

DepEd ORDER
No. **21**, s. 2011

MAR 04 2011

**GUIDELINES ON THE INSTITUTIONALIZATION OF "BAYANIHANG ESKWELA,"
AS A COMMUNITY-BASED PUBLIC-PRIVATE MONITORING OF PROJECTS
UNDER THE CY 2011 REGULAR SCHOOL BUILDING PROGRAM (RSBP)
AND IN AREAS EXPERIENCING ACUTE CLASSROOM
SHORTAGE (RED AND BLACK SCHOOLS)**

To: Regional Secretary, ARMM
Regional Directors
Schools Division/City Superintendents
Regional/Division Physical Facilities Coordinators
All Others Concerned

1. The *Bayanihang Eskwela (BayEsk)* is a recognized community-based public-private monitoring of school building projects being spearheaded by the Government-Watch (G-Watch) of the Ateneo School of Government which has forged partnerships with the Department of Education (DepEd), Department of Public Works and Highways (DPWH), Office of the Ombudsman (OMB), Girl Scouts of the Philippines (GSP) and the Boy Scouts of the Philippines (BSP).
2. A Memorandum of Agreement (MOA) was signed by the abovementioned stakeholders that launched the "*Bayanihang Eskwela*," which aimed at strengthening project monitoring and evaluation of government projects for the purpose of minimizing corruption and improving the effectiveness in the delivery of government services.
3. The third run of *BayEsk* will cover the monitoring of the implementation of projects under the Regular School Building Program (RSBP) and the areas experiencing acute classroom shortage (Red and Black Schools).
4. Enclosed is the signed MOA (Enclosure No. 1) and the implementing guidelines (Enclosure No. 2).
5. Immediate dissemination of this Memorandum is desired.


BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

PROGRAMS
PROJECTS

RULES & REGULATIONS
SCHOOL BUILDING



MEMORANDUM OF AGREEMENT

Annex A

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement (the "Agreement") entered into and executed by and between:

The **DEPARTMENT OF PUBLIC WORKS AND HIGHWAYS (DPWH)**, an institution duly organized and existing under the laws of the Republic of the Philippines, having its principal place of office at Bonifacio Drive, Port Area, Manila, represented by its Secretary, **ROGELIO L. SINGSON**, hereinafter referred to as the "**DPWH**";

The **DEPARTMENT OF EDUCATION (DepED)**, an institution duly organized and existing under the laws of the Republic of the Philippines, having its principal place of office at Meralco Avenue, Pasig City, represented by its Secretary, **BR. ARMIN A. LUISTRO FSC**, hereinafter referred to as the "**DepED**";

The **OFFICE OF THE OMBUDSMAN (OMB)**, an institution duly organized and existing under the laws of the Republic of the Philippines, having its principal place of office at Agham Road, North Triangle, Diliman, Quezon City, represented by the Ombudsman, **MA. MERCEDITAS N. GUTIERREZ**, hereinafter referred to as the "**OMB**";

The **ATENEO SCHOOL OF GOVERNMENT**, with principal office at Room 406, Ateneo Professional Schools, Rockwell Center, Makati City, represented by the Dean, **DR. ANTONIO G. M. LA VIÑA**, hereinafter referred to as the "**ASoG**";

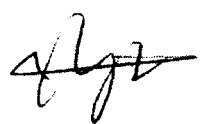
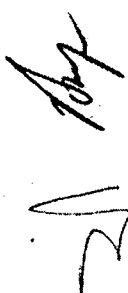
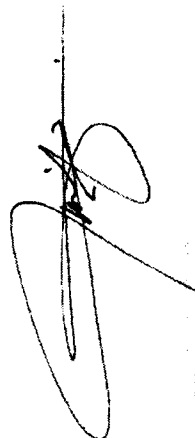
The **BOY SCOUTS OF THE PHILIPPINES**, with principal office at 181 Natividad Almeda-Lopez St., Ermita, Manila, represented by the Secretary General, **MR. JOSE RIZAL C. PANGILINAN**, hereinafter referred to as the "**BSP**";

-and-

The **GIRL SCOUTS OF THE PHILIPPINES**, with principal office at 901 Padre Faura St., Ermita, Manila, represented by the National Executive Director, **MA. DOLORES T. SANTIAGO**, hereinafter referred to as the "**GSP**";

WITNESSETH: That:

WHEREAS, all parties officially recognize the *Bayanihang Eskwela* project as a community-based public-private monitoring of school building projects;



WHEREAS, all parties have underscored the importance of strengthening project monitoring and evaluation systems of government agencies for the purpose of minimizing corruption and improve the effectiveness in the delivery of government services;

WHEREAS, all parties involved recognize the role of civil society organizations (CSOs) in helping the government reduce corruption and raise the quality of governance in the country;

WHEREAS, the first and second rounds of *Bayanihang Eskwela* enabled the testing of tools that allowed certain communities in Luzon, Visayas and Mindanao to participate in the monitoring of school-building projects;

WHEREAS, the third round aims to institutionalize the gains of *Bayanihang Eskwela* by institutionalizing a mechanism for civil society participation in the monitoring of the *Regular School Building Program (RSBP)* and the *Red and Black School Building Program* implementation using the tools and selected processes of *Bayanihang Eskwela*.

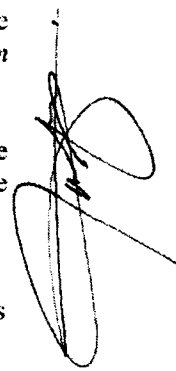
WHEREAS, the third round shall also include a policy study that would assess the impact of government's SBP allocation policies in addressing the country's problem on acute classroom shortage.

NOW, THEREFORE, for and in consideration of the above premises, all parties agree on the following terms and conditions as follows:

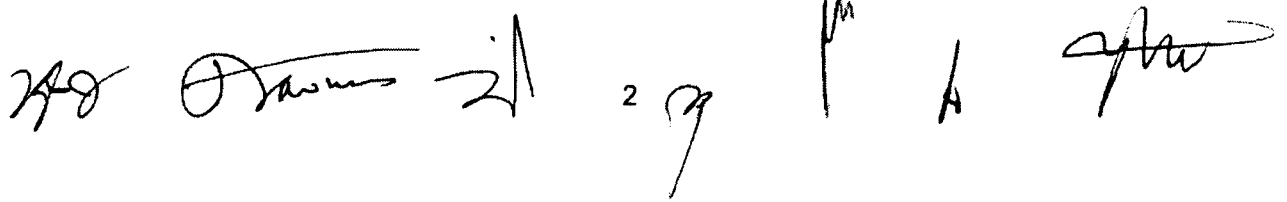
1.0 Responsibilities of the Parties

1.1 The DPWH shall---

- 1.1.1 assign the Task Force for School-Building Projects to coordinate with the CSOs for the *Bayanihang Eskwela* project;
- 1.1.2 inform the Regional and District offices about the project and the involvement in the project of other key government agencies and CSOs through a Memorandum Order from the Secretary;
- 1.1.2 provide the CSOs all documents, such as contract and program of work, and all information relevant to the implementation of school building construction projects covered in the project;
- 1.1.3 provide CSO participants an orientation-seminar on the DPWH systems and procedures on the monitoring and inspection of school building projects;
- 1.1.4 co-organize with G-Watch the conduct of the Briefing-Orientation on the conduct of the *Bayanihang Eskwela* project and instruct District Engineers to attend said activity;
- 1.1.5 receive, respond to and act on feedback, comments and recommendations made by the CSOs regarding the implementation and outcome of the project;
- 1.1.6 assist in the conduct of the *Bayanihang Eskwela* policy study on government school building allocation by providing pertinent documents and resource persons;



to be checked by



- 1.1.7 co-formulate with other stakeholders an institutionalized mechanism for civil society participation in the monitoring of the *Regular School Building Program (RSBP)* and the *Red and Black School Building Program* implementation using the tools and selected processes of Bayanihang Eskwela, and
- 1.1.8 give inputs to the easy-to-use Bayanihang Eskwela manual that would lay down how to conduct a community-based monitoring of SBPs and facilitate the implementation of the institutionalized mechanism to be formulated.

1.2. The DepED shall---

- 1.2.1 assign the Physical Facilities and Schools Engineering Division (PFSED) to coordinate with the CSOs for the *Bayanihang Eskwela* project;
- 1.2.2 inform the Regional and Division offices about the project and the involvement of other key government agencies and CSOs through a Memorandum Order from the Secretary;
- 1.2.3 provide the CSOs all documents, such as contract and program of work, and all information relevant to the implementation of school building construction projects covered in the project;
- 1.2.4 provide CSO participants an orientation-seminar on the DepED systems and procedures on the monitoring and inspection of school building projects;
- 1.2.5 co-organize with G-Watch the conduct of the Briefing-Orientation on the conduct of the *Bayanihang Eskwela* project and instruct School Principals to attend said activity;
- 1.2.6 send school representatives to the monitoring and inspection activities of the *Bayanihang Eskwela* project;
- 1.2.7 receive, respond to and act on feedback, comments and recommendations made by the CSOs regarding the implementation and outcome of the project;
- 1.2.8 assist in the conduct of the *Bayanihang Eskwela* policy study on government school building allocation by providing pertinent documents and resource persons;
- 1.1.9 co-formulate with other stakeholders an institutionalized mechanism for civil society participation in the monitoring of the *Regular School Building Program (RSBP)* and the *Red and Black School Building Program* implementation using the tools and selected processes of Bayanihang Eskwela, and
- 1.1.2 give inputs to the easy-to-use Bayanihang Eskwela manual that would lay down how to conduct a community-based monitoring of SBPs and facilitate the implementation of the institutionalized mechanism to be formulated.

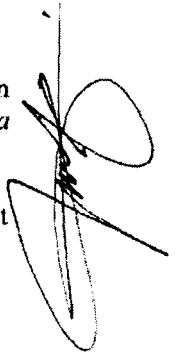
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1.3 The Ombudsman shall---

- 1.3.1 assign the Bureau of Resident Ombudsmen as liaison to the *Bayanihang Eskwela* project;
- 1.3.2 send, whenever practicable, representatives to the actual monitoring and inspection of school building projects;
- 1.3.3 receive, respond to and act on reports of anomalies, irregularities and corruption uncovered in the monitoring and inspection activities of the project.

1.4 The Ateneo School of Government shall---

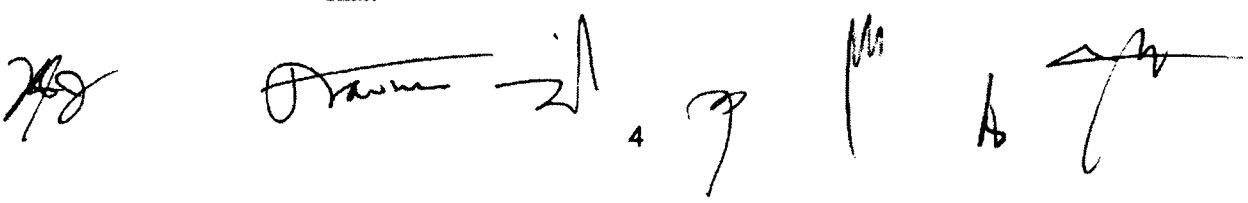
- 1.4.1 assign the G-Watch Project Team as the central coordination unit for the CSO participation in the *Bayanihang Eskwela* project;
- 1.4.2 coordinate with the assigned liaison offices of the government for the project;
- 1.4.3 coordinate the activities of CSOs participating in the project;
- 1.4.4 prepare all the reference materials to be used by the CSOs in the monitoring and inspection activities;
- 1.4.5 facilitate the transmission of all materials and information to the participating CSOs;
- 1.4.6 ensure the proper conduct of the participating CSOs by defining their duties and responsibilities;
- 1.4.7 report feedback, comments and recommendations to DPWH, DepEd, Office of the Ombudsman and other participating government agencies, regarding the implementation and outcome of the monitoring and inspection activities;
- 1.4.8 conduct a policy study on government school building allocation under the *Bayanihang Eskwela* project;
- 1.1.3 co-formulate with other stakeholders an institutionalized mechanism for civil society participation in the monitoring of the *Regular School Building Program (RSBP)* and the *Red and Black School Building Program* implementation using the tools and selected processes of *Bayanihang Eskwela*, and
- 1.4.9 draft an easy-to-use *Bayanihang Eskwela* manual that would lay down how to conduct a community-based monitoring of SBPs and facilitate the implementation of the institutionalized mechanism to be formulated.



to be included in the



1.5 The Boy Scouts of the Philippines and the Girl Scouts of the Philippines shall---



- 1.5.1 take the lead in the mobilization of CSO monitors and inspectors for the *Bayanihang Eskwela* project;
- 1.5.2 facilitate and coordinate the participation of Parent-Teacher-Community Associations (PTCAs) and other local groups in the project;
- 1.5.3 send participants to the Briefing-Orientation for the *Bayanihang Eskwela* project;
- 1.5.4 send feedback, comments and recommendations to G-Watch regarding the implementation and outcome of the monitoring and inspection activities.
- 1.1.4 co-formulate with other stakeholders an institutionalized mechanism for civil society participation in the monitoring of the *Regular School Building Program (RSBP)* and the *Red and Black School Building Program* implementation using the tools and selected processes of *Bayanihang Eskwela*, and
- 1.5.5 give inputs to the easy-to-use *Bayanihang Eskwela* manual that would lay down how to conduct a community-based monitoring of SBPs and facilitate the implementation of the institutionalized mechanism to be formulated.

2.0 Non-Waiver - The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

3.0 Severability - If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable.

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4.0 Amendment - This Agreement shall not be altered, changed, supplemented or amended except by written instrument signed by the parties hereto.

5.0 Assignment - No party may assign any right or obligation under this Agreement, or any contract supplementary hereto, to a third party, without the prior written consent of the other parties. The provisions of this Agreement shall be binding upon and accrue to the benefit of the parties hereto and their respective successors and assigns.


6.0 Confidentiality - The parties shall not, prior to the evaluation, publicly disclose the findings of the project monitoring and inspection.


7.0 Governing Law - This Agreement shall be construed under and governed by the laws of the Republic of the Philippines.


8.0 **Agreement Effectivity** – This Agreement shall take effect upon the date of execution and shall remain in full force and effect for a period of twelve months (12) months, unless extended by mutual consent of the parties.


IN WITNESS WHEREOF, the parties have executed this Agreement as of the date and in the place written in the acknowledgment.

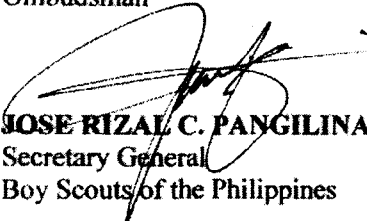




ROGELIO L. SINGSON
Secretary
Department of Public Works and Highways


BR. ARMIN A. LUISTRO FSC
Secretary
Department of Education

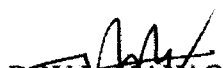

MA. MERCEDITAS N. GUTIERREZ
Ombudsman



ANTONIO G. M. LA VIÑA, JSD
Dean
Ateneo School of Government

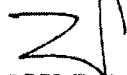

JOSE RIZAL C. PANGILINAN
Secretary General
Boy Scouts of the Philippines



MA. DOLORES T. SANTIAGO
National Executive Director
Girl Scouts of the Philippines

SIGNED IN THE PRESENCE OF:


ROY L. MANAO, CESO V
Assistant Secretary
Department of Public Works and
Highways


ROLINE M. GINEZ-JABALDE
Resident Ombudsman


JOY G. ACERON
Director, G-Watch
Ateneo School of Government


OLIVER R. HERNANDEZ
OIC Director, Administrative Service
Chief, Physical Facilities and Schools
Engineering Division - OPS

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
CITY OF QC) S.S.

BEFORE ME, a Notary Public for and in the above jurisdiction, this Nov-10, 2010, personally appeared:
(date)


<u>Name</u>	<u>Government ID Reference Number</u>	<u>Date and Place Issued</u>
Rogelio L. Singson	PASSPORT #: XX0626176	FEB. 29, 2008
Br. Armin A. Luistro FSC	PASSPORT #: DP0007194	SEPT. 03, 2010
Ma. Merceditas N. Gutierrez	CCT #: 1009 183 571 18	JAN. 13, 2010, CITY OF QUEZON
Antonio G. M. La Viña, JSD	CTC #: 256 69353	JAN. 12, 2010, CITY OF MANILA
Jose Rizal C. Pangilinan	SSS #: 33-4095755-1	
Ma. Dolores T. Santiago	PASSPORT #: XX5345274	JAN. 23, 2010


all known to me and to me known to be the same persons who executed the foregoing instrument and who acknowledged to me that the same is their free and voluntary act and deed.

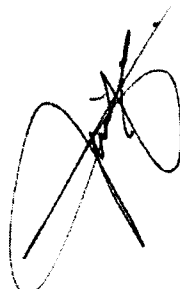
This instrument refers to a **MEMORANDUM OF AGREEMENT** which consists of six (6) pages, including the page whereon this acknowledgment is written and which is signed by the party and his instrumental witnesses on each and every page thereof.

WITNESS MY HAND AND SEAL on the date and at the place first written above.

Doc. No. 307 ;
Page No. 62 ;
Book No. 3 ;
Series 2010.


AISUN S. BARLES
NOTARY PUBLIC
PTR. 3228825 1/2/10 Q.L.
IBP 80758 1/2/10 A.S.B.
ROLL 522 10/10









REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
Division of _____

(Name of School)

PUNCHLIST OF CORRECTIVE WORKS / INSPECTION REPORT

Red and Black SBP

Regular SBP

Project : _____
School : _____
Location : _____
Region : _____
Contractor : _____

Initial Inspection
Date: _____

Final Inspection
Date: _____

Item of Work	Description of Corrective Works	Remarks / Date Rectified	Signature of Engineer

Note: The contractor agrees to immediately correct any defect indicated in the above inspection report within 15 calendar days from receipt hereof.

Jointly inspected by:

Contractor's Representative

Division Physical Facilities Coordinator

School Head/Principal

DepED Project Engineer
(for Red and Black SBP)

Observer:

Bayanihang Eskwela SBP Coordinator

DPWH Project Engineer
(for Regular SBP)

MONITORING PROFILE

Name of School:	_____	Name of Monitor:	_____
Location:	_____		
District:	_____		
Division:	_____	Organization:	_____
Project:	_____		
Contractor:	_____		
Planned Duration:	_____	Sex:	_____
Planned Cost:	_____	Age:	_____

GENERAL SCHOOL PROFILE

General School Needs	
Student Population	
Teacher-student Ratio	
Textbook-student Ratio	
Math	
Science	
English	
Filipino	
Classroom-student Ratio	
Seat-student Ratio	
Blackboard-Classroom Ratio	

Educational Development Indicators	
School NAT Score	Year before Last SY: Last SY: This SY:
Completion Rate	Year before Last SY: Last SY: This SY:
Dropout Rate	Year before Last SY: Last SY: This SY:

PRE-CONSTRUCTION STAGE

Monitoring Points	Yes	No	Details
Activity 1: Site Identification			
1. Did the issue of "property ownership" surface in the project site identification? <i>Lumitaw ba sa site identification ang usapin sa pagmamay-ari ng lupa?</i>			Type of Property <input type="checkbox"/> public property <input type="checkbox"/> donated private property <input type="checkbox"/> expropriated private property
2. Was the site suitable for the project? <i>Angkop ba ang lugar sa proyekto?</i>			<input type="checkbox"/> geographical concern <input type="checkbox"/> environmental concern <input type="checkbox"/> social concern <input type="checkbox"/> other concerns
3. Was there a meeting to discuss issues and concerns? <i>Nagkaroon ba ng pulong upang pag-usapan ang mga isyu?</i>			When: Where: Represented offices/groups: <input type="checkbox"/> DPWH <input type="checkbox"/> PTCA <input type="checkbox"/> DepED <input type="checkbox"/> NGO <input type="checkbox"/> LGU <input type="checkbox"/> DENR <input type="checkbox"/> Barangay Office
Activity 2: Project Meeting			
1. Was there a meeting to finalize project site? <i>Nagkaroon ba ng pulong upang pagdesisyon ang project site?</i>			When: Where: Represented offices/groups: <input type="checkbox"/> DPWH <input type="checkbox"/> PTCA <input type="checkbox"/> DepED <input type="checkbox"/> NGO <input type="checkbox"/> LGU <input type="checkbox"/> DENR <input type="checkbox"/> Barangay Office
2. Was the project management team formed? <i>Binuo na ba ang project management team?</i>			Name of Project Head:
3. Was the documentation of property ownership in			Type of Documentation

order? <i>Maayos ba ang dokumentasyon ng pagmamay-ari ng lupa?</i>			<input type="checkbox"/> Deed of Donation <input type="checkbox"/> Sale Document <input type="checkbox"/> Annotated Original / Transfer Certificate of Title
Activity 3: Pre-Engineering Survey			
1. Was a pre-engineering survey conducted? <i>Nagsagawa ba ng pre-engineering survey?</i>			When: Lead in the survey: Observations:
2. Did the survey confirm that the building to be constructed fit the land area? <i>Nakumpirma ba ng survey na kasya ang itatayong gusali sa napiling lugar?</i>			Area needed: Area available:
Activity 4: Preparation of the Program of Works			
1. Were you given a copy of the Program of Works? <i>Binigyan ka ba ng kopya ng Program of Works?</i>			Cost: Duration:
2. Did you have difficulty getting a copy of the Program of Works? <i>Nahirapan ka bang himingi ng kopya ng Program of Works?</i>			Elaborate:
3. Is the Program of Works consistent with DepED standards? <i>Ang Program of Works ba ay naaayon sa itinakdang pamantayan ng DepED?</i>			DepED standards: <input type="checkbox"/> cemented floor <input type="checkbox"/> smooth finished walls <input type="checkbox"/> painted walls, ceiling and roofing <input type="checkbox"/> full cathedral-type ceiling (for single-storey) or drop ceiling (for multi-storey) <input type="checkbox"/> complete set of windows (2 facing walls) <input type="checkbox"/> two entrances with doors <input type="checkbox"/> complete electrical wires and fixtures <input type="checkbox"/> roofing or weather protection <input type="checkbox"/> blackboard
Activity 5: Site Inspection			
1. Was a site inspection conducted? <i>Nagsagawa ba ng site inspection?</i>			When: Where: Represented offices/groups: <input type="checkbox"/> DPWH <input type="checkbox"/> PTCA <input type="checkbox"/> DepED <input type="checkbox"/> NGO <input type="checkbox"/> LGU <input type="checkbox"/> DENR <input type="checkbox"/> Barangay Office
2. Did DPWH give orientation on project plans during site inspection? <i>Nagsagawa ba ng project orientation?</i>			When:
3. Was the information given in the orientation consistent with the Program of Works? <i>Ang impormasyon bang ibinigay sa orientation ay naaayon sa nakasaad sa Program of Works?</i>			Inconsistencies (if any):
Activity 6: Bidding			
1. Was bidding conducted for the project? <i>Nagsagawa ba ng bidding para sa proyekto?</i>			If yes, When: Where: Who presided: If no, Mode of procurement used: Amount of Contract: Name of Contractor:
2. Were there issues and concerns raised? <i>May mga usapin bang tinalakay?</i>			Elaborate:
3. Was post-qualification conducted?			Lowest Calculated Responsive Bids:

Nagsagawa ba ng post-qualification?			1. 2. 3.
4. Did you do your own checking of contractor's capacity? <i>Nagsagawa ka ba ng sariling pagsisiyasat sa kapasidad ng contractor?</i>			Findings:
5. Was the Notice to Award sent to the winning bidder? <i>Naipadala ba ang Notice of Award sa nanalong bidder?</i>			When:
6. Did the winning bidder send Letter of Acceptance? <i>Nagbigay ba ng Letter of Acceptance ang nanalong bidder?</i>			When:
7. Was the Notice to Proceed sent to the winning bidder? <i>Naipadala ba ang Notice to Proceed sa nanalong bidder?</i>			When:

CONSTRUCTION STAGE

Monitoring Points	Yes	No	Details
Activity 1: Earthworks and Excavation			
1. Were garbage, plants, remains of old structures, and other obstructions removed and disposed of properly? <i>Maayos bang tinanggal at itinaon ang mga basura, halaman, tira ng lumang istruktura at iba pang sagabal sa konstruksyon?</i>			Observations:
2. Were there items (e.g. structures, trees) that had been unnecessarily damaged? <i>Mayroon bang bagay, istruktura o puno na aksidenteng nasira?</i>			What: Who is responsible for the damage?
3. Was the excavation area in accordance with the plan in the Program of Works? <i>Ang sukat ba ng excavation ay ayon sa plano sa Program of Works?</i>			Planned Area in Program of Works: Actual Excavated Area:
4. Did the excavation disturb any slopes? <i>May nasira bang talilis dahil sa paghuhukay?</i>			Observations:
5. Was the excavated surface smooth and uniform? <i>Patag at pantay ba ang ibabaw ng hukay?</i>			Observations:
6. Were the excavated materials disposed of properly? <i>Itinaon ba nang maayos ang mga nahukay?</i>			Observations:
7. Were the excess materials (e.g. rocks and boulders) used as backfill materials? <i>Ginamit bang backfill materials ang mga bato?</i>			If yes, was there permission from the Project Engineer?
Activity 2: Concrete Works			
1. Was Type A or Portland Cement used? <i>Type A o Portland Cement ba ang ginamit?</i>			
2. Were the bags of cement stored properly? <i>Nakaimbak ba nang maayos ang mga bag ng semento?</i>			Indicators: <input type="checkbox"/> Bags of cement may get wet in the storage room <input type="checkbox"/> Storage room has cracks or openings between walls and roofs <input type="checkbox"/> Flooring is above ground <input type="checkbox"/> Cement bags are stacked close together Observations:
3. Were cements that already solidified or which contain lumps of caked cement still being used? <i>Ginagamit pa rin ba ang mga sementong namuo-muo at</i>			Observations:

<i>nagkatipak-tipak na?</i>									
4. Were cements salvaged from discarded or used bags still being used? <i>Ginagamit pa rin ba ang mga tira-tirang semento?</i>			Observations:						
5. Did they mix cement with clean water? <i>Malinis na tubig ba ang hinahalo sa semento?</i>			Indicators: <input type="checkbox"/> no oil / no slat / no acid / no álcali / no grass Observations:						
6. Were quality coarse aggregates (gravel) used? <i>Tamang kalidad ba ang ginagamit na graba?</i>			Indicators: <input type="checkbox"/> Color is blue, not brown / Clean, no mixture of soil or clay / Hard, strong and durable; do not break easily / Free from any adherent coatings or crystals Observations:						
7. Were quality fine aggregates (sands) used? <i>Tamang kalidad ba ang ginagamit na buhangin?</i>			Indicators: <input type="checkbox"/> Must come from the river, not sea (color: black) / Sands from different sources are not combined together Observations:						
8. Was the correct proportion of water, cement and aggregates followed in the construction of columns and beams? <i>Sinusunod ba ang tamang panumbasan sa paghahalo ng tubig, semento at aggregates?</i>			Indicators: <input type="checkbox"/> Water: 15%-20% / Cement: 7%-14% / Aggregates: 66%-78% Observations:						
9. Were the materials in good shape? <i>Nasa maayos na kondisyon ba ang mga materyales?</i>			Indicators: <input type="checkbox"/> no rust / no cracks and laminations / no surface irregularities or mill scale Observations:						
10. Were the type, size and quantity of materials in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang uri, sukat at bilang ng materyales?</i>			<table border="1"> <thead> <tr> <th>Type</th> <th>Size</th> <th>Qty</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Type	Size	Qty			
Type	Size	Qty							
11. Were the materials stored properly? <i>Maayos ba ang pag-iimbak sa mga materyales?</i>			Indicators: <input type="checkbox"/> Placed on a platform or above ground <input type="checkbox"/> It does not pose danger or injury to people Observations:						
Activity 3: Masonry									
1. Was the size of hollow blocks used in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang sukat ng hollow blocks?</i>			Program of Works: Actual: Observations:						
2. Was the size of steel bars used in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang sukat ng steel bars?</i>			Program of Works: Actual: Observations:						
3. Was the size of wires used in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang sukat ng wires?</i>			Program of Works: Actual: Observations:						
Activity 4: Carpentry									
1. Did the contractor buy and deliver the materials needed? <i>Ang contractor ba ang bumili at naghatid ng mga materyales?</i>			Observations:						
2. Did the contractor buy the right number, size, and shape of materials as stated in the Program of Works? <i>Ayon ba sa Program of Works ang bilang, sukat at hugis ng mga biniling materyales?</i>			Observations:						

3. Were the timber materials in good condition? <i>Ang mga kahoy ba ay nasa maayos na kondisyon?</i>			Indicators: <input type="checkbox"/> no loose knots / no split / no worm hole / no decay / no warp / no ring separation
4. Were the materials stored properly? <i>Maayos ba ang pagkaimbak ng mga materyales?</i>			
Activity 5: Painting			
1. Was the paint of good quality? <i>Maayos ba ang kalidad ng pintura?</i>			Indicators: <input type="checkbox"/> no excessive setting / no curdling / no caking / no gelling or thickening / no color separation / no lumps and skins Observations:
2. Did the paint brush easily? <i>Madali bang lumapat ang pintura?</i>			Indicators: <input type="checkbox"/> with good levelling properties / no running or sagging when applied to smooth vertical surface Observations:

POST-CONSTRUCTION STAGE

Monitoring Points	Yes	No	Details
Process			
Was the School Principal consulted on the Plans and Program of Works? <i>Kinunsulta ba ang School Principal sa plano at Program of Works?</i>			
Did DPWH District Engineering Office provide copy of Program of Works prior to construction? <i>Nagbigay ba ng kopya ng Program of Works bago magsimula ang konstruksyon?</i>			
Was the schedule announced prior to construction? <i>Ipinaalam ba ang schedule bago magsimula ang konstruksyon?</i>			When:
Was construction completed within schedule? <i>Natapos ba ang konstruksyon ayon sa schedule?</i>			Start: End:
Was a joint Final Inspection conducted? <i>Nagsagawa ba ng joint Final Inspection?</i>			When: Inspection Team members: <input type="checkbox"/> DPWH <input type="checkbox"/> DepED <input type="checkbox"/> Barangay <input type="checkbox"/> PTCA <input type="checkbox"/> CSO
Were defective works rectified within 15 days? <i>Naayos ba ang mga maling trabaho sa loob ng 15 araw?</i>			Defects rectified: 1. 2. 3.
Was construction completed according to specifications? <i>Natapos ba ang konstruksyon ayon sa mga takdang specifications?</i>			Lacking: 1. 2. 3.

Monitoring Points	(-)	(+)	Comments / Observations
Structure			
Concreting Wall & Column Footings Tie Beams/Beams Floor Slab Columns			
Roofing & Accessories Trusses/Rafters Purlins			

Corrugated GI Sheet Teckscrew			
Doors and Windows Panel Doors Flush Doors Steel Doors Steel Casement Windows Jalousie Windows			
Plumbing Works Pipes Fittings Fixtures			
Painting Works Roofings Interior & Exterior Walls Ceiling Doors & Windows			
Electrical Fixtures Rough-ins Wires Fixtures Bulbs/Fluorescents			

CONDUCTIVENESS TO LEARNING

Monitoring Points	YES	NO	Comments / Observations
Indicators			
<u>Ventilation:</u> Are the classrooms well-ventilated? <i>Maaliwalas ba ang loob ng mga silid-aralan?</i>			
<u>Lighting:</u> Are the classrooms sufficiently lighted? <i>Sapat ba ang liwanag sa loob ng mga silid-aralan?</i>			
<u>Space:</u> Are the classrooms spacious enough for the students? <i>Sapat ba ang lawak ng mga silid-aralan para sa mga estudyante?</i>			
<u>Sanitation:</u> Was the school building site sanitary? <i>Malinis ba ang pinagtayuan ng mga silid-aralan?</i> Is the school building free from health threats? <i>Ang mga silid-aralan ba ay walang banta sa kalusugan?</i>			What are the threats? How are they addressed?
<u>Safety:</u> Does the school building have safety features?			<input type="checkbox"/> Emergency exit <input type="checkbox"/> Security Grills <input type="checkbox"/> Ramp

<p>Mayroon bang safety features ang silid-aralan?</p> <p>Were there safety risks in the construction of the SBP? Nagkaroon ba ng mga banta sa kaligtasan noong itinatayo ang mga silid-aralan?</p>			
<p><u>Others:</u> What other aspects of the school building is either commendable or should still be improved? Ano pang aspeto ng silid-aralan ang kapuri-puri o kaya naman ay dapat pa ipagbuti?</p>	<p>Commendable:</p> <p>Still needs improvements:</p>		

RESPONSIVENESS TO SCHOOL NEED

Monitoring Points	YES	NO	Comments / Observations
<p>Is the school under the Red and Black Category (Red – Equal to or more than 56 students per classroom; Black – No classroom available)? Nasa Red and Black Category ba ang eskwelahan, na nangangahulugang nasa 56 o higit pa ang estudyante kada silid-aralan o kaya ay walang silid-aralan sa eskwelahan?</p>			<p>Number of Classrooms: _____ Number of Makeshift Classrooms: _____ Number of Condemnable Classrooms: _____ Number of Buildings: _____ Number of Condemnable Buildings: _____</p>
<p>Is the design of the classroom appropriate for the school environment? Naangkop ba ang disenyo ng silid-aralan sa kapaligiran ng eskwelahan?</p>			
<p>Is the design of the classroom appropriate for the community's culture? Naangkop ba ang disenyo ng silid-aralan sa kultura ng komunidad?</p>			

IMMEDIATE CONCERNS OF THE SCHOOL

Others:
What are the school's immediate concerns?
Ano pa ang ibang mahahalagang pangangailangan ng eskwelahan?

ANNEX 3: The Bayanihang Eskwela Processing Template

The Bayanihang Eskwela Processing Template

The **Bayanihang Eskwela Processing Template** is used to consolidate the results of your monitoring with the use of your Bayanihang Eskwela checklist. Tally the results of your team's checklist using the tables below. Read the instruction carefully for each part, and answer according to what is asked for.

MONITORING PROFILE

Name of School: _____	Name of Monitors: _____
Location: _____	_____
District: _____	_____
Division: _____	_____
Project: _____	_____
Contractor: _____	_____
Planned Duration: _____	_____
Planned Cost: _____	TOTAL # of Monitors: _____

GENERAL SCHOOL PROFILE

The first part of the checklist on the general school needs will ask you to assess whether the school is faring well or not in the identified items. Fill up the third column, and then assess whether there is a 'shortage', 'sufficient' or a 'surplus' of the resources that your schools needs.

GENERAL SCHOOL NEEDS	Standard/ Ideal Number	Actual School Data	Observation (Shortage, Sufficient, Surplus)
Student Population	--		
Teacher-student Ratio	1:35		
Textbook-student Ratio			
Math	1:1		
Science	1:1		
English	1:1		
Filipino	1:1		
Classroom-student Ratio	1:45		
Seat-student Ratio	1:1		
Classroom- blackboard Ratio	1:1		

Fill out the second column where needed (i.e. this year's national average for completion and dropout rate). Insert your school's data in 3rd column, and then assess whether it is above or below average/ideal after comparing it to the data in the 2nd column and insert your observation in the 4th column. Lastly, on the 5th column, assess whether the figures are improving, declining, or if remains stagnant.

Educational Development Indicators	Ideal/Average Number	Actual School Data	Observation Against Ideal Number	Improving, Stagnant, or Declining
School NAT Score	75 % (Passing Grade)	Year before Last SY: Last SY: This SY:		
Completion Rate	National Average Year before Last SY: Last SY: This SY:	Year before Last SY: Last SY: This SY:		
Dropout Rate	National Average Year before Last SY: Last SY: This SY:	Year before Last SY: Last SY: This SY:		

PRE-CONSTRUCTION STAGE

The first column contains the "Monitoring Points", which are in question-form answerable by "yes" or "no". For the second and third column, you will tally the number of 'Yes' and the Number of 'No' that your monitors answered in their checklists. The fourth column asks for "Details" of the answer.

Monitoring Points	# of Yes	# of No	Explanation of Deviation
Activity 1: Site Identification			
1. Did the issue of "property ownership" surface in the project site identification? <i>Lumitaw ba sa site identification ang usapin sa pagmamay-ari ng lupa?</i>			
2. Was the site suitable for the project? <i>Angkop ba ang lugar sa proyekto?</i>			
3. Was there a meeting to discuss issues and concerns? <i>Nagkaroon ba ng pulong upang pag-usapan ang mga isyu?</i>			
Activity 2: Project Meeting			
1. Was there a meeting to finalize project site? <i>Nagkaroon ba ng pulong upang pagdesisyon ang project site?</i>			
2. Was the project management team formed? <i>Binuo na ba ang project management team?</i>			
3. Was the documentation of property ownership in order?			

Maayos ba ang dokumentasyon ng pagmamay-ari ng lupa?			
Activity 3: Pre-Engineering Survey			
1. Was a pre-engineering survey conducted? <i>Nagsagawa ba ng pre-engineering survey?</i>			
2. Did the survey confirm that the building to be constructed fit the land area? <i>Nakumpirma ba ng survey na kasya ang itatayong gusali sa napiling lugar?</i>			
Activity 4: Preparation of the Program of Works			
1. Were you given a copy of the Program of Works? <i>Binigyan ka ba ng kopya ng Program of Works?</i>			
2. Did you have difficulty getting a copy of the Program of Works? <i>Nahirapan ka bang himingi ng kopya ng Program of Works?</i>			
3. Is the Program of Works consistent with DepED standards? <i>Ang Program of Works ba ay naaayon sa itinakdang pamantayan ng DepED?</i>			
Activity 5: Site Inspection			
1. Was a site inspection conducted? <i>Nagsagawa ba ng site inspection?</i>			
2. Did DPWH give orientation on project plans during site inspection? <i>Nagsagawa ba ng project orientation?</i>			
3. Was the information given in the orientation consistent with the Program of Works? <i>Ang impormasyon bang ibinigay sa orientation ay naaayon sa nakasaad sa Program of Works?</i>			
Activity 6: Bidding			
1. Was bidding conducted for the project? <i>Nagsagawa ba ng bidding para sa proyekto?</i>			
2. Were there issues and concerns raised? <i>May mga usapin bang tinalakay?</i>			
3. Was post-qualification conducted? <i>Nagsagawa ba ng post-qualification?</i>			
4. Did you do your own checking of contractor's capacity? <i>Nagsagawa ka ba ng sariling pagsisiyasat sa kapasidad ng contractor?</i>			
5. Was the Notice to Award sent to the winning bidder? <i>Naipadala ba ang Notice of Award sa nanalong bidder?</i>			
6. Did the winning bidder send Letter of Acceptance? <i>Nagbigay ba ng Letter of Acceptance ang nanalong bidder?</i>			
7. Was the Notice to Proceed sent to the winning bidder? <i>Naipadala ba ang Notice to Proceed sa nanalong bidder?</i>			

CONSTRUCTION STAGE

The first column contains the "Monitoring Points", which are in question-form answerable by "yes" or "no". For the second and third column, you will tally the number of 'Yes' and the Number of 'No' that your monitors answered in their checklists. The fourth column asks for "Details" of the answer.

Monitoring Points	# of Yes	# of No	Details
Activity 1: Earthworks and Excavation			
1. Were garbage, plants, remains of old structures, and other obstructions removed and disposed of properly? <i>Maayos bang tinanggal at itinapon ang mga basura, halaman, tira ng lumang istruktura at iba pang sagabal sa konstruksyon?</i>			
2. Were there items (e.g. structures, trees) that had been unnecessarily damaged? <i>Mayroon bang bagay, istruktura o puno na aksidenteng nasira?</i>			
3. Was the excavation area in accordance with the plan in the Program of Works? <i>Ang sukat ba ng excavation ay ayon sa plano sa Program of Works?</i>			
4. Did the excavation disturb any slopes? <i>May nasira bang talilis dahil sa paghuhukay?</i>			
5. Was the excavated surface smooth and uniform? <i>Patag at pantay ba ang ibabaw ng hukay?</i>			
6. Were the excavated materials disposed of properly? <i>Itinapon ba nang maayos ang mga nahukay?</i>			
7. Were the excess materials (e.g. rocks and boulders) used as backfill materials? <i>Ginamit bang backfill materials ang mga bato?</i>			
Activity 2: Concrete Works			
1. Was Type A or Portland Cement used? <i>Type A o Portland Cement ba ang ginamit?</i>			
2. Were the bags of cement stored properly? <i>Nakaimbak ba nang maayos ang mga bag ng semento?</i>			
3. Were cements that already solidified or which contain lumps of caked cement still being used? <i>Ginagamit pa rin ba ang mga sementong namuo-muo at nagkatipak-tipak na?</i>			
4. Were cements salvaged from discarded or used bags still being used? <i>Ginagamit pa rin ba ang mga tira-tirang semento?</i>			
5. Did they mix cement with clean water? <i>Malinis na tubig ba ang hinahalo sa semento?</i>			
6. Were quality coarse aggregates (gravel) used? <i>Tamang kalidad ba ang ginagamit na graba?</i>			
7. Were quality fine aggregates (sands) used? <i>Tamang kalidad ba ang ginagamit na buhangin?</i>			
8. Was the correct proportion of water, cement and aggregates followed in the construction of columns and beams? <i>Sinusunod ba ang tamang panumbasan sa paghahalo ng tubig, semento at aggregates?</i>			
9. Were the materials in good shape? <i>Nasa maayos na kondisyon ba ang mga materyales?</i>			
10. Were the type, size and quantity of materials in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang uri, sukat at bilang ng materyales?</i>			
11. Were the materials stored properly? <i>Maayos ba ang pag-iimbak sa mga materyales?</i>			

Activity 3: Masonry			
1. Was the size of hollow blocks used in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang sukat ng hollow blocks?</i>			
2. Was the size of steel bars used in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang sukat ng steel bars?</i>			
3. Was the size of wires used in accordance with the Program of Works? <i>Ayon ba sa Program of Works ang sukat ng wires?</i>			
Activity 4: Carpentry			
1. Did the contractor buy and deliver the materials needed? <i>Ang contractor ba ang bumili at naghatid ng mga materyales?</i>			
2. Did the contractor buy the right number, size, and shape of materials as stated in the Program of Works? <i>Ayon ba sa Program of Works ang bilang, sukat at hugis ng mga biniling materyales?</i>			
3. Were the timber materials in good condition? <i>Ang mga kahoy ba ay nasa maayos na kondisyon?</i>			
4. Were the materials stored properly? <i>Maayos ba ang pagkaimbak ng mga materyales?</i>			
Activity 5: Painting			
1. Was the paint of good quality? <i>Maayos ba ang kalidad ng pintura?</i>			
2. Did the paint brush easily? <i>Madali bang lumapat ang pintura?</i>			

POST-CONSTRUCTION STAGE

The first column contains the "Monitoring Points", which are in question-form answerable by "yes" or "no". For the second and third column, you will tally the number of 'Yes' and the Number of 'No' that your monitors answered in their checklists. The fourth column asks for "Details" of the answer.

Monitoring Points	# of Yes	# of No	Details
Process			
Was the School Principal consulted on the Plans and Program of Works? <i>Kinunsulta ba ang School Principal sa plano at Program of Works?</i>			
Did DPWH District Engineering Office provide copy of Program of Work prior to construction? <i>Nagbigay ba ng kopya ng Program of Work bago magsimula ang konstruksyon?</i>			
Was the schedule announced prior to construction? <i>Ipinaalam ba ang schedule bago magsimula ang konstruksyon?</i>			
Was construction completed within schedule? <i>Natapos ba ang konstruksyon ayon sa schedule?</i>			
Was a joint Final Inspection conducted? <i>Nagsagawa ba ng joint Final Inspection?</i>			
Were defective works rectified within 15 days? <i>Naayos ba ang mga maling trabaho sa loob ng 15 araw?</i>			
Was construction completed according to specifications? <i>Natapos ba ang konstruksyon ayon sa mga takdang specifications?</i>			

Here in the "Structure" section of post-construction stage, the first column is also called "Monitoring Points". It contains the features to look for in a completed school building. The second and third columns contain the (+) and (-) signs, respectively. They must be checked accordingly depending on whether the feature is "present" or "absent" based on the requirements of the Program of Work. The fourth column asks you to answer whether the SBP is generally good, average or generally bad. Please aggregate your comments and observations as well.

Monitoring Points	# of (-)	# of (+)	Quality (Good/Average/Bad)
Structure			
Concreting Wall & Column Footings Tie Beams/Beams Floor Slab Columns			
Roofing & Accessories Trusses/Rafters Purlins Corrugated GI Sheet Teckscrew			
Doors and Windows Panel Doors Flush Doors Steel Doors Steel Casement Windows Jalousie Windows			
Plumbing Works Pipes Fittings Fixtures			
Painting Works Roofings Interior & Exterior Walls Ceiling Doors & Windows			
Electrical Fixtures Rough-ins Wires Fixtures Bulbs/Fluorescents			

CONDUCTIVENESS TO LEARNING

For this part, follow the same instruction as in the Construction Stage: The first column contains the "Monitoring Points", which are in question-form answerable by "yes" or "no". For the second and third column, you will tally the number of 'Yes' and the number of 'No' that your monitors answered in their checklists. The fourth column asks for "Details" of the answer.

Monitoring Points	# of YES	# of NO	Comments / Observations
Indicators			
<u>Ventilation:</u> Are the classrooms well-ventilated? <i>Maaliwalas ba ang loob ng mga silid-aralan?</i>			

<p><u>Lighting:</u> Are the classrooms sufficiently lighted? <i>Sapat ba ang liwanag sa loob ng mga silid-aralan?</i></p>			
<p><u>Space:</u> Are the classrooms spacious enough for the students? <i>Sapat ba ang lawak ng mga silid-aralan para sa mga estudyante?</i></p>			
<p><u>Sanitation:</u> Was the school building site sanitary? <i>Malinis ba ang pinagtayuan ng mga silid-aralan?</i></p> <p>Is the school building free from health threats? <i>Ang mga silid-aralan ba ay walang banta sa kalusugan?</i></p>			
<p><u>Safety:</u> Does the school building have safety features? <i>Mayroon bang safety features ang silid-aralan?</i></p> <p>Were there safety risks in the construction of the SBP? <i>Nagkaroon ba ng mga banta sa kaligtasan noong itinatayo ang mga silid-aralan?</i></p>			
<p><u>Others:</u> What other aspects of the school building is either commendable or should still be improved? <i>Ano pang aspeto ng silid-aralan ang kapuri-puri o kaya naman ay dapat pa ipagbuti?</i></p>	<p>Commendable:</p> <p>Still needs improvements:</p>		

RESPONSIVENESS TO SCHOOL NEED

The first column contains the "Monitoring Points", which are in question-form answerable by "yes" or "no". For the second and third column, you will tally the number of 'Yes' and the Number of 'No' that your monitors answered in their checklists. The fourth column asks for "Details" of the answer.

Monitoring Points	# of YES	# of NO	Comments / Observations
Is the school under the Red and Black Category (Red – Equal to or more than 56 students per classroom; Black – No classroom available)?			

<p><i>Nasa Red and Black Category ba ang eskwelahan, na nangangahulugang nasa 56 o higit pa ang estudyante kada silid-aralan o kaya ay walang silid-aralan sa eskwelahan?</i></p>			
<p>Is the design of the classroom appropriate for the school environment? <i>Naangkop ba ang disenyo ng silid-aralan sa kapaligiran ng eskwelahan?</i></p>			
<p>Is the design of the classroom appropriate for the community's culture? <i>Naangkop ba ang disenyo ng silid-aralan sa kultura ng komunidad?</i></p>			

IMMEDIATE CONCERNS OF THE SCHOOL

Kindly list down the answers of your monitoring team members in the box below

Others:
What are the school's immediate concerns?
Ano pa ang ibang mahahalagang pangangailangan ng eskwelahan?

1. _____
2. _____
3. _____
4. _____

GENERAL FINDINGS

Using the data you have aggregated above, try to answer the questions below as faithfully as possible to what you have monitored. Explain briefly the reason for you answer

Variables	Planned/ Normative
Time	Was the implementation timely? Why?
Cost	Was it value for cost? Why?
Quantity	Was the quantity enough and did it follow standards?
Quality	Is it a quality School building? Why?
Process	Were processes followed? Why or why not?

**GUIDELINES FOR THE INSTITUTIONALIZATION OF "BAYANIHANG
ESKWELA" IN THE MONITORING OF PROJECTS UNDER THE CY 2011
REGULAR SCHOOL BUILDING PROGRAM (RSBP) AND IN AREAS
EXPERIENCING ACUTE CLASSROOM SHORTAGE (RED & BLACK SCHOOLS)**

A. Statement of Policy

1. It is the policy of the Department of Education to promote Non-Government Organization's (NGO), private sector's and citizens' participation in the procurement process and contract implementation at all levels of the Department.
2. DepED also seeks to foster the spirit of volunteerism in the school building program of the government.
3. The Department through the Physical Facilities and Schools Engineering Division (PFSED) envisions to provide quality services to its clientele by providing quality educational facilities.

B. Legal Bases

Article I, Section 3 of R.A. 9184 of the Government Procurement Reform Act (GPRA) states:

"All procurement of the national government, its departments, bureaus, offices and agencies, including state universities and colleges, government-owned and/or controlled corporations, government financial institutions and local government units shall, in all case, be governed by these principles:

- a. Transparency in the procurement process and in the implementation of procurement contracts;
- b. System of accountability where both the public officials directly or indirectly involved in the procurement process as well as in the implementation of procurement contract and the private parties that deal with government are, when warranted by circumstances, investigated and held liable for their actions relative thereto; and
- c. Public monitoring of the procurement process and the implementation of awarded contracts with the end in view of guaranteeing that these contracts are awarded pursuant to the provisions of this Act and its implementing rules and regulations, and all these contracts are performed strictly according to specifications".

Article V, Section 13 of R.A. 9184 or the Government Procurement Reform Act (GPRA) mandates all government agencies to invite private sector and NGO observers in all stages of the procurement process. It states:

"Sec. 13 Observers – To enhance the transparency of the process, the BAC shall, in all stages of the procurement process,

invite, in addition to the representative of the Commission on Audit, at least two (2) observers to sit in its proceedings, one (1) from a duly recognized private group in a sector or discipline relevant to the procurement at hand, and the other from a non-government organization: *Provided, however,* that they do not have any direct or indirect interest in the contract to be bid out. The observers should be duly registered with the Securities and Exchange Commission and should meet the criteria for observers as set forth in the IRR. (underscoring supplied.)”

Section D of DepED Order No. 59, s. 2007 entitled “Institutionalizing NGO and Private Sector Participation in the Department’s Procurement Process” states that:

“Other than the stage/s of the procurement as spelled out in the IRR-A Sec. 13.3 of the R.A. 9184, private sectors, NGO representatives, and private citizens are to be invited as official and unofficial observers in the Contract Implementation and the Delivery and Acceptance stages.”

The National Building Code and the Joint DepED-DPWH Memorandum: Guidelines for Coordination and Monitoring of DPWH Constructed School-buildings, 2008, and as amended in 2010, further elaborates the standard classroom/building designs and standard processes for the pre-to-post-construction stages of the government school building program.

C. Scope and Coverage

This policy will cover the implementation of the Regular School Building Program (RSBP) being implemented by the Department of Public Works and Highways (DPWH), and school building projects in areas experiencing acute classroom shortage (Red and Black Schools) being implemented by DepED.

D. Composition of the Community-Based SBP Monitoring Team

1. The Community-Based SBP Monitoring Team shall consist of the following members:
 - i. School Head/Principal. The school head/principal shall automatically be the Head of the Community-Based SBP Monitoring Team and shall be responsible in inviting the PTA representatives, the School Boy Scout and Girl Scout Coordinator, and local Non-Government Organization.
 - ii. PTA Representatives. At least one (1) representative from the PTA shall be a member of the team.
 - iii. School Boy Scout and Girl Scout Coordinators They shall be automatically members of the team with the

condition that they shall report to their local councils about the activities of the team.

- iv. Local NGOs. Representatives from local NGOs shall be invited to be part of the team.
 - v. Project Engineer. The project engineer, either from DepED (for Red and Black SBP) or from DPWH (for RSBP) depending on the implementing agency, shall automatically serve as the technical expert of the team.
 - vi. Division Physical Facilities Coordinator (DPFC). The Division Physical Facilities Coordinator shall be automatically part of the team to represent the Division Office and shall further be the initial coordinator of the team before the election of the SBP Monitoring Community-Based SBP Monitoring Coordinator.
2. The SBP Monitoring Team members are to list themselves with the appropriate DepED school, district, division and regional offices to qualify themselves as official monitors of the project.
 3. Members must not have any pecuniary interest in the contract as subcontractor, supplier, forwarder/transporter, or losing bidder/s.
 4. Members of the team should not belong to the immediate family or related up to the third degree of consanguinity to the contractor, subcontractor, supplier, forwarder/transporter, or losing bidder/s. They should not be associated to the contractor, subcontractor, supplier, forwarder/transporter, or losing bidder/s.

E. Organization and Coordination of the Community-Based SBP Monitoring Team

1. The Division PFC and the recipient School Principals of the RSBP and Red and Black SBP shall set a meeting with the members of the Community-Based SBP Monitoring team 2 weeks prior the procurement of the project to set the plans of the team and assign specific duties to accomplish the joint monitoring.
2. The SBP Monitoring Team Coordinator shall be assigned by the team through a consensus. The SBP Monitoring Team Coordinator shall be the focal person that shall oversee the implementation of the plans as set by the team.
3. Regular meetings shall be set as deemed necessary/needed by the team.

F. Stages of the School Building Program Where School Community Participation Shall Be Institutionalized

1. Site Identification and Pre-Engineering Surveys. The SBP Monitoring Team through the School Principal shall be consulted in the identification of the proper site for the school building construction for both RSBP and Red and Black Schools.
2. Preparation of Program of Works (POW). The SBP Monitoring Team through the School Principal shall review and endorse the Program of Works once deemed most appropriate for the school. The School Principal shall further be one of the signatories of the POW for Red and Black Schools.
3. Procurement. The SBP Monitoring Team shall be invited as observer to the procurement process for both the RSBP and Red and Black Schools.
4. Construction Stage. During contract implementation, the team shall visit and inspect the school building construction site as often as deemed necessary to sufficiently answer the monitoring tool referred to in Annex B of this Memorandum.
5. Joint Final Inspection. The SBP Monitoring Team shall be part of the Joint Final Inspection of the school building, and the School Principal shall sign as one of the signatories in the Punch List Form (refer to Annex B).

G. Training of the SBP Monitoring Team

1. This policy shall be introduced to the stakeholders to be spearheaded by the Division Physical Facilities Coordinators (DPFC) to be assisted by the DepED Project Engineers immediately following promulgation of this DepED Memorandum.
2. The Division PFC shall however be in charge of orienting the school heads during the first SBP Monitoring Team Meeting, using the Bayanihang Eskwela Manual, a G-Watch initiated, joint public-private monitoring of School Building Projects which will include the following:
 - a. Roles of the SBP Monitoring Team
 - b. Overview of the DepED School Building Program
 - c. Standard processes and designs for school building projects.

H. Monitoring Tool

The monitoring shall be conducted using tested monitoring tools included in the Bayanihang Eskwela Manual.

I. Reporting Procedures

1. Regular reporting shall follow the process below:

- a. The Community-Based SBP Monitoring Team shall forward all their accomplished Bayanihang Eskwela Monitoring Tool (refer to Annex C and Annex D) to the Division Office 2 weeks after signing the Certificate of Completion of the school building project.
 - b. The Division Offices shall then submit all reports from the schools to the Physical Facilities and Schools Engineering Division (PFSED) of the Department of Education not later than 2 weeks after the receipt of the accomplished monitoring tool.
 - c. The PFSED shall consolidate all reports and address the findings every quarter.
 - d. The PFSED shall make available to the public and other NGOs all monitoring tools and consolidated reports.
2. For reports requiring immediate feedback, the Community-Based SBP Monitoring Teams shall contact the implementing agencies through the following hotlines:
 - a. DPWH: 2920
 - b. DepED: 2622
 3. In cases where the implementing agencies do not respond, the teams may contact the following stakeholders:
 - a. Ombudsman
 - b. Bayanihang Eskwela Team (Government Watch):

Tel.	426-6001 local 4644
Telefax:	920-2920
Email:	government_watch@yahoo.com
 4. Annual reports on the community-based monitoring of the school building projects shall be prepared by the PFSED.
 5. The results of the Community Based SBP Monitoring shall also be presented regularly during the Annual Convention with the Physical Facilities Coordinators, DepEd Project Engineers/Architects and during the annual National DepED-DPWH Coordination Meetings to generate feedback and recommendations from all the stakeholders.

J. Responsibilities of DepED and DPWH Officials

1. The Division Offices through the Division Physical Facilities Coordinator shall mobilize and invite volunteers for the SBP Monitoring Team as comprised in Part E of this Memorandum.
2. The DPWH District Engineering Office through the District Engineer (for RSBP) and the DepED Division Offices, through the Division Physical Facilities Coordinator (for Red & Black SBP), has the responsibility of providing the SBP Monitoring Team all



pertinent documents which may include but not limited to the following:

- a. Procurement Schedule
 - b. Bidding Documents
 - c. Program of Works
 - d. Implementation Schedule
 - e. Accomplishment Reports
 - f. Others
3. The Division Office, through the Division PFC, has the responsibility of inviting the SBP Monitoring Team to important meetings relevant to the school building project to be implemented. It shall also keep a database of SBP Monitoring Teams for each school building project it shall implement.
 4. The Division Office through the Division PFC, shall conduct an orientation with the SBP Monitoring Teams to train them on their roles in the school building project to be implemented.
 5. The Division Offices through the Division PFC, shall collect all monitoring tools and reports and submit these to the Physical Facilities and Schools' Engineering Division (PFSED) of the Department.
 6. The PFSED shall consolidate all reports and make these available to the public and Non-Government Organizations (NGOs) that shall request for the reports.
 7. The PFSED shall prepare an annual report on the community-based monitoring of the school building projects which it shall make available to the public and other Non-Government Organizations (NGOs).
 8. The PFSED shall discuss the results of the community-based SBP monitoring with stakeholders to generate feedback from the School Principals, DepED Project Engineers, DPWH Project Engineers and the Division Physical Facilities Coordinators.

K. Responsibilities of the Community-Based SBP Monitoring Team

1. The team members shall lay down their plan of action in their first meeting and schedule the activities accordingly.
2. They shall conduct regular meetings as deemed necessary to accomplish the monitoring plan.
3. The team shall join the inspection team of DepED and DPWH in monitoring the progress of school building project implementation, including the assessment of quality.

4. The team shall conduct unannounced inspections of the school building construction.
5. The team shall jointly answer the monitoring tool prescribed in Annex C and Annex D and submit it to the Schools Division Superintendent through the Division Physical Facilities Coordinator.
6. The team shall further jointly or separately prepare a report indicating their observations on the SBP implementation.

L. Commendation and Incentives

1. Corresponding points shall be credited to Teachers and School Principals who have been active in the monitoring through the incentive program of DepED.
2. Failure on the part of concerned government officials to comply herewith shall be subject to corresponding administrative sanctions.