sector companies and professionals are given the opportunity to contribute in improving the public education system of the country.

In its effort to bring the spirit of Adopt-A-School Program to the community level and maximize civil participation and utilize local resources to improve the public schools, the Department of Education (DepEd) launched the School Maintenance Week on May 2003, which is dubbed as the Brigada Eskwela (DepEd Memorandum No. 12, s. 2006). It is a program of the government under the “Adopt-A-School Program” which goal is to address resource gaps faced by the Department through establishing partnerships with the local communities. It brings together all educational stakeholders to participate and share their time, effort and resources to ensure that public school facilities are ready and more conducive to learning when the opening of classes start. Brigada Eskwela is a weeklong community service in which the stakeholders’ participation were the highlights. The program brought together teachers, parents, and community members to work together in repairing public schools in preparation for the school opening. Brigada Eskwela has rooted

its concept from one of the core essences of Filipino culture which is “Bayanihan”, a Filipino tradition of helping one another as a community in attaining a certain mission without expecting or asking for anything in return. In the spirit of bayanihan, private institutions and individual, even the local government units contributed in generating resources for the effort.

As the DepEd endeavors to solve the many challenges facing Philippine education, Brigada Eskwela serves as one of its frontline initiatives reminding each and every Filipino that they are all stakeholders in education (DepEd Manual, 2008).

Education is an important aspect of Filipino culture, but unfortunately, most schools do not have the funds to provide their students and teachers with basic school supplies, such as pencils, paper, books or chalk. In most rural schools, the school is a one-room building, with one teacher simultaneously teaching several grades in the same classroom. The education of these children is suffering because teachers do not have all the materials to conduct class and lessons on a daily basis, but because of Brigada Eskwela, such problems are lessened. Through the school administrators’ efforts and the strong influence of teachers, active participation of stakeholders draw positive feedbacks in supporting the Brigada Eskwela by giving their cash, in kind, and even volunteer their service during the weeklong schedule (Alave & Ancho 2020).

Due to the success of the said program, DepEd dispensed a Regional Memorandum No. 35, s. 2017 which is all about Brigada Eskwela Evaluation for Best Implementing Schools. This drives all schools to actively participate in the said program utilizing all the resources they have to win in the competition. There’s a criteria being set

for selecting the Best Brigada Eskwela Implementing School and served as guidelines for the schools on how to implement the program. (Enclosure No. 1 to Regional Memorandum No 35, s.2017).

In the Division of Valenzuela City, the Brigada Eskwela program is implemented rigorously. The said annual contest is conducted to enhance the implementation of the program. Schools who won in the contest received recognition from the schools' division office. Best implementers of the program were recognized and awarded at the end of the implementation week.

Different schools received award through different categories. There were best implementers from mega, big, average and small schools category. Though the guidelines implemented by the DepEd in the implementation of the program were followed by the schools in the division, it's not always recognized as best implementer school in the National Capital Region. Data from the 2018 result of the Brigada Eskwela Best Implementing Schools showed that only one school from the division won in the mega category, (Regional Memorandum No. 137, s. 2018). This is one of the dilemmas of the division.

In as much as the division wants to be one of the best implementers in the region, some schools found difficulty in getting the cooperation of the different stakeholders in the community to volunteer in the Brigada Eskwela. There were times that these stakeholders only volunteer for a short while and do not support the program all throughout. The spirit of volunteerism lasts only for a short period of time.

However, the school improvement should not end on the last day of the Brigada Eskwela Week. It should be a year-round undertaking to guarantee the school children of an environment conducive for learning. As a means of sustaining the Brigada Eskwela efforts, it is the efficient leadership of the school principals and management of resources skills, which ensure that open communication is available to all stakeholders to guarantee their support in the future. The partnership and alliance formed should be sustained. The spirit of cooperation and genuine commitment and concern among stakeholders should be kept intact.

In as much as educational opportunities are given emphases, principals and school heads are also given intensive responsibilities in ensuring that the goal of education should be acquired. Managerial skills of school heads and principals are very necessary in this aspect. Management of instruction, technology integration, staff and pupil development and resources, are the most prominent managerial skills that a school principal should possess.

Management of resources, as where this study is anchored, involves the skills in managing not only money or financial resources, but also the physical development of the school. In this aspect, Brigada Eskwela, relies on how school principals manage the implementation of this program as part of their management of resources skills.

However, though the school principals implemented the program efficiently, there are still problems that were encountered during its implementation. With this, an implementation model which is developed out of the practices of the Brigada Eskwela best implementer schools in the division is needed to effectively execute the Brigada Eskwela

program. Furthermore, schools can be guided to what it is expected to be done and efficiently achieve the goals of the program.

This study focused on determining the practices of the best implementer schools in the implementation of the Brigada Eskwela Program under the umbrella of Adopt-A-School Program in the Division of Valenzuela City. The experiences of the school principals and the coordinators were also identified. This brought to the surface problems encountered by the implementers of the program during its implementation. The findings of this study could lead to developing a Brigada Eskwela implementation model. The researcher believes that a model should be developed to serve as guide for school administrators to further enhance its implementation.

Literature Review

Underlying theories on volunteerism

For decades, volunteerism has played a great role in the lives not only of the Filipino people but also, people of other countries. This spirit of helping others without waiting for anything in return, touched the lives of people across the world. In some sense, people find satisfaction in giving their services for free especially for the needy.

Theory of Prosocial Behavior of Batson (1987), refers to "a broad range of actions intended to benefit one or more people other than oneself- actions such as helping, comforting, sharing and cooperation." It also finds out why people engage in helping behaviors that are helpful to others, but costly to the one performing the action. In some

circumstances, people will even have their own lives at risk in order to help other people, even those that are totally strangers to them.

In a study of Park & Shin (2017) titled “The influence of anonymous peers on prosocial behavior”, it was found out that Prosocial behavior of anonymous peers exerts an intense influence on college students’ involvement in a signature campaign and cash donation, whereas the reading of a prosocial paragraph has no effect. Furthermore, no participants testified peer influence as a reason for engaging in prosocial behavior. Prosocial behavior is not only a foundational and consistent aspect of personality, as earlier studies report, but is also highly malleable and unstable in response to immediate situations.

The significant similarity of the study above to the present study is that, the present study is concerned with volunteerism which is a kind of prosocial behavior concerned with the behavior expressed by the stakeholders during the implementation of Brigada Eskwela program. Whereas, the difference in the study is that, it is not concerned with the level of prosocial behavior of the respondents.

The Theory of Unified Responsibility (Mohan & Dutta, 2004) suggests that the underlying concept of responsible living that makes the individual take charge of his or her health also perhaps leads him or her to volunteer his or her time for community organizations. The theory of unified responsibility also states that a sense of responsibility underlies the personal and social domains of individual action. This further insinuates that there is shared responsibility, allowing persons with different legal, geographic, and functional authorities and responsibilities to work together effectively for the improvement of the society.

The unified responsibility theory has been used to determine queries why people did charity and volunteer works. It can be because of empathy, personal self-satisfaction, or was just influenced by the environment. In the present study, the spirit of volunteerism is being emphasized since Brigada Eskwela is done voluntarily through donations either in cash or in kind and services. Building on the theory of unified responsibility, Dutta-Bergman (2004) argued that a sense of responsibility emanates across the personal and social domains of individuals who volunteer.

Individuals donating to and volunteering is an important and increasingly necessary aspect of society and the unified responsibility of citizens as well. According to Craig (2020), analysis revealed that parents, peers, and social media have a positive influence on volunteer intentions as part of their unified responsibility.

Vinton (2012) describes several factors that explain why contemporary social work organizations need to focus more on the management of volunteers. Especially as a consequence of the pressure on budgets under prevailing economic conditions, the general retreat of the governmentally financed welfare state, the growing demand for social services, and changes in the availability of volunteers, social workers across all policy fields and organizational contexts and cultures will feel pressured to involve more volunteers.

The theory of unified responsibility relates to the effort and support of every individual and corporation to actively participate in a social work in the community. Being part of the community, schools are able to engage in social work based from the support

given by individuals and companies. Their responsibility triggers their effort to become volunteers which in turn produces a positive effect to the community.

Meanwhile, the *Social Learning Theory* of Skinner as cited by Groffmann, et al (2019), posited that new behaviors can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist. The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual.

Horsburgh and Ippolito (2018) believed that on the basis of theoretically-informed analysis, it suggested the explicit use of Bandura's model to develop an approach to support learning from role modelling. It develops understanding of how learning from observation occurs and their ability to maximize opportunities and create the conditions in the environment.

Furthermore, Cilliers (2021) highlighted that social learning theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. The theory departs from the understanding that learning is not purely behavioral but rather

a cognitive process that takes place in a social context. In this sense learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling).

Social learning theory is the underlying principle that this study is anchored on, since, volunteerism happens through association with other people, and that these people could greatly influence the behavior of others, thus, social learning occurs, though not cognitively, but behavioral. And as people observed other people doing voluntary works, they are also motivated to do the same. Satisfaction is also earned through the praises that they acquired from the people they were able to help through.

The social learning theory relates to Brigada Eskwela as it presents foundation on how the program influences individuals and companies to engage in social or volunteer work which is the prime objective of the program. This also gives motivation to them to actively participate in the program as they learned socially associating to their drive to support the program.

What is Volunteerism?

Volunteerism is any action in which time is given freely to benefit another person, group, or organization (Wilson, 2012). It is the act of giving services or donations freely. However, because of the busy lives, it can be hard to find time to volunteer. The benefits of volunteering can also be great. Volunteering offers vital help to people in need, worthwhile causes, and the community, but the benefits can be even greater for the

volunteer. It can help to find friends, connect with other people in the community, learn and develop new skills, and even advance the present career.

Giving to others can also help protect the mental and physical health. Research has found that involvement in voluntary services is considerably predictive of better mental and physical health, life satisfaction, self-esteem, happiness and lower depressive symptoms (McDougale et al, 2014). It can reduce stress, combat depression, keeps people mentally stimulated, and provide a sense of purpose. The study of Yeung, et al (2017) suggests that volunteering should be promoted by public health, education and policy practitioners as a kind of healthy lifestyle, especially for the social subgroups of elders, ethnic minorities, those with little education, single people, and unemployed people, who generally have poorer health and less participation in volunteering.

While it is true that the more people volunteer due to more benefits they will experience, volunteering does not have to involve a long-term commitment or take a huge amount of time out of a person's busy day. Giving in even simple ways can help those in need and improve health and happiness. In this context, the Adopt-A-School Program (ASP), a DepEd program in the Philippines, relies on the spirit of volunteerism and is implemented through D.O. no. 80 s of 1998, under which Brigada Eskwela was formulated.

A volunteer, on the other hand, means that one is offering something that is not required nor an obligation. One does not volunteer for the pursuit of a monetary prize or recognition; it is because of the optimism one feels inside. Persons who volunteer understand that they are helping. They believe that they are capable of inciting change and making progress. In some ways, large or small, they are capable of doing good. Volunteers

can be an important resource of many nonprofit organizations. The ability to meet the mission, goals and objectives of nonprofit organizations often depends upon the effectiveness of volunteer involvement in direct service delivery or indirect program support. Volunteer involvement make use of financial and non-financial resources of an organization (Terry, et al , 2011).

Social responsibility is often a driving force when it comes to volunteerism. Empathy and awareness simply come along with the territory.

Most of the time, to volunteer means that people are working side by side with others. This connects them to other human beings as they are working toward a common goal. When the persons volunteer, they are making connections. They are connected with community. They are connected with the problem as well as the solution. They are connected to a process in which they believe. Through their actions and involvement, they are benefitting others as well as their selves.

The spirit of volunteerism in the implementation of Brigada Eskwela is anchored on the principle that the participants benefit from their actions, as well as the school itself. Stakeholders are working side by side with the school teachers and staff. They connect to each other as they are working toward the common goal-the preparation of the school for the incoming opening of classes. In such a way, that they are connected to the problem, the problem of shortage of school materials for the utilization of their children in school. Knowing this problem, parents volunteer to make sure that their children should get the education they deserve. Brigada Eskwela denotes the spirit of volunteerism.

Adopt-A-School Program

Adopt-A School Program (ASP) which started in 1998, is a program of the Department of Education where private institutions agrees to give assistance to a public school in a particular aspect of its educational program within an agreed period. It permits private entities to give assistance to a public school, whether elementary, secondary, or tertiary, ideally located in any of the twenty (20) poorest provinces pointed out by the Presidential Council for Countryside Development or any other government agency assigned in identifying the poorest provinces in, but not limited to, the following areas: staff and faculty development for training and further education; construction of facilities; upgrading of existing facilities, provision of books, publications and other instructional materials; and modernization of instructional technologies. (Republic Act No. 8525, s 1998).

Through the Adopt-A-School Program (ASP), public and private sectors, companies and professionals are given the opportunity to contribute in improving the public education system of the country. It was with this spirit of bayanihan and partnership for education that Republic Act 8525, or the “Adopt-ASchool Act” was enacted in 1998 (Balinas, 2018).

Adopt-A-School Program is carried out based on the principles of volunteerism and multiple partnerships, and it gives the private sector an opportunity to become dynamic and strong partners towards the noble goal of educating all Filipinos.

Under the Adopt-A-School Program, the adopting private institution which/who is involved in giving support and services to the public schools shall be qualified to be granted

tax incentives of up to 150% arising from the total amount earned in the donation made within the taxable year. Any private individual, group, organization or institution can become cohorts in education. There are, however, basic qualifications of participants to the Adopt-a-School Program (DepEd Adopt-a-School Program ASP Toolkit, 2020).

A private entity who wants to play a part of this endeavor should have a credible track record to be backed up by a certificate of registration with the Securities and Exchange Commission (SEC) or with the Cooperative Development Authority (CDA). The private institution should have been in existence for at least a year (Brigada Eskwela Manual for School Heads, 2015).

On the other hand, the Adopt-a-School Program in United States provides a structured pathway for partnership between schools and community of supporters. This program is intended for corporate and community organizations interested in building relationships with schools that support student success for a minimum of one academic year. During this collaboration, partners and schools work together to determine how to best connect partner resources and interests with the school's unique needs. This relationship is a joint effort led by the school and partner organization as well as being supported by the School Partnerships Team.

In addition, participating schools and partners are matched on an annual basis and receive supports throughout the school year to keep the relationship on track. Interested schools and partners are required to complete an application process which is then used to match partnerships based on shared interests and goals. Once matched, schools and partners are expected to work together to complete the program requirements.

Benefits of Being an Adopt-A-School Program (ASP) Partner

Active involvement in the Program can be mutually beneficial to both parties concerned. While DepEd gets its schools better, the adopting private entity in return may obtain tax incentives, established corporate image and goodwill within the school community (Llego, 2016).

Meanwhile, Chen (2019) stated that the whole school community, in particular the learners, benefited from the additional resources and experience provided by corporate and community partners. Partners can have a direct influence on the school community and have a chance to have good relationships with one school. Engagement undertakings between the school and partner are tailored toward the school and partner's needs, and go beyond a one-time, transactional experience.

Adopting a public school is not only helpful for students and teachers, but the community as well. It is also cropping up across the country, as many communities tune into the benefits the program offers to both students and community members. According to the American Chemical Society, “Adopt-a-school fosters a better sense of understanding of the community's school system, strengthens and improves school programs and curricula, and creates a sense of personal involvement and interaction between organizations and schools.” (Chen, 2019)

The benefits of adopting a school extend to all parties. The organization that adopts the school receives positive public relations through their involvement with such an integral part of the community. The school benefits from the involvement, as students are

enriched through programs that expand their knowledge base. The school's staff and faculty are supported in their efforts.

Indeed, the program can be a win-win for everyone, if it is implemented well and stellar results will be reaped for both the schools and the community at large.

Legal Bases for Brigada Eskwela

Brigada Eskwela had its roots in Republic Act 8525, *AN ACT ESTABLISHING AN "ADOPT-A-SCHOOL PROGRAM," PROVIDING INCENTIVES THEREFOR, AND FOR OTHER PURPOSES*, which was enacted during the time of President Ramos. It aims to encourage volunteerism and public-private partnership in public education. RA 8525 provided tax incentives for private interventions in schools. It is estimated that over the years, Adopt-a-School Program has generated more than P6 billion in public school projects (Bunye, 2019).

During the time of President Arroyo, the Brigada Eskwela took effect with the launching of Brigada Eskwela National Schools Maintenance Week every third week of May starting 2003 (DepEd Memorandum No. 79, s. 2003).

National Schools Maintenance Week otherwise also known as, Brigada Eskwela, is under the organization and supervision of the Department of Education as a completely voluntary effort on the part of all communities, nationwide. National agencies and local government units are motivated to voluntarily participate in Brigada Eskwela by directly volunteering in the public school nearest their respective offices. Parents, local business,

local school board and local community are also invited to be part of Brigada Eskwela activities organized by schools in their respective barangays.

In DO 24, S. 2008 – Institutionalization of The Brigada Eskwela Program or The National Schools Maintenance which states that Brigada Eskwela is a schools' maintenance program countrywide that involves all education stakeholders to give their time, efforts and resources in guaranteeing that public schools are all ready before the opening of classes. It is a week-long event wherein local communities, parents, alumni, civic groups, local businesses, NGOs, private individuals and even teachers and students offers their time, skills to do minor to medium repairs and maintenance work in the schools.

Scope of Work of the Brigada Eskwela Effort

Brigada Eskwela activities which make the school ready and conducive for learning before the classes start. It includes painting of roofs, which will give another two or more years to the life of the roof; cementing prevailing footpaths and drains; restoring comfort rooms and toilets; repairing damaged water pipes; painting exterior walls of classrooms; repairing or replacing ceiling boards; repairing, refurnishing or repainting chairs, tables, desks, and other furniture; cleaning up and rehabilitating the gardens; repairing or replacing damaged windows, jalousies, and doors; replacing school signs; and doing any other types of repairs as may be required (Memorandum Order No. 70, s. 2005).

The Principal as the Key to the Organization of the Effort

Principals and school heads are the keys in the organization of the effort. In February of each school year, they are to organize through the PTCA, looking at areas within the school that the local community can repair. In March, they can recruit parent volunteers through the PTCA and approach local business for donations in kind. In April, the principal and the PTCA should organize the work groups by appointing teams and team leaders, agreeing on specific tasks per team per day, organizing the logistics required. During the National Schools Maintenance Week, the effort should be documented with photographs before and after the activity. On the last day, the community should celebrate the community/bayanihan effort. In October, the DepEd shall recognize the Most Innovative Brigada Eskwela projects at the Educator's Congress. (Memorandum Order No. 70, s. 2005).

Funding

Since Brigada Eskwela is a voluntary effort, each school should raise the needed materials to be used for the National Schools Maintenance Week. But as signed by the president in Memorandum Order No. 70, s. 2005, they may also apply to the DepEd and the Department of Budget and Management for Small School Building Repair and Maintenance Funds under the World Bank-funded Second Social Expenditure Management Project.

Brigada Eskwela

The conduct of Brigada Eskwela is very beneficial to school community most especially to school head, teachers and learners. First, Brigada Eskwela saves resources on the part of the school. It is this area that effectivity of the school to establish functional linkage and networking to stakeholders is being tested (Pecson, 2018).

Established in 2003, the Brigada Eskwela or the National Schools Maintenance Week, became one of the most important programs of DepEd as the logical extension of the objectives stated in the Republic Act 8525 or the Adopt-A-School Act of 1998. It aims to mobilize parents, alumni, civic groups, local businesses, non-government organizations, teachers, students, and individuals to help out public schools in rebuilding the facilities in preparation for the opening of classes (Tiongco, 2019). There are lots of benefits that come with Brigada Eskwela, it saves resources on the part of the school, it builds oneness and cooperation to all stakeholders where their camaraderie among them develops, the learnings of the students are ensured, the cleanliness of the facilities becomes pleasing and inviting and the school becomes safe and ready to serve Filipino learners.

The Brigada Eskwela effectively helps in fabricating creative ways of enhancing the school facilities while highlighting Bayanihan. It makes people cuddle the spirit of volunteering. With the act of Bayanihan, it is essential to help each other out especially for the improvement that welfares the quality of education of the youth. The heads of schools, who take part as the main role in conducting activities, together with the volunteers make the entire innovation possible. Doing a task together and helping one another, hence

reducing the workload and making the job much easier without expecting anything else in return is Bayanihan through Brigada Eskwela.

Clean classrooms, well-maintained learning devices, and appealing landscaping inspire students to go to school, study hard and persevere to achieve their dreams. In 2008, it has become a stable activity in the school calendar where all schools nationwide are now instructed to implement the program every second week of May. Apart from inculcating school pride in the community, the Brigada Eskwela campaign gives an opportunity for everyone to contribute for the future of the Filipino students and in nation-building (Montemayor, 2019).

Weakness of Brigada Eskwela implementation is seen at focusing on the physical aspect where enhancement of learning process is the key objective. The desires are shifting from beautifying school facilities to improvement and upgrading of laboratory facilities, specialized resource rooms, educational and information technology, reliable power supply, stability of the internet connection, electronically operated visual aids for teachers and textbooks for students is to be incorporated in Brigada Eskwela and a lot of planning to further augment the school's conduciveness to cognitive and affective learning process (Paren, 2015).

DepEd concludes that Brigada Eskwela is indeed the DepEd's model of genuine public and private partnership in action (Bunye, 2019) .

Brigada Eskwela Implementing Guidelines

Every year, the Department of Education releases Brigada Eskwela Implementing Guidelines through DepEd memorandums which comprises the theme for the year, the date of the National Schools Maintenance Week, the persons involved and the guidelines in its implementation.

This year, DepEd releases the DepEd Memorandum No. 53, s. 2020, Joint Implementing Guidelines on the 2020 Brigada Eskwela and Oplan Balik Eskwela Relative to The Covid-19 Situation dated May 28, 2020 amending thereby the DepEd Memorandum No. 032. S. 2020 titled 2020 Brigada Eskwela Program Implementing Guidelines, and DepEd Memorandum No. 014. S. 2020 titled 2020 Oplan Balik Eskwela.

For this year, the yearly activities of Brigada Eskwela and Oplan Balik Eskwela of DepEd as preparation for the opening of classes, were reconfigured to be locally implemented in the joint theme “Pagpapanatili ng Bayanihan Tungo sa Kalidad na Edukasyon para sa Kabataan” which started on June 1 until August 29, 2020.

All regional directors and schools’ division superintendents mobilized their partnerships with school-based focal persons to guarantee the effective execution of Brigada Eskwela in all public elementary and secondary schools, and the participation of their communities.

School heads take the main role in planning the activities towards making schools environmentally conscious, robust, clean, and conducive to learning. Important reminders to school heads in the conduct of this activity were specified .

Individuals or groups from the national government agencies (NGAs), local government units (LGUs), private sector, international organizations and other parties, who or which are fascinated to support the schools and volunteers, coordinated with the External Partnerships Service of the DepEd Central Office, Education Support Services Division in the ROs, Social Mobilization and Networking Section under the Schools Governance and Operations Division in the SDOs or the school head of the recipient school.

All DepEd personnel were also encouraged to participate in the Brigada Eskwela activities by volunteering their skills, sharing their time or providing in-kind support to public schools in their area. Interested employees were given two days to do volunteer work on official time, provided that such work is approved by their heads of offices.

Further, nonteaching personnel earned a Compensatory Time Off (CTO) for the whole eight hours involvement in the maintenance efforts on the last day of Brigada Eskwela week.

Teaching personnel were entitled to receive vacation service credits arising from their dynamic involvement in the Brigada Eskwela activity. Teachers were also entitled to a one-day service credit for the accumulated eight hours involvement in the maintenance effort.

Central office main officials are directed to participate in activities associated with the implementation of Brigada Eskwela. All bureau and regional directors, ESSD chiefs and Regional Partnerships focal persons were invited to attend the national kick-off program. Travel and expenses were charged to local funds, subject to the usual accounting and auditing rules and regulations.

This time, amidst the CoVid-19 situation, Brigada Eskwela deviated from the traditional concept of physical cleaning, painting, repainting, and doing minor repairs in schools and instead prioritized measures and strengthening partnership engagement to ensure that quality basic education will continue even with the challenges posed by CoVid-19.

Stakeholders supported the initiative by donating thermal scanners, hand sanitizing equipment or materials; and printing of information materials about CoVid-19 and sanitation, proper hand washing hygiene to help BE and OBE in introducing protection and health protocols to learners and teachers.

BE also engaged partners in the promotion and provision of learning options such as local radio and TV stations and other available media, and the printing of self-learning modules for distance learning, as a form of partnership to transport the basic education curriculum in the time of pandemic.

How Brigada Eskwela Makes a Difference

When more than 25 million students go back to school during the opening of classes, they find their school cleaner and more conducive to learning than when they left during the summer. This is because of the thousands of volunteers who appropriated efforts in cleaning, repainting and repairing the schools in preparation for the coming school year. The volunteers came from all walks of life like students, teachers, school officials, parents, community members, policemen, soldiers, firemen, local government officials, non-

government organizations, church groups and the private sector representatives (Bunye, 2019).

Levels of Participation of the School Stakeholders

In a study of Cabardo (2016), to 13 school heads, 56 teachers, and 50 stakeholders, which aimed to evaluate the levels of participation of the school stakeholders to the different school-initiated activities, has found out that in terms of the level of participation of the school stakeholders to the different school-initiated activities, a moderate descriptive rating was found. The level of SBM implementation was found to be at Exceeding the Minimum Standard. The level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of SBM implementation. In other words, the participation of the stakeholders depends on the implementation of the program.

The study of Cabardo above has something in common with the ongoing study since, it was concerned with the level of participation of the stakeholders and such focus could be one of the factors that enable the respondents of this study to become successful in the implementation of the program. However, the present study will only focus on the best implementer schools unlike in the above study that randomly used principals and stakeholders as the respondents of his study.

The study revealed that the level of participation of the stakeholders depends on the SBM implementation which is managerial in nature. The present study would like to find

out if such factor can also be the reason why the respondent schools became best implementers.

Stakeholders Support in the Brigada Eskwela Program

A study of Balinas, (2018) which aims to determine the level of stakeholder support in the Department of Education, Division of Negros Occidental Brigada Eskwela Program, revealed that the level of stakeholders' support in elementary and secondary schools in terms of their diverse volunteer participation is moderate while resources generated are low in elementary schools and moderate in secondary schools.

Balinas's study found out that there was moderate support in the program by the stakeholders and that there was different level of resource generated activity in the elementary and high school.

The ongoing study would also want to find the level of support that the stakeholders had given to the participating schools, which could be the reason why these schools became best implementers.

Extent of Implementation of Brigada Eskwela

Celestial (2015), made a study aimed to determine the extent of implementation of the Brigada Eskwela (BE) Program of the DepED among the public elementary schools in the Island Garden City of Samal. The study used the non-experimental quantitative research design using descriptive-survey method with statistics such as mean and T-Test. The data were gathered through a researcher constructed questionnaire which was

administered to 210 respondents from 16 public elementary schools distributed to 14 small schools and 2 big schools. It was established that the Brigada Eskwela Program was highly implemented in the light of the findings of Pre-Implementation Stage, Implementation Stage and Post-Implementation Stage. Revealed was the null hypothesis of significant difference in the level of implementation of the Brigada Eskwela Program when analyzed by school size. It was found out that small schools need an assistance from the big schools in order for them to implement it the way the big schools implemented.

Many factors could be involved in the success of the implementation of the program. These factors are what this ongoing research aims to find out. It might be that elementary schools from the Division of Valenzuela need more help in the implementation of the program than high schools.

Implementation Models

There are several models of implementation selected that are applicable in implementing different programs in various institutions. These models are essential as the output of this study. Sample models are discussed below so as to give the researcher ideas that would enable her to come up with a good implementation model.

ORC model (Overcoming Resistance to Change)

The letters 'ORC' stands for 'Overcoming Resistance to Change'. This model rests on the assumption that the success of the implementation primarily depends on the impact

the developer makes on the users of the program such as, teachers, students and the society in general. If change is desired, then people's misgivings, their misapprehensions, or other such related factors, must be addressed (Bediako, 2019).

LOC model (Leadership-Obstacle course model)

LOC is the acronym for 'Leadership-Obstacle Course' model. This model treats staff resistance to change as problematic and proposes that implementer should collect data to determine the extent and nature of the resistance in implementing the program (Bediako, 2019).

Linkage model

The 'linkage' model recognizes that there are innovators in research and development centers such as the universities. Educators in the field sometimes however, find some attempts that are innovative and inappropriate for solving the problems. What is therefore needed is a match between the problems and innovations to establishment of linkages with the established research centers (Bediako, 2019).

This model envisages two systems: user system and resource system. There has to be a link between these two systems. The resource system should have a clear picture of the program user's problems, if it is to retrieve or create appropriate educational program packages. A successful resource system must proceed through a cycle of diagnosis, search, retrieval, fabrication of solution, dissemination and evaluation in order to test out its outcome. Thus, in the linkage model, the basic process is the transfer of knowledge.

The Sustainable Development Goal 4: Quality Education

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. The Brigada Eskwela program firmly supports the quest for promoting quality education to all key stages by ensuring that all learning spaces are safe, free from any harm and conducive to learning.

SDG 4 and its associated targets set an ambitious agenda that emphasizes quality learning and equity in education alongside the more traditional indicators of access and participation. In doing so, it challenges every single country in the world to improve its education system and marks a significant departure from previous global education goals and targets, such as the Millennium Development Goals (MDGs) and Education for All (EFA), that were not universal and focused more on access and participation (OECD, 2017).

Beeharry (2021) believed that in making meaningful progress, the aid community needs to prioritize among the many competing objectives and hold itself collectively accountable for progress as an integral part of the sustainable development goal 4 in promoting quality education.

Diemer, Khushik and Ndiaye (2020) emphasized that education for sustainable development has stimulated teaching innovation. Education policies (including curriculum

reform) have encouraged learning for sustainable development in many countries, from early childhood education to training in the private sector.

Indeed, SDG 4 provides foundation to Brigada Eskwela to ensure that schools are considered to be conducive learning environments ready to promote quality education. This also enlightens the primary objective of the program which seeks to collectively gain support from various stakeholders. The goal itself guarantees the sustainable development of learning institutions in terms of providing effective and efficient learning delivery through the support of community stakeholders.

Research Problems

The ultimate goal of this study was to develop a model for the enhancement of the implementation of the Brigada Eskwela program in the Division of Valenzuela City.

Specifically, the study sought answers to the following questions:

1. How may the best implementer schools be described in terms of:
 - 1.1 facilities;
 - 1.2 award received;
 - 1.3 budget, if any?
2. What are the challenges encountered by the school principals and coordinators in the implementation of the Brigada Eskwela Program?
3. What practices were identified by the participants during the implementation of the program?

4. What Brigada Eskwela Program Implementation Model may be proposed based on the findings of the study?

Conceptual Framework

This study is supported with different literatures, legal bases and theories that are related to the implementation of Brigada Eskwela in the division of Valenzuela City. The literatures reveal that there are lots of benefits that are brought about by the implementation of the program. These benefits prove that the program should be implemented accordingly so as to maximize the benefits that it will give to both stakeholders and the schools. The findings of this study will serve as bases for creating a model that would enhance the implementation of the program. A good implementation model is important for a program to be successful.

With the implementation of the program, still, the Teachers' Dignity Coalition (TDC) said that, even with the help of the yearly Brigada Eskwela, there is just not enough manpower and resources to repair and refurbish all the aging classrooms, school buildings and other facilities. In this connection, the enhancement of the implementation should be advocated to lessen this problem.

The implementation model for the successful implementation of the Brigada Eskwela program is based on the outcome of the implementation of the different areas of the program. Areas such as advocacy and marketing, resource mobilization, program

implementation, administrative and finance, and documentation are the scopes of implementation of the program.

In addition, Aronson (2019), stated that the most easily recognized aspects of a successful school program include such features as its a) culture or climate, b) organizational structure, c) curriculum and instruction, and d) links to other programs and services. *Culture or climate* denotes the students, teachers and staff's choice in involvement. They choose to be at school: they are not placed there as a final option. Choosing to attend the school fosters feelings of ownership and commitment to the school, facilitating a sense of community. The teachers and staff, on the other hand, focus on personal, social, emotional, and academic development of the students. Aside from this, school culture should also provide warm, caring relationship with teachers. Similar relationships are also fostered among students in order to create a supportive peer culture. Teachers act not only as teachers, but also as advisors, mentors, and counselors. Also, school programs must strive to create a sense of community among teachers, staff, and students that fosters the relationships described above as well as student affiliation with the school. Teachers have high expectations for students, but these expectations are flexible, allowing for change according to student needs.

Organizational structure is another area that should be considered to make a program successful. Most successful programs have some degree of freedom from standard district operating procedures. Teachers, and often students, participate in management and decision making, both in establishing the school's goals and direction and in its ongoing functioning. Every school program should have a structured school environment and strict

behavioral expectations that are clear to students and staff. Discipline is administered in a fair and consistent manner. In such ways, teachers and staff are directed to the goals of the program

Curriculum and instruction is another area that should be considered in order for a program to be successful. Programs give teachers flexibility in designing strategies and methods that will work for their students. Specific strategies include individual learning, cooperative learning, competency-based learning, team teaching, peer tutoring, teaching to multiple intelligences, and an absence of tracking. Curriculum varies, ranging from programs that emphasize basic skills, to those that focus more on personal development and behavior.

System-wide features makes the school program easy to implement through collaborative efforts of all the stakeholders. Parental involvement, community involvement, and access to basic health and social services are important features in many programs. These characteristics of a school program generally help in the success of their implementation.

Brigada Eskwela, on the other hand, has five (5) areas as its success indicators as indicated in the Brigada Eskwela Manual based on the DepEd Order no. 24 S. 2008, otherwise known as, Institutionalization of the Brigada Eskwela Program or the National Schools Maintenance Week, namely: a) Advocacy and Marketing, b) Resource Mobilization, c) Program Implementation, d) Administrative and Finance, and e) Documentation (Brigada Eskwela Manual, 2008).

Advocacy and Marketing is one of the primary steps that denotes the process of promoting awareness and encouraging in the program through: a) utilizing the developed marketing materials, b) conducting awareness campaign and other marketing activities. It is getting existing volunteers to share their positive experience with the school to other people. It prompts the most enthusiastic people to amplify the voice of the program.

Resource Mobilization is the process to generate resources and manpower or volunteer services, for the conduct of the program through a) determining target resources and volunteers, b) meeting potential partners, c) ensuring that the pledges of the partners are delivered, and d) accepting donations from partners. It also refers to all activities involved in securing new and additional resources for the organization. It also involves making better use of, and maximizing, existing resources.

Program Management is another step that assess the monitoring and implementation of different activities as specified in the program. Such implementation is based on the plan indicated for the program. It is the process of managing programs mapped to organizational objectives that improve school performance. Program managers oversee and coordinate the various projects and other strategic initiatives throughout an organization.

Administrative and Finance ensures that the provision of support and management of funds that will be generated for the Brigada Eskwela Program is well implemented. It also ensures that financial assistance from both the government and private sources are used in accordance with the applicable rules and regulations. It also ensures the efficiency

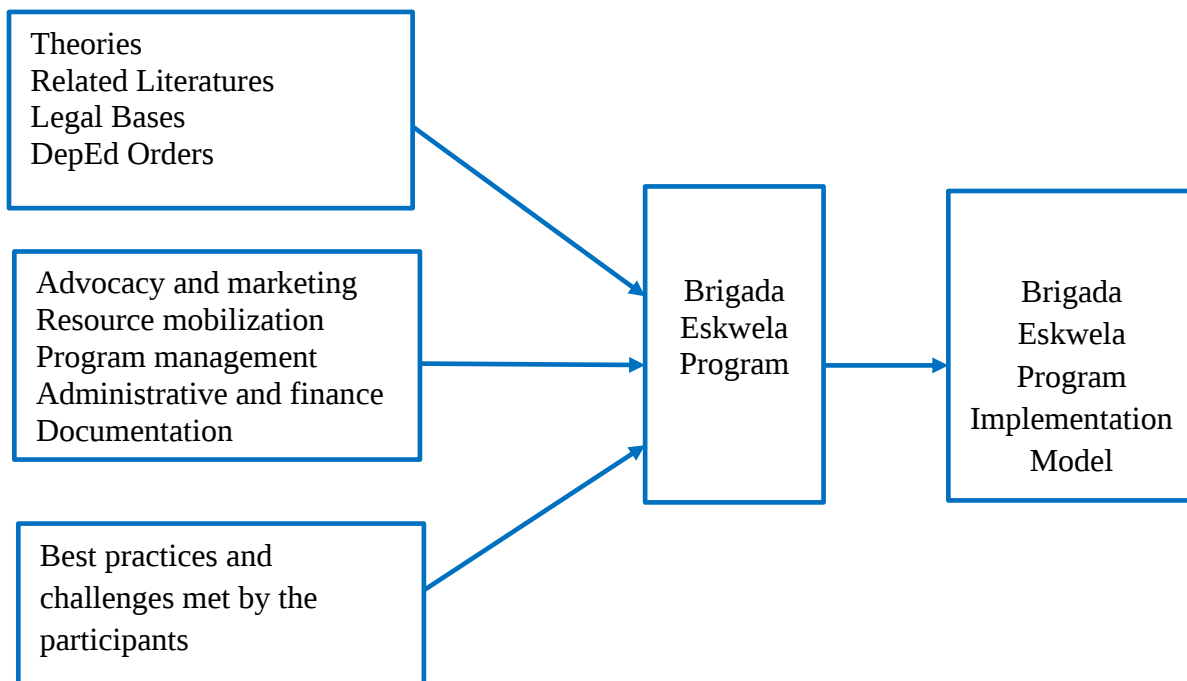
to support the organization as a whole to focus on its core organization and thus attain its targets through the provision of finance and administrative services.

Documentation also ensures that all necessary documents and supports are prepared using the prescribed formats. This activity includes taking photos/video footage of the activities, as well as, keeping and maintaining records of pertinent papers. Documentation can be provided on paper, online, or on digital or analog media, such as audio tape or CDs.

These areas mentioned are the bases for a successful implementation of the Brigada Eskwela program as seen by the researcher. The successful implementation of these areas will be the bases for the model of this study.

Figure 1

Conceptual Framework of the Study



The researcher conceptualizes that, since the program really helps the school in general, and, for all school to be able to implement the program successfully, a model should be proposed. This model is based on the successful implementation of the best implementer schools in the division.

Figure 1 shows the conceptual framework for this study. The theories, literatures, legal bases and DepEd orders served as foundation in conceptualizing the Brigada Eskwela program. They present background information about the program to be able to understand how it is being implemented. Moreover, they give substance and form to the Brigada Eskwela program highlighting its significant concepts that promote clearer views and perspectives on it.

The five areas in implementing the Brigada Eskwela program which are advocacy and marketing, resource mobilization, program implementation, administrative and finance and documentation served as basis in determining the practices of schools in executing the program. These areas are incorporated in the program to which there are underlying activities in each area. These activities relate to the practices of schools in the successful conduct of the program.

Determining the challenges of schools in implementing the Brigada Eskwela is an important step in identifying how the practices have emerged. In addition, the process on how the participating schools find solution to the challenges could have an impact when they achieve their goals resulting to evolving best practices over time.

Indeed, significant inputs to Brigada Eskwela program could have a positive effect in crafting its implementation model. These serve as basis in identifying the inclusions in

the model. The Brigada Eskwela program entails the practices that significantly affect on its extent and meaningful implementation to where the five areas are involved.

Scope and Limitations of the Study

This study aimed to identify the best implementation practices of schools that garnered the best Brigada Eskwela implementers in the Division of Valenzuela City for the school year 2019-2020. The respondents were six principals, 6 Brigada Eskwela coordinators and six GPTA officers from Best Brigada Eskwela Implementer Schools in public elementary schools in the division. The anonymity of the participants as well as the research site were preserved to avoid any potential harm to them. This study will have a big impact on public elementary and secondary schools especially for principals, coordinators and stakeholders who manage and implement the Brigada Eskwela program.

Data gathering was through a virtual interview with the informants. Their responses were coded, tabulated and analyzed and served as a bases in the formulation of a Brigada Eskwela implementation model.

This study was delimited to the principals, Brigada Eskwela coordinators and GPTA presidents of the six best implementer schools in the Division of City Schools of Valenzuela.

Definition of Terms

For better understanding of the study, the following terms are defined comprehensively.

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

Advocacy and Marketing – is the process of conducting extensive awareness campaign and other marketing activities which may include interviews/advertisement with local radio, television and newspapers, posting of campaign banners, showing Brigada Eskwela music video, distribution of other campaign materials and roadshows, such as Brigada caravan.

Award received – refers to the award the school received as part of the implementation program. Certificates are awarded to the best implementers in the division. Categories are given prior to the contest.

Budget- refers to the fund taken from the MOOE of the school that is really intended for the implementation of the program. Budget could come from sources such as, canteen fund, teachers' fund, and MOOE.

Category – is the level of classification a particular school is classified. Categories such as small, medium and big school are used to group the participating school for judging as best implementers.

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

Facilities – refers to the physical place, amenities or equipment that the school provides for the utilization of the students during the teaching-learning activities.

Implementation Model- is a collection of components, and the implementation subsystems that contain them. Components include both deliverable components, such as executables, and components from which the deliverables are produced, such as source code files.

Resource mobilization- is the process of determining target resources and volunteers, meeting potential partners, volunteers, community leaders/officials and members to engage support from the community and local business enterprises. It is also ensuring that the pledges/commitments of partners are delivered. It also includes accepting donations from partners.

Program implementation – is the steps in providing guidance and directions to work teams in the performance of assigned tasks, ensuring that program of work is accomplished as

planned, monitoring of actual accomplishments vis-à-vis identified needs and planned activities.

Chapter 2

METHODOLOGY

This chapter presents the design and methodology that were used in the study, the research site, the selection criteria and participants of the study, the data collection procedure, the data analysis, the role of the researcher in the study, the methods of validation and ethical issues and consideration.

Qualitative Design and Method

This study utilized the qualitative case study method. The qualitative case study is a research method which enables a complex phenomenon to be explored through the identification of different factors interacting with each other. The case observed is a real situation (Debout, 2016).

According to Baxter and Jack (2008), qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for research to develop theory, evaluate programs, and develop interventions.

Qualitative case study method is used in exploratory research. It helps generate new ideas. The researcher opted to use this method since she wanted to explore how the Brigada Eskwela was implemented by the best Brigada Eskwela implementer schools. The ideas that were derived from this exploration will serve as important ways of illustrating theories and can help show how different aspects of implementations are related to each other.

A case study, on the other hand, is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context, an established research design that is used broadly in a wide variety of disciplines, particularly in the social, educational, clinical, and business research (Crowie, 2011).

A case study research design usually involves qualitative methods, but quantitative methods are sometimes also used. Case studies are good for describing, comparing, evaluating and understanding different aspects of a research problem.

Research Site

The study was conducted in a division in the National Capital Region which is the Division of City Schools-Valenzuela. This is one of the large divisions in the region consisting of 42 public elementary and 19 secondary schools. It is located at the northern part of Metro Manila. This division was selected by the researcher because this is where she is currently employed.

Selection Criteria and Participants

Purposive sampling technique was used by the researcher in determining the informants or participants for this study. Choosing the appropriate informants or participants of a study is crucial for its results and findings. The participants for this research were school principals, Brigada Eskwela coordinators and General Parent Teachers Association (GPTA) Officers from six (6) best implementer schools in the Division of Valenzuela City since the researcher believed that the best participants for the study are those in the field of both teaching and administration. These teacher coordinators

and school heads have the actual and first-hand experiences that are needed to answer the queries that arrived at best results of this study.

The table below shows the distribution of the respondents used in the study.

Table 1

Participants of the Study

Participants	Number of Participants
Principals	6
BE Teacher Coordinators	6
Stakeholders (GPTA Officers)	6
Total	18

All the names of the participants as well as their respective schools were not mentioned in the study to maintain anonymity. They were assigned codes such as Principal A, Principal B, Principal C, Principal D, Principal E, Principal F, BE Coordinator A, BE Coordinator B, BE Coordinator C, BE Coordinator D, BE Coordinator E, BE Coordinator F, Stakeholder A, Stakeholder B, Stakeholder C, Stakeholder D, Stakeholder E and Stakeholder F.

The participating schools were recognized as best implementing schools with the criteria set by the Department of Education in choosing the best implementing schools. In addition, these schools had adhered to the criteria which resulted to recognizing as best implementing schools.

1. Scope of Work - 30%

Scope of work is based on the school BE plan and physical facilities repair and maintenance needs assessment such as Repair Works, Maintenance Works, New Improvements and Beautification/Landscaping/Learners Kiosk Installation that are identified/included in the School Annual Implementation Plan. The computation is based on the percentage of work completed multiplied by 30%.

2. Diverse Volunteer Participation - 25%

The diversity of participation shall consider the group affiliation of volunteers with the following percentage assignment:

a. Parent Volunteers-15%

The computation is based on the number of parent volunteer turn-out over the targeted number of volunteer multiplied by 15%. The target parent volunteer participation is up to 200% of the learners population.

b. Other Volunteers- 10%

Target representative per group is 5 volunteers per entity to get 2 points, below 5 volunteers shall be given 1 point then multiplied by 10%.

3. Generated Resources- 15%

The amount of resources generated shall include all donations-in-kind and equivalent amount of materials used for the scope of work accomplished during the Brigada Eskwela week and the equivalent amount of volunteer man-hour.

4. Alignment to Brigada Eskwela Theme-15%

The evaluation shall consider the alignment of the program implementation to the Brigada Eskwela theme.

5. Creativity and Innovation- 10%

The evaluation shall be based on the presence of value added projects or unusual projects benefitting the school and the learners .

6. Increment of Resources and Volunteers- 5%

The criterion is determined based on the percentage of the increase of the current performance compared with the previous/last Brigada Eskwela accomplishments.

The best implementing schools have met the criteria set by the Department of Education through an intensive monitoring and evaluation activity. Representatives from the division office served as evaluators. They are tasked to choose among all the schools in the division which of them have met the criteria for the best implementer. They also conduct on-site evaluation and interview to key persons of the different committees of the Brigada Eskwela program. Afterwhich, the evaluators validated the scores of each school. The the top 3 schools, based on their scores on the criteria, were chosen.

Research Instrument

The researcher used the following procedure and instruments in conducting this study:

Interview questionnaires for Principals, Brigada Eskwela Coordinators and GPTA Officers were crafted. The interview guide for school principals and brigada eskwela

coordinators consists of 20 guide questions and 5 questions for the stakeholders' focus group discussion.

Part I of the interview guide was used to gather data on the description of the best implementing schools in terms of facilities, award received, budget, if there is.

Part II includes questions which provide clarification, confirmation, and elaboration of the responses to the best practices identified by the participants during the implementation of the program as well as the challenges encountered by the school principals and BE Teacher Coordinators.

Part III describes the practices implemented by the best implementer schools in terms of advocacy and marketing, resource mobilization, program implementation, administrative and finance and documentation.

Another instrument was used for the focus group discussion (FGD) of GPTA officers. This includes questions on how they perceived the implementation of the Brigada Eskwela program.

Data Collection

The initial data collection process started by asking permission from the researcher's adviser and the Dean of Graduate Studies of the Philippine Normal University to conduct the study. Then, an application for permission to conduct the study was sent to the office of the Schools Division Superintendent of the City of Valenzuela. Afterwards, an initial contact was made by the researcher with the participating schools by phone to briefly introduce and explain the study. School administrators also received an approved

letter/endorsement from the Schools Division Superintendent indicating that the permission to solicit information to the selected schools was hereby granted. Other than that, the participants also received a letter of invitation describing the purpose and nature of the research study, the approximate time require for completion of the study, and the name and contact information of the researcher, should participants require more information about the study.

Before conducting the interview and focus group discussion, the researcher briefly introduced herself and explain the purpose of the study. She sought the participants' consent by discussing the contents of the "Informed Consent Form." She emphasized that their participation is voluntary and all information and data that will be gathered in this study will be treated with utmost confidentiality. During the interview, questions on how they implemented the Brigada Eskwela program were asked. Furthermore, they were also asked to elaborate their answers. No private or personal questions or those that were not related to the study were asked. After agreeing to participate in the study, the participants signed the "Informed Consent Form" at the end of the interview. The researcher also asked permission from the participants to allow her to take photos and record the discussion using an audio-recording equipment. The interview for school principals and teacher-coordinators were done virtually and through physical setup while the focus group discussion for stakeholders was done virtually. Both the interviews and focus group discussion lasted for approximately 1 to 2 hours.

The researcher also asked the permission of the school principal for the conduct of the document review to the Brigada Eskwela report. This report includes documents on the

budget, facilities improved and relevant activities related to the successful implementation of the program. The researcher went to the school to analyze the Brigada Eskwela report of the best implementing schools.

The researcher conducted triangulation. Triangulation, according to Honorene (2017) is a powerful method that facilitates validation of data through cross verification from two or more sources. It refers to the application and combination of several research methods in the study of the same phenomenon to make the research findings more valid, reliable and generalizable. For this research, the methods that were employed are document review, focus group discussion and individual interviews.

Data Analysis

The researcher analyzed and summarized objectively the data that were taken from the participants of the study to interpret their views, standpoints, and perceptions in line with the aforementioned variables.

All the interviews were transcribed verbatim to prevent interpretation bias. Each interview was then summarized and sent to the participants for a check on authenticity. The data analysis was carried out in a process of reading and re-reading of the data, selecting and coding (data reduction) and displaying the data in within-case and cross-case matrices (Miles & Huberman, 1994). Both “in vivo” and “priori codes” were used.

The process of identifying the themes started with familiarizing the data collected. In this first step, the researcher arranged the data in a tabular manner to easily capture the meaning of the data presented. Afterwhich, preliminary codes were assigned to the data in

order to describe its content. Moreover, searching for the patterns or themes in the codes were conducted across the different interviews. The assigned themes were then reviewed, defined and named.

Role of the Researcher

The role of the researcher in this study was to see to it that biases are eliminated. Monitoring and reducing one's disposition to interpret too quickly is an essential part of the researcher's role. Since, in this research credibility, dependability, and transferability rely on the person and performance of the researcher, she must be skillful in explaining the study without biasing the potential participants, conducting interviews properly according to the design, making appropriate field observations, handling data per design, and analyzing and interpreting the data per design. Researchers, whose human brains are trained to find meaning in everything, encounter confirmation bias in every interaction with both participants and data. Therefore, the researcher will remain conscious of his or her previous knowledge and dispositions and how he or she will control the intrusion of bias

Methods of Validation

Research questions were validated by experts in the field. Upon the construction of the interview guide questions, it was sent to five (5) validators, two (2) professors from Philippine Normal University, two (2) principals and one (1) BE coordinator. Revisions were done based on the recommendations from the expert validators. It also underwent

pilot testing to two (2) respondents, a school principal and a school BE coordinator whom are not included in the final survey of this study.

Ethical Considerations

Ethical aspects of the study were addressed by implementing the following measures:

1. The researcher discussed the study thoroughly to the participants and utmost confidentiality was assured to them and the results of the study were also presented. School operations also had an assurance not to be interrupted in the course of the conduct of the study as this was included in the letter of permission which was sent to the division office. The participants were assured that their responses will not in any way affect their performance and employment in the school.
2. The researcher requested for permission in the conduct of the study to the schools division superintendent of Valenzuela. The nature of the study was explained to the principals and their participation were purely voluntary. Everything was upheld with utmost confidentiality and their consent was also sought before the conduct of the study.
3. Only the selected respondents in each school participated in the study. No students/children/minors participated in the study. Similarly, no vulnerable population were involved in the study.
4. The researcher explained the significance and objectives of the study to all participants before conducting the interview. The contents of the “Informed Consent Form” were discussed and they agreed first before participating in the study. Consent was sought from

them in the use of camera and audio equipment as well as the use of Zoom platform in recording the activity. Participation in the study was voluntary, no personal information was asked and no names were mentioned in the manuscript. No incentives or compensation were given to them in the study.

5. The study aimed to describe the best practices of best implementer schools in implementing the Brigada Eskwela program which served as bases in the development of a proposed implementation model. The impact and findings were presented to the division office especially to the participating schools. The development of proposed implementation model was also presented to them and their decisions or suggestions were considered. It did not highlight the issues and weaknesses of the schools, particularly those that are not related to Brigada Eskwela program. Furthermore, the study did not cater any political views or social issues from the participants. It was only conducted to describe the best practices of schools in the program.

6. There was no conflict of interest in the pursuit of this study for it only aimed to describe the practices of respondents in implementing the Brigada Eskwela program and not to satisfy any bias. Furthermore, the researcher personally financed this study and not under any scholarship from in any institutions or any government funds were utilized, particularly where the study was conducted. Moreover, no any kind of incentives or reimbursements were given to participants as reward for their participation in the study.

7. The study was gender sensitive in nature. The use of gender-neutral language during interview was taken into consideration.

8. The results of the study were discussed and shared to the division office and the principals in the division. Copies of this research study were provided to all concerned.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the findings, analysis, and interpretation of the qualitative data gathered that were coded and put together into themes to give light into the problems stated in the first chapter of this research.

The discussions are presented following the order of presentation of questions presented in the statement of the problem.

1. How may the best implementer schools be described in terms of:

1.1 facilities;

1.2 award received;

1.3 budget, if any?

Table 2

Description of Participating Schools

School	Description
School A	This school is one of the mega schools from the division. It is a consistent champion in the Search for Brigada Eskwela Best Implementer Schools for 3 years, 2017-2019.
School B	It is also one of the mega schools in Valenzuela City. It was awarded as one of the Best Implementer Schools, 2 nd place for the year 2017 and 2018 and 3 rd place winner in 2019.
School C	It is one of the large schools in the division. It was awarded 3 rd place for 3 consecutive years, 2017, 2018 and 2019.

School D	This school is one of the medium schools in Valenzuela City. It was awarded first place for 3 consecutive years, 2017, 2018 and 2019 as Best Brigada Eskwela Best Implementer School.
School E	This school, a small school in the Division, is also a consistent 1 st place winner for 3 consecutive years, 2017, 2018 and 2019.
School F	It is one of the small schools in the division. It won 1 st place as Best implementer School in 2017 and 2 nd place in 2019.

All schools that were included in this research were Brigada Eskwela Best Implementer Schools for at least three years, 2017-2019. However, one school only won twice, 2017 and 2018, based on the data from the division office, but was also awarded best implementer school prior to the years mentioned above. It was included to complete the number of schools that the researcher needed for this research.

School A, one of the mega schools in Valenzuela City, improved a lot of facilities from the resources generated in the implementation of Brigada Eskwela such as repainting of classroom walls, chairs and tables, repair of electric fans, replacement/repair of faucets, water lines and drinking fountains, repair of electrical wirings and breakers, rehabilitation and improvement of the school garden, installation of screen doors and windows, installation of grills and fire exit. They also have replaced some roofs and gutters and tiled two special science rooms, installed two rain catchers and was able to put up a new waiting shed. They generated a total donation of Php 4,395,049. Cash donations amounted to Php 396, 130.00 and estimated cost of volunteer services was Php 1,149, 475 and the rest were donations in kinds. This school was awarded 1st place in the Best Brigada Eskwela Best Implementer schools for three consecutive years; 2017, 2018 and 2019.

School B, another mega school in Valenzuela City, on the other hand, also improved their Gulayan sa Paaralan, repainted their comfort rooms and replaced some bowls, repaired and repainted classrooms, chairs, tables, doors and windows, replaced broken window glasses and tubular lamps, repaired and replaced gutters and ceilings, repair and replaced leaking pipes and installed new wash areas, repaired and construct school signage provided white boards and chalk boards to some classrooms and was able to put up two make shift classrooms for Kindergarten. They have generated a total donation of Php1,187,624.49. Total cash donations only amounted to 58,600, the rest of it were in kind donations. They were awarded 2nd place in 2017 and 2018, and 3rd place in 2019.

School C is categorized as a large school in Valenzuela City. Data from their 2019 Brigada Eskwela report showed that they have improved a number of their facilities from the fund or resources they generated from the activity that year, such as repainting of classroom walls, tables and chairs, repairing and replacing of electrical connections, switches and lights.rehabilitation of their school ground and Gulayan sa Paaralan, tiling of two classrooms, repairing and replacing broken pipes and rehabilitation of comfort rooms. The generated resources amounted to Php 418, 627. From it, cash donations was Php 65,190, in-kind donations amounted to PhP 72,787, and the estimated cost for volunteer services rendered was Php 280,650. They won 3rd place in Brigada Eskwela Best Implementer Schools for the year 2017, 2018 and 2019.

School D, a medium school in Valenzuela City, also improved and added some facilities in their school during the Brigada Eskwela program. Their Brigada Eskwela document showed that aside from repainting of their classroom walls, tables and chairs,

they also have replaced the damaged faucets and lavatories in comfort rooms, replaced the damaged fluorescent lights in the classrooms, improved their feeding center, rehabilitated their Gulayan sa Paaralan, declogged and constructed new canals, repaired and added some cabinets for instructional materials, installed some water pipes, repainted corridors and waiting shed, rehabilitated some of their classroom floorings, repainted a whole building and constructed its rain gutters and tiled its floorings. They generated a total donation of Php13,453,507. Their total cash donations amounted to Php12,600 pesos only, while Php1,424,507 came from the estimated cost of volunteer services and the remaining came from donations in kind. They were awarded as consistent 1st place winner as Best Brigada Eskwela Implementer School for the years 2017, 2018 and 2019.

School E, a small school, also did a lot of improvements in their facilities during the implementation of the said program. Some of these are replacement of roofs and ceilings, replacement of broken windows, declogging/repairing and repainting of comfort rooms, construction of exit gate, rehabilitation of comfort rooms in kindergarten, mural painting of walls, refilling of classroom medical safety kits, construction and procurement of school signages and vinyl tiling of some classrooms. They also constructed a new Hydroponics Urban Garden inside the school premise. They generated a total amount of Php2,378,562, as reflected in their Brigada Eskwela documents. Cash donations only amounted to Php285,971.00, the cost of volunteer services, Php1,117,050 and the remaining amount was from the in-kind donations. They won consistently as 1st place for three consecutive years, 2017, 2018 and 2019 in the annual search for Best Brigada Eskwela Implementer Schools.

School F, another small school in Valenzuela City, did the following during the Brigada Eskwela Maintenance Week; repainting of classroom walls, tables and chairs, replacement of Dilapidated roofs on reading intervention rooms, replacement of ceilings, renovation and tiling of comfort rooms, repairing and replacement of some leaking pipes, installation of new faucets in the washing area, procurement of rostrum and signages for some specific areas in and outside the school, repainting of school gate and landscaping of the school grounds. They generated cash donations amounting to Php55,876, cost of volunteer services Php459,900, and the donations in kinds amounted Php307,455. The total generated resources was Php823,231. They were awarded 1st place in 2017 and 2nd place in 2018.

Indeed, improvement of major facilities in schools are given much attention during the conduct of Brigada Eskwela. Donations either in cash or in kind are being used to fund the different repairs and improvements of school facilities. This, in a way, affected their quest to be recognized as Best Brigada Eskwela implementer in the division.

2. What are the challenges encountered by the school principals and coordinators in the implementation of the Brigada Eskwela Program?

The following are the challenges that the schools encountered during the implementation of Brigada Eskwela.

Table 3

Summary of Themes and its Descriptions on the Challenges Encountered

Themes	Description
Time Constraints	Limited time in the pre, during and post implementation of the program.
Scarcity of Resources	Limited resources generated resulting to budget constraints and funds unavailability.
Inadequate Stakeholder Involvement	Lack of involvement os some target stakeholders

Time Constraints

Time management plays very important role in the success of every project or activity. It refers to the process of organizing and planning how much time you spend on specific activities. Good time management enables a person to work smarter, get more done in less time, even when time is tight and pressures are high. Failing to manage your time affects effectiveness and causes stress.

Managing time is one of the major obstacles in the conduct of a certain program. In the implementation of Brigada Eskwela, time is very essential from pre-implementation to post-implementation. Every activity needs adequate time for its successful conduct. Time management is one of the challenges that school administrators encountered during the implementation of the program.

Principal B, when asked what are the challenges that they encountered during the implementation of BE, her answer was:

“I think time is our major challenge. Sometimes, kulang talaga ang time since BE runs only for a week. Kaya minsan may mga di natatapos na project.” (P2F2TC)

Coordinator B also emphasized that there are other things to do aside being the coordinator of the program. She mentioned that,

“May mga malalalim at mabibigat na problems na ating na encounter. Una ay ang time. Alam namin natin na may klase pa pero nagagawan naman ng paraan with the help of ASP officers and our steering committee and GPTA officers. Kasi ang dami mong plano na dapat iexecute so kailangan mo ng sapat na time. So ahead of time kailangan maayos mo na yung planning para walang magiging conflict. Next po is rejection, kasi pag pupunta ka dun sa stakeholders at di mo mailatag ng tama may rejection kang ma feel kasi di naman lahat informed nito eh. So isama mo sa iyong letter, I attach mo ang iyong work plan pra maunawaan nila.” (C2MITC)

Coordinator E also mentioned that,

“The challenges we have encountered in the implementation of our Brigada Eskwela Program were the series of overlapping seminars/webinars conducted by the region and division. As a result, teachers were not able to attend to our BE programs.” (C5F3TC)

On the other hand, due to work overload and the limited time given to the program, health problems have occurred to program implementers such as fatigue. This was attested by Principal C and Coordinator C. According to them,

“Fatigue. when one is tired, it lessens the enthusiasm in participating the program and being in one big family it may effect on dealing with each other.” (P3F3TC)

“Pagod. Yung pagod kasi pag pagod ka na di mo lam kung nasa right track ka pa kasi minsan nilalamon ka na ng pagod. Yun yung isa sa mga challenges eh kasi if I don't have much strength I don't have energy to lead the program kahit sa solicitation. In my part din kasi high blood ako. Kasi minsan pag pagod ka mainit ulo mo. I am so blessed kasi lahat ay supportive. Sabagay yan yung culture namin sa school mam, kung kasama ka sa committee, 101 percent kahit di na matutulog mam we work together. Kung may trabahong naka assign sayo syempre with the proper guidance of our principal natatapos po namin. Kaya nasa pamimili din yan ng iyong katrabaho.” (C3F2TC)

The ability to manage time effectively is important. It leads to improved efficiency and productivity, less stress, and more success in the implementation of the program. There are things that the implementers of the program have done in facing the challenges brought by time management. According to Principal C,

“To manage those challenges planning is really important, so planning will allow us to arrange the things that we must accomplish in day to day and it will prepare the teachers emotionally and physically. In lack of materials, it gives us a view on what we are going to ask to our stakeholder.” (P3F3TC)
In support to this, Coordinator B stated that,

“Sa time naman mahirap kasi pag nagbigay si stakeholder ng ganitong appointment tapos di ka makakapunta kasi may klase ka, so struggle yun kasi tayo ang nakikiusap. So paano ko natutugunan yan, dahil meron tayong steering committee at other officers, napapadala natin sila at pinasamahan natin ng parent kung sino ang GPTA on duty, kasi nakaduty sila Monday to Friday, 2 officers everyday kaya kung sino ang nataon sila ang sasama.” (C2M1TC)

(With regards to time, it's difficult because when the stakeholder gives such an appointment, then you can't go because you have class, so that's a kind of struggle because we are the ones asking for favor. So how do I address that, because we have a steering committee and other officers, we can send them and we have them accompanied by a parent who is a GPTA officer, whoever is on duty, because they are on duty Monday to Friday, 2 officers everyday.)

In the conduct of the Brigada Eskwela program, time management is very essential. Improving time management at work allows everyone to enhance performance and achieve desired goals with less effort and more effective strategies. However, failing to manage time or poor time management skills at work can result in missed deadlines and appointments and lack of focus.

Ghiasvand, Naderi, Tafreshi, Ahmadi, and Hosseini (2017) highlighted that time is considered the greatest valuable commodity in our lives, and the advancement of other sources are reliant on the presence and availability of time. The key to attaining success in

life is to focus on effective time management. Time management means to ideally use the time available and which incorporates aspects of planning, goal setting, prioritizing goals and activities, communications and delegation. People can deal with several tasks, identify their accountabilities and adapt with limitations by managing themselves in a single time through such behavior.

In addition, Wu and Passerini (2013) have investigated individual perceptions of time and time management approaches that professionals used to accomplish their productivity in the implementation of their daily tasks, projects and routines. Projects have particular time frames from the beginning to the end, which often need to be broken down into smaller temporal features (e.g. milestones), and necessitate learning and knowledge capture throughout different project phases. It targets to discern how knowledge management processes tie to personal time management, and how this reflection could contribute to project management practices in organizations. The understanding of individual time management techniques, particularly when they are connected to the capture, storage, transfer and application of knowledge, can have operational efficiencies in projects.

Overcoming time constraints requires strategic planning. Strategic planning employs various strategies to effectively manage the time in implementing the program. It also delivers a definite timeline to efficiently plan the activities of the program. It also requires collaboration between committee members to discuss the time frame of each activity so as to not have a repetition of it. In managing the program, it is inevitable to look

into how time affects its successful implementation. School heads take the active role in ensuring that time is utilized effectively in managing the program.

Scarcity of Resources

One of the most important factor that contributes to the success of the implementation of Brigada Eskwela are the resources- cash or in kinds It includes all the donations, materials that the school received from various stakeholders to be used for Brigada Eskwela before the opening of classes for the benefit of the learners. While some schools stated they don't have any problem when it comes to resources because of the generous supplies from sponsors or stakeholders, others experienced scarcity of resources and they considered it as one of the challenges that affect the implementation of Brigada Eskwela in their respective schools.

Principal F lamented that,

“Well, sometimes po not all materials or resources are enough to accomplish the needed projects to be accomplished. So our plans for that specific project ay maapektuhan po talaga. Di siya matatapos sa target date namin kasi need pa na makahanap ng mapagkukunan.” (P6F5SR)

(Well, sometimes not all materials or resources are enough to accomplish the needed projects to be accomplished. So our plans for that specific project will really be affected. We cannot finish it on our target date because we still need to find resources.)

This statement was also supported by some BE Coordinators. Coordinator A said that,

“Minsan po ang hirap din na manligaw sa stakeholders kasi hindi lahat ng stakeholders ay oohan ka, tapos hindi lahat ng tatawagan mo ay pagbibigyan ka. Kaya minsan may project na di sapat ang nalilikom namin na materials. So tiyaga lng po talaga.. Kasi minsan di ba yung meron kang

mga prospects na pag tingnan mo ang laki ng pakinabang nila sa school pero pag humingi ka ng tulong parang ayaw naman magbigay.” (C1F1SR)
 (Sometimes its difficult to ask favors from the stakeholders because not all stakeholders will accept you, then not everyone you approached would grant your request. So sometimes there is a project where we don't have enough materials to finish it. So we have to be patient. Sometimes you have prospects which you think could be of great help to your school but when you asked help from them, they won't help you.)

Coordinator F also narrated the challenge they encountered and in order to ease such problem and to suffice the materials needed for the implementation of BE, they resorted in soliciting from another stakeholders.

“So usually ang challenges na naiencounter po ay nasa GPTA din mismo kasi di naman natin sila maforce na magbigay. Kaya minsan po kinukulang yung budget namin para maisagawa ang isang project, kulang ng materials. Kaya ang ginagawa po namin ay mag sosolicit na lng kami uli, maghahanap ng ibang stakeholders para matugunan ang mga kailangan”.(C6F4SR)

(So usually the challenges that we encountered are also in the GPTA itself because we can't force them to what is requested. So sometimes we lack budget to carry out a project, lack of materials. So what we will do is we will solicit again, look for other stakeholders so we could meet our needs.- Coordinator F)

In addition to this, one of the challenges that Stakeholder C has experienced is the difficulty in persuading other stakeholders specifically other parents to support the implementation of the program. She uncovered that,

“Sa akin po, iyong malaking hamon, ay ang makaipon ng mga pondo , makipag-usap sa ibat-ibang uri ng mga samahan upang makahingi ng sapat na tulong na kailangan po sa aming paaralan.” (Stakeholder C)

(For me, one big challenge is to raise funds, coordinate and to talk to different types of organizations to get enough help that our school needs.- Stakeholder C)

Usman (2016) revealed that in school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output.

In addition, Lower and Czekanski (2019) highlighted in their study that due to a scarcity of financial resources, the management of human and financial resources are major difficulties inhibiting club effectiveness. many prescribed management practices were not adhered to. Implications for effective management practices specific to the collegiate context are presented, with a call for greater education of student officers to support clubs' organizational effectiveness.

Resources were very important in the conduct of Brigada Eskwela Program. Donations in kinds or in cash greatly contribute to the success of its implementation and limited resources is indeed a great challenge for implementers of the program and needs to be addressed right away for the success of its implementation.

In overcoming the challenge of scarcity of resources, networking plays a vital role in acquiring resources necessary for the implementation of the program. Through networking, potential partners can donate either in cash or in kind depending upon the needs of the school. These potential partners are the result of networking activities conducted through advocacy and marketing strategies. Seeking the help and support of these partners boost the resources of the school while implementing the Brigada Eskwela.

Inadequate Stakeholder Involvement

Inadequate stakeholder involvement is one of the most common reasons programs and projects fail. In Brigada Eskwela program, it is one of the most common challenges where program managers experienced in its implementation. Therefore, it is very important that relevant stakeholders should be involved in the planning, monitoring and evaluation process. The crucial point is to identify the relevant stakeholders that have an interest in the project: they may make decisions, participate in project activities, or are themselves affected by program activities.

Seeking the support of stakeholders in the implementation of the program is not an easy task. Though their help is very significant, it takes time for program implementers to really convince the stakeholders. According to Principal A,

“The challenge are in the hands of people that are not willing to help and support the Brigada Eskwela. Though, wala pa naman kami masyado na encounter na ganun, but then if meron man, very few lang.” (PIFISI)

(The challenge are in the hands of people that are not willing to help and support the Brigada Eskwela. Though, we haven't had many encounters like that, but then if there are, only very few.)

On the other hand, Principal B also said that lack of manpower or volunteers can affect their plans on their projects. The unavailability of some parents or stakeholders to render their services during the Brigada week hindered the completion of their planned projects.

“Another problem mam is ang ating manpower or volunteers. Since alam naman natin na sa BE mostly nagrerely tayo sa mga services ng volunteers natin to do the job. Sometimes kinukulang yung volunteers natin for a particular project, may mga di natatapos and meron din tayo tina-tap na stakeholders na di rin sumasagot.” (P2F2SI)

(Another problem mam is our manpower or volunteers. Since we know that in BE we mostly rely on the services of our volunteers to do the job. Sometimes we lack volunteers for a particular project, there are those that we cannot finish and we also have stakeholders who do not respond.)

Coordinator B also added that one challenge that they encountered in implementing BE was rejection from the stakeholder’s end.

“Another problem po is rejection. Kasi pag pupunta ka dun sa stakeholders at di mo mailatag ng tama may rejection kang ma feel kasi di naman lahat informed nito eh. So isama mo sa iyong letter, i attach mo ang iyong work plan para maunawaan nila.” (C2M1SI)

(Another problem is rejection, because when you go to the stakeholders and you don't lay out your plans correctly, you will feel rejected because not everyone is informed about it. So include your plans in your letter, attach your work plan so they can understand.)

On the other hand, stakeholders from FGD also narrated the problems they encountered during the maintenance week was the lack of cooperation from the parents to give their services or support them in their advocacy. They said that,

“Yung mga problema po na nararanasan namin, unang una po, meron din kasing mga parents na hindi nakikiisa at meron ding halimbawa katulad po ng meron kaming bubunuin na program sa school o kaya magraise po kami

ng fund, meron din po talagang mga magulang na mag question, yung dating na parang hindi nila gusto yung ganun.” (S2F2SI)

(The problems that we are experiencing, first of all, there are also parents who do not cooperate, for example, we have a program in school or we have to raise funds, there are also parents who ask questions, who do not do not like to support)

“Sa mga parents, minsan hindi mo naman po mahihikayat lahat na sumuporta kasi hindi naman natin alam unang una ang budget nila, minsan nga nagsasabi, kaya nga kami nasa public school eh, minsan makakaencounter ka po ng ganung mga dahilan nila so syempre hahabaan ko po ang pasensya.” (S4F4SI)

(Sometimes you cannot encourage everyone to support because we don't know , first their budget, sometimes they say, that's why they are in public school, sometimes you can encounter such reasons from them so I will just lengthen my patience.)

Challenges greatly affect implementation of every program and in order to successfully implement the Brigada Eskwela Program especially when it comes to scarcity of resources, implementers must find ways how to find ways to alleviate the problem. Principal B said that,

“Well, we want our BE implementation to be successful, so we do our best para yung mga problems ay matugunan.. If a project lacks manpower, then we call other volunteers, we tap our teachers kasi sila yung mga nakakausap talaga ng parents and then dun naman sa mga stakeholders that are not willing to participate or donate, okay lng, we just look for another stakeholder.” (P2F2SI)

(Well, we want our BE implementation to be successful, so we do our best for the problems to be addressed. If a project lacks manpower, then we call other volunteers, we tap our teachers because they are the ones who have access to the parents and then for those stakeholders that are not willing to participate or donate, it is just okay, we just look for another stakeholder.)

The study of Jahangirian, Borsci, Shah and Taylor (2015) revealed that while factors like communication gap, stakeholders' high workload, and too much complexity

involved signify the most significant primary pivotal factors, some others such as reluctance to change proved interestingly insignificant.

On the other hand, Gregory, Atkins, Midgley and Hodgson (2020) argued that taking stakeholders seriously denotes more than merely giving attention to how stakeholders are branded and engaged. It also means giving proper consideration to how power relations and identities influence on the building of understandings of the context, focal concerns and stakeholder interactions.

Furthermore, Thizy, et al (2019) highlighted that incorporating stakeholders for the duration of the project helps guarantee that their feedback is reliable and incorporated into future endeavors and that they are part in the determination of the development pathway and its resultant intervention. Ventures should therefore clarify in the early stage in the development process, the purpose and extent of stakeholder involvement, including stakeholders' roles, how much flexibility there is for stakeholders' involvement, and the eagerness of teams to modify processes and activities based on stakeholder input. They should see to it that there is a clear instrument to communicate how the project team considered stakeholder inputs and the rationale for acting upon them or not.

Moreover, the findings in the study of Parker and Jorritsma (2021) pointed out that high levels of stakeholder involvement are not easy to secure across large-scale integrative projects in both time and space. A significant lesson from the findings is that impact can be registered even when involvement is lower than expected and that ad-hoc rather than systematic engagement can be a more realistic and productive determination in a collaborative project.

Indeed, stakeholders, program managers and potential partners should be involved in the evaluation from the earliest stages, whenever possible. This ensures that the evaluation design and plan include their priorities. This also ensures that they feel some sense of ownership of the outputs of the evaluation and are more likely to put them to use. As a result, stakeholders are actively engaged in the implementation of the program.

Overcoming the challenge on inadequate stakeholders involvement requires active engagement from individuals and companies. Explaining the importance of the program to them contributes to increased number of participants to the program. As they learn and understand the objectives of the Brigada Eskwela program, stakeholders will actively engage and collaborate to help in the needs of the program. They can also participate in action planning noting significant awareness about the program.

3. What practices were identified by the participants during the implementation of the program?

Part I. PROMOTIONAL SUPPORT

The implementation of Brigada Eskwela in schools can start with promotional support. It involves activities that promote public awareness and encourage participation in the program. Based on the data gathered, below are the practices of the Best Brigada Eskwela Best Implementer Schools in promotional support:

Table 4

Summary of Themes and its Descriptions on the Practices of Participants in the Promotional Support of the Program

Themes	Description
Campaigning for Information	Promoting the program through various means from different media
Prioritizing Stakeholders	Determining potential partners in the conduct of the program

Campaigning for Information

Information campaigning is a practice where relevant information regarding the Brigada Eskwela are disseminated to make the community become aware on the program. This also includes various activities that encourage involvement among potential stakeholders. To do this, schools organized a communication team who is responsible in planning and implementing the campaign. This team establishes activities to promote the program extensively to reach more potential participants not just in the community but also in other areas.

The principals agreed that information campaigning is needed in promoting Brigada Eskwela to stakeholders. They also used the online platforms such as social networking sites (SNS) in attracting participants. They also posted a promotional video in their websites to bring awareness to the community. In addition, they sent letters to potential stakeholders requesting their involvement in the program. In fact, principal respondents revealed that,

“We promote our BE programs in many platforms such as creating infographics and posting or uploading it via our Facebook Page, School

Webpages and Youtube Channel. We even make flyers, brochures and tarpaulin posters.” (P5F3CI)

“Well, first we conduct a massive campaign on the upcoming Brigada Eswela via social media, so ginagamit namin ang school FB Page, Teachers FB Account, and Barangay’s FB Page. Then we also have posting of Tarpaulins in front of the gate and other conspicuous places and we created infomercial on Brigada Eskwela.” (P4M1CI)

(Well, first we conduct a massive campaign on the upcoming Brigada Eskwela Program via social media, so we use our school FB page, Teacher’s FB Accountt, and Barangay FB page. Then we also have posting of Tarpaulins in front of the gate and other conspicuous places and we created infomercial on Brigada Eskwela.)

“In our school, we promote the BE program through multimedia, so we used our Social media account, our school’s FB page and also we posted tarpaulins outside the school and nearby areas, for the people to be aware about BE program. We also join the Run for Brigada which is participated by our pupils and parents.” (P2F2CI)

In support to this, the coordinators of the Brigada Eskwela program, who were also the focal persons, agreed with their principals with regards to the significance of campaigning for information. The promotion of the program lies heavily on campaigning being done either in the community or through the digital platforms. The BE coordinators shared that,

“We utilize and develop advocacy marketing materials from Adopt-a-school program to create mode campaign. We also conduct extensive awareness campaign thru social media, ahmm... we post brigada eskwela banner within the school vicinity and also make Brigada Eskwela Promotional Video.” (C4M2CI)

“Mayroon po tayong tarpaulin na sinasabit outside the school para maipromote sa lahat ng parents na naghahatid at nagsusundo ng bata, so lahat ng mga dumadaan nababasa nila, Naglalagay din tayo sa barangay

ng tarpaulin at ito ay sponsored ng ating brgy captain para maipromote ang ating BE.” (C2M1CI)

(We have tarpaulin that we hung outside the school to promote to all the parents who brought and fetched the children, so all the passers-by can read it. We also placed tarpaulin in the barangay and this is sponsored by our brgy captain to promote our BE.)

“We promote mam, the BE program to our stakeholders in three ways. So first we have the campaign, so room to room campaign po using the manpower of our school, yung mga batang SPG po, nag room to room campaign po kami encouraging the pupils that will be relayed also to their parents and then we do have posting of tarpaulins outside the school and sometimes in barangay.” (C3F2CI).

(We promote ma’am the BE program to our stakeholders in three ways. So first, we have the room to room campaign using the manpower of our school, those kids, second, the SPG students also have room to room campaign encouraging the pupils who in turn will relay the information also to their parents and then third, we do have posting of tarpaulin outside the school and sometimes in barangay.)

In addition, Principal F stressed that aside from posting banners, they also developed and distributed campaign materials or even letters wherein the needs of the schools were indicated. In that way, stakeholders will have idea on what to donate that would greatly help the school.

“Brigada Eskwela is promoted using campaign materials developed by ASP National Secretariat, posting campaign banners and distributing campaign materials where the needs of the school are written.” (P6F4CI)

“.....so in handling a solicitation letter we do attach a project proposal, by that, the donor have an idea on where their donations go.” (P3F3CI)

Schools also joined the yearly Fun Run for Brigada, aside from marketing materials mentioned above. This was initiated by city government and of DepEd Valenzuela as one mode of campaign to attract stakeholders to join and participate in the Brigada Eskwela

Program. This was participated by the school personnel, the students and some stakeholders, mostly parents. Aside from attracting stakeholders, it is also an avenue for them to generate funds since a percentage from the sales of Fun Run shirts will be allocated to the schools as additional budget for the implementation of BE.

“In our school, we promote the BE program through multimedia, so we used our Social media account, our school’s FB page and also we posted tarpaulins outside the school and nearby areas, for the people to be aware about BE program. We also join the Run for Brigada which is participated by our pupils and parents.” (P2F2CI)

School BE coordinators also stated the importance and contribution of Fun Run for Brigada in the conduct of BE program. Teachers, stakeholders or parents are aware that their support and participation in the said activity is one way of helping the school succeed in the implementation of the said program.

“...kasi lagi kaming nagsusupport dun sa Run for Brigada Eskwela. April pa lang or mag i-end pa lng ang school year ay nagtatanong na ang mga parents, “Mam wala pa bang jersey?”, kasi alam nila na kapag nag join sila sa Brigada Eskwela or sa Fun Run., it is a way po para makatulong sila.” (C1F1CI)

(... because we always support Run for Brigada Eskwela, its still April, the school year is still about to end, the parents already ask “Mam, is there no jersey yet, because they knew that if they will join the Brigada Eskwela or the Fun Run, it is a way that they could help.)

“We have campaign, sa promotion namin, meron tayong steering committee na naka assign doon at yung ating marketing kasama ang advocacy committee pinopromote through campaign so isa diyan ang jersey para sa Run for Brigada. Nakakapromote tayo sa ating stakeholders inside and outside the school.” (C2M1CI)).

(We have campaign in our promotion, we have steering committee that were assigned and our marketing with our advocacy committee, promoted it

through campaign so one is the jersey for Run for Brigada. We can promote to our stakeholders inside and outside the school.)

During the FGD, a stakeholder also narrated that in order for them to extend their support and help, not just in the promotion or campaigning for the upcoming School National Maintenance Week but also to generate more funds that can be used in implementation of the program, they also helped the school by joining the said activity and even help in selling Fun Run for Brigada shirts.

“Ginagawa po ng mga GPTA officers po yun, tapos, sumasali kami sa fun run at nagbebenta po kami ng mga jersey para po sa brigada.” (SIFICI)
(It was done by the GPTA officers, then we join the Fun Run and we sell jerseys for the brigada.)

These claims were also supported by their BE accomplishment report. They posted pictures showing the different marketing materials they deployed and also pictures during the Run for Brigada activity.

There are certain factors that affect the promotion of Brigada Eskwela program. One of which is the time frame. Since the coordinator is also a teacher, the time for the promotional activity is affected because there of the work schedule. Another factor is creating the campaign paraphernalia such as videos, flyers and digital announcements. This needs more time and manpower conducting information campaigning. Despite of these factors, schools have managed to promote the program successfully and encouraged more participants.

The study of Pandey, Goyal and Sundararaman (2008) assessed the influence of a community-based information campaign on the school performance from a cluster

randomized control trial. The campaign included eight to nine public meetings in each of 340 treatment villages across three Indian states to convey data to the community about its state mandated roles and responsibilities in school management. The findings from the first follow-up 2-4 months after the campaign revealed that giving information through an organized campaign to communities had a positive effect in all three states. In two states there was a significant and positive impact on reading (14-27 percent) in one of the three grades tested; in the third state there was a significant impact on writing in one grade (15 percent) and on arithmetic in the other grade tested (27 percent). The intervention is associated with improvement in educator's effort in two states. Some improvements took place in the delivery of some benefits entitled to students such as stipend, uniform, and mid-day meal, and in process variables such as communal participation in each of the three states.

In addition, the findings of the study of Solovei and van den Putte (2020) revealed that interpersonal communication plays a vital role in the media exposure impacts of public campaigns. one may contend that the relationship between interpersonal communication and media exposure could be the other way around as well, that interpersonal communication leads to better recall of campaign exposure. That is, if an individual has more pre-existing interest in a topic, specified by pre-campaign interpersonal communication about it, it is more probable that this individual notices and pays attention to media messages about this topic, and thus is more likely to report exposure to a campaign about this subject.

Moreover, the topic for information campaigning should be relevant to expected audience. It should capture what the people should know about the topic. Campaign publicity can bring a campaign subject to the attention of individuals, after which interpersonal communication could be a way to further escalate salience about a subject (Hwang and Southwell, 2009).

Exposure to campaign materials is needed to entice the attention of people in participating in any activity. The study of Schneider, DeBar, Calingo, Hall, Hindes, Sleigh, Thompson, Volpe, Zeveloff, Pham, and Steckler, (2013) pointed out that campaign tracing records uncovered variability over schools in the number of communication materials being spread. Student interviews affirmed that there was variability in the percentage of learners who reported receiving data from the communication campaign components. There was a substantial association between the proportion of students visible to the campaign and the proportion of students who made alterations in health behavior corresponding with study goals. The outputs recommend that, in the perspective of a multifaceted school-based health promotion intercession, schools that attain a greater rate of exposure to communication campaign materials between the students may kindle greater health behavior change.

Prioritizing Stakeholders

The stakeholders play an important role in managing schools. They are the partners of school leaders in making the schools conducive to teaching and learning, thus, in crafting the School Improvement Plan, stakeholders are also members of the working committee

and their active participation in school activities and projects greatly contribute to the school's success.

While the school head's role is the key to BE program, the assistance and active participation of the stakeholders ensure its success. So, right from the start, before the implementation of Brigada Eskwela, stakeholders like parents and barangay officials were already tapped to be with them in their meetings and help them in the promotion of Brigada Eskwela in the community. They highlighted that in encouraging the stakeholders to participate in the program, they visited and invited them in their meetings. During the meeting, they presented their plans for the successful conduct of the program. They are involved in campaigning wherein they tap the help of the General Parent Teacher Association (GPTA) in ensuring that potential stakeholders in the community are being recognized.

“In our school, we promote to our stakeholders the Brigada Eskwela program by visiting them and giving them information about our school. Then we also involve them during our Brigada meetings, ini-encourage natin sila to participate and we also present the output of their help”. (P1F1PS)

“We invite them in our school planning meetings months before the maintenance week and we also conducted stakeholders' convergence. We explain to them the importance of our partners in Brigada Eskwela program.” (P4M1PS)

“We tapped partners and volunteers to participate in Brigada Eskwela. We send them letters of invitation requesting to attend the advocacy campaign meetings that we organized.” (P6F5PS)

These statements were also supported by BE coordinators when they said that prior to BE implementation, they conducted stakeholders' convergence wherein potential

partners, volunteers and community leaders were invited for them to know their plans and get support from them. Series of meetings with the stakeholders prior to the actual implementation especially with the parents were also conducted.

“In our school po we conduct stakeholder’s convergence. We discuss to them what the programs are. Minimeet din po natin ang ating potential partners, volunteers, community leaders, officials and members to get support from them.” (C4M2PS)

(In our school we conduct stakeholder’s convergence. We discuss to them what the programs are. We also meet our potential partners, volunteers, community leaders and officials and members to get support from them.)

“Then nagkakaroon tayo ng series of meetings sa school with some of our GPTA officers, then sa barangay naupo tayo sa session ng council at binigyan tayo ng slot to discuss kung ano yung ating paghahanda sa BE. Isa yun sa mga paraan ng promotion natin.” (C2MIPS)

(Then we have series of meetings in school with some of our PTA officers, then in the barangay, we sit in the council’s session and we are given slot to discuss what are our preparations in BE. That is one way of our promotion.)

In addition, during the FGD of the stakeholders, a respondent stated that they were invited and were there during meetings about BE prior to its implementation.

“Minsan kasama po kami sa meeting patungkol po sa Brigada kung saan po pinag-uusapan namin ang, kung ano ano ang puede gawin sa Brigada, pinag uusapan po namin kung ano po ang mga projects at kung paano po kami makatulong dito.” (S2F2PS)

(Sometimes we are involved in meeting about Brigada where we talked about -the things to do in Brigada, we talked about the projects and how we could help in implementing it.)

So, since stakeholders play a great role in the implementation of BE, before its implementation, during the planning phase, they were already prioritized by the schools and given importance by letting them participate in their meetings, to let them know that

they are acknowledged and their presence and active participation in the school play a very important role in the success of their projects.

The findings in the study of Gichohi (2015) reported that that most schools grasped stakeholder involvement, thus school management committees were vigorously participating in the decision making process in respect to the school management; there is need to sensitize parents to take up roles in their children's class meetings; that more funding is required for the enhancement of participatory activities that improve the learning environment and that participatory management in most schools contributed positively to academic achievement to a large extent. In addition, results of academic performance may depend on stakeholder's involvement in schools and the ability of the leaders to influence the stakeholders. Great performance may also depend on their ability to employ existing human and material resources.

On the other hand, the purpose of the study of Boesso and Kumar (2009) is to observe how administrators prioritize stakeholder relationships and to what extent organizations engage in disclosures with the stakeholder groups they consider to be important. Data were simultaneously gathered from two different national business contexts, Italy and the USA. The sample for this study comprised of 244 managers. Outcomes of the study revealed that the power and legitimacy that managers associate with a stakeholder group cumulatively are the most significant factor of how managers go about prioritizing competing claims. The outcomes also deliver some evidence to the effect that the greater the priority given to a stakeholder group, the greater the efforts aimed at engaging the stakeholder groups.

Hall, Millo and Barman (2015) explained the occurrence and progress of Social Return on Investment (SROI): an accounting procedure envisioned to allow administrators both to include stakeholders' voices and to converse the social value made by the firm for those stakeholders. They discovered that the capacity of SROI to account for particular stakeholders, thus labeling them as salient for the firm, is formed by managers' epistemic opinions and by the firm's material situation. Their discoveries contributed to stakeholder theory by displaying that the prioritization of stakeholders is not exclusively a managerial choice, but is also dependent on the creation of an appropriate accounting and reporting scheme, as formed by managers' epistemic beliefs and by the firm's material conditions.

Furthermore, O'Haire, McPheeters, Nakamoto, et al. (2011) stated that a vital step to guarantee that representative stakeholders are involved is to jot down the appropriate stakeholder groups before starting recruitment. This step makes it probable to monitor and sustain representativeness of stakeholders throughout recruitment and analysis.

Part II. RESOURCE ACTIVATION

Resource activation is all means that an organization should obtain to implement its plan. It refers to all activities involved in securing resources for an organization. It goes beyond just fund raising. It also entails obtaining various resources from partners by different means. In BE, it comprises the joint effort of the school head and all the persons involved to generate resources. It could be in a form of materials, manpower or even volunteer services for the conduct of BE.

Table 5

Summary of Themes and its Descriptions on the Practices of Participants in the Resource Activation of the Program

Themes	Description
Promoting Transparency and Accountability	Ensuring that all resources are properly accounted
Conducting Needs Assessment	Identifying priority needs for school improvement during the implementation of the program

Promoting Transparency and Accountability

Transparency means conducting activities or performing actions in an open and clean manner. On the other hand, accountability refers to being accountable for an obligation or willingness to accept responsibility for an action. Transparency ensures that information is presented that can be used to measure the authorities' performance and to guard against any possible misuse of powers. In that sense, transparency serves to achieve accountability, which means that authorities can be held responsible for their actions.

In BE, transparency and accountability is essential especially when it comes to the resources generated. It is very important since it is one factor for a school to gain the stakeholder's trust and ensures their loyalty to the institution.

“Well, I see to it that our relationship is honest and the transaction is transparent. Volunteers, our stakeholders, like to help if they see the outcome positively.” (P1F1TA)

“The school make sure that the donations whether in-kind or in cash donations are all accounted for.” (P6F5TA)

“In order to sustain the donations and participation of our stakeholders, we keep them posted on the status of their donations. Yes, we are very

transparent when it comes to that, kung saan napupunta ang kanilang na idonate.” (P4MITA)

(In order to sustain the donations and participation of our stakeholders, we keep them posted on the status of their donations. Yes, we are very transparent when it comes to that as to where their donations go.)

These statements were also supported by the BE coordinators when they shared transparency is very important and the funds or donations were posted in transparency boards for the stakeholders to know the status of donations and where their donations go. BE Coordinators A and F stated that,

“So in terms of donations, since we have steering committee and we have different committees in-charge of program, sa finance and resources management ang pinakmahalaga po talaga ang transparency. So every donation makikita nila sa bulletin board kung ano po yung dinonate at kung saan napunta yung amount na dinonate.” (CIFITA)

(So in terms of donations, since we have steering committee and we have different committees in charge of program finance and resources management, the most important is transparency. so every donation they can see in the bulletin board, what is being donated and where did the amount donated go.)

“So bilang tayo ang taga manage ng mga donations dapat liquidated kaagad yun lalo na monetary donations, very open ako sa kanila. Talagang bawat may nagdonate dito lahat ultimo centavo yan irereport ko yan, so parang ang trust nila andun.” (C6F4TA).

(So, we being managers of the donations, it must be liquidated immediately especially monetary donations, I’m very open to them, all donations even it is centavo, I reported it, so their trust is there.)

A stakeholder, during the the FGD also narrated that one way that made their school unique was the Transparency Board where the names of the donor and what they donated were indicated. This is one way of the school’s effort to appreciate their stakeholders.

“Bale ang mga ginagawa ng aming paaralan upang maging isa sa mga pinakamahuhusay na tagapagpatupad ng BE, maliban sa pagkakaroon po ng malaking donasyon na natatanggap during brigade, isang way din po namin para maging kakaiba ang pagkakaroon ng transparency board kung saan nakikita po ng nagdodonate ang kanilang nadodonate kada araw ng whole maintenance week o nang buong brigada month.” (S5F5TA)

(What our school does in order to be one of the best implementers in BE, aside from having big donations received during brigada, one of our ways that made us different is having transparency board where we can see the donations and the donors, everyday for the whole maintenance week or the whole brigade month.)

Principal B, on the other hand, showed transparency by involving the GPTA Officers in the process. They, themselves, were given task to record the donations in their logbook. She revealed that,

“All the donations were recorded in our logbook, would it be in cash or in kinds, but mostly in kinds. We tap and involve our GPTA Officers for this, sila yung nag rerecord and we have transparency, all transactions are being accounted for.” (P2F2TA)

(All the donations were recorded in our logbook, in cash or in kind, but mostly in kind. We tap and involve our GPTA Officers for this, they are the ones who record and we have transparency, all transactions are being accounted for.)

This was supported by a BE coordinator when she said,

“May donation din tayo na cash, 1k, 2k, pero the rest talaga ay puro na in kinds. Liquidated naman ito, may logbook po tayo at ito ay alam din ng ating school head, GPTA ang nagrerecord, nagrereceive, pero sa vault ng office po nakalagay.” (C2M2TA)

(We also have cash donations, 1k, 2k, but the rest were in kind. These were liquidated, we have a logbook and our school head knew this, our GPTA received and recorded, but placed in our office vault.)

Stakeholder B from FGD also reiterated that they themselves recorded the donations they received in their logbook of donations.

“Nagduduty rin po kami sa school sa Adopt a School office ng school at yung mga natatanggap po namin na mga donations ay nirerecord namin sa logbook. May naka-assign po kami na PTA officer na taga record.”
(S2F2TA)

(We also have our duty in school, in Adopt a School office and those donations that we received, we recorded in the logbook. We have an assigned PTA officer that will record.)

The statements of the respondents were also supported by the documents in their BE reports. All the donations with the corresponding amount were indicated as well as the receipts from the materials they purchased from the funds generated. The said reports are open to everyone if they want to see it and are kept in their SBM files.

Transparency is very important in every organization. DepEd initiated the installation of Transparency Boards in schools. It can be traced to the Anti-Red Tape Act of 2007 which the department has required to implement through a series of orders dating back to 2009. This Act required government offices, including schools, to set up respective service criterions branded as Citizen’s Charter in the form of information billboards posted at the main entrance of their offices (Parafina, 2018).

Because of these legal bases, the use of transparency boards has become a widely used practice in reporting the current condition of the schools especially when it comes to finances. Department of Education released the DepEd Order No. 8, s. 2019 also known as Revised Implementing Guidelines on the School Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation of Schools, Including

Other Funds Managed by the Schools, demands that all sources of funding of schools should be declared and posted in the Transparency Board, its intended use and actual utilization of school funds that must be publicly accessible and must be updated every three (3) months.

Furthermore, findings in the study of Mabillard and Zumofen (2020) demonstrated that the relationship between transparency and accountability can be bidirectional and highlight the importance of both the nature and the quality of information. It also redefines the various ways around which transparency and accountability interrelate by extending the previous contributions on the matter. It especially points out that transparency and accountability can be more easily implemented together with proactive dissemination of information. At the same time, mechanisms of control should also exist to ensure more accountable governmental organizations.

Reich (2018) believed that transparency is imperative on its own because it permits learning, contributes to accountability, and contours organizational performance. Accountability offers a means in attaining public interest goals and also contributes to better organizational performance. Together, they contribute to equality and public consciousness.

On the other hand, the study of Carlo Bertot, Jaeger and Grimes (2012) observed the means in which governments made social media and information and communication technologies (ICTs) into e-government transparency initiatives, to encourage collaboration with affiliates of the public and the means in which members of the public are able to use the same social media to track government activities. They pointed out key initiatives,

possible impacts, and upcoming challenges for collaborative e-government as a means of transparency.

Conducting Needs Assessment

Needs assessment refers to the systematic process of determining and addressing needs, or gaps between existing conditions and desired conditions or wants. The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need.

In BE, needs assessment is very important since it could help the school heads and their working committee successfully identify, understand, and better address the needed project of the school before classes start. It is essential in improving the effectiveness in BE implementation, firms-up the kind of services and materials to be sourced for the conduct of BE.

School heads agreed that needs assessment is very essential in crafting their work plans and could lead to better BE outcomes.

Principals B and C stated that,

“Then as early as January, we have the needs assessment, and we craft our work plan for our BE with the steering committee and we see to it that all our plans indicated will be accomplished, we work hard to gain stakeholders to support.” (P2F2NA)

“We align our SIP and the work plan of the Brigada Eskwela Coordinator. We do give emphasis on the needs of the children. Identifying the needs give us an avenue on what are the things that we need to accomplished, so in handling a solicitation letter we do attach a project proposal by that, the donor has an idea on where their donations go.” (P3F3NA)

BE coordinators also said that needs assessment is very important in crafting the BE work plan for it gives direction on what projects or activities to do.

“Strategy natin, pagtuntong ng January nagkakaroon na tayo ng inspection kasama ang ating property, iniikot natin ang facilities ng school to check the needs. Kasi di ma maka create ng Brigada Plan kung di mo nachicheck kung ano ang pangangailangan ng paaralan . So chinicheck yung electricity kung ano ang mga damaged na. Nagkakaroon po kami ng needs assessment. Then based dun sa assessment gumagawa kami ng work plan ng school with the steering committee.” (C2M1NA)

(Our strategy, if its already January, we will have an inspection together with our property, by going around the facilities in school to check the needs. Because we cannot create Brigada Plan if we cannot check the needs of the school. So we check the electricity, what are already damaged. We have our needs assessment. Thgen based on the assessment, we craft the school work plan with the steering committee.)

“.....each member of each committee communicate to each other to identify the needs of the school and where the funds should go or how it will be spent.” (C4M2NA)

BE Coordinator C also revealed that aside from the help needs assessment gave in crafting their BE work plan, it also served as avenue for the stakeholders to know what are the projects to be done for they attached it their solicitation letters.

“Before the implementation mam we do already have cascading our plans, yung tinatawag po nating work plan kung saan nandoon yung needs ng schools, yung project po na dapat gawin. So pag nagbibigay kami ng solicitation to our stakeholders, we do attach our proposed project or our proposal.” (C3F2NA)

(... before the implementation mam, we do already have cascading our plans, that we call work plan where we see the needs of the school, the project to be done. So, if we give solicitation to our stakeholders, we do attach our proposed project or our proposal.)

These data were also supported by the documents that can be found in their School BE Report wherein all the facilities in schools that needs to be repaired or replaced and the additional projects which would further benefit to be done were reflected.

Based on the respondents' oral testimonies, needs assessment is one factor that could be of great help in the successful implementation of BE in their respective schools.

Hanover Research (2014) posited that needs assessment is a pre-requisite in the creation of the SIP, AIP and project proposals in these plans should be responsive to the students' needs. In this aspect, it precedes any school improvement planning process.

Moreover, Cuiccio (2018) also revealed that needs assessment is a process that can aid educators at all levels efficaciously identify, understand, and better address education challenges and is a significant first step in improving the effectiveness of education ventures that lead to better outcomes for students and the institution as a whole.

In addition, In the study of Messner (2009), numerous strategies were found for conducting a needs assessment and analysis: task analysis, job analysis, performance improvement, competency-based needs assessment, strategic needs assessment, and knowledge and skill assessment. While performance analysis is used in literature to define one probable needs assessment and analysis method, it more appropriately describes needs assessment and analysis itself. In essence, performance analysis is another name for needs assessment. Conducting a needs assessment requires selecting the proper method to fit the circumstance to be evaluated; there is no one method that fits all situations. While some of the methods found through this study comprise proposals about when the method is best used, not all circumstance fit neatly into one description or another. Practitioners will out

to utilize their best judgment to decide on the appropriate method for the performance problem to be analyzed.

Nugraha, Suwandi, Nurkamto and Saddhono (2018) believed that needs assessment is one of the key analytical tool used by organizations to identify definite needs, gaps, and unseen portions of the system and other activities. Needs assessment can also deliver evidence on other support services needed for the program. An organization can establish learning objectives through a comprehensive needs assessment process.

Moreover, Mccawley (2004) discussed that programs and merchandises that precisely target documented needs are innately potent and marketable. A needs assessment also offers a technique to know what has already been done and what breaches in learning remain. This gives the mentor make informed judgements about necessary investments, thereby outspreading the reach and effect of educational programming.

Part III. PROGRAM ADMINISTRATION

It is one of the most crucial part in BE program which took place in the National Schools Maintenance Week. This is the time when all marketing, advocacy and resource mobilization efforts during will bear fruit. This is also the time when the different activities specified in the school's work plans are executed by the school with the support of volunteer stakeholders and partners.

Program administration entails how the Brigada Eskwela program should work and run. It answers the basic questions such as who, what, where and how the program is set. Programs that were implemented effectively have a better opportunity for achieving

intended outcomes and positive results. Below are the practices in the Brigada Eskwela program administration:

Table 6

Summary of Themes and its Descriptions on the Practices of Participants in the Administration of the Program

Themes	Description
Action Planning	Setting of objectives and goals for the right track of the program
Monitoring and Supervision	Gathering of feedbacks in determining the effectiveness of the program
Aligning Projects to DepEd BE Themes or Programs	Aligning the activities and projects to the DepEd programs for the year.

Action Planning

Action planning is conducted to identify what the school should do to improve further the implementation of the Brigada Eskwela program. It sets out how the school addresses the issues that may occur during the run of the program. The school head is the key person in leading the planning activity and guide the various committees on the intended outcomes to be achieved. During the action planning, several areas are being decided and approved. These include assignment of responsibilities, setting of attainable timeframes and setting clear objectives of the program to be implemented. Furthermore, action planning is critical in guiding the successful execution of programs being implemented.

Action planning during the implementation of Brigada Eskwela communicates the strategies being planned in the execution of the program. It facilitates the direction to be

followed mapping out how the program be effectively managed. It also presents the step by step guide to all the committees involved in the program. This activity is crucial to the program because it provides agenda, timetable and checklist for the work to be done. It also prioritizes the leadership of the school head to act quickly and decisively in implementing the plan so that the desired results will be achieved in a manner where the objectives of the plan are well-defined.

Relative to this, the following principals support the practice of action planning during the Brigada Eskwela program implementation:

“Of course, we have to make an action plan on Brigada that needs to be accomplished. We have focus group discussion on the implementation of different programs and projects aligned to DepEd and financed by our stakeholders.” (P1F1AP)

“To ensure success we do plan ahead of time, we prepare a daily work plan, to make sure that the program of activities for that period of time will be accomplished.” (P3F2AP)

“Since we involved our stakeholders in planning, they also helped us achieved our goals. And to see to it that everything is take care of, we have daily monitoring and reporting of accomplishments.” (P4M1AP)

Not only the school heads are involved in action planning during the Brigada Eskwela implementation but also the key stakeholders. It is important to note that these stakeholders can contribute enough to planning for the actions to be taken in the implementation of the program. They can help the school head by collaboratively discussing their plans wherein their expertise and experience are worth tapping. In addition, there should be involvement of all key personnel in the production of the plan, including

teaching and non-teaching staff, coordinators and parent and community leaders since the plan is the responsibility of the appropriate authority which is usually the governing body.

In support to this, the following Brigada Eskwela coordinators have presented their views on action planning:

“Meron kaming tinatawag mam na planning ahead. So, before the day of BE, we do have clear plan on what we are going to achieve on our everyday implementation on it. So, like for example day 1, we need to accomplish cleaning of surroundings. So, it is more on planning and implementing. So, by that, we do have to work hand in hand kasi I am alone and ang school ay malaki and we have a lot of volunteers. I could not manage it alone. So together with the working committee we do implement as what we have planned, what we have in our work plan.” (C3F2AP)

(We have what we call planning ahead ma’am. So before the day of BE, we do have clear plans on what we are going to achieve on our everyday implementation. So, like for example in day 1 we need to accomplish cleaning of surroundings. So, it is more on planning and implementation. So, by that we do have to work hand in hand because I am alone and the school is big, and we have a lot of volunteers because I could not manage it alone. So together with the working committee we do implement as what we have planned, what we have in our work plan.)

“Wala pang pa seminar diyan mam, January pa lang pinaplano na namin. Katulong ko yung master teacher namin sa brigada, siya yung kinocoordinate ko kung tama ba ang gagawin ko. So dapat maaga pa lang.” (C6F5AP)

(There is no seminar yet on it mam, but as early as January, we already planned for it. Together with help of the master teacher in brigada, I coordinated with her if what I’ll do is correct. So it should be early.)

“Una, early planning as early as January, tapos, proper delegation of works dun sa mga tao na-a-assign sa bawat task then we do also have calendar of activities for the whole week, tapos may ina-assign din na mga teachers na pumupunta sa mga stakeholders, so nagbabahaybahay po talaga kami.” (C1F1AP)

(First, early planning as early as January then proper delegation of works for those assigned in every task then we do also have calendar of activities for the whole week, then we assigned teachers to go to the stakeholders, so it's like we really do house to house.)

Findings in the study of Chukwumah (2015) revealed that the mean responses on the availability of strategic plan document in the schools was 85.4% showing that greater proportion of schools developed their strategic plan document to a high extent. The study also showed that the components of strategic plan were included to a high extent. On the other hand, some essential and requisite components like Targets, Expected Outputs and Performance Indicators were found only in 41 (18.9%), 13 (6%) and 86 (39.6%) respectively, of the 217 strategic plans examined thereby indicating a low extent. The level of commitment by principals and staff needs to be propped up in order that their goals will be achieved. Principals were advised to be purposeful and more committed in developing their school's strategic plans.

Schlebusch and Mokhatle (2016) believed that strategic planning basically includes a group of instruments, operations and concepts structured to help managers, leaders and planners think and act strategically. The planning process comprises a definition of the goals, a valuation of the resources available for meeting the goals, and the definition of definite plans or initiatives that are intended to achieve the goals. The process usually includes a classification exercise that identifies the highest priority initiatives. Strategic planning ensures that the school is associated with the changing internal and external environment. This planning is formulated by top management and focuses on the entire organization.

In the study of Marier-Bienvenue, Pellerin and Cassivi (2017), proper venture planning and control systems consist of planning, measuring, and monitoring tasks that facilitate the progress of project and the assessment among the planned project goals and the real project performance.

Furthermore, the study of George, Walker and Monster (2019) highlighted that a random-effects meta-analysis showed that strategic planning has a positive, moderate, and significant effect on organizational performance. Meta-regression analysis proposes that the good impact of strategic planning on organizational performance is strongest when performance is measured as effective and when strategic planning is measured as formal strategic planning.

Monitoring and Supervision

Monitoring and supervision are very important in implementation of any program or projects. Supervision means direction, guidance and control of working force with a view to see that they are working according to plan and are keeping time schedule. Monitoring, on the other hand, is a process to continually track, review, adjust and report on the project's performance. Both supervision and monitoring are the same, the act of overseeing the execution of a task or activity.

In the proper implementation of Brigada Eskwela program, supervision and monitoring play a vital part. It is the part wherein the activities are monitored and plans being specified in the work plans are being carried out.

Principals narrated the importance of supervision and monitoring in the execution of their planned activities during the maintenance week. They see to it that everything is being taken care of by the assigned committee or individuals.

“We have SMEA or School Monitoring, Evaluation and Action that monitors and evaluates the program. So regularly, the assigned persons monitors the work, kung na accomplish ba ang task na nakaschedule for that specific time and they recorded it in the accomplishment report.” (P1F1MS)

(We have SMEA or School Monitoring, Evaluation and Action that monitor and evaluate the program. So regularly, the assigned persons monitor the work, if the scheduled task was accomplished for that specific time and they recorded it in the accomplishment report.)

“We created a Monitoring and Evaluation Team to check if the plan we created is properly implemented or they check on the status of the plan regularly. So minomonitor ito daily.” (P4M1MS)

(We created a Monitoring and Evaluation Team to check if the plan we created is properly implemented or they check on the status of the plan regularly. So its monitored daily. -Principal D)

A school head also emphasized the importance of equipping the involved persons on what to do and of constant and open communication to the work teams as her way monitoring the BE projects.

“Well, we equip the persons involved in Brigada Eskwela on what are the things to do, we trust them in their capabilities with full supervision of course, and we have constant communication with them and work with them hand in hand.” (P3F3MS)

For big schools, to lessen the task of the monitoring committee and to see to it that everything is being taken care of, principals resorted to having grade level monitoring.

“We have a monitoring committee for this, we make sure that all plans for that particular day is accomplished. We have grade level monitoring since we are a big school, and at the end of the day it will be passed to the monitoring committee for updates on the work plan, if it is accomplished or not.” (P2F2MS).

The BE coordinators also adhered to the importance of supervision and monitoring in the proper implementation of the program. BE coordinators also shared their practices.

“We make sure that every day programs are accomplished as planned mam. May daily monitoring po tayo para dito.” (C4M2MS)

(We make sure that every day programs are accomplished as planned mam. We have daily monitoring for this.)

“Meron po kaming implementation committee sila yung naassign kung yung plano naming activities ay naisasagawa ng maayos. Meron po kaming kunyari itong si mam ganito siya yung assigned na mag check ng programs ng PTA kung ok ba. May program implementation committee, may chairman at may members by grade level, so tuwing hapon nag aaccount kami, ano ba yung natapos natin sa araw na ito. (C1F1MS)

(We have implementation committee; they are the ones assigned if our planned activities are done well. We have, example, this person, he's assigned to check the programs of PTA, if its ok. There's program implementation committee, there's chairman and members by grade level, so every afternoon, we do the accounting, what are accomplished for this day.)

If for instance the scope of work for the day were not accomplished for some reasons, as stated by BE coordinators, they tried to find ways that it would still be accomplished on the succeeding days within the week.

“We ensure the program of work are accomplished as planned by having a meeting where we have the evaluation of the programs and activities done in the whole day. Just in case there are some activities were not achieved, the committee make sure it will be carried over on the next day.” (C5F3MS)

“Because meron tayong one week, maintenance week para maimplement ang brigada, based sa work plan, may day 1 tayo na nakaa ano sa ating BE form, kung ano ang dapat i accomplish for that day, nagkakaroon tayo ng checklist kung ano ang dapat i accomplish daily and at hinahanap natin kung ang nakalagay sa ating work plan ay nagawa at ilalagay sa remarks. So yun ang guide ko as coor kung talagang naimplement ito at kinukuhanan ito ng documentation, before, during and after. Tapos kung hindi natapos at

di kakayanin sa isang week ginagawan pa rin ito ng paraan ng school.
(C2M1MS)

(Because we have one week, maintenance week, in order to implement brigada based on work plan, we have day 1 in our BE form, if what are to be accomplished for that day, we have checklist on what are the things to be accomplished and we check if what is in our work plan was accomplished and it will be in the remarks. So that's my guide as coor, if it's implemented and documentation, before, during and after is taken. Then, if it's not done and one week is not enough, still the school find ways for it.)

The above mentioned practices of the school heads and coordinators were also supported by their documents, as they captured their everyday outputs as evidences of their supervision and monitoring strategies and were also included in their Brigada Eskwela report.

Findings in the study of Niyivuga, Otara and Tuyishime (2019) confirmed that the M&E practices about staff self-assessment, students–staff assessment, peer assessment, assessment by supervisor are applied with diverse degree. Academic staff have to distinguish how indispensable it is for them to evaluate their performance on individual basis with a more proficient approach. This could be accomplished through distinctive practices comprising peer assessment, where the staff may offer assistance to fellow colleagues to know what is anticipated of them. In turn, this aids to construct confidence leading to pleasing performance and a diminishment of pressure that's related with M&E. In the whole process of M&E, feedback procedure should be viable in a way that academic staff would benefit, leading to their advancement. The criticism should be objective centering work substance and be convenient.

In addition, the study of U-Sayee and Adomako (2021) which pointed to investigate the supervisory practices by senior high school principals in Greater Monrovia, Liberia and the challenges encountered during supervision showed that senior high school principals employed supervisory practices such as review of teachers' lesson notes, promptness, organized in-service training and review of classroom managerial abilities of teachers.

Moreover, Abrahams (2019) pointed out that M&E contributes to great administration by advancing responsibility among other things, and good governance – an insightful and responsive procedure intended to serve the best interests of stakeholders inside a rational timeframe – generates an enabling setting for M&E. Monitoring and Evaluation (M&E) methods and outcomes can illuminate, they can tell and they can make sense of a difficult contextual atmosphere but they also have the potential to obscure, to complicate or to over-simplify multifaceted circumstances and practices.

According to SEWA (2005), the key purpose to monitor and evaluate is to advance decision-making. Monitoring and evaluation present means to involve people in vigorous learning and reflection about their work and can be confidence-building and affirming for all concerned.

Aligning Projects to DepEd BE Themes or Programs

Every year, the Brigada Eskwela program always has its themes. These themes help the organization in realizing the full potential of its vision and achieves its strategic and operational performance objectives. It also gives direction to the implementation of the program so that it is progressing in the right track. Moreover, it gives both the internal and

external stakeholders definite focus on the execution of the program. Alignment of themes means exemplifying program efficiency, effectiveness, opportunity, and optimization.

BE Implementers in School A see to it that some of their programs and projects were also aligned to the yearly slogan or theme of BE aside from the usual cleaning of the surroundings and repairing and repainting of classrooms and comfort rooms.

Principal A said that,

“Of course we have to make a plan on Brigada on the things or projects that needed to be accomplished. We have focus group discussion on the implementation of different programs and projects and we also see to it that it is aligned to DepEd BE programs and financed by our stakeholders.” (P1F1AT)

BE Coordinator A also emphasized the importance of the contents of DepEd memo on BE and of aligning the projects to DepEd BE programs.

“Every year meron po nakalagay na tina tie up sa Brigada, kasama po yan nasa memo, so una dapat lagi mong binabasa ang kung ano yung kasama sa memo na dapat na gagawin mo. Halimbawa may year po kasi na ang pinopromote ay tungkol sa WinWASH, so yung mga project ng DepEd na inirelate nila sa BE dapat makita yun during the implementation. So halimbawa tungkol sa literacy dapat yung mga project sa brigada related din dun, kasi minsan pag narinig na brigada sasabihin na maglilinis lang tapos magdodonate, so hindi lng yun, dapat basahin natin ang memo para malaman natin kung ano kaakibat nun at doon ka mag focus para di magsasawa ang stakeholders na sumuporta.” (C1F1AT)

(Every year there is a tie up with Brigada, it is included in the memo so first you should always read what is included in the memo, for example, there is a year wherein WinWASH is being promoted.. So the DepEd projects that they relate to BE should be seen during the implementation. So for example about literacy, the projects in the Brigada should also be related to it, because when one hears about brigada they will say it is about cleaning and donations, so we should read the memo so we know what is involved and you will focus on it so that stakeholders will not get bored in supporting.)

She further explained the benefits of following what is being promoted in BE memo like numeracy and literacy which dropped the percentage of their non-readers and non-numerates and their WinWASH project is very useful especially now in the new normal wherein frequent handwashing is being promoted.

“Halimbawa po yung kagaya po ng WinWASH. Syempre malaki po ang contribution nun kasi noon nagfocus kami sa WinWASH inayos namin ang faucets at cr tapos naglagay kami ng signages, so until now pinapakinabangan namin kahit ngayong new normal kasi alam naman natin di ba na dapat pinapractice yung handwashing. So nakikita namin na maganda na rin pala kasi ginawa natin yun dati. Then, halimbawa po nag focus kami sa numeracy and literacy ng mga bata, napapakinabangan din po namin yun kasi po yung percentage ng non numerates and non readers ng school ay bumababa dahil sa ginawa namin. (C1F1AT)

(For example, the WinWASH. Of course, it has great contribution because that time we focused on WinWASH, we fixed the faucets and cr and then we put up signages so until now we are using it even now that we are in new normal, we know that handwashing should be practiced. So we see that what we did back then is good. Then another example is we focused on numeracy and literacy of children, we also benefit from it because the percentage of non numerates and non readers of the school decreased because of what we did.)

WinWash or DepEd Wash in Schools (WinS) is a DepEd initiative meant to attain learning and health outcomes of Filipino students through a comprehensive, sustainable, and accessible school-based WASH program pursuant to the State’s ordinance to defend the right of children to dignity, assistance, and protection from conditions that would hamper their development. DepEd created the Wash in Schools Policy (DepEd Order No. 10 s. 2016), as an all-inclusive program for personal health care and environmental hygiene through a set of criteria for applicable and correct health practices in schools which goes beyond handwashing,

toothbrushing, and deworming. It also covers water, sanitation including food management and preparation, hygiene including Menstrual Hygiene Management, deworming, health education, and capacity building. In making these set of guidelines, the Department, in partnership with agencies and stakeholders, expects to address the holes in the areas of hygiene and sanitation and keep more children healthy and in school, thus, it is included as inclosure to Brigada Eskwela Implementing Guidelines as one of its activity or project.

Aligning projects and activities to the organization's themes or programs will surely yield positive outcomes. Rahschulte (2014) believed that moving to the right point of alteration, better organizational outcomes are attained. It's because programs are most often determined by the strategic goals and themes of an organization. Strategic programs are described by strategic goals, so it is reasonably easy to explain the outcomes anticipated from the creation and delivery of the program output. The qualifier to this declaration is that the level of ease depends upon how well the managers outline their strategic goals and the competency of program managers engaged .

In addition, Atkins (2019) revealed that workers observed more successful projects when they fully understood how projects are aligned with strategic plan . It also showed that when the comprehension of project and strategy association is clearer, the perception of the success of the project is greater. This learning and administration of project management aligning to game plan could help organizations have more efficacious projects.

The findings in the study of Barnes (2017) provide corporate managers with a superior understanding of project alignment, performance outcomes, and success rates of projects from the viewpoint of project management experts who contribute to the organization's competitive gain .

Indeed, themes are not only an effective way to create this kind of singular focus, but also a fun and engaging way to roll out strategic initiatives through a program implementation. It is also an effective method of keeping stakeholders engaged and focused on executing the top priority. The Brigada Eskwela program themes give a birds eye view on what to expect for the duration of its implementation.

Part IV. FISCAL CONTROL

Fiscal control refers to providing administrative support to the institution and includes financial planning, control, and reporting; procurement; human resources and payroll; safety and loss prevention; facilities management; information technology support, and financial aid activities that occur in an institution.

Fiscal control in Brigada Eskwela program employs the role of overseeing all financial and human resource aspects of its implementation. Both pertain to ensuring that available resources are properly managed and accounted for.

Below are the practices under fiscal control.

Table 7

Summary of Themes and its Descriptions on the Practices of Participants in the Fiscal Control of the Program

Themes	Description
Creating Finance Committee	Organizing a team that helps in accounting and reporting all generated resources
Practicing Sound Fiscal Management	Harmonizing administrative support related to financial matters in the conduct of the program

Creating Finance Committee

The role of the finance committee is primarily to provide financial oversight of the program. It is composed of small group that is functioning in budgeting and financial planning, financial reporting and accounting. During planning activity, the finance committee engages in budgeting process to deliberately plan for the work to be done or resources needed in school programs or projects. In addition, financial proposals and targets are being prepared for the approval of the body. Upon determining the needed resources, operational budget is being developed to fulfill the financial requirements of the program.

The formation of finance committee in Brigada Eskwela is critical in providing administrative support and management of funds for the successful conduct of the program. The committee ensures that all generated resources during the program are properly managed and accounted. This small group committee also ensures that all financial support coming from both government and private sources are being utilized following the rules and regulations set forth by the government. Donations both in kind or in cash are being

managed and reported by the committee which are based on the needs set during planning activity. Cash donations are being spent judiciously in accordance with the specified work and financial plan. Below are some of the statements of principals with regards to the formation of financial committee.

“We also have Committee assigned in the finances of the program and they are the one responsible for it. They checked the financial report and submitted them to the Division Office. We see to it that the finances will help our pupils and school in general.” (P1F1FC)

“Well, in our school we have a financial team. The team sees to it that the financial assistance we receive is properly disbursed. We have a priority plan for the projects and programs to be implemented. We prioritized the needs. And based on this we allot fund to the most important program or project.” (P2F2FC)

“As what I have said a while ago, we have a BE steering committee for this, a strong finance team. They regularly update our stakeholders where are the funds and donations, what are the projects accomplished by it.” (P5F4FC)

In support to this, the following coordinators have agreed to the principals with regard to the creation of a finance committee. The importance of this committee embodies the commitment of the school to manage and account all the resources generated coming from various stakeholders and other sources.

“So, as what I’ve mentioned mam, all donations, monetary donations that we receive, is handled by our financial officers and as what I’ve mentioned a while ago yun ung sinasabi naming work plan, so sa work plan pa lang po makikita na kung saan mapupunta so we do work as what we have planned. So yun para meron tayong accomplishment kasi if we will jump to other things na wala sa plano we will not accomplish it.” (C3F2FC)

(So, as what I’ve mentioned mam, all donations, monetary donations that we receive, is handled by our financial officers and as what I’ve mentioned a while ago, that’s what we call work plan, so in work plan alone, we can see where it goes, so we do work as what we have planned. So we could have

accomplishments because if we would jump to other things that's not in the plan, we would not accomplish it.)

“With the help of the administration and finance committee, they are the ones who were in charge in the distribution of the financial assistance provided by the government and private sectors. They also conducted follow ups to the reports of the resource mobilization committee in determining what materials need to be bought in the implementation of the Brigada Eskwela Program.” (C4M2FC)

These claims were also supported by their documents since the assigned persons who managed in the administration and overseeing of financial matters in the Brigada Eskwela funds were also included in their BE Accomplishment Report as part of the steering committee.

According to the study of Mokoena (2013), with regards to the budget, principals must see to it that the method of compiling and executing the budget is transparent and that all stakeholders are included. Intensive training must be given to the finance committee on how to execute the budget efficiently in order to keep away from unauthorized over-expenditure. All school must have inner control methods like finance committee, fundraising committee and finance officer to help regulate the budget. Development strategies of all public schools should be cognizant by the budget.

Moreover, Mestry (2004) revealed that school ministering bodies may appoint different financial functions to committees particularly set up to oversee viewpoints of the school's accounts. They may also assign these functions to individuals who have the indispensable capability, specialised knowledge or skills in school's finances. The finance committee should synchronize the activities of the different sub-committees. Good

structures when it comes to communication should be imposed. Comments from the school administering body to the finance committee and different sub-committees and backwards is precarious for the effective administration of the school's finances. Some of the most essential tasks of the finance committee are to improve and execute a finance policy, to create a budget and regulate it, keep an eye and approve all expenditure and make sure that all procurements (purchasing of goods and services) is made through accurate quotation and tendering processes.

In the study of Foley (2009), he stated that the role of the finance committee is to supply budgetary oversight for an organization. Usual tasks for small and mid-sized groups consist of budgeting and financial planning, financial reporting, and the formation and checking of internal controls and accountability rules. Successful finance committees entail staff to submit highly relevant reports clearly communicating the organization's fiscal and cash position, its adhesion to the budget, its provision of resources toward the achievement of its mission, and its support to any donor-imposed limitations on donations.

In addition, Mestry (2004), explained that the tasks of the finance committee consist of, but not constrained to the following: help the treasurer in carrying out his or her obligations; instruct on ways on gathering pledges; advise the overseeing body on exceptions from school expenses; support the financial officer in the drawing up of the yearly money related articulation; recommend who should be designated as an auditor; sustain overall control of the school funds; draft the budget each year, track its execution and control funds; and accept all expenditure.

Practicing Sound Fiscal Management

Fiscal management is one of the most fundamental practices in school programs or projects. It essentially means planning, organizing, directing and controlling the financial activities in schools so that the financial resources are used in an efficient and effective manner. It also ensures that the administration and management team are able to manage the budget in a better manner and make informed decisions related to the school budget. In addition, the integrity of the institution is at stake depending upon how finances are managed. Managing finances are based on resources allocations and expenditures that were effectively planned to meet the objectives of the program.

Fiscal management in the Brigada Eskwela program includes a wide array of activities from accounting of generated resources to spending the funds for the improvement areas listed in the plan. Budgeting is also one of the primary concerns of managing finances because it ensures that all resources are distributed properly to cover the funds intended to the program. On the other hand, principals have the primary roles in financial management which involves careful planning of the generated resources, efficient coordination in allocating the resources, leading the utilization of the available funds and monitoring effectively to where the funds were used. Accountability and transparency are significant factors in the management of finances because it affects the integrity of the person as well as the organization.

Relative to this, the following principals revealed their ways in financial management in the Brigada Eskwela program.

“I think, we are all the same in preparation and reporting of finances, the difference is how you manage it like what is the priority project of the Brigada and the transparency of the finances.” (P1F1FM)

“All the donations which mostly comes from private sector, in cash or in kinds are properly liquidated. Then we see to it that all of these were used on the projects that is in our work plan. We stick to what is stated in our work plan.” (P2F2FM)

“I think because our school is under 4 barangays, this is why we raised a lot of financial support from the 4 barangays. So sagana tayo when it comes to funds kaya lahat ng projects at naaccomplish natin.” (P2F2FM)

(I think because our school is under 4 barangays, this is why we raised a lot of financial support from the 4 barangays. So we are rich when it comes to funds that’s why all projects were accomplished.)

In support to this, the following coordinators agreed to their principals when it comes to how their schools managed the financial aspect in their Brigada Eskwela program:

“We make sure po that all financial assistance from both government and private sources gathered are spend in accordance with the applicable rules and regulations.” (C4M2FM)

“Masasabi ko po na in our school when it comes to financial management in Brigada we have auditing and transparency talaga.” (C2M1FM)

(I can say that in our school, when it comes to financial management in Brigada, we really have auditing and transparency. -Coor B)

“Before po magstart yung sa planning stage with the committee, meron po kaming ina eye na sabihin na nating cash donation kasi dahil sa Run for BE. Tapos bago mag end, siya yung naipapaliwanag namin sa mga teachers namin na ifever na makakuha tayo ng cash donations, ito yung mapupuntahan so nakita namin it is very effective, kasi for 4 years, kung ilang taon na po ang Run for BE palagi kaming biggest delegation and lahat po ng white boards na meron kami is galing po yun sa Run for Brigada, yung mga HDMI na ginagamit sa classrooms namin galing po yun sa incentives ng teachers dahil din sa run for brgida. Sa palagay ko di naman mahirap humigi ng cash donations as long as, yun nga, yung transparency nakikita

ng teachers kung saan napupunta, yung parang open book po siya and as coordinator dapat po talaga meron tayong katuwang na namamahala sa financial matters sa brigada kasi hindi mo naman talaga kakayaning mag isa. So pag coordinator ka ikaw yung katuwang ng principal sa pagpapalano pero the implementation itself kailangan po talaga ng maraming katuwang.”(CIFIFM)

(Before we start the planning stage with the committee we are already eyeing cash donations for instance, because of Run for BE, then before it ends, we explained to the teachers that if ever we could get cash donations, it would go to this, so we see it as very effective, because in the 4 years Run for BE, we are the biggest delegation and all our white boards came from Run for Brigada, the HDMI's that were used in classrooms came from teacher's incentives in Run for Brigada. So in my opinion, it's not hard to ask for cash donations as long as the transparency board can be seen by teachers, where it go like an open book and as a coordinator it's really a must that we have co worker that managed the financial matters in brigada because we can't do it alone, so if you're the coordinator, you work with the principal in planning but in the implementation itself, we need more workers.-Coor A)

In Brigada Eskwela implementation, fiscal management is a very important aspect. The success in it's implementation lies on how the financial matters or the donations are being managed that includes planning as to where the donations should go, what are the things/projects to be accomplished, organize on how it should be done, efficient coordination in allocating the resources, and utilizing the funds with transparency.

Mpolokeng (2015) said that the role of financial management encompasses monitoring and controlling the financial status of the school and it can be distributed into three chief functions, namely, examining the financial status of the school, governing the asset structure of the school and handling the financial structure of the school. A school

head as a front-runner of the school should utilize all the management functions and principles in order to appropriately manage the subsidy received by his or her school.

In addition, Mpolokeng, in his 2011 study also pointed out that financial management is necessary for the development of an efficient and effective usage of finances in schools. If school heads and school governing board are experts on their roles and responsibilities when it comes to financial management, they will be able to successfully deal with financial aspects of schools. Financial management is a fundamental part of efficient and effective financial administration in schools.

Moreover, Ahmed, et al (2010) stated that practices on financial management comprises planning for the future of a business enterprise to guarantee a affirmative cash flow. Financial management includes planning, organizing, directing and controlling the financial undertakings such as the procurement and the usage of funds of an enterprise. Therefore, from an institutional perspective, the operation of financial management is related to financial planning and financial control. Financial planning strive for quantifying different financial resources on hand and design the size and timing of expenditures.

The findings in the study of Phylisters, Mulwa and Kyalo (2018) showed that the principals' training impacts financial administration to a very large level and there is a very solid association between financial management training and effectiveness of financial management in secondary schools; the knowledge of a principal is very essential in effective financial administration and to a large extent, the principals' education influences effectiveness of financial management and management on school physical facilities.

Part V. ACHIEVEMENT REPORTING

Reporting achievement involves the process of providing documents that are needed to prove something. It can be in a form of paper, online, or on digital media. It aims to prepare necessary reports and forms for reporting activities through taking pictures and video footages as well as keeping and maintaining records and pertinent papers & documents

In a Brigada Eskwela program, reporting plays an integral part. This will provide information in monitoring the school's progress in accomplishing the BE work plan. This includes taking of photos or video footages of activities, especially the improvements done on the schools (before, during, and after photos), daily report on donations received, and daily attendance of volunteers. These data will also be the basis for the drafting and finalization of school's accomplishment reports to be submitted to the district and division offices at the end of the Brigada Eskwela.

Below are the practices of the school principals and coordinators in documenting the Brigada Eskwela activities.

Table 8

Summary of Themes and its Descriptions on the Practices of Participants in the Achievement Reporting of the Program

Themes	Description
Providing Support from the Person-In-Charge	Tapping talented and skilled individual in documenting and reporting the whole program
Complying with Organized Accomplishment Report	Accomplishing various forms and reports regarding the activities in the conduct of the program

Providing Support from the Person-In-Charge

Reporting explains how one activity was pivotal in understanding a program, connecting to previous experience, or provoking a new process. It highlights the issues or problems as well as solutions that emerge during the conduct of the activity. To achieve the success in reporting the accomplishments of a certain program, a key person is needed. The main task of the person-in-charge of the documentation is to highlight the development of a certain program from pre-implementation to post-implementation stage. Through this, areas of improvement in the program are reported and documented. This helps every stakeholder to witness their undertakings in the successful conduct of the program.

In the Brigada Eskwela program, the school principal designates a key person who takes charge in reporting. All the activities from pre-implementation to post-implementation of the program are being reported by the person-in-charge to present the significant highlights to which these can serve as basis for recognizing the best implementer. In addition, this is also an opportunity to have transparency and accountability in reporting the resources generated as well as the various activities done in the duration of the Brigada Eskwela program. The person-in-charge takes the active role in bridging the gap between the pre-implementation and post-implementation through different strategies in documentation.

The school principal has the primary role in assigning the person who leads the reporting of the Brigada Eskwela program. It is with their knowledge to choose those who can do the job and skillful in reporting. The following principals believe that,

“Well, we have a committee that do the documentation and accomplishment report. Ako, bilang school head, I also check and monitor the documents and accomplishment report. (P1F1SP)

“I have a very good and hardworking BE Coordinator who have many connections as well as expertise when it comes to documentation of BE practices. He’s the one who manage the BE documentation in our school.” (P4M1SP)

“We have our committee for it and we assigned and choose the right persons to do the job. Everything, every accomplishment is being documented, the daily activities from day 1 to 5.” (P2F2SP)

As support to their school heads’ statements, the following Brigada Eskwela coordinators agreed to their principals on designating a person-in-charge in reporting and how they managed it and the work of the people behind it such as capturing all the activities done in a particular day and preparing for the submission of reports at the end of the BE program.

“We manage the accomplishment reports by assigning the reporting committee. The said committee have a documenter in each day to capture the highlights that happened in the particular day. They also need to submit the accomplishment reports before the end of the Brigada Eskwela Program.” (C5F3SP)

“Every day, we take photos or video footages of activities, especially po the improvements done. Meron po tayong pictures before during and after. Aside from that we also have our daily attendance and records of our volunteers and daily report on donations received.” (C4M2SP)

BE coordinator from school A, lamented that the work of the reporting committee is the most difficult since it also involves monitoring the attendance of volunteers, as well as recording the duration and services they have rendered.

“Dahil meron tayong reporting committee, sa totoo lang, yun ang pinakamahirap, kasi yung magpa attendance ka lang araw araw dahil daga sa yung mga tao na tumutulong sayo, yung maglalagay ka lang kung mag

cacarpreny sila mag gardening ba sila, tutulong ba sila sa pagpipinta nirereport din po yun number hours.” (C1F1SP)

(The task of the documentation committee, is honestly the most difficult, because if you get the daily attendance, because of the number of volunteers who wanted to help, like if they wanted to do the carpentry or do the gardening or painting, the number of hours is also reported.)

The scope of work of the reporting committee especially for big schools is large enough that it can't be handled solely by the assigned committee for it. They needed support from other staffs in the school especially the teachers to help them. In order for the school's documentation in BE implementation to run smoothly and comprehensive enough and to lighten the loads of the assigned committee, school heads tapped the help of other teachers resulting to having classroom and grade level reporting. Such reports will then be submitted to the main reporting committee for consolidation and evaluation.

“We have working committee that are assigned for the documentation, however as teachers, as they also have things to do, so to lighten the work, every teacher will have their own documentation inside their classroom to be submitted to the grade level coordinator then the grade level coordinator consolidates it before handling to the assign documenters and then also do consolidation before submitting to the Brigada Eskwela Coordinator before handling to me.” (P3F3SP)

“...the classroom teacher took pictures on the development of their classrooms, have attendance on volunteers and also the assigned individuals for documentation took pictures on the accomplished projects. So all gathered pictures and documents will be consolidated by the reporting committee.” (P2F2SP)

“In our School we have a reporting team, other than that, in every grade level we also have also reporting team. From there they are going to submit the documents to the school reporting team.” (P4M1SP)

The BE coordinators also shared their experiences as support to their school heads' statements.

"We do tap the advisers and grade level coordinators. So the advisers will do the report and then they will pass it to the grade level coors and then the grade level coors posted it to our group and me and the reporting team will evaluate it. I-compare namin sa report din nang reporting team namin so kung may magkakapareho hindi na namin sinasali, kino consolidate namin." (C3F2SP)

(We do tap the advisers and grade level coordinators. So the advisers will do the report and then they will pass it to the grade level coordinators and then the grade level coordinators posted it to our group and me and the documentation team will evaluate it, we will compare the report with our documentation team's report and if we consolidate it.)

"Meron tayong reporting as a whole at meron din tayong reporting per grade level since we are in a mega school ay di kakayanin ng isang taong naka assign, ito ay pinagtutulungan ng bawat grade level." (C2M1SP)

(We have reporting as a whole and we also have reporting per grade level Since we are a mega school, it can't be done by only one person assigned, it's a collaboration by grade level.)

The reporting activities done during the implementation of BE, as what the principals mentioned and also supported by their BE coordinators can also be seen in their BE Accomplishment Report since it contains a lot of photos documenting the activities or projects specified in their work plan that were accomplished. Before, during and after photos were taken.

Complying with Organized Accomplishment Report

After every school programs or projects, one has to submit documents called accomplishment report. This report provides an overview of what was achieved during the

given period. It provides the details on how goals were met, and tells if a certain program or project is successful.

In Brigada Eskwela, after concluding the maintenance week which speaks of collaborative efforts, meaningful relationships, and notable accomplishments, and how the community puts value in education, the school's success in its implementation will not be left unnoticed. Schools were expected to submit to the Division Office an accomplishment report wherein the data of the week long BE activities were reflected which served as bases in choosing the Best Brigada Eskwela Implementer Schools. Hence, it is only proper that the all the activities must be properly documented and reported.

The school heads together with the reporting committee worked hand in hand in the crafting of the school's BE accomplishment report. These are their practices as revealed by the school principals.

"Well, we are very organized in preparing our reporting and accomplishment reports, that is from classroom level to school level documentation team." (P4M1AR)

"Reporting and accomplishment committee are working hand in hand to make all the reports comprehensive enough and in order to come up a well-crafted accomplishment report." (P5F4AR)

"As what I have said, everything is being recorded, documented. All are working collaboratively, so it's not hard for us to come up with a good accomplishment report." (P2F2AR)

The school BE coordinators also supported these claims when they said,

"Sa ating school, ang pinaka advantage ay meron tayong grade level committee bukod sa pinaka main na committee. Kaya maayos ang pagkakagawa natin ng report. Naging magaan ang trabaho kasi tulong tulong." (C2M1AR)

(In our school, the most advantages is that we have grade level committee aside from the main committee. That's why we did the reports well. The work becomes light because of collaboration.)

“We keep and maintain records and pertinent papers and documents. We summarize and consolidate the different BE forms as basis for drafting the Brigada Eskwela accomplishment report so that at the end of the weeklong Brigada Eskwela all of the documents that are needed are already intact and ready for the submission in the Division office.” (C4M2AR)

These claims were also supported by their BE Accomplishment Reports. It contains complete details like school basic data, scope and repair and maintenance work completed, donations/resources received, volunteer services and estimated value, and significant events and experiences which took place in the maintenance week. The documentation team put together all the data reflected in the different forms completed, the photos captured during the BE week to create their accomplishment report.

Verma (2021) believed that the vital two functions of reporting substantiate it to ensure that project requirements are carried out and to establish traceability regarding what has been done, who has done it, and when it has been done. Reporting must lay the foundation for quality, traceability, and history for both the individual records and for the complete project reporting. It is also necessary that the reporting is organized, readable, and sufficient .

The study of Anyaeche, Oluwole, Nnweremizu and Orji (2012) delivers an approach for project growth assessment that is time-cost based. Project planning tools

containing task breakdown structure and networking were utilized to create period and cost programs and distribution graphs. These would lay out the benchmark for evaluating the status record as the project advances. The method was used to create the benchmark for a given set of activities and this gives basis for comparing the progress and variations of the project.

Pottie, Haydt, Farrell, Dolovich, Sellors and Hogg (2008) revealed that to stimulate creativity, security, and honest writing among members, it is best to give them training instruments such as example of reports, ask for their informed consent, and clarify information security and privacy measures. To have successful data collection and control, establish a sensible frequency for reporting, noting the time requirements to jot down the narratives. Analysts should scan reports on an ongoing basis, cultivate an early scheme for feedback to participants, and plot for supplementary data collection, (e.g. in-depth interviews) should be sensitive and important themes begin to develop.

Without a doubt, the implementation of the Brigada Eskwela program has proven the genuine “bayanihan” spirit of the Filipino people as well as the effect public and private partnership to solve the various challenges during class opening in public schools. The social responsibility of every individual and company has contributed to the successful conduct of the program. Their support makes the program achieve its goals and objectives. It cannot be denied the fact that in the school, the principal together with the stakeholders has the primary role in making the program a reality. They have the responsibility in ensuring that the pre-implementation, implementation and post-implementation of the program are effectively and efficiently carried out throughout the given time. Moreover,

the collaboration with key stakeholders in the community also ensures success. Formation of various committees in dealing with the implementation makes the program achieve its run smoothly. The practices of the principal as well as the coordinator have contributed greatly in establishing connections and initiating relations to possible donors which affects the improvement areas in the school making it beneficial to teaching and learning process.

Table 9

Summary of Themes and its Descriptions on the Identified Best Practices of Participating Schools in the Implementation of Brigada Eskwela Program

Themes	Description
Conducting Fund-Raising-Activities as Strategies	Generating additional funds through implementing a school-based project such as community run for brigade
Advocating Partnership through Appreciation and Recognition	Giving recognition to stakeholders for their support and contribution to the program
Maintaining Open and Transparent Communication	Posting all generated resources that are properly accounted in a board in the school
Initiating Community-based Projects	Organizing a project with the help of stakeholders through their social responsibility
Making stakeholders as Collaborative Partners	Working together in achieving common goals of the program

Conducting Fund-Raising-Activities as Strategies

This activity is the best practice of School B wherein it was originated in the division-based Run for Brigada. This aims to generate additional funds or resources as well as to promote the Brigada Eskwela program to various stakeholders. This is usually done during the first day of the National Maintenance Week.

The school head through the coordinator ask permission from the barangay council in the conduct of the activity. Through this, intensive planning is needed to ensure that the program runs smoothly. Detailed route of the said activity is well-planned to ensure the safety of the participants. Coordination to barangay personnel is also included in the plan for the provision of protection during the run.

This activity has generated additional funds through selling the Run for Brigada T-shirts. Portion of the profit in selling the T-shirt goes to the funds for the Brigada Eskwela program. These funds are being utilized for the activities for the weeklong school maintenance such as refreshments for volunteers as well as materials for carpentry works. The sizes of the T-shirts being sold vary for extra-small to extra-large so that different age group can participate in the activity.

In addition, the Run for Brigada is also one way to market the Brigada Eskwela program. Through this, various stakeholders in the community became aware of the program. Although they were unable to participate physically to render their services for the program, some stakeholders bought more than one T-shirt to help the school generate more funds. Moreover, stakeholders were able to know the schedule of the maintenance week because of the run around the vicinity of the community. It is one way to promote the program through a recreational run where different age groups surely enjoyed in their participation.

Principal B narrated that,

“After the Division Run for Brigada, we also have our own School Run for Brigada that served as our school kick off activity for the program. So yung iba na di nakakasali sa division, can still participate since ito ay sa

community, within the barangay ginagawa. In this way, mas marami ang stakeholders ang nakakapagparticipate and this developed awareness sa ating mga kabaranggay na nagstart na ang yearly program and mas marami ang nahihikayat na sumuporta sa atin.” (P2F2FA)

(After the Division Run for Brigada, we also have our own School Run for Brigada that served as our school kick off activity for the program. So those who were not able to participate in the division can still participate since it is done in the community within the barangay. In this way, more stakeholders could participate and this developed awareness that the yearly program has started and more were persuaded to support us.)

This was supported by the statement of School B BE Coordinator. She added that this yearly school activity is really of great help for them in raising more funds to be used in their proposed projects.

“Ang Run for Brigada ay malaking tulong sa aming eskwelahan. Dahil dito ay nakakalikom kami ng karagdagang pondo na nagagamit sa mga kailangan sa isang linggong brigada. Sa pakikipagtulungan namin sa barangay ay naisagawa ang Run for Brigada na kung saan kahit sino ay maaaring sumali.”(C2M1FA)

(Run for Brigada was a big help to our school. Because of it, we were able to raise additional funds that could be used for the needs of a week -long brigada. In collaboration with the barangay, the Run for Brigada has been held where anyone can join.)

This activity, as mentioned earlier, is the joint effort of the Division of Valenzuela City and the City Government of Valenzuela and served as kick off activity for the National Maintenance Week with the purpose of promoting the activity to the whole division to develop awareness and invite more stakeholders to support the Brigada Eswela Program that would benefit the learners for its goal is to provide more conducive learning space before the opening of classes.

The study of Webber (2004) discussed the fundraising events, in terms of the motivations for assisting an event, the expenses and income streams and the effectiveness of events. Events vary from sponsored bike rides to fashion shows to yearly gatherings but all events share one defining characteristic, the participant or attendee obtain some private advantage, be it a sense of personal accomplishment, a chance to showcase their open-handedness or simply enjoying. The fact that the participants are assisting the charity may come subordinate to the private gain they obtain from joining the event. Fundraising dealings therefore provide ways for charities to widen their donor bases beyond those whose only motivation to support the charity is their basic belief in the specific charity's cause.

Based on the results of the study of Hommerová and Severová (2019), which focused on fundraising, measures were suggested to increase the possibilities of guaranteeing effective multisource funding for a chosen nonprofit organization. One of the choices and at the same time the existing trend in marketing not only for the nonprofit sector is crowdfunding. Crowdfunding is a new idea of funding projects that is a significantly budding trend in fundraising is part of marketing strategies, or at least it is closely linked with them.

Tysiac (2016) believed that another fundraising technique that needs careful planning is the use of for-profit alliances or sponsorships. A number of businesses are eager to donate gifts-in-kind or funds to a good cause, but not-for-profits. Not-for-profits also need to select the correct partner to elude from reputational risk and structure the arrangement to avoid liability.

Advocating Partnership through Appreciation and Recognition

It cannot be denied that the role of stakeholders in the community affects the implementation of school programs and projects. A stakeholder is anyone who is involved in the welfare and success of a school. It may also be collective entities which have personal, professional, civic, financial interest or concern in the school. Their ultimate aim is to help the school achieve its goals and objectives affecting the pupils to learn better and reach their fullest potential.

Stakeholder's engagement is considered vital to the success and improvement of a school. In Brigada Eskwela program, stakeholder's participation plays a great role for the success of its implementation. So the schools give their best to reach out to all potential stakeholders in the community. Various stakeholders have converged to help the school during the national maintenance week as well as to work together for the improvement of the school's proposed projects, making the school ready and conducive for learning right before the school year starts. The active involvement and great partnership of pupils, parents, teachers, and community is very evident in the present situation of schools during the Brigada Eskwela program. So the school administrators, as appreciation for this great effort, for the donations given, time and services being rendered to the school, find ways to have them appreciated and recognized after the week-long activity. Recognizing the stakeholders' great contributions during the Brigada Eskwela program is an important activity. It is the time when the school honors individuals as well as groups as partners in realizing the goals and objectives of the program.

Principal A and Principal F believed in the importance of recognizing or appreciating the stakeholders' effort in helping them in their advocacy to successfully implement the Brigada Eskwela Program. Aside from giving of Thank You cards, every year, they conduct a program for the stakeholders after the National Maintenance Week as their way of appreciating them for the job well done.

"We also give thank you cards and invite them in our program na tinatatawag naming "The Stakeholders Night" wherein they are given recognition and awards for their support to our school." (P1F1PA)

(We also give thank you cards and invite them in our program that we named "The Stakeholders Night" wherein they are given recognition and awards for their support to our school.)

"At the end of Brigada Week, nagkakaroon tayo ng giving of rewards and certificate for a job well done. A closing program is done where we give certificates as our way of appreciation to those who in one way or another, participated in the activities." (P6F5PA)

As support to these statements, Brigada Coordinator A also narrated their practice in giving of awards and recognition to the stakeholders who gave their time and effort for the successful implementation of Brigada Eskwela in their school.

"Meron po kaming appreciation program po talaga. So nagbibigay kami ng certificates sa kanila yung parang GAwad Parangal. Para po siyang sort of mini concert na nagpeperform ang mga estudyante namin kasi dito sa amin, meron kaming childrens choir, dance troupe and drum and lyre band na under my supervision na madali po siyang i-tap, actually kasama po siya sa program namin bago magsimula ang klase, thanksgiving night para sa stakeholders." (C1F1PA)

(We have an appreciation program. So we give them certificates like Gawad Parangal. It is similar to a mini concert wherein our students perform because here, we have a children's choir, dance troupe and drum and lyre band under my supervision so it's easy to tap them. Actually it is part of our program before classes start, thanksgiving night for stakeholders.)

Brigada Coordinator F also believed that what made their school different from others was their way of giving recognition to their stakeholders. She also added that it is one way of encouraging their stakeholders to always support them in their advocacy.

“Siguro ang kaibahan mam namin ay nag poproduce kasi kami ng certificates sa mga stakeholders. Dati po kasi na wala pang pandemic talagang nagkakaroon kami ng program para marecognize sila para pa thank you din sa aming stakeholders. Mas maganda kasi at masarap sa pakiramdam kapag naappreciate eh, kaya binibigay namin yun sa kanila and in that way po di sila magsasawang susuporta sa school.”(C6F4PA)

(Maybe the difference is that we produce certificates for the stakeholders. Before pandemic, we really have a program to recognize them so that we can also thank our stakeholders. It is better and it feels good when one is appreciated, so we give it to them and in that way they won't get tired of supporting the school.)

During the FGD, a stakeholder from school A also expressed her feeling of gratitude for the school and its administrators for appreciating their efforts in the implementation of Brigada Eskwela in their school.

“Kami po mam bilang stakeholders ay all-out support din naman po kami sa aming paaralan kasi para naman po ito sa aming mga anak at sa lahat ng kabataan. Ang nakakatuwa rin po kasi ang school ay di naman po binabalewala ang aming mga ginagawa, nagbibigay po sila ng certificates po para sa aming mga magulang na talagang sumusuporta sa kanila. May ginagawa po silang programa para dun.” (S1F1PA)

(We, as stakeholders, give our all-out support to our school because it is for our children and all the youth. What's also good is the school doesn't ignore what we did, they give certificates to the parents who really support them. They have a program for it.)

Because of the great contributions of various stakeholders, they were given tribute through an appreciation and recognition program to extend gratitude for their participation and willingness to share their resources. The school gave awards to all stakeholders as well

as volunteers who took their part in the successful implementation of the Brigada Eskwela program. This great partnership has an incredible impact on the execution of school deliverables.

In 2019, DepEd acknowledged more than 200 partners who gave aid and invested in education through school amenities and IT support packages; infrastructure, non-infrastructure, and multi-component projects and teachers' and learners' support packages under the Adopt-a-School Program. The department expressed its appreciation to its partners and stakeholders during the Partners' Appreciation Program.

The findings in the study of Gichohi (2015) established that most schools embraced stakeholder participation, thus school management committees were vigorously joining in the decision making process in respect to the school management; there is need to inform parents to take up their duties in their children's class meetings; that more funding is needed for the augmentation of participatory activities that enhance the learning atmosphere and that participatory management of schools contributed positively to academic accomplishments to a great extent. Moreover, outputs of academic performance may be determined by the stakeholder's participation in schools and the capability of the managers to encourage the stakeholders. High performance may also depend on their ability to employ both the human and material resources on hand.

Kladifko (2013) highlighted that schools and school heads who communicate with their stakeholders in some organized way enhance their probabilities of getting good public sustenance , minimalizing criticism, learning the values and main concern of a community, and getting many functional notions and resources that will help educate students better.

In the study of Hensley & Burmeister (2009) stakeholders, including business-oriented individuals and government officials, can improve better understanding of schools through an “Adopt-A- School Program.” Through this, a more proper partnership is formed. Through this effort, stakeholders become aware of school needs. At the same time students benefit when the programs include adults working openly with students. This may augment both the significance of their learning as well as their motivation. Ask them to adopt your school and be a partner in school activities. They can be career speakers, volunteers, resource providers and equipment contributors, not just monetary donations.

Maintaining Open and Transparent Communication

Management of school programs involves transparency and accountability that go hand in hand and should be held as one of the obligations of the principal. If the school is transparent, people can be held accountable for their actions. With this, schools should provide accurate details about financial management in their programs and projects. More than just to aid decision making procedures, transparency in school programs is necessary to provide a solid answer to such questions as where the majority of the budget is being directed to & what percentages of generated funds are being charged to identified needs during the planning activity.

During the Brigada Eskwela, posting in the transparency board detailing all the expenses as well as the generated funds is a good practice in winning the trust of all the stakeholders. Because of this, stakeholders are able to monitor their donations whether in cash or in kind. The transparency board also provides details of the work done being

charged in the generated resources. Conducting this kind of practice facilitates an honest environment where both internal and external stakeholders can collaborate to closely monitor the funds in school programs and projects.

Principal F stated that,

“Being transparent as to whatever donations are given to the school. In whatever endeavor, the school do each activity as a family and as a team. We do not see Brigada Eskwela as a work of one person. It is bayanihan mam.” (P6F5OC)

She added that,

“The Brigada school coordinator is the one responsible with all the donations. Everything is displayed in the transparency board for everyone to look at.” (P6F5OC)

In support to this, BE Coordinator F highlighted that,

“Ang talagang best practice po ng school ay yung talagang detailed liquidation, mayroong transparency board, may pirma pa ni stakeholder dun, makikita talaga kung saan napupunta at saan nanggagaling ang ginagamit sa school.” (C6F4OC)

(The best practice of the school is really the detailed liquidation, there is a transparency board, there is a signature of the stakeholder there, you can really see where the school's use goes and where it comes from.)

She also added that,

“Dahil po may transparency board tayo marami pa pong stakeholders ang makapagsabi na honest naman pala ang coor nito, trustworthy naman pala, worth it din kung magbibigay tayo sa school nila kasi talagang marerecognize tayo at talagang di masasayang mapupunta talaga sa mga bata. Dahil diyan makakahakot pa ng maraming stakeholders.” (C6F4OC)

(Because we have a transparency board, many stakeholders can say that its coordinator is honest, trustworthy and worth of the support given to the school because we will really be recognized and the children will really benefit. Because of it we can attract more stakeholders.)

A stakeholder from FGD also revealed that one best things that their school practiced is having detailed transparency board. She said that,

“Yes mam, bale ang mga ginagawa ng aming paaralan upang maging isa sa mga pinakamahuhusay na tagapagpatupad ng BE, maliban sa pagkakaroon po ng malaking donasyon na natatanggap during brigada ay isang way din po namin para maging kakaiba ang pagkakaroon ng transparency board kung saan nakikita po ng nagdodonate ang kanilang nadodonate kada araw ng whole maintenance week o nang buong brigada week. Akin po itong ipinapakita upang sila’y lalong maengganyo at isa na ring paraan upang mapasalamatan ang mga nasabing donors na nagbibigay sa amin ng mga donasyon. Isa itong factor na masasabi ko pong effective sa aming paaralan yun pong pagkakaroon ng bukas na komunikasyon sa aming mga kapwa magulang , mga stakeholders at pagiging involve nila sa programang ipinapatupad ng aming paaralan during BE po, maliban po dun sa full support ng principal, ng coordinator, staffs. So ito po yung ginagawa ng paaralan namin saka yung factor na masasabi kong effective sa paaralan po.” (S5F5OC)

(Yes mam, what our school is doing to be one of the best implementers of BE, apart from having a large donation received during the brigade, also a way for us to be unique is having a transparency board where the donor can see what they donated every day for the whole maintenance week or throughout the brigada week. I showed it so that they can be more enticed and it is also a way to thank the said donors who give us donations. This is one factor that I can say is effective in our school, having open communication with fellow parents, stakeholders and their involvement in the program implemented by our school during BE, aside from the full support of the principal, coordinator and staff. So this is what our school does and also the factor that I can say is effective in our school.)

In relation to this, the study of Hopp (2021) aimed to suggest and test a psychological model of transparent communication effectiveness in the context of proactive, socially accountable brand communication has suggested a model that was based on three propositions: (1) transparent communication provide audiences an imperative opportunity to know more about organizational functioning, (2) learning stimulates an organizationally applicable affirmative affective state and (3) positive affect facilitates a

healthy relationship between perceived learning outputs and positive evaluation of the organization.

Hernández, et al (2019) revealed that prerequisites set up the needs of those involved; these can be recognized through the data required for each participating actor, communication channels, hierarchical levels, number of individuals involved, setting, internal or external data needs and legal requirements.

Open communication is very important especially if stakeholders are involved in the projects and failure to do such could have negative impact on them and on the development of the project. According to Abudi (2013) if there is no plan for open communications with stakeholders early on in the project, there is a risk to disengage stakeholders or being inefficient in communications, one will be unable to effectively manage the project. Planning for communications means taking time to understand stakeholders and how they want to be communicated with so that you can engage them in the project and get what is needed to be effective in meeting the goals of the project.

Indeed, transparency board is a great display of the liquidation report of school funds especially during Brigada Eskwela program being posted in conspicuous places within the school premises. This report should be clear, easy-to-read, accessible and up to date where the internal and external stakeholders are given clue of the school's finances.

Initiating Community-based Projects

The role of community in schools comprises of the associations between schools and people, businesses, and formal and casual organizations and institutions that can use

community assets and help students in accomplishing positive results. Schools are frequently a central point for community association where students learn numerous of the abilities they ought to get to be upbeat, solid, effective individuals of society. Meaning the lion's share of the work included in breaking down obstructions to community engagement in schools often falls to internal and external stakeholders. Whereas community partners might step up to assist out, it is frequently on school areas to form the primary move to work more closely with the community.

During the Brigada Eskwela program, several community assistance projects have been introduced and implemented through the help of school partners. These projects aim to help learners in their needs while they are studying. These projects include but not limited to free school supplies, free haircut and medical missions. Encouraging community involvement entails more than recurring events, big or small, or working with community partners to build education initiatives. Following in the footsteps of this innovative practices, every school can also make moves to engage community members in meaningful ways.

According to Principal E, their best practices involved community engagement. He revealed that,

“We also have programs such as medical and dental missions, livelihood programs, and a lot more held in our school and this is through the initiatives of our stakeholders also. (P5F4CP)

In support to this, BE Coordinator E also shared that,

“The best practices of our Brigada Eskwela program is the involvement and commitment of our stakeholders and volunteers during the Maintenance Week. The following programs such as medical-dental mission, operation

tuli, livelihood programs, x-ray programs and other programs that will benefit our school committee, sometimes other barangays/schools also benefited by our programs, won't be possible without the help of our stakeholders/volunteers.” (C5F3CP)

Furthermore, he added that,

“We considered these as our best practices because we were able to execute the said programs without getting fund in our MOOE, and these programs were implemented with the joint forces of our volunteers and stakeholders. Volunteers provide the manpower in the said programs while the stakeholders or donors provide food and materials needed in the implementation of the programs. Not only that, we were able to cater not only our school community, but also other barangay and school communities as well.” (C5F3CP)

These claims were also supported by their documents. Data from their Brigada Eskwela Accomplishment Report showed different pictures depicting the different kinds of activities mentioned above which took place during the National Maintenance Week.

Gross, et al (2015) highlighted that school–community partnerships play an indispensable role in successful schools, often giving supports and resources to meet staff, family, and student needs that go further than what is typically available through school. Reciprocally, community cohorts benefit from their affiliations with schools, including learning about schools’ inclusive culture. The first key discovery presented is that these schools have different of partners and partnerships, but all partnerships are reciprocal and that they are commonly beneficial. The second set of findings presented include the school factors that were facilitators of effective school–community partnerships: resilient school leadership, an inviting school culture, educator commitment to student welfare, and the ability to work together and communicate with community partners. The community partners in many of these schools highlighted how the culture of including all students and

giving all students an outstanding education intensely influenced how they perceived disability and how they utilized their new knowledge in other settings.

In addition, the study of Stefanski, Valli and Jacobson (2016) indicated that schools and neighborhood communities partnership sustain student learning, develop schools, and build up families and neighborhoods. These partnerships magnify the traditional educational mission of the school to cover health and social services for children and their families and to implicate the broader community. School–community partnerships typically arise out of a definite need in the community and, as such, varies across a range of processes, structures, purposes, and types of family involvement. More intricate and comprehensive forms of partnerships must build on this foundation by first growing means in which family members can actively partake in school–community partnerships and have a voice in decision-making, then by advocating leadership improvement and bridging the traditional power gap that often exists between public institutions and families, especially those who live in neighborhoods in high-poverty areas. While establishing more meaningful roles for families needs time and resources, the literature being reviewed designates that the rewards for students, families, and schools are worth the investment.

When a community agrees to come up with a development of a venture, it is always critical to go through a project cycle and look at the main significance of their envisioned project, what they want to accomplish, their objectives, focus, the needed resources, the skills they require and the technical knowhow. This stage of brainstorming being referred to is the initiation stage. It has been perceived that in the venture initiation, it is vital to involve the whole community through involving them in planning, providing views on

what they want and how they want the project to run and how it will be accomplished (Amadi, 2017).

The study of Chu, et al (2017) also sheds light on several practical considerations and challenges related with a designing and implementing a community-based family intervention project. Community stakeholders input gave important information on their perceived benefits and barriers and can inform and improve future development of community-based family intervention programs.

Indeed, events and group meetings are not the only ways to engage community partners. Sometimes the best way to bring people together is to find common interests and create a project you can work on together. By creating pathways big and small for community members to get involved, schools are paving the way for higher levels of community engagement as well as curricula that connects students with real-world opportunities, and caring for the basic needs of students.

Making stakeholders as Collaborative Partners

Collaboration implies working alongside one or more individuals to complete a venture or assignment or create thoughts or forms. Within the working environment, collaboration happens when two or more individuals work together towards a common objective that benefits the group or company. In schools, working as a group not only drives more noteworthy efficiency, but it also cultivates sound connections between employees. Regularly, when employees work together, they are more viable and efficient than those who endeavor to oversee the same ventures

alone. Effectively collaborating together with colleagues can also increment inspiration and level of engagement at work. Furthermore, sharing thoughts and conceptualizing is supportive for creating interesting arrangements to complex challenges.

In Brigada Eskwela, working collaboratively increases efficiency. It is less demanding to work together for all the activities and meet due dates once there is a support from each committee. Committee members working together can isolate assignments in a way that leverages each member's most prominent qualities. Rather than struggling through assignments that are not comfortable doing, members can be able to center the vitality where it exceeds their expectations and get prompt criticism on thoughts from other group. Moreover, members can learn things from other group each time they come together to collaborate. An organization that values collaboration energizes steady teaching and learning. Employees feel secure knowing the working environment values openings to develop and create wherein they feel driven to extend their skills outside their current duties.

In Brigada Eskwela, collaboration is of utmost importance. Collaboration among school personnel and the stakeholders is one practice that ensures successful implementation of Brigada Eskwela.

Principal C believed that collaboration is a significant factor in recognizing their efforts in implementing the Brigada Eskwela program. She highlighted that,

"I can say that what made us in Top 3 best implementer for large school category for 3 consecutive years are the dedication and collaborations of all the teachers and stakeholders in Parada Elementary School is really exceptional." (P3F3SP)

She also added that,

“The important factor to be considered in the successful implementation of Brigada Eskwela is each other working collaboratively.” (P3F3SP)

In support to this, BE Coordinator C also gave importance to the process of collaborating with stakeholders. She added that,

“One word mam, collaboration. It’s summarized in collaboration, kasi ito nga yun Bayanihan, more on collaboration. We work hard in order to collaborate with the GPTA, the stakeholders, the barangays. So its all summarized in one word mam, collaboration.(C3F2SP)

(One word mam, collaboration. It’s summarized in collaboration, because this is Bayanihan, more on collaboration. We work hard in order to collaborate with the GPTA, the stakeholders, the barangays. So its all summarized in one word mam,, collaboration.)

She also added that,

“Kasi mam through collaboration po ay malayo po ang mararating niyan. Kasi sa bayanihan na sinasabi natin ay hindi ko lang naman trabaho yan bilang aspcor, trabaho din po yan ng principal , trabaho din po ng parents at ang makikinabang niyan ay mga bata, so para sa bata, para sa bayan, collaboration is necessary. So that is the best practice that best describe our school kasi I did not work alone, we work together as one.” (C3F2SP)

(Because mam, BE can go a long way through collaboration. Because in what we say bayanihan, it's not only my job as an ASP coordinator, it is also the job of the principal, it is lso the job of the parents and the beneficiaries are the children, so for the children, for the country, collaboration is necessary. so that is the best practice I think that best describes our school because I did not work alone, we work together as one.)

Both Principal B and F also reiterated that working together is needed in the successful implementation of Brigada Eskwela. They highlighted that,

“Brigada Eskwela should not be a task of only one person. It must be with the teaching and non-teaching personnel, administrator, parents and community working hand in hand.” (Principal F)

“It's working collaboratively and a good relationship with our partners are the key to the successful implementation of BE. We cannot do it alone, our school cannot do it alone. We need the help of our teachers, parents and partners. If

bayanihan spirit is present in all BE implementation, then im sure, it will be successful and will yield good results.” (Principal B)

Relative to this, BE Coor B believed that there is a huge benefit with collaborating with each other. She e revealed that,

“Pinakaimportante talaga tulungan kasi ito ay para sa school. Hindi lang si coor si officer, si grade chairman kundi tulungan ng lahat kasi ito at magbenefit din naman ang lahat, ito’y para sa school. So karangalan ng ating brigada ay sa school din yun. Maawardan tayo, para ito sa school. So pinakamaganda talaga cooperation ng lahat.” (C2M1SP)

(The most important thing is cooperation because it is for the school. Not only the coor the officer, the grade chairman but everyone must help because everyone will also benefit , it is for the school. So the honor of our brigade is for our school. If we will be awarded it is for it at school as well. So the best cooperation from everyone).

According to Slater (2004), an effective collaboration depends on the personal interaction of the participants. Numerous key components characterize the collaborative process comprising trust, respect, and effective interpersonal communication. Collaboration is not a speedy and easy process but one that demands much of participants in terms of clash and tension, time, energy, and novel skills and understandings. The complex and contextual nature of collaboration and the influence of the above mentioned dynamics that come into play in the course have made it difficult to follow a step-by-step procedure for the implementation of collaboration. Studies provide rich descriptions of participants’ collaborative involvements may lead to novel understandings of the process and in turn to improved student learning.

In relation to this, Jarmai and Vogel-Pöschl (2020) revealed that the identified success elements and challenges for making a collaboration process successful for the collaborating parties highlight the significance of competent process preparation and

facilitation, venture of time and effort allow mutual understanding and the growth of trustful relationships as well as the collaborating partners' enthusiasm to implement changes that result from the collaboration process.

The findings in the study of Haapasalo and Söderström (2013) showed that projects involves different levels of stakeholders, whose needs and purposes must be taken into consideration and managed. Early envelopment allows room for creative solutions and the intensive exchange of ideas. Thus, it leads to measures that run in phases, which in turn change the project's value creation to holistic value cocreation. It also enables and contributes to early stakeholder involvement and the formation of integrated teams by recognizing and consolidating the different levels, roles, responsibilities, and goals of the stakeholders.

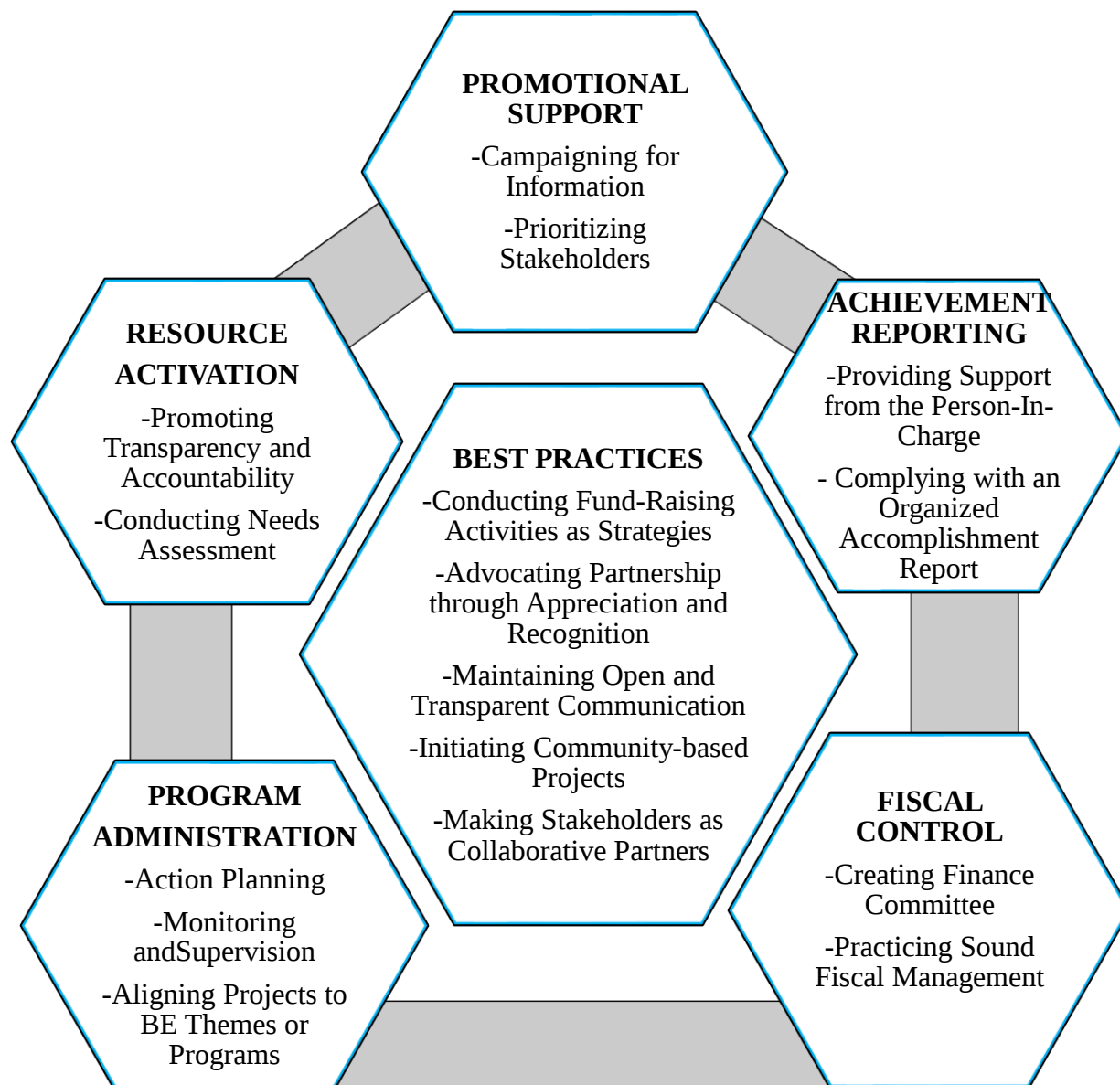
The two core levels of stakeholder commitment are involvement and participation. Involvement includes both informing and consulting as a way to increase stakeholders' knowledge about the project, while participation covers a higher level of engagement to reduce potential stakeholder conflicts (Deegan and Parkin, 2011).

Indeed, taking time to recognize results and celebrate positive outcomes as a group is essential for effective collaboration. In managing a team, set up performance rewards for collaborative efforts to show employees teamwork is just as important as individual achievement. But even someone is not in a leadership position, it is crucial to take time to commemorate achievements with colleagues.

4. What Brigada Eskwela Program Implementation Model may be proposed based on the findings of the study?

Figure 2

Proposed Brigada Eskwela Implementation Model



Background of the Implementation Model

This implementation model was designed to provide a clearer picture on how the Brigada Eskwela program is conducted in schools. It serves as a guide for school principals as well as program coordinators to successfully implement the program. The model consists of practices which give direction in achieving the goals and objectives of the program. Furthermore, the model is anchored on the purpose of the Brigada Eskwela program on working together to achieve the common goals of the program

Purpose of the Implementation Model

This model aims to represent a significant approach in the improvement of the school which has also a big impact on student's learning outcomes. It provides program deliverables to which the responsibilities of the key persons are highlighted. As a guide, this implementation model may:

- guide stakeholders in understanding their roles and responsibilities in the Brigada Eskwela program;
- raise awareness on the importance of Brigada Eskwela program in school improvement;
- be used as framework in formulating policies and guidelines in implementing the Brigada Eskwela program;
- facilitate and encourage involvement in the program.

The Brigada Eskwela implementation model is a product of the interview conducted to various stakeholders on the implementation of the program. This model

represents the views and experiences of stakeholders that contribute to the effective and efficient implementation of the program. Their identified views and experiences have resulted to the planned content of the implementation model.

The model is illustrated by five (5) connecting circles represented each by a unique color. The arrows give meaning to the interconnectedness and continuity of the different parts of the model. The outer circles characterize the practices of stakeholders in the five areas of implementation. The inner circle embodies the best practices unique to each school. Through this, successful implementation is achieved with the guidance of the framework.

The model is divided into five parts which guide stakeholders in implementing the Brigada Eskwela program successfully.

Part I: PROMOTIONAL SUPPORT

To raise awareness in advocating the participation of all stakeholders on the Brigada Eskwela program is the main objective of advocacy and marketing. It is an individual or group marketing effort that uses one or more advocacy processes to take a specific action in support of a larger goal.

In the study of Bowen, Gordon and Chojnacki (2017), they revealed that technology-mediated advocacy can deliver motivation for collective action, but only if social media pages are structured intentionally and maintained consistently. Less-episodic student activity on social media will be needed to give more authentic, higher-

threshold engagement; to bring technology mediated advocacy objectives within reach; and to exhibit the action-eliciting potential of such activity.

a. Campaigning for Information

- **Develop relevant campaign materials in promoting public awareness on the program.** This is a process that seeks to inform and educate stakeholders about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal through the utilization of materials.
- **Disseminate significant information to stakeholders in all media.** Sufficient information should be provided in accessible and culturally appropriate ways. Providing information about the benefits of the project at an early stage allows stakeholders time to think about the issues, consider implications, and formulate their views. An informed public will understand the trade-offs, be able to contribute meaningfully to program design, and have greater trust with the project proponent.
- **Implement campaign activities by all means to raise awareness on the program.** An effective awareness campaign employs a variety of communication approaches and techniques to ensure that the message is received and understood by a diverse audience.

Different tools can be used to implement an integrated awareness campaign while their application depends on what is the desired effect in relation to a specific target group.

b. Prioritizing Stakeholders

- **Develop a list of target stakeholders to participate in the program.** The number of stakeholders that program managers must deal with ensures that they have a complex job guiding their project through the lifecycle. Take the time to identify all stakeholders before starting the program. Include those who are impacted by the project, as well as groups with the ability to impact the project. Then, begin the process of building strong relationships with each one using stakeholder's analysis.
- **Make a prioritization in identifying the possible stakeholders.** Stakeholder priority can be expressed as a relationship between the stakeholder group's influence or power and the interest the stakeholder takes in the relationship. After establishing that a key stakeholder group is being represented, the school manager should identify what the organization needs from the stakeholder. This simply helps clarify the relationship. If nothing is needed immediately or for the foreseeable future, this does not mean the

stakeholder group does not matter, but it can be a good indication that the stakeholder need not be prioritized at the moment.

- **Provide the background of the program to the identified stakeholders.** The most important reason for identifying and understanding stakeholders is that it allows someone to recruit them as part of the effort. It puts more ideas on the table than would be the case if the development and implementation of the effort were confined to a single organization or to a small group of like-minded people.

Part II: RESOURCE ACTIVATION

To organize activities that generate resources both in cash or in kind is the main objective of this part. The study of Wakoli and Kitainge (2019) concludes that there exists a statistically significant relationship between financial resource mobilization and utilization strategies on internal efficiency of public technical training institutions. To improve financial resource mobilisation, there is need for those institution to automate their financial management services.

a. Promoting Transparency and Accountability

1. **Ensure that all generated resources are properly accounted.** It is important to note that accounting is not the end of the decision making process; it provides the most relevant and reliable

information possible to allow for goals to be developed, implemented, and revised.

2. Develop a transparency board for all the resources generated.

Financial reporting should demonstrate whether resources were obtained and used in accordance with the entity's legally adopted budget. It should also demonstrate compliance with other finance-related legal or contractual requirements.

3. Receive all kinds of donations from potential partners. Create donor profiles or donor personas to visualize typical supporters. A donor persona is a representation of a typical donor that incorporates their demographic information, goals, passions, and their preferred communication style.

b. Conducting Needs Assessment

1. Make an assessment on the priority improvement needs of the school. Initiating school improvement planning with a comprehensive needs assessment in order to systematically determine high-need areas. The needs assessment should incorporate both quantitative and qualitative data, include analyses of both internal and external variables, and explicitly link results with organizational needs.

2. Prioritize the needs of the school based on the resources generated. Administrators of institutions have role to play in

ensuring effectiveness and efficiency within and outside the institution, not only in the procurement or acquisition of resources but also in their organization, coordination, control and maintenance.

Part III: PROGRAM ADMINISTRATION

To guide the working committees in managing the program is the main objective in this part. According to Gagnon, Franz, Garst and Bumpus (2015), several factors contribute to effective program implementation, including the characteristics of the organization providing the programs (e.g., leadership and decision-maker buy-in and funding, organizational staffing structure), community-level characteristics (e.g., funding and political atmosphere), program characteristics (e.g., culture for which it was developed versus culture to which it is being delivered, the context the program is being delivered in, the resources necessary to deliver the program), and the characteristics of the program facilitators (e.g., their level of training, program buy-in, and experience).

a. Action Planning

1. Plan strategically on the implementation of the program.

Strategic planning is systematic procedure to establish the long term objectives of an organization and the policies and strategies that oversee the achievement, use and disposition of resources to accomplish the vision and mission of the school.

2. Collaborate with key stakeholders in planning activities.

Stakeholder collaboration is a process through which groups with similar or different perspectives can exchange viewpoints and search for solutions that go beyond their own vision of what is possible. Collaboration goes beyond people participating (passively or actively) in a process. It also extends beyond communication, cooperation, and coordination, even though these are key elements in the process.

3. Set targets, goals and objectives in implementing the program.

Setting specific, measurable, achievable, relevant, and time-bound (SMART) objectives is a good way to plan the steps to meet the long-term goals in the program. Setting SMART objectives keeps the program moving forward, helps with accountability and timing, and lets everyone know the program accomplishments.

b. Monitoring and Supervision

1. Gather feedback on the implementation of the program.

Collecting feedback from staff and stakeholders during the implementation process, to monitor how well the program is doing. This feedback can help assess progress against objectives and consider how to take advantages of new opportunities or respond to problems.

2. **Conduct program implementation review to identify the strengths and weaknesses of the program.** There will probably be a period of adjustment before one can finally review the solution as it was intended to operate: one will likely need to overcome some of the usual resistance to change, hold people's hands while they operate new systems, and eliminate technical problems that did not emerge when deliverables were tested.
3. **Monitor the implementation of the program together with the working committees.** The final step in any planning process is to monitor and evaluate progress. Monitoring of effectiveness is an essential part of the remedy and should be proportional to the size of the program.

c. Aligning projects to BE themes

Aligning the projects to Brigada Eskwela themes give direction and focus to the planned activities during the implementation of the program. Ansari, Shakeri and Raddadi (2014) pointed out the alignment is considered one of the most important priorities in the strategic management of projects. Their study presented an applicable framework for measuring the alignment between project management with organizational strategies. The results showed that a company acted satisfactorily in aligning its projects with the organizational strategies, and this is most evident in its projects, in which the operations were more successful. However, in some projects, a number of elements needed some

modification. Moreover, it can be concluded that the proposed framework can be applied as a simple and flexible framework that serves as an instrument in implementing organizational strategies through strategic projects.

1. **Integrating project activities to relevant themes.** This coordinates all elements of a project. This includes coordinating tasks, resources, stakeholders, and any other project elements, in addition to managing conflicts between different aspects of a project, making trade-offs between competing requests, and evaluating resources.
2. **Processing themes in program implementation.** Providing platform in incorporating themes in implementing the program. It strengthens the communication of goals and objectives to stakeholders so that they can value their participation to the program. It also focuses on organizational efforts that are required for effective translation of identifies themes into work activities.

Part IV. FISCAL CONTROL

To execute financial management during the implementation of the program is the main objective in this part. Financial management aims to control the movement of financial resources and financial relations arising between entities in the process of movement of financial resources. The question of how to skillfully lead these movements

and relationships, is the content of financial management (Khominich, Rybyantseva, Borodacheva, Dik and Afanasev, 2016).

a. Creating Finance Committee

1. **Organize a finance committee that guides the administration in managing the funds generated.** Act as a resource to help correct fiscal problems and/or discuss fiscal issues. Ensure that financial reporting requirements are reported to stakeholders, and acknowledgments of donors are fulfilled.
2. **Collaborate with other working committees in providing support for financial management.** The working committee ensures that everything the organization does supports its vision, purpose and aims in the Brigada Eskwela implementation. They establish the fundamental values, the ethical principles and strategic direction in which the organisation operates.

b. Practicing Sound Fiscal Management

- **Manage available funds based on existing rules and regulations.** Persons involved in managing funds are not only required to be accountable, but to be able to demonstrate and communicate this to stakeholders by ensuring that appropriate systems and procedures are in place.

3. **Monitor the management of finances in implementing the program.** When delegating financial responsibilities, it is important to be clear exactly who will carry out which roles, to define the limits of their authority and to clarify the mechanisms for monitoring and reporting. This can be done through role descriptions, staff job descriptions and terms of reference for the committee.

V. ACHIEVEMENT REPORTING

In this area, developing necessary reports in documenting the implementing the program is the main objective. reporting the activity report describes that the activity was already performed. It simply provides technical documentation of which activities were performed when and with what results. Activity reports are therefore used for the technical confirmation of implemented activities.

a. Providing Support from the Person-In-Charge

1. Utilize the talents and skills of the designated person in preparing necessary documents for reporting. Program managers must consider every aspect of the reporting process in order to improve the utilization of skills in the Brigada Eskwela, including issues as diverse as program design, management practices and the use of technology.
2. Provide technical support in preparing relevant program reports. Assuring technical assistance connects groups to expertise and

resources that address needs and provide support over the reporting process. Participation in this process can enhance competencies and specialized knowledge and increase a group's potential to affect change.

b. Complying Organized Accomplishment Report

1. **Develop an accomplishment report on the implementation of the program.** Specific information related to team work progress, goals established and achieved, problems arisen and decisions made, and descriptions of unplanned activities are covered by the accomplishment report. Project process is managed by the team leader who collects all necessary information, conducts analysis, tracks tasks and manages team members.
2. **Consolidate necessary reports from the working committees.** Consolidation involves taking multiple activity reports from working committees and combining the reports into a single point. This provides a comprehensive view of the program implementation into its different perspectives.

The implementation model integrates the best practices which are unique to each school. This can be found at the center of the framework. These best practices provide monumental success to the implementation of Brigada Eskwela program. These practices involve the collaboration of all stakeholders in ensuring that the program is consistently

running in the school through the years. In addition, these practices give substance to existing practices that define the roles and responsibilities of all stakeholders.

In developing the implementation model, the researcher used the ORC model (Overcoming Resistance to Change) since the model focused on gaining advocates and sharing power equally between administrators and teachers. It also focuses on allowing for the personal needs of the team members to be addressed through maintaining high flexibility in the implementation. In the ORC model, unrelated concerns, personal concerns, task-related concerns and impact-related concerns have been highlighted. Team members are strategically plan together with their leader to specifically their concerns in implementing the program.

By using the ORC model in implementing the Brigada Eskwela, program managers have involved the committee members in planning, decision-making and execution of the activities included in the program. The implementation model also convinced individuals to take their perspectives into account by participating in the Brigada Eskwela program. This is to address their fears and doubts about the program. As a result, the program objectives were clearly explained to them during networking activities. Moreover, there is an equal opportunities for school heads, committee members and partners to be empowered in achieving the goals of the program that can result to its successful implementation.

VOLUNTEERISM IN THE BRIGADA ESKWELA PROGRAM

Volunteerism is the practice of providing time and skills for the benefit of other people and causes rather than for financial benefit. It has been highlighted that volunteerism always occur in the Brigada Eskwela program. Volunteers join the weeklong maintenance week as part of the program.

Noordegraaf (2016) believed that volunteering takes away every person's comfort zone and gives an opportunity to meet new challenges, people with different life styles, and organizations with different perspectives and experiences. Thus, this enables approaching challenges also from different angles. Volunteers from the Brigada Eskwela program always take the time to help the school with what they need from carpentry works to academic needs of learners.

According to Brewis (2010) volunteering is assumed to moderate disputes between schools and local communities, to promote a positive image of the school locally, to provide students with fun and is stimulating experiences and opportunities to make friends as well as developing students' sense of civic duty and responsibility. It can be strongly argued that service activity can indeed be a powerful pedagogical tool today, as many universities attempt to embed volunteering more closely into the curriculum and to promote student volunteering for employability and skills development.

On the other hand, Stukas, Snyder and Clary (2016) focus on the importance of intrinsic motivation for promoting sustained involvement in volunteers, even as they

acknowledge that volunteers who come with extrinsic or self-oriented reasons can still offer much to communities and can be satisfied when their activities match their motivations.

Volunteerism is the heart of the Brigada Eskwela Program. It champions the spirit of volunteerism. It is not only DepEd's program, but also that of education stakeholders. It mobilizes and brings together thousands of parents, alumni, civic groups, local businesses, non-government organizations, teachers, students, and individuals who, not just donate some resources, but also volunteer their time and skills to do classroom repairs, maintenance work, and clean-up of public elementary and secondary schools for the benefit of the learners, to get the quality education they truly deserve.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

From determining the main purpose of the study to gathering, presenting and analyzing the data, this chapter provides the summary, conclusions drawn from the findings and the recommendations.

SUMMARY OF THE STUDY

The spirit of volunteerism has led to a wider reach of service in the community. Volunteering constitutes good actions or service acts providing sense of identity to individuals that practice volunteerism. In the case of educational institutions, various programs have been implemented for the social responsibility of individuals or groups as well as corporations. The Adopt-a-School program of the Department of Education is one example of how volunteerism take its lead in the school level. This program gives the private sectors an opportunity to become strong partners towards the noble goal of providing quality education to all learners in the public schools. Because of this program, the Brigada Eskwela program was conceptualized and implemented throughout the country. For the years of its implementation, the program has brought genuine service to Filipino learners. Numerous volunteers and huge donations have been recorded for every year of its conduct.

It is for this reason that this study was conducted to identify and describe the practices of best implementer schools in implementing the Brigada Eskwela in terms of

advocacy and marketing, resource mobilization, program implementation, administration and finance and documentation. Their challenges in the conduct of the program were also determined. The result of the study has served as the basis in the development of a proposed model in implementing the program.

Qualitative case study was used to explore and describe the practices of schools in implementing the Brigada Eskwela program. The six (6) participating schools were sampled purposively. They were recognized as the best implementer schools of the program in the division. In addition, the triangulation method was utilized. Data were gathered using a qualitative interview guide consisting of twenty (20) questions validated by experts in the field and focus group discussion was conducted to stakeholders. Document review was also employed to validate the responses of the participants. In the conduct of the interview, online platforms such as Zoom or Google Meet platform was used to have a safe data gathering process. The online interview was conducted to six (6) principals and six (6) school coordinators of the program. Data were also gathered through the conduct of focus group discussion (FGD) to six (6) stakeholders to generate a more comprehensive data on the best practices of implementing schools.

Data were interpreted using thematic analysis where common themes as well as exclusive themes were generated from each case. The case studies were presented into four (4) parts based on the following outline of reporting; 1. Description of Best Implementing Schools, 2. Challenges Faced by Schools in Implementing the Program, 3. Practices of Schools in Various Areas of the Program and 4. A Proposed Implementation Model.

SUMMARY OF RESULTS

Based on the data gathered, the following were articulated:

1. The best implementing schools can be described in terms of improved facilities, awards received and generated resources. In terms of facilities, the number of facilities being improved have served as one of the bases in determining the successful implementation of the program. Both the awards that the schools received and generated resources have contributed in recognizing the best implementing schools.
2. In the implementation of Brigada Eskwela program, challenges are unavoidable. Best implementing schools have faced challenges on time constraints and scarcity of resources. These schools have limited time from pre-implementation, implementation and post implementation of the program while ensuring the conduct of other education deliverables. On the other hand, despite the fact they market and promote the program to potential partners, these schools have experienced budget constraints and limited resources.
3. The practices of best implementing schools vary from different areas of the Brigada Eskwela program. In terms of promotional support, campaigning for information promotes the program by all means through various media. In addition, prioritizing stakeholders signifies the identification of possible partners to market the program. In terms of resource activation, promoting transparency and accountability are important factors in ensuring that all resources generated are utilized based on its purpose. Moreover, conducting needs assessment is used to identify the needs of the school during the management of the program. In terms of program administration, action planning is important in setting goals and objectives for the direction of the program. On the other hand, monitoring and

supervision takes the lead in gathering feedbacks to determine the effectiveness of the program. In terms of fiscal control, creating finance committee and practicing sound fiscal management emerged as practices of implementing schools in ensuring that financial resources are properly accounted for and administrative support is always underway to oversee all financial and human resource aspects during the implementation of the program. With regard to achievement reporting, providing support from the person-in-charge and complying organized accomplishment report are factors in making sure that all activities upon the implementation of the Brigada Eskwela program are properly documented and reported.

4. The best practices identified by schools have emerged as the contributing factors in recognizing them as best implementers. Their best practices include conducting fund-raising activities as strategies, advocating partnership through appreciation and recognition, maintaining open and transparent communication, initiating community-based projects and making stakeholders as collaborative partners. These practices are unique to these the implementer schools. Moreover, these practices are the result of collaboration of all working committees of the Brigada Eskwela program and various stakeholders where planning, setting of objectives and goals, implementing and monitoring are evident.

5. From the result of the study, the researcher saw the need to propose an implementation model that can guide other schools and further enhance in implementing the Brigada Eskwela program and possibly make them best implementing schools.

LIMITATIONS OF THE STUDY

The following limitations were considered in the conduct of this study:

1. Selection of participating schools was only limited to those schools who were considered as best implementer in the Brigada Eswela program in the past years since they can share their practices and experiences in the implementation of the program comprehensively.
2. Data gathering process was done through online platforms such as Zoom or Google Meet due to the restrictions brought by the prevailing quarantine status in the area as imposed by the government in conducting meeting or physical gathering.
3. The study only aimed to describe the practices of best implementing schools in managing the Brigada Eskwela program which served as basis in developing the proposed implementation model.

CONCLUSIONS

Based on the findings of the study, it can be concluded that:

In the implementation of Brigada Eskwela program, schools are able to be recognized as best implementers based on the facilities being improved, resources generated and awards received. Best implementing schools practice promotional support through campaigning for information campaigning and prioritizing stakeholders. These schools are also able to activate resources by being transparent and accountable through which their priority needs during the implementation of the program are assessed. In addition, schools have administered the program where they plan their actions strategically

ensuring that monitoring and supervision are conducted to gather feedbacks throughout the implementation. In terms of fiscal control, schools manage their financial resources through practicing sound fiscal management and creating a financial committee that looks into proper accounting and reporting of all generated resources. Furthermore, schools are able to present and report their accomplishments through suitable achievement reporting. They assigned a person-in-charge who is skilled and talented in presenting significant milestone of the program by complying organized accomplishment reports.

The best implementing schools have practices that are unique to them which include conducting fund-raising activities as strategies, advocating partnership through appreciation and recognition, maintaining open and transparent communication, initiating community-based projects and making stakeholders as collaborative partners. These practices contribute to the effective and efficient implementation of the program where both internal and external stakeholders have shared their goals in ensuring that the program is delivered for positive outcomes. Despite the fact that these schools are considered best implementers, challenges still exist. They faced challenges on time management and scarcity of resources. They have limited time and resources in managing the implementation of the program. Because of this, an implementation model is needed to have a smooth and effective run of the Brigada Eskwela program.

Volunteerism being the heart of the Brigada Eskwela program serves as the primary mover in its successful implementation. It influences individuals and organizations to take their active role in supporting the program. It provides cooperation and collaboration as key factors in achieving the goals of the program.

RECOMMENDATIONS

After considering the above findings and conclusions, the researcher recommends the following:

1. The proposed implementation model may serve as a springboard in formulating new and relevant education policies related to Brigada Eskwela program.
2. The proposed implementation model may be integrated in graduate courses for educational leadership and management students to update them with regard to program implementation in schools.
3. The validation and evaluation of the proposed implementation model may be conducted upon its utilization.
4. Schools may adopt the implementation model in the conduct of the Brigada Eskwela program in the coming years.
5. The implementation model may be harmonized in adapting to current situations or challenges.
6. Determining the scores of best implementing schools in the criteria set by DepEd must be taken into consideration in the conduct of another study.
7. Future studies may be conducted to determine the best practices of schools in implementing the program during the pandemic situation.

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Appendix A

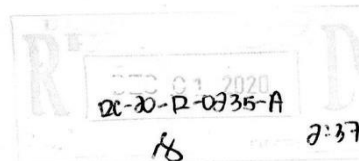
**Approved Permission to Conduct the Study from the Schools Division
Superintendent**



Republic of the Philippines
Department of Education
National Capital Region

November 26, 2020

JANE T. MANDOLADO
Researchers
Philippine Normal University
Ermita, Manila

Dear **Ms. Mandolado:**

In response to your letter-request, this Office hereby grants permission to conduct your research entitled: "TOWARDS THE DEVELOPMENT OF A BRIGADA ESKWELA PROGRAM IMPLEMENTATION MODEL", on conditions that:

1. content of **DepEd Order No. 9 s.2005** titled "**Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith,**" shall be strictly observed;
2. ethical considerations related to the conduct of the research shall be strictly observed as stipulated in **DepEd Order No. 16, s. 2017, Research Management Guidelines;**
3. the conduct of the study shall not interrupt the regular program of the schools, with the teaching duties of the teachers and will not disrupt regular classes;
4. necessary arrangements shall be made with the School Heads concerned; and
5. this Office shall be furnished a copy of the findings and recommendations of the research.

Very truly yours,

Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

111 SGOD ALP



Appendix B

Letter-Request to Conduct the Study

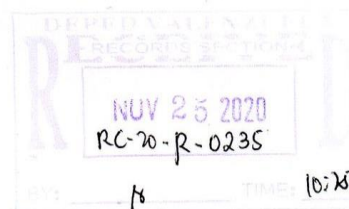


Philippine Normal University
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH
Ermita, Manila



November 25, 2020

Assistant Schools Division Superintendent
Officer-In-Charge



Sir:

Greetings of Peace!

I am Jane T. Mandolado, a graduate student of Philippine Normal University-Manila, currently completing the dissertation writing course. I would like to humbly request for permission from your good office to allow me to conduct my study titled "*Towards the Development of a Brigada Eskwela Program Implementation Model*" to three (3) elementary and three (3) secondary schools in the division which were awarded Best Brigada Eskwela Implementer for at least three years.

This study aims to describe the best practices of these schools which will serve as bases for a development of a Brigada Eskwela Program Implementation model.

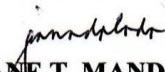
Rest assured that no government funds will be utilized in the conduct of this study.

For further information, please do not hesitate to contact me at 09433019244 or jmandolado22@gmail.com.

Hoping for your positive response on this matter.

Thank you very much.

Very truly yours,


JANE T. MANDOLADO
Researcher

Appendix C

Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000-Philippines Telephone: (02) 5217-1700 Fax: (02) 5217-1701 Email: pnu@pnu.edu.ph	Index No.	PNU-MN-2018-EPR-FRM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CLEARANCE TO PROCEED	QAC No. CC-09242018-022

BASIC INFORMATION

REC Code:	12142020-053
Research Proposal Title:	Towards the Development of a Brigada Eskwela Program Implementation Model
Researcher / Project Leader and Designation/Affiliation:	Jane T. Mandolado

The following items [v] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- ☒ Research Proposal in prescribed format
- ☒ Informed Consent Form/s / Assent Form
- ☒ Data Collection Tools

and hereby approved:

- ☒ To proceed to the validation of the data gathering tools
- ☒ To proceed to data collection, organization and write-up

Date of Issuance: **December 14, 2020**


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

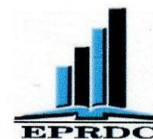
Appendix D

Sample Signed Informed Consent Form

Appendix B



Philippine Normal University
The National Center for Teacher Education
EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER
 Taft Avenue, Manila 1000, Philippines
 Tel/Fax: (632) 317-1768 loc. 750/751 e-mail: eprdc@pnu.edu.ph



EPRDC Form 37

INFORMED CONSENT FORM

I, [REDACTED] being over the age of 18 years old (legally independent) hereby consent to participate/ be a respondent in this project titled: **Towards the Development of a Brigada Eskwela Program Implementation Model**. This study aims to identify the best practices of the respondents in the implementation of the Brigada Eskwela Program as well as the challenges they encountered in the course of its implementation. The findings of this study will serve as bases in the development of a proposed Brigada Eskwela Implementation Model..

I am aware that I should keep a copy of the Letter of Introduction and Consent Form for future reference;

I understand that:

I may not directly benefit from taking part in this research.

I am free to withdraw from the participation in this research at any time and I am free to refuse to answer particular questions

While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

I may ask the audio recording be stopped at any time, and that I may withdraw at anytime from the interview without disadvantage.

Participant's signature: [REDACTED]Date: 3/1/2021

I certify that I have explained the purpose of research to the participant and consider that she/he understands what is involved and liberally consents to participate.

JANE T. MANOLADO
 Researcher
 (Signature over printed name)

3-1-2021

Date

Appendix E

Sample Letter to Respondents

Philippine Normal University
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH
Ermita, Manila



February 9, 2021

Principal IV

Dear Madam:

Greetings of Peace!

I am Jane T. Mandolado, a graduate student of Philippine Normal University-Manila, and currently completing the dissertation writing course. My proposed study titled *“Towards the Development of a Brigada Eskwela Program Implementation Model”* aims to describe the best practices of best implementer schools in the [REDACTED] which will serve as bases for a development of a Brigada Eskwela Program Implementation model.

In connection to this, as your school is one of the best Brigada Eskwela implementer schools in the division, I am humbly asking for your participation in the study together with your school’s Brigada Eskwela Coordinator and one from the PTA (stakeholder). The interview would be arranged at any of your convenient time through ZOOM or Google Meet platform whichever you prefer.

In addition, I would like to visit your school to scan your Brigada Eskwela report for the document analysis.

Rest assured that all information provided will be kept with utmost confidentiality and would be used for research purposes only.

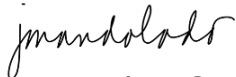
Attached with this letter is the approval to conduct the study from the office of the School’s Division Superintendent.

Your positive response in this request will be of valuable contribution for the success of the study and will be highly appreciated.

If you have any questions, please feel free to contact me at 09052642565 or email me at jmandolado22@gmail.com.

Thank you so much for your cooperation. More power and God bless!

Respectfully yours,

A handwritten signature in black ink, appearing to read 'jmandolado'.

JANE T. MANDOLADO
Researcher

A handwritten signature in black ink, appearing to read 'Inero'.

(SGD.) INERO V. ANCHO, Ph.D
Dissertation Adviser

Appendix F

Sample Letter to Experts for Interview Guide Question Validation

November 28, 2020

GILBERT S. ARRIETA, Ph.D
Philippine Normal University
Taft Avenue, Manila

Dear Sir,

Greetings of Peace!

The undersigned is currently writing a dissertation entitled "Towards the Development of a Brigada Eskwela Program Implementation Model." This study aims to describe the best practices of public-school principals and BE coordinators of Best Implementer Schools in implementing the Brigada Eskwela Program. In addition, the challenges they have faced will also be identified. The findings of the study will lead to a development of an implementation model which could help enhance the implementation of Brigada Eskwela Program in the division.

With your expertise, I am humbly asking your permission to validate the attached interview guide for this study.

I am looking forward that this request would merit your favorable response.

Thank you very much.

Very truly yours,

JANE T. MANDOLADO
Student
Ph.D in Educational Management

Appendix G

Sample Validated Interview Guide

Instructions. Kindly rate each item using the scale 1-5 (5 – Most appropriate, 4-appropriate, 3- somewhat appropriate, 2-slightly appropriate, 1 – not appropriate). Please check whether the item is accepted, rejected, or should be revised. For your qualitative comments, please use the last column.

No.	Interview Guide Questions	Accept	Reject	Revise	Remarks
	Advocacy and Marketing				These are the suggested interview questions.
1	What are the advocacy and marketing materials that you developed?		✓		
2	How did you conduct awareness campaign and other marketing activities?			✓	How do you promote to your stakeholders the Brigada Eskwela program?
3	What are the factors that you consider in promoting public awareness and encourage involvement in Brigada Eskwela?		✓		
4	How do these factors affect the implementation of Brigada Eskwela in your school?	✓			
5	What makes your advocacy and marketing activities different from others?			✓	Compared with the other schools, what sets you apart in terms of your promotion and marketing activities for Brigada Eskwela?
	Resource Mobilization				
6	How did you determine your target resources and volunteers?		✓		How do you engage the participation of our stakeholders and volunteers?
7	How did you meet potential partners, volunteers, community leaders/officials and members to engage their support in the program?			✓	What were the factors that led to the commitment of your partners in the Brigada Eskwela ?

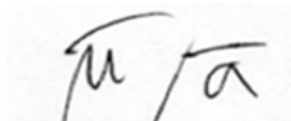
8	How did you ensure that their pledges/commitments of partners are delivered?			✓	How do you manage and sustain the donations and participation of the stakeholders?
9	What mechanism did you consider in accepting donations from partners?			✓	
10	How did you sustain the participation of your stakeholders throughout the implementation of the program?			✓	
	Program Implementation				
11	How did you provide guidance and directions to work teams in the performance of their assigned tasks?			✓	Who are the implementors of your Brigada Eskwela Program?
12	How did you ensure that the program of work are accomplished as planned?			✓	What are your strategies in the implementation of Brigada Eskwela?
13	How did you monitor actual accomplishments vis-à-vis identified needs and planned activities?		✓		
14	What activities were involved in your work plan?		✓		
15	What makes your strategies in program implementation different from that of others?			✓	What makes your implementation distinct from other schools?
	Administration and Finance				
16	How did you ensure that all financial assistance from both government and private sources are used in accordance with applicable rules and regulations?			✓	How do you manage the financial assistance provided by the government and private sector?
17	How do you provide logistical support to volunteers?	✓			
18	How did you account the usage of all materials through the conduct of daily inventory?		✓		
19	What are the documents that you prepared for accounting and availment of tax incentives, if any?		✓		

20	What makes your strategies in administration and finance different from that of others?			✓	What makes your financial management on Brigada Eskwela different from other schools?
	Documentation				
21	How did you prepare the necessary documentation and reports using the prescribed forms?			✓	How do you manage the documentation and accomplishment reports?
22	How did you keep and maintain records, pertinent papers and documents?		✓		
23	What are the factors that you considered in preparing the Brigada Eskwela accomplishment report?		✓		
24	What makes your Brigada Eskwela accomplishment report different from that of others?			✓	In your documentation and accomplishment of reports, what do you do that sets you apart from other schools?
25	What is the coverage of your Brigada Eskwela accomplishment report?		✓		
26	What are your best practices in the implementation of Brigada Eskwela program in your school?			✓	What do you consider your best practices in the implementation of the Brigada Eskwela program?
27	Based on these practices, how should the Brigada Eskwela program be implemented?			✓	Why do you consider them as best practices?
28	What makes these practices differ from that of others?		✓		
29	How do these practices contribute in the realization of Brigada Eskwela goals and objectives?			✓	How do these best practices contribute to the successful implementation of Brigada Eskwela?
30	How did you evaluate the effectiveness of your practices?		✓		

31	What are the challenges that you encountered in implementing the Brigada Eskwela program?			✓	What are the challenges in the successful implementation of Brigada Eskwela?
32	How did you address these challenges?			✓	How do you manage the challenges?
33	What are the effects of these challenges in in your implementation of Brigada Eskwela program?		✓		
34	How should the Brigada Eskwela program be implemented despite of these challenges?			✓	What should be the considered as important factors in a successful implementation of Brigada Eskwela?
35	How did you maintain the successful implementation of Brigada Eskwela despite of these challenges?		✓		

Do you have any other comments or insights on how to improve the proposed interview guide?

There are too many interview questions which may lead to confusion. The suggested interview questions are short and direct to the point. Through these questions, you will be able to get better and comprehensive data for your study. Good luck. God bless.



DR. GILBERT S. ARRIETA
Validator

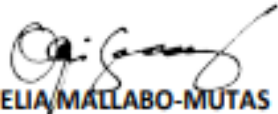
December 6, 2020

Appendix H

Certificate of Language Editing**CERTIFICATION OF LANGUAGE EDITING**

This is to certify that the Doctoral Dissertation entitled **"TOWARDS THE DEVELOPMENT OF A BRIGADA ESKWELA PROGRAM IMPLEMENTATION MODEL"** prepared by Ms. Jane T. Mandolado of the PNU Graduate School has been edited for proper English language and has been found to be thorough and acceptable with respect to grammar and composition.

Signed:


OFELIA MALLABO-MUTAS
September 2021

OFELIA MALLABO-MUTAS

Address: 26 Everlasting St., PAL Gate II, Nichols, Maricaban
Pasay City, 1300
Cellphone: 09175108528
Home number: 8-8535613
Email: ofelimallabomutas@gmail.com



EDUCATION

UNIVERSITY OF THE PHILIPPINES – DILIMAN	<i>ongoing</i>
<i>PhD in Philippine Studies, TriCollege Program Socio-Cultural and Literature Track</i>	
UNIVERSITY OF SANTO TOMAS, España Manila	<i>2007</i>
<i>Masters in Literature, Magna cum Laude</i>	
PHILIPPINE NORMAL UNIVERSITY, Taft Ave., Manila	<i>2001</i>
<i>Certificate in Teaching Program</i>	
UNIVERSITY OF SANTO TOMAS, España Manila	<i>1999</i>
<i>A.B. Literature</i>	

PROFESSIONAL QUALIFICATION

- ✓ LET Passer *English Teaching Major* - August 2002
- ✓ Speaker and Trainer
- ✓ Researcher and Module Writer - Academic and Literary
- ✓ Proofreader and Editor
- ✓ Evaluator of Textbooks and Learning Resource Materials – Bureau of Learning Resources, Department of Education

TEACHING AND WORK EXPERIENCE

PAMANTASAN NG LUNGSOD NG MAYNILA, General Luna, corner Muralla St, Intramuros, Manila,
2020 – present

1. *Part-time Professor, College of Humanities and Social Sciences*

MANILA TYTANA COLLEGES, Metropolitan Park, Pres. Diosdado Macapagal Blvd., Pasay City
2013 – present

2. *Principal, Senior High School Department*
3. *Languages Department. Chairperson, College of Arts and Sciences*
4. *General Education Professor and SHS Faculty (Communications, Research, Media Literacy)*
5. *Related assignments: Lead Researcher, Editorial Staff, PR Writer and Editor
Seminar-Workshop Speaker and Facilitator*

MANRESA SCHOOL, Candida Maria St., BF Homes, Parañaque City

SY 2000 – 2001 up to 2011 - 2012 (12 years)

1. *English Dept. High School Classroom Teacher*
2. *Year Level Facilitator – Year IV*
3. *School appointments and other tasks: PAASCU Committee Chair for Curriculum and Instruction and Faculty Areas, Employees' Disciplinary Board Member, PR Writer and Editor, School Publication Moderator*

Signed:


OFELIA MALLABO-MUTAS

Appendix I

Interview Data Coding**LEGEND**

Code	Description
P	Principal
C	Coordinator
S	Stakeholder
M	Male
F	Female
CI	Campaigning for Information
PS	Prioritizing Stakeholders
TA	Transparency and Accountability
NA	Needs Assessment
AP	Action Planning
MS	Monitoring and Supervision
AT	Aligning of Themes
FC	Finance Committee
FM	Financial Management
SP	Support to Person-In-Charge
AR	Accomplishment Report
FA	Fund-raising Activities
PA	Partnership Appreciation
OC	Open Communication
SP	Stakeholders as Partners
CP	Community-based Projects
TC	Time Constraints
SR	Scarcity of Resources
SI	Stakeholders Involvement

Data	Code	Description	Data	Code	Description
We promote our BE programs in many platforms such as creating infographics and posting or uploading it via our Facebook Page, School Webpages and YouTube Channel. We even make flyers, brochures and tarpaulin posters.	P5F3CI	Common	In our school, we promote to our stakeholders the Brigada Eskwela program by visiting them and give them information about our school. Then we also involve them during our Brigada meetings, ini-encourage natin sila to participate and we also present the output of their help.	P1F1PS	Common
Well, first we conduct a massive campaign on the upcoming Brigada Eswela via social media, so ginagamit namin ang school FB Page, Teachers FB Account, and Barangay`s FB Page . Then we also have posting of Tarpaulins infront of the gate and other conspicuous places and we created infomercial on Brigada Eskwela.	P4M1CI	Common	We invite them in our school planning meetings months before the maintenance week and we also conducted stakeholders` convergence. We explain to them the importance of our partners in Brigada Eskwela program.	P4M1PS	Exclusive
In our school, we promote the BE program through multimedia, so we used our Social media account, our school`s FB page and also we posted tarpaulins outside the school and nearby areas,	P2F2CI	Common	We tapped partners and volunteers to participate in Brigada Eskwela, we send them letters of invitation requesting to attend the advocacy campaign	P6F5PS	Common

for the people to be aware about BE program. We also join the Run for Brigada which is participated by our pupils and parents.			meetings that we organized.		
We utilize and develop advocacy marketing materials from Adopt-a-school program to create mode campaign. We also conduct extensive awareness campaign thru social media, ahmm... we post brigada eskwela banner within the school vicinity and also make Brigada Eskwela Promotional Video.	C4M2CI		In our school po we conduct stakeholder's convergence. We discuss to them what the programs are. Minimeet din po natin ang ating potential partners, volunteers, community leaders and officials and members to get support from them.	C4M2PS	Common
Mayroon po tayong tarpaulin na sinasabit outside the school para maipromote sa lahat ng parents na naghahatid at nagsusundo ng bata, so lahat ng mga dumadaan nababasa nila, Naglalagay din tayo sa barangay ng tarpaulin at ito ay sponsored ng ating brgy captain para maipromote ang ating BE.	C2M1CI	Common	Then nagkakaroon tayo ng series of meetings sa school with some of our PTA officers then sa barangay naupo tayo se session ng council at binigyan tayo ng slot to discuss kung ano yung ating paghahanda sa BE. Isa yun sa mga paraan ng promotion natin.	C2M1PS	Common
We promote ma'am the BE program to our stakeholders in three ways. So first we have the campaign, so room to room campaign po using	C3F2CI	Exclusive	Minsan kasama po kami sa meeting patungkol po sa Brigada kung saan po pinag-uusapan namin ang, kung ano ano ang puede	S2F2PS	Common

the manpower of our school, yung mga batang SPG po, nag room to room campaign po kami encouraging the pupils that will be relayed also to their parents and then we do have posting of tarpaulin outside the school and sometimes in barangay.			gawin sa Brigada, pinag uusapan po namin kung ano po ang mga projects at kung paano po kami makatulong dito.		
Brigada Eskwela is promoted using campaign materials developed by ASP National Secretariat, posting campaign banners and distributing campaign materials where the needs of the school are written.	P6F4CI	Common	Well, I see to it that our relationship is honest and the transaction is transparent. Volunteers, our stakeholders like to help if they see the outcome positively.	P1F1TA	Common
.....so in handling a solicitation letter we do attach a project proposal, by that the donor have an idea on where their donations go.	P3F3CI	Common	The school make sure that the donations whether in-kind or in cash donations are all accounted for.	P6F5TA	Common
In our school, we promote the BE program through multimedia, so we used our Social media account, our school's FB page and also we posted tarpaulins outside the school and nearby areas, for the people to be aware about BE program. We also join the Run for Brigada which is participated by our pupils and parents.	P2F2TA	Common	In order to sustain the donations and participation of our stakeholders, we keep them posted on the status of their donations. Yes, we are very transparent when it comes to that, kung saan napupunta ang kanilang na idonate.	P4M1TA	Common

“...kasi lagi kaming nagsusupport dun sa Run for Brigada Eskwela. April pa lang or mag i end pa lng ang school year ay nagtatanong na ang mga parents kung “Mam wala pa bang jersey kasi alam nila na kapag nag join sila sa Brigada Eskwela or sa Fun Run., it is a way po para makatulong sila.	C1F1CI	Common	So in terms of donations, since we have steering committee and we have different committees in charge of program finance and resources management, ang pinakmahalaga po talaga ang transparency, so every donation makikita nila sa bulletin board kung ano po yung dinonate at kung saan napunta yung amount na dinonate.	C1F1TA	Common
We have campaign, sa promotion namin, meron tayong steering committee na naka assign doon at yung ating marketing kasama ang advocacy committee pinopromote thru campaign so isa dyan ang jersey para sa Run for Brigada.. Nakakapromote tayo sa ating stakeholders inside and outside the school.	C2M1CI	Common	So bilang tayo ang taga manage ng mga donations dapat liquidated kaagad yun lalo na monetary donations, very open ako sa kanila talagang bawat may nagdonate dito lahat ultimo centavo yan irereport ko yan so parang ang trust nila andun.	C6F4TA	Common
Ginagawa po ng mga GPTA officers po yun, tapos sumasali kami sa fun run at nagbebenta po kami ng mga jersey para po sa brigada.	S1F1CI	Common	Bale ang mga ginagawa ng aming paaralan upang maging isa sa mga pinakamahuhusay na tagapagpatupad ng BE, maliban sa pagkakaroon po ng malaking donasyon na natatanggap during brigada ay isang way din po namin para maging	S5F5TA	Common

			kakaiba ang pagkakaroon ng transparency board kung saan nakikita po ng nagdodonate ang kanilang nadodonate kada araw ng whole maintenance week o nang buong brigada month.		
All the donations were recorded in our logbook, would it be in cash or in kinds, but mostly in kinds. We tap and involve our GPTA Officers for this, sila yung nag rerecord and we have transparency, all transactions are being accounted for.	P2F2TA	Common	May donation din tayo na cash, 1k, 2k, pero the rest talaga ay puro na in kinds. Liquidated naman ito, may logbook po tayo at ito ay alam din ng ating school head, GPTA ang nagrerecord, nagrereceive pero sa vault ng office po nakalagay.	C2M2TA	Common
Nagduduty rin po kami sa school sa Adopt a School office ng school at yung mga natatanggap po namin na mga donations ay nirerecord namin sa logbook. May naka assign po kami na PTA officer na taga record.	S2F2TA	Common	Then as early as January, we have the needs assessment, and we craft our work plan for our BE with the steering committee and we see to it that all our plans indicated will be accomplished, we work hard to gain stakeholders to support.	P2F2NA	Common
We align our SIP and the work plan of the Brigada Eskwela Coordinator. We do give emphasis on the needs of the children. Identifying the needs give us an avenue on what are	P3F3NA	Common	Strategy natin, pagtuntong ng January nagkakaroon na tayo ng inspection kasama ang ating property, iniikot natin ang facilities ng school to check the needs. Kasi di ma maka	C2M1NA	Exclusive

the things that we need to accomplished, so in handling a solicitation letter we do attach a project proposal by that the donor has an idea on where their donations go.			create ng Brigada Plan kung di mo nachicheck kung ano ang pangangailangan ng paaralan . So chinicheck yung electricity kung ano ang mga damaged na. Nagkakaroon po kami ng needs assessment. Then based dun sa assessment gumagawa kami ng work plan ng school with the steering committee.		
.....each member of each committee communicate to each other to identify the needs of the school and, or where the funds should go or how it will be spent.	C4M2N A	Common	Before the implementation mam we do already have cascading our plans, yung tinatawag po nating work plan kung saan nandoon yung needs ng schools, yung project po na dapat gawin,. So pag nagbibigay kami ng solicitation to our stakeholders, we do attach our proposed project or our proposal.	C3F2NA	Common
Of course, we have to make an action plan on Brigada that need to be accomplished., We have focused group discussion on the implementation of different programs and projects align to DepEd and financed by our stakeholders.	P1F1AP	Common	To ensure success we do plan ahead of time, we prepare a daily work plan, to make sure that the program of activities for that period of time will be accomplished.	P3F2AP	Common

Since we involved our stakeholders in planning, they also helped us achieved our goals. And to see to it that everything is take care of, we have daily monitoring and reporting of accomplishments.	P4M1AP	Common	Meron kaming tinatawag ma'am na planning ahead. So, before the day of BE, we do have clear plan on what we are going to achieve on our everyday implementation on it. So, like for example day 1 we need to accomplish cleaning of surroundings. So, it is more on planning and implementing. So, by that we do have to work hand in hand kasi I am alone and ang school ay Malaki and we have a lot of volunteers coz I could not manage it alone. So together with the working committee we do implement as what we have planned, what we have in our work plan	C3F2AP	Common
Wala pang pa seminar dyan mam, January pa lang pinaplano na namin. Katulong ko yung master teacher namin sa brigada, siya yung kinocoordinate ko kung tama ba ang gagawin ko. So dapat maaga pa lang.	C6F5AP	Common	Una, early planning as early as January tapos proper delegation of works dun sa mga tao na-a-assign sa bawat task then we do also have calendar of activities for the whole week, tapos may ina-assign din na mga teachers na pumupunta sa mga stakeholders so para kaming nagbabahaybahay po talaga kami.	C1F1AP	Common

We have SMEA or School Monitoring, Evaluation and Action that monitor and evaluate the program. So regularly, the assigned persons monitors the work, kung na accomplish ba ang task na nakaschedule for that specific time and they recorded it in the accomplishment report.	P1F1MS	Exclusive	We created a Monitoring and Evaluation Team to check if the plan we created is properly implemented or they check on the status of the plan regularly. So minomonitor ito daily.	P4M1MS	Common
Well, we equip the persons involved in Brigada Eskwela on what are the things to do, we trust them in their capabilities with full supervision of course, and we have constant Communication with them and work with them hand in hand.	P3F3MS	Common	We have a monitoring committee for this, we make sure that all plans for that particular day is accomplished. We have grade level monitoring since we are a big school, and at the end of the day it will be passed to the monitoring committee for updates on the work plan, if it is accomplished or not.	P2F2MS	Common
We make sure that every day programs are accomplished as planned mam. May daily monitoring po tayo para dito.	C4M2MS	Common	Meron po kaming implementation committee sila yung naassign kung yung plano naming activities ay naisasagawa ng maayos. Meron po kaming kunyari itong si mam ganito siya yung assigned ang mag check ng programs ng PTA kung ok ba. May program implementation	C1F1MS	Common

			committee, may chairman at may members by grade level, so tuwing hapon nag aaccount kami, ano ba yung natapos natin sa araw na ito.		
We ensure the program of work are accomplished as planned, by having a meeting where we have the evaluation of the programs and activities done in the whole day. Just in case there are some activities were not achieved, the committee make sure it will be carry over on the next day.	C5F3MS	Common	Because meron tayong one week, maintenance week para maimplement ang brigada, based sa work plan, may day 1 tayo na nakaa ano sa ating BE form, kung ano ang dapat i accomplish for that day, nagkakaroon tayo ng checklist kung ano ang dapat i accomplish daily and at hinahanap natin kung ang nakalagay sa ating work plan ay nagawa at ilalagay sa remarks. So yun ang guide ko as coor kung talagang naimplement ito at kinukuhanan ito ng documentation, before, during and after. Tapos kung hindi natapos at di kakayanin sa isang week ginagawan pa rin ito ng paraan ng school.	C2M1MS	Common
Of course we have to make a plan on Brigada on the things or projects that needed to be accomplished. We have focused group	P1F1AT	Common	Every year meron po nakalagay na tina tie up sa Brigada, kasama po yan nasa memo so una dapat lagi mong binabasa ang	C1F1AT	Common

discussion on the implementation of different programs and projects and we also see to it that is aligned to DepEd BE programs and financed by our stakeholders.			kung ano yung kasama sa memo na dapat na gagawin mo halimbawa may year po kasi na ang pinopromote ay tungkol sa WinWASH. So yung mga project ng DepEd na inirelate nila sa BE dapat makita yun during the implementation. So halimbawa tungkol sa literacy dapat yung mga project sa brigada related din dun, kasi minsan pag narinig na brigada sasabihin na maglilinis lng tapos magdodonate, so hindi lng yun dapat basahin natin ang memo para malaman natin kung ano kaakibat nun at doon ka mag fofocus para di magsasawa ang stakeholders na sumuporta.		
Halimbawa po yung kagaya po ng WinWASH. Syempre malaki po ang contribution nun kasi noon nagfocus kami sa WinWASH inayos namin ang faucets at cr tapos naglagay kami ng signage so until now pinapakinabangan namin kahit ngayong new normal kasi alam naman natin di ba	C1F1AT	Exclusive	We also have Committee assigned in the finances of the program and they are the one responsible for it. They checked the financial report and submitted them to the Division Office. We see to it that the finances will help our pupils and school in general.	P1F1FC	Common

na dapat pinapractice yung handwashing. So nakikita namin na maganda na rin pala kasi ginawa natin yun dati. Then halimbawa po nag focus kami sa numeracy and literacy ng mga bata, napapakinabangan din po namin yun kasi po yung percentage ng non numerates and non reader ng school ay bumababa dahil sa ginawa naming.					
Well, in our school we have a Financial Team. The team sees to it that the financial assistance we receive is properly disbursed. We have a priority plan for the projects and programs to be implemented. We prioritized the needs. And based on this we allot fund to the most important program or project.	P2F2FC	Common	As what I have said a while ago, we have a BE steering committee for this, a strong finance team. They regularly update our stakeholders where are the funds and donations, what are the projects accomplished by it.	P5F4FC	Common
So, as what I've mentioned mam, all donations, monetary donations that we receive, it is handled by our financial officers and as what I've mentioned a while ago yun ung sinasabi naming work plan, so sa work plan pa lang po makikita na kung saan mapupunta so we do work	C3F2FC	Common	With the help of the administration and finance committee, they are the ones who were in charge in the distribution of the financial assistance provided by the government and private sectors. They also conducting follow ups to the reports of the resource	C4M2FC	Common

as what we have planned. So yun para meron tayong accomplishment kasi if we will jump to other things na wala sa plano we will not accomplish it.			mobilization committee in determining what materials need to be bought in the implementation of the Brigada Eskwela Program.		
I think, we are all the same in preparation and reporting of finances, the difference is how you manage it like what is the priority project of the Brigada and the transparency of the finances.	P1F1FM	Common	All the donations which mostly comes from private sector, in cash or in kinds are properly liquidated. Then we see to it that all of these were used on the projects that is in our work plan. We stick to what is stated in our work plan.	P2F2FM	Common
I think because our school is under 4 barangays, this is why we raised a lot of financial support from the 4 barangays. So sagana tayo when it comes to funds kaya lahat ng projects at naaccomplished natin.	P2F2FM	Common	We make sure po that all financial assistance from both government and private sources gathered are spend in accordance with the applicable rules and regulations.”	C4M2FM	Common
Masasabi ko po na in our school when it comes to financial management in Brigada we have auditing and transparency talaga.	C2M1FM	Common	Before po magstart yung sa planning stage with the committee, meron po kaning ina eye na sabihin na nating cash donation kasi ng dahil sa Run for BE tapos bago mag end yung sya naipapaliwanag na namin sa mga tecahers	C1F1FM	Common

			naming na ifever na makakuha tayo ng cash donations, ito yung mapupuntahan so nakita naming it is very effective, kasi for 4 years kung ilang taon napo ang Run for BE palagi kaming biggest delegation and lahat po ng white boards na meron kami is galing po yun sa Run for Briagda yung mga HDMI na ginagamit sa classrooms namin galing po yun sa incentives ng teachers dahil dun sa run for brgida. Sa palagay ko di naman mahirap humigi ng cash donations as long as yun nga yung transparency nakikita ng teachers kung saan napupunta, yung parang open book po siya and as coordinator dapat po talaga meron tayong katuwang na namamahala sa financial matters sa brigada kasi hindi mo naman talaga kakayaning mag isa, so pag coordinator ka ikaw yung katuwang ng principal sa pagpaplano pero the implementation itself kailangan po talaga ng maraming katuwang.		
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Well, we have a committee that do the documentation and accomplishment report. Ako, bilang school head, I also check and monitor the documents and accomplishment report.	P1F1SP	Common	I have a very good and hardworking BE Coordinator who have many connections as well as expertise when it comes to documentation of BE practices. He's the one who manage the BE documentation in our school.	P4M1SP	Common
We have our committee for it and we assigned and choose that right persons to do the job. Everything, every accomplishment is being documented, the daily activities from day 1 to 5.	P2F2SP	Common	We manage the documentation and accomplishment reports by assigning the documentation committee. The said committee have a documenter in each day to capture the highlights that happened in the particular day. They also need to submit the accomplishment reports before the end of the Brigada Eskwela Program.	C5F3SP	Common
Every day, we take photos or video footages of activities, especially po the improvements done. Meron po tayong pictures before during and after. Aside from that we also have our daily attendance and records of our volunteers and daily report on donations received.	C4M2SP	Common	Dahil meron tayong documentation committee sa totoo lng yun ang pinakamahirap, kasi yung magpa attendance ka lng araw araw dahil dagsa yung mga tao na tumutulong sayo, yung maglalagay ka lang kung mag cacarprenty sila mag gardening ba sila, tutulong ba sila sa pagpipinta	C1F1SP	Common

			nirereport din po yun number hours.		
We have working committee that are assigned for the documentation, however as teacher as they also have things to do, so to lighten the work every teacher will have their own documentation inside their classroom to be submitted to the grade level coordinator then the grade level coordinator consolidates it before handling to the assign documenters and the also do consolidation before submitting to the Brigada Eskwela Coordinator before handling to me.	P3F3SP	Common	“...the classroom teacher took pictures on the development of their classrooms, have attendance on volunteers and also the assigned individuals for documentation took pictures on the accomplished projects. So all gathered pictures and documents will be consolidated by the documentation committee.	P2F2SP	Common
In our School we have a Documentation team, other than that, in every grade level we also have also documentation team. From there they are going to submit the documents to the school documentation team.	P4M1SP	Common	We do tap the advisers and grade level coordinators. So the advisers will do the report and then they will pass it to the grade level coors and then the grade level coors posted it to our group and me and the documentation team will evaluate it, I compare namin sa report din nang documentation team namin so kung may magkakapareho hindi na	C3F2SP	Common

			namin sinasali, kino consolidate naming.		
Meron tayong documentation as a whole at meron din tayong documentation per grade level since we are in a mega school ay di kakayaning ng isang taong naka assign, ito ay pinagtutulungan ng bawat grade level.	C2M1SP	Common	Well, we are very organized in preparing our documentation and accomplishment reports, that is from classroom level to school level documentation team.	P4M1AR	Common
Documentation and accomplishment committee are working hand in hand to make all the reports comprehensive enough and in order to come up a well-crafted accomplishment report.	P5F4AR	Common	As what I have said, everything is being recorded, documented. All are working collaboratively, so it's not hard for us to come up with a good accomplishment report.	P2F2AR	Common
Sa ating school ang pinaka advantage ay meron tayong grade level committee bukod sa pinaka main na committee. Kaya maayos ang pagkakagawa natin ng report. Naging magaan ang trabaho kasi tulog tulong.	C2M1AR	Common	We keep and maintain records and pertinent papers and documents. We summarize and consolidate the different BE forms as basis for drafting the Brigada Eskwela accomplishment report so that at the end of the weeklong Brigada Eskwela all of the documents that are needed are already intact and ready for the submission in the Division office.	C4M2AR	Common

After the Division Run for Brigada, we also have our own School Run for Brigada that served as our school kick off activity for the program. So yung iba na di nakakasali sa division, can still participate since ito ay sa community, within the barangay ginagawa. In this way, mas marami ang stakeholders na nakakapagparticipate and this developed awareness sa ating mga kabaranggay na nagstart na ang yearly program and mas marami ang nahihikayat na sumuporta sa atin.	P2F2FA	Common	Ang Run for Brigada ay malaking tulong sa aming eskwelahan. Dahil dito ay nakakalikom kami ng karagdagang pondo na nagagamit sa mga kailangan sa isang linggong brigada. Sa pakikipagtulungan namin sa barangay ay naisagawa ang Run for Brigada na kung saan kahit sino ay maaaring sumali.	C2M1FA	Common
We also give thank you cards and invite them in our program na tinatatawag naming “The Stakeholders Night” wherein they are given recognition and awards for their support to our school.	P1F1PA	Exclusive	At the end of Brigada Week, nagkakaroon tayo ng giving of rewards and certificate for a job well done. A closing program is done where we give certificates as our way of appreciation to those who in one way or another participated in the activities.	P6F5PA	Common
Meron po kaming appreciation program po talaga. So nagbibigay kami ng certificates sa kanila yung parang Gawad Parangal. Para po ng siyang	C1F1PA	Common	Siguro ang kaibahan mam namin ay nag poproduce kasi kami ng certificates sa mga stakeholders. Dati po kasi na wala pang pandemic talagang	C6F4PA	Common

sort of mini concert na nagpeperform ang mga estudyante namin kasi dito sa amin, meron kaming childrens choir, dance troupe and drum and lyre band na under my supervision na madali po siyang i-tap, actually kasama po siya sa program namin bago magsimula ang klase , thanksgiving night para sa stakeholders.			nagkakaroon kami ng program para marecognize sila para pa thank you din sa aming stakeholders. Mas maganda kasi at masarap sa pakiramdam kapag naappreciate eh, kaya binibigay namin yun sa kanila and in that way po di sila magsasawang susuporta sa school.		
Kami po mam bilang stakeholders ay all-out support din naman po kami sa aming paaralan kasi para naman po ito sa aming mga anak at sa lahat ng kabataan. Ang nakakatuwa rin po kasi ang school ay di naman po binabalewala ang aming mga ginagawa, nagbibigay po sila ng certificates po para sa aming mga magulang na talagang sumusuporta sa kanila. May ginagawa po silang programa para dun.	S1F1PA	Common	Being transparent as to whatever donations are given to the school. In whatever endeavor, the school do each activity as a family and as a team. We do not see Brigada Eskwela as a work of one person. It is bayanihan mam	P6F5OC	Common
The Brigada school coordinator is the one responsible with all the donations. Everything is displayed in the	P6F5OC	Common	Ang talagang best practice po ng school ay yung talagang detailed liquidation, mayroong transparency board, may pirma pa ni stakeholder dun, makikita talaga kung	C6F4OC	Common

transparency board for everyone to look at.			saan napupunta at saan nanggagaling ang ginagamit sa school.		
Dahil po may transparency board tayo marami pa pong stakeholders ang makapagsabi na honest naman pala ang coor nito, trustworthy naman pala worth it din kung magbibigay tayo sa school nila kasi talagang marerecognize tayo at talagang di masasayang mapupunta talaga sa mga bata. Dahil diyan makakahakot pa ng maraming stakeholders.	C6F4OC	Common	Yes mam, bale ang mga ginagawa ng aming paaralan upang maging isa sa mga pinakamahuhusay na tagapagpatupad ng BE, maliban sa pagkakaroon po ng malaking donasyon na natatanggap during brigada ay isang way din po namin para maging kakaiba ang pagkakaroon ng transparency board kung saan nakikita po ng nagdodonate ang kanilang nadodonate kada araw ng whole maintenance week o nang buong brigada week. Akin po itong ipinapakita upang silay lalong maengganyo at isa na ring paraan upang mapasalamatan ang mga nasabing donors na nagbibigay sa amin ng mga donasyon. Isa itong factor na masasabi ko pong effective sa aming paaralan yun pong pagkakaroon ng bukas na komunikasyon sa aming mga kapwa magulang , mga stakeholder at pagiging involve nila sa	S5F5OC	Common

			programang ipinapatupad ng aming paaralan during BE po, maliban po dun sa full support ng principal, ng coordinator, staff. So ito po yung ginagawa ng paaralan namin saka yung factor na masasabi kong effective sa paaralan po.		
We also have programs such as medical and dental missions, livelihood programs, and a lot more held in our school and this is through the initiatives of our stakeholders also.	P5F4CP	Exclusive	The best practices of our Brigada Eskwela program is the involvement and commitment of our stakeholders and volunteers during the Maintenance Week. The following programs such as medical-dental mission, operation tuli, livelihood programs, x-ray programs and other programs that will benefit our school committee, sometimes other barangays/schools also benefited to our programs, won't be possible without the help of our stakeholders/volunteers.	C5F3CP	Common
We considered these as our best practices because we were able to execute the said programs without getting fund in our MOOE, and these programs were	C5F3CP	Common	I can say that what made us in Top 3 best implementer for large school category for 3 consecutive years are the dedication and collaborations of all the teachers and stakeholders in	P3F3SP	Exclusive

implemented with the joint forces of our volunteers and stakeholders. Volunteers provide the manpower in the said programs while the stakeholders or donors provide food and materials needed in the implementation of the programs. Not only that, we were able to cater not only our school community, but also other barangay and school community as well.			Parada Elementary School is really exceptional.		
The important factor to be considered in the successful implementation of Brigada Eskwela is each other working collaboratively.	P3F3SP	Common	One word mam, collaboration. It's summarized in collaboration, kasi ito nga yun Bayanihan, more on collaboration. We work hard in order to collaborate with the GPTA, the stakeholders, the barangays. So its all summarized in one word mam,, collaboration.	C3F2SP	Common
Kasi mam through collaboration po ay malayo po ang mararating nyan. Kasi sa bayanihan na sinasabi natin ay hindi ko lng naman trabaho yan bilang asp coor,	C3F2SP	Common	Pinakaimportante talaga tulungan kasi ito ay para sa school. Hindi lang si coor si officer, si grade chairman kundi tulungan ng lahat kasi ito at magbenefit din naman ang lahat , ito'y para sa	C2M1SP	Common

trabahi din po yan ng principal , trabaho din po ng parents at ang makikinabang nyan ay mga bata, so para sa bata, para sa bayan collaboration is necessary. So that is the best practice that best describe our school kasi I did not work alone we work together as one.			school. So karangalan ng ating brigada ay sa school din yun. Maawardan tayo para ito sa school. So pinakamaganda talaga cooperation ng lahat.		
I think time is our major challenge. Sometimes, kulang talaga ang time since BE runs only for a week. Kaya minsan may mga di natatapos na project.	P2F2TC	Common	May mga malalalim at mabibigat na problems na ating na encounter. Una ay ang time. Alam namin natin na may klase pa pero nagagawan naman ng paraan with the help of ASP officers and our steering committee and GPTA officers. Kasi ang dami mong plano na dapat I execute so kailangan mo ng sapat na time. So ahead of time kailangan maayos mo na yung planning para walang magiging conflict. Next po is rejection, kasi pag pupunta ka dun sa stakeholders at di mo mailatag ng tama may rejection kang ma fi feel kasi di naman lahat informed nito eh. So isama mo sa iyong letter, I attach	C2M1TC	Common

			moa ng iyong work plan pra maunawaan nila.		
The challenges we have encountered in the implementation of our Brigada Eskwela Program, were the series of overlapping seminars/webinars conducted by the region and division, as result, teachers were not able to attend to our BE programs.	C5F3TC	Common	Fatigue. when one is tired, it lessen the enthusiasm in participating the program and being ahh, in one big family it may effect on dealing with each other.	P3F3TC	Common
Pagod. Yung pagod kasi pag pagod ka na di mo lam kung nasa right track ka pa kasi minsan nilalamon ka na ng pagod. Yun yung isa sa mga challenges eh kasi if I don't have much strength I don't have energy to lead the program kahit sa solicitation, in my part din kasi high blood ako. Kasi minsan pag pagod ka mainit ulo mo. I am so blessed kasi lahat ay supportive, sabagay yan yung culture naming sa school mam, kung kasama ka sa committee, 101 percent kahit di na	C3F2TC	Common	To manage those challenges planning is really important, so by planning it will allow us to arrange the things that we must accomplished in day to day and it will prepare the teachers emotionally and physically. In lack of materials, it gives us a view on what we are going to ask to our stakeholder.	P3F3TC	Common

matutulog mam we work together.Kung may trabahong naka assign sayo syempre with the proper guidance of our principal natatapos po naming. Kaya nasa pamimili din yan ng yong katrabaho.					
Sa time naman mahirap kasi pag nagbigay si stakeholder ng ganitong appointment tapos di ka makakapunta kasi may klase ka so struggle yun kasi tayo ang nakikiusap. So paano ko natutugunan yan, dahil meron tayong steering committee at other officers, napapadala natin sila at pinasamahan natin ng parent kung sino ang GPTA kasi nakaduty sila Monday to Friday 2 officers everyday kaya kung sino ang nataon sila ang sasama.	C2M1TC	Common	Well, sometimes po not all materials or resources are enough to accomplish the needed projects to be accomplished. So our plans for that specific project ay maapektuhan po talaga. Di siya matatapos sa target date namin kasi need pa na makahanap ng mapagkukunan	P6F5SR	Common
Minsan po ang hirap din na manligaw sa stakeholders kasi hindi lahat ng stakeholders ay oohan ka, tapos hindi	C1F1SR	Common	So usually ang challenges na naiencounter po ay nasa GPTA din mismo kasi di naman natin sila mafoforce na magbigay. Kaya minsan po kinukulang yung	C6F4SR	Common

lahat ng tatawagan mo ay pagbibigyan ka. Kaya minsan may project na di sapat ang nalilikom namin na materials. So tiyaga lng po talaga.. Kasi minsan di ba yung meron kang mga prospects na pag tingnan mo ng laki ng pakinabang nila sa school pero pag humingi ka ng tulong parang ayaw naman magbigay.			budget namin para maisagawa ang isang project, kulang ng materials. Kaya ang ginagawa po naming ay mag sosolicit na lng kami uli, maghahanap ng ibang stakeholders para matugunan ang mga kailangan.		
The challenge are in the hands of people that are not willing to help and support the Brigada Eskwela. Though, wala pa naman kami masyado na encounter na ganun, but then if meron man, very few lang.	P1F1SI	Common	Another problem mam is ang ating manpower or volunteers. Since alam naman natin na sa BE mostly nagrerely tayo sa mga services ng volunteers natin to do the job. Sometimes kinukulang yung volunteers natin for a particular project, may mga di natatapos and meron din tayo tinatap na stakeholders na di rin sumasagot.	P2F2SI	Common
Another problem po is rejection, kasi pag pupunta ka dun sa stakeholders at di mo mailatag ng tama may rejection kang ma fi feel kasi di naman lahat informed nito eh. So isama mo sa iyong letter, i attach	C2M1SI	Common	Yung mga problema po na nararanasan namin, unang una po, meron din kasing mga parents na ano, hindi nakikiisa at meron ding halimbawa katulad po ng meron kaming bubunuin na program sa school o	S2F2SI	Common

mo ang iyong work plan para maunawaan nila.			kaya magriraize po kami ng fund, meron din po talagang mga magulang na mag ququestion, yung dating na parang hindi nila gusto yung ganun.		
Sa mga parents, minsan hindi mo naman po mahihikayat lahat na sumuporta kasi hindi naman natin alam unang una ang budget nila, minsan nga nagsasabi, kaya nga kami nasa public school eh, minsan makakaencounter ka po ng ganung mga dahilan nila so syempre hahabaan ko po ang pasensya.	S4F4SI	Common	Well, we want our BE implementation to be successful, so we do our best para yung mga problems ay matugunan.. If a project lacks manpower, then we call other volunteers, we tap our teachers kasi sila yung mga nakakausap talaga ng parents and then dun naman sa mga stakeholders that are not willing to participate or donate, okay lng, so we just look for another stakeholder.	P2F2SI	Common

Appendix J

Key Concept Themes of Practices

Key Concept	Practice	Code
ADVOCACY AND MARKETING	Campaigning for Information	P1FICI P2F2CI P3F3CI P4M1CI P5F4CI P6F5CI C1F1CI C2M1CI C3F2CI C4M2CI C5F3CI C6F4CI
	Prioritizing Stakeholders	P1FIPS P2F2PS P3F3PS P4M1PS P5F4PS P6F5PS C1F1PS C2M1PS C3F2PS

		C4M2PS C5F3PS C6F4PS
RESOURCE MOBILIZATION	Conducting Needs Assessment	P1FINA P2F2NA P3F3NA P4M1NA P5F4NA P6F5NA C1F1NA C2M1NA C3F2NA C4M2NA C5F3NA C6F4NA
	Promoting Transparency and Accountability	P1FITA P2F2TA P3F3TA P4M1TA P5F4TA P6F5TA C1F1TA C2M1TA C3F2TA C4M2TA

		C5F3TA C6F4CI
PROGRAM MANAGEMENT	Action Planning	P1FIAC P2F2AC P3F3AC P4M1AC P5F4AC P6F5AC C1F1AC C2M1AC C3F2AC C4M2AC C5F3AC C6F4AC
	Monitoring and Supervision	P1FIMS P2F2MS P3F3MS P4M1MS P5F4MS P6F5MS C1F1MS C2M1MS C3F2MS C4M2MS C5F3MS

		C6F4MS
	Aligning Projects to BE Themes	P1FIAT
		P2F2AT
		P3F3AT
		P4M1AT
		P5F4AT
		P6F5AT
		C1F1AT
		C2M1AT
		C3F2AT
		C4M2AT
		C5F3AT
		C6F4AT
ADMINIRTRATION AND FINANCE	Creating a Finance Committee	P1FIFC
		P2F2FC
		P3F3FC
		P4M1FC
		P5F4FC
		P6F5FC
		C1F1FC
		C2M1FC
		C3F2FC
		C4M2FC
		C5F3FC
		C6F4FC

	Practicing Sound Fiscal Management	P1FIFM P2F2FM P3F3FM P4M1FM P5F4FM P6F5FM C1F1FM C2M1FM C3F2FM C4M2FM C5F3FM C6F4FM
DOCUMENTATION	Providing Support to Person-In-Charge	P1FISP P2F2SP P3F3SP P4M1SP P5F4SP P6F5SP C1F1SP C2M1SP C3F2SP C4M2SP C5F3SP C6F4SP

	Complying with the Organized Accomplishment Report	P1FIAR P2F2AR P3F3AR P4M1AR P5F4AR P6F5AR C1F1AR C2M1AR C3F2AR C4M2AR C5F3AR C6F4AR
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Appendix K

Summary of Responses for Challenges and Best Practices

Responses				Themes
BEST PRACTICES				
Principal B <i>After the Division Run for Brigada, we also have our own School Run for Brigada that served as our school kick off activity for the program. So yung iba na di nakakasali sa division, can still participate since ito ay sa community, within the barangay ginagawa. In this way, mas marami ang stakeholders na nakakapagparticipate and this developed awareness sa ating mga kabaranggay na nagstart na ang yearly program and mas marami ang nahihikayat na sumuporta sa atin.”</i>		Coordinator B <i>Ang Run for Brigada ay malaking tulong sa aming eskwelahan. Dahil dito ay nakakalikom kami ng karagdang pondo na nagagamit sa mga kailangan sa isang linggong brigada. Sa pakikipagtulungan namin sa barangay ay naisagawa ang Run for Brigada na kung saan kahit sino ay maaaring sumali.</i>		Conducting Fund-Raising-Activities as Strategies
Principal A <i>We also give thank you cards and invite them in our program na tinatatawag naming “The Stakeholders Night” wherein they are given recognition and awards for their support to our school.</i>	Principal F <i>At the end of Brigada Week, nagkakaroon tayo ng giving of rewards and certificate for a job well done. A closing program is done where we give certificates as our way of appreciation to those who in one way or another</i>	Coordinator A <i>Meron po kaming appreciation program po talaga. So nagbibigay kami ng certificates sa kanila yung parang GAWAD Parangal. Para po ng siyang sort of mini concert na nagpeperform ang mga estudyante namin kasi dito sa</i>	Coordinator F <i>Siguro ang kaibahan mam namin ay nag produce kasi kami ng certificates sa mga stakeholders. Dati po kasi na wala pang pandemic talagang nagkakaroon kami ng program</i>	Advocating Partnership through Appreciation and Recognition

	<i>participated in the activities.”</i>	<i>amin, meron kaming childrens choir, dance troupe and drum and lyre band na under my supervision na madali po siyang i-tap, actually kasama po siya sa program namin bago magsimula ang klase , thanksgiving night para sa stakeholders.”</i>	<i>para marecognize sila para pa thank you din sa aming stakeholders. Mas maganda kasi at masarap sa pakiramdam kapag naappreciate eh, kaya binibigay namin yun sa kanila and in that way po di sila magsasawang susuporta sa school.</i>	
Principal F <i>Being transparent as to whatever donations are given to the school. In whatever endeavor, the school do each activity as a family and as a team. We do not see Brigada Eskwela as a work of one person. It is bayanihan mam.</i>	Coordinator F <i>Ang talagang best practice po ng school ay yung talagang detailed liquidation, mayroong transparency board, may pirma pa ni stakeholder dun, makikita talaga kung saan napupunta at saan nanggagaling ang ginagamit sa school.</i>	Stakeholder E <i>Yes mam, bale ang mga ginagawa ng aming paaralan upang maging isa sa mga pinakamahuhusay na tagapagpatupad ng BE, maliban sa pagkakaroon po ng malaking donasyon na natatanggap during brigada ay isang way din po namin para maging kakaiba ang pagkakaroon ng transparency board kung saan nakikita po ng nagdodonate ang kanilang nadodonate kada araw ng whole maintenance week o nang buong brigada week. Akin po itong ipinapakita upang silay lalong maengganyo at isa na ring paraan upang mapasalamatan ang mga nasabing donors na nagbibigay sa amin ng mga donasyon. Isa itong</i>	Maintaining Open and Transparent Communication	

		<i>factor na masasabi ko pong effective sa aming paaralan yun pong pagkakaroon ng bukas na komunikasyon sa aming mga kapwa magulang , mga stakeholder at pagiging involve nila sa programang ipinapatupad ng aming paaralan during BE po, maliban po dun sa full support ng principal, ng coordinator, staff. So ito po yung ginagawa ng paaralan namin saka yung factor na masasabi kong effective sa paaralan po.</i>		
Principal E <i>We also have programs such as medical and dental missions, livelihood programs, and a lot more held in our school and this is through the initiatives of our stakeholders also.</i>		Coordinator E <i>The best practices of our Brigada Eskwela program is the involvement and commitment of our stakeholders and volunteers during the Maintenance Week. The following programs such as medical-dental mission, operation tuli, livelihood programs, x-ray programs and other programs that will benefit our school committee, sometimes other barangays/schools also benefited to our programs, won't be possible without the help of our stakeholders/volunteers.</i>		Initiating Community-based Projects
Principal C <i>I can say that what made us in Top 3 best</i>	Coordinator C <i>One word mam, collaboration. It's</i>	Principal F <i>Brigada Eskwela should not be a task</i>	Principal B <i>It's working collaboratively</i>	Making stakeholders as

implementer for large school category for 3 consecutive years are the dedication and collaborations of all the teachers and stakeholders in Parada Elementary School is really exceptional.	summarized in collaboration, kasi ito nga yun Bayanihan, more on collaboration. We work hard in order to collaborate with the GPTA, the stakeholders, the barangays. So its all summarized in one word mam, collaboration.	of only one person. It must be with the teaching and non-teaching personnel, administrator, parents and community working hand in hand	and a good relationship with our partners are the key to the successful implementation of BE. We cannot do it alone, our school cannot do it alone. We need the help of our teachers, parents and partners. If bayanihan spirit is present in all BE implementation, then im sure, it will be successful and will yield good results.	Collaborative Partners
CHALLENGES				
Principal B <i>I think time is our major challenge. Sometimes, kulang talaga ang time since BE runs only for a week. Kaya minsan may mga di natatapos na project.</i>	Coordinator B <i>May mga malalalim at mabibigat na problems na ating na encounter. Una ay ang time. Alam namin natin na may klase pa pero nagagawan naman ng paraan with the help of ASP officers and our steering</i>	Coordinator E <i>The challenges we have encountered in the implementation of our Brigada Eskwela Program, were the series of overlapping seminars/webinars conducted by the region and division, as result, teachers were not</i>	Principal C <i>Fatigue. when one is tired, it lessen the enthusiasm in participating the program and being ahh, in one big family it may effect on dealing with each other.</i>	Time Constraints

	committee and GPTA officers. Kasi ang dami mong plano na dapat I execute so kailangan mo ng sapat na time. So ahead of time kailangan maayos mo na yung planning para walang magiging conflict. Next po is rejection, kasi pag pupunta ka dun sa stakeholders at di mo mailatag ng tama may rejection kang ma fi feel kasi di naman lahat informed nito eh. So isama mo sa iyong letter, I attach moa ng iyong work plan pra maunawaan nila	able to attend to our BE programs		
Principal F Well, sometimes po not all materials or resources are enough to	Coordinator A Minsan po ang hirap din na manligaw sa stakeholders kasi hindi lahat ng stakeholders ay oohan ka, tapos hindi	Stakeholder C Sa akin po, iyong malaking hamon, iyong makaipon	Scarcity of Resources	

<i>accomplish the needed projects to be accomplished. So our plans for that specific project ay maapektuhan po talaga. Di siya matatapos sa target date namin kasi need pa na makahanap ng mapagkukunan.</i>	<i>lahat ng tatawagan mo ay pagbibigyan ka. Kaya minsan may project na di sapat ang nalilikom namin na materials. So tiyaga lng po talaga.. Kasi minsan di ba yung meron kang mga prospects na pag tingnan mo ng laki ng pakinabang nila sa school pero pag humingi ka ng tulong parang ayaw naman magbigay.</i>		<i>ng mga pondo , makipag-usap sa ibat-ibang uri ng mga samahan upang makahingi ng sapat na tulong na kailangan po sa aming paaralan.</i>	
Principal A <i>The challenges are in the hands of people that are not willing to help and support the Brigada Eskwela. Though, wala pa naman kami masyado na encounter na ganun, but then if meron man, very few lang</i>	Principal B <i>Another problem mam is ang ating manpower or volunteers. Since alam naman natin na sa BE mostly nagrereely tayo sa mga services ng volunteers natin to do the job. Sometimes kinukulang yung volunteers natin for a particular project, may mga di natatapos and meron din tayo tinatap na stakeholders na di rin sumasagot.</i>	Stakeholder B <i>Yung mga problema po na nararanasan namin, unang una po, meron din kasing mga parents na ano, hindi nakikiisa at meron ding halimbawa katulad po ng meron kaming bubunuin na program sa school o kaya magriraize po kami ng fund, meron din po talagang mga magulang na mag ququestion, yung dating na parang hindi nila gusto yung ganun.</i>	Stakeholder D <i>Sa mga parents, minsan hindi mo naman po mahihikayat lahat na sumuporta kasi hindi naman natin alam unang una ang budget nila, minsan nga nagsasabi, kaya nga kami nasa public school eh, minsan makakaencounter ka po ng ganung mga dahilan nila so syempre hahabaan ko po ang pasensya.</i>	Inadequate Stakeholder Involvement

Appendix L

List of Identified Volunteers

Parent Association Officers	LGU employees
4Ps Recipients	Company employees and workers
School Alumni	Drivers
Police and Army	Health workers
Homeowners Association	Teachers Association
Rotary Club Officers	Carpenters
College Students	Electricians
Firefighters	Gardeners
Barangay Officials and Workers	Masons
ALS volunteers	Neighborhood Associations

Appendix M

Certificate of Compliance

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-557-5768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2055-EPR-FM-020
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CERTIFICATE OF COMPLIANCE	QAC No. CC-09242018-027

BASIC INFORMATION

REC Code:	09102021-83
Title of the Research Project/Thesis/Dissertation:	Towards the Development of a Brigada Eskwela Program Implementation Model
Researcher/Project Leader and Designation/Affiliation:	Jane T. Mandolado

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☐ Thesis
☒ Dissertation
☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **September 10, 2021**


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

Appendix N

Authenticity Result



Philippine Normal University
The National Centre for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines

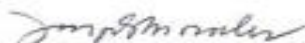
**AUTHENTICITY RESULT**

Date of Release: September 7, 2021
Result Code: 2021-0808
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Title of Output: Towards the Development of a Brigada Eskwela
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Author (s): Jane Mandolado

Authenticity Report:

Similarity Report: 25%

- Interpretation: A similarity of 25% means that 25% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (23%), publications (5%), and student papers (16%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
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PROFESSIONAL SUMMARY

Currently designated as a public school teacher with a passion for academic and pupil development as well as upgrading school performance.

SKILL HIGHLIGHTS

- Instructional Development
- Curriculum Development
- School Improvement Planning
- Strategic Planning

PROFESSIONAL EXPERIENCE*TEACHER III*

Silvestre Lazaro Elementary School

2010-present

- Prepares daily logs and instructional materials
- Attends professional meetings, in-service trainings and related activities for self-growth and advancement
- Gets involved in community and civic-organization activities
- Updates parents on children's progress and problems

OTHER RELATED EXPERIENCES

- Served as resource speakers in LAC sessions and InSeT.
- Participated in various trainings and seminars related to leadership, management and curriculum.

EDUCATION

- Master of Arts in Education with specialization in Educational Management, Pamantasan ng Lungsod ng Valenzuela, 2009-2012
- Bachelor of Elementary Education, St. Peter's College-Iligan City, 1999-2003