

Constructing Philippine Education, One School-Building at a Time: The *Bayanihang Eskwela* Story

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Bayanihan is a Filipino word for acts of heroism. In the Filipino context, bayanihan classically refers to community members helping and assisting one another with tasks, which would require more hands, such as carrying a house from one place to another.

Bayanihang Eskwela is a community-based monitoring of government's school-building projects (SBPs) that started in 2005 as an initiative of the Government Watch (G-Watch), a social accountability program of the Ateneo School of Government.

Bayanihang Eskwela came as a response to a G-Watch report in 2001 that noted that more than 50% of DWPH-implemented school buildings were not of good quality because plans, standards and specifications were often not followed. There was no means to validate reports on completion submitted to the national office, making the system prone to ghost projects and the contractors' use of sub-standard materials, especially if the projects were constructed in far-flung areas.

The importance of ensuring that SBP implementation leads to quality school-buildings is due to a common knowledge that school facilities have an impact on the learning of students. In a newspaper article that came out in 2003, the Department of Education (DepEd) itself stated that children's inferior level of performance in the National Achievement Tests both in the elementary and secondary level may be attributed to overcrowded classrooms.¹ Some studies corroborate this, showing how the physical environment of a school or classroom can affect the behavior of people and their attitudes to school and learning.²

Bayanihang Eskwela, therefore, is contributing to improved learning outcomes of students by ensuring that quality SBPs are constructed through its approach that enhances transparency and accountability in SBP implementation.

The *Bayanihang Eskwela* Approach

Bayanihang Eskwela's main goal is to ensure that the right quality of SBPs are implemented at the right time following the right processes. It achieves this objective through the conduct of the following key activities:

- Laying the Groundwork. This involves formalization of agreements among partners and co-implementers of the project through a Memorandum of Agreement (MOA), identification of SBPs to monitor and mobilization of monitors.
- Briefing-Orientation. Monitors identified (both from the government and civil society) are briefed of their responsibilities and oriented on *Bayanihang Eskwela* design and monitoring tool.

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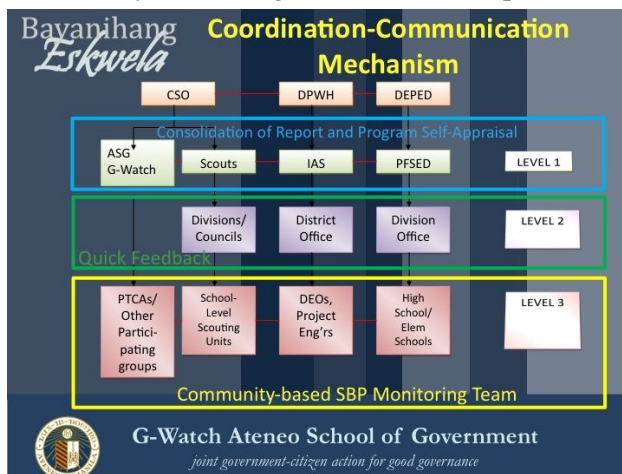
¹ Overcrowded classrooms cited. Manila Bulletin. April 6, 2003. p. 12. The results of the National Achievement Test for school year 2004-2005 showed that students who were in classes with 21-60 pupils performed slightly better than those in classes with more than 60 pupils.

² Ainley, J. G. "Equipment and Materials" in the International Encyclopedia of Teaching and Teacher Education. Dunkin, M. (ed). Great Britain: Pergamon Press. 1987.

- Actual Monitoring. Monitoring of SBPs are conducted that include checking of standards in the pre-construction, construction and post-construction stages of SBP implementation.
- Post-Monitoring Activities. After the monitoring proper, monitors share their experience, process the result of their monitoring and dialogue with decision-makers to identify solutions to problems identified.

Bayanihang Eskwela follows the G-Watch social accountability approach³, which includes innovative features that respond to limits and gaps of the past civil society engagement in governance.

Bayanihang Eskwela is designed such that from the preparation to the actual monitoring to the processing of results, representatives from the government and the civil society constructively engage on tasks and responsibilities critical to the success of the project. It includes a coordination-communication mechanism between and among civil society and government actors and participants that facilitates exchange of information, problem-solving and quick response. This makes *Bayanihang Eskwela* a joint government-civil society monitoring initiative, which spells its difference from other monitoring efforts.



Bayanihang Eskwela follows G-Watch's approach to curbing corruption, which is preventive and preemptive. By clarifying standards in the implementation of SBPs and monitoring the compliance to these standards, deviation and corruption are prevented. The monitoring of compliance to standards becomes a stimulus that encourages responsible actors to behave as prescribed.

Key to the design of *Bayanihang Eskwela* is the participation of the community and the conduct of the monitoring at the community itself. This ensures stakeholders' ownership of the initiative

and cuts the cost of monitoring since the monitors no longer incur transportation cost. Community-based Monitoring Teams (CBMTs) are created in each school, composed of the principal, the project engineer, the scouts and the PTA/ NGO representatives.

At the heart of *Bayanihang Eskwela* is its easy-to-use and simple monitoring tool. The tool is a checklist with yes-or-no questions basically asking whether standards are followed in the SBP implementation. On the first and second round of *Bayanihang Eskwela*, the tool was mainly looking into school-building construction specifications and the mandatory activities before and after the construction that ensure the participation of key stakeholders and the transparency of the process. On the third round, the *Bayanihang Eskwela* monitoring tool was revised to also look at whether the school-building is constructed where there is acute classroom shortage (responsiveness to need) and whether the classrooms are conducive to learning, looking at factors such as ventilation, lighting, space, sanitation and safety of location as well.

Finally, the monitoring results of *Bayanihang Eskwela* is backed up by evidence, which include official documents, recordings and photos. Monitors are taught of the importance of gathering evidence to support the result of their monitoring and ensure the objectivity of the monitoring conducted.

The approach is proven to be replicable as this is also adopted in G-Watch's monitoring of textbooks and human rights compliance, particularly the right to suffrage of persons deprived of liberties (PDLs) and

³ See Annex 1 for a more detailed discussion on the G-Watch social accountability approach.

right to food of internally-displaced people (IDPs). Currently, G-Watch is testing the application of the approach in the service delivery of local government units (LGUs), particularly in health, education, agriculture, infrastructure and environment.

Actors and Drivers of *Bayanihang Eskwela*

The three rounds of *Bayanihang Eskwela* that covered selected schools were implemented by G-Watch in collaboration with the Department of Education (DepEd), Department of Public Works and Highways (DPWH), the Office of the Ombudsman (OMB), the Boy Scouts of the Philippines (BSP) and the Girl Scouts of the Philippines (GSPs). These are the institutions and organizations that became the key drivers of the initiative, along with the monitors at the schools. The first *Bayanihang Eskwela* round was supported by USAID-Rule of Law Effectiveness (ROLE), while the second and third rounds were supported by the United Nations Development Programme (UNDP).

The national government agencies provide the needed authority and guidance, facilitate the flow of needed information, respond to reports immediately and after the monitoring proper and act on monitoring results towards the improvement of the program. The OMB is particularly critical in ensuring that monitoring results are responded to. Its participation is delicately explained to government agencies to prevent the latter from getting threatened. As explained, the OMB only comes in when there are anomalies and if the government agencies become unresponsive. In other words, the role OMB plays in *Bayanihang Eskwela* is still within the framework of prevention.

The national CSO organizations provide the needed leadership in mobilizing monitors on the field. These organizations are responsible in monitoring national processes of the service delivery like procurements that take place in Manila and ensure that information needed in monitoring reach the monitors and that monitoring results are processed, analyzed and responded to by concerned agencies.

The meso-level counterparts of the government agencies and CSOs serve as transmission belts of information and facilitate meso-level processing of monitoring results. Finally, the local/ grassroots level representatives of these sectors and institutions serve as monitors, most critical in conducting the monitoring and in gathering data and information.

The donor partners provided the needed financial support in the operations of G-Watch as coordinator of the effort.

The other key actor in ensuring that *Bayanihang Eskwela* is implemented is the point unit in the agencies who G-Watch directly coordinates with. For DepEd, the point unit is the Physical Facilities School-Building Engineering Division (PFSED) and for DPWH, it is the Task Force School Building. The point unit also ensures that the project continued even if there were changes in the leadership or secretaries of the agencies, which has been the case for both agencies.

Results and Impact of *Bayanihang Eskwela*

Since 2005, for three rounds of implementation in selected schools, *Bayanihang Eskwela* has ensured the implementation of 133 classrooms amounting to Php 122.8M worth of contract according to standards, and facilitated quick response that corrected minor errors/ flaws in construction such as defective doorknobs, electrical problems, lack of water sanitation and poor quality materials through the 706 monitors it mobilized and trained in using the *Bayanihang Eskwela* monitoring tool.

By and large, the monitoring result of *Bayanihang Eskwela* points to general compliance of SBP implementation to the standards. Some of the common problematic monitoring findings include: (1)

delays in the completion of the SBPs due to failures in bidding, typhoons and realignments; (2) pre-construction mandated activities such as consultation with the community and provision of Program of Works (POW) to monitors not always followed; (3) identification and acquisition of sites for school-buildings as a perennial challenge; and (4) common parts of the school-buildings constructed that can be improved include the wall plastering, ceiling works and the electrical fixtures.⁴

Bayanihang Eskwela is now an adopted program of the Department of Education (DepEd). On 4 March 2011, DepEd issued DepEd Order 21, S. 2011 entitled *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)* that officially adopted *Bayanihang Eskwela* as the community-based monitoring component of the Department’s Regular School Building Program.

The system provides for a nationwide mobilization and capacity-building of communities to check on school-building projects in their school using an easy-to-use monitoring tool. It also provides for a system to disseminate information and consolidate monitoring results from all over the country that will allow verification if all the SBPs were constructed according to specifications and standards provided in the Order. This will allow sustained monitoring of SBPs beyond coordination and facilitation of G-Watch.

To date, since *Bayanihang Eskwela* has been implemented, there have been similar other initiatives of civil society in DepEd and other agencies which employed constructive engagement in monitoring. This is an indirect recognition of the effectiveness of the approach of G-Watch in enhancing transparency and accountability in governance. It also indicates that government is becoming more open to participation of civil society and citizens in critical affairs of governance such as monitoring.

In other words, *Bayanihang Eskwela* serves a demonstration case that proves that the following conditions conducive for participatory governance are true:

- Communities can be mobilized and capacitated to do monitoring of basic services such as school-building construction.
- Civil society can work hand and hand with government in monitoring service delivery performance.
- Monitoring can result in implementation that follows standards, plans and specification, hence ensuring the right quantity and quality of services are provided.
- Communication and coordination between and among government and civil society stakeholders from the ground up to the national level can facilitate quick response that enforce compliance to standards and prevent deviations and anomalies.
- Reporting and processing of monitoring results involving all stakeholders can provide findings and recommendations that can be used in policy-making to further improve service delivery.

Challenges and Lessons Learned⁵

Bayanihang Eskwela confronted four key challenges, addressing which generated rich lessons useful for replication. These are:

- Getting the government to engage and respond;
- Mobilizing and capacitating communities;
- Bringing together key stakeholders; and

⁴ See Annex 2 for a more detailed discussion on the monitoring findings of *Bayanihang Eskwela* 1, 2 and 3.

⁵ See Annex 3 for a more detailed discussion on lessons learned from *Bayanihang Eskwela*.

- Monitoring responsiveness to need.

When G-Watch first presented the result of its first SBP monitoring, DPWH was particularly hesitant to engage G-Watch. It took G-Watch three years to get both DepEd and DPWH to agree to undertake *Bayanihang Eskwela*. Three key factors were found to be most useful in addressing this challenges: (1) identification of champions in the agency; (2) use of a Memorandum of Agreement (MOA); and (3) persistence on the part of G-Watch.

The other critical pre-requisite of doing *Bayanihang Eskwela* was the mobilization and capacity-building of communities. It was a challenge to enable the many ordinary citizens who want to volunteer to participate effectively as monitors and how to sustain their interest until the monitoring has been completed. Several lessons can be generated from *Bayanihang Eskwela* experience in addressing this challenge, namely:

- An easy-to-use tool is most critical to enable ordinary citizens to monitor.
- A joint monitoring and close coordination between government officials and civil society monitors addresses the need for capacity/ expertise in checking on the highly technical part of school building construction.
- Grassroots leadership is key in mobilizing and sustaining the interest of volunteer until the completion of the monitoring and it could come in many forms.
- Putting fun to the activities makes the rather heavy and demanding work light and seamless to volunteers, officials, organizers and coordinators alike.

The other important element of *Bayanihang Eskwela* is its multi-stakeholdership. Bringing different stakeholders together is not without challenge because of the biases and baggage of stakeholders against each other. It takes re-orientation and time to allow constructive engagement among the stakeholders to prosper. One critical issue is trust; hence trust-building is a continuing process that needs ample attention by the leaders of the process.

With the coming together of stakeholders in a constructive and fun engagement, there is a question of whether objectivity has already been compromised. *Bayanihang Eskwela* ensures objectivity of monitoring results and assures that the exercise of power is objectively accounted for by emphasizing on data and evidence, maximizing its preventive approach and underscoring the importance of independence of institutions/ sectors involved to make constructive engagement meaningful and effective.

Finally, there is a challenge in going beyond monitoring of SBPs that only look at whether it is compliant to plans to also include checking whether the SBPs are allocated where it is needed most. Because of the worsening problem of acute classroom shortage and the experience of G-Watch where SBPs were constructed in schools not needing them most, *Bayanihang Eskwela* adjusted its design and monitoring tool to respond to this.

Reconstructing Philippine Education, the Bayanihang Eskwela Way

Bayanihang Eskwela aims to contribute in reconstructing Philippine education through *bayanihan* that empowers people and builds relationship towards enhanced transparency and accountability in governance that facilitate better education outcomes.

It is still a work in progress and it remains to be seen if it can be done sustainably on a nationwide scale as a regular program of DepEd that ensures that the right quality of school buildings are constructed at the

right time in the right schools. As a work in progress, much is still to be done and *bayanihan* will have to continue before *Bayanihang Eskwela* and similar initiatives get to fully reconstruct Philippine education.

Annexes :

Annex 1: The Government Watch Idea

Annex 2: Highlights of the Monitoring Findings of Bayanihang Eskwela 1-3

Annex 3: Lessons Learned from *Bayanihang Eskwela* Experience

Annex 4: A Brief Situationer of Philippine Education

Annex 5: Mapping of Anti-Corruption Initiatives in Education

Attachments:

Attachment 1: *Bayanihang Eskwela* Manual and Tool

Attachment 2: DepEd Order 21, S. 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)*

Annex 1: The Government Watch Idea

Several studies have established the impact of weak governance and/ or corruption on development outcomes. Where corruption is prevalent and governance faces challenges of inefficiencies, lack of organizational and human resource capacity and lack of transparency and accountability, development outcomes in education, health, social services and the like are most likely low, which characterizes the condition of poverty and under-development.

One of the biggest challenges in Philippine governance is corruption. Education is one of the sectors perennially plagued by the cases of the use of public funds for private gain. In early 2000, several reports on corruption in education caught the attention of the public, such as cases of ghost deliveries of textbooks, ghost school-building projects, textbook scam and billions of pesos lost in procurement-related anomalies.

The prevalence of corruption in the country can be traced to a historically-rooted structural problem of weak/ captured institutions, where public institutions are not strong enough to withstand pressures from very powerful political elites. What allows the perpetuation of such situation is a significant gap in governance that became evident in 2001 after a former president was impeached and eventually deposed from office through a People Power due to allegation of corruption. This gap is the lack of transparency and accountability in governance.

Corruption or abuse of authority persists because there are no mechanisms or mechanisms are weak to check on the exercise of power. In particular, a major evident gap in governance was the lack of or weak monitoring efforts of both the government and civil society. Such efforts lead to service delivery and decision-making processes prone to abuse of discretion.

This is the main rationale for the creation of Government Watch (G-Watch) in 2000. It aims to facilitate the monitoring of critical processes and service delivery of government through citizen engagement in governance, using a preventive approach to corruption that utilizes easy-to-use tools and facilitates compliance to standards or plans.

In 2000, G-Watch embarked on its first salvo of monitoring initiatives, the monitoring of textbooks, infrastructure projects including school-building projects and medicine procurement. This first salvo of citizen-led monitoring was able to gather remarkable findings that called the attention of government officials to the need of mechanisms to check and monitor the procurement and delivery of basic services.

The Department of Education (DepEd) agreed to set-up a textbook monitoring project with civil society participation, which was eventually called *Textbook Count*. The Department of Health (DOH) released a Department Memo enhancing the transparency and accountability in drugs procurement. The DepEd and eventually the Department of Public Works and Highways (DPWH) agreed to monitor school-building constructions with the participation of the communities through a program called *Bayanihang Eskwela*.

The key idea in G-Watch is social accountability, which means society-led efforts to account for government action and decisions. The G-Watch social accountability approach particularly refers to constructive engagement between government and citizens in performance-monitoring towards the improvement of a service delivery.

By being constructive and inclusive, G-Watch puts monitoring work in a productive and optimistic mode. With this, G-Watch brings forth the notion that citizens can share the responsibility of making government program implementation more effective, instead of complaining or incessantly making demands and tireless fault-finding and head-hunting. G-Watch opens up an opportunity for citizens to become part of the solution that will reform and restructure government processes towards good governance.

The G-Watch Social Accountability Model, developed based on its years of experience in facilitating government-citizens engagement, have the following features that make it innovative and responsive to the governance gap in monitoring:



First, it is a joint citizen-government monitoring. Both the citizens and government officials watch or monitor a particular government process constructively or towards a common objective or goal of improving service delivery for better services received by the people.

Second, it is preventive and pre-emptive. The monitoring of an on-going service delivery serves as stimulus that encourages people responsible to behave and act according to standards being monitored. A monitoring done while the processes are on-going not only accounts for whether standards and targets are met or plans are followed but it can also prevent deviations from standards, abuse of discretion and other forms of corruption. To put it more positively, it could serve as a positive reinforcement for compliance to standards or behaving according to norms and rules. This was validated by the experience of G-Watch.

Third, it is community-based. It empowers particularly the beneficiaries to ensure that the government actually does its job and delivers goods and services in right quantity and quality

through right processes. Ensuring that monitoring is decentralized and localized also allows the initiatives to be embedded in the community life for sustainability.

Fourth, it builds the capacity of communities and citizens by developing easy-to-use monitoring tools with measurable performance indicators.

Fifth, it generates hard data and evidence that ensure objectivity and serve as bases for recommendations on how to improve the service delivery monitored.

Annex 2: Highlights of Findings of Bayanihang Eskwela 1, 2 and 3

The pilot run of *Bayanihang Eskwela* was implemented in the year 2006 and was concluded by February of 2007. The first run covered the following schools:

	School	Location	# of CL	Size	Cost
1	Bacnotan NHS	Bacnotan, La Union	2	7m x 9m	782,939.46
2	Santol VHS	Bacnotan, La Union	1	7m x 9m	391,469.73
3	Bantay NHS	Bantay, Ilocos Sur	1	7m x 9m	391,469.73
4	Puro NHS	Caoayan, Ilocos Sur	2	7m x 9m	782,939.46
5	Libtong ES	Tagudin, Ilocos Sur	1	7m x 7m	290,412.43
6	Cervantes NHS	Cervantes, Ilocos Sur	2	7m x 9m	782,939.46
7	Sulvec Integrated HS	Narvacan, Ilocos Sur	1	7m x 9m	391,469.73
8	Tagudin NHS	Tagudin, Ilocos Sur	2	7m x 9m	782,939.46
9	Pogo-Palua ES	Mangaldan, Pangasinan	1	7m x 9m	391,469.73
10	Mangaldan NHS	Mangaldan, Pangasinan	2	7m x 9m	782,939.46
11	C. Meneses Duque HS	Bulacan, Bulacan	1	7m x 9m	409,477.22
12	San Pedro HS	Hagonoy, Bulacan	2	7m x 9m	818,954.44
13	Sta. Monica HS	Hagonoy, Bulacan	2	7m x 9m	818,954.44
14	Sta. Peregrina HS	Pulilan Bulacan	1	7m x 9m	409,477.22
15	Sto. Nino ES	Plaridel, Bulacan	1	7m x 9m	409,477.22
16	Taal HS	Bucaue, Bulacan	2	7m x 9m	818,954.44
17	Sapang Balas PS	Dinalupihan, Bataan	1	7m x 9m	409,477.22
18	Panibatuhan PS	Morong, Bataan	1	7m x 7m	296,135.73
19	Dinalupihan ES	Dinalupihan, Bataan	2	7m x 7m	592,271.46
20	B. Camacho HS	Abucay, Bataan	2	7m x 9m	818,954.44
21	Silangang Mayao ES	Silangang Mayao, Quezon	1	7m x 7m	314,659.07
22	San Vicente ES	San Pablo City, Laguna	2	7m x 7m	606,999.66
23	Platon ES	San Pablo City, Laguna	2	7m x 7m	606,999.66
24	Malicboy East ES*	Pagbilao, Quezon	1	7m x 7m	400,000.00
25	Pangotloan ES*	Gen. Nakar, Quezon	1	7m x 7m	400,000.00
26	PSGN*	Gen. Nakar, Quezon	1	7m x 9m	400,000.00
27	Jomalig NHS*	Jomalig, Quezon	1	7m x 9m	400,000.00
28	Gloria Umali NHS*	Tiaong, Quezon	2	7m x 9m	754,000.00
29	Sta. Cruz ES*	Cavite City	1	7m x 7m	400,000.00
30	Cavite NHS*	Cavite City	1	7m x 9m	400,000.00

The second run of *Bayanihang Eskwela* was implemented from April 2009 to March 2010. The schools monitored included the following:

School	Location/Municipality	Comment	Allocation
National Capital Region / DPWH-implemented			
Mataas na Paaralang Neptali A. Gonzales	Mandaluyong City	Completed	20,000,000.00 10,000,000.00
Canumay NHS	Valenzuela City	Completed	4,797,000.00
Nangka ES	Marikina City	Completed	15,000,000.00
Silvestre Lazaro ES	Valenzuela City	Completed	4,396,000
Barangka ES	Marikina City	Completed	15,000,000.00

Negros Occidental / DPWH-implemented			
Hanot PS	Cauayan II	For realignment	530,000
Buclao PS	Cauayan I	For realignment	530,000
San Dionisio PS	Cauayan II	For realignment	530,000
Aguinaldo ES	Hinobaan	For realignment	530,000
Isabela NHS - Libas Ext.	Isabela	Completed	650,000
Taya-o ES	Cauayan II	For realignment	530,000
Agpangi NHS	Calatrava	Completed	670,000
Brgy. Efigenio Lizares NHS	Talisay City	Completed	677,000
Payao NHS	Binalbagan	Completed	650,000
Tuyom NHS (Guiljungan NHS - Tuyom Ext.)	Cauayan	For realignment	650,000
National Capital Region / CALABARZON / DepEd-implemented			
Navotas ES	Navotas District I	Completed	4,607,500.00
Tinajeros ES	Malabon District IV	Completed	4,607,500.00
Manuel M. Macasaet NHS (Sta. Catalina NHS - Amland Ext.)*	CANDELARIA	Completed	1,223,000.00
Recto MNHS	TIAONG	Completed	2,141,000.00
Tuy National High School	TUY	Completed	4,750,000.00
ARMM / DepEd-implemented			
Bai Bagongan Paglas ES	Buluan	Postponed	1,041,419.00
Mafran ES	South UPI	Postponed	1,041,419.00
Datu Abdullah Camino MNHS	Ampatuan	Postponed	574,712.00
Rajah Buayan NHS (Sultan Sa Barongis NHS)	Sultan sa Barongis	Postponed	1,041,420
Balanaken PS	Datu Piang	Postponed	1,041,419.00
Maitumaig ES	Datu Unsay	Postponed	1,004,969..34
Buluan NHS	Buluan	Postponed	574,712
Bagan ES	Gundulungan	Postponed	1,041,419.00
Campo NHS	Paglat	Postponed	574,712
Tuka PS	Mamasapano	Postponed	1,041,419.00

For the third round, the following SBPs have been monitored through *Bayanihang Eskwela*.

NAME OF SCHOOL	MUNICIPALITY/ LOCATION	No. of Classrooms	AMOUNT	TYPE OF CONSTRUCTION
Maguindanao				
Dulangan PS	DOS North	2	1,004,000.00	Complete
Tambak PS	DOS North	2	1,004,000.00	Complete
Tenorio ES	DOS North	1	506,000.00	Complete

Datu Alamanza Dilangalen NHS	Northern Kabuntalan	4	2,193,000.00	Complete
Taviran NHS	DATU ODIN SINSUAT (DINAIG)	2	1,154,000.00	Complete
Sulu				
Kajatian ES	Indanan	2	1,626,000.00	Complete
Lawm Buhawan PS	Parang	1	639,000.00	Complete
Tukay PS	Parang	1	639,000.00	Complete
Pasil Indanan	INDANAN	3	2,214,000.00	Complete
Jolo NHS	JOLO (Capital)	2	1,476,000.00	Complete

In the three rounds of *Bayanihang Eskwela*, there have been common findings that surfaced, but owing to the preventive approach of *Bayanihang Eskwela*, most of the deviations were not very critical and were easily corrected by the implementers.

Based on the data generated from the accomplished monitoring tool, the following were the common findings from *Bayanihang Eskwela* monitoring categorized according to variables of time, quality, quantity and process.

Timeliness. A significant number of school building projects monitored under *Bayanihang Eskwela* were delayed due to varied reasons. For the first round, the start of many of the projects was delayed for 4-5 months. Combination of delay in payment to contractors, uncommitted contractors, and some inefficiency on the part of the Department of Public Works and Highways (DPWH) would often surface as factors for the long delays.

For the second round, eleven SBPs were finished on time. There were three SBPs delayed due to typhoons. However, all the SBPs in ARMM were postponed due to political and extraordinary circumstances (State of Emergency was declared in ARMM due to the Maguindanao Massacre in 2009). Realignment also caused delays in the obligation of some projects.

For the third round, almost all projects were delayed, especially in Sulu due to the same reasons enumerated above.

Quality. In terms of quality of school building projects, most school buildings show good quality as per the monitoring tool. Most were able to follow the Department of Education (DepEd) standards on classrooms. There were a few that reported inconsistencies or deviations from the Program of Work/specifications, although some of them were requests of the school community.

A few said quality sand and gravel were not used, although they were able to get them replaced. Some components in some SBPs, which usually needed improvement, include the wall plastering, ceiling works and the electrical fixtures.

Moreover, the contractors generally addressed defects identified, although some took time to respond. In the second round, defects seen such as defective doorknobs, improper water and electrical installation, etc. were addressed, but the contractor took time to respond.

For the third round, the monitoring tool of *Bayanihang Eskwela* also measure quality based on conduciveness to learning.

One of the common problems noted was the lack of electrical provision in the classrooms, which could have negative effects on the level of comfort of the students. The monitoring team also noted that some classrooms were not spacious enough given the school population.

Quantity. No school building projects reported discrepancies in the quantity of materials delivered, although some reported that there were excess materials (some of these were recalled by the contractor, while others were left to the school communities for their use). There was, however, one SBP in ARMM in *Bayanihang Eskwela 3* that had only one door, which was against DepEd standards as this may pose hazard during emergency situation. DepEd's attention was called to correct this flaw.

Process. In terms of the process, there were generally better processes followed in the construction of the school buildings. Most lapses happen in the pre-construction stage. Some schools were not given a copy of the Program of Works, making it difficult for them to monitor specific amounts of materials for the construction. Some projects also were implemented without prior consultation with and orientation of the school community. Also proper disposal of waste and proper storage of materials became a problem for some schools.

Another common problem in some schools is property ownership, with the documentation of the deed of donation still not immediately completed.

The coordination among the school community, contractor and DepEd/ DPWH was improved in most instances as the school community became more active in communicating their concerns with the concerned government agencies. However, there were still some challenges. During the second round of *Bayanihang Eskwela*, a common problem was the electric and water bills incurred by the construction, which should be shouldered by the contractor. Fortunately, this was discussed in the sharing session of *Bayanihang Eskwela*, clarifying how the school community should address such situations with the contractor. Also in ARMM, coordination was a problem. The DPWH project engineer did not regularly visit the sites in Maguindanao and thus the school community was not properly informed of the status of their project.

Cost. For all the school building projects monitored, there were no observed discrepancies in the contract price and the allocation. There was, however, an instance in the third round where the project cost were higher than the regional costing. This was brought to the attention of DepEd.

Other Important Findings. *Bayanihang Eskwela* also surfaced a number of policy and governance issues that make the school building project of government unresponsive to need. It was able to identify a law (the Roxas Law) that makes the allocation of SBPs not prioritizing schools with acute classroom shortage despite the growing shortage in SBPs. The system of allocation of SBPs allows congress representatives to identify which schools will be prioritized according to their own criteria, regardless if these are schools with acute classroom shortage or not. This was validated through a policy study conducted in the third round of *Bayanihang Eskwela* whereby a substantial number of SBP projects were implemented to schools with moderate to no shortage in classrooms.

The other critical finding of *Bayanihang Eskwela* is the unclear implementation procedure in ARMM, which makes SBP implementation unpredictable, hence turning monitoring of ARMM SBPs close to impossible. Guidelines are not yet set, giving way to arbitrary arrangements with the ARMM government in SBP implementation.

Annex 3: Lessons Learned from *Bayanihang Eskwela* Experience

Getting the Government to Engage

Bayanihang Eskwela provides a rich set of lessons based on how it facilitated the opening-up of government to citizen participation in monitoring of SBPs.

When G-Watch presented its findings from its first monitoring of SBPs in 2001 that established the poor quality of SBPs constructed by DPWH, it took a while before DPWH agreed to be part of a monitoring project with civil society participation. It was only in 2005 when the first round of *Bayanihang Eskwela* was finally launched with both the DepEd and DPWH agreeing to take part in the project, along with the Office of the Ombudsman, the Boy Scouts of the Philippines and the Girl Scouts of the Philippines. There was an apparent hesitation on the part of the DPWH to open up.

Three factors could be said to have secured the participation of government agencies in *Bayanihang Eskwela*:

- presence of champion leaders;
- use of a Memorandum of Agreement; and
- persistence. persistence. persistence.

Though the top leadership of DPWH was unofficially hesitant, G-Watch found middle-level officials as champions inside: an assistant secretary and the director of the Internal Audit Service (IAS). They became pivotal in facilitating the first (pilot) run of *Bayanihang Eskwela*. Understandably, the IAS was supportive of the initiative for *Bayanihang Eskwela* complements its work.

Lesson: it is critical to identify and establish champions inside the agency and one way of finding them is to determine what function inside the agency does the initiative complement or support.

Meanwhile, DepEd has been supportive of the initiative for it allows them to check on DPWH-implemented SBPs, which has always been their challenge. This made it easy for *Bayanihang Eskwela* to find champions in DepEd, who even assisted in soliciting the commitment of DPWH. DepEd even went to the extent of facilitating the passage of a Joint Department Order on SBP Monitoring that set the standards in SBPs.

The use of a Memorandum of Agreement (MOA) is also helpful in getting the agency to commit. Though it may seem as a standard process, a MOA, to the agency's perspective, is viewed as a safeguard, for it limits the coverage of civil society participation and, more importantly, it sets standard process on how findings of the monitoring will be jointly treated by the parties in the MOA. Hence, while for the civil society perspective, a MOA facilitates their access to the agency for it contains provision on access to information and processes for engagement with the agency; for the agency's perspective, it limits and sets boundaries to the action of civil society.

Finally, what made *Bayanihang Eskwela* possible and sustainable was the persistence of G-Watch to get the agencies and concerned actors to be involved and continue engaging. Based on the experience of *Bayanihang Eskwela* (especially in its development stage and first run), persistence was key because the bureaucracy was seemed to be designed to keep information inaccessible to the public, with countless reasons government officials could and would mobilize to keep information and documents unavailable. Persistence was key because government officials were always busy attending to a hundred other important things at any given time. Persistence was key because it served as a form of constructive pressure that allowed the introduction of civil society actors to government officials and somehow commenced the re-orientation of the attitude of the latter towards the former.

Mobilizing and Capacitating Communities

Another facilitating factor to *Bayanihang Eskwela* and where rich lessons can be drawn from is its experience in mobilizing and capacitating communities to monitor a very technical service delivery, construction of school-building projects.

Bayanihang Eskwela was ultimately dependent on the willingness of ordinary citizens to volunteer in monitoring school building projects. In the three rounds of *Bayanihang Eskwela*, there was never a problem in this area. This can be explained by the obvious interest in education of those volunteering to monitor: parents, students, principals, teachers, barangay officials, etc. Obviously, they all benefit, one way or another, when the right quality of school buildings are constructed at the right time. As succinctly put by one of the volunteers, “it [monitoring] is perspiring, but inspiring.”

Another possible explanation why it has been easy to mobilize volunteer monitors is because of the old tradition of volunteerism and civil society action in the Philippines. It is not true that Filipinos have stopped caring for their neighbor and their country. *Bayanihang Eskwela* proves that if there is an opportunity to help and there is a need for help, people will rise to the challenge.

What was challenging for *Bayanihang Eskwela* was how to enable the many ordinary citizens who want to volunteer to participate effectively as monitors and how to sustain their interest until the monitoring has been completed.

Several lessons can be generated from *Bayanihang Eskwela* experience in addressing this challenge, namely:

- an easy-to-use tool is most critical to enable ordinary citizens to monitor;
- joint monitoring and close coordination between government officials and civil society monitors addresses the need for capacity/ expertise in checking on the highly technical part of school building construction;
- grassroots leadership is key in mobilizing and sustaining the interest of volunteer until the completion of the monitoring and it could come in many form; and
- putting fun to the activities makes the rather heavy and demanding work light and seamless to volunteers, officials, organizers and coordinators alike.

Monitoring is a technical work and it becomes more technical when looking at service delivery like construction. An easy-to-use tool is a must in enabling citizens to know what standards to check. *Bayanihang Eskwela* uses a tool with yes-or-no type of questions on standards that the monitors should check from pre-construction up to post-construction stage.

Even with the tool, there will still be part of construction and project implementation that is not easy to understand by a non-professional. This is addressed in *Bayanihang Eskwela* with its idea of a joint monitoring by citizens and government officials. DepEd engineers who become part of the community-based monitoring teams automatically become the expert consultant of the team.

Based on the experience of *Bayanihang Eskwela*, leaders emerge from the community-based monitoring groups that become pivotal in mobilizing, organizing and sustaining volunteers to accomplish the task at hand. In the case of *Bayanihang Eskwela*, more often than not, the principal would become the leader of the community-based monitoring teams. This is understandable because s/he would have resources and is already an established leader in the community. A parent who would emerge as a leader would often be

those well-known. There were instances when a parent representing the civil society (through Parents-Teachers Association or a local non government organization) who would become the leader of the group.

Filipinos are fun-loving and happy people. The activities of *Bayanihang Eskwela*, particularly the briefing-orientation seminars and the sharing and problem-solving sessions, are infused with activities that allow the volunteers to have fun and enjoy while learning and interacting with fellow volunteers. The ambiance is always happy and hopeful. Tension happens every now and then, especially between government officials and civil society organizations or among government officials, but this is dealt with constructively without leaving any accountability questions unanswered.

Bringing Together Key Stakeholders

The other important element of *Bayanihang Eskwela* is its multi-stakeholdership. It brings all key stakeholders in the overall process of SBP monitoring and facilitates their engagement in performance monitoring. There are at least five key institutional stakeholders of the project, namely: DepEd, DPWH, OMB and the CSOs (BSP, GSP, G-Watch, PTA and other NGOs). They all have a part to play in making sure *Bayanihang Eskwela* works.

This is not without challenge because of the biases and baggage of stakeholders against each other. It takes re-orientation and time to allow constructive engagement among the stakeholders to prosper. One critical issue is trust; hence trust-building is a continuing process that needs ample attention by the leaders of the process.

The stakeholders include national government agencies, which provide the needed authority and guidance, facilitate the flow of needed information, respond to reports immediately or after the monitoring proper and act on monitoring results towards the improvement of the program. The OMB is particularly critical in ensuring that monitoring results are responded to. Its participation is delicately explained to government agencies to prevent the latter from getting threatened. As explained, the OMB only comes in when there are anomalies and if the government agencies become unresponsive. In other words, the role OMB plays in *Bayanihang Eskwela* is still within the framework of prevention.

The national CSO organizations provide the needed leadership in mobilizing monitors on the field. These organizations are responsible in monitoring national processes of the service delivery like procurements that take place in Manila and ensure that information needed in monitoring reach the monitors and that monitoring results are processed, analyzed and responded to by concerned agencies.

The meso-level counterparts of the government agencies and CSOs serve as transmission belts of information and facilitate meso-level processing of monitoring results. Finally, the local/ grassroots level representatives of these sectors and institutions serve as monitors, most critical in conducting the monitoring and in gathering data and information.

Below is the table of *Bayanihang Eskwela* stakeholders with their role, resources, degree of influence, actual contribution and disposition towards *Bayanihang Eskwela*.

Bayanihang Eskwela Stakeholders				
Actors	Role	Means/Resources	Degree of influence in the program	Actual Contributions/Disposition towards Bayanihang Eskwela

G-Watch	Main Proponent and Implementer of Bayanihang Eskwela	Tools and Technology Coordinators and trainers	High Influence (sets the direction and implements the components of the program)	Main Advocate
GSP	Provides inputs to the Bayanihang Eskwela technology and coordinates the mobilization of GSP volunteers at the council/school level.	Nationwide Network of GSP Coordinators, volunteers, scouts.	Medium Influence	<p>Provided coordination with local council executives</p> <p>Gave inputs to the tool and the institutionalization mechanism</p> <p>Amenable to receiving the accomplished <i>Bayanihang Eskwela</i> checklists for the national implementation</p>
BSP	Provides inputs to the <i>Bayanihang Eskwela</i> technology and coordinates the mobilization of BSP volunteers at the council/school level.	Nationwide Network of GSP Coordinators, volunteers, scouts.	Medium Influence	<p>Provided coordination with local council executives</p> <p>Gave inputs to the tool and the institutionalization mechanism</p> <p>Amenable to receiving the accomplished <i>Bayanihang Eskwela</i> checklists for the national implementation</p> <p>Provided venues for the popularization of BayEsk and G-Watch (Jamboree)</p>
DepEd Chief Executives	Enters into partnership with G-Watch and other stakeholders	Decision Making powers	High Influence (Primary government partner and main implementer of government SBP)	Supportive to the initiative and wants to fund future trainings for the national implementation of <i>Bayanihang Eskwela</i>
DepEd PFSED	Provides technical support and facilitates the partnership of G-Watch and DepEd	Technical Experts, Nationwide Network	High Influence (Holds the school building program of DepEd)	Supportive with BayEsk and gave inputs/ necessary information and facilitated the passage of the DpeEd Order on the national implementation of <i>Bayanihang Eskwela</i> .
DepEd Division Offices	Facilitates coordination with G-Watch and the schools where <i>Bayanihang Eskwela</i> will be conducted	Network with schools	Medium Influence (coordination is manageable with endorsement from the Central Office)	<p>Generally supportive, albeit they do not give the maximum support in the project.</p> <p>Some believe it is additional work. Nonetheless they provide the necessary support.</p>
DPWH Chief Executive	Enters into partnership with G-Watch and	Decision Making powers	High Influence (Also a primary government	Supportive of the initiative, although has not yet adopted it for institutionalization.

	other stakeholders		partner and main implementer of government SBP)	Nonetheless, DPWH invites G-Watch to their consultations, etc.
DPWH Task Force School Building	Provides technical support and facilitates the partnership of G-Watch and DPWH	Technical Experts, Nationwide Network	High Influence (Holds the school building program of DPWH)	Provides inputs/information and support in the implementation of the project.
DPWH District Offices	Facilitates coordination with G-Watch and the responsible project engineer	Technical Experts	Medium Influence (coordination is manageable with endorsement from the Central Office)	Generally supportive, albeit they do not always give the necessary information and needs to be constantly followed up.
UNDP	Major Donor organization	Funds	High Influence (Resources were crucial in the implementation of the project)	Supportive. Has provided support for the two rounds of <i>Bayanihang Eskwela</i> . Also tries to provide inputs to the program direction. UNDP also provides venues where the initiative can be popularized.
CSC	Facilitates financial arrangements between G-Watch and UNDP	Accounting and reporting systems	Medium Influence (Did not have substantial input in the direction of the program)	Supportive. Mostly gives inputs in administrative matters of the project. Facilitated the Republiko Evenet where BayEsk was showcased.
District Representatives	Influences allocation of school building projects	Legal Mandate to concur school building power	Medium influence (Monitoring in some areas were not pushed through due to the actions of the District representative in the locality)	Not very supportive (those encountered). Discretion of congressmen in the school building program of government is being surfaced.
Ombudsman	Facilitates the resolution of critical issues that may arise that needs legal action/remedy	Legal Powers over public offices	Low Influence (The ombudsman does not provide substantial input in the direction of the program but only plays a role if there are critical findings needing legal action)	Supportive and were available for consultation when critical issues emerged (issue on realignment and concurrence)

With the coming together of stakeholders in a constructive and fun engagement, there is a question of whether objectivity has already been compromised. *Bayanihang Eskwela* ensures objectivity of monitoring results and assures that the exercise of power is objectively accounted for by:

- emphasizing on data and evidence;
- maximizing its preventive approach; and
- underscoring the importance of independence of institutions/ sectors involved to make constructive engagement meaningful and effective.

Hard data and evidence are important in monitoring compliance to standards that would catch the attention of decision-makers. *Bayanihang Eskwela* emphasizes this in its briefing-orientations and teaches its monitors how to gather evidence and what evidence to gather. The aggregated data gathered by multi-stakeholders actors that suppose to check-and-balance each other also ensures that there is objectivity in the process even if the atmosphere of the engagement is not antagonistic and grim.

There is also a strong emphasis on prevention of deviations or anomalies. Actual implementation is monitored to provide an on-the-spot check that serves as stimulus for concerned parties to act according to how they are expected to act (which is based on the standards being checked in the monitoring tool). The engagement, therefore, also serves as a form of education not only for monitors but for the enforcers and service deliverers as well on what is being expected of them. This presumably prevents deviations and anomalies from happening or immediately corrects flaws before they become irreparable.

Finally, the unique identity and mandate of each sector (especially the government and civil society) is considered a strength, thus encouraged to be maintained in the course of their engagement in *Bayanihang Eskwela*. This is viewed as pre-requisite for constructive engagement to be effective in exacting accountability. Civil society is outside the government with mandate to check on the government based on expectations from the society, which they are from. Government is the institution mandated to govern and deliver services. They are different entities coming with varying perspectives, but who agree to constructively engage to improve governance. Constructive engagement does not mean the lack of conflict. There will still be tension or conflict because the two parties have different perspectives and come from different backgrounds but both parties agree to talk, coordinate and as much as possible resolve (if it can no longer be avoided) the conflict without necessarily damaging the service delivery/ program being monitored.

Annex 4: Brief Situationer of Philippine Education

The state of Philippine education has significantly deteriorated at the turn of the new century. One in ten Filipinos or 6.7 million has never gone to school (Education Network Quick Stats, 2003). One out of ten can't read and write (FLEMMS). One in six Filipinos or 9.6 million is not functionally literate, while 4.1 million Filipinos are completely illiterate. Moreover, one in three children does not attend school; that is totaling to 11.6 million out of school youth.

Furthermore, the country's basic education is also poorly maintained. A certain research shows that in 2002, the growth in enrollment slowed to 0.97 percent from 1.98 in 1995. The following statistics is also remarkable: of the total grade one enrollees in elementary school, only 68.38 % would finish grade six; 42.50% would be able to finish high school; 23.40% would get to enter college; and only 14% would eventually graduate from college. This translates to only 14 of the 100 grade one pupils finishing college. (National Institute for Policy Studies).

Subject mastery has been deteriorating and student achievement rates still remain below the passing rate. Elementary school averages show 53.66 percent achievement in Math, 46.77 in Science, 54.05 in English, 58.12 in Hekasi (Social Sciences), and 60.68 in Filipino. In secondary school the rates are 47.82 percent in Math, 37.98 in Science, 47.73 percent in English, 40.51 percent in Filipino, and 47.62 percent in Araling Panlipunan (Social Sciences). Thus, the Philippines ranked 41st in Science and 42nd in Mathematics from among 45 countries by the Trends in International Math and Science Survey in 2007 (Oliveros, Bulatlat Vol VII, No 27, August 12-18, 2007).

Moreover, the large student-teacher ratio reveals the lack of teachers in the country. In addition to low wages, teachers are poorly equipped with the required skills. Public schools also witness overcrowding of classrooms, absence of faculty rooms, and poor health sanitation facilities. These are further aggravated by increasing migration of students from private to public schools. Forty-five percent (45%) of schools also do not have electricity while forty percent (40%) have no potable water. There is still a shortage of auxiliary facilities such as science laboratories and computer rooms.

Annex 5: Mapping of Anti-Corruption Initiatives in Education

Title of the Action	General Description of the action	Objectives & Expected Outcomes	Critical Actors and their roles	Accomplishments
Textbook Count	<p>With the election of a new government in 2003, the Department of Education and the Government Watch (G-Watch) undertook Textbook Count in partnership with a loose network of NGOs and CSOs and has monitored the procurement and supply of more than a million school textbooks each year. G-Watch observed all stages of the bidding process.</p> <p>The Ateneo School of Government's G-Watch Project has been managing the textbook delivery project to public school districts nationwide since 2003. The goal is to encourage more parents-teachers' associations and NGOs involvement to ensure the delivery of the right quantity and quality of books.</p> <p>Participating groups include the Boy Scouts and Girl Scouts of the Philippines, Namfrel, Barug! Pilipino, Concerned Citizens of Abra for Good Government (CCAGG), Naga City People's Council, Social Watch Visayas, and Negros Center for People Empowerment and Rural Development (NCPERD). These organizations were regrouped for</p>	<p>The project's purpose was "to promote transparency and prevent corruption in the textbook procurement and delivery by sustaining civil society participation and facilitating the institutionalization of the Textbook Count Project." Its target indicators were: a) continued partnership between DepED and CSOs; b) CSO access to information about textbook procurement and deliveries; and c) activated community-based initiatives for Textbook Count."</p>	<p>-Ateneo School of Government through its Government Watch Program -Girls Scouts of the Philippines -Boy Scouts of the Philippines -Department of Education through coordination of the Instructional Materials Council Secretariat -Office of the Ombudsman -PTCA representatives</p> <p>Consortium of CSO Organizations for TBC:</p> <p>Alliance of Concerned Teachers / Alliance of Volunteer Educators / Association of Ministers and Ministries in Nueva Ecija / Ateneo School of Government / Barug! Pilipino / Boy Scouts of the Philippines /</p>	<p>IMPACT</p> <ul style="list-style-type: none"> • The cost of textbooks has dropped from 80-120 Philippine pesos each to 30-45 Philippine pesos. • Average production time has dropped from 24 months to 12 months. • Defective textbooks and teacher's manuals are replaced by the suppliers. • Delivery errors have been reduced to 5 percent on the average (from an estimated 40 percent). • After several years of monitoring by G-Watch, the Department of Education has adopted the program <p>Led by the Ateneo School of Government's G-Watch Project and the Department of Education (DepEd), volunteers have monitored the delivery of 1,265,218 textbooks (319,970 Math 3 and 902,446 Math 4) and teacher's lesson guides (42,802) worth P58.02 million in 176 school divisions. Aside from delivery monitoring, volunteers also conducted 18 book inspections in three printing warehouses (Book</p>

	<p>quality inspection training. Coca-Cola Bottling Phils., Inc. and Kaakbay also assisted in the delivery of books from district schools to elementary schools.</p>		<p>Brotherhood of Destiny / Caucus of Development NGO Networks / CCP-Sugpuin ang Korupsyon / Christian Convergence for Good Governance / Concerned Citizens of Abra for Good Government / Civil Society Network for Education Reforms / DIWA / Don Bosco Technical Institute Makati City BSP / Fellowship of Christians in Government / Girl Scouts of the Philippines / Kapatiran Kaunlaran Foundation / Konsyensyang Pilipino / Linangan Foundation / Naga City People's Council / National Citizens Movement for Free Elections / Negros Center for People Empowerment and Rural Development / Procurement Watch, Inc. / Public Services Labor Independent Confederation / Rahma</p>	<p>Media, Grand C, and JTW Corp.).</p> <p>Though the project has been successful in monitoring most of the deliveries, there were still reports of delayed deliveries by some suppliers. Late deliveries have been reported in the areas of Antique, Davao del Norte, Eastern Samar, Compostela, Negros Oriental, Mindoro Occidental, North Cotabato, Leyte, and Bukidnon. There have also been reports from volunteers that a supplier did not notify them of the schedule prior to a delivery.</p> <p>The Book Media and Grand C's forwarder, Red Cargo, failed to notify volunteers prior to the actual deliveries, since they were in a hurry to deliver. There were instances that the supplier's forwarder could not be contacted. The mobile number was either unattended or out of coverage area.</p> <p>A couple of reports from Ilocos and Laguna say that the textbooks delivered to the school do not match the students' needs. DepEd has been informed about this concern and volunteers recommended that teachers be consulted on this matter immediately.</p>
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			<p>Qur'anic Center and Mosque Foundation / Risale Nur Islamic Students / Rotary Club of Manila / Social Watch Visayas / Student Catholic Action / Ten Outstanding Boy Scouts of the Philippines Association / Transparency and Accountability Network / UP Bannuar / UP Harong / UP Kamayo / Victory Campus Ministry / Volunteers for a Libertarian Society / YES Tejeros / Young Moro Professionals Network, Inc., / Youth Empowering Youth Forum</p>	
Textbook Walk	<p>In April 2007, G-Watch pilot-tested "Texbook Walk: Community Participation in Textbook Distribution" as: 1) a supplementary mechanism for the onward distribution of textbooks from DepEd district offices to elementary schools; and 2) as a means to institutionalize Textbook Count. It covered more than 110 elementary</p>	<p>To supplement the mechanism for onward distribution of textbooks</p> <p>To start the process of institutionalization of the Textbook Count program</p>	<p>-Ateneo School of Government through its Government Watch Program -Girls Scouts of the Philippines -Boy Scouts of the Philippines -Department of Education through</p>	<p>FINDINGS:</p> <ul style="list-style-type: none"> • The ideal 1:1 textbook-student ratio is still not achieved. The usual ratio is 1:3 to 1:5. • The content of old textbooks is better in quality than those being used now. • Defective textbooks are no longer given back for replacement because it takes a long time, and

	<p>schools nationwide and involved some 60,000 TXs/TMs worth about PhP 2.5 million. The activity proved to be an effective mechanism to help districts bring textbooks to elementary schools and to start localizing the Textbook Count.</p> <p>Textbook Walk is a synchronized school- or community-based activity where local CSOs organize themselves to assist the DepEd districts in bringing textbooks to the recipient elementary schools. It is a symbolic transfer of responsibility of monitoring to the local institutions and the communities – a festive activity which showcases the collective action of the community to promote public awareness on good governance, anti-corruption and education reform.</p> <p>Textbook Walk is characterized by a multi-stakeholder partnership and coordination, community participation and promoting high public awareness and understanding on education reforms, people’s participation, good governance and anti-corruption and how these issues affect the community.</p>		<p>coordination of the Instructional Materials Council Secretariat -Office of the Ombudsman -PTCA representatives</p> <p>Consortium of CSO Organizations for TBC</p> <p>Alliance of Concerned Teachers / Alliance of Volunteer Educators / Association of Ministers and Ministries in Nueva Ecija / Ateneo School of Government / Barug! Pilipino / Boy Scouts of the Philippines / Brotherhood of Destiny / Caucus of Development NGO Networks / CCP-Sugpuin ang Korupsyon / Christian Convergence for Good Governance / Concerned Citizens of Abra for Good Government / Civil Society Network for Education Reforms / DIWA / Don Bosco Technical Institute</p>	<p>the books are usually badly needed.</p> <ul style="list-style-type: none"> • The distribution of textbooks is not well coordinated (in Mati). • All the pilot schools in Davao Oriental and Siargao are unaware of the new policy on textbooks, particularly on lost textbooks. • The conduct of Textbook Walk entails financial needs. Districts are a bit wary as to where they should get the funds. • There is an apprehension that with the Textbook Walk, schools would no longer get to access the amount (1-1.5 peso) allotted for distribution.
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			<p> Makati City BSP / Fellowship of Christians in Government / Girl Scouts of the Philippines / Kapatiran Kaunlaran Foundation / Konsyensyang Pilipino / Linangan Foundation / Naga City People's Council / National Citizens Movement for Free Elections / Negros Center for People Empowerment and Rural Development / Procurement Watch, Inc. / Public Services Labor Independent Confederation / Rahma Qur'anic Center and Mosque Foundation / Risale Nur Islamic Students / Rotary Club of Manila / Social Watch Visayas / Student Catholic Action / Ten Outstanding Boy Scouts of the Philippines Association / Transparency and Accountability Network / UP Bannuar / UP Harong / UP Kamayo / </p>	
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			Victory Campus Ministry / Volunteers for a Libertarian Society / YES Tejeros / Young Moro Professionals Network, Inc., / Youth Empowering Youth Forum	
Bayanihang Eskwela	<p>Bayanihang Eskwela is a joint government-citizen monitoring initiative of Government School Building Projects especially in areas where they are needed most (i.e. in areas with acute shortage).</p> <p>Bayanihang Eskwela is 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, the Office of the Ombudsman, the Girls Scouts of the Philippines, Boy Scouts of the Philippines and PTCA's.</p> <p>Bayanihang has had three rounds since 2005 and has evolved through the years. Apart from monitoring school building constructions, BayEsk has produced a policy study on school building allocation and its</p>	<ul style="list-style-type: none"> • It aims to ensure quality school buildings for public school children especially in schools who need them most (i.e. with acute shortage) • To prevent corruption in school building construction program • To make contractors more responsive to clients' need • To establish benchmarks in DepEd and DPWH performance • To empower local communities in checking the delivery of public services, e.g. school buildings <p>(1) to establish government and civil society Partnership in monitoring school buildings projects especially in areas where they are needed most.</p>	<p>-Ateneo School of Government through its Government Watch Program</p> <p>-Girls Scouts of the Philippines</p> <p>-Boy Scouts of the Philippines</p> <p>-Department of Education through coordination of the Physical Facilities and Schools Engineering Divisions</p> <p>-Department of Public Works and Highways through its Taskforce School Building</p> <p>-Office of the Ombudsman</p> <p>-PTCA representatives</p>	<p>Bayanihang Eskwela ensured standard implementation of 133 classrooms amounting to Php 122.8M worth of contract and facilitated response to reports of defective doorknobs, electrical and water sanitation and poor quality materials and has mobilized a total of 706 monitors to help DepEd ensure quality of SBPs.</p> <p>BayEsk was able to re-establish the partnership between and among the stakeholders: the Department of Education, Department of Public Works and Highways, Ateneo School of Government, Office of the Ombudsman, Boy Scouts of the Philippines, Girl Scouts of the Philippines and the members of the school community.</p> <p>Community involvement was highlighted in making school building</p>

	<p>responsiveness to need. Its tool has been revised as well to ensure that the tool captures more comprehensive information in the ground. It has also manualized its technology through a Bayanihang Eskwela Manual.</p>	<p>(2) to capacitate and mobilize stakeholders in the communities, and</p> <p>(3) use the G-Watch School-Building Monitoring Checklist via the actual monitoring school building projects.</p> <p>(4) to process and share the communities' experiences in the monitoring.</p> <p>(5) evaluate and report the result of the monitoring process. To summarize, this project endeavored to do the following:</p> <p>(6) review existing policies and identify gaps that need to be addressed for a more efficient and responsive school building program</p> <p>(7) institutionalize transparency and accountability in the government school building program;</p>	<p>construction efficient.</p> <p>The complexity of the ARMM SBP implementation was also surfaced, and it was highlighted that there is a lack of standards and an absence of transparency and accountability system.</p> <p>The project has paved the way for a sustained engagement with the government of the Autonomous Region in Muslim Mindanao.</p> <p>The policy study component of Bayanihang Eskwela on the government school building program allocation is first in trying to measure how efficient government school building allocation is and its implications in how the government is addressing the country's classroom shortage.</p> <p>Bayanihang Eskwela has successfully implemented institutionalization initiatives through a Bayanihang Eskwela Manual and through the passage of the DEPED ORDER NO. 21, S. 2011 DATED MARCH 4, 2011: <i>Guidelines on the Institutionalization of "Bayanihang Eskwela" as a Community-Based Public-Private Monitoring of Projects Under the CY</i></p>
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		(8) popularize the <i>Bayanihang Eskwela</i> initiative to capacitate more school communities in checking their school facilities		<p>2011 Regular School Building Program (RSBP) and in Areas Experiencing Acute Classroom Shortage (Red and Black Schools),</p> <p>Bayanihang Eskwela also enhanced its technology by producing a more comprehensive monitoring tool that covers not only school building construction but also assesses the very standards set by the government as well as the overall condition of the school community.</p>
Protect Procurement Project	<p>PRO is a government-CSO collaboration that systematically mobilizes, capacitates and recognizes CSOs as procurement observers of the Department.</p> <p>It is a project jointly undertaken by the Government Watch and Department of Education</p> <p>It systematically mobilizes, capacitates and accredits civil society organizations to become procurement observers of DepEd.</p> <p>PRO is an expansion of the gains of the civil society in the reform advocacy of government procurement, particularly in DepEd, grounded on the principles of</p>	<p>Objectives:</p> <ul style="list-style-type: none"> To sustain the supply of CSO observers in order to address the demand for qualified and available CSO procurement observers To expand the gains of civil society in the Department of Education (Textbook Count) Mobilize citizen organization for procurement monitoring; Capacitate members of mobilized citizen organizations as procurement observers; 	<p>Girl Scouts of the Philippines Boy Scouts of the Philippines National Citizens Movement for Free Elections De La Salle-College of St. Benilde NSTP Kabataang Liberal ng Pilipinas Quezon City PTCA Federation Young Moro Professionals Network, Inc. Center for Youth Advocacy and Networking Philippine Business for</p>	<ul style="list-style-type: none"> Seven organizations (7) capacitated out of the 12 interested to join the project; with 31 individual “graduates” 10 procurement items monitored with a combined ABC of Php1.3 billion; Monitored 20 bidding activities (9 pre-bid; 10 opening of bids; 1 post-qualification) Localized in three regions: Region 3 (Bulacan, Pampanga, Nueva Ecija) Region 8 (Leyte, Northern Samar, Eastern Samar) ARMM (Maguindanao, Lanao del Sur, Sulu) <p>This objective was to be achieved</p>

	<p>government-civil society collaboration and partnership, prevention of corruption and independence and autonomy of civil society</p>	<ul style="list-style-type: none"> • Facilitate the recognition/ accreditation of mobilized citizen organizations as procurement observers <p>Expected Outcome:</p> <ul style="list-style-type: none"> • Systematized and institutionalized mobilization, capacity-building and recognition of citizen organizations as procurement observers; • Sustained supply of CSO observers; • Transparency and accountability in procurement. 	<p>Education Movement for the Advancement of Student Power UP Pagdumala UP Diliman University Student Council</p>	<p>through two interventions</p> <p>1. Prepared and retooled civil society monitors to produce civil society groups and individuals that are ready to commit and sustained their involvement in ensuring transparency and accountability in the DepEd procurement</p> <p>The project design placed great importance on motivating CSOs to ensure that civil society participation is sustained. Among the steps contemplated to achieve this were to i) turn DepEd procurement monitoring into a project that can be adopted and owned by CSOs and can be used to promote their organization and build their organization’s goodwill; (ii) to explore tapping volunteer mobilization programs of existing organizations. These programs look for outreach activities and projects where they could send their volunteers; (iii) to explore using the National Service Training Program (NSTP), which looks for “socially-relevant” initiatives where students could learn and experience community service; (iv) to make procurement monitoring a certificate program that can be credited to a larger certificate course. All of this was intended to motivate volunteers for</p>
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				<p>procurement monitoring while avoiding financial incentives.</p> <p>2. Nurtured and expanded the enabling environment in DepEd that had been created through past reform efforts.</p> <p>Important elements of the enabling environment were (a) the policies passed to ensure civil society participation; (b) the programs adopted and implemented consistently, (c) the linkages that form the social capital for reforms and (d) the expertise built in the course of engagement with the department. The project set out to strengthen these elements.</p>
Bantay Eskuwela	<p>Bantay Eskuwela is anchored in the platform of partnership and is a mechanism for improvement of procurement and contract implementation systems of the government as it serves as a puzzle piece of good governance. It also involves all stakeholders including the agency, teachers, parents students and other organizations who volunteered to monitor procurement and contract implementation. Simply put, Bantay Eskuwela is US.</p>	<p><u>Project Objectives:</u></p> <ul style="list-style-type: none"> - Put into motion desired reforms in procurement - Tie procurement reform to BESRA - Localize procurement reform by empowering communities - Sustain community interest in procurement monitoring using the BE Framework - Train communities on the GPRA - Coach and mentor communities 	PWI – Coordinator	<p>BE has two projects underneath:</p> <ul style="list-style-type: none"> - BE SCHOOL FURNITURE WATCH - BE INFRAWATCH

		<ul style="list-style-type: none"> - Attend biddings - Submit procurement monitoring reports 		
Bantay Eskwela (BE) SCHOOL FURNITURE WATCH	<p>This is an 18-month long project of Procurement Watch with Australian Agency for International Development (AusAID) that aims to stimulate and sustain client interest through the Parent-Teacher Community Associations (PTCAs) and other grassroots NGOs in furthering procurement transparency and accountability reforms in selected public schools under the BESRA.</p> <p><u>Project Activities</u></p> <p>The Project is organized into three phases representing the major stages in the expenditure process, as follows:</p> <ul style="list-style-type: none"> • Pre-Implementation Project Activities • Phase I – Monitoring the Procurement Activities • Phase II – Monitoring the Delivery of Goods • Phase III – Final Cost and Efficiency Evaluation • Report Preparation and 		<ul style="list-style-type: none"> • PWI • DepED CO • DepED Division Offices • School Principals • PTCA/PTA • GSP/BSP • Other CSOs 	<p>Third party procurement monitoring has prompted behavioral change in suppliers' performance – Volunteers present in critical phases of the procurement and contract implementation process ensures that the quality of goods procured, contracted and delivered conform with the technical specifications. By the mere presence of the volunteers that serve as pressure points, suppliers are obliged to rectify deficiencies observed in the quality control process (pre-delivery inspection).</p>

	Dissemination			
<p><u>BE</u> <u>INFRAWATCH</u></p>	<p>An offshoot of the BE School-Based Furniture Watch that aims to monitor the Department of Education's (DepED's) repair and rehabilitation program of schools affected by typhoon Ondoy. This was done in partnership with the Australian Agency for International Development (AusAID) in response to DepED's call to promote transparency and civil society participation in monitoring procurement.</p> <p>The overall objective of the project is to monitor the procurement and contract implementation of the repair and rehabilitation program in selected cities within the National Capital Region (Manila, Parañaque, Las Piñas, Mandaluyong, Marikina, Pasig, and Quezon City) with active participation of citizens and organized community members particularly the Parents-Teachers Association (PTA). In collaboration with DepED's Physical Facilities and Schools Engineering Division (PFSED) and recipient schools</p>		<p>Actors:</p> <ul style="list-style-type: none"> • DepED PFSED • DepED Division Offices • Division Project Engineers • School Principals • PTCA/PTA volunteers • Other CSOs 	<p>Findings:</p> <ul style="list-style-type: none"> • Principal-led procurement lacking in accountability checks • Posting of Phil-GEPS was not followed • Some of pre-bid conference minutes were doctored and ante-dated to conform with dates of Phil-GEPS posting • Evidence that POWs were developed with little consultation with principals; copied POWs that do not reflect real need • Excessive materials bloat the project estimate/costs • Sub-contracting of portions of works that were not disclosed by contractors • Constant (weekly) monitoring of school-based monitors prevented huge leakage of materials not installed • Presence of school-based monitors created pressure points for contractors to perform works in accord with POWs • Monitoring reports informed DepED PFSED/PFC engineers of deficiencies noted in the field • End-users were grateful that • works was performed in a timely manner & all deficiencies were

				replaced at no cost to government
Budget Tracking in Education (Education Network)	This is a school and community-based initiative that tracks the flow of education budget from the national to the school/community level. The items that were tracked were on 1) teacher items 2) ALS programs 3) Food for school program 4) school buildings 5) Computers and 6) MOOE	To analyze the bottlenecks in the budget flow from national to school/local level To study the use of resources at the local level and how this enables access to quality of education for all To recommend ways to improve efficiency and effectiveness in use of resources To build the capacities of education advocates in monitoring education resources	Critical Actors: community organization, parent-teachers' organization, - did the budget tracking research DepEd local officials, teachers, students – provided the data and systems by which DepED use the resources NGOs (E-Net Philippines, Action for Economic Reforms) – research and capacity building	<ul style="list-style-type: none"> Partnership building for local monitoring of education budget Capacity building of education stakeholders in monitoring resources in education Budget tracking – data collection and analysis of data as they relate to budget flow challenges and success
Alternative Budget in Education (Education Network)	Within Social Watch, E-Net Philippines headed the education cluster that proposes and monitors the budget planning processes in DepEd as well as monitors and put forward proposals for education during the budget deliberations in Congress.	1) Create EFA constituencies with capacities for informed and substantive interventions in national and local budget structures and processes 2) Package Alternative Budget for Education Research, Policy, Advocacy Tools and Portfolio 3) Harness EFA champions within government through strategic and durable		Key interventions for the Alternative Budgeting for Education are: 1) Budget Research 2) Budget Literacy Workshops 3) Local Budget Interventions 4) Research, Policy, Advocacy Tools and Portfolio 5) Alternative Budget for Education

		<p>partnerships with national and local government legislators and planners for education</p> <p>4) Influence the highly centralized budget process for education at the national level by ensuring informed and substantive civil society participation in government structures and mechanisms</p>		
<p>Action and Solidarity for the Empowerment of Teachers</p> <p>(Particular projects on AC or monitoring to follow)</p>	<p>ASSERT is composed of different teachers' federations, associations, teachers' unions and individuals and is committed to the advancement of a nationalist, scientific and mass-oriented education</p> <p>Assert hopes to restore the dignity and nobility of the teaching profession (hence its active involvement in fighting for the economic and democratic rights of teachers) and to advance and promote a meaningful quality and relevant education.</p>	<p>1. REACH OUT to the teachers by conducting timely and appropriate activities responding to their actual situation and needs.</p> <p>2. Conduct and LEAD campaigns for teachers' rights and welfare.</p> <p>3. ASSIST individual teachers in their efforts to form unions and ASSERT chapters in their localities/schools.</p> <p>4. CONDUCT forum and discussions on issues confronting teachers in particular and the people in general, while providing ANALYSIS and studies on issues affecting the sector and the whole education system.</p>	<p>ASSERT</p> <p>- <i>composed of different teachers' federations, associations, teachers' unions and individuals.</i></p>	

		<p>5. Provide SKILLS training in line with the objective of building, consolidating and expanding the organization.</p> <p>6. SUPPORT the struggles of other sectors and coordinate with other sectors and multi-sectoral organizations / formations towards this end.</p>		
Checkmyschool.org	<p><i>Checkmyschool.org</i> is an interactive map of basic public education information. It tells us about the condition of the education sector as well as the services and facilities being provided to the public schools. The available information in the site include the school's budget, enrolment, teaching personnel, furniture, textbooks, classrooms, toilet, test performance or proficiency ratings, among others. The site facilitates interaction through features that allow users to send feedback, comments, photos and videos, and additional information</p>	<p>This initiative takes advantage of information and communication technology (ICT) to promote transparency and social accountability in governance. ICT raises the quality of transparency and social accountability as it brings issues and concerns into the bigger arena of public scrutiny and appreciation. It also makes possible easy and fast access of information for research and data-gathering.</p>	<p>Checkmyschool.org is a joint undertaking of the Affiliated Network for Social Accountability in East Asia and the Pacific (ANSA-EAP) and the Department of Education (DepED). The World Bank Institute (WBI) and the Google Company are also providing technical assistance.</p>	<p>Around 8,000 of more than 44,000 public elementary and high schools nationwide are included in the initial run of checkmyschool.org. They are mostly from the National Capital Region, key cities of the Philippines, Third Elementary Education Project (TEEP) areas, and Secondary Education Development and Improvement Project (SEDIP) areas. These are the schools with available Global Positioning System (GPS) coordinates.</p> <p>Through the website, volunteers have signed up and feedback reports have been passed to the ANSA Philippine Desk. Online surveys are also facilitated through the website.</p>

<p>Ateneo Center for Educational Development's School Profiling: (E-Kasi QC)</p>	<p>In an effort to provide a holistic program improving the quality of education of selected schools in the country, ACED produces school profiles that captures the specific situation and needs of the schools they profile, and thus to inform their other interventions.</p>	<p>Through the school profiling, the Ateneo Center for Educational Development hopes to inform further initiatives so that they would be:</p> <p>Needs-Based and Grounded – every intervention is based on a need that has surfaced through school profiling and these interventions are demand-driven rather than supply-driven.</p> <p>Community-Owned – the school community (principal, teachers, students, parents, barangay, local government officials) has gone through the process of articulating their desire and commitment to develop the school.</p> <p>Outcomes-Based – success is measured not in terms of the number of activities conducted but in terms of student achievement results using the National Achievement Test and other tests.</p>	<p>Ateneo Center for Educational Development Department of Education School Communities Local Government Unit</p>	
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<p>57-75 Education Reform Alliance</p>	<p>57-75 is a private-sector led movement that aims to reverse the education crisis through focused interventions and school-community action, towards system-wide performance improvements. The numbers are symbolic: "57" is the national average score of public elementary school students in the National Achievement Test, indicating the situation our public educational system is currently in, while "75"- though commonly known as the passing mark – symbolizes the state of education which we want to achieve in 5 years. The reversal of numbers symbolizes what the campaign is trying to do: TURNING THINGS AROUND, even the way we support the public education system.</p>	<p>Advocacy:</p> <p>1. Focus</p> <p>Despite the wide menu of efforts for education, there still is a lack of measurable improvement on a national scale. This led us to ponder the possibility of a more strategic approach. We are focused mainly on three things – helping students stay in school, enhancing reading proficiencies, and improving achievement rates in math, science, and English.</p> <p>2. Results for Resources</p> <p>We advocate performance and putting scarce resources into efforts that actually lead to improvements in school and student performance. Focusing on results translates to a system for accountability where communities ensure that schools produce results in exchange for resources received.</p> <p>3. Community empowerment and engagement</p>	<p>Partners in the campaign are the Ateneo Center for Educational Development, Foundation for Worldwide People Power, the League of Corporate Foundations, Philippine Business for Education, Philippine Business for Social Progress and the Synergeia Foundation.</p>	<p>Over the past year, we have been working with communities in 6 pilot sites: the provinces of Pampanga and Guimaras, cities of Iloilo and Iligan, and municipalities of San Isidro in Nueva Ecija and Bayombong in Nueva Vizcaya. These areas have reform-oriented local chief executives, proactive Department of Education (DepEd) officials, and potential partners and supporters in business, civil society, academe, and other sectors.</p> <p>Our pilot sites are our stories of hope.</p> <p>Local chief executives and DepEd divisions in these areas have embraced 57-75 as their own, and have established multi-sector education alliances that have crafted local education plans and even resource mobilization campaigns.</p> <p>All the education plans are collectively assessed by the participating schools. Each site has also committed to put in their own resources out of their special education fund and contributions from other members of the community.</p> <p>Our pilot sites symbolize collective, even aggressive, action towards reversing the education crisis.</p>
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<p>Education Watch (from AER)</p>	<p>Education Watch is an advocacy to address financing and equity issues in the education sector as well as continuous monitoring of some of the most critical aspects of Philippine education.</p> <p>Public investment is one priority advocacy concern of AER. The advocacy aims to influence government spending priorities and to develop a public investment strategy that puts a premium on human development and poverty eradication. AER's advocacy initiatives focus on financing and equity issues in the social services sector, specifically, education, health and social protection.</p> <p>AER actively supports the global</p>	<p>Education Watch monitors some of the most critical aspects of Philippine education: 1) Performance; 2) Financing; and 3) Official Development Assistance. It aims to generate interest and initiate a discussion to help in formulating a reform agenda for the education sector.</p>	<p>Young Public Servants MDG Achievement Fund End poverty 2015 millenium campaign UNDP</p> <p>Web developer Apsmith</p> <p>Map Provider Cyber</p>	<p>Has accommodated a total of 341 reports, most of which are on poverty concerns, although they have also accommodated reports on education.</p>

	"Education for All" (EFA) Campaign. AER is one of the convenors of Social Watch Philippines and is a member of the Education Network or E-Net Philippines. E-Net is a national network of over a hundred civil society organizations engaged in education and related advocacy work.			
My Street Philippines	Mystreetphilippines.com is an interactive website that allows ordinary citizens to send reports on a number of basic services from the government which include infrastructures, water and environment, health, as well as education.			
DepEd's Integrity Pact	The Department of Education (DepEd) forged on February 22, 2011 a first-of-its-kind "integrity pact" with its suppliers, business partners and civil society groups that commits DepEd and the people who do business with it to eschew graft and corruption in all transactions.	The signatories will hope to commit to: -support a nationwide initiative intended to create fair market conditions, transparency in business transactions and ensure good corporate governance -participate in roundtable discussions, meetings and forum to identify the key concerns and current problems affecting the private sectors related to integrity and	Department of Education Business organizations Contractors and Suppliers Civil Society Organizations	The pact was signed by representatives of over 80 suppliers including 39 publishers and copyright owners, seven printing companies, three office supplies and equipment companies, two freight forwarders, four school furniture suppliers, two science laboratory equipment companies, three hotels offering meeting venues, two construction materials suppliers, three sports equipment suppliers and one company offering soil testing services. Also affixing their signature to the pact are representatives of civil society

		<p>transparency in business transactions</p> <ul style="list-style-type: none"> -share “best practices”, tools and oncepts which are intended to be used by all participating entities to achieve the goals of the nationwide initiative -assist and contribute ideas to develop a unified business code of conduct acceptable to all participating entities -participate in the creation of key measures and control activities intended to ensure transparency, integrity and ethical business practice -support the development of an audit and certification program (including a training program for advisers and auditors) that will offer a tool box for enterpries to introduce and implement ethical practices in their business processes; and institutionalize the whole process to promote sustaibility of the integrity intiaitve. 		<p>organizations which include the Ateneo School of Government (G-Watch), Procurement Watch, Inc. (PWI), the Boy Scouts of the Philippines (BSP), the National Movement for Free Elections (NAMFREL), PTCA of Quezon City and the Affiliated Network for Social Accountability in East Asia and the Pacific (ANSA-EAP).</p>
Integrity Initiative	Integrity Initiative is a multisectoral campaign towards the re-establishment of acceptable integrity standards among various sectors of society – business, government,	Led by the private sector, the initiative aims to help in diminishing, if not fully eradicating, the vicious cycle of corruption in the	Makati Business Club and European Chamber of Commerce of the Philippines	

	<p>judiciary, academe, youth, civil society, church and media.</p> <p>It has the following components:</p> <p>SHINE is the acronym for a four-year anti-corruption project in the Philippines funded by Siemens. The acronym spells out the objective of the project – S trengthening H igh-level commitment for I ntegrity initiatives and N urturing collective action of E nterprises advocating for fair market conditions.</p> <p>Critical elements for the project’s success are:</p> <ul style="list-style-type: none"> -CEOs’ commitment to push ethical practices throughout the entire organization; -Collective action among local and foreign enterprises that are willing to develop a business culture-changing process that will revolutionize how companies do business. <p>The Integrity Pledge is a formal and concrete expression of commitment by companies to abide by ethical business practices and to support a national campaign against corruption. The pledge should be</p>	<p>Philippines which has not only exacerbated poverty but has likewise obstructed the development of a competitive business environment that operates on a level playing field.</p>	<p>Department of Education</p>	
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	<p>signed only by CEOs, COOs, Managing Directors, Country Representatives, or other senior company officials to set the “Tone from the Top” and oblige all members of the organization to likewise behave with integrity and carry on their responsibilities ethically. (link to Integrity Pledge)</p> <p>An "integrity certification system" that will aim to establish guidelines and internal mechanisms to guard against corrupt practices.</p>			
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