



Republic of the Philippines
Department of Education (DepEd)
National Capital Region
DIVISION OF CITY SCHOOLS
QUEZON CITY
Nueva Ecija St., Bago Bantay, Quezon City



September 29, 2011



**FORMING AND ORIENTING THE BAYANIHANG ESKWELA SCHOOL BASED
MONITORING TEAMS IN SCHOOLS WITH RED AND BLACK SBPs OR
REGULAR SCHOOL BUILDING PROJECTS**

MEMORANDUM TO:

Assistant Schools Division Superintendents
Division/District Supervisors
Elementary and Secondary School Heads
School PTA Presidents
Girl/Boy Scout Council Executives

1. On its 6th year, *Bayanihang Eskwela* has been officially adopted by the Department of Education as its community based monitoring of government school building projects nationwide through the recently adopted DEPED ORDER NO. 21, S. 2011 (DATED MARCH 4, 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)*.
2. *Bayanihang Eskwela* is a joint public-private initiative founded on the spirit of "bayanihan" or volunteerism among the Filipino people. It was initially spearheaded by the Ateneo School of Government through its Government Watch Program, in partnership with the Department of Education, the Department of Public Works and Highways (DPWH), the Office of the Ombudsman (OMB), the Girl Scouts of the Philippines and the Boy Scouts of the Philippines, that aims to ensure provision of quality classrooms through community-based monitoring of school building projects (SEE ATTACHMENT A).
3. The *Bayanihang Eskwela* Nationwide Roll-out has been set last August 18, 2011 at the Bulwagan ng Karunungan, Department of Education, Meralco Avenue, Pasig City, with partners which included more civil society organizations: the National Confederation of Parents, Teachers and Community Associations (PTCA's), Civil Society Network for Education Reforms, Public Service Labor Independent Confederation (PSLINK), Procurement Watch Incorporated (PWI), Northern Luzon Coalition for Good Governance (NLCCG), Concerned Citizens of Abra for Good Government, Incorporated (CCAGG), Western Visayas Network of Social Development NGOs (WEVNET), Consortium of Bangsamoro Civil Society, Young Moro Network for Social Accountability, and many more.
4. Division Coordinating Groups (DCGs) were also formed through a series of nationwide briefing orientations. DCGs are composed of representatives from identified government and civil society organizations in the different DepED divisions tasked to orient school-based monitoring teams (SBMTs) on how to conduct community based monitoring of school building projects.
5. The *Bayanihang Eskwela* Division Coordinating Group (DCG) in the Division of Quezon City are as follows:

6. Your school is a beneficiary of a school building project from the Department of Education. Herein, we invite you to form your *Bayanihang Eskwela* School-Based Monitoring Teams (SBMTs) to help in ensuring quality school building construction in your school.
7. As per DepED Order 21, s. 2011, The BayEsk SBMTs are composed of the following:
 - a. School Head/Principal. The school head/principal shall be responsible in inviting the PTA representatives, the School Boy Scout and Girl Scout Coordinator, and local Non-Government Organization.
 - b. PTA Representatives. At least one (1) representative from the PTA shall be a member of the team.
 - c. 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 of the activities of the team.
 - d. Local NGOs. Representatives from local NGOs shall be invited to be part of the team.
 - e. 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.
 - f. 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 School-Based Monitoring Team Coordinator.
8. Once you have formed your team, please review and accomplish the easy-to-use Bayanihan Eskwela Checklist (SEE ATTACHEMENT B).
9. For further instruction on how to answer it you may contact the Division Physical Facilities Coordinator or the Division Coordinating Group through the contact details given above.
10. Your SBMT is expected to pass the accomplished checklist as soon as possible to the DCG.
11. The Division Office would also like to invite you to a short orientation with the Division Coordinating Group on how to answer the Bayanihang Eskwela checklist on your most convenient time at the Division Office. The DCG shall also provide you with some monitoring tips to guide you the monitoring your school building project


YOLANDA C. ARCO
Chief Administrative Officer
Officer In-Charge


(1)

checklist page 1

The Bayanihang Eskwela Checklist

The **G-Watch Checklist** for the monitoring of school building construction projects under the *Bayanihang Eskwela* is an easy-to-use guide for ordinary, non-technical people. It must be brought during the actual monitoring visits to the project site.

Components

It consists of six major components, namely the school profile, pre-construction, construction, and post-construction stages, as well as the conduciveness to learning and responsiveness to school need. Under the stages are key activities and/or and indicators.

Format

The checklist has four columns. The first column contains the "Monitoring Points", which are in question-form answerable by "yes" or "no". The monitor simply checks the second or third columns, which are the "Yes" or "No" columns, respectively, to answer the questions. The fourth column asks for "Details" of the answer. Some details are pre-determined in boxes that have to be checked if they have been fulfilled while others

ask for date, place and measure of area or observations and elaboration.

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 Works. The fourth column asks for "Comments and Observations".

Coordination and Other Tasks

Refer to the Organizational Structure and Field Monitoring Coordination Plan at the back. The monitor must immediately report any problem encountered during the monitoring. The report must be sent to the School Principal, local DPWH authority, Physical Facilities Coordinator of the DepEd Division or to G-Watch (text 0927-832-3734 or government_watch@yahoo.com).

The monitor must also take photos of the construction activity or the structure being constructed during the period of monitoring.

POINTERS ON MONITORING

What is monitoring?

Monitoring is active involvement in the implementation of a project, which entails:

- watching the implementation with the main objective of the project in mind
- comparing the plan and standards with the actual accomplishments
- checking particular aspects of the project in its various stages
- recommending remedial actions, if necessary

Guide monitoring questions:

- At what stage is the project in terms of schedule, budget and required specifications?
- What were accomplished according to the plan and what were the unexpected circumstances?
- What caused problems in the implementation?
- How can the problems be solved? Is it necessary to revise the plan, the schedule or the budget?

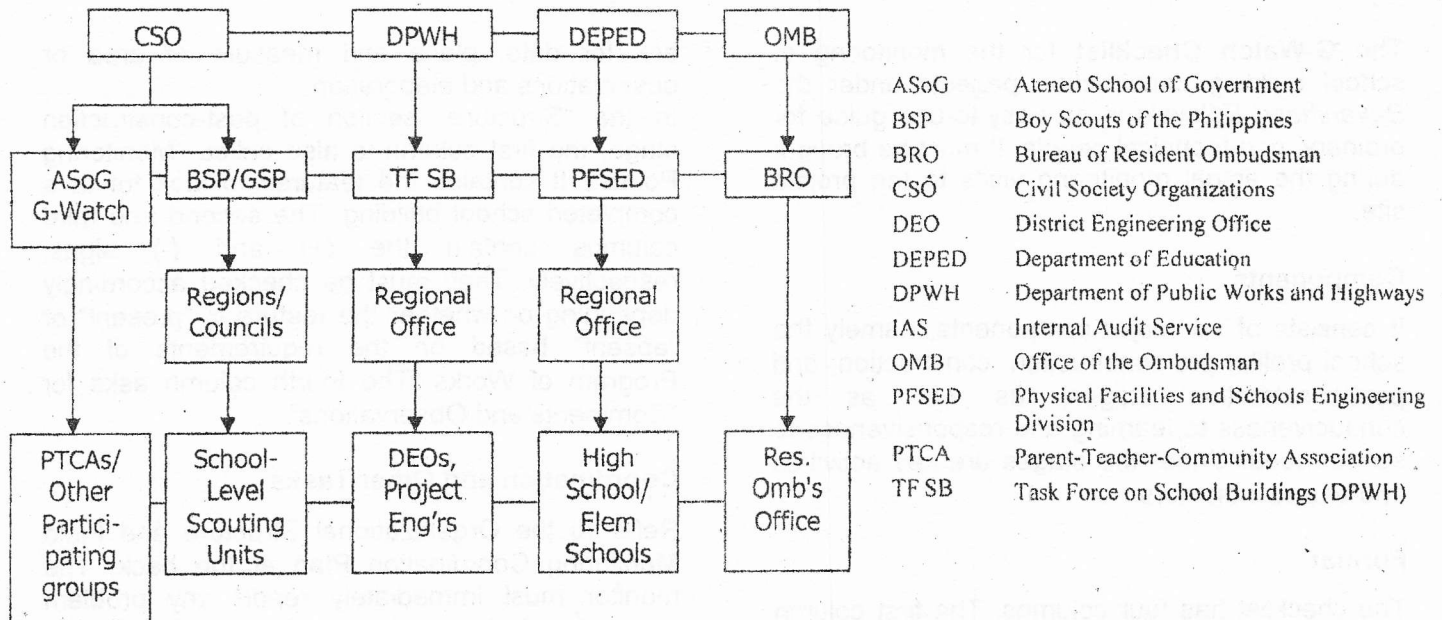
Things to monitor:

- budget
- schedule
- work procedure

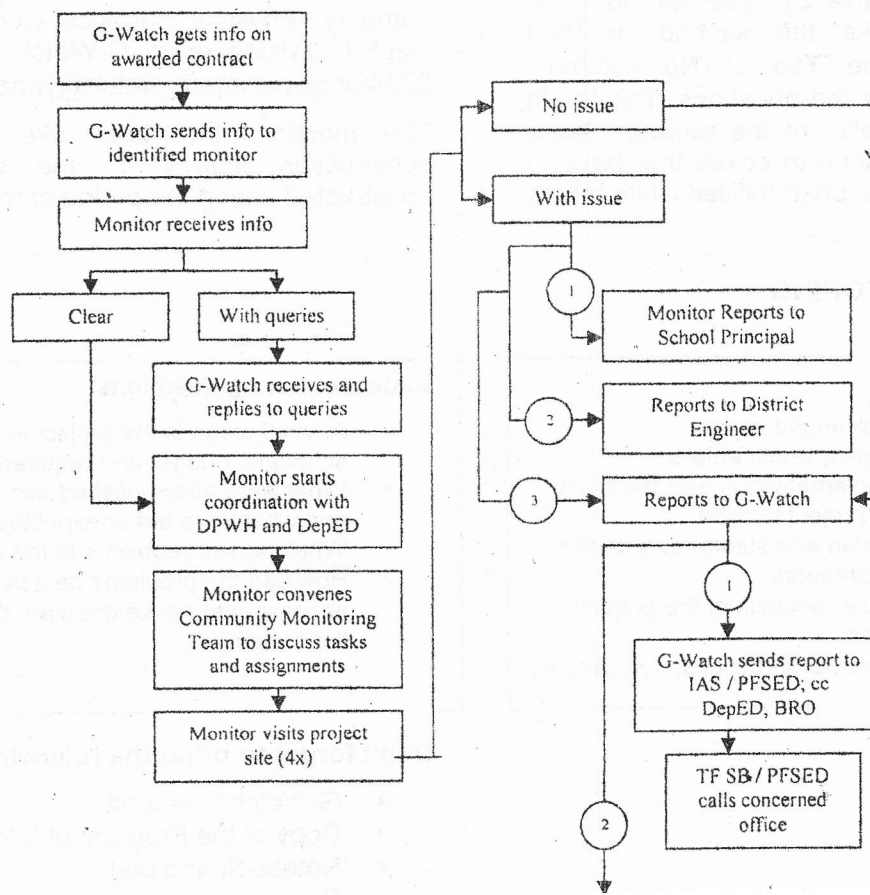
Don't forget to bring the following:

- G-Watch Checklist
- Copy of the Program of Works
- Notebook and pen
- Camera

Organization Structure



Monitoring Coordination Plan



(1) checklist. page 2

MONITORING PROFILE

Name of School:

Location:

District:

Division:

Project:

Contractor:

Planned Duration:

Planned Cost:

Name of Monitor (s):

Organization:

Sex:

Age:

GENERAL SCHOOL PROFILE

GENERAL SCHOOL NEEDS (get data from the BEIS)

Student Population			
Male		Female	
Teacher-student Ratio			
Textbook-student Ratio			
Math		Makabayan	
Science			
English			
Filipino			
Classroom-student Ratio			
Seat-student Ratio			
Blackboard-Classroom Ratio			

Performance Indicators

	2008:	2009:	2010:
National Achievement Test			
Participation Rate			
Dropout Rate			
Cohort Survival Rate			

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?			When:

			<input type="checkbox"/> LGU <input type="checkbox"/> Barangay Office <input type="checkbox"/> PTCA <input type="checkbox"/> NGO <input type="checkbox"/> DENR
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 order? <i>Maayos ba ang dokumentasyon ng pagmamay-ari ng lupa?</i>			Type of Documentation <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. 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>			
2. Were you given a copy of the Program of Works? <i>Binigyan ka ba ng kopya ng Program of Works?</i>			Cost: Duration:
3. 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:
4. 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/DepEd 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			
			If yes:

			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? <i>Nagsagawa ba ng post-qualification?</i>			Lowest Calculated Responsive Bids: 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			

Nakaimbak ba nang maayos ang mga bag ng semento?			<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? Ginagamit pa rin ba ang mga sementong namuo-muo at nagkatipak-tipak na?			Observations:						
4. Were cements salvaged from discarded or used bags still being used? Ginagamit pa rin ba ang mga tira-tirang semento?			Observations:						
5. Did they mix cement with clean water? Malinis na tubig ba ang hinahalo sa semento?			Indicators: <input type="checkbox"/> no oil / no silt / no acid / no alkali / no grass Observations:						
6. Were quality coarse aggregates (gravel) used? Tamang kalidad ba ang ginagamit na graba?			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? Tamang-kalidad ba ang ginagamit na buhangin?			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? Sinusunod ba ang tamang panumbasan sa paghahalo ng tubig, semento at aggregates?			Indicators: <input type="checkbox"/> Water: 15%-20% / Cement: 7%-14% / Aggregates: 66%-78% Observations:						
9. Were the materials in good shape? Nasa maayos na kondisyon ba ang mga materyales?			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? Ayon ba sa Program of Works ang uri, sukat at bilang ng materyales?			If not in accordance to POW, Please enumerate variations below: <table border="1" style="width: 100%;"> <thead> <tr> <th>Type</th> <th>Size</th> <th>Qty</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Type	Size	Qty			
Type	Size	Qty							
11. Were the materials stored properly? Maayos ba ang pag-iimbak sa mga materyales?			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? Ayon ba sa Program of Works ang sukat ng hollow blocks?			Program of Works: Actual:						

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 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>			If not in accordance to POW, Please enumerate variations below: <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									
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 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>Isaayos ba ang mga defective works sa loob ng 15 araw?</i>			Defects rectified: 1.

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>			What are the threats? How are they addressed?

Banta sa kalusugan?			
Safety: Does the school building have safety features? <i>Mayroon bang safety features ang silid-aralan?</i> 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>			<input type="checkbox"/> Emergency exit <input type="checkbox"/> Security Grills <input type="checkbox"/> Ramp
Others: 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 ipagputi?</i>	Commendable: Still needs improvements:		

RESPONSIVENESS TO SCHOOL NEED

Monitoring Points	YES	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)? <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>			Number of Classrooms: _____ Number of Makeshift Classrooms: _____ Number of Condemnable Classrooms: _____ Number of Buildings: _____ Number of Condemnable Buildings: _____
Is the design of the classroom appropriate for the school environment? <i>Naangkop ba ang disenyo ng silid-aralan sa kapaligiran ng eskwelahan?</i>			
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>			

IMMEDIATE CONCERNS OF THE SCHOOL

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