

ANNUAL PROJECT REPORT



United Nations Development Programme

Award Number and Title:	Award no: 00041065, Building Integrity in the System of Governance
Project Title:	Bayanihang Eskwela 2
Start Date:	January 2009
Completion Date:	December 2009
Total Award Amount:	1,125,000.00
Implementing Partner:	Civil Service Commission

Section 1. Project Overview

Bayanihang Eskwela 2 is a collaborative public-private monitoring program involving the Department of Public Works and Highways (DPWH), Department of Education (DepED), Office of the Ombudsman (OMB), Boy Scouts of the Philippines (BSP), Girl Scouts of the Philippines and the school Parent Teacher Associations.

Now on its second run, it seeks to ensure quality school buildings in areas where they are most needed (i.e. schools which are low performing and have acute shortages in school facilities) by preventing corruption in school building construction programs. It aims to establish benchmarks in the performance of the DepED and DPWH, to make contractors more responsive to their clients' needs and to empower local communities in checking government delivery of public services.

Section 2. Accomplishments

As summary, cite the Expected Output and Key Activities in the AWP the (sub)project was responsible in contributing to. Indicate whether all these were successfully implemented.

Per Key Activity, provide a brief description on how the activity was realized/ implemented, who were involved, who were benefited, reach/magnitude, and other information that indicates/show what the (sub)project was able to gain and how far its accomplishments were.

Cite any other significant gains, breakthroughs and innovations (intended or unintended) that resulted out of the project.

Key Activities	Expected Outputs	Actual Outputs	Impact on Partners/Beneficiaries
Phase 1: Re-forging public-private partnership for the monitoring of school building projects	<ol style="list-style-type: none"> Memorandum of Agreement (MOA) among ASoG, GSP/BSP, DPWH, DepEd, and Ombudsman to formalize support for the <i>Bayanihang Eskwela Project</i>. List of 20 school building projects to be monitored. Reviewed and updated 	<ol style="list-style-type: none"> Memorandum of Agreement (MOA) among ASoG, GSP, BSP, DPWH, DepEd, and Ombudsman was signed to formalize support for the <i>Bayanihang Eskwela Project</i>. List of 30 school building projects were identified in schools with 	<ul style="list-style-type: none"> Organizations involved include the signatories Coordination among these organizations were strengthened and specific tasks were assigned and clarified Standards on School Building

	mechanics of volunteer monitoring and national and local coordination structure/logistics with the BSP/GSP and PTCA's.	acute shortage in classrooms and have low educational performance. 3. Mechanics were reviewed resulting with a revised checklist, structure and mechanics.	projects were reviewed among partners
Phase 2: Capacity-building and organizing of community-based monitoring teams (CMTs)	<ol style="list-style-type: none"> 4. List of BSP/ GSP/ PTCA volunteer monitors 5. Three (3) briefing-orientations conducted (one in Luzon, one in Visayas and one in Mindanao) 6. 20 community-based monitoring teams composed of GSP/ BSP/ PTCA volunteer monitors, school principal/ official and a representative from DPWH District Engineering Office convened. 7. Monitoring tool kit distributed to CMTs 8. Documentation (narrative and photo) of briefing-orientations conducted 	<ol style="list-style-type: none"> 4. List of monitors for the schools were passed (except for the ARMM schools where recruitment is still ongoing) 5. Four (4) briefing orientations were conducted (two in Luzon, one on Visayas and one in Mindanao) 6. 24 community-based monitoring teams were composed of GSP/BSP/PTCA community volunteers, school principal/ DPWH Engineering Office/PFC district office, local government and school governing council. 7. Monitoring tool kit were distributed to the community monitors 8. Documentation are accomplished 	<ul style="list-style-type: none"> • School Communities and the government were linked to form partnerships for better SBP-implementation • School Communities were oriented on standards in SBP-implementation • Communities were equipped of basic skills in monitoring SBP-implementation with the help of the DepEd, DPWH.
Phase 3: Use of the G-Watch School-Building Monitoring Checklist via the actual monitoring of at least 20 school building projects by CMTs	9. Accomplished <i>G-Watch School-Building Monitoring Checklist</i> for the 20 school-building projects, including photos taken	9. Accomplished (although some are still being accomplished as the school building projects are still ongoing)	<ul style="list-style-type: none"> • School communities conducted hands-on social accountability exercises through the G-Watch checklist. • DepEd and DPWH offices were made to answer queries and variance in SBP-implementation in the areas • Glitches in DepEd and DPWH systems of coordination were identified

<p>Phase 4: Evaluate and report the result of the monitoring process</p>	<p>10. Evaluation workshop conducted 11. Documentation (narrative and photo) of the evaluation workshop a. Monitoring Report covering at least the following: b. process and methods of actions employed in implementing the project, c. people and organizations involved in the project, d. project evaluation, e. project outcomes, f. learning from the exercise, and g. necessary revisions in the design of <i>Bayanihang Eskwela</i> based on this run.</p>	<p>10. Evaluation workshop still to be accomplished</p>	
<p>Supplementary Component: Review of the identification of the School Building Project sites</p>	<p>12. Stakeholders Consultation 13. Report on the identification of SBP sites with the following major parts a. Legal Basis on SBP identification b. Standards process c. Issues and implications on SBP-implementation</p>	<p>11. Mapping of rules and policies 12. Consultations on policy implications 13. Validation and monitoring of policy implementation and implications (still ongoing)</p>	<ul style="list-style-type: none"> o Important policy gaps were identified and their implications were established o Standards on realignment of budget for SBPs were evaluated in monitoring SBP-implementation in six of the schools in Negros Occidental

Section 3. Immediate Impact and Results

The project was able to generate the following outcomes:

1. Established constituencies in 24 school building project monitoring areas: ten in NCR-CALABARZON, four in Negros Occidental and ten in Mindanao.
2. Reduced opportunity for corrupt transactions and greater likelihood that these will be reported.
3. Improved efficiency in and quality standard of school building construction projects (as against benchmarks).
4. Increased responsiveness among contractors
5. Increased community participation in developing government services
6. Reported policy and coordination gaps in DepEd and DPWH systems
7. Explained variations from initial plans in SBP-implementation increasing transparency of transactions

NOTE: Per activity impact was identified in the previous section

Section 4. Evaluation of Project Outputs vs CPAP Multi-Year Expected Outputs and Output Targets

Evaluation of Project Outputs

- In relation to the targeted:
UNDAF Outcome: Good governance reforms and practices that empower citizen participation are established on the ground with efforts at institutionalization by the government, civil society organizations and private sector to ensure right and access to quality education are respected, protected and fulfilled.
- In relation to the
Expected CP Outcome : There were more responsive national, sub-national and local offices of the Department of Education, Department of Public Works and Highways, Office of the Ombudsman, Girl Scout of the Philippines, and the Boy Scout of the Philippines. All agencies helped in facilitating the implementation of the project and in answering queries that came out in the duration of the SBP-implementation and community monitoring.
- In relation to the
Expected CP Output(s) : 2.1 The Ombudsman was available for consultation on issues that arose along the community monitoring and coordinated with the agencies involved. The DepEd and the DPWH Central were notified quickly of issues on the ground that they usually do not cover. Possible policy areas that remain vulnerable to politicization systems were identified. Processes lacking in standards were also identified for better performance of the institutions. Contractors and government officials were engaged as partners in promoting good governance and proper service-delivery.
- 2.2 Regions and provinces with low educational performance and acute shortage of school building projects were identified as key areas that need quality education. It is in these areas that G-Watch established anti-corruption mechanisms through the public-private monitoring of school building projects.

Section 5. Factors Affecting Implementation

Cite briefly the major factors that facilitated the successful implementation of the (sub)project and hindering factors encountered during its course. Cite as well how it made impact on the implementation and on the timeliness and efficient delivery of the key activities.

If applicable, indicate the reasons behind the non-attainment of the other key activities/deliverables.

Factors that facilitated project implementation:

1. Champion-building in the different agencies – the identification of champions in the different agencies allowed the project implementer access to important data and documents for identifying school beneficiaries. There was also efficient coordination among communities and easy feedback mechanisms for variations in SBP-implementation as observed by monitors on the ground. They also provided technical assistance on the systems employed by their agencies in SBP-implementation.

2. MOA Signing – the formalization of the partnership among the organizations allowed the project implementer to coordinate among the different offices of each agency. Each organization involved was also very accommodating in addressing complaints by the communities.
3. Community receptiveness – the school community welcomed the initiative and actively organized monitors on the ground.
4. G-Watch technology – the revised easy-to-use checklist made the monitoring of SBP-implementation easier for the community monitoring teams.
5. Resources – the resources available allowed the team to cover 30 schools instead of 20 schools and further equipped the team in all aspects of project implementation.

Factors that hindered project implementation:

1. Delays in release of data – the delay in the release of SBPs to be implemented by the DBM and other such cases caused the delay of the project implementation
2. Lack of coordination among agencies – the lack of coordination among agencies allowed for miscommunication and lack of information dissemination resulting in confusion among communities
3. Political systems, environment and culture – the specific political set-up in ARMM delayed the implementation of SBPs in ARMM. Systems became unpredictable, consequently undermining the schedule intended by the project implementers.
4. Policies and standards – some policies especially those on realignment remain vague. There are still possibilities of politicization of these systems which challenged SBP-implementation and community monitoring on the ground.
5. Geographical constraints – the location of some of the sites made coordination among the communities and the project coordinators/assistant more challenging, given the lack of communication equipment and facilities in the area.
6. Typhoon and other external events – the typhoons which visited the country in the past months delayed the SBP-implementation in some areas. Other events in the school and the division made it more challenging for some monitoring teams to devote time for monitoring the school building construction.

Section 6. Lessons and Insights

Indicate major learnings /lessons and insights derived from the project experience/s and realizations on better project approaches.

- Coordination especially in projects involving many large agencies need to be more intensive. Messages and documents should be traced meticulously so as to ensure proper dissemination of information.
- Political environment greatly affects the direction of the project implementation.
- Policies on SBP-implementation may facilitate or circumvent project implementation.
- Rapport between the G-Watch team and the school community is important in ensuring proper project implementation
- Preventing delays in government projects proves to be a great challenge. Delays in government processes will effectively delay project implementation (e.g. delay in release of SBP beneficiaries, delay in BAC training, etc).
- Specific coordination mechanisms are necessary to facilitate communication among the G-Watch team and the community monitoring teams. (e.g. Systematic disbursement of start up funds).

Section 7. Recommendations

Enumerate recommendations with regard to improving project efficiency and effectiveness.

- Initial political mapping is important to ensure better facilitation in project implementation
- Implications of certain government policies on the project should be identified to predict possible challenges
- There should be contingency plans prepared in cases when variations in standards are not followed. The project should be flexible with government processes without sacrificing the integrity of the project processes
- Detailed coordination mechanisms for each activity should be established providing a flexible system for coordinating with the different community monitoring teams from different areas.
- On-site G-Watch oversight mechanisms may be explored to facilitate better G-Watch-community monitoring team relationship.

Section 8. Future Plans

Cite the next steps or indicative plan the RP wishes to propose to move the project forward, maximize/expand the gains/benefits, and/or sustain or strengthen it.

- Institutionalize Bayanihang Eskwela 2 as a program of DPWH and DepEd particularly in schools with acute shortage in school buildings and facilities.
- Conduct a policy review of the R.A. 7880: Fair and Equitable Allocation of the DECS School and Classroom Budget Act with regards to the consultation with the congressman on the list of SBP beneficiaries.
- Review allocation and realignment procedures with regards to SBP-implementation
- Conduct another round of Bayanihang Eskwela for future school building projects in other areas of concern
- Consolidate and publish results of the monitoring project for sustainability. Make available to the public the G-Watch tool and checklist on SBP monitoring.

Section 9. Project Resources

This section reports on the total amount of funds received by the RP/proponent, the final amount disbursed under the project, and the remaining balance, if any. State the status of the funds, i.e., whether the balance was already reverted, in process or yet to be undertaken.

Tranches	Amount in Peso	Status
1 st May, 2009	225,000.00	Received
2 nd July, 2009	675,000.00	Received
3 rd December, 2009	225,000.00	To be disbursed
TOTAL	1,125,000.00	Total amount received: 900,000

Annex/Attachment (such as photo documentation, completed knowledge products such as studies, handbooks, manuals, etc.)

Attachments are as follows:

- Report and Photo Documentation of Bayanihan Eskwela project implementation
- Revised Checklist and Coordination mechanics

- Memorandum of Agreement