# Systematic Review and Meta-Analysis on the Implementation of "Brigada Eskwela" in Philippine Public Schools

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## Article info

## Abstract

This study assessed the "Brigada Eskwela" implementation among Philippine public schools. Specifically, this paper identified and analyzed the strengths, weaknesses, opportunities, and threats of "Brigada Eskwela" as a method to recommend strategies to improve and sustain its implementation. The primary sources of data are research articles about the implementation of "Brigada Eskwela" which were collected from different online resources by conducting a systematic review and meta-analysis. The proposed strategies were developed through SWOT analysis and are aligned with the vision, mission, core values of the Department of Education to improve and sustain the "Brigada Eskwela" implementation in Philippine public schools. The results revealed that the "Brigada Eskwela" program of the Department of Education is beneficial for schools and its driving forces are already present within the school. These include the leadership capability of the heads of school, the availability of workforces such as teaching and nonteaching personnel, parents, and volunteers, support from stakeholders, and innovations to improve the school. As to weaknesses, the findings revealed inadequate school resources, proper planning mechanisms, and effective communication of the implementation plan. There is also a need to improve the preparation and presentation of reports and make them more substantial. In terms of opportunities, it is evident that parents, students, the community, and other stakeholders including private individuals or organizations are responsive to the call for volunteerism and partnerships. Threats include the location of the school, availability of private individuals or organizations, access to stakeholders, low economic status of parents and community, and stakeholders' negative attitude towards the program.

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## Introduction

"Brigada Eskwela", also known as the National Schools Maintenance Week, is a nationwide initiative that aims to promote volunteerism and public-private partnerships in public education and was formally launched by the Department of Education (DepEd) in May 2003. It was strengthened by the Republic Act 8525, also known as the "Adopt-A-School Act" in 1998. The foundation for this was the notion that everyone should care about the education of Filipino learners. The existence of a systematic design did not ensure program success in every school, especially considering the unprecedented demands and adaptations brought by the pandemic. "Brigada Eskwela" is still difficult for many schools to execute, and the program's effectiveness varies depending on a number of circumstances. According to Manila and Decano (2022), preparation, overcoming obstacles, and building coping strategies are crucial factors to consider when putting the program into practice. Therefore, it is imperative that mechanisms are established on how to improve the implementation of "Brigada Eskwela". Hence, this study suggests reviewing its current implementation in public schools and analyzing the internal and external factors influencing its implementation as necessary to sustain the strengths, work on weaknesses, reduce threats, and increase opportunities. This assumption is supported by Garcia (2021), who affirmed that "Brigada Eskwela" is a program that has to be sustainable, and the best practices in its implementation have to be identified, analyzed, and shared with other schools.

Oco (2022) noted that the leadership of the heads of schools is a key factor in the success of school operations and programs like "Brigada Eskwela", and it also leads to a better school and teacher performance. Likewise, Torres (2021) revealed that various management or leadership strategies must be employed for higher success and to attract volunteers and participants in school-initiated activities like "Brigada Eskwela". Cando (2016) emphasized that the "Brigada Eskwela" program would require dedicated school professionals, cooperative parents, a supportive community, and disciplined learners to volunteer for the activities. Prior studies have focused on identifying the "Brigada Eskwela" innovations and practices being currently practiced in the "Brigada Eskwela" implementation, while the present study reflects on the insights from the related studies and literature through a systematic review and meta-analysis of the

implementation of "Brigada Eskwela" in the Philippine public schools with the purpose of providing strategies on how to enhance and improve the implementation of "Brigada Eskwela" through the collective efforts of all stakeholders. Specifically, this paper identified the strengths, weaknesses, opportunities, and threats in implementing "Brigada Eskwela"; analyzed the internal and external factors to sustain the strengths, work on the weaknesses, reduce threats, and increase opportunities in its implementation; and recommended strategies to improve the implementation of "Brigada Eskwela" through an action plan.

The research team is composed of basic education teachers and heads of school of the basic education department and a professor at a public higher education institution in the Province of Sorsogon. As program implementers and key stakeholders of the program, they have seen the need to study the "Brigada Eskwela" implementation to further explore its value to the school community and determine mechanisms to improve its implementation. The results of this study are beneficial to program implementers and evaluators, school administrators and supervisors, and the school community in general.

## Objectives

This study assessed the "Brigada Eskwela" implementation among Philippine public schools using a systematic review and meta-analysis. Specifically, this paper identified the strengths, weaknesses, opportunities, and threats in implementing "Brigada Eskwela"; analyzed the internal and external factors to sustain the strengths, work on the weaknesses, reduce threats, and increase opportunities in its implementation; and recommended strategies to improve the implementation of "Brigada Eskwela".

## Literature review

### Strengthening School-Community Partnership

It is imperative that mechanisms on how to improve the implementation of "Brigada Eskwela" are established. Hence, reviewing its current implementation in public schools and analyzing the internal and external factors influencing its implementation is necessary to sustain the strengths, work on weaknesses, reduce threats, and increase opportunities. This assumption is supported by Garcia (2021), who affirmed that "Brigada Eskwela" is a program that must be sustainable, and the best practices in its implementation may be identified,

analyzed, and shared with other schools.

Through Republic Act No. 8525, otherwise known as the Adopt-A-School Program Act, public and private sectors are given the opportunity to increase the level of civic participation and volunteerism to contribute to improving the public school. Moreover, a community is actively involved, to increase resources and ensure co-responsibility. As Cajucom (2017) explained, "Brigada Eskwela" is geared toward making schools disaster-prepared, ecologically conscious, clean, and conducive to learning. Cando (2016) revealed that the "Brigada Eskwela" program would require dedicated school professionals, cooperative parents, a supportive community, and disciplined learners to volunteer for the activities. Overall, "Brigada Eskwela" implementation increases accountability for both learning outcomes and school resources, builds a stronger community, and plays a key in initiating and encouraging all other groups of stakeholders to play their part and increasing community awareness and participation in environmental concerns. Collaboration of parents, teachers, local governments, and the entire community paves the way to a deeper and more productive collaboration aside from the physical improvement of the school.

**Innovative Leaders as Stewards in Maintaining Bayanihan**

"Brigada Eskwela" offers many benefits for the school and community, it saves resources on the part of the school, it builds oneness and cooperation to all stakeholders where 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. Also, the "Brigada Eskwela" successfully helps in constructing creative ways of improving the school facilities while highlighting Bayanihan. It creates an environment where people embrace the spirit of volunteering. With the act of Bayanihan, it is important to help each other out, especially for the improvement that benefits the quality of education of the youth. The heads of schools, who take part as leaders in conducting activities, together with the volunteers to make the whole innovation possible (MNLtoday.Ph, 2019).

"Brigada Eskwela" is an activity that is done by stakeholders, teachers, parents, students, and head of school that focuses on the school's improvement and preparation for the opening of classes. The dissemination of this activity relies on the supervision of the Head of School and faculty members. This is supported by the findings of Oco (2022) that the leadership of the head of school is one of the key factors in the success of school operations and programs like "Brigada Eskwela", and it also leads to better school and teacher performance. Documentation is also obligatory here to prove that the teachers are doing their part before, during, and after the Brigada Activities. This requires more paperwork since it serves as proof that is presented and submitted to Brigada Coordinators. This data of whether the schools were willing to compete for the Best Brigada Implementing Schools was used in relation to Regional Memorandum No.35, s.2017 Regional Evaluation and Selection Committee for Best "Brigada Eskwela" Implementing Schools. Likewise, Torres (2021) revealed that various management or leadership strategies must be employed for higher success and to attract volunteers and participants in school-initiated activities like "Brigada Eskwela". A good leader is acknowledged to be a good follower displaying effective communication and interpersonal skills that are much needed in collaborating and interacting with authorities and the community, especially during this kind of school activity.

Schools face obstacles that could jeopardize the program's success and these obstacles should be recognized and addressed to assist school leaders in mitigating problems and carrying out their responsibilities. However, coping mechanisms are important to alleviate these challenges, this includes positive well-being, openness to change, time management, supporting system and peer mentoring, and collaboration and partnership. These enable school leaders to meet the demands of the program and to carry out their duties and obligations as administrative managers of schools.

Additionally, the study of Catid (2022) revealed that leadership practices influenced the "Brigada Eskwela" implementation stages and there is a significant difference in the impact of leadership practices in all stages of the implementation of the "Brigada Eskwela" program. Thus, managerial skills are a key factor in conducting an activity or program like the "Brigada Eskwela". Similarly, Usop (2022) revealed that it is imperative for administrators to lead excellence in schools by creating, supporting, and promoting service excellence, sustainable practices, and financial stability. In addition, sharing of resources, skills, and resources relates to the idea of boosting community participation that fosters both innovation and unity that enables the

schools and community to develop a unique solution to community problems as to education in public schools. While Azainil et al. (2021) revealed that managerial competence is the technical ability of principals when carrying out their duties as education managers. In addition to being able to lead and manage education, school principals are also required to understand and apply the whole substance of educational activities.

**Managerial Competence and Skills in Dealing with Challenges**

Considering the strengths and advantages it is likewise undeniable that several challenges are faced by many schools that impede the successful implementation of "Brigada Eskwela". Santos (2019) presented three main problems that many schools experience in the implementation of the "Brigada Eskwela" namely, there are very few volunteers, a lack of support from private institutions/persons, and a lack of support from the Local Government Unit. Further, Manila and Decano (2022) identified challenges or difficulties including schools' locations, difficulty obtaining resources and assistance, and forging partnerships. It was revealed in their study that school administrators have the toughest job in the preparation and implementation of different school programs like "Brigada Eskwela". School leaders have the responsibility to maintain close contact with external stakeholders and to identify private partners. Plan for Basic Education Learning, which is a set of educational interventions known as BE-LCP will address basic education difficulties caused by the COVID-19 epidemic (DepEd Order No. 12, s. 2020).

Unfortunately, there are only a few private partners, since everyone is focusing on ensuring that both lives are saved during this pandemic. The second responsibility is to communicate with the shareholders and the private associates and leverage modern technologies. The school's reputation, community ties, and students' learning can all benefit from knowing how to use social media effectively in the contemporary environment (Sheninger, 2015). Nevertheless, in the new "Brigada Eskwela" concept, not all contributors have established ongoing and effective communication with the shareholders and the private associates to ensure that learning continues even during the COVID-19 period. Another responsibility of school leaders is to capacitate themselves and their colleagues in using modern technology for continuous professional learning and development. It just requires adaptability in leadership on the part of school leaders to become responsive and situation-aware through growth and learning.

Learning communities offer a setting and a framework for people to unite around a common objective. There is a need for schools to connect with other people and organizations, both public and private, to achieve their common goal which is quality education. Being a leader is a hard job. It requires never-ending patience to ensure the success of both the students and the teachers in a community or school. He or she will have the necessary administrative skills in addition to the traits of a successful leader. Having a plethora of teaching or volunteer experience is necessary for this. This can entail having a wealth of teaching or community service experience and continuous learning. School leaders should be flexible and adapt to change. It might be intimidating to lead in an uncertain world because there are rarely simple answers or well-defined pathways to take. Thus, leaders must quickly adjust to a scenario that is changing drastically in an uncertain environment. They must also use a variety of leadership styles and skills. School leaders should know how to connect to people. Engaging with their larger community must be a top priority for school administrators.

Understanding the theories presented above, it can be concluded that school leaders should have managerial competence and the ability to develop resources and create effective and efficient strategies to boost the success of "Brigada Eskwela" implementation. In addition to being able to manage school resources and students' learning, they are required to recognize and employ educational activities holistically. The collaboration of all stakeholders is vital to the success of school operations. Every member of the team should exercise leadership and a sense of responsibility and accountability.

Hence, it is significant to identify the strengths, weaknesses, opportunities, and threats in implementing "Brigada Eskwela", analyze the internal and external factors to sustain the strengths, work on the weaknesses, reduce threats, increase opportunities in its implementation, and recommend strategies to improve the implementation of "Brigada Eskwela" through an action plan.

**Conceptual framework**

The input considered the strengths, weaknesses, opportunities, and threats on the implementation of "Brigada Eskwela" in the Philippine public schools. The process involved the collection of the online data from

five years back and a review of research literature and study following the procedure of conducting a systematic review and meta-analysis is utilized. The output enumerated the strategies that may be incorporated in the school improvement plan in order to improve and sustain the "Brigada Eskwela" implementation in the Philippine public schools as shown in Figure 1.
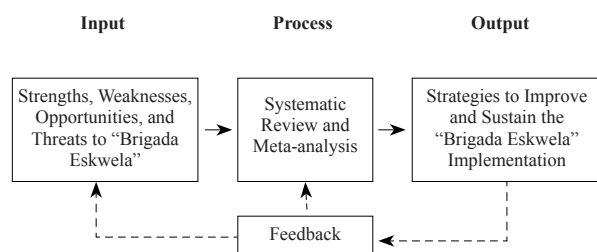


**Figure 1** Conceptual framework

### Research methodology

The Systematic Review and Meta-Analysis (SR/MA) was used to assess the implementation of "Brigada Eskwela" in terms of its strengths, weaknesses, opportunities, and threats. The primary sources of data are research articles about the implementation of "Brigada Eskwela" which were collected from different online resources following the procedure of conducting a systematic review and meta-analysis.

In analyzing the qualitative and descriptive data, thematic analysis using a deductive approach was employed, the pre-conceived themes are as follows: strengths, weaknesses, opportunities, and threats. To identify the strategies and craft the proposed action plan, the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Matrix (Digo, 2022) was utilized. The data analysis procedure includes the following: article screening process, identifying the strengths, weaknesses, opportunities, and threats based on results and findings, clustering of similar findings, analyzing internal and

external factors using SWOT matrix analysis, and crafting an action plan recommending strategies to improve the implementation of "Brigada Eskwela".

### Results

This paper used the SWOT analysis wherein strengths, weaknesses, opportunities, and threats in implementing "Brigada Eskwela" are identified, analyzed the internal and external factors to sustain the strengths, work on the weaknesses, reduce threats, and increase opportunities, and recommended strategies to improve and sustain its implementation. The proposed strategies were developed through SWOT analysis and need assessment. It is also aligned with the Department's vision, mission, core values, and goals, and considers the school development plan. These strategies aim to improve and sustain the "Brigada Eskwela" implementation in Philippine public schools. Moreover, this paper suggests the need to strengthen school-community partnerships, innovative leadership, managerial competence, and skills in dealing with challenges. This section presents the analysis and interpretation of the study on the review and analysis of the implementation of "Brigada Eskwela" in Philippine public schools employing the qualitative methodology, specifically, systematic review and meta-analysis.

**The strengths, weaknesses, opportunities, and threats in implementing "Brigada Eskwela"**

Table 1 enumerates the strengths of implementing "Brigada Eskwela" in schools. It can be inferred from the information gathered from various studies that conducting "Brigada Eskwela" is beneficial for schools and its driving forces are already presented within the school. These strengths and driving forces include the leadership capability of the heads of school, the availability of workforces such as teaching and nonteaching personnel, parents, and volunteers, support from stakeholders, and innovations to improve the school.

**Table 1** The Strengths

| Title of the Paper | Authors | Year of Publication | Strengths in Implementing "Brigada Eskwela" |
|---|---|---|---|
| Leadership Practices: Impact on Brigada Eskwela Level of Implementation | Catid, M. B. | 2022 | 1. Administrators and teachers can exercise appropriate leadership styles in implementing rules and regulations that were vital to the success of school operations (Catid, 2022).<br>2. Maintaining the facilities, properties, and operations of public schools for safe and adequate learning environments (Catid, 2022). |

**Table 1** (Continue)

| Title of the Paper | Authors | Year of Publication | Strengths in Implementing "Brigada Eskwela" |
|---|---|---|---|
| School administrators' preparation, challenges, and coping mechanism in the implementation of Brigada Eskwela in the new normal | Manila, R. F., & Decano, R. S. | 2022 | 3. The stakeholders were informed about their significant contributions to school improvement and private partners might actively work to further learners' education. They also believed that constant communication with them using written, conversational, telephone, and online channels are a must (Manila & Decano, 2022). |
| | | | 4. There are webinars for school administrators on a variety of topics, especially training needs, and digital skills in the new normal. Others are very adamant about watching video tutorials or getting guidance from peers (Manila & Decano, 2022). |
| Best practices in Brigada Eskwela of secondary schools in Batangas Province | Garcia, L. F. | 2021 | 5. Taps the spirit of volunteerism through the collaborative efforts of heads of school, private partners, local government units, and community members (Garcia, 2021). |
| | | | 6. School personnel participation. Teaching personnel are entitled to earn vacation service credits arising from their active involvement in the week-long "Brigada Eskwela" activity (Garcia, 2021). |
| | | | 7. Delegating tasks properly to school personnel, monitoring assigned tasks, and performing assigned tasks were assessed to be conducted to a great extent (Garcia, 2021). |
| | | | 8. Resource mobilization. Sending letters of invitation to participate in "Brigada Eskwela" was done to a great extent (Garcia, 2021). |
| Level of compliance with the Brigada Eskwela implementation to DO No. 66 S. 2018 in selected public junior high schools in Laguna: Basis for an action plan | Requina, G. M. | 2022 | 9. "Brigada Eskwela" dimensions such as the Pre-Implementation Stage; Implementation Stage; Post Implementation stage; Safe Learning Facilities; School Disaster management; and Disaster Risk Reduction Management were compiled (Requina, 2022). |
| | | | 10. Monitoring and managing the allocation of all supplies and conducting daily inventory (Requina, 2022). |

As mentioned by Oco (2022), the leadership of heads of school is one of the key factors in the success of school operations and programs like "Brigada Eskwela", and it also leads to better school and teacher performance. This is also supported by Torres (2021) that various management or leadership strategies must be employed for higher success and to attract volunteers and participants in school-initiated activities like "Brigada Eskwela". Moreover, Catid (2022) revealed that leadership practices influenced the "Brigada Eskwela" implementation stages and there is a significant difference in the impact of leadership practices in all stages of the implementation of the "Brigada Eskwela" program. Thus, managerial skills are a key factor in conducting an activity or program like the "Brigada Eskwela".

However, previous studies on "Brigada Eskwela" did not mention or include access to formal leadership training for heads of school and teachers in terms of successful "Brigada Eskwela" implementation. Hence, formal leadership training and capacity building for heads of school and teachers are seen to contribute to and strengthen the implementation of "Brigada Eskwela". This will also provide knowledge in identifying strategies to improve stakeholders' support and participation. It requires adaptability in leadership on the part of school leaders to become responsive and situation-aware through growth and learning.

Table 2 presents the weaknesses of "Brigada Eskwela". The results implied that the weaknesses in the implementation of "Brigada Eskwela" come down to the shortage or unavailability of school resources, proper planning, and effective communication of the implementation plan.

**Table 2** The Weaknesses

| Title of the Paper | Authors | Year of Publication | Strengths in Implementing "Brigada Eskwela" |
|---|---|---|---|
| Leadership practices: Impact on Brigada Eskwela level of implementation | Catid, M. B. | 2022 | 1. Shortage of educational facilities and resources for public schools (Catid, 2022). |
| | | | 2. The need to generate more resources to sustain the Brigada activities (Catid, 2022). |
| School administrators' preparation, challenges, and coping mechanism in the implementation of Brigada Eskwela in the new normal | Manila, R. F., & Decano, R. S. | 2022 | 3. Not all participants established continuous and effective communication with stakeholders and private partners to ensure that learning continues in times of COVID-19, especially in the new concept of "Brigada Eskwela" (Manila & Decano, 2022). |
| Level of Brigada Eskwela Implementation and Challenges Encountered: Basis for an Action Plan in the Division of Iligan City | Dechos, R. L. Jr. | 2017 | 4. Most of the schools did not have organized planning in terms of manpower, staffing, mobilization, and preparations (Dechos, 2017). |
| | | | 5. Heads of school are busy attending to some other reports and time constraints made them a solid interference. They confessed that they have difficulty tapping partners who will support the BE implementation (Dechos, 2017). |
| Level of Brigada Eskwela Implementation and Challenges Encountered: Basis for an Action Plan in the Division of Iligan City | Dechos, R. L. Jr. | 2017 | 6. Most of the schools ended their BE without a proper culmination program. Stakeholders have not engaged anymore in the last few days (Dechos, 2017). |
| | | | 7. Teachers also have a limited idea as to where they would look for partners and stakeholders because they themselves did not know what to do with them (Dechos, 2017). |
| Best practices in Brigada Eskwela of secondary schools in Batangas Province | Garcia, L. F | 2021 | 8. Program implementation relative to resource mobilization was conducted only to a moderate extent in terms of ensuring that pledges or commitments of partners are delivered (Garcia, 2021). |
| Level of Brigada Eskwela Implementation and Challenges Encountered: Basis for an Action Plan in the Division of Iligan City | Dechos, R. L. Jr. | 2017 | 9. Documentation was also considered a challenge. Teachers and Heads of school admitted that they had only limited ideas, no common time to discuss the reports and there were varied ideas resulting in the poor organization of reports (Dechos, 2017). |
| | | | 10. A sense of ownership was missing among them because each committee focused only on the assignment entrusted to them (Dechos, 2017). |

It was revealed in their study that school administrators have the toughest job in the preparation and implementation of different school programs like "Brigada Eskwela". Moreover, Dechos (2017) emphasized that there were important activities necessary for the preparation that was missed, especially in ensuring good staffing and daily guided activities for the actual implementation which are necessary for sustaining the attendance of stakeholders in the weeklong program of activities. There is also a need to improve the preparation and presentation of reports and make the reports more substantial. Hence, it is vital to plan the pre-implementation, actual implementation, and post-implementation of "Brigada Eskwela" comprehensively and strategically as it will set the direction of the program. Needs and resources assessment are also critical in setting goals. Forming different functional committees with proper monitoring of the heads of school and team leaders increases accountability. Using the available resources and leveraging strengths may help establish mechanisms to work on these weaknesses.

As shown in Table 3, it can be understood that along with the weaknesses, the program also brings various opportunities for the school. The presence of parents, community, and other external stakeholders supports and increases the opportunities for the school to successfully implement "Brigada Eskwela".

**Table 3** The Opportunities

| Title of the Paper | Authors | Year of Publication | Strengths in Implementing "Brigada Eskwela" |
|---|---|---|---|
| Best practices in Brigada Eskwela of secondary schools in Batangas Province | Garcia, L. F | 2021 | 1. Proving that helping the school sets no economic status since all assistance in any form is welcome (Garcia, 2021). |
| Leadership Practices: Impact on Brigada Eskwela level of implementation | Catid, M. B. | 2022 | 2. Parent's participation as a collaborator. Volunteerism of parents is at a higher level which also inspires students to volunteer and participate in community activities and in helping others (Catid, 2022). |
| School administrators' preparation, challenges, and coping mechanism in the implementation of Brigada Eskwela in the new normal | Manila, R. F., & Decano, R. S. | 2022 | 3. Community monitoring is very active in putting an end to terrorist activities in some regions. Other secondary and comprehensive schools have recently been established in remote villages to combat the deception of outlaws and provide adolescents with rapid and quality education (Manila & Decano, 2022). |
| | | | 4. School administrators could practice and experience conference calls with school staff and other school leaders through virtual meetings on platforms like Zoom and Google Meet (Manila & Decano, 2022). |
| Best practices in Brigada Eskwela of secondary schools in Batangas Province | Garcia, L. F | 2021 | 5. Community involvement promotes public awareness by encouraging the stakeholders' involvement and leaving them with a sense of accomplishment (Garcia, 2021). |
| | | | 6. Parents and community members take part in enhancing the learning environment (Garcia, 2021). |
| | | | 7. Initiating innovations for better implementation of the "Brigada Eskwela" program (Garcia, 2021). |
| | | | 8. Organizing efforts in increasing knowledge and investment in education issues, among adults and youth community members (Garcia, 2021). |
| Level of compliance with the Brigada Eskwela implementation to DO No. 66 S. 2018 in selected public junior high schools in Laguna: Basis for an action plan | Requina, G. M. | 2022 | 9. Guiding and leading the volunteers to the extent of concern that they are interested in (Requina, 2022). |
| | | | 10. Existence of government programs that can be aligned with the programs, projects, and/or activities of the school. |

Table 4 indicates the threats in implementing "Brigada Eskwela" These threats include primarily external factors, some of which are beyond the control of the school such as the location of the school, availability of private individuals and/or organizations, and access to some stakeholders, low economic status of parents and community, and stakeholders' negative attitude towards the program. These impacts abiding by the existing rules and regulations of the implementation of "Brigada Eskwela" and the programs covering the scope of work, resource mobilization, feedback, participation, and community involvement.

It is evident that parents, students, the community, and other stakeholders including private individuals and/or organizations are responsive to the call for volunteerism and partnerships. Parents, students, and the community inspires stakeholders to take part and involve themselves in enhancing the learning environment. This is supported by the findings of Garcia (2021) that generating community support through "bayanihan" and giving stakeholders a sense of accomplishment and organizing efforts to increase knowledge and investment in education issues, among adults and youth community members, and initiating innovations for better implementation of the "Brigada Eskwela" program were the among the top opportunities. On the other hand, allowing private entities to assist public schools provides the least opportunity for improving program implementation. These results implied that opportunities are to be taken as leverage to sustain the strengths, work on weaknesses, and reduce threats.

**Table 4**  The Threats

| Title of the Paper | Authors | Year of Publication | Strengths in Implementing "Brigada Eskwela" |
|---|---|---|---|
| Level of Brigada Eskwela Implementation and Challenges Encountered: Basis for an Action Plan in the Division of Iligan City | Dechos, R. L. Jr. | 2017 | 1. The volunteers repeated the same tasks and just went home anytime they liked (Dechos, 2017). |
| Level of Brigada Eskwela Implementation and Challenges Encountered: Basis for an Action Plan in the Division of Iligan City | Dechos, R. L. Jr. | 2017 | 2. Availability of parents and other stakeholders (Dechos, 2017 & Garcia, 2021). |
| Best practices in Brigada Eskwela of secondary schools in Batangas Province | Garcia, L.F. | 2021 | |
| School administrators' preparation, challenges, and coping mechanism in the implementation of Brigada Eskwela in the new normal | Manila, R. F., & Decano, R. S. | 2022 | 3. Some schools are in far-flung areas and inaccessible to external stakeholders, thus there is difficulty in obtaining resources and assistance (Manila & Decano, 2022). |
| School administrators' preparation, challenges, and coping mechanism in the implementation of Brigada Eskwela in the new normal | Manila, R. F., & Decano, R. S. | 2022 | 4. Lack of private partners who can support the school with services or donations (Manila & Decano, 2022). 5. The presence of terrorist groups affiliated with communist groups in some areas (Manila & Decano, 2022). |
| Best practices in Brigada Eskwela of secondary schools in Batangas Province | Garcia, L. F | 2021 | 6. Stakeholders' negative feedback on the program (Garcia, 2021). 7. Some stakeholders do not follow the implementation rules and regulations of "Brigada Eskwela" to make the implementation successful (Garcia, 2021). 8. Low economic status of parents and community members' ability to do their share in providing material and financial support (Garcia, 2021). |

As Cando (2016) concluded, the "Brigada Eskwela" program requires dedicated school professionals, cooperative parents, a supportive community, and disciplined learners to volunteer for the activities. Likewise, Manila and Decano (2022) mentioned that preparation, overcoming obstacles, and building coping strategies are crucial factors to consider when putting the program into practice. Hence, if properly addressed and managed by leveraging strengths and opportunities, these threats could be reduced.

**Discussion**

Analysis of the internal and external factors to sustain the strengths, work on the weaknesses, reduce threats, and increase opportunities in its implementation.

The identified strengths, weaknesses, opportunities, and threats were analyzed using the SWOT Matrix Analysis to determine the internal and external factors in order to sustain the strengths, work on the weaknesses, reduce threats, and increase opportunities in its implementation. Based on the analysis the following strategies to effectively implement "Brigada Eskwela" are recommended:

1. Consult school personnel, students, parents, the community, and other stakeholders in crafting the "Brigada Eskwela" implementation plan (pre-, actual, and post-implementation) which must be aligned with the vision, mission, core values, and goals of the Department of Education and consider the needs and development plan of the school.

2. Know the programs and priorities of the local government and align school programs, projects, and activities to increase support from the local government.

3. Heads of school shall plan and communicate to school personnel and stakeholders the implementation plan before the actual implementation. Identify the target persons/organizations to be involved in the "Brigada Eskwela" program. Online platforms, bulletins, text messaging, and other forms of communication would be a great help in obtaining resources and assistance.

4. The implementation plan shall include proper delegation of tasks by establishing functional committees and a clear definition of their roles. Monitoring, feedback, and evaluation mechanisms of the implementation must also be clarified.

5. Capacitate school personnel through coaching, mentoring, and providing technical assistance, especially to all newly designated "Brigada Eskwela" Focal Persons.

6. The Heads of school, together with the teachers and students, may reach out to stakeholders and potential partners by sharing their dreams for enhanced community-school partnerships, asking people what matters to them, asking them how they might help, and showing their passion and compassion. An invitation that

reconnects collaborates, and shares experiences, and skills.

7.  Conduct activities that would create harmonious relationships and build a strong collaboration with stakeholders. Launch activities that will support the program and raise funds. Income-generating activities such as Brigada Fiesta Bazaar, Color Fun Run (Run for a Cause), Fun Bike, Zumba, Fund Raising Concert, Alumni Night, and others are some activities that will excite the participants and stakeholders and raise awareness of the program.

8. Heads of school and teachers shall organize a gathering of potential local partners and stakeholders and hold an annual stakeholders/partners' summit wherein stakeholders will be recognized and awarded for their invaluable participation and engagement in the school's projects.

9. Build trust in the community by being transparent about the information, accomplishments, and donations of the "Brigada Eskwela" by creating access to information such as a transparency board and bulletins for activities and generated resources.

10.  In case of the presence of terrorist groups in remote areas where only residents of that place can only participate in the activity, financial and material assistance may be sent through them.

Moreover, it is a must that an action plan is clearly established and communicated to the school personnel, community, and stakeholders. Likewise, the roles of both the internal and external stakeholders should be widely disseminated (Digo, 2021). The crafting of the school's implementation plan must be anchored on the results of the needs assessment, aligned with the Department of Education's vision, mission, core values, and goals, and must consider the school development plan. Specific activities may also relate to the local government programs and priorities to maximize opportunities for support from community stakeholders and the local government units.

Although several considerations are recommended in crafting the action plan, it is crucial to set realistic goals and objectives. They must be centered on the priority improvement areas of the school in terms of learners' support, school facilities and improvement, and literacy and numeracy skills enrichment). The action plan considers critical elements and involves key stakeholders in the community/organization. This includes but is not limited to the following: target dates of implementation; innovations/activities to be undertaken; strategies/

methodologies/action steps; persons responsible/ volunteers to be involved; resources needed (materials/ financial requirements); source/s of fund; expected outputs; and means of verification.

The SWOT Analysis served as the basis for identifying proposed strategies. Likewise, it is strongly recommended that Heads of school, "Brigada Eskwela" Focal Persons, and the Adopt-a-School Coordinators consider SWOT Analysis to assist them in identifying internal and external factors to sustain the strength and capacity of all available human and material resources in the school; work on strengthening the weaknesses; leveraging opportunities; and reducing threats that may possibly arise before, during, and after the program's implementation. To achieve this, every member of the organization must be actively involved in the process of developing a system to accomplish and sustain long-term goals.

## Conclusion

This research aimed to assess the "Brigada Eskwela" implementation among Philippine public schools. Specifically, identified the strengths, weaknesses, opportunities, and threats in implementing "Brigada Eskwela", analyzed the internal and external factors to sustain the strengths, work on the weaknesses, reduce threats, and increase opportunities in its implementation, and recommended strategies to improve the implementation of "Brigada Eskwela". The primary sources of data are research articles about the implementation of "Brigada Eskwela" which were collected from different online resources following the procedure of conducting a systematic review and meta-analysis. The conclusions drawn based on the results/ findings of the study are as follows:

1. The "Brigada Eskwela" Program of the Department of Education is beneficial for schools and its driving forces are already presented within the school. These strengths and driving forces include the leadership capability of the heads of school, the availability of workforces such as teaching and nonteaching personnel, parents, and volunteers, support from stakeholders, and innovations to improve the school. Hence, formal leadership training and capacity building for heads of school and teachers are seen to contribute to and strengthen the implementation of "Brigada Eskwela". This will also provide knowledge in identifying strategies to improve stakeholders' support and participation.

2. Some weaknesses of the program include the inadequate number of school resources, proper planning, and effective communication of the implementation plan. There is also a need to improve the preparation and presentation of reports and make them more substantial. Needs and resources assessment are also critical in setting goals. Forming different functional committees with proper monitoring of the heads of school and team leaders increases accountability. Using the available resources and leveraging strengths may help establish mechanisms to work on these weaknesses.

3. In terms of opportunities, it is evident that parents, students, the community, and other stakeholders including private individuals and/or organizations are responsive to the call for volunteerism and partnerships. Parents, students, and the community has a strong sense of purpose that, as an organization, it should focus in advancing the community and the school to inspire stakeholders to take part and involve themselves in enhancing the learning environment. These imply that opportunities are to be taken as leverage to sustain the strengths, work on weaknesses, and reduce threats.

4. Threats include the location of the school, availability of private individuals and/or organizations, access to stakeholders, low economic status of parents and community, and stakeholders' negative attitude towards the program. These impacts abiding by the existing rules and regulations of the implementation of "Brigada Eskwela" and the programs covering the scope of work, resource mobilization, feedback, participation, and community involvement.

5. The identified strengths, weaknesses, opportunities, and threats were analyzed using the SWOT Matrix Analysis to determine the internal and external factors in order to sustain the strengths, work on the weaknesses, reduce threats, and increase opportunities in its implementation.

## Suggestions

To improve and sustain the implementation of "Brigada Eskuwela" in Philippine public schools, the following suggestions are forwarded:

1. Create a systemic strategic plan along with the development of innovative strategies, programs, projects, and activities to provide guidance to "Brigada Eskuwela" implementers.

2. Plan the pre-implementation, actual implementation, and post-implementation of "Brigada Eskwela" comprehensively and strategically to integrate preparation for the other relevant learning outcomes into the program.

3. Identify measures and performance indicators contextualized along the specific Philippine public schools to objectively define the effectiveness and efficiency of the program over time.

4. Participatory action research approach may be integrated into the program to collaboratively develop, test, evaluate, and report solutions to pre-identified local problems.

5. Researchers may conduct cost-benefit analysis on the implementation of the "Brigada Eskuwela" to be able to identify strategies, programs, projects and activities that may either be sustained or discontinued.

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