



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE
Dipolog City 7100

DEPARTMENT OF EDUCATION
DIVISION OF ZAMBO. DEL NORTE
DIPOLONG CITY, 7100

RELEASED


8 JAN 2016

DATE: _____

NAME / SIGNATURE _____

Division Memorandum
No. 021 s. 2016

TO : Public Schools District Supervisors
School Heads
Coordinators, Brigada Eskwela

FROM :  NATIVIDAD P. BAYUBAY, CESO VI
Officer-In-Charge
Office of the Schools Division Superintendent

SUBJECT : BRIGADA ESKWELA 2016

DATE : January 15, 2016

1. The Brigada Eskwela 2015 Monitoring Report has given this Office a clearer view on the performance of 235 elementary and secondary schools during the entire run of Brigada Eskwela 2015. It further provided an opportunity to better appreciate and/or scrutinize every single effort exerted by every school head/administrator.
2. Most notable observations include lack of mobilization/coordination efforts between and among stakeholders which eventually resulted to minimal support from surrounding stakeholders as manifested in the *Resources Generated* and lack of a more focused assessment, identification and prioritization of school needs/risks resulting to launching of projects which are not directed at addressing the most pressing need/risk of the schools.
3. As the Schools Division of Zamboanga del Norte has seriously committed to introducing educational reforms towards strengthening improved access and delivery of best quality education to the young, the following strategic interventions on the subject are hereby instituted:

a. Scanning and Profiling of Potential Stakeholders

This task, which is very basic in any resource mobilization efforts, is directed at identification of the surrounding institutions, organization or entities. It involves knowing the nature of (operation) the organization and the programs or services it provided for the community.

It is very important in this task however, that the administrator is capable to distinguish possible organizations which, in one way or another, are potential in providing resources for the cause of the school.

b. Assessment and prioritization of Identified Needs/Risks of the School

This level of work may be simultaneously done with the earlier mentioned task. It is very important for school administrators to come up with a clear inventory of school physical facilities (buildings, classrooms, chairs, canteens, benches, playground facilities, etc.) that needed repair immediately after the last day of classes.

It is expected that the inventory and assessment (of facilities) report comes with the corresponding value/specification of needed resources. Such exercise plays a very critical part in the prioritization of school renovations, repairs or maintenance.

Small group meetings with stakeholders shall only commence upon completion of both (A and B) procedures.

c. Pre-Forum Activities

Let it be clarified that the Stakeholder's Forum shall mean Awarding of Commitments to respective school beneficiaries. It is when MOAs/MOUs are signed by each concerned representative or institution. Thereby, the hereunder major tasks are assumed completed prior to holding the said forum:

i. Leveraging of Resources

Knowing the maximum capacity of school resources as well as the full articulation of its limits is very basic for school administrators. Knowing fully-well the four corners of the assigned school is the key to adopting most appropriate, efficient and effective actions/resolutions for every situation the school will be in.

Leveraging of resources implies scanning, matching, allocating and/or pledging of available resources to complement with existing/readily committed resources from one or various stakeholders. Administrators should be very keen in looking at details of requirement/s when deemed necessary from the partners.

ii. Drafting of Memorandum of Understanding/Agreement

It is in this stage when commitments are put together into one single document defining the roles and functions of every stakeholder which will play in the development and implementation of the project. It is through Memorandum of Agreement/Understanding (MOA/MOU) that provision/s of the convergence (of different stakeholders) are understood and agreed upon.

It is with emphasis that MOA/MOU shall act as the ultimate manual in the measure of the extent of accomplishments of the project/work.

Administrators, in this phase of work, are tasked to bring together or reflect every commitment (resources, financial or in kind) gathered from among different stakeholder/s as well as specific roles it will play or contribute in the realization of the project.

MOU/MOA, one legal and binding paper, can only be functional when properly executed by all concerned.

d. Stakeholder's Forum and Awarding of Commitments

The Stakeholder's Forum is the conclusion of the entire preparatory work. It is the actual Awarding of Commitments stipulated in the MOA/MOU (in check, official receipt, or in kind). It is when formal execution/signing is held with all the concerned and beneficiaries in attendance.

Furthermore, administrators are reminded that it is assumed that MOA/MOU has undergone thorough discussion and agreed upon by all the concerned prior to the conduct of the said activity.

4. It is expected that the abovementioned interventions are properly reflected at each school's **Brigada Eskwela Work Plan** (BE Form 2) which is due for submission on **February 12, 2016** to the Social Mobilization and Networking Section, SGOD.
5. For strict compliance.