



G-Watch
Citizen Action for Accountability

A GUIDE TO CIVIL SOCIETY MONITORING:

THE MULTIPLY-ED PHILIPPINES XPERIENCE

Multiply-Ed • Center for Youth Advocacy and Networking • Government-Watch



**JULY
20
23**

Philippines

Writers:

Joy Acheron
Jedidiah Sarmiento
Victoria Maglanque
Anna Bueno

Acknowledgment: Thank you to the volunteer-monitors of Multiply-Ed, as well as to Multiply-Ed partners in government and the development community. Thank you also to the rest of the Multiply-Ed team in helping put together the data and information needed in writing the manual and in sharing their insights and experience. Thank you to Francis Isaac for his editorial assistance and to Christian Bohol for the graphics design and layout.

Photos used are from different Multiply-Ed activities taken by Multiply-Ed team members.

Multiply-Ed (X-Ed) is a youth-led, multi-sectoral, and multi-level accountability initiative on education. It is a project of the Center for Youth Advocacy and Networking (CYAN), Government Watch (G-Watch), and the Student Council Alliance of the Philippines (SCAP) that aims to improve transparency, participation, and accountability in education governance, particularly the implementation of learning continuity plans for Senior High Schools and the transition to face-to-face classes post-COVID.

The **Center for Youth Advocacy and Networking (CYAN)** is a youth-led, youth-serving, non-government, and non-profit organization that envisions a community where young people are empowered and able to effect societal change towards a truly just and democratic society. CYAN works towards its vision by building on the following key areas of work: (1) human rights and advocacy; (2) youth right advocacy; and (3) youth empowerment and capacity-building.

Government Watch (G-Watch) (www.g-watch.org) is a national citizen movement and action research organization that aims to improve governance and deepen democracy by scaling accountability and empowering citizens. G-Watch has more than two decades of experience in citizen monitoring and action research on transparency, participation and accountability. It is currently present in 12 localities all over the Philippines with partners and allies from civil society, government and international community.

X-Ed Contact information:

33G Mabait Street, Teacher's Village East, Diliman, Quezon City
multiply-ed@cyanpilipinas.org
(+63) 917 879 3279
Facebook: Multiply-Ed Philippines Twitter/Instagram: @MultiplyEdPH

TABLE OF CONTENTS

ACRONYMS

1. **INTRODUCTION**
 - What is Multiply-Ed or X-Ed?
 - What is the G-Watch social accountability (SAcc) approach?
 - What is a monitoring tool?
 - How to use this guide?
2. **X-ED MONITORING TOOLS**
 - School-level monitoring tool
 - DepEd division learning continuity monitoring tool
 - Procurement monitoring tool
 - Budget tracking tool
 - Local education governance monitoring tool
 - DepEd central office learning continuity monitoring tool
3. **LAYING THE GROUNDWORK**
 - Step 1: Standards mapping
 - Step 2: Development of the tool
 - Step 3: Recruitment and formation of monitoring teams
 - Area Profiling and Political mapping
 - Partnership meetings
 - Step 4: Capacity-building of monitoring teams
4. **ACTUAL MONITORING**
 - Preparatory activities
 - Monitoring proper
 - Post-monitoring
 - Common challenges
5. **POST-MONITORING ACTIVITIES**
 - How to process monitoring data and results
 - Conduct of sharing session
 - Conduct of problem-solving session
 - Conduct of public presentation

ATTACHMENTS

- Annex 1: School-level monitoring tool
- Annex 2: DepEd division learning continuity monitoring tool
- Annex 3: Procurement monitoring tool

- Annex 4: Budget tracking tool
- Annex 5: Local governance monitoring tool
- Annex 6: DepEd central office learning continuity monitoring tool
- Annex 7: Sample Briefing-Orientation program
- Annex 8: Briefing-orientation module on accountability basics
- Annex 9: Planning template
- Annex 10: Sample Sharing Session program
- Annex 11: Sample Problem-Solving program

LIST OF REFERENCES



ACRONYMS

4Ps	Pantawid Pamilyang Pilipino Program
ALS	Alternative Learning System
APCPI	Agency Procurement Compliance and Performance Indicators
CBO	Community-Based Organization
CSO	Civil Society Organization
CYAN	Center for Youth Advocacy and Networking
DBM	Department of Budget Management
DepEd	Department of Education
GPPB	Government Procurement Policy Board
GPRA	Government Procurement Reform Act
G-Watch	Government Watch
LCP	Learning Continuity Policy
LCS	Learning Continuity Strategies
LGU	Local Government Unit
LSB	Local School Board
M&E	Monitoring and Evaluation
MIMAROPA	Mindoro, Marinduque, Romblon, Palawan
NAT	National Assessment Test
NGO	Non-Government Organization
PhilGEPS	Philippine Government Electronic Procurement System
PPE	Personal Protective Equipment
PTCA	Parent Teacher Community Associations
SAcc	Social Accountability
SBM	School-Based Management
SEF	Special Education Fund
SHS	Senior High Schools
SK	Sangguniang Kabataan
TPA	Transparency, Participation, and Accountability
X-Ed	Multiply-Ed



WHAT IS MULTIPLY-ED OR X-ED?



**#MALAYANG PH
EDUKASYON PH**

Multiply-Ed or X-Ed is a project of the Center for Youth Advocacy and Networking (CYAN) (www.cyanpilipinas.com) and Government Watch (G-Watch) (www.g-watch.org) that aims to set up a youth-led, multi-sectoral, and multi-level monitoring of education at the time of COVID-19. The project aims to monitor the Philippines government's Learning Continuity/ Learning Recovery Plans for Senior High Schools (SHS) and the transition to face-to-face classes post-COVID implemented by the Department of Education (DepEd) to address the education needs of the Filipino youth in the time of the pandemic and post-pandemic.

Specifically, it aims to improve transparency, participation, and accountability (TPA) and contribute in making service delivery at the SHS resilient, responsive, and accountable in all levels of governance:

- At the school level, it seeks improved ability to adjust and implement learning continuity strategies (LCS).
- At the subnational level, it seeks improved support systems and trainings for schools to localize or boost implementation of their LCS.
- At the national level, it seeks an improved learning continuity policy (LCP), program, and budget implementation at the time of the pandemic.
- At the international level, X-Ed seeks international performance standards of learning continuity during crises that are responsive and supportive of local realities.

Employing vertical integration as its strategy,¹ X-Ed monitoring and advocacy campaigns involve engagement at all levels of decision-making to enable complete citizen oversight in pushing the government to be more responsive and accountable. The campaign is also youth-led. X-Ed's youth-led approach involves leadership and involvement of the youth in all the aspects of the campaigns that aim to benefit the youth and students themselves. Youth and student leaders comprise the monitoring teams as well as predominantly of the management team.

¹Aceron, Joy, ed. (2018). *Going Vertical: Citizen-Led Campaigns in the Philippines*. Quezon City and Washington, DC: Government Watch and Accountability Research Center.

WHAT IS VERTICAL INTEGRATION?

Vertical integration is a more effective way of doing accountability work. It “can reveal more clearly where the main problems are, permitting more precisely targeted civil society advocacy strategies.”² Vertical integration is also deemed more effective in addressing corruption and exclusion, since “corruption and social exclusion are produced

by vertically integrated power structures,” thus making “parallel processes that are also vertically integrated”³ more able to effectively engage “accountability politics” and build long-term “countervailing power”⁴ that would prompt the state to become more open and transparent.

WHAT DOES YOUTH-LED MEAN?

X-Ed’s youth-led approach⁵ is operationalized through the leadership and involvement of the youth in all the aspects of the campaigns, that aim to benefit the youth and students themselves.

This

pertains to full participation of the youth in matters concerning them—from planning to monitoring (“isip, gawa at salita ng kabataan para sa kabataan”). Youth-led initiatives and efforts, furthermore, are done not for the sake of compliance, but for youth development, nation-building, and the creation of a far better future. Taking into consideration the needs and demands of the youth results in the implementation of more meaningful and substantial measures that benefit not just the young people, but also the community in general⁶.

In sum, the approach to engagement by X-Ed is constructive accountability.⁷ The aim of monitoring is to improve governance, particularly the systems and policies governing program implementation and service delivery. It is not for fault-finding and witch-hunting. Checking of compliance to standards is also meant as a way to remind duty-bearers of what are expected of them. Quick response and action from government is encouraged to note positive compliance. X-Ed also employs social accountability and the G-Watch monitoring approach in the process of developing monitoring mechanisms or advocacy strategies.



² Fox, Jonathan (2001). “Vertically Integrated Policy Monitoring: A Tool for Civil Society Policy Advocacy.” *Nonprofit and Voluntary Sector Quarterly*, 30 (3); p. 624.

³ Fox, Jonathan (2015a). “Social Accountability: What Does Evidence Really Say.” GPSA Working Paper No. 1. Washington, DC: The World Bank; p. 33. Retrieved from: <https://accountabilityresearch.org/publication/social-accountability-what-does-the-evidence-really-say/>.

⁴ Transparency and Accountability Initiative (2015). “Scaling Accountability: Integrated Approaches to Civil Society Monitoring and Advocacy.” Concept paper for the Open Government Hub workshop; 18–20 June; Washington, DC.

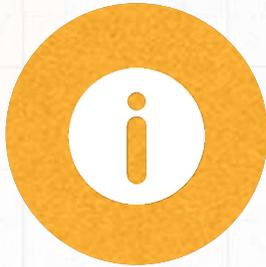
⁵ Maglanque, Victoria and Joy Aceron (2022). “The Kids Are Alright: Youth-Led Initiatives on COVID-19.” TPA Now! Issue 5. Quezon City: Government Watch. Retrieved from: <https://www.g-watch.org/resources/vertical-integration-research/kids-are-alright-youth-led-initiatives-covid-19>.

⁶ *Ibid.*; p. 15.

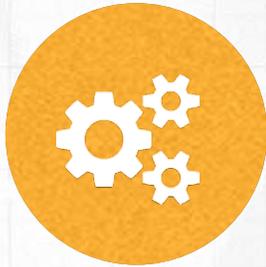
⁷ Aceron, Joy (2022). “Constructive Accountability: Sandwich Strategy for Textbook Delivery in the Philippines.” Case Study. Washington, DC: Accountability Research Center. Retrieved from: <https://accountabilityresearch.org/publication/constructive-accountability-sandwich-strategy-for-textbook-delivery-in-the-philippines/>.

WHAT IS ACCOUNTABILITY?

For G-Watch, the following are the four key elements of accountability:



INFORMATION



MECHANISMS



RESPONSIVENESS



PARTICIPATION

- **Information** – Making public information available/ accessible/ useful to citizens.
- **Mechanisms** – Enabling mechanisms of accountability, such as feedback, grievance redress and monitoring and evaluation systems.
- **Responsiveness** – Ensuring response and action from government.
- **Participation** – Empowering citizens in holding their governments accountable and demanding responsive and effective delivery of public services and programs.

To strengthen accountability, these four key elements must be enabled. For G-Watch, the presence of these four elements enable a demand-supply synergy, where demand refers to citizen voice, and action and supply refers to state mechanisms for accountability. Both must be enabled, including their interface or synergy to continuously build accountability.

This is akin to ‘strategic social accountability’ that, according to recent empirical research, has yielded better results. Strategic social accountability is characterized by the following:

- **Multi-pronged:** Multiple, coordinated tactics.
- **Enabling environments for voice:** To reduce perceived risks of collective action.
- **Voice needs teeth to have bite:** To be heard, citizen voice needs governmental reforms that bolster public sector responsiveness’.
- **Take accountability to scale:** Vertical integration of monitoring and advocacy, plus broad geographic and social inclusion.
- **Realistic assessment measures:** Because building accountability involves iterative, contested and therefore uneven processes.⁸

Recent G-Watch research has shown the importance of enabling independent citizen oversight in instituting governance reforms through genuine bottom-up processes fueled by “fire from below” and fire from the top” or sandwich/ bibingka strategy⁹. This strategy is employed by G-Watch in its monitoring of government policies, programs, and projects.

⁸ Fox, Jonathan (2015b). “Strategic Social Accountability.” Presentation during the 2015 Global Partners Forum of Global Partnership for Social Accountability (GPSA); 12-13 May; Washington, DC. See also Jonathan Fox (2015).
⁹ Aceron, Joy (2019). “Pitfalls of Aiming to Empower the Bottom from the Top: The Case of Philippine Participatory Budgeting.” Accountability Working Paper 4. Quezon City and Washington, DC: Government Watch and Accountability Research Center. Retrieved from: <https://accountabilityresearch.org/publication/pitfalls-of-aiming-to-empower-the-bottom-from-the-top-the-case-of-philippine-participatory-budgeting/>.

WHAT IS CONSTRUCTIVE ACCOUNTABILITY?

Constructive accountability refers to accountability efforts with the main goal of improving governance and public policies. These involve affirmative processes that help citizens claim their rights and entitlements, while supporting government's compliance with their own standards.

Constructive accountability qualifies as constructive, both in terms of the ends, goals or targets of accountability (usually to improve a service delivery/ program, policy or system) and the accountability approach itself (preventative/ preventive instead of punitive). Both are shared/ agreed upon by government and civil society. It builds on a common term 'constructive criticism,' which means the criticism can be negative or critical, but it is meant to improve and help.⁹

Monitoring with a constructive accountability frame is not 'fault-finding' or 'witch-hunting.' Instead, it is about finding the gaps and flaws in public policies and systems to help propose solutions and get government to act on those solutions.



Constructive accountability have five features:



PURPOSIVE



**NOT WITCH-
HUNTING OR
FAULT-FINDING**



PREVENTIVE/PROACTIVE



**INDEPENDENT
& EFFECTIVE
CITIZEN ACTION**



**WHAT'S CONSTRUCTIVE IS
ACCOUNTABILITY
NOT ENGAGEMENT**

1. **Purposive:** at the center of our engagement with our government are the goals and objectives of our engagement. Again, the goal is to improve governance and public policies.
2. **Not witch-hunting or fault-finding.** The monitoring is not meant to find faults on individual officials (not fault-finding/ witch-hunting) to punish them or hold them to account. The G-Watch approach, as applied in Textbook Count and other monitoring initiatives, is described as "preventive" in that the citizen monitoring is meant to (1) prevent corruption/ inefficiencies; and (2) to improve systems/ policies/ processes.

3. **Preventive/ proactive.** It involves affirmative processes that help citizens claim their rights and entitlements, help government comply with their own standards, empower citizens with information on standards and what to expect. It reminds duty-bearers of the standards and help them comply.
4. **Independent and effective citizen action.** Accountability efforts are constructive, but uncompromising in independence and effectiveness.
5. **What's constructive is accountability, not engagement.** Engagement can be multi-faceted and adaptive if needed to achieve purpose.

WHAT IS THE G-WATCH MONITORING APPROACH?

G-Watch monitoring engages different levels of decision-making from community to the national level, ideally with broad representation of sectors and communities. This is to achieve a spectrum of sustainable gains—from ensuring efficient and effective services, to passing responsive and appropriate policies and decisions, to making institutions and systems strong, democratic and inclusive.

The G-Watch monitoring approach has shown positive results in improving transparency,

participation and accountability in program implementation, procurement and service delivery. It has shown its effectiveness in facilitating collaborative relationships between local government units (LGUs) and citizens in undertaking accountability efforts that prevent corruption/ abuses, supports efficiency and ensures responsiveness. It has also been useful in providing inputs to policies and systems improvement, particularly in enhancing transparency, participation and accountability in programs and services of the government.

WHAT IS SOCIAL ACCOUNTABILITY?

Social accountability is an approach to civil society engagement in governance that initially aimed to deter corruption in the bureaucracy and improve performance. This approach integrates civil society monitoring of government processes as a transparency mechanism,¹¹ and traditionally employed constructive engagements between government and civil society actors. Examples of initiatives that utilize the SAcc approach include procurement monitoring, and monitoring of contracts and service delivery.¹²

Meanwhile, as developed by G-Watch, the use of the Sacc approach means communities are continually engaged in the priority-setting, decision-making, and feedbacking process of projects and activities, so as to ensure that communities have ownership of the activities, design, and outcomes of a project or activity.

Thus, aside from being based on constructive accountability, the process of developing monitoring mechanisms or advocacy strategies for X-Ed are participatory and based on findings from these participatory processes. Indicators to be monitored and included in monitoring tools, for example, are identified through consultations with beneficiaries-

communities and what they deem important to be monitored.



¹¹Aceron (208); op. cit.; p. 2.
¹²Ibid.; p. 63.

WHAT IS A MONITORING TOOL?

A monitoring tool, in its simplest form, checks and ensures compliance by government agencies to specific standards (such as processes, quality, quantity, and time) in programs and services.¹³ It is a checklist of standards and indicators by which the accomplishment of a program or a service may be measured objectively.

G-Watch enables the participation of ordinary citizens in the monitoring of the government's service delivery programs by providing them with tools and methods that answer the question that any ordinary citizen wants to ask: Is government delivering what it has promised and what is needed?

HOW DO WE USE THIS GUIDE?

Sustaining project processes and gains is central to X-Ed's ultimate goal. Sustainability means that even after donor support ceases, formations, efforts and mechanisms are placed to continue, deepen, and expand the work of X-Ed.

Based on past sustainability efforts by CYAN, G-Watch, and conversations with the whole X-Ed team, one of the key components of X-Ed's sustainability action is to produce a manual that will simplify the procedures to make full use of X-Ed monitoring tools.

This guide aims to multiply volunteer monitors that will widen the reach and generate outcomes that will further contribute to the impact of the initiative. This guide is for (a) students, (b) youth groups, organizations and barangay (village) councils, (c) parents, (d) education advocacy groups, civil society or non-government organizations, and (f) other individuals and organizations that are interested to understand the use of X-Ed monitoring tools to monitor the status of learning continuity in their own community. This guide also aims to assist volunteer monitors in exacting transparency, participation, and accountability in the education service delivery provided by the schools and government institutions

concerned with education. Lastly, this manual aims to document the knowledge that was obtained and the practices that were observed during X-Ed's multi-level education monitoring.

These tools and methods compare input against output, plan against accomplishment, and expectation against result. The comparison looks at different variables: time (was the service delivered on time?), cost (was it within budget and cost efficient?), quantity (did the beneficiaries receive what was allocated for them?), quality (were the goods produced in accordance with the agreed specifications?), and process (were the standard processes followed in service delivery?).

It should be noted that this guide is not an instruction manual on monitoring education at the SHS level, or in general. However, this guide will be particularly helpful in familiarizing and walking users through the various monitoring tools developed and used by X-Ed. The monitoring tools are just one component in the overall aim of monitoring the performance of government in achieving standards of education in the SHS level.





Currently, there are six X-Ed monitoring tools that cover the local, regional, and national levels. These are the (a) school-level monitoring tool, (b) DepEd division learning continuity monitoring tool, (c) budget tracking tool, (d) procurement monitoring tool, (e) local education governance monitoring tool, and (f) DepEd central office learning continuity monitoring tool.

In these tools, standards based on relevant government policies on education, particularly on learning continuity are listed on a table where monitors will simply check “Yes” or “No” if these standards are complied with. A separate column is also allotted for other notes, details, and observations.

SCHOOL-LEVEL MONITORING TOOL

The school-level monitoring tool (see Annex 1) aims to check the implementation of the LCP, at the community level. Specifically, it checks the access to the quality of learning resources, trainings for teachers, other support programs for students, teachers, and schools to ensure learning continuity, safety measures for schools with face-to-face classes, and TPA mechanisms.

The tool is composed of the following parts:

1. Basic information and school profile - includes information such as the number of students, teachers and personnel; learning strands offered; learning delivery modalities used; availability of Alternative Learning System (ALS) and other inclusive education programs.

2. Documents review and interview with school head and/or representatives - focuses on checking LCP processes and requirements such as passing DepEd’s School Safety Assessment; development and communicating the school’s LCP to stakeholders; training and support programs for teaching and non-teaching staff; assistance from LGUs and other organizations; support programs for students; availability and sufficiency of budget; and working participatory mechanisms at the school.

3. Conduct of physical inspection for face-to-face classes - looks into the physical requirements to ensure safe conduct of face-to-face classes. This includes seat arrangements, health, sanitation, and hygiene facilities, medical equipment and personal protective equipment (PPE), and local COVID-19 hotlines.

4. Interview with students - checks access of students to learning support programs and learning resources (i.e., textbooks, self-learning modules, gadgets). It also has a feedback survey section which asks whether students are informed of and consulted on the LCP of the school; whether the learning delivery modality they use is accessible and effective; whether their teachers/parents/guardians are able to guide them well in their studies; whether their well-being is taken cared of; and whether participatory mechanisms are working.

5. Interview with teachers - checks whether teachers receive the required training for learning continuity, access to needed gadgets, support from the LGU, and if they are vaccinated. They are also asked to answer a feedback survey similar to the ones answered by the students and parents.

6. Interview with parents - is a feedback survey similar to the ones answered by teachers and students.

The standards are presented in a check list, wherein monitors can check “Yes” or “No” to indicate compliance and non-compliance. A separate column is also allocated for details/notes/observations from both the monitors and respondents.

STEP 1:

Interview with relevant offices, review of pertinent documents, and observation of relevant processes.

This step looks into the efforts of the DepEd division office to ensure the quality of learning resources and teachers’ training; assess/evaluate student and school/division performance; determine the needs of schools and ensure that they are met; ensure that the monitoring and evaluation (M&E) teams under the School-Based Management (SBM) systems are operational; and ensure information is accessible to the public. It also asks about the budget allocation from the LGU’s Special Education Fund (SEF).

Guide questions are provided in a table, with columns allocated for responses, sources/dates of data-gathering activities, and other notes/comments.

STEP 2:

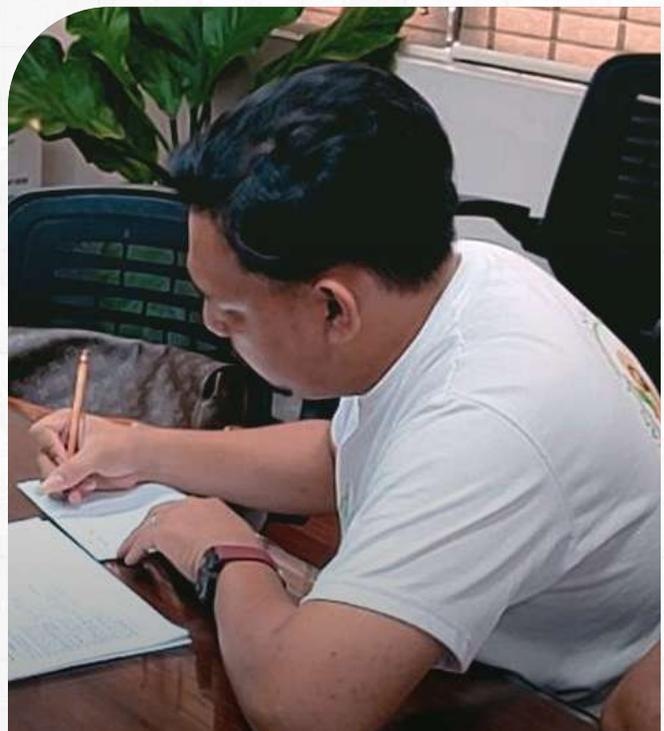
Securing the budget of the Division Office for Learning Continuity

STEP 3:

Securing the budget allocated by the local government to the Division Office.

Here, the monitors are expected to get a copy of the division and LGU’s budget documents (at least for three years prior to the present) and look into the total budget, the budget allocated by the LGU, as well as breakdown of their key spending related to learning continuity.

These pieces of information can be put in the table provided in the tool.



STEP 4:

Monitoring of procurement using the X-Ed Procurement Monitoring Tool. More on this tool will be discussed in the next section.

STEP 5:

Requesting an Agency Procurement Compliance and Performance Indicators (APCPI) briefing and attending the division office's APCPI as CSO validators.

This step checks whether or not the division regularly conducts APCPI; if X-Ed monitors were given a briefing on APCPI; and if they are invited to attend an APCPI session and serve as CSO validators. Monitors can check the "Yes" or "No" columns and provide notes/observations in the space provided.

STEP 6:

Documenting any observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. in the course of monitoring.

A table is provided wherein any improvements on the entity or activity monitored can be listed, along with information on how and/or when such was noticed, which standards monitored are these changes relevant/related to, and whether other observations/information were noted by the monitor.

PROCUREMENT MONITORING TOOL

The procurement monitoring tool (see Annex 3) is used to monitor activities related to the procurement of items related to learning continuity. The procurement may be done by any level of the government. It primarily looks at whether or not procurement processes and standards were observed during the activities.

The tool is divided into three steps:

STEP 1:

Selection of at least two learning continuity-related projects to be monitored.

Priority projects are identified based on (a) relevance to implementation of learning continuity; (b) amount of contract; and (c) consultation with the team and stakeholders.

STEP 2:



Checking of calendar for the bidding of the project and attendance to key activities.

In this step, the monitors are expected to attend key procurement activities (pre-bid conference, opening of bids, awarding of contract, and implementation of contract) and answer the Yes/No questions provided in the table.

The questions listed check whether procurement documents are accessible to the public (including prospective bidders and observers); standard processes in the opening of bids are followed; the bidder with the lowest calculated and responsive bid is given the contract; and whether the final output delivered is in accordance with the specifications in the contract. Space is also allotted for other details/notes/observations.

Basic information regarding the project—specifically the name of the project, approved budget for the contract, type and mode of procurement, PhilGEPS reference number and posting date, end user/ implementing unit, and project period—must also be secured in this step.

STEP 3:

Documentation of observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc., in the course of monitoring.

A table is provided wherein any improvements on the entity or activity monitored can be listed, along with information on how and/or when such was noticed, which standards monitored are these changes relevant/ related to, and whether other observations/information were noted by the monitor.

BUDGET TRACKING TOOL

The budget tracking tool (see Annex 4) aims to monitor the national budget process at every stage, from budget preparation and planning to accountability. It also includes tracking the DepEd budget over time.

PART I

General Standards - aims to track all the stages of the budget process, checking whether or not normative processes in each stage are followed and done according to schedule. It also tracks the amount of budget allotted for learning continuity, to see if it changes over the course of time. A tracking method is indicated per process, to help monitors in their data-gathering.

PART 2

Learning Continuity budget over time - tracks the total budget received by DepEd and key spending on learning continuity over the years,

at least three years prior to the present. This information can be put in the table provided. A separate space is also provided for other details/ notes/observations.



LOCAL EDUCATION GOVERNANCE MONITORING TOOL

The local governance monitoring tool aims to monitor the performance of the LGU in education governance, particularly in Local School Board (LSB) processes and the SEF. Monitors are expected to attend and observe LSB meetings, interview members of the board, and review pertinent data on LSB and SEF.

Guide questions on whether the LSB is convened; meets regularly; and prepares the annual school board and SEF budget in accordance with the priorities set in the Local Government Code, in consultation with relevant stakeholders, and based on data presented by the DepEd division office, is

provided. It also checks if there are other programs on education provided by the LGU in relation to learning continuity and if the LGU has education support programs for families/indigents under the Pantawid Pamilyang Pilipino Program (4Ps– the government’s conditional cash transfer program).

A table is provided wherein any improvements on the entity or activity monitored can be listed, along with information on how and/or when such was noticed, which standards monitored are these changes relevant/related to, and whether other observations/information were noted by the monitor.

DEPED CENTRAL OFFICE LEARNING CONTINUITY MONITORING TOOL

This tool (see Annex 6) looks into the performance of the DepEd central office in the implementation of the LCP. The tool is divided into two steps:

STEP 1:

Conduct of interview with relevant offices, review of pertinent documents, and observation of relevant processes.

This step focuses on the efforts of the DepEd central office to ensure the quality of learning resources and teachers’ training; assess/evaluate student and school/division performance; determine the needs of schools and ensure that they are met; ensure that the M&E teams under SBMs are operational; and ensure that information is accessible to the public. It also asks about the budget allocation for DepEd from the national budget.

Guide questions are provided in a table, with columns allocated for responses, sources/dates of data-gathering activities, and other notes/comments.



STEP 2:

Documentation of any observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc., in the course of monitoring.

A table is provided wherein any improvements on the entity or activity monitored can be listed, along with information on how and/or when such was noticed, which standards monitored are these changes relevant/related to, and whether other observations/information were noted by the monitor.



3. LAYING THE GROUNDWORK

Developing and using the monitoring tools require both technical research and field work. The process has four main components and steps: (1) the mapping of standards to be monitored, (2) developing the standards into monitoring tools, (3) forming the monitoring teams, and (4) capacity building of the monitoring teams.

STEP 1: STANDARDS MAPPING

One of the key steps in laying the groundwork for any monitoring project is the setting of the monitoring system to be used in tracking public services and policies. To develop this monitoring system, research shall be conducted that will map the standards that education governance must comply with at different levels. Alternatively called standards mapping, this research involves the scanning of all relevant policies, guidelines, and standards procedures in service delivery to clarify what is to be expected from government at every step of its policy implementation and service delivery.

G-Watch defines standards mapping as

“the process of researching/ clarifying the standards of what you will monitor... This enables the understanding of what happens or what goes on during the delivery of the service identified.... Mapping out standards ensure what to expect in the identified critical process and variables in terms of time, quantity, [processes], cost and quality.”¹⁴

The standards mapped from this process will form part of the monitoring tool. Standards mapping sets what is to be checked during the monitoring proper.

G-Watch defines standards as

“norms, guide and criterion based on laws, policy guidelines or processes. They are guides, rules, SOPs, normative or plans that are based on laws, policy documents/guidelines or even sometimes unwritten norms.”¹⁵



¹⁴Cited in Multiply-Ed (2020). Ensuring Learning Continuity in a Resilient Public Education System in the Philippines: Mapping of Standards and Baseline of Current Practices. Quezon City; p. 4. Retrieved from: <https://www.g-watch.org/resources/vertical-integration-research/ensuring-learning-continuity-resilient-public-education>.

¹⁵Government Watch (2020a). G-Watch in Local Governance: A Manual on the Application of G-Watch in Monitoring Local Service Delivery. Quezon City; p. 6. Retrieved from: <https://www.g-watch.org/resources/g-watch-monitoring/g-watch-local-governance-manual-application-g-watch-monitoring>.

Look out for the following when identifying standards for your standards mapping research:

1. **Time standards:** the amount of time it takes to finish or to deliver the service.
2. **Cost standards:** the amount paid to the supplier or amount used for the delivery of the service.
3. **Quantity standards:** the amounts or measurements used in the service delivery.
4. **Quality standards:** the color, texture, taste, and other physical appearances of the service delivery.
5. **Process standards:** the compliance or non-compliance to specific processes.¹⁶

G-Watch standards mapping involves looking at different levels of policy implementation and service delivery – from budget allocation to procurement to actual implementation and delivery of services to assessment and auditing at international, national, regional, local and very local (this case, school) levels. Such multi-level mapping of standards enables the setting up of a multi-level monitoring that ensures all aspects of decision-making are covered, preventing duty-bearers from passing on blame or evading accountability.¹⁷

For monitoring education at the SHS level at the time of the pandemic, this means identifying learning continuity standards and other standards in policies set by the government to monitor its own performance on education targets. The standards usually answer the questions in terms of service delivery: How much is spent? What is the timeframe for accomplishment? If a service can be quantified, how much is expected? What physical requirements should the service fulfill, if any? What processes should be complied with?

The standards mapped from this process will form part of the monitoring tool. These same standards will be checked during the monitoring proper, wherein the actual performance of a given service delivery is documented and assessed.



STEP II: DEVELOPMENT OF THE TOOL

Not all standards mapped in Step 1 are included in the development of the monitoring tool, nor is standards mapping sufficient to proceed with the process. As X-Ed uses a SAacc model that is data and evidence-based, the process of developing the tool is participatory and based on findings from participatory processes. Thus, in developing the monitoring tool, data from standards mapping is further refined and validated through community participation. This can be done by presenting the data to relevant stakeholders such as teachers, students, parents, and duty-bearers to get their feedback.

¹⁶Ibid.: p. 87.

¹⁷For multi-level monitoring, see Aceron (2018). See also Jonathan Fox and Joy Aceron (2018), "Doing Accountability Differently: A Proposal for the Vertical Integration of Civil Society Monitoring and Advocacy." U No. 4. Bergen. Retrieved from: <https://www.g-watch.org/sites/default/files/resources/doing-accountability-differently.pdf>.

The list of standards to be checked by the monitors should be those that are important to them. The tool should be easy to use and understood by the monitors, and must not take a lot of time to accomplish. It should also be not too technical and must be easily observable. Below is a sample monitoring tool template:

STANDARD	YES	NO	DETAILS/NOTES/OBSERVATIONS
Standard 1			
Standard 2			
[.....]			

Local mechanisms, officials to be engaged, and indicators to be monitored are identified through consultations with community organizations. This is to ensure ownership and responsiveness of the tool to the needs and context of the area or institution to be monitored—ensuring that standards that are critical and vital for the community are identified. The tool must undergo a pilot run implementation to ensure that the tool is easy and simple to use.

STEP III: RECRUITMENT AND FORMATION OF MONITORING TEAM

After the development of monitoring tool, the next step is the recruitment and organization of volunteer monitors who will constitute the monitoring teams at various levels in the project areas. This step is comprised of two key ground working activities: (a) area profiling and political mapping and (b) partnership meetings.

The X-Ed team pre-selected the areas to be covered for the monitoring based on its previous education initiatives and existing networks from significant parts of the country which included the following regions: (a) National Capital Region; (b) Bicol Region; (c) MIMAROPA Region; (d) Central Visayas Region; (e) Mindanao region; and (f) Bangsamoro Autonomous Region in Muslim Mindanao.

Area profiling and political mapping

This activity aims to map the current context of the area in relation to education and aims to identify which schools must be monitored. For X-Ed monitoring there are six parts to this activity.

Parts 1-3 is the documentation of the following: (1) date of mapping; (2) region/province; (3) education budget from the national government, local governments, and other institutions if available.

Part 4 is data gathering on the socio-economic and education profile of the selected divisions and budget allocation for education from the national to local levels. This also entails identifying the key actors (i.e., division heads, politicians, etc.) who might be considered to be invited as allies for the initiative.

Part 5 is the listing of schools and their general information. For X-Ed monitoring, the criteria for selection of the schools are as follows:

- SHS schools from different parts/areas of the division/locality
- Two (2) from poor or rural areas/ barangays (if accessible), three (3) from central or urban areas/ barangay
- Preferably schools with the highest number of SHS students
- SHS schools with allies/contacts of X-Ed
- Two to three (2-3) schools from among schools with the highest (National Assessment Test (NAT) score and 2-3 schools from among schools with the lowest NAT scores
- At least two (2) schools that are part of the pilot face-to-face classes, if there are in covered divisions
- Safe and accessible for X-Ed team to cover

Part 6 is the detailed political mapping of government agencies from the regional, provincial, municipal, and barangay levels. This also includes mapping of civil society organizations (CSOs), community-based organizations (CBOs), non-government organizations (NGOs), and other organizations that exist in the area. The conduct of the partnership meeting will depend on such mapping of organizations, specifically in identifying the target participants for the meeting.



Partnership meetings

After mapping the area and its political context, X-Ed shall identify the key people from the community to be part of the monitoring team and invite them to be oriented on the project and the activities to be executed. This can be done either in physical (i.e., events or indoor meetings) or virtual settings (i.e., video conferencing and Zoom meetings).

A key to the recruitment and formation of monitoring teams is to efficiently convey the purpose of the project and get their buy-in for it during the partnership meetings.

There are two types of X-Ed partnership meetings: (1) CSOs partnership meetings, and (2) LGU partnership meetings.

The target participants for the CSOs partnership meetings are mainly rightsholders which X-Ed identified to include students, youth and youth organizations, parent-teacher-community associations (PTCAs), teachers, youth village councils/SKs, and community organizations representatives. On the other hand, the target participants for the LGU partnership meetings are mainly duty bearers, which X-Ed identified to include school heads and local government officials from the area.

The conduct of previous X-Ed partnership meetings varied. Some conducted the CSOs partnership meeting as an area, which means that all target participants for this type of partnership meeting were invited, regardless of what division they came from. In other areas, the CSO partnership meeting partnership meeting and LGU partnership meeting were held per division, combining the target participants for the event.

The agenda for X-Ed's partnership meetings include the following: (a) opening remarks and agenda setting; (b) X-Ed profile presentation; (c) presentation on social accountability on education; (d) discussion on expectations and roles of partners; (e) consultation on monitoring coverage; and (f) closing remarks. In addition, if time permits, further networking could be done after the partnership meetings to establish rapport with the stakeholders attending the partnership meeting.



Initially, the following composition was identified for the X-Ed multi-level education monitoring:

- School-level monitoring teams consisting of three to five (3-5) volunteer monitors per target school.
- Subnational level monitoring teams consisting of six to eight (6-8) volunteer monitors per area.
- National level monitoring team composed of X-Ed team and ten to fifteen (10-15) partner organizations.

However, the formation of the team depends on what is feasible and what is needed in the area. It depends on the current context and capacity of the community.

There were several team formats and compositions that were adopted for the regular X-Ed monitoring: it could be one team per school, one team per several schools, or one to two individuals per school. There was no definite composition for the X-Ed monitoring teams as it varied for each area. Some teams were composed of students, youth volunteers, teachers, and community representatives; some teams were composed of students and youth volunteers only; and some teams were composed of students and community organization representatives in the area.

Remember: The main consideration should be that monitoring is to be conducted as collectively as possible, regardless of the team format and team composition that is adopted in the area.

Another important consideration is that the X-Ed team must be led by the youth. X-Ed teams previously identified the youth who will be part of X-Ed core team members from the pool of all volunteer monitors. The identified X-Ed core team members also served as the monitoring team leads during the school monitoring. These young leaders also served as point persons for the schools and their teams. All teams were supervised by X-Ed area coordinators. It is also important to consider the following roles to be designated during the monitoring:

1. A **documenter** who takes notes of the activities of the team and the highlights of team meetings.
2. A **publicity officer** who ensures that photos and/or videos of the monitoring activities are taken.
3. A **logistics officer** responsible for assisting the lead in coordinating the preparations and the conduct of monitoring.
4. A **safety officer** who ensures that safety precautions are observed by the team at all times.

If human resources for the monitoring teams are low, these designations need not be held by separate individuals. Some designations may be held concurrently by one person in the team—for example, the documenter may be the publicity officer at the same time, or the logistics officer may also be in charge of safety protocols.



STEP IV: CAPACITY-BUILDING OF MONITORING TEAMS

Building the capacity of monitoring teams essentially means training and briefing them on the conduct of monitoring activities (see Annex 7 for the program). Specifically, it aims to capacitate the members of the monitoring teams on the following topics: the X-Ed profile, accountability basics, learning continuity program and policies, procurement and budget processes, local education governance, and use of X-Ed tools (see Annex 8 for the copy of the presentations for each module).

a) X-Ed profile:

X-Ed is introduced to give an overview of the project rationale, objectives, management team, current accomplishments, and ways forward.

b) Accountability basics:

This session introduces the importance of accountability as a solution to governance challenges facing the country today. Basic concepts such as social accountability, the four elements of accountability, central questions of accountability, and constructive accountability are explained. The G-Watch social accountability approach and process is also presented, with concrete evidence from past G-Watch monitoring projects.

c) Learning continuity policy, program, and budget:

A representative from the DepEd discusses the basic policies, guidelines, programs, plans and budget of the education department to ensure learning continuity and resilience of the public education system amid disasters like COVID-19.



d) X-Ed monitoring tools:

After being made aware on the importance of accountability and the learning continuity program of the education department, X-Ed monitoring tools are introduced. It lays down the specific aspects of the learning continuity program that the tools cover:

- Access to, and quality of learning resources
- Training for teachers
- Other support programs for students, teachers, and schools to ensure learning continuity
- Safety measures for schools with face-to-face classes
- Transparency, participation, and accountability mechanisms.

It also lays down the monitoring activities to be done in generating the data needed in the tools: documents review, interviews, conduct of physical inspection at schools, attendance and observation of government budget and procurement processes, and post-monitoring activities.

As X-Ed is a multi-level project, the coordination and reporting system is also discussed, highlighting the importance of quick feedback mechanisms that encourages monitors to engage with school-level duty bearers to generate response for standards that can be readily complied by the school administration.

Monitoring tips, dos, and don'ts are also shared to the volunteer-monitors.

e) Procurement process:

Since the procurement tool entails actual observation of procurement activities, an accredited trainer from the Government Procurement Policy Board (GPPB) presents the basics of government procurement and offers a guide for observers. Specifically the following topics are discussed:

Government Procurement 101	Observer's Guide on Government Procurement	Ethical Considerations in Government Procurement
<p>A. Key features of Government Procurement Reform Act (GPRA)</p> <p>B. Procurement organizations</p> <p>C. Overview of the standard bidding procedures for goods, infrastructure projects and consulting services</p> <p>D. Transparency measures in government procurement</p>	<p>A. Qualifications, responsibilities, and rights of observers</p> <p>B. What to observe?</p> <p>C. Significance of an observer's report</p> <p>D. Code of conduct of observers</p> <p>E. Tools and instruments of observers</p>	<p>A. General principles and considerations</p> <p>B. Offences and penalties under Republic Act No. 9184 (GPRA) and Republic Act No. 3019 (Anti-Graft and Corrupt Practices Act)</p>

f) Budget processes:

In this session, a representative from the Department of Budget and Management (DBM) is invited to talk about the national budget cycle and the ways in which CSOs can participate in the crafting of the national budget.

This is also an opportunity for representatives from CSOs that have previously engaged the government in budget responsiveness to share their experiences and provide ways how CSOs can use and analyze budget data and use this for policy advocacy. Examples of these CSOs are E-net and Social Watch Philippines for the education budget.

g) Local education governance:

For those monitoring the LGUs and its education programs, a session on local education governance is conducted. Here, topics such as LGU mandates, the special education board, and SEF are discussed to better equip the monitors in conducting their observation and interviews.

The capacity-building sessions also intend to provide an opportunity for the monitoring teams to clarify any questions or concerns on the monitoring process and activities. The sessions also serve as a space for collaborative planning, collective assessment, and feedbacking on monitoring plans prior to deployment to conduct the monitoring activities.

For every discussion of the monitoring tool, time is allotted for a planning session for the monitoring teams, to identify action steps needed in order to accomplish the tools (see Annex 9 for the planning template). These are then presented for feedbacking from the X-Ed project management team, to ensure effective and on-time implementation of the activities.





After the conduct of capacity-building and finalization of planning, volunteer monitors can now proceed to the actual monitoring. It is important to note that all activities should be done by at least two monitors. The activities undertaken for this stage comprise of preparatory activities, monitoring proper, and post-monitoring.

For preparatory activities, volunteers must:

- a. Conduct the pre-monitoring team briefing/meeting before the actual monitoring to cover the following: monitoring tool/s, monitoring tips, task delegations, time schedule, and other protocols during the monitoring.
- b. Prepare and send communication letters and supporting documents to schools and/or government offices to be monitored.
- c. Familiarize themselves with the tool and relevant policy documents.
- d. Prepare basic monitoring materials (monitoring tool/s, notebook, pencil/pen, camera, volunteer IDs, COVID-19 safety kit,

For the monitoring proper, volunteers must:

- a. Arrive on time with complete materials/documents.
- b. Review the pertinent documents (preferably physical copies if available) requested before the actual monitoring. If possible, request and secure a team's copy of these documents for documentation.
- c. Before interviews: politely ask if interviewees can be respondents; state objectives;

provide assurance of data privacy; thank respondents for their time.

- d. Conduct the key informant interviews and feedback surveys with the target respondents using by the monitoring tool.
- e. Conduct the physical inspection and/or actual observation ensuring that proper protocols are observed.
- f. Take photos/videos—ensure permission/consent prior to taking them.
- g. Do not forget to input details/notes/observations.
- h. In case it is impossible to conduct the interviews/surveys physically, the team may opt to get the contact numbers of prospective respondents and conduct the interview via phone or video call later in the day or the succeeding days. The team may also opt to utilize other platforms or ways for data-gathering to be conducted.

For the post-monitoring, volunteers must:

- a. Conduct the team debriefing/meeting to initially process the monitoring data, reflections, learnings, and experiences.
- b. Immediately accomplish the team's monitoring report. Ensure that the tool is completely filled out. Build consensus as much as possible.
- c. Compile the physical and soft copy of documents obtained including photos during the monitoring for efficient storage and retrieval.

COMMON CHALLENGES

Volunteers may encounter challenges during the conduct of the monitoring. Below are some of the common challenges and suggestions on how to address them.

CHALLENGE I:

AVAILABILITY OF MONITORS

Since the monitors are mostly volunteers, it is inevitable that they have other responsibilities that also need their attention affecting their availability during monitoring activities. To address this challenge, area coordinators, together with the monitors, need to strategically schedule the monitoring activities in the locality. They need to ensure that the monitors' availability is taken into account in setting schedules on their plan of actions.

Volunteers may also be encouraged to initiate strategic ways to plot their available schedules. For example, Bicol volunteer-monitors of X-Ed created a poll through Facebook messenger a few days before the monitoring activity to see who were available. Palawan volunteer-monitors brought their Certificate of Registration (COR) during their meetings to better facilitate the mapping of the most convenient schedule to conduct the monitoring activities.

In case when monitors were unavailable for monitoring activities that cannot be postponed, like in the case of Mindanao, finding other volunteer-monitors who are available has been the course of action. This indicates the importance of having numerous volunteer-monitors to conduct the monitoring activities.

In NCR-Pasig City Division, the first team to accomplish the monitoring was comprised of eight volunteers from an initial team of four volunteers. Adding more volunteer-monitors enabled them to quickly finish the monitoring activity in one day, avoiding any conflict of schedules in the future.



Similarly, in Palawan, when two volunteers expressed their unavailability for the rest of the monitoring activities, the area coordinator and remaining volunteer-monitors looked for additional volunteer-monitors and capacitated them through small workshops, helping them understand the project and its goals for doing its monitoring activities.

Finally, building a strong core group of volunteer-monitors is vital to accomplish all monitoring activities that has been planned in the locality. An example was the bidding and procurement monitoring activity in Cagayan De Oro. The area coordinator contacted almost all the monitors in the division to attend since they are 70 kilometers away from the city. A day before the bidding, monitors who committed to attend informed the area coordinator at the last minute that they could not go since they had a surprise quiz in school. The area coordinator had to travel to Cagayan De Oro along with two available core group volunteer-monitors in Marawi city to observe the bidding activities in CDO. There should always be reliable and dependable volunteer-monitors besides the area coordinator who will conduct monitoring activities whenever needed.

CHALLENGE 2:

UNAVAILABLE RESPONDENTS

Unavailability for monitoring activities is not limited to volunteer-monitors. This can also be experienced with the respondents. It became one of the major challenges for Palawan Province Division.

Respondents would say “*tatawag lang kami*” (we will just call), but the volunteer-monitors would not receive any calls for more than two weeks.

With this challenge, consistency is key, i.e., consistency in following up through email and with the point persons in the offices. Volunteer-monitors also devised resourceful ways to address this. They conducted house-to-house interviews/ surveys, utilized other online platforms, coordinated with school-based organizations, such as the student government and parent-teacher association, and maximized large school events.

For instance, in NCR, the monitoring team in Kapitolyo High School-Pasig City conducted their monitoring during a townhall meeting with the parents and students; the Batasan Hills National High School-Quezon City monitoring team interviewed student respondents online due to their misaligned schedules; and an interview with a parent in Pasig City was done at home due to the hectic schedule of the respondent.



Lastly, consistency combined with persistency is key. During meetings, rescheduling was key to getting a respondent’s input. Despite agreeing with a schedule, a respondent from a government office in CDO canceled the agreed-upon schedule hours before the interview. On the second time that the respondent tried to cancel the scheduled interview, the area coordinator explained that such was an inconvenience to the volunteer-monitors who set time for the activity and emphasized that such was a waste of time and resources as they were coming from Marawi, hours away from CDO. Fortunately, the interview pushed through after asserting their sentiments to the official. Persistence was key.

CHALLENGE 3:

SCHOOL ADMINISTRATORS ARE HESITANT TO ALLOW THE CONDUCT OF MONITORING

There are school administrators that are very open to monitoring activities. In Bicol-Naga City the SDO and school administrator have been very accommodating. They assisted monitors with their concerns and never hesitated to help and allow the monitors conduct monitoring activities inside the schools. They did not point the volunteer-monitors to other offices on any concerns.

However, it is also possible that some school officials would be hesitant to allow the conduct of monitoring. There could be several reasons why a government official would refuse civil society monitoring. One is insufficient knowledge about the project and its purpose. This highlights the relevance of conducting a courtesy call or partnership meeting to introduce the project and its goals.

Moreover, persistent communication with the school head and constant reminder of the purpose and approach of the project can help in making school administrators trust the project and the volunteer-monitors in the area. In NCR-Quezon City, one school initially declined the partnership. However, after several attempts of convincing them to see the project in a good light, the school officials reconsidered and pushed through with the partnership. The team also worked with the SDO of Quezon City in getting the buy-in of the schools.

Lastly, the endorsement of the Department of Education for Multiply-Ed project during its second year greatly helped in getting the cooperation of the schools and supported the smooth implementation of monitoring activities in the schools.

CHALLENGE 4:

CONCERNED OFFICES ARE UNRESPONSIVE OR SLOW TO RESPOND

Similar with the challenge on the unavailability of respondents, consistent follow-ups with the offices that are unresponsive or slow to respond is one of the ways to address the challenge of concerned offices being slow to respond. In NCR, the meeting with the school heads ahead of time was helpful in ensuring that the concerned offices and officials responded to the requests of the X-Ed volunteer-monitors. Having a focal person in the office who would receive their letters and respond to follow-ups helped them communicate efficiently with the office.

However, despite consistent follow-ups through email, chats, or text messages, there could be offices that would remain unresponsive. For instance, Palawan volunteer-monitors encountered slow response to their letters, request, and/or invitations despite consistent follow-ups.



Palawan volunteer-monitors resorted to actual visitations that enabled the team to get a response from the concerned office. When they engaged with the local government unit of Puerto Princesa City, particularly the Mayor's Office, the team did not receive updates regarding the progress of their requests and the office did not reply to their texts, chats, and emails. When the team decided to visit the office for a follow-up, their request was immediately processed and forwarded to respective offices.

The same challenge above was experienced in X-Ed Mindanao. In Marawi City, the area coordinator already spent two weeks to get a piece of document that was needed for the monitoring activity, but still was not able to obtain the needed document. With patience, the area coordinator pushed for the mayor to sign a letter allowing her to get the document from the audit office. Eventually, it was established that the problem lies with the head of the office who was absent for more than a week.

Given the above experience, identifying an appropriate approach that would make government offices respond to requests/letters/invitations during the actual monitoring is significant to accomplish all monitoring activities.



5.

POST-MONITORING ACTIVITIES

This part presents what will happen after the conduct of monitoring.

The monitoring results will be processed. There will be a sharing session with selected volunteer-monitors. The findings and recommendations from the monitoring distilled during the sharing session shall be presented to policy actors in a problem-solving session. After the duty-bearers and concerned policy actors are given time to respond and act on the monitoring findings and recommendations, there will be a public presentation.

PROCESSING MONITORING DATA AND RESULTS

After conducting the monitoring activities, the monitoring team collectively processes the data gathered. The following steps are followed:

STEP 1: Prepare processing tables.

For parts with multiple respondents, provide a space where the number of Yes/No answers are indicated and tallied. See example excerpt below:

Total: 3 respondents		YES	NO	DETAILS/NOTES/OBSERVATIONS
6A	May access ka ba sa mga student support programs ng iyong eskwelahan?			School-based Feeding Program: Mental health program (psychological first aid (PFA), in-house counseling sessions, online counseling, and support groups): Remedial Classes: Others: -----
20	May sarili ka bang textbooks sa klase?			
21A	May sarili ka bang Self-Learning Modules?			Printed Module: Digital Module:

STEP 2: Consolidate answers and findings from the monitoring tool.

Input the answers in the processing tables. Answers in the Details/ Notes/ Observations must be summarized. Similar answers, as well as the number of times the same answers were given, are consolidated.

Example:

Total: 3 respondents		YES	NO	DETAILS/NOTES/OBSERVATIONS
6A	May access ka ba sa mga student support programs ng iyong eskwelahan?	2	1	School-based Feeding Program: 3 Mental health program (psychological first aid (PFA), in-house counseling sessions, online counseling, and support groups): 1 Remedial Classes: 3 Others: -----
20	May sarili ka bang textbooks sa klase?	3	0	
21A	May sarili ka bang Self-Learning Modules?	1	2	Printed Module: 3 Digital Module: 2

STEP 3:

Compute the compliance level of the standard by dividing the number of answers with the number of respondents, then multiply the quotient by 100 to get the percentage.

Example:

Total: 3 respondents		YES	NO	DETAILS/NOTES/OBSERVATIONS
6A	May access ka ba sa mga student support programs ng iyong eskwelahan?	2 (67%)	1 (33%)	School-based Feeding Program: 3 (100%) Mental health program (psychological first aid (PFA), in-house counseling sessions, online counseling, and support groups): 1 (33%) Remedial Classes: 3 (100%) Others: -----
20	May sarili ka bang textbooks sa klase?	3 (100%)	0	
21A	May sarili ka bang Self-Learning Modules?	1 (33%)	2 (67%)	Printed Module: 3 (100%) Digital Module: 2 (67%)

STEP 4:

After getting the compliance level (percentage of those who answered “Yes”) per standard, rank them and list the standards with 100% compliance and lowest compliance. The answers in the Details/Notes/Observations must be summarized and presented as qualitative data.

		YES	NO
20	May sarili ka bang textbooks sa klase?	3 (100%)	0
6A	May access ka ba sa mga student support programs ng iyong eskwelahan?	2 (67%)	1 (33%)
21A	May sarili ka bang Self-Learning Modules?	1 (33%)	2 (67%)

STEP 5:

Compute the overall compliance and non-compliance level of the school by dividing the number of standards complied/not complied with, with the total number of standards checked (96 standards).

Note: For multiple respondents, as long there is one answer of “No,” that standard is considered as not complied with by the school. This gives weight to the answer of the respondent.

		YES	NO	COMPILED? (Y/N)
20	May sarili ka bang textbooks sa klase?	3 (100%)	0	YES
6A	May access ka ba sa mga student support programs ng iyong eskwelahan?	2 (67%)	1 (33%)	NO
21A	May sarili ka bang Self-Learning Modules?	1 (33%)	2 (67%)	NO
Total standards complied/not complied by the school				Complied: 1 Not complied: 2

Do this to the rest of the standards and put in the table the number and percentage of compliance/non-compliance of the school.

School	Total number of standards complied with	Total number of standards not complied with	Total number of standards not applicable to school	Compliance level (percentage of standards compliance with)*	Non-compliance level (percentage of standards not complied with)**	Non-applicability level (percentage of standards not complied with)***
Name of school	73	21	2	76%	22%	2%

* Total number of standards complied with over overall total number of standards (96).
 ** Total number of standards not complied with over overall total number of standards (96).
 *** Total number of standards not applicable to school with over overall total number of standards (96).

STEP 6:

The answers in the Details/Notes/Observations must be summarized and presented as qualitative data, in order to complement the quantitative data gathered from the tool.

Qualitative data are processed and consolidated according to themes that are relevant to the emerging findings from the quantitative data. Most frequently mentioned details or notes are grouped. Details that are not common, but unique in terms of how it offers new perspective to the emerging findings are also zeroed in.

STEP 7:

Prepare a summary of the processed data with the following information:

- **Coverage:** Indicate the number of schools monitored, number of students, teachers, and parent respondents
- **Standards with 100% compliance:** List down all the standards that had 100% compliance
- **Standards with highest non-compliance:** List down all the standards with highest non-compliance in a table, with the percentage of non-compliance. See sample excerpt below:

STANDARDS	LEVEL OF NON-COMPLIANCE
1. Students have their own textbooks in class	67% (93/139 student respondents)
2. Teachers receive assistance (financial and/or in-kind) from the LGU	46% (42/91 teacher respondents)
3. Parents/guardians are able to guide students in their studies	40% (36/91 teacher respondents)

- **Key findings from the qualitative data:** Write a summary of the common answers and key findings indicated in the Details/Notes/Observations.

LEVEL OF OPENNESS

The processing of national- and division-level monitoring data can provide data on the level of openness of and access to information on budget and procurement. Monitoring activities include observation of procurement activities (from pre-bid conference to implementation of contract) and request for documents.

After the monitoring, process the data gathered following these steps:

STEP I: Prepare the processing table.

Provide a space where the number of Yes/No answers are indicated and tallied, as well as space for details/notes/observations.

Example:

Total procurement items monitored: ___

	YES	NO	DETAILS/NOTES/OBSERVATIONS
1. Transparency: Are the procurement documents made accessible to the public?			
2.a. Were the pre-bid conference and bid documents accessible to prospective bidders and observers?			
3.a. During the opening of bids, were the standard procedures followed?			<p>Only bidders who submitted two sealed envelopes (1) technical and (2) financial envelopes were accepted: ____</p> <p>Only bidders with complete documents were deemed eligible. Bidders with incomplete documents were automatically disqualified: ____</p> <p>Abstract of Bids accurately reflect the result of the bid opening with Lowest Calculated Bid Identified: ____</p>
4.a. Was the bidder with Lowest Calculated and Responsive Bid given the contract?			
5.a. Was the final output (goods, infra, services) delivered in accordance with the specifications in the contract?			

STEP 2: Consolidate answers and findings from the monitoring tool.

Input the answers in the processing tables. Answers in the Details/ Notes/ Observations must be summarized. Similar answers, as well as the number of times the same answers were given, are consolidated. Indicate the number of procurement items monitored including the procuring entities.

Example:

Total procurement items monitored: 7 items (1 Pasig City LGU, 1 Quezon City LGU, 3 DepEd Central Office, 2 DepEd Cagayan de Oro)

	YES	NO	NO ANS	DETAILS/NOTES/OBSERVATIONS
1. Transparency: Are the procurement documents made accessible to the public?	5	2		Available in the agency's website: 7 Provided by the agency concerned: 2
2.a. Were the pre-bid conference and bid documents accessible to prospective bidders and observers?	7	0		
3.a. During the opening of bids, were the standard procedures followed?	5	5		Only bidders who submitted two sealed envelopes (1) technical and (2) financial envelopes were accepted: ____ Only bidders with complete documents were deemed eligible. Bidders with incomplete documents were automatically disqualified: ____ Abstract of Bids accurately reflect the result of the bid opening with Lowest Calculated Bid Identified: ____
4.a. Was the bidder with Lowest Calculated and Responsive Bid given the contract?	0	0	7	Not able to observe this procurement stage: 7
5.a. Was the final output (goods, infra, services) delivered in accordance with the specifications in the contract?	0	0	7	Not able to observe this procurement stage: 7

STEP 3:

List down the budget and procurement documents requested. Input which of these were accessed. For the documents, identify where they were accessed -- through eFOI and/or from the offices concerned.

Example:

Divisions monitored: 11

LGUs monitored: 10

Procurement items monitored: 11

NAME OF DOCUMENT	SECURED?		How? (eFOI / online search / direct access from offices concerned / others - indicate)
	YES	NO	
1. Budget of Division Office	3	8	Direct access from offices concerned & eFOI
2. Budget allocated by LGU to the Division Office	2	8	e/FOI
3. SEF reports/ plans/ budget	6	4	LSB Minutes of the Meeting and Observation/Interview/ Direct access from offices concerned
4. Bid documents (Total number of items monitored: 11)	11	0	Direct access from offices concerned & eFOI
5. Notice of Award (Total number of items monitored: 11)	0	11	None
6. Allocation list (Total number of items monitored: 11)	0	11	None

STEP 4:

Prepare a summary of the processed data with the following information:

- **Coverage:** Indicate the number of target offices to be monitored and the actual number of those that accepted the request. Indicate how many procurement items were monitored per office/agency.

- **Number of procurement activities attended:** Indicate the target and actual number of procurement activities observed.
- **Number of budget and procurement documents accessed:** Indicate the target and actual number of documents accessed.
- **Key findings from the qualitative data:** Write a summary of the common answers and key findings indicated in the Details/Notes/Observations.

CONDUCT OF SHARING SESSION

To further process the result of the monitoring, a sharing session is conducted with select members of the monitoring team. Those who conducted the monitoring are asked to share their monitoring experiences, particularly the challenges that they faced, as well as the factors that enabled them to monitor. After this, the processed quantitative and qualitative data from the monitoring tool is presented for comments, explanation, and/or validation.

The data is then analyzed to identify issues and problems, as well as good practices in the implementation of the LCP. The team then identifies recommendations to address the challenges identified, to be presented to the duty-bearers. It is ideal that the recommendations to be prepared are addressed to specific policy actor/s who is/are mandated to address the issues and concerns.

See Annex 10 for sample Sharing Session design.



CONDUCT OF PROBLEM-SOLVING SESSION

After finalizing the monitoring results and recommendations from the sharing session, a problem-solving session shall be conducted.

The objectives of a problem-solving sessions are as follows:

- To convene key duty-bearers from school, division and regional levels who have the mandate to respond to the key findings and recommendations of the monitoring.
- To present the findings and recommendations of the monitoring.
- To generate feedback, response and commitments on the findings and recommendations of the monitoring.

All key policy actors who have the mandate and power to address the issues and those who can be potential allies of the project shall be invited.

For learning continuity, these are the following:

- Duty-bearers: school heads, DepEd division and regional officials, concerned LGU and barangay officials, other government officials who can respond to/ help address the findings and/or act on the recommendations
- Civil society and private sector representatives

Once all feedback, responses, and commitments have been generated in the problem-solving session, a summary of these will be presented in the meeting before closing the program. The same list shall be sent to concerned policy actors to get updates on their response and actions.

See Annex 11 for a sample problem-solving session program.

CONDUCT OF PUBLIC PRESENTATION

After the concerned duty bearers have been given some time (at least 3 months) to respond and act on the findings and recommendations of the monitoring, the project team shall revisit the results of the monitoring to prepare for a public presentation.

By this time, other advocacy activities have also been conducted to generate response and actions from concerned policy actors and address the issues and challenges identified in the monitoring.

The public presentation is where the project team will report to the public the result of its monitoring and advocacy. It will share the following:

- Objectives and goals of the initiative
- Components and activities undertaken
- Findings and recommendations of the monitoring
- Response and actions by duty-bearers and concerned policy actors
- Highlights of results, outcome and impact of the initiative

Media coverage shall be requested. Key stakeholders and partners shall be invited.

LIST OF REFERENCES

Aceron, Joy, ed. (2018). *Going Vertical: Citizen-Led Campaigns in the Philippines*. Quezon City and Washington, DC: Government Watch and Accountability Research Center.

Aceron, Joy (2019). "Pitfalls of Aiming to Empower the Bottom from the Top: The Case of Philippine Participatory Budgeting." *Accountability Working Paper 4*. Quezon City and Washington, DC: Government Watch and Accountability Research Center. Retrieved from: <https://accountabilityresearch.org/publication/pitfalls-of-aiming-to-empower-the-bottom-from-the-top-the-case-of-philippine-participatory-budgeting/>.

Aceron, Joy (2022). "Constructive Accountability: Sandwich Strategy for Textbook Delivery in the Philippines." *Case Study*. Washington, DC: Accountability Research Center. Retrieved from: <https://accountabilityresearch.org/publication/constructive-accountability-sandwich-strategy-for-textbook-delivery-in-the-philippines/>.

Government Watch (2012a). *G-Watch in Local Governance: A Manual on the Application of G-Watch in Monitoring Local Service Delivery*. Quezon City. Retrieved from: <https://www.g-watch.org/resources/g-watch-monitoring/g-watch-local-governance-manual-application-g-watch-monitoring>.

Government Watch (2012b). *Monitoring Education: A Guide Based on the Experience of Edukasyon sa Naga, Salmangan Ta!* Quezon City: Ateneo School of Government.

Fox, Jonathan (2001). "Vertically Integrated Policy Monitoring: A Tool for Civil Society Policy Advocacy." *Nonprofit and Voluntary Sector Quarterly*. 30 (3); pp. 616-627.

Fox, Jonathan (2015a). "Social Accountability: What Does Evidence Really Say." *GPSA Working Paper No. 1*. Washington, DC: The World Bank. Retrieved from: <https://accountabilityresearch.org/publication/social-accountability-what-does-the-evidence-really-say/>.

Fox, Jonathan (2015b). "Strategic Social Accountability." Presentation during the 2015 Global Partners Forum of Global Partnership for Social Accountability (GPSA); 12-13 May; Washington, DC. See also Jonathan Fox (2015).

Fox, Jonathan and Joy Aceron (2016). "Doing Accountability Differently: A Proposal for the Vertical Integration of Civil Society Monitoring and Advocacy." *U4 No. 4*. Bergen. Retrieved from: <https://www.g-watch.org/sites/default/files/resources/doing-accountability-differently.pdf>.

Maglanque, Victoria and Joy Aceron (2022). "The Kids Are Alright: 'Youth-Led' Initiatives on COVID-19." *TPA Now! Issue 5*. Quezon City: Government Watch. Retrieved from: <https://www.g-watch.org/resources/vertical-integration-research/kids-are-alright-youth-led-initiative-s-covid-19>.

Multiply-Ed (2022). *Ensuring Learning Continuity in a Resilient Public Education System in the Philippines: Mapping of Standards and Baseline of Current Practices*. Quezon City. Retrieved from: <https://www.g-watch.org/resources/vertical-integration-research/ensuring-learning-continuity-resilient-public-education>.

Transparency and Accountability Initiative (2015). "Scaling Accountability: Integrated Approaches to Civil Society Monitoring and Advocacy." *Concept paper for the Open Government Hub workshop*; 18-20 June; Washington, DC.



Multiply-ED School-Level Monitoring Tool

Part 1 - Basic Information and School Profile

Fill-up the table below to create a basic profile of the school. You may use readily available information and the documents provided by DepEd/School.

1. Name of School	
2. City/Municipality	
3. Alert level the city/municipality is under	
4. Total number of students	
4.a. total number of SHS students	# of female students: # of male students: # of students with special needs (if any):
4.b. total number of students per strand (put N/A if strand is not offered in the school)	Academic strand: _____ Technical-Vocational strand: _____ Arts and Design strand: _____ Sports strand: _____
5. What are the learning modalities used in school?	Check all that applies: <input type="checkbox"/> Pure face-to-face <input type="checkbox"/> Pure distance learning <input type="checkbox"/> Blended learning (face-to-face and distance learning) <input type="checkbox"/> Modular learning <input type="checkbox"/> Online learning <input type="checkbox"/> TV-based instruction <input type="checkbox"/> Radio-based instruction
6. Total number of personnel	Teaching staff: _____ Non-teaching staff: _____
7. Name of school head / contact person:	
8. Does the school have ALS?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Does the school have any of the following inclusive education programs?	<input type="checkbox"/> IP Ed <input type="checkbox"/> Madrasah Education Program <input type="checkbox"/> Special Education Program (SPED) / Learner with Special Education Needs (LSEN) <input type="checkbox"/> Special interest program

Part 2: Documents review and interview with school head and/or representatives

Check the following standards using documents provided by DepEd/school. If the documents/documentations are made available to the monitoring team before the monitoring visit, you may already answer the tool.

If the documents/documentations are not yet provided before the monitoring visit, make sure to ask for these during the visit as a way to substantiate the response of the respondent/s. Provide details/notes/observations.

	Yes	No	W/ docume ntation	Details/Notes/Observations
1. Did the school pass DepEd's School Safety Assessment?				What is the result of the assessment?
2. A. Does the school have a learning continuity plan?				
B. Was the plan developed with key stakeholders?				When? Attended by whom? <input type="checkbox"/> School Head <input type="checkbox"/> Teaching Staff <input type="checkbox"/> Non-Teaching Staff <input type="checkbox"/> Student Representative <input type="checkbox"/> Parent Representative <input type="checkbox"/> Others: _____
C. Did the school communicate the LCP to stakeholders?				How? <input type="checkbox"/> Online Assembly <input type="checkbox"/> Facebook Post <input type="checkbox"/> Flyer <input type="checkbox"/> Others: _____
3. Were there processes to ensure safe and accessible enrolment processes (Oplan Balik Eskwela)?				The following enrolment types were secured: <input type="checkbox"/> Physical enrollment via dropboxes in schools or barangays <input type="checkbox"/> Remote enrollment (teacher-led) <input type="checkbox"/> Remote enrollment (hotline / SMS / online) <input type="checkbox"/> Others: _____
4. Are teaching and non-teaching staff trained on basic support skills they will need to support and ensure quality learning of the learners?				Required Trainings as per BE-LCP <input type="checkbox"/> Different learning modalities <input type="checkbox"/> Various learner support systems <input type="checkbox"/> Emergency Planning <input type="checkbox"/> Others: _____ List down trainings provided:

	Yes	No	W/ docume ntation	Details/Notes/Observations	
5. Are there other additional programs to give support and assistance to teaching and non-teaching staff?				Support Programs	Provided by:
6. Are learner support systems established?				Check all available: <ul style="list-style-type: none"> <input type="checkbox"/> School-based Feeding Program <input type="checkbox"/> Mental health program (psychological first aid (PFA), in-house counseling sessions, online counseling, and support groups) <input type="checkbox"/> Remedial Classes <input type="checkbox"/> Others: _____ 	
7. Does the school budget / income able to cover the projected expenses for the BE-LCP implementation?					
8. Did you receive any assistance (financial and/or in-kind) from your LGU?				How much and/ or what are they?	
9. Are participatory mechanisms at the school level operational?				<ul style="list-style-type: none"> <input type="checkbox"/> School Governing Council <input type="checkbox"/> Student Government <input type="checkbox"/> Parent Teacher Association <input type="checkbox"/> Others: _____ Details:	
10. Does the school have a Learning Resources Inventory?				Are there identified deficits?	
11. Are feedback mechanisms available to report challenges in the BE-LCP implementation at the school level?				What are they?	
12. Do you have further comments about learning continuity implementation in your school?					

Part 3: Conduct of physical inspection for face-to-face classes

For schools conducting face-to-face classes, the monitors will check the safety measures in place to prevent transmission during classes.

Check Yes if school is compliant, and No if not. Write your notes/observations on the last column.

	Yes	No	Details/Notes/Observations
13. The school has established safe entrance and exit procedures for teachers, students, non-teaching personnel, and school visitors. A. Availability of temperature thermal scanner or thermal gun in entrance and/or exit gates B. Availability of hand sanitizer or alcohol dispenser in school gates C. Availability of surgical masks at school entrance reserved for symptomatic individuals			
14. The required maximum number of learners is observed <u>Grade 11-12</u> : maximum of 20 learners in a class <u>TVL (technical vocational livelihood) workshop and science laboratory</u> : maximum of 12 learners in a workshop/ lab			
15. The school has established mechanisms inside the classroom to ensure zero to minimal risk of COVID-19 transmission of the learners. A. Seats to be occupied must be at least 1-2 meters apart B. Numbers of seats shall be equivalent to the number of learners present C. Availability of working electric fans D. Open windows and doors at all times <u><i>If room is airconditioned (please put N/A if not applicable):</i></u> E. Installation of appropriate ventilation equipment such as general and exhaust ventilation and CO2 monitoring devices F. Usage of high-efficiency particulate air (HIEPA) filtration air purifiers to clean recirculated air for air-conditioned			

	Yes	No	Details/Notes/Observations
spaces, provided that the unit is adequate for the size of the room in which it is installed			
<p>16. The school has set up a proper sanitation and hygiene facility for schoolgoers.</p> <p>A. Availability of handwashing station/s with clean and safe water supply</p> <p>B. Availability of clean and safe toilet facilities</p> <p>C. Placement of trash bins in strategic locations</p> <p>D. Visuals signages on proper waste management practices near trash bins</p> <p>E. Proper disposal of infectious waste</p>			
17. The school has secured (adequate) stocks of face masks, face shields, and/or other COVID-19 protective gears in its school clinic for learners and school personnel. [check the stockpile]			
18. The school has a (proactive) COVID-19 local hotline/help desk or any similar local mechanism that connects and coordinates to the hospitals, testing facilities, and LGUs. [check the hotline]			
19. The school has rooms for isolation of students and personnel with fever and flu-like symptoms near the entrances and transport vehicles from school to Temporary Treatment and Monitoring Facility			

Part 4: Interview with Students

Interview *at least* 3 SHS students willing to be interviewed (preferably from different senior high grade levels and different strands). Fill-up 1 tool per student. Provide details/notes/observations.

Name of Student (optional)			
Grade Level and strand:			
Learning modality/ies used:			
Sex:		Gender identity (optional)	
Special Needs (if any)			

	Yes	No	Details/Notes/Observations
From #6: Are learner support systems established?			
6.A. May access ka ba sa mga student support programs ng iyong eskwelahan?			<input type="checkbox"/> School-based Feeding Program <input type="checkbox"/> Mental health program (psychological first aid (PFA), in-house counseling sessions, online counseling, and support groups) <input type="checkbox"/> Remedial Classes <input type="checkbox"/> Others: _____
20. May sarili ka bang textbooks sa klase?			
21. A. May sarili ka bang Self-Learning Modules?			<input type="checkbox"/> Printed Module <input type="checkbox"/> Digital Module
B. On time mo bang natatanggap ang aking mga Self-Learning Modules?			Tuwing kailan?
22. May access ka ba sa mga gadget na kailangan sa learning modality/ies (modular learning, online learning, TV/Radio-based) na ginagamit mo?			<input type="checkbox"/> Desktop computer/laptop <input type="checkbox"/> Smartphone <input type="checkbox"/> Tablet <input type="checkbox"/> TV <input type="checkbox"/> Radio <input type="checkbox"/> Others: _____
23. May available bang face mask / alcohol / hand sanitizer sa iyong eskwelahan?			

Part 4: Interview with Students

Feedback survey: Basahin ang mga sumusunod na pangungusap at itanong sa respondent kung siya ay sumasang-ayon rito (YES) o hindi (NO). Humingi ng detalye o explanation sa kanyang sagot.

	Yes	No	Details / Explanation
1. Naipababatid sa akin ang mga plano ng eskwelahan para sa aking patuloy na pag-aaral			
2. A. Angkop ang paraan ng pagtuturo na ginagamit (modular, online, o TV/Radio-based learning) ng eskwelahan para sa aking pangangailan			
3. A. Kumpleto at madaling ma-access ang mga learning resources (self-learning modules, gadgets/internet, atbp.) para sa lahat ng aking asignatura			
4. Kalidad at angkop ang learning resources para sa lahat ng aking asignatura			
5. Ang mga learning modules at materials na ginagamit ko ay walang maling impormasyon at kaalaman			
6. A. Nagagabayan akong mabuti ng ang aking mga guro sa aking pag-aaral			
B. Nabibigyan ako ng sapat na oras para magpakonsulta sa aking mga guro			
7. A. Ang aking magulang o guardian ay nagagabayan ako sa aking pag-aaral			
8. Natututo ako ng sapat sa paraan ng pagtuturo (modular, online, o TV/Radio-based learning) na natatanggap ko.			
9. A. Napapangalagaan ng eskwelahan ang aking pisikal na kalusugan sa pamamagitan ng mga safety and health protocols, feeding program, atbp.			
10. A. Napapangalagaan ng eskwelahan ang aking kalusugang pangkaisipan			
11. Natutugunan ng eskwelahan ang aking mga espesyal na pangangailangan /			

	Yes	No	Details / Explanation
particular na konteksto (IP, Muslim, LGBT) ng walang diskriminasyon.			
12. Nakonsulta ako o ang magulang ko sa mga desisyon sa loob ng eskwelahan patungkol sa aking pag-aaral sa gitna ng pandemya.			
13. A. May gumaganang mekanismo para mabigay ko at matugunan ang aking feedback o mga reklamo			Kung meron, anu-ano ang mga mekanismong ito?
B. Aktibo ang aming Student Government			

Itanong ang mga sumusunod sa respondent:

14. Ano ang mga hadlang sa iyong patuloy na pag-aaral sa gitna ng pandemya/krisis?	
15. Ano ang mga nakatulong sa iyong patuloy na pag-aaral sa gitna ng pandemya/krisis?	
16. Ano ang iyong mga suhestiyon para mas mapabuti pa ang iyong pag-aaral sa gitna ng pandemya.	

Part 5: Interview with Teachers

Interview at least 2 teachers of senior high students willing to be interviewed. Fill-up 1 tool per respondent. Provide details/notes/observations.

Name of Teacher (Optional)			
Grade Level and Strand:			
Learning modality/ies used:			
Sex:		Gender identity (Optional)	

	Yes	No	Detalye/Notes/Obserbasyon
From #4. Are teaching and non-teaching staff trained on basic support skills they will need to support and ensure quality learning of the learners?			
4. A. Nakatanggap ka ba ng mga training tungkol sa iba't ibang learning modalities?			Anu-ano ang mga ito?
4. B. Nakatanggap ka ba ng mga training tungkol sa iba't ibang learner support systems?			Anu-ano ang mga ito?
4. C. Nakatanggap ka ba ng mga training tungkol sa emergency planning?			Anu-ano ang mga ito?
4. D. Nakatanggap ka ba ng mga training bukod sa mga naunang nabanggit?			Anu-ano ang mga ito?
From #8. Nakatanggap ka ba ng assistance (financial at/o in-kind) mula sa iyong LGU?			
From # 23. May available bang face mask / alcohol / hand sanitizer sa iyong eskwelahan?			
24. May access ka ba sa gadgets na kailangan sa pagtuturo gamit ng iba't ibang learning modalities?			<input type="checkbox"/> Desktop computer/laptop <input type="checkbox"/> Smartphone <input type="checkbox"/> Tablet <input type="checkbox"/> Others: _____
25. Bakunado ka ba?			Ano ang pinaka-latest na shot na iyong natanggap? <input type="checkbox"/> 1 st dose <input type="checkbox"/> 2 nd dose <input type="checkbox"/> Booster shot

Part 5: Interview with Teachers

Feedback survey: Basahin ang mga sumusunod na pangungusap at itanong sa respondent kung siya ay sumasang-ayon rito (YES) o hindi (NO). Humingi ng detalye o explanation sa kanyang sagot.

	Yes	No	Details / Explanation
1. Naipababatid sa akin ang mga plano ng eskwelahan para sa patuloy na pag-aaral ng mga estudyante			
2. A. Angkop ang learning delivery modality na inimplement ng eskwelahan para sa pangangailan ng mga estudyante.			
B. Ang mga training na natatanggap ko ay sapat para sa napiling learning delivery modality ng aking eskwelahan.			
3. A. Kumpleto at madaling ma-access ang mga learning resources (self-learning modules, gadgets/internet, atbp.) para sa lahat ng asignatura			
B. May sapat na supporta o assistance na nabibigay ang DepEd/eskwelahan para sa mga materyales na kailangan ko sa pagtuturo (e.g., printing ng mga modules, access sa internet, atbp.)			
4. Kalidad at angkop ang learning resources ng aking estudyante para sa lahat ng asignatura			
5. Ang mga learning modules at materials na ginagamit ko ay walang maling impormasyon at kaalaman			
6. A. Nagagabayan kong mabuti ang aking mga estudyante sa kanilang pag-aaral			
B. Nabibigyan ko ng sapat na oras ang aking mga estudyante para sa kanilang konsultasyon			
7. A. Nagagabayang mabuti ng mga magulang o guardian ang kanilang anak sa pag-aaral			
B. Ang mga magulang o guardian ay nabibigyan ng suporta/training ng eskwelahan kung paano nila magagabayan ang mga estudyante ko.			
8. Natututo ang mga estudyante ko ng sapat sa distance learning, blended learning o home-schooling na learning delivery modality.			

	Yes	No	Details / Explanation
9. A. Napapangalagaan ng eskwelahan ang pisikal na kalusugan ng mga estudyante sa pamamagitan ng mga safety and health protocols, feeding program, atbp.			
B. Napapangalagaan ng eskwelahan ang aking pisikal na kalusugan sa pamamagitan ng mga safety and health protocols.			
10. A. Napapangalagaan ng eskwelahan ang kalusugang pangkaisipan ng aking mga estudyante			
B. Napapangalagaan ng eskwelahan ang aking kalusugang pangkaisipan			
11. Natutugunan ng eskwelahan ang mga espesyal na pangangailangan / particular na konteksto (IP, Muslim, LGBT) ng mga estudyante nang walang diskriminasyon.			
12. Nakonsulta ako at mga kapwa guro ko sa mga desisyon sa loob ng eskwelahan patungkol sa learning continuity sa gitna ng pandemya.			
13. A. May gumaganang mekanismo para maibigay ko at matugunan ang aking feedback o mga reklamo			Kung meron, anu-ano ang mga mekanismong ito?
C. Aktibo ang aming Parent Teacher Association			

Itanong ang mga sumusunod sa respondent:

14. Ano ang mga hadlang sa iyong patuloy na pagtuturo sa gitna ng pandemya/krisis?	
15. Ano ang mga nakatulong sa iyong patuloy na pagtuturo sa gitna ng pandemya/krisis?	
16. Ano ang iyong mga suhestiyon para mas mapabuti pa ang iyong pagtuturo sa gitna ng pandemya.	

Part 6: Feedback Survey/Interview for Parents

Interview *at least* 2 parents of senior high students willing to be interviewed. Fill-up 1 tool per respondent.

Name of Parent/Guardian (Optional)	
Grade Level:	
Sex:	
Gender Identity (Optional)	

Basahin ang mga sumusunod na pangungusap at itanong sa respondent kung siya ay sumasang-ayon rito (YES) o hindi (NO). Humingi ng detalye o explanation sa kanyang sagot.

	Yes	No	Details / Explanation
1. Naipababatid sa akin ang mga plano ng eskwelahan para sa patuloy na pag-aaral ng aking anak			
2. A. Angkop ang paraan ng pagtuturo na ginagamit (modular, online, o TV/Radio-based learning) ng eskwelahan para sa pangangailangan ng anak ko			
3. A. Kumpleto at madaling ma-access ang mga learning resources (self-learning modules, gadgets/internet, atbp.) na nakuhaha ng anak ko para sa lahat ng kanyang asignatura			
4. Kalidad at angkop ang learning resources ng anak ko sa lahat ng kanyang asignatura			
5. Ang mga learning modules at materials na ginagamit ng aking anak ay walang maling impormasyon at kaalaman			
6. A. Nagagabayan nang mabuti ng mga guro ang anak ko sa kanyang pag-aaral			
B. Nabibigyan kami ng mga guro ng sapat na oras para magpakonsulta			
7. A. Nagagabayan kong mabuti ang aking anak sa kanilang pag-aaral			
B. Ako ay nakatanggap ng sapat na training para magagabayan ang aking anak sa aking pag-aaral			
8. Natututo ang aking anak ng sapat sa distance learning, blended learning o			

	Yes	No	Details / Explanation
home-schooling na learning delivery modality.			
9. A. Napapangalagaan ng eskwelahan ang pisikal na kalusugan ng aking anak sa pamamagitan ng mga safety and health protocols, feeding program, atbp.			
10. A. Napapangalagaan ng eskwelahan ang kalusugang pangkaisipan ng aking anak			
11. Natutugunan ng eskwelahan ang mga espesyal na pangangailangan / particular na konteksto (IP, Muslim, LGBT) ng anak ko ng walang diskriminasyon.			
12. Nakonsulta ako o at iba pang magulang sa mga desisyon sa loob ng eskwelahan patungkol sa pag-aaral ng aking anak sa gitna ng pandemya.			
13. A. May gumaganang mekanismo para maibigay ko at matugunan ang aking feedback o mga reklamo			Kung meron, anu-ano ang mga mekanismong ito?
C. Aktibo ang aming Parent Teacher Association			

Itanong ang mga sumusunod sa respondent:

14. Ano ang mga hadlang sa patuloy na pag-aaral ng iyong anak sa gitna ng pandemya/krisis?	
15. Ano ang mga nakatulong sa patuloy na pag-aaral ng iyong anak sa gitna ng pandemya/krisis?	
16. Ano ang iyong mga suhestiyon para mas mapabuti pa ang pag-aaral ng mga estudyante sa gitna ng pandemya.	



Multiply-ED DepEd Division-Level Monitoring Tool

Step 1: Conduct interview with relevant offices, review pertinent documents and observe relevant processes to answer the questions below.

Question	Response	Sources/Date of Data-Gathering Activities	Other Notes/ Comments
1. How does the division office ensure the quality of learning resources?			
2. Has there been improvement in the last 2-3 years (since 2021, on the first year of Learning Continuity or LC to now) in the way the division office ensures quality of learning resources?			
3. How do the teachers and schools evaluate/ assess student performance?			
4. Has there been improvement in the last 2-3 years (since 2021) in how the teachers and schools evaluate/ assess student performance?			
5. How does the division office assess the performance of the schools or the division?			
6. Has there been improvement 2-3 years (since 2021) in how the division office assess the performance of the schools or the division?			

Question	Response	Sources/Date of Data-Gathering Activities	Other Notes/ Comments
7. How does the division ensure quality trainings for teachers?			
8. Has there been improvement in the last 2-3 years (since 2021) in ensuring quality trainings for teachers?			
9. How does the division office determine the needs of the schools?			
10. How does the division office ensure that it is responsive to the needs of the schools?			
11. Has there been a(n) reduction/increase in the budget allocated to the division office by the LGU through the LSB/ SEF and general funds of the LGU? By how much and what were the reasons in the increase/reduction?			
12. What have been the efforts of the division to ensure that the Monitoring and Evaluation (M&E) Teams under the School-Based Management are operational?			
13. What have been the efforts of the division to ensure data and information about the schools are accurate and accessible?			

Step 2. Secure budget of Division Office for Learning Continuity

Get a copy of the budget documents of the Division Office for each of the year below. Identify the total amount of the budget that they received, and note the breakdown of budget/key spending for learning continuity. Use the last column to input notes and other information.

Year	Total Amount	Breakdown of the budget/ Key spending	Other information/ notes
2019			
2020			
2021			
2022			
2023			
2024			

Key observations/ comments/ issues on the budget:

Step 3: Secure budget allocated by the local government to the Division Office

Get a copy of the budget allocated by the local government to the division office either from the division office or the local government for each of the year below. Identify the total amount of the budget that they received, and note the breakdown of budget/key spending for learning continuity. Use the last column to input notes and other information.

Year	Total Amount	Breakdown of the budget/ Key spending	Other information/ notes
2019			
2020			

Year	Total Amount	Breakdown of the budget/ Key spending	Other information/ notes
2021			
2022			
2023			
2024			

Key observations/ comments/ issues on the budget:

Step 4: Attend procurement using X-Ed Procurement Monitoring Tool.

Step 5: Request for an Agency Procurement Compliance and Performance Indicators (APCPI) briefing and attend the division office’s APCPI as CSO validators. Supply observation and notes below.

Question	Yes	No	Observations/Notes
14. Does the division regularly conduct APCPI?			
15. Did not division grant request for APCPI briefing?			
16. Did the division invite X-Ed in an APCPI session?			
17. Did the X-Ed monitors serve as CSO validators?			

18. Note here the highlights of the results of division's APCPI	
19. Note here the highlights of X-Ed monitors' engagement/ involvement in APCPI	

Step 6: Note any observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. in the course of your monitoring.

Our monitoring is constructive accountability, which means it is proactive and preventive. We encourage government offices to improve their performance as we conduct the monitoring and prevent any inefficiencies or non-compliance to standards. In the course of the monitoring and after the monitoring, note/ discuss if there are/ have been improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. relevant to learning continuity, learning recovery and/or face-to-face standards monitored. Note the other information about your observation.

Improvement/ changes for the better observed	How and/or when did you notice	What standards monitored are these changes relevant/ related to	Other details/ information



Multiply-ED Procurement Monitoring Tool

Level of governance: _____ National, _____ Regional, _____ Division, _____ Local government

Step 1: Select at least two learning continuity-related projects that you will monitor.

Get the Annual Procurement Plan of the agency that should be accessible through the government website. Identify at least two priority projects based on their (1) relevance to the implementation of the BE-LCP, (2) amount of contract to be monitored, (3) in consultation with the team and stakeholders. For big-ticket projects, public competitive bidding is expected.

Step 2: Upon identifying a project, check the calendar for the bidding of the project and attend key activities. Below is a simple template to take note of the variance and other observations on the procurement activities of the projects selected. Use 1 tool per project.

Procuring Entity:	
Project:	
Approved Budget for the contract (ABC)	
Type of Procurement	<input type="checkbox"/> Goods and Services <input type="checkbox"/> Infrastructure <input type="checkbox"/> Consulting
Mode of Procurement	
PhilGEPS Reference Number and Posting Date	
End-user/implementing unit	
Project Period	

	Yes	No	Details/Notes/Observations
1. Transparency: Are the procurement documents made accessible to the public?			How/Where can the procurement documents accessed?
2. Pre-bid conference			
Date observed/ attended, venue, name of CSO observers			
	Yes	No	Details/Notes/Observations
2.a. Were the pre-bid conference and bid documents accessible to prospective bidders and observers?			Details of the pre-bid conference:
2.b. Other observations on the pre-bid conference and relevant GRPA provisions:			
3. Opening of Bids			
Date observed/ attended, venue, name of CSO observers			
	Yes	No	Details/Notes/Observations
3.a. During the opening of bids, were standard procedures followed?			<input type="checkbox"/> Only bidders who submitted two sealed envelopes (1) technical and (2) financial envelopes were accepted <input type="checkbox"/> Only bidders with complete documents were deemed

			<p>eligible. Bidders with incomplete documents were automatically disqualified.</p> <p><input type="checkbox"/> Abstract of Bids accurately reflect the result of the bid opening with the Lowest Calculated Bid identified</p>
3.b. Other observations on the opening of bids and relevant GPRA provisions:			
4. Awarding of Contract:			
Date observed/ attended, venue, name of CSO observers			
	Yes	No	Details/Notes/Observations
4.a. Was the bidder with Local Calculated and Responsive Bid given the contract?			
4.b. Other observations on the awarding of contract and relevant GPRA provisions:			
5. Implementation of Contract:			
Date observed/ attended, venue, name of CSO observers			
	Yes	No	Details/Notes/Observations
5.a. Was the final output (goods, infrastructure, services) delivered in accordance with the specifications in the contract?			
5.b. Other observations on the implementation of the contract and relevant GPRA provisions:			
6. Do you have further comments about the bidding process?			

Step 3: Note any observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. in the course of your monitoring.

Our monitoring is constructive accountability, which means it is proactive and preventive. We encourage government offices to improve their performance as we conduct the monitoring and prevent any inefficiencies or non-compliance to standards. In the course of the monitoring and after the monitoring, note/ discuss if there are/ have been improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. relevant to learning continuity, learning recovery and/or face-to-face standards monitored. Note the other information about your observation.

Improvement/ changes for the	How and/or when did	What standards	Other details/
-------------------------------------	----------------------------	-----------------------	-----------------------

better observed	you notice	monitored are these changes relevant/ related to	information



Multiply-ED National Budget Tracking Tool

Part I: General Standards

Instruction: Attend/ observe the different stages of the budget process and conduct data-gathering activities using the listed Tracking Methods in Column 7. Answer the guide questions and note answer and other observations in Column 4. Note the amount allocated for learning continuity per stage on Column 5. If budget for Learning Continuity cannot be disaggregated from the total DepEd budget, just note the total DepEd budget. Note the time of the budget process: Target (6.a) would be the standard/ planned time according to Budget Call and/or other guidelines and policies, while Actual (6.b) would be the actual date/ period of the time the process was undertaken.

Year: 2023 Budget

Stages (1)	PROCESS			AMOUNT	TIME		TRACKING METHOD (7)
	Normative Process (2)	Guide Question on Actual Process (3)	Answer and Other Observations (4)	Amount of Budget for Learning Continuity (5)	Target (6.a)	Actual (6.b)	
A. Budget Preparation and planning	1. Budget Call	<ul style="list-style-type: none"> Did the budget call provide policy direction towards education learning continuity? 					Documents Review of the budget call and Budget Priorities Framework
	2. Citizen Engagement	<ul style="list-style-type: none"> Were consultation with civil society conducted at the national, regional and local levels? 					Interview with the BudComm or relevant units
	3. Program Convergence and Budgeting	<ul style="list-style-type: none"> How did the department identify the budget outcome for the incoming fiscal year? Is learning continuity a priority this year? 					Documents Review of DepEd Budget Documents Interview with the BudComm or relevant units
	4. Agency	<ul style="list-style-type: none"> What are the budget 					Documents Review of

Stages (1)	PROCESS			AMOUNT	TIME		TRACKING METHOD (7)
	Normative Process (2)	Guide Question on Actual Process (3)	Answer and Other Observations (4)	Amount of Budget for Learning Continuity (5)	Target (6.a)	Actual (6.b)	
	Proposal	items for learning continuity from the local to the national levels? Do they match the needs as identified by relevant units?					DepEd Budget Documents Interview with the BudComm or relevant units
	5. Finalization of Executive Budget Documents for submission to congress	<ul style="list-style-type: none"> Did the DBM and the President review and approve the budget? Were there cuts or insertions? 					Review of the National Expenditure Program
B. Budget Legislation	6. House Committee on Appropriations reviews the budget	<ul style="list-style-type: none"> Were there budget revisions (cuts / insertions) especially for the budget on learning continuity? Were the changes made based on relevant and reliable data? 					Actual Observation of House Committee Hearings
	7. Senate Finance Committee reviews the budget	<ul style="list-style-type: none"> Were there budget revisions (cuts / insertions) especially for the budget on learning continuity? Were the changes made based on relevant and reliable data? 					Actual Observation of Senate Committee Hearings
	8. Bicameral conference committee	<ul style="list-style-type: none"> Were there budget revisions (cuts / insertions) especially 					Actual Observation of Bicameral Committee Hearings

Stages (1)	PROCESS			AMOUNT	TIME		TRACKING METHOD (7)
	Normative Process (2)	Guide Question on Actual Process (3)	Answer and Other Observations (4)	Amount of Budget for Learning Continuity (5)	Target (6.a)	Actual (6.b)	
		for the budget on learning continuity? <ul style="list-style-type: none"> Were the changes made based on relevant and reliable data? 					
	9. President Signing of the appropriations bill	<ul style="list-style-type: none"> Were there budget revisions (veto)? Were the changes made based on relevant and reliable data? 					Monitoring of News Articles
C. Budget Execution	10. Financial and Accounting System (Central and Local Offices)	<ul style="list-style-type: none"> Are manual of operations for budget execution followed? 					Documents Review of manual of operations Interview of Finance Management Unit
	11. Procurement Processes	<ul style="list-style-type: none"> Were procurement processes of big-ticket projects conducted according to standards 					Actual Observation of Competitive Bidding (see separate tool for this)
D. Accountability	12. Internal Audit	<ul style="list-style-type: none"> Are financial reports available to the public? Were budget outcomes accomplished especially those in relation to learning continuity? How was the budget utilization rate of the agency? 					Documents review of financial report
	13. COA Audits	<ul style="list-style-type: none"> Were there notable 					Documents review of

Stages (1)	PROCESS			AMOUNT	TIME		TRACKING METHOD (7)
	Normative Process (2)	Guide Question on Actual Process (3)	Answer and Other Observations (4)	Amount of Budget for Learning Continuity (5)	Target (6.a)	Actual (6.b)	
	DepEd	findings from COA on DepEd's delivery of services and outcomes?					COA Report

Part II: Learning Continuity budget over time

Instructions: Get a copy of the General Appropriations Act (GAA) for each of the year below. Identify the total amount of the budget received by DepEd, and note the breakdown of budget/key spending for learning continuity. Use the last column to input notes and other information.

Year	Total Amount	Breakdown of the budget/ Key Spending	Other information/ notes
2019			
2020			
2021			
2022			
2023			
2024			

Key observations/ comments/ issues on the budget:



Annex: Note any observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. in the course of your monitoring.

Our monitoring is constructive accountability, which means it is proactive and preventive. We encourage government offices to improve their performance as we conduct the monitoring and prevent any inefficiencies or non-compliance to standards. In the course of the monitoring and after the monitoring, note/ discuss if there are/ have been improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. relevant to learning continuity, learning recovery and/or face-to-face standards monitored. Note the other information about your observation.

Improvement/ changes for the better observed	How and/or when did you notice	What standards monitored are these changes relevant/ related to	Other details/ information



Multiply-ED Local Education Governance Monitoring Tool

Instructions: Conduct the following data-gathering activities to answer the tool below:

- Observe at least two (2) Local School Board (LSB) meetings
- Interview three of the members of the (LSB): one from the local government, one from DepEd and one from CSO/ private sector representatives
- Request and review pertinent documents on the LSB and Special Education Fund (SEF), such as policy documents on the LSB, minutes of the LSB meetings, LSB/ SEF reports, , SEF plans/ budget, others

Answer the question on Column 1 with Yes or No (Column 2) and indicate the sources (Column 3) used to answer the question. Provide details/ notes on Column 4.

Answer the Annex during the conduct of monitoring and/or after.

Province/Municipality/City	
Fiscal Year covered	

Question (1)	Response (2)		Sources (3)	Details/Notes/Observations (4)
	Yes	No		
1. Is the Local School Board (LSB) at the city/municipality of the locality convened and activated?				The LSB is composed of the following active members: <ul style="list-style-type: none"> <input type="checkbox"/> Local Chief Executive <input type="checkbox"/> Superintendent/supervisor <input type="checkbox"/> Treasurer <input type="checkbox"/> Chair of education committee of Sanggunian <input type="checkbox"/> SK Representative <input type="checkbox"/> President of the PTA federation <input type="checkbox"/> Teacher representative <input type="checkbox"/> Representative of non-academic personnel Other notes:
2. Does the LSB meet on a regular basis?				The LSB is supposed to meet at least once a month. Notes:
3. Can all members of the LSB recommend/ set agenda to be tacked in the LSB meeting?				
4. Did the mayor/ governor preside over the LSB meeting attended?				If no, is it common that the mayor/ governor does not preside the LSB meeting and why:
5. Does the LSB prepare their annual school board budget?				

Question (1)	Response (2)		Sources (3)	Details/Notes/Observations (4)
	Yes	No		
6. Did the annual school board budget of the LSB give priority to what is prescribed in the Local Government Code (LGC) of 1991?				LGC 1991 sets the following as the priorities of the LSB: <ul style="list-style-type: none"> <input type="checkbox"/> Construction, repair, and maintenance of school buildings and other facilities of public elementary and secondary schools; <input type="checkbox"/> Establishment and maintenance of extension classes where necessary; and <input type="checkbox"/> Sports activities at the division, district, municipal, and Barangay levels.
7. Did the LSB allocate resources based on the expanded use of SEF indicated in DepEd-DBM-DILG Joint Memorandum Circular Nos. 2020-001 and 2020-002?				What are they:
8. Did the LSB use school/ student performance metrics in preparing their plan and budget?				What are these performance metrics (check as many performance metrics used): <ul style="list-style-type: none"> <input type="checkbox"/> Participation rate <input type="checkbox"/> Cohort survival rate <input type="checkbox"/> Reading performance <input type="checkbox"/> Dropout rate <input type="checkbox"/> Malnutrition rate <input type="checkbox"/> Others, specify: _____
9. Did the DepEd Schools Division Superintendent submit a report to the LSB on the needs of schools within the locality?				Report must have: <ul style="list-style-type: none"> <input type="checkbox"/> Amount of resources allocated to the individual schools <input type="checkbox"/> Results of analysis of teacher shortage or teacher : student ratio by school <input type="checkbox"/> Schedule of construction of classroom by school from all sources / funds <input type="checkbox"/> Indicators of school performance <input type="checkbox"/> Other needs especially related to the pandemic (learning material, PPE, hygiene kits, etc.) Other notes:
10. Did the LSB issue a budget call that responded to the DepEd SDS report?				
11. Did the LSB accept request for funding from schools directly?				
12. Were there consultations / discussions / hearings with schools concerned and other stakeholders conducted by LSB?				
13. Did the LSB take into account the inputs of youth/ civil society representatives in the board in finalizing their plans/ budget?				

Question (1)	Response (2)		Sources (3)	Details/Notes/Observations (4)
	Yes	No		
14. Was the budget approved/ adopted on consensus?				If no, what was the result of the votation?
15. Was the final SEF Budget in the municipality/city, as approved by majority of the LSB, able to support the requests of the schools?				
16. Were requests not funded by the municipality/city LSB transmitted to the provincial LSB for possible funding?				
17. Were there other resources allocated apart from the SEF to support the schools' requests / education access in the city/municipality?				
18. Is the utilization report of the SEF Budget posted on the website of the LGU and/or in at least three (3) conspicuous public places?				SEF Utilization rate:
19. Are there other programs / projects that the local government implements in support of learning continuity in the time of the pandemic?				What are they:
20. Is there education support for 4Ps families / indigent learners?				What are they:
21. Does the LGU have a separate office (other than the LSB) specifically for education?				

22. X-Ed is advocating for the expansion of the Local School Board to include representative from the student organizations and principals. Do the LSB members interviewed agree? Note their response and comments.	
23. Do you have further comments regarding local government support to education continuity amidst the pandemic?	

Annex: Note any observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. in the course of your monitoring.

Our monitoring is constructive accountability, which means it is proactive and preventive. We encourage government offices to improve their performance as we conduct the monitoring and prevent any inefficiencies or non-compliance to standards. In the course of the monitoring and after the monitoring, note/ discuss if there are/ have been improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. relevant to learning continuity, learning recovery and/or face-to-face standards monitored. Note the other information about your observation.

Improvement/ changes for the better observed	How and/or when did you notice	What standards monitored are these changes relevant/ related to	Other details/ information



Multiply-ED DepEd Central Office Monitoring Tool

Step 1: Conduct interview with relevant offices at DepEd Central Office, review pertinent documents and observe relevant processes to answer the questions below.

Question	Response	Sources/Date of Data-Gathering Activities	Other Notes/ Comments
1. How does the DepEd central office ensure the quality of learning resources?			
2. Has there been improvement in the last 2-3 years (since 2021, on the first year of Learning Continuity or LC to now) in the way the DepEd central office ensures quality of learning resources?			
3. How do the teachers and schools evaluate/ assess student performance?			
4. Has there been improvement in the last 2-3 years (since 2021) in how the teachers and schools evaluate/ assess student performance?			
5. How does the DepEd central office assess the performance of the schools or the divisions?			
6. Has there been improvement 2-3 years (since 2021) in how DepEd central			

Question	Response	Sources/Date of Data-Gathering Activities	Other Notes/ Comments
office assess the performance of the schools or the divisions?			
7. How does DepEd central office ensure quality trainings for teachers?			
8. Has there been improvement in the last 2-3 years (since 2021) in ensuring quality trainings for teachers?			
9. How does the DepEd central office determine the needs of the schools and divisions?			
10. How does DepEd central office ensure that it is responsive to the needs of the schools?			
11. Has there been a(n) reduction/increase in the budget allocated to the national office by Congress? By how much and what were the reasons in the increase/reduction?			
12. What have been the efforts of DepEd central office to ensure that the Monitoring and Evaluation (M&E) Teams under the School-Based Management are operational?			
13. What have been the efforts of DepEd central office to ensure data and information about the schools are accurate and accessible?			

Step 2: Note any observed improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. in the course of your monitoring.

Our monitoring is constructive accountability, which means it is proactive and preventive. We encourage government offices to improve their performance as we conduct the monitoring and prevent any inefficiencies or non-compliance to standards. In the course of the monitoring and after the monitoring, note/ discuss if there are/ have been improvements or changes for the better in the attitude of the personnel, actions, processes, standards, etc. relevant to learning continuity, learning recovery and/or face-to-face standards monitored. Note the other information about your observation.

Improvement/ changes for the better observed	How and/or when did you notice	What standards monitored are these changes relevant/ related to	Other details/ information

ANNEX 7

Multiply-Ed Briefing-Orientation Seminars for School Accountability Teams

Sample program

Program of Activities (Organizers/ Facilitators' Guide)

Day/ Time	Activity	Details	Materials Needed	Responsible Person/s
Day 1				
Morning	Arrival and billeting			
12:00-1:30pm	Lunch			
1:30-2:30pm	Opening Program	<ul style="list-style-type: none"> • Prayers & National Anthem • Welcome Remarks • Getting-to-Know-You Activity • Agenda-Setting 	Prayer National anthem Materials for the GTKY Meta-cards Assigned person per part	Facilitator
2:30-3:50pm	Understanding Today's Governance Situation	<ul style="list-style-type: none"> • Group the participants according to their team • Ask them to discuss the following: <i>How do you describe the situation of governance in the country today?</i> • Ask them to think of a creative way to present the result of their discussion. It can be in the form of a song, dance, skit, drawing, etc. • Ask each team to show their creative presentation. • Time: 20 minutes for the small group discussion, 5 minutes per team for the creative presentation 	Manila paper Pens Pad papers Colored papers Crayons	Facilitator

		at the plenary		
3:50-4:05pm	Snacks			
4:05-4:30pm	<p>Presentation #1:</p> <p>Why Accountability? Basic concepts and strategic approaches to accountability</p>	<p>The presentation shall aim to introduce Accountability to the participants as a solution to some of the governance challenges facing the country today. The presentation will cover the following:</p> <ul style="list-style-type: none"> • Definition of accountability • Four accountability questions • Four elements of accountability • Purpose of accountability • Examples of strategic approaches to accountability 	<p>PPT Presentation</p> <p>White board</p> <p>Markers</p>	G-Watch
4:30-4:50	<p>Presentation #2:</p> <p>What is Multiply-Ed?</p>	<p>The presentation shall aim to give an overview of the Multiply-Ed project:</p> <ul style="list-style-type: none"> • Rationale • Objectives and goals • Management team • Accomplishments so far 	PPT Presentation	CYAN
4:50-5:30	Open Forum	Provide the participants an opportunity to ask questions on the two presentations		
Day 2				
6:00-7:30am	Breakfast			
8:00-8:15am	Energizer and Recap	<p>Ask participants to recall key takeaways from Day 1</p> <p>Start the day with an energizing</p>	An energizer	Facilitator

		activity		
8:15-9:15am	Presentation #3 Department of Education's Learning Continuity Program	Preferably with a representative from the Department of Education as guest resource person, the presentation shall aim to orient the participants on the basic policies, guidelines, programs, plans and budget of the Department of Education to ensure learning continuity and resilience of the public education system amid disasters like COVID-19	PPT Presentation	Facilitator; DepEd
9:15-9:45am	Open Forum	Provide space for the participants to ask about DepEd's plans to ensure that learners continue to learn amid disasters		
9:45-10:15am	Presentation #4 X-Ed School-Level Monitoring Tool	This part shall be the main part of the activity. It shall aim to introduce to the participants the monitoring tool that they will use to conduct the monitoring and orient them on: <ul style="list-style-type: none"> • The different parts of the monitoring tool • How to use the monitoring tool • The entire monitoring system, including what data shall be gathered and how will this be processed and used for advocacy 	Copies of the monitoring tools PPT presentation	G-Watch/ CYAN
10:15-10:40am	Snacks			
10:40-11:10	Open Forum	Provide space for the participants to clarify any questions on the monitoring processes and tool		

11:10-2:30	School Accountability Team Planning Working Lunch	Ask the participants to break out into school accountability teams and prepare their monitoring plan (see attached template) Ask the team to identify a facilitator and a reporter and to prepare a 7-minute presentation	Monitoring plan template Instructions PPT Manila paper pens	Facilitator
2:30-4:10	Presentation of monitoring plans per team Snacks (in between presentations)	Each team shall present their monitoring plans for 7 minutes. The rest of the participants, especially X-Ed management team members, shall give feedback and suggestions to the plan		
4:10-4:30pm	Closing program	Recap of activities Closing remarks (representative from the participants) Closing remarks (X-Ed organizers) Pledge of commitment and picture-taking	Recap PPT Assigned person per part Pledge of commitment	

Why Accountability?

Basic concepts and strategic approaches to accountability

JOY G. ACERON

Convenor-Director, Government Watch (www.g-watch.org)
 Researcher, Accountability Research Center (www.accountabilityresearch.org)
 Social Accountability Expert, Multiply-Ed (@MultiplyEdPH)

What comes to mind when you hear the word **ACCOUNTABILITY**?

*Anong una mong naisip kung naririnig mo ang salitang **ACCOUNTABILITY**?*

Accountability

Process and outcome where those in power are made:

- (1) to answer for their decisions, actions and inaction,
- (2) to perform their obligations and mandates set in laws and norms
- (3) to respond to citizen demands and voice.

Central questions to accountability

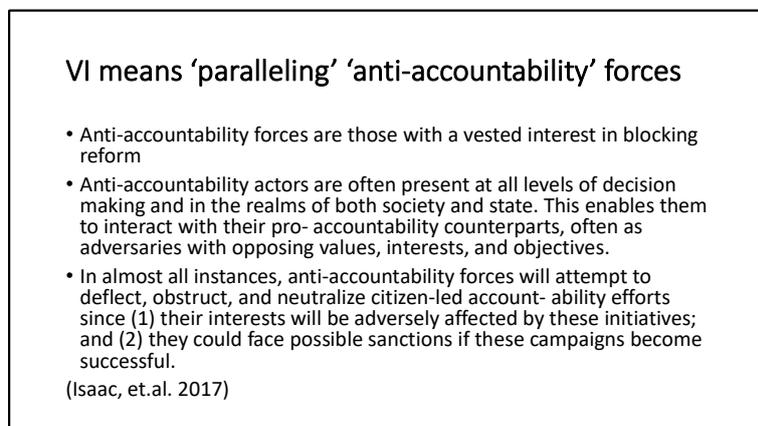
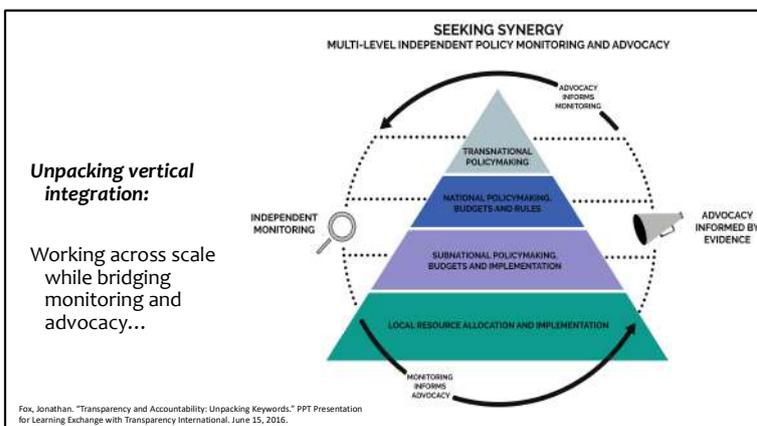
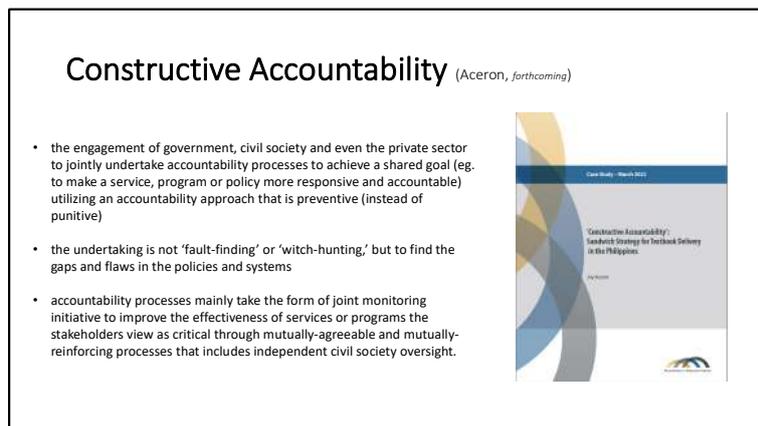
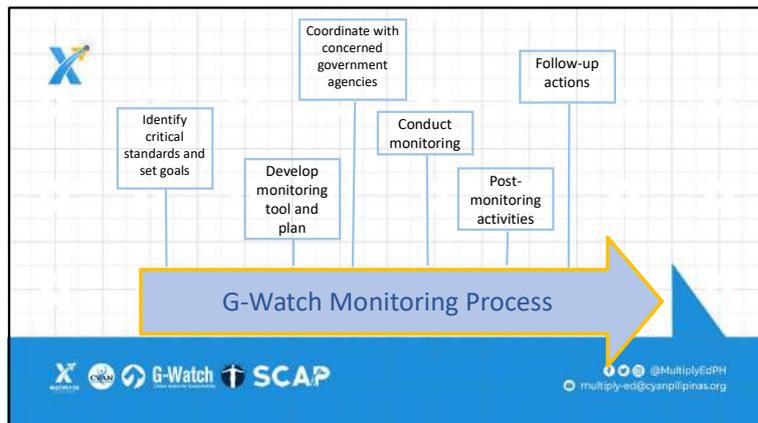
- Who is considered accountable?
- To whom are they accountable?
- To what standards or values are they accountable?
- By what means are they made accountable?

What are the most critical accountability issues in the 2022 electoral outcomes?

Ano ano ang mga kritikal na accountability issues sa resulta ng halalan?

Why is citizen action for **ACCOUNTABILITY** important?

*Bakit importante ang pagkilos ng mga mamamayan para sa **ACCOUNTABILITY**?*



EXAMPLE **TEXTBOOK COUNT PROJECT** AKSI TAKSI SA LARAT

Coordinating Structure

Multi-level, multi-sectoral coordination

Covering all stages of the program

RESULTS:

- procurement of textbooks done with civil society orgs' (CSO) observers
- textbooks cheaper and are procured in a shorter period of time
- mobilized broad CSOs & citizens nationwide
- higher public trust rating for DepEd
- Inputs to administrative policies

Covered as high as 85% of 5,000 delivery points nationwide through partnership with about 47 national and local CSOs

Almost 100% coverage (complete oversight)

Multiple actions at different levels

1. BIDDING: Subjected the items to the bidding process

2. PRODUCTION: Insure production quality

3. DELIVERY: Coordinate with government agencies to ensure timely delivery

4. DISTRIBUTION: Help DepEd address the backlog in elementary schools

Covering the entire supply chain of government

Activity	CSO	DepEd	Other
Textbook bidding	Yes	Yes	Yes
Textbook production	Yes	Yes	Yes
Textbook delivery	Yes	Yes	Yes
Textbook distribution	Yes	Yes	Yes
Textbook quality assurance	Yes	Yes	Yes
Textbook inventory management	Yes	Yes	Yes
Textbook procurement	Yes	Yes	Yes
Textbook distribution	Yes	Yes	Yes
Textbook quality assurance	Yes	Yes	Yes
Textbook inventory management	Yes	Yes	Yes
Textbook procurement	Yes	Yes	Yes

ACCOUNTABILITY RESEARCH CENTER **G-Watch** Citizen Action for Accountability

Thank you

Joy Aceron
 Government Watch/ Accountability Research Center
 joyaceron@yahoo.com
 jaceron@american.edu



LOCAL EDUCATION GOVERNANCE

WWW.SYNERGEIA.ORG.PH




Synergeia is a coalition of individuals and organizations that is dedicated to enable all Filipino children to complete a good basic education.

What is our mission?



To be a catalyst of change in mobilizing the community to bring about quality basic education through **SYSTEMIC AND COLLABORATIVE REFORMS.**

! What challenges do we face?

PISA 2018

Programme for International Student Assessment (PISA) of 15-year olds by the Organization for Economic Co-operation and Development (OECD)

Out of **79 countries**, the Philippines ranked:

- LAST in reading comprehension**
- SECOND TO THE LAST in mathematics**

TIMSS 2019

The Trends in International Mathematics and Science Study assessed Grade 4 students:

Out of **58 countries**, the Philippines ranked:

LAST in both science and math.

PISA results reveal 70% of students believe, *"Ipinanganak na kaming ganito."*

Is this the worst crisis the Philippines has ever experienced?

READING

- Elementary – only **40%** can read well.
- High School – only **46%** can read well.

Source: SDG Watch, Philippine Statistics

MATH

Elementary – only **35%** are good in Math.

High School – only **37.3%** are good in Math.

"If this is the state of education in our country, we really need to do something. And we need to do something fast."
- Former Bulacan Governor Josie dela Cruz.

July 24, 2022 THE STRAITS TIMES

Learning poverty

The World Bank has released a report measuring "learning poverty" – inability to read and understand short, age-appropriate texts by the age of 10 – across the globe. Here is a list of countries in Asia culled from that report.

Country	School-going children (%)		
	Learning poverty	Learning deprivation	Schooling deprivation
Singapore	2.8	2.7	0
South Korea	3.2	0.8	2.5
Japan	3.6	1.8	1.8
Vietnam	18.1	18.1	0
China	18.2	18.2	0
Thailand	23.4	21.9	1.9
Malaysia	42	41.7	0.5
Indonesia	52.8	49.4	6.8
India	52.8	49.4	6.8
The Philippines	90.9	90.4	5

NOTE: A lower number reflects better performance SUNDAY TIMES GRAPHICS

GOVERNANCE

Refers to **structures** and **processes** that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation (defined by UNESCO).



Good education governance means education works.

LOCAL GOVERNANCE STRUCTURES IN EDUCATION



It takes a village to educate a child.

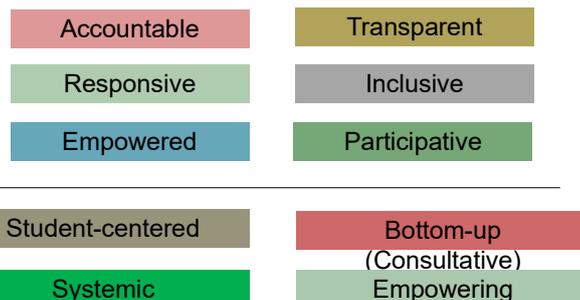
GOVERNMENT MANDATES

1. Local School Board - Local Government Code of 1991 (LGC 91)
2. Senate Bill No. 1579 – 21st Century School Boards Act
3. Republic Act (RA) 9155 – Governance of Basic Education Act of 2001
4. DepEd Order No. 026 Series of 2022 - Implementing Guidelines on the Establishment of School Governance Councils
5. DepEd Order No. 55, Series of 2008 – School-Based Management
6. DepEd-DBM-DILG JC No. 1, s. 2017 – Revised Guidelines on the Use of the Special Education Fund (SEF)
7. Local ordinances in response to education challenges.

*The late Sec. Jesse Robredo said,
“What the law does not prohibit, it allows.”*

GOVERNANCE

Education is at the centerpiece of the agenda.

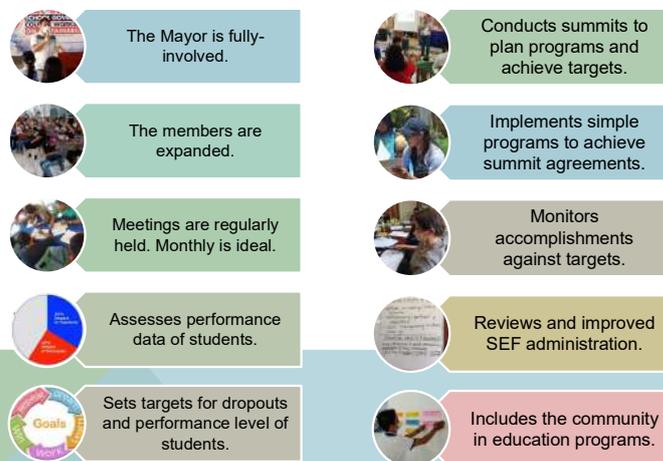


What does an educated child mean to you?

Improving education governance through the reinvention of the Local School Board

TRADITIONAL	EMPOWERED
Functions: <ul style="list-style-type: none"> ▪ Budgeting ▪ Authorized SEF disbursement ▪ Advisory, i.e. change in name of public schools ▪ Endorse promotion of education officials 	Functions: <ul style="list-style-type: none"> ▪ Capacity building ▪ Performance measurement ▪ Resource mobilization and allocation ▪ Procurement of SEF-funded services (teachers, instructional materials) ▪ Promoting participation ▪ Policymaking
Organization & Membership <ul style="list-style-type: none"> ▪ Eight-man board loaded in favor of LGU 	Organization & Membership <ul style="list-style-type: none"> ▪ Eight-man board (with voting rights) ▪ Non-voting representatives (NCPC, private schools, business chamber, media)

SIGNS OF A REINVENTED LSB



THE SPECIAL EDUCATION FUND (SEF)

FOR MUNICIPALITIES: 1% of Real Property Tax to be disbursed by the Local School Board. Another 1% is shared with the Provincial School Board.

FOR CITIES: Local School Board gets the whole 2% of the Real Property Tax.

THE SPECIAL EDUCATION FUND (SEF)



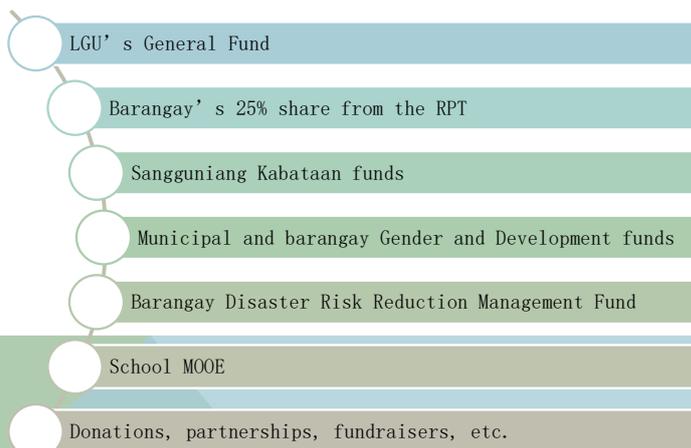
Consultative budgeting of the Special Education Fund tax

If government had an additional peso, how will you distribute it among different programs to improve the learning of your child?



Improved financing of education — how can we mobilize additional resources for education?

OTHER SOURCES OF FUNDS FOR EDUCATION



Our Bottom Line - BENCHMARKS



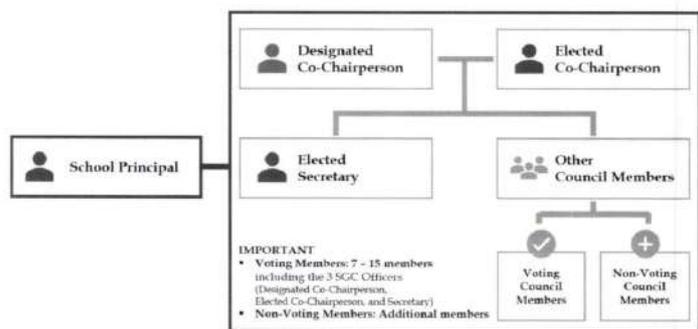
- Improved reading proficiency of learners
- Increase test scores in English/Mathematics
- Increase financing of education
- LGU, DepEd, School, Community – shared data, shared responsibility

SCHOOL GOVERNANCE COUNCILS (SGCS)



The SGC shall function as a structure for shared governance and a feedback mechanism at the school level.

SCHOOL GOVERNANCE COUNCIL STRUCTURE



Student-centered

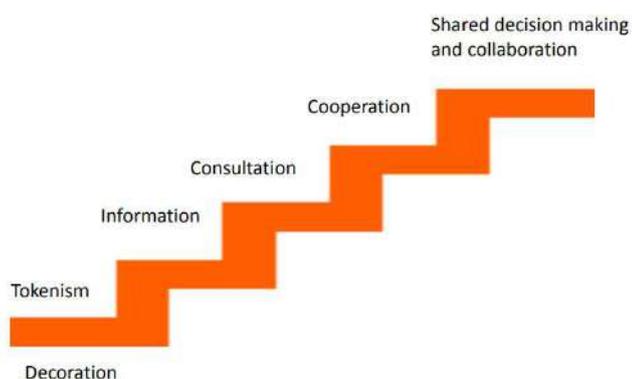
Needs-based

Data-driven

Consensus decisions

SCHOOL GOVERNANCE COUNCILS (SGCS)

Levels and Degrees of Community Participation



Thank you!



Dreams do come true.

GOVERNMENT PROCUREMENT 101



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

OUTLINE

- I Key Features of Government Procurement Reform Act
- II Procurement Organization
- III Overview of Standard Bidding Procedures for Goods, Infrastructure Projects and Consulting Services
- IV Transparency Measures in Government Procurement



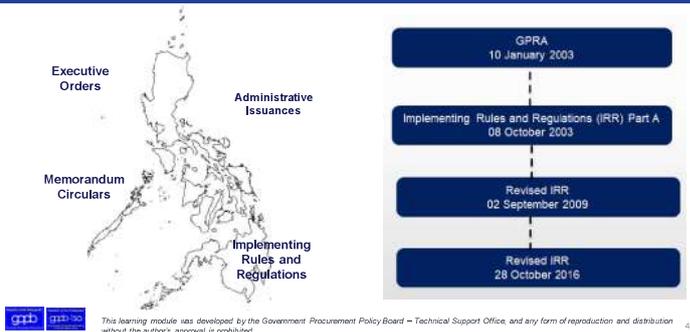
This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Key Features of Government Procurement Reform Act



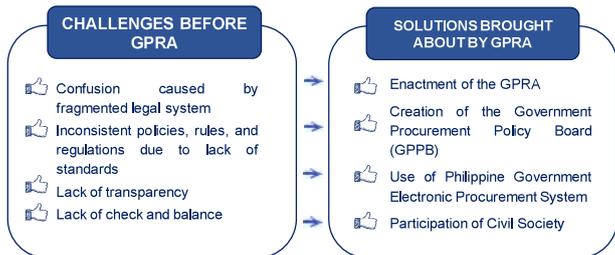
This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Enactment of the GPRA or Republic Act No. 9184



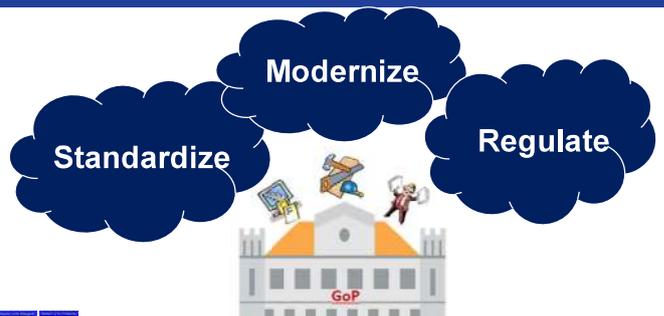
This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Development



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Purpose



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Government Procurement Policy Board (GPPB)

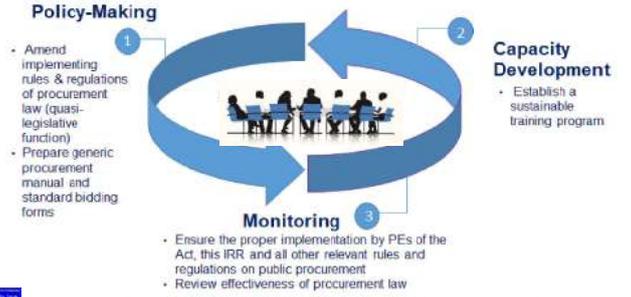
Composed of the following:

- **Chairperson:** Secretary of Department of Budget and Management
- **Alternate Chairperson:** Director-General of the National Economic and Development Authority
- **Thirteen (13) Regular Members**
- **Invited Resource Persons** (audit, anti-corruption agencies)



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. 7

Functions of the GPPB



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. 8

GPPB- Technical Support Office (TSO)

Provides support in the performance of the duties and responsibilities of GPPB, particularly in spearheading the implementation of public procurement reform initiatives in the Philippines



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. 9

Functions of the GPPB-TSO



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. 10

GPPB AND ITS TSO WEBSITE



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. 11

Knowledge Check



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Knowledge Check

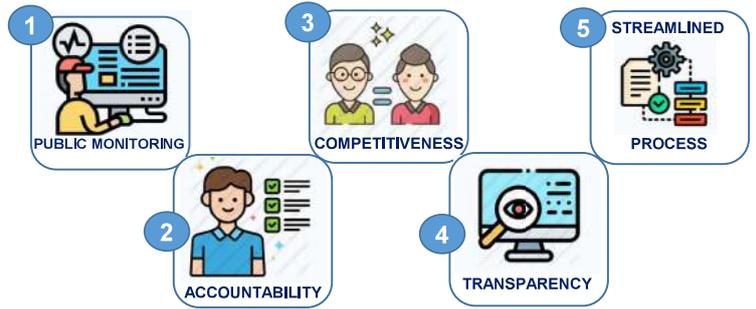
Which of the following is a function of the GPPB?

- Amend IRR of the procurement law
- Establish a sustainable training program
- Monitor procurement performance of Procuring Entities
- All of the above



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

5 GOVERNING PRINCIPLES



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Procurement as a Legal Concept

What is Procurement?

Refers to the acquisition of goods, consulting services and the contracting for infrastructure projects by the Procuring Entity. It shall also include the lease of goods and real estate.

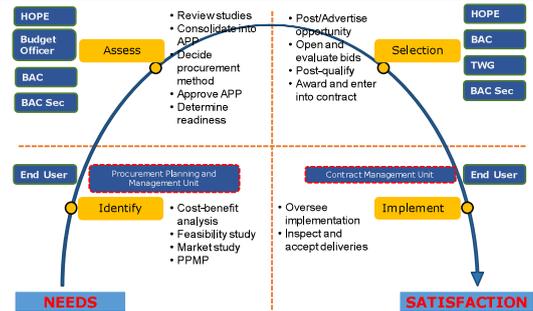
Sec 5, R.A. No. 9184

Simply stated, Procurement is the process of selecting the process and services which fit our needs and provides value for money



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Philippine Procurement Paradigm



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Key Concepts on Government Procurement

Use of the Approved Budget for the Contract (ABC) as ceiling of bid price



Increased transparency in the procurement process



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Key Concepts on Government Procurement

Simplified eligibility checking



Use of objective and non-discretionary criteria



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Key Concepts on Government Procurement

Use of Lowest Calculated and Responsive Bid (LCRB) or Highest Rated and Responsive Bid (HRRB)



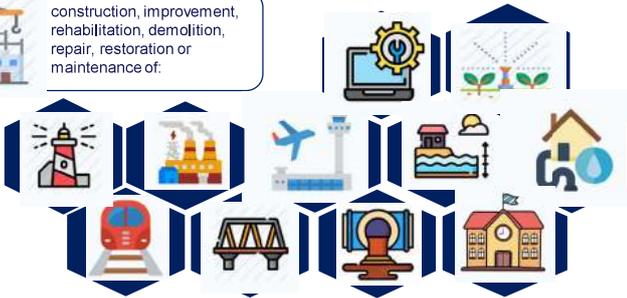
GOODS & SERVICES

All items, supplies, materials and general support services, except Consulting Services and Infrastructure Projects, which may be needed in the transaction of the Procuring Entity.



WHAT IS INFRASTRUCTURE PROJECTS?

construction, improvement, rehabilitation, demolition, repair, restoration or maintenance of:



CONSULTING SERVICES



GENERAL MODE OF PROCUREMENT

GENERAL RULE:

COMPETITIVE BIDDING

Section 10, Article IV, RA No. 9184

exemption to the rule:
ALTERNATIVE METHODS OF PROCUREMENT
under Rule XVI of IRR of RA 9184



Procurement Methods

GENERAL	ALTERNATIVE
Competitive Bidding	<ul style="list-style-type: none"> ☑ Limited Source Bidding ☑ Direct Contracting ☑ Repeat Order ☑ Shopping ☑ Negotiated Procurement

- ☑ Highly Exceptional Cases
- ☑ To promote Economy and Efficiency
- ☑ Justified by conditions

COMPETITIVE BIDDING

... aims to protect Public Interest ...
best Possible Advantages
through Open Competition.

Garcia vs. Burgos (291 SCRA 546)



... to avoid/preclude
suspicion of favoritism
and anomalies...

COA vs. RTC-NCRJR (GR NO. 85285, 7/7/89)

PROCUREMENT STANDARD

NO APP

NO PROCUREMENT



(Name of Agency) Annual Procurement Plan for FY _____

Code (PAP)	Procurement Program/Project	PMB/End User	Mode of Procurement	Schedule for Each Procurement		
				Advertisement/ Solicitation/ Notice of Bids (AOB)	Opening of Bids	Award
2018-7	Common use supplies	MP-03-3 Agency in Agency	Competitive Bidding	10/1	10/1	10/1
2018-7	MOOCs, Academy courses	MP-03-3 Small Value Procurement	Competitive Bidding	10/1	10/1	10/1
2018-7	Supplies and fixtures	MP-03-3	Competitive Bidding	10/1	10/1	10/1
2018-7	Sign Board	MP-03-3	Competitive Bidding	10/1	10/1	10/1
2018-7	U.S. Training	MP-03-3 Small Value Procurement	Competitive Bidding	10/1	10/1	10/1
2018-7	ICTP-PRC Online Stamp Test	MP-03-3	Competitive Bidding	10/1	10/1	10/1
2018-7	ICTP-PRC Online Training Video	MP-03-3 Small Value Procurement	Competitive Bidding	10/1	10/1	10/1
2018-7	ICTP-PRC	MP-03-3	Competitive Bidding	10/1	10/1	10/1
2018-7	Construction of Education Center	MP-03-3	Competitive Bidding	10/1	10/1	10/1
2018-7	Construction of Reg. Multi-Procurement	MP-03-3	Competitive Bidding	10/1	10/1	10/1

The METHOD OF PROCUREMENT in the approved APP shall be used.

Scope and Coverage



National Government Agencies



State Universities and Colleges



Government Financial Institutions



Local Government Units



Government Owned or Controlled Corporations

Scope and Coverage

RA No. 9184 & its IRR shall apply to the following:

SECTION 4.1
All procurement of Goods & Services & Consulting Services

SECTION 4.2
All Treaty or International or Executive Agreement to which the government is a signatory (with exceptions)

SECTION 4.3
All foreign-funded procurement activities of the government through competitive bidding as default



Scope and Coverage

RA No. 9184 & its IRR shall NOT apply to the following:

SECTION 4.4a

Procurement of goods, infrastructure projects & consulting services funded from foreign grants covered by RA No. 8182, as amended by RA No. 8555

SECTION 4.4b
Acquisition of real property which shall be governed by RA No. 10752



SECTION 4.4c

Public-Private sector infrastructure or development projects & other procurement covered by RA No. 6957, as amended by RA No. 7718



Activities not considered as procurement undertakings

1. Direct financial or material assistance given to beneficiaries
2. Participation to both local or foreign scholarships, trainings, continuing education programs, conferences, seminars or similar activities that are covered by COA, CSC & DBM Rules
3. Lease of government property for private use
4. Hiring of Job Workers
5. Joint Venture Agreements between Private Entities & GOCCs or LGUs
6. Disposal of property & other assets of the government



Knowledge Check



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Procurement Organization



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Procurement Actors



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. 33

Head of the Procuring Entity (HoPE)

The head of the agency or body, or his duly authorized official, for NGAs and the constitutional commissions or offices, and other branches of government;

The governing board or its duly authorized official, for GOCCs, GFIs and SUCs

The Local Chief Executive for Local Government Units



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. 34

Procurement Organizations

Functions & Responsibilities of HoPE



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Officer-in-Charge as HoPE

✓ Powers and authority shall depend on the nature of the designation.

⚠ Unless there is no reservation, OIC may approve or sign:

- 👍 BAC Resolutions
- 👍 Notice of Award
- 👍 Notice to Proceed

⚠ The incumbent HoPE may approve or disapprove the recommendation of the BAC so long as he is:

- 👍 Neither the Chairman nor a member of the BAC who rendered the recommendation (Section of the IRR)

⚠ The incumbent HoPE may sign the Notice to Proceed when he was a BAC member but the contract must have been awarded by the previous HoPE.



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited. **NPM 102-2014** 35

Procurement Organizations

Bids and Awards Committee

Each procuring entity shall establish a single BAC

HOPE shall designate at least 5-7 members of **unquestionable integrity & procurement proficiency**

Prohibited BAC Members:

- HoPE and/or Approving Authority
- Chief Accountants & his/her staff, unless Accounting Office is the End-User (COA Circular 2003-04)
- Local Treasurers & Assistant Local Treasurers (DOF DO No. 042-2019)
- Internal Auditors (Revised PGIAM, issued through DBM NBC 2020-8)



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Procurement Organizations

Bids and Awards Committee

Separate BACs may be created under any of the following conditions:

- The items to be procured are complex or specialized;
- If the single BAC cannot reasonably manage the procurement transactions as shown by delays beyond the allowable limits;
- If the creation is required according to the nature of the procurement.



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Procurement Organizations

Functions & Responsibilities of BAC

- Recommend approval of APP and other reports
- Conduct bidding procedures
- Recommend approval of award to HoPE
- Create TWG
- Periodic assessment
- Recommend sanctions



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Alternate BAC Members



- 👍 Presence in BAC meetings is considered for purposes of quorum and shall be entitled to the proportionate honoraria.
- 👍 The relationship of the principal and the alternate is of co-equal nature, rather than hierarchical.
- 👍 Accountability shall be limited to their respective acts and decisions.
- 👍 The same term as the original members

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Membership and Composition for NGASS, GOCCs, GFIs and SUCs

Regular Members

- 👍 Chairperson (3rd Ranking Permanent Official)
- 👍 Member representing the Legal or Administrative areas (5th or 3rd* Ranking Permanent Personnel, or if not available, the next in rank)
- 👍 Member representing the Finance Area (5th or 3rd* Ranking Permanent Personnel, or if not available, the next in rank)

Provisional Members

- 👍 Officer Possessing technical expertise relevant to the procurement
- 👍 End User Representative

*In the case of bureaus, regional offices and sub-regional/district offices

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Membership and Composition for LGUs

For Provinces, Cities and Municipalities

- 👍 One representative each from the regular offices under the Office of the Local Chief Executive such as, but not limited to, the following: Office of the Administrator, Budget Office, Legal Office, Engineering Office, General Services Offices
- 👍 End-User Representative

For Barangays

- 👍 At least five (5), but not more than seven (7) regular members of the Sangguniang Barangay, except the Punong Barangay



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

PROCUREMENT ORGANIZATIONS

BAC Secretariat



- HoPE may create a procurement unit to act as BAC Secretariat, subject to the rules and guidelines of the DBM (DBM National Budget Circular No. 2015-558 dated June 4, 2015)
- BAC Secretariat provides administrative support to the BAC and TWG
- Head of the BAC Secretariat must be at least a 5th or 3rd ranking permanent employee or if not available, a permanent official of the lower rank.

BAC Secretariat Head

⚠ Head of the BAC Secretariat must be at least a 5th or 3rd ranking permanent employee or, if not available, a permanent official of the lower rank.



Functions:

- 👉 Provide administrative support to the BAC and TWG
- 👉 Organize BAC and TWG meetings and conferences
- 👉 Prepare minutes of meetings and resolutions
- 👉 Take custody of procurement documents and other records
- 👉 Manage the sale and distribution of bidding documents
- 👉 Advertise/post bidding opportunities, including Bidding Documents, and notices of awards
- 👉 Assist in managing the procurement processes
- 👉 Monitor procurement activities and milestones
- 👉 Consolidate PPMPs and prepare the APP
- 👉 Act as central channel of communications.

Procurement Organizations

Technical Working Group



Assist BAC in the following activities:

- 👉 Eligibility screening
- 👉 Bid evaluation
- 👉 Post-qualification
- 👉 Review of the Technical Specifications, Scope of Work, and Terms of Reference
- 👉 Review of Bidding Documents
- 👉 Shortlisting of consultants
- 👉 Resolution of Request for Reconsideration

Procurement Organizations

The End-Users

Origin of all procurement requests

Prepare actual requirements of the procurement project to include but not limited to the ff:

- Technical Specifications/Scope of Work/Terms of Reference;
- Schedule of Requirements;
- Payment Terms & Conditions;
- Warranty Requirements; and
- After Sales Service/Parts

Plan, prepare, finalize and/or revise PPMPs



Observers

Prepare and Submit Observation Report

Notify PE of Conflict of Interest



Private
Commission on Audit
Non-Government Organization

Shall be invited, in writing at least five (5) calendar days before the date of the:

- 👉 Eligibility Checking
- 👉 Preliminary Examination of Bids
- 👉 Shortlisting
- 👉 Bid Evaluation
- 👉 Pre-bid Conference
- 👉 Post-Qualification

Observers

Allowed to access, free of charge:

- 👉 Minutes of BAC Meetings
- 👉 Abstract of Bids
- 👉 Post- Qualification Summary Report
- 👉 APP and related PPMP
- 👉 Opened Proposals

Online Access

👉 Through own facilities of PEs until such time the modernized PhilGEPS becomes operational'

⚠ In case, unable to provide the said online access, PEs shall inform the GPPB-TSO in writing by emailing observers@gppb.gov.ph.

subject to signing of Confidentiality Agreement

Knowledge Check



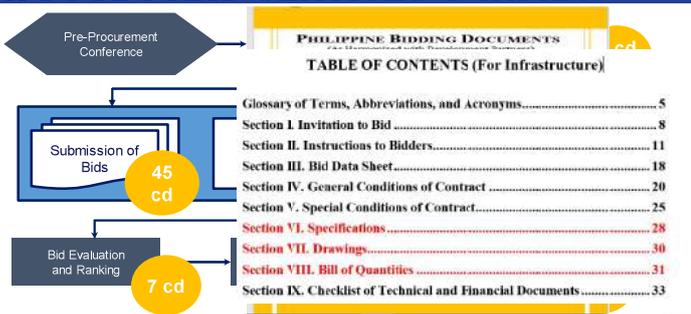
This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Overview of Standard Bidding Procedures for Goods, Infrastructure Projects and Consulting Services



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

STANDARD COMPETITIVE BIDDING PROCEDURE FOR GOODS AND SERVICES & INFRA



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

STANDARD COMPETITIVE BIDDING PROCEDURE FOR CONSULTING SERVICES



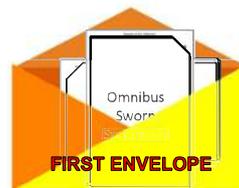
This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

RECEIPT AND OPENING OF BIDS



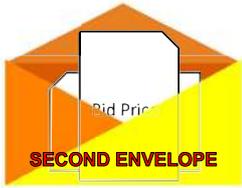
How to prove Bidder's eligibility

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



CHECKLIST (TECHNICAL COMPONENT):

- (1) Authority of Signatory
- (2) Valid PhilGEPS Platinum Certificate
- (3) Statement of Single Largest Completed Contract
- (4) Statement of All On-going Contracts
- (5) Net Financial Contracting Capacity (NFCC)
- (6) Joint Venture Agreement, (JVA), if applicable
- (7) Bid Security
- (8) Conformity with Schedule of Requirements
- (9) Conformity with Technical Specifications
- (10) Omnibus Sworn Statements



CHECKLIST (FINANCIAL COMPONENT):

- (1) Financial Bid Form
- (2) Bid Price

PROCUREMENT INNOVATIONS THROUGH TECHNOLOGY

USE OF VIDEOCONFERENCING, WEBCASTING & SIMILAR TECHNOLOGY

Procurement Activities that may be conducted electronically



Pre-Procurement Conference



Bid Opening



All other procurement activities/meetings

USE OF VIDEOCONFERENCING, WEBCASTING & SIMILAR TECHNOLOGY

(GPPB Resolution No. 24-2018)

QUORUM
 A member of the BAC (including Chairperson and Vice-Chairperson) may be present either in person or face-to-face through videoconferencing, webcasting or similar technology for PEs with such technology



Decisions made of at least a majority of the BAC members present, using such technology shall be considered valid and binding

VIRTUAL BAC MEETINGS



GPPB Resolution No. 24-2018

Allows use of Video Conferencing and similar technologies in the conduct of meetings of the BAC

Ensures quorum of the BAC required to undertake the procurement stage/activity without being physically present

USE OF DIGITAL SIGNATURE



GPPB Resolution No. 16-2019

Procurement officers and officials may digitally or electronically sign procurement documents



ALTERNATIVE DOCUMENTARY REQUIREMENTS

GPPB Resolution No. 09-2020



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

ELECTRONIC SUBMISSION AND RECEIPT OF BIDS

GPPB Resolution No. 09-2020

- 1 Through the GPPB Online Portal (<https://gppbgovph.com/>)
- 2 Through Any Electronic Means Available

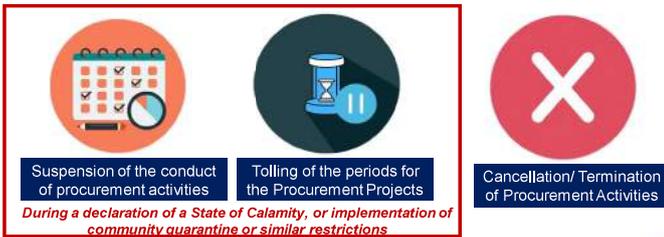
Online or electronic submission and receipt of bids for procurement modalities where a two-envelope procedure or sealed price quotation is required shall be allowed.

The BAC shall decide whether to allow the online or electronic submission and receipt of bids based on the PE's procurement needs and capabilities

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

SUSPENSION AND TERMINATION

GPPB Resolution No. 09-2020



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

SIMPLIFIED BIDDING DOCUMENTS

GPPB RESOLUTION NO. 15-2020

GPPB CIRCULAR 04-2020

- Approved the use of the simplified PBDs for Goods and Infrastructure Projects for the preparation of bidding documents
- Approved the use of the PBD Builder in the GPPB Online Portal for the online preparation of PBDs for Goods and Infrastructure Projects
- Guidelines on the Preparation of the Simplified PBDs for Goods and Infrastructure Projects and Submission of Required Forms (dated 16 September 2020 but took effect 6 October 2020)



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

GPPB ONLINE BLACKLISTING PORTAL

Click here (<https://www.gppb.gov.ph/OnlineBlacklistingPortal>)

GPPB Resolution No. 14-2020

OBP Features:

Requires the use of the Online Blacklisting Portal for posting and updating of status of the Blacklisted Entities in the Consolidated Blacklisting Report

- 1 Posting of Blacklisting Orders
- 2 Updating of Status of a Blacklisted Entity
- 3 Automatic updating of the Consolidated Blacklisting Report
- 4 Automatic notification to the PE, GPPB-TSO and PhilGEPS



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

REVISION AND AUTOMATION OF FORMS

Development of Web/Online Application for the Automation of the Forms for the Annual Procurement Plan, Procurement Monitoring Reports and Agency Procurement Compliance and Performance Indicator Results

- Eliminate inefficiencies and errors
- Readily available information
- Convenient and user friendly



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Transparency Measures in Government Procurement



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Online Access to Observers



- 1 Online monitoring for observers using the mPhilGEPS
- 2 PEs to provide online access to observers for monitoring all stages of procurement using the mPhilGEPS
- 3 PEs to inform the GPPB-TSO via email (observers@gppb.gov.ph) if online access cannot be provided

GPPB Circular No. 01-2021



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Transparency Requirements for Procuring Entities



Reminders on transparency and accountability requirements for all Procuring Entities

GPPB Circular No. 01-2021



Transparency Requirements for Procuring Entities



Document or Information	PhilGEPS website	Conspicuous Place	PE's website, if any	Others
Invitation to Bid/ Request for Expression of Interest	✓	✓	✓	
Downloadable complete Bidding Documents	✓	✓	✓	
Supplemental Bid Bulletin, if applicable	✓	✓	✓	Send to all those who have secured the Bid Docs
Notice of Postponement	✓	✓	✓	Directly inform the bidders



Transparency Requirements for Procuring Entities



Document or Information	PhilGEPS website	Conspicuous Place	PE's website, if any	Others
Approved Evaluation Result (Consulting Services)	✓		✓	Furnish all participating shortlisted consultants
Notice of Award	✓	✓	✓	
Notice to Proceed, If necessary	✓	✓	✓	
Approved Contract	✓	✓	✓	



Transparency Requirements for Procuring Entities (Alternative Methods)



Document or Information	PhilGEPS website	Conspicuous Place	PE's website, if any	Others
Invitation or Request for Submission of Price Quotations or Proposals	✓	✓	✓	
Extension of the deadline in Shopping	✓	✓	✓	
NOA, Contract or Purchase Order, including NTP	✓	✓	✓	
Notice of Suspension/ lifting of suspension of the conduct of procurement activities		✓	✓	Directly inform bidders



GPPB Circular No. 01-2021

Knowledge Check



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Knowledge Check

Pending implementation of the facility for observers under the mPhilGEPS, PE is mandated to provide observers online access through their own facilities.

- a. True
- b. False



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Additional Transparency Requirements



- All agencies and instrumentalities under the Executive Department
- Post the procurement information on their official websites and social media platforms

GPPB Circular 01-2021



Additional Transparency Requirements



- Advertising
- Post-Award information of Procurement Projects

Transparency Requirements Under Sec. 102 of R.A. No. 11639 (Transparency Seal)



Additional Transparency Requirements of Post-Award Information of Procurement Projects



Infrastructure Projects

GPPB Circular No. 01-2021

Project Title	ABC
Location	Winning Contractor
Detailed Description	Detailed Estimates of Bid as Awarded



Thirty calendar days from entering into contract



Additional Transparency Requirements of Post-Award Information of Procurement Projects



Infrastructure Projects

Source of Fund	Completion rate	Implementing Office	Contact Number
Target Date of Completion	Project Status	Responsible Official	Electronic Mail Address
Start of Construction	Reason/s for delay		



GPPB Circular No. 01-2021

Additional Transparency Requirements of Post-Award Information of Procurement Projects

GPPB Circular No. 01-2021

NEW



Detail Actual Project Cost



Variations Issued

**Official Website
Social Media**

30 cd

Thirty calendar days from issuance of certificate of completion



Posting in Newspapers

**For ABC of Php 50,000,000 and above
(Executive Department)**



Post-award information shall also be published *once* in a newspaper of general circulation

GPPB Resolution No. 04-2021, pursuant to Sec 4 of AO No. 34



Use of the Online Blacklisting Portal

PEs to observe rules and procedures provided under the Uniform Guidelines for Blacklisting



Creation and Mandatory use of the Online Blacklisting Portal

PhilGEPS to post Consolidated Blacklisting Report on its platforms (website and/or social media platform)



Knowledge Check



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Knowledge Check

The absence of an observer is a ground for suspending a scheduled procurement activity.

- a. True
- b. False



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Follow us on our official Social Media Accounts

-  GovernmentProcurementPH
-  @GovernmentProcurementPH
-  GovernmentProcurementPH

Get the latest GPPB Issuances



Subscribe



DROP YOUR QUESTIONS HERE!



THANK YOU!

Contact us:

Unit 2504 Raffles Corporate Center, F. Ortigas Road, Ortigas Center, Pasig City, Philippines 1605

TeleFax: (632)7900-6741 to 44
Email address: training@gppb.gov.ph

Observer's Guide on Government Procurement



OUTLINE

- I Qualifications, Responsibilities and Rights of Observers
- II Objects of Observation
- III Significance of an Observer's Report
- IV Code of Conduct of Observers
- V Tools and Instruments of Observers

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



Qualifications, Responsibilities and Rights of Observers



Who are the observers?

COA



Private Sector Group



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



Duly Recognized Private Sector Group

Goods

Relevant chamber-member of the Philippine Chamber of Commerce and Industry



Infrastructure Projects

National Association of Constructors recognized by CIAP



Consulting Services

Professional organization accredited or recognized by PRC or Supreme Court



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



Qualifications of Observer

From an organization duly registered with the SEC or the CDA

Knowledge, experience or expertise in procurement or in the subject matter of the contract to be bid

Should have no **actual or potential conflict of interest** in the contract to be bid



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



Responsibilities of Observers



Sufficient knowledge of R.A. No. 9184



Observe all stages of procurement process



Prepare a report



Submit a report to Procuring Entity, cc GPPB and OMB



Inhibit in case of conflict of interest

Rights of Observers



Attend any or all stages of procurement process



Record observations



Access procurement-related documents upon request and NDA

Knowledge Check



Knowledge Check

In order to become an observer, one must have expert knowledge of R.A. No. 9184 and its IRR.

- a. True
- b. False



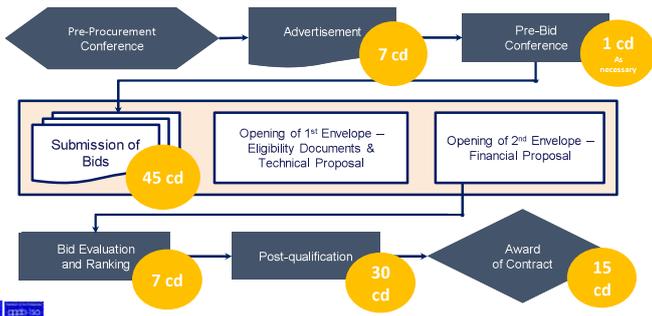
Objects of Observation

Procurement Stages for Observation

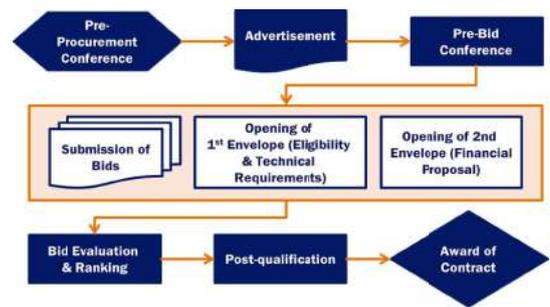
- Posting and Advertisement
- Distribution/ Sale of Bidding Documents
- Pre-Bid Conference
- Bid Submission
- Opening of Bids
- Bid Evaluation
- Post-Qualification
- Award of Contract
- Contract Implementation*



Standard Competitive Bidding Procedure for Goods and Services



Standard Competitive Bidding Procedure for Infrastructure Projects



This learning module was developed by the Government Procurement Policy Board - Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Significance of an Observer's Report



Significance of the Observers' Report

Feedback to the Procuring Entity



Ensures Integrity

Policy Changes and Improvements



This learning module was developed by the Government Procurement Policy Board - Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Code of Conduct of Observers



Code of Conduct

 Respect for Rule of Law	 Professionalism	 Competence	 Dedication	 Honesty and Integrity
 Diligence	 Accountability	 Punctuality	 Impartiality	 Proper Personal Behavior



This learning module was developed by the Government Procurement Policy Board - Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Prohibited Acts

- Conflict of Interest
- Kickbacks and Gratuities
- Discussing Detailed Information



Do's and Don'ts

- Acknowledge receipt of invitation
- Know role and rights
- Bring references
- Disclose conflict of interest
- Politely call attention of the BAC
- Be assertive and persuasive
- Strictly observe and comply with the confidentiality agreement
- Prepare reports
- Inhibit in case of a possible conflict of interest

- Don't come unprepared
- Don't engage in debate with the BAC
- Don't express own opinion
- Don't be combative
- Don't be complacent
- Don't engage in fishing expedition
- Don't accept favors or gifts
- Refuse to accept monetary consideration

Knowledge Check



Knowledge Check

The following are the reasons why an observers' report is significant, except:

- Ensures integrity
- Provides feedback to the Procuring Entity
- Guides the BAC in making procurement-related decisions
- Inputs to Policy Changes and Improvements



Tools and Instruments of Observers

Tools and Instruments

- 01 Copy of Republic Act No. 9184 and its IRR
- 02 Checklist of Basic Documents
- 03 Conflict of Interest Form



Tools and Instruments

04

Procurement Observer's Report

05

Agency Procurement Compliance and Performance Indicators



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



Knowledge Check



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Knowledge Check

Observers may discuss detailed information with bidders after the bid opening.

- a. True
- b. False



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



BE UPDATED!
FOR THE LATEST ISSUANCES, FAQs, TRAININGS, SEMINARS/WEBINARS, FGDS & OTHER EVENTS OF THE GPPB-TSO.

Follow us on our official **Social Media Accounts**

- GovernmentProcurementPH
- @GovernmentProcurementPH
- GovernmentProcurementPH

Please drop your questions and comments at #GPPB-TSO through Event Code: #GovernmentProcurementPH

Contact us:
Unit 2504 Raffles Corporate Center, F. Ortigas Road, Ortigas Center, Pasig City, Philippines 1605
TeleFax: (632)7900-6741 to 44
Email address: training@gppb.gov.ph

THANK YOU!

Ethical Considerations in Government Procurement



OUTLINE

- I General Principles and Considerations of Ethics in Public Procurement
- II Reasonable Diligence in Government Undertakings with Special Emphasis on Public Procurement
- III Safeguards Ensuring Reasonable Diligence in Public Procurement
- IV Offenses and Penalties relating to Public Procurement

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



General Principles and Considerations of Ethics in Public Procurement



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Importance of Ethics in Public Procurement



Procurement is susceptible to corruption



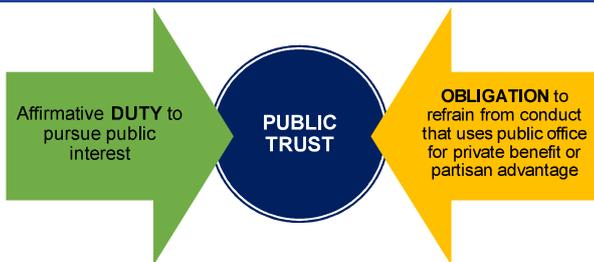
Corruption/unethical behavior of procurement agents will undermine the achievement of agency goals



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



Concept of Public Trust



Source: Queensland Criminal Justice Commission, 1993



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.



Ethics and Integrity

Values



Ethics refers to the norms or standards that translate characteristic ideals and values into everyday practice.

Integrity is the adherence to prescribed values, principles and norms in the daily operations of public sector organizations.

(OECD, 2000)

Integrity is basically putting ethics into practice.

The **HIGHEST STANDARDS OF ETHICS** are required to be observed by procuring entities and bidders, manufacturers, suppliers, or distributors during the procurement and execution of contract.

In public procurement, **the principle of integrity is two-fold**. There is the integrity of the **procurement process** and the integrity of **public procurement practitioners**. (Jorge Lynch, 2013)



OECD, 2000

and distribution



without the author's approval is prohibited.

Code of Conduct & Ethical Standards for Public Officers



Eight (8) Norms of Conduct under RA No. 6713

- commitment to public interest
- professionalism
- justness and sincerity
- political neutrality
- responsiveness to the public
- nationalism and patriotism
- commitment to democracy
- simple living

Ethical Risks in Public Procurement

- conflict of interest
- fraud
- corruption
- coercion
- collusion

(UN Procurement Practitioners Handbook, 2017)

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Conflict of Interest

Refers to a conflict between the public duty and the private interest of a public official, in which the official's private-capacity interest could improperly influence the performance of his/her official duties and responsibilities. (OECD, 2005)

Section 47 of RA No. 9184 and its 2016 IRR

A bidder is absolutely prohibited under a relationship circumstance, which is sought to be disclosed under the provision, from participating in the procurement activities of a concerned PE.

Section 65.5 of 2016 IRR of RA No. 9184

A prospective bidder firm or company shall be disqualified to participate in a procurement activity if a person/entity who is previously held liable or found guilty under RA No. 9184 has a **controlling interest** therein.



Controlling Interest [Par. 2(e) GPPB Resolution No. 40-2017 re. Uniform Blacklisting Guidelines]

- Single stockholder with relatives up to 3rd degree
- Holding at least 20% of shares
- Blacklisted if they have the same controlling interest in a previously blacklisted corporation

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Prohibited Practices

Collusive Practices	Corrupt Practices	Coercive Practices	Fraudulent Practices
Scheme or arrangement between two (2) or more bidders to establish bid prices at artificial levels	Improper and unlawful enrichment of one's self or others	Harming or threatening to harm, directly or indirectly	Misrepresentation of facts in order to influence a procurement process

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Knowledge Check



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Knowledge Check

It is defined as the improper and unlawful enrichment of one's self or others.

- Collusive Practices
- Corrupt Practices
- Coercive Practices
- Fraudulent Practices



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Reasonable Diligence in Government Undertakings with Special Emphasis on Public Procurement

This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Due Diligence in Government Undertakings

• Due diligence is:

- ✓ the process through which enterprises identify, prevent, and mitigate actual and potential adverse impacts and accounts for how these impacts are addressed.
- ✓ an integral part of decision-making and risk management systems and is an ongoing proactive and reactive process that is to be carried out throughout the lifecycle of a project. *(OECD, 2017)*



- In Philippine law, **due diligence** is embedded in the New Civil Code (NCC):
 - ✓ **Ordinary diligence or diligence of a good father of the family** (Art. 1163 NCC)
 - ✓ **Extraordinary diligence** for common carriers (Art. 1733-1736 NCC)



Due Diligence Process and Supporting Measures

Due diligence is a flexible, **risk-based process** and not a specific formula for enterprises to follow. It requires them to know and describe the risk of adverse impacts as a result of their operations, and on that basis take steps to address the risk.

(OECD, 2018)



In public procurement, **risk assessment and management** is a critical factor to be undertaken in developing the project requirements whereby the end-user or implementing unit must identify the risks and come up with its own risk management plan.

(Generic Procurement Manual, Vol.1)



Reasonable Diligence in Public Procurement

Due diligence in the context of procurement refers to carrying out duties carefully and thoroughly and avoiding careless practices or techniques. A **risk-based due diligence** requires that all activities by procuring entities be pursued in a manner that goes beyond the minimum effort. *(UN, 2017)*



System of accountability where both the **public officials** involved in the procurement process and contract implementation and the **private parties** that deal with government are, when warranted by circumstances, investigated and held liable for their related actions. **(Sec. 3 of RA No. 9184)**

Importance of Reasonable Diligence in Public Procurement:

- Equips the PEs with the necessary tools to handle actual and potential adverse impacts during any procurement stage.
- Reduces the risk of PEs and its officers in becoming the subject of complaints.



Safeguards Ensuring Reasonable Diligence in Public Procurement



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Procurement Planning

Planning ensures that the overall goal of the Procurement Project will be achieved effectively and efficiently. Through plans, a Procuring Entity is able to effectively manage and track procurement all the way to contract performance.

Defining Procurement Requirements

- Annual Procurement Plan
- Project Procurement Management Plan
- Market Study/Scoping
- Cost-Benefit Analysis
- Feasibility Study

Scope of Work or Technical Specifications

Mode of Procurement

Project Costing (ABC)

Procurement Milestones (Schedule of Procurement Activities)



Professionalization of Procurement Practitioners

To ensure effective implementation and enforcement of RA No. 9184, its 2016 revised IRR and other related issuances of the Procuring Entities, the GPPB, through and its TSO, conducts development activities to continuously capacitate the procurement practitioners and provides updated reference materials and public assistance as information resources.

Forums & Trainings

- Annual Procurement Forum
- Public Procurement Specialist Certification Course
- Digital Learning Series

GPPB Official Website (gppb.gov.ph)

- Handbook on Philippine Government Procurement
- Updated Implementing Rules and Regulations
- Government Procurement Manuals
- Resolutions
- Circulars
- Policy and Non – Policy Matter Opinions

Contact Support

- Email (legal@gppb.gov.ph)
- Phone (7-900-6741 to 44)
- Digital Walk-in (legal.helpdesk.gppb@gmail.com)



Transparency Measures in Public Procurement



The procurement process and the implementation of procurement contracts must be transparent. Each procurement transaction must be properly documented, and such records must be maintained and made available to proper parties.



Posting Requirements

PEs must ensure the widest dissemination of bid opportunities and post all results of bidding and related documents and information in PhilGEPS, PE's official website, and at any conspicuous place in the premises of the PE, when applicable.



Under AO No. 34, all PEs under the Executive Department shall post all the advertising and post-award information related to its procurement projects on their official website and social media platforms. For projects with an ABC of 50M and above, post-award information shall also be published in a newspaper of general circulation.



Observers

- 1 Commission on Audit
- 2 Non-Government Organization
- 3 Recognized Private Group

Attend and Observe Procurement Stages

Access to Documents

Online Access for Monitoring All Stages of Procurement using mPhilGEPS



Preparation of Report

Submission of Report to the PE, cc GPPB and OMB



Offenses and Penalties Relating to Public Procurement



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Sanctions and Penalties under RA No. 9184

Art. XXI of RA No. 9184 & Rule XXI of the 2016 IRR (PENAL CLAUSE)



- **COVERAGE OF THE PENAL CLAUSE**
The penalties and offenses under RA 9184 and its revised IRR shall cover all types of procurement whether done manually or electronically. (Sec. 65.4 of the IRR)
- **THREE LIABILITIES FOR WRONGFUL ACT OR OMISSION UNDER RA NO. 9184:**
 1. **Criminal Liability** – Sec. 65 of the 2016 IRR
 1. **Civil Liability** – Sec. 67 of the 2016 IRR
 1. **Administrative Liability** – Sec. 69. 1 (a) to (i) of the 2016 IRR



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Criminal Penalties under RA No. 9184 vs. RA No. 3019



Sec. 65 of RA No. 9184

- ✓ **Principal Penalty:** Imprisonment of not less than 6 years & 1 day, but not more than 15 years.
- ✓ **Accessory Penalty:**
 - **Public Officer:** Temporary disqualification from public office
 - **Private Individual:** Permanent disqualification from transacting business with government

Sec. 3 of RA No. 3019

- ✓ Imprisonment of not less 6 years and 1 month, but not more than 15 years.
- ✓ One may be charged with violating RA No. 3019 in addition to a felony under the RPC for the same act. **(No double jeopardy)**



Offenses Committed by Public Officers



Sec. 65.1(a) of the 2016 IRR RA No. 9184

- Opening any sealed Bid without authority or prior to scheduled date including but not limited to Bids that may have been submitted through the electronic system

Sec. 3(k) of RA No. 3019

- Divulging valuable information of a confidential character

Sec. 65.1(b) of the 2016 IRR RA No. 9184

- Delaying, without justifiable cause, the screening for eligibility, opening of bids, evaluation and post evaluation of bids, and awarding of contracts beyond the prescribed periods of action.

Sec. 3(f) of RA No. 3019

- Neglecting or refusing to act within a reasonable time on any matter pending before him for the purpose of obtaining benefit or advantage



Offenses Committed by Public Officers



Sec. 3(c) of RA No. 3019

- Directly or indirectly requesting or receiving any gift or any pecuniary or material benefit for any government license or permit.
- Exception: Unsolicited gifts of small or insignificant value offered/given as a mere token of gratitude or friendship according to local customs or usage. (Sec. 14 of RA No. 3019)

Sec. 3(d) of RA No. 3019

- Accepting or having any member of his family accept employment in a private enterprise within one year after termination.

Family relation shall include the spouse or relatives by consanguinity or affinity in the 3rd civil degree.



Offenses Committed by Public Officers



Sec. 65.1(c) of the 2016 IRR RA No. 9184

- Unduly influencing or exerting undue pressure on any member of the BAC or any officer or employee of the procuring entity

Sec. 3(a) of RA No. 3019

- Persuading, inducing, influencing another public officer to:
- perform an act constituting a violation of rules and regulations
 - allowing himself to be so persuaded, induced, or influenced to commit such violation or offense



Offenses Committed by Public Officers

Violation re: persuading, inducing, or influencing another public officer

Article 1337 New Civil Code of the Philippines

"There is undue influence when a person takes improper advantage of his power over the will of another, depriving the latter of a reasonable freedom of choice."



A public officer can still be liable sans proof that he received any material remuneration from the transaction.



Offenses Committed by Public Officers

Sec. 65.1(d) of the 2016 IRR RA No. 9184

- Splitting of contracts which exceed procedural purchase limits and competitive bidding.
- Two instances:
 - Breaking up of contract into smaller quantities and amounts
 - Dividing contract implementation into artificial phases or sub-contracts
- Purpose: To evade or circumvent the requirements of RA No. 9184 and its IRR, particularly the necessity of competitive bidding and the requirements for the alternative methods of procurement.



Procurement by Lot

PEs are allowed to conduct procurement by lots/items of a project, which may be awarded as a single or separate contracts. (Section 21.1(b) of the 2016 revised IRR of RA No. 9184)

Procurement by lots attracts maximum competition and facilitates the efficient and economical procurement since only one bidding is conducted for the lots/items



Offenses Committed by Public Officers



Sec. 65.1(e) of the 2016 IRR RA No. 9184

- Head of Agency abusing the exercise of his/her power under Sec. 41 of RA No. 9184 (Reservation Clause), with manifest preference to any bidder who is closely related to him.

Sec. 3(e) of RA No. 3019

- Causing any undue injury to any party, including the Government, or giving any private party any unwarranted benefits, advantage or preference in the discharge of his official administrative or judicial functions.

Sec. 3(g) of RA No. 3019

- Entering, on behalf of the Government, into any contract or transaction manifestly and grossly disadvantageous to the same, whether or not the public officer profited or will profit thereby.



Offenses Committed by Public Officers

Sec. 3(j) of RA No. 3019



- Knowingly approving **any license, permit, privilege or benefit** in favor of any person not qualified for or not legally entitled to such license.



Offenses Committed by Private Individuals

Sec. 65.2(a) of the 2016 IRR RA No. 9184



- Two or more persons/ entities agreeing and submitting bids as *bona fide* bidders with **pre-arranged lowest bid**.

Sec. 65.2(b) of the 2016 IRR RA No. 9184

- A bidder **maliciously submitting different bids** through two or more persons, corporations, partnerships, or any other business entities where he/she has interest to **simulate competition**.

*Public officers **conspiring** with the private individuals shall also be liable under this Section.



Offenses Committed by Private Individuals

Sec. 65.2(c) of the 2016 IRR RA No. 9184



- Two or more persons/ entities entering into **agreement to refrain from submitting bid or withdraw from bidding**, to secure an undue advantage to any of the remaining bidders.

Sec. 65.2(d) of the 2016 IRR RA No. 9184

- A bidder, by himself or in connivance with another, employing **other acts or schemes that suppress competition** that is disadvantageous to the public.

*Public officers **conspiring** with the private individuals shall also be liable under this Section.



Offenses Committed by Private Individuals

Sec. 65.3(a) of the 2016 IRR RA No. 9184

- Submission of eligibility requirements containing false information or falsified documents

Sec. 65.3(c) of the 2016 IRR RA No. 9184

- Using name of another or allowing another to use one's name in the bid

Sec. 65.3(b) of the 2016 IRR RA No. 9184

- Submission of bidding documents containing false information or falsified documents

Sec. 65.3(d) of the 2016 IRR RA No. 9184

- Withdrawal of bid after post-qualified or refusing to accept the award without just cause

*Public officers **conspiring** with the private individuals shall also be liable under this Section.



Offenses Committed by Private Individuals

Two ways of Committing Sec. 65.3(c) of the 2016 IRR RA No. 9184

PARTICIPATING IN COMPETITIVE BIDDING THROUGH ANOTHER PERSON

Bidder submits a bid using another's name.	Bidder submits a bid using another's name with his consent.
The 3 rd party does not know that his name was used in the bidding.	The 3 rd party has knowledge that his name was used to join the bidding.
Purpose is to make it appear that there is competition.	Purpose is to make it appear that there is competition.
The bidder is the only one liable.	The Bidder and the Name-Lender are both liable.



Administrative Offenses Committed by Bidders

Sec. 69.1 of RA No. 9184



Criminal Acts Warranting a Separate Administrative Investigation

- Submission of falsified eligibility documents
- Submission of bids with false information or fake documents
- Allowing the use of one's name or using the name of another
- Withdrawal of Bid, refusal to accept award or enter into contract without valid cause
- Refusal or failure to post the performance security

Purely Administrative in Nature

- Contract termination due to the fault of the bidder
- Refusal to clarify or validate in writing its Bid during post-qualification within 7 c.d. from PE's request for clarification
- Any documented unsolicited attempt to unduly influence the outcome of bidding in his/her favor
- All other acts that tend to defeat the purpose of competitive bidding



Knowledge Check



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

Knowledge Check

Indirect request or receipt of gifts is not considered an offense.

- a. True
- b. False



This learning module was developed by the Government Procurement Policy Board – Technical Support Office, and any form of reproduction and distribution without the author's approval is prohibited.

BE UPDATED!
FOR THE LATEST ISSUANCES, FAQs, TRAININGS, SEMINARS/WEBINARS, ECDS & OTHER EVENTS OF THE GPPB-TSO.

Follow us on our official Social Media Accounts

- GovernmentProcurementPH
- @GovernmentProcurementPH
- GovernmentProcurementPH

Please drop your queries and comments at td@cpo.com through Event Code: #GovernmentProcurementPH

THANK YOU!

Contact us:
Unit 2504 Raffles Corporate Center, F. Ortigas Road, Ortigas Center, Pasig City, Philippines 1605
TeleFax: (632)7900-6741 to 44
Email address: training@gppb.gov.ph





INSTITUTIONALIZING PUBLIC FINANCIAL MANAGEMENT REFORMS FOR EFFECTIVE PUBLIC GOVERNANCE

Multiply-Ed National and Division Accountability
Teams Briefing Orientation Seminar
Acacia Hotel, Davao City
September 25, 2022

Public Financial Management

PFM is a system of rules, procedures and practices for government to manage public finances. It encompasses:

- ◆ Budgeting
- ◆ Accounting
- ◆ Auditing
- ◆ Cash Management
- ◆ Management of Public Debt
- ◆ Revenue Generation
- ◆ Public Reporting on Public Sector Financial Operations

Public Financial Management

A sound PFM is fundamental to meeting development objectives and reducing poverty, which are desired outcomes of government.



Objectives of PFM



- Fiscal Discipline** spending within means or resource available to the government.
- Allocative Efficiency** spending money on the **right things or right priorities**; and
- Operational Efficiency** spending with **maximum results** or obtaining the best value for the money or resources available.

GOP PFM Stakeholders



President

- Submits proposed budget to Congress
- Ensures faithful execution of GAA



Commission on Audit

- Examines and audits all public accounts
- Submits audit report to Congress and the President



DBM

Government expenditures and performance



DOF

Revenues, financing, and treasury management



NEDA

Development planning and socio-economic reporting

Oversight Agencies

NGAs, GOCCs, and LGUs

Deliver the programs, activities and projects to benefit citizens

Citizens

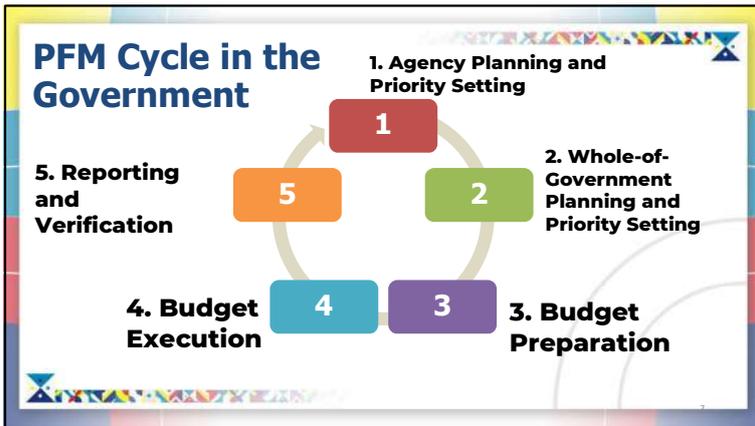
Users of government programs and services

Congress

- Authorized all tax revenues and appropriations
- Scrutinizes government results vs program



PFM Cycle in the Government



1 Agency Planning and Priority Setting

- Agency mandate defines the service it delivers.
- Planning integrates the Administration priorities with Agency priorities:
 - Administration’s Strategic Priorities for the Agency over a 5 to 6-year period are reflected in the Agency Strategic Plan.
 - Core business or the day-to-day operations of the Agency are reflected in the Operational Plan.
- Agency Plans include the integration of citizens’ bottom-up requests.
- Agency Strategic Plan + Operational Plan should serve as basis for the Agency’s Budget Requirements.

2 Whole-of-Government Planning and Priority Setting

- The Administration defines its whole-of-government priorities at the beginning of its term through the:
 - Medium-Term Fiscal Plan (MTFP) and Expenditure Program (MTEP) linked to the Philippine Development Plan (PDP) and Philippine Investment Plan (PIP).
- PDP and PIP are annually updated through the SONA and Budget Priorities Framework (BPF) which provide the basis for the Budget Call.
- These take place in the context of a medium-term economic framework, usually a 3 to 5-year period.

2023 Budget Priorities Framework

- Infrastructure Development
- Enterprise Development
- Climate and Disaster Risk Resilience, and Environmental Management and Protection
- Science, Technology, and Innovation
- Food Safety and Security
- Transition to Full Devolution

2023 Budget Priorities Framework

Human Capital Development

- Health
- Social Protection
- Education
- Labor and Employment

3 Budget Preparation

TIER 1	TIER 2	NEP
Ongoing Spending	+	New Spending Proposals
		=
		Total President's Budget Proposal to Congress

Government uses a **two-tier budgeting approach**:

- **Tier 1** is for ongoing spending and covers existing programs included in the Agency Operational Plan.
 - Tier 1 proposals are assessed on the basis of forward estimates and agency performance.
- **Tier 2** is for new spending and covers new programs and expansion of existing programs included in the Agency Strategic Plan.
 - Tier 2 proposals are assessed on the basis of alignment of the Agency Strategic Plan to the BPF plus agency's ability to deliver the program.

3 Budget Preparation

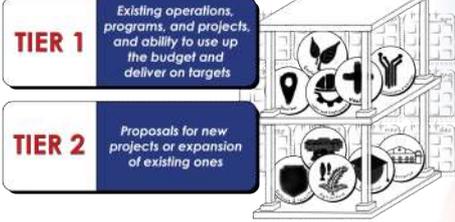
Two-tier Approach: More Focused Budgeting

3 Main Objectives:

- Streamlines the budget preparation process.
- Enhances the accountability of departments/agencies to prioritize and manage spending.
- Engages the President and the Cabinet in setting the strategic direction and distribution of the unallocated fiscal place.

2-Tier Budgeting Approach

Two-tiered budgeting separates discussion on existing activities and projects from entirely new or expanded ones.



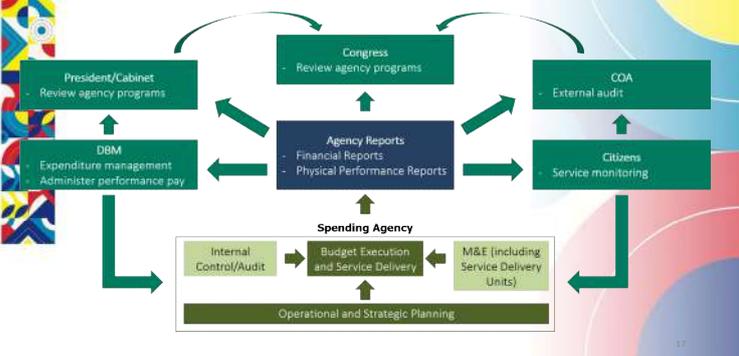
How is the Annual National Budget Prepared?



4 Budget Execution

- Once the Congress approves the Budget, the Government can begin execution.
- DBM issues allotment to authorize agencies to incur obligations.
- Agencies incur obligations through procurement.
- Agencies pay their obligations to deliver programs and projects.
- BTr manages cash, revenues, borrowings, assets and liabilities of the Government.

5 Reporting and Verification



Public Financial Management (PFM) Competency Program

The Public Financial Management Competency Program (PFMCP) provides PFM practitioners access to quality and relevant learning interventions that will enable them to effectively perform their PFM functions.



PFM VALUES

Accountability

is the willingness to be questioned and held liable for one's decisions and actions.

Transparency

is being open to stakeholders and the public in planning, contract awarding, and implementation of transaction.

Integrity

is *Palabra de Honor* and being true in action to your words and principles.

Fiscal Responsibility

is making sure we abide with the fiscal targets we set and explaining deviations from it and the plan to get back on track.

Results-Orientation

is about exerting our best efforts to focus on the right things (as laid out in strategic and operational plans) and doing them with measurable impact.

Efficiency

is about doing more with less inputs.

Effectiveness

is accomplishing the right output to respond to the client's needs.

Honesty

is being true and fair to all stakeholders.

Intolerance for Corruption

is about putting in systems and procedures which will help deter, if not reduce, corruption and bribery.

Trust

is what we aspire for with all their values and principles.

PFM REFORMS FOR EFFECTIVE PUBLIC GOVERNANCE

Unified Accounts Code Structure (UACS)

- ◆ a government-wide harmonized budgetary, treasury and accounting code classification structure jointly developed by the DBM, COA, DOF and BTr
- ◆ aims to facilitate financial reporting and consolidation of actual revenue collection and expenditures, enable the assessment of outturns against transparency/accountability, and improve efficiency in terms of utilization of government funds.

Program Expenditure Classification (PREXC)

- ◆ The logical continuation of Performance-Informed Budgeting (PIB)
- ◆ Reflects in the budget the link between strategies, budgets and results and facilitates the monitoring and evaluation of programs with the performance indicators attached to each program

Program Expenditure Classification (PREXC)

- ◆ Restructures an agency’s budget to group all recurring activities as well as projects under appropriate programs or key strategies.
- ◆ Also strengthens the link between planning and budgeting by clearly articulating how government’s strategies and investments under each program are linked to the attainment of desired sectoral and socio-economic results.

Cash Budgeting System

EXECUTIVE ORDER NO. 91 (Adopting the **Cash Budgeting System** Beginning Fiscal Year 2019 and for Other Purposes) provides that all approved appropriations, except statutory shares of and financial subsidy to LGUs, shall be made available for obligation and disbursement **only until the end of each fiscal year.**



Program Convergence Budgeting

reinforces the government’s push for a more **prudent and targeted spending** by fostering **collaboration among agencies** both in designing and implementing new programs and projects



Open Government Partnership



We remain firmly committed to the OGP principles of civic participation, promoting transparency, fighting corruption, empowering citizen, and leveraging on technology to strengthen governance.



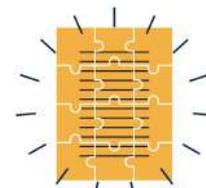
Open Budget Survey Results

Public Participation	Budget Oversight
35	74
Transparency	
68	

The 8 Key Budget Documents



1. Budget Priorities Framework



2. Proposed National Budget



3. General Appropriations Act

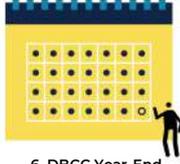
The 8 Key Budget Documents



4. In-Year Reports



5. DBCC Mid-Year Report



6. DBCC Year-End Report

The 8 Key Budget Documents



7. COA Annual Audit Reports



8. People's Budget

Through **PFM reforms**, we can establish fiscal discipline, strategically allocate resources, and ensure efficient and effective delivery of public services. This inculcates a culture of **good governance, fiscal transparency, and accountability**.





CSO PARTICIPATION IN THE BUDGET PROCESS

HOW THE GOVERNMENT EMPOWER THE CITIZENS TO ENGAGE THE BUDGET PROCESS

In a nutshell

01

Citizen participation in the budget process leads to a **responsive budget allocation, enhances good governance, and improves the delivery of public services.**

In a nutshell

02

In the past, despite a vibrant civil society sector in the Philippines, citizen engagement in the budget process has been limited due to lack of formal consultation mechanisms as well as the overall socio-political environment that constricted the democratic space.

EMPOWERING CITIZENS

To empower citizens in the budget process, the government implemented reforms to boost **fiscal transparency, accountability, and citizen's participation**. These reforms made the Philippines a global leader in fiscal openness.



01

FISCAL TRANSPARENCY

From publishing limited budget information in the past, the **government produced all essential budget documents and reports** in line with international standards and leveraged technology to make budget information more available to citizens. It also published the **People's Budget** to provide citizens a gateway to understand the highly technical budget process.

02

BUDGET INTEGRITY AND ACCOUNTABILITY

To address a core structural weakness—the inability to compare actual spending with the approved Budget—the **government ended the frequent re-enactment of the budget, rationalized funds** that tended to be opaque and discretionary, among others. These reforms seek to **strengthen the ability of oversight institutions**—particularly Congress—to hold the Executive accountable for the use of public funds.

03

CITIZEN'S PARTICIPATION IN THE BUDGET PROCESS

The **government established formal means** for citizens—particularly **Civil Society Organizations (CSOs) and other stakeholders**—to engage the process of formulating the Budget and monitoring its implementation.



CITIZEN PARTICIPATION

DEMOCRATIC PROCESS

This involves people empowerment, whereby concerned citizens organized as CSOs, pursue their legitimate and collective interests by monitoring effectiveness of P/A/Ps and in so doing become partners of the Government in the formulation, monitoring, evaluation, and improvement of the national budget.



CIVIL SOCIETY ORGANIZATIONS

CITIZEN GROUPS

These include non-government organizations, people's organizations, cooperatives, trade unions, professional associations, faith-based organizations, media groups, indigenous peoples movements, and foundations grouped primarily for social and economic development, to monitor government programs and projects, engage in policy discussions, and actively participate in collaborative activities with Government.



CURRENT DEVELOPMENTS

- 01 NATIONAL BUDGET CALL FOR FY 2023
- 02 OPEN GOVERNMENT PARTNERSHIP
- 03 DBM CSO DESK, DBM DIGITAL PLATFORM
- 04 PEOPLE'S BUDGET
- 05 BUDGET REFORM BILL

CURRENT DEVELOPMENTS

- 06 HOUSE BILL 7407
- 07 SENATE BILL 24

01

NATIONAL BUDGET CALL FOR FY 2023

OPEN GOVERNMENT PARTNERSHIP



It is an international movement for openness established in 2011. The **Philippines** is one of the eight founding governments of the OGP together with Brazil, Indonesia, Mexico, Norway, South Africa, the United Kingdom, and the United States.

OPEN GOVERNMENT PARTNERSHIP

In a nutshell:

- It is a global effort to make governments better.
- It aims to secure concrete commitments from governments to promote transparency, empower citizens, fight corruption, and harness new technologies to strengthen governance.



OPEN GOVERNMENT PARTNERSHIP

To become a member of OGP, participating countries must endorse a **high-level Open Government Declaration**, deliver a **country action plan developed with public consultation**, and **commit to independent reporting** on their progress going forward.



OPEN GOVERNMENT PARTNERSHIP

Under its pillar of Building a High-Trust Society (*Malasakit*), the country's continued engagement with the OGP is identified in the Updated Development Plan (PDP) 2017-2022's chapter on *Ensuring Responsive, People-Centered, Technology-enabled and Clean Governance* as a key strategy to ensure that **government policies, programs, and projects are responsive to the needs of the people**—which can ultimately lead to restoring the people's trust in the government.

OPEN GOVERNMENT PARTNERSHIP

The commitment to citizen engagement is further demonstrated by the following Executive Orders issued by the Duterte Administration during his term:

- **Executive Order No. 2 dated July 24, 2016**
 - ☐ Mandated the executive branch of the government to operationalize the people's constitutional right to information and the policy of full disclosure in public service
- **Executive Order No. 6 dated October 14, 2016**
 - ☐ Established the 8888 Citizens' Complaint Center to facilitate timely and concrete action in citizens feedback on the way government services and goods are being delivered

OPEN GOVERNMENT PARTNERSHIP

The commitment to citizen engagement is further demonstrated by the following Executive Orders issued by the Duterte Administration during his term:

- **Executive Order No. 9 dated December 1, 2016**
 - ☐ Created the Office of Participatory Governance Cluster within the Cabinet that is mandated to exert all efforts to enhance citizen engagement in governmental processes
- **Executive Order No. 24 dated May 16, 2017**
 - ☐ Created the Participatory Governance Cluster which shall exert all efforts to enhance citizen engagement in governmental processes

The PH-OGP Steering Committee

The PH-OGP Steering Committee 2019-2022

GOVERNMENT

NON-GOVERNMENT



03

RE-ESTABLISHMENT OF DBM CSO DESK

DBM CSO DESK



It shall serve as the **focal unit in DBM** for concerns related to the **CSO participation in all phases of the budget cycle**. It will also provide information to the public on the **process of citizen engagement and feedback** on how citizens' inputs are used in the formulation and implementation of the annual budget.

DBM CSO DESK

As part of its operationalization, the CSO Desk Guidelines is being crafted that will outline the process on how the CSOs can utilize the platform for their concerns. The DBM conducted initial consultation meetings to discuss how the DBM will ensure that a systematic process is in place to address the CSO concern.



DBM CSO DESK

For the non-government consultation, the DBM met with key non-government partners to seek additional inputs and comments on the CSO Desk.

- The consultation meeting was attended by representatives from the
- Social Watch Philippines (SWP)
 - Caucus of Development NGO Networks (CODE-NGO)
 - Move as One Coalition
 - CSO2 Project Team,
 - Unang Hakbang Foundation (UHF)
 - Mindanao Coalition of Development NGOs Networks (MINCODE)
 - Kaabag sa Sugbo Foundation,
 - Philippine Chamber of Commerce and Industry (PCCI)
 - Coalition of Bicol Development (CBD)
 - Public Services Labor Independent Confederation-National Public Workers' Congress (PSLINK-PUBLIK)

DBM CSO DESK

The DBM believes that active participation of the citizens and CSOs in the budget process plays a vital role in influencing governments to improve the quality of their processes particularly on the **prudent use and allocation of public funds** towards a more fiscally transparent policy, to **deepen the standard of democracy** and **enhance accountability**.



DBM DIGITAL PLATFORM

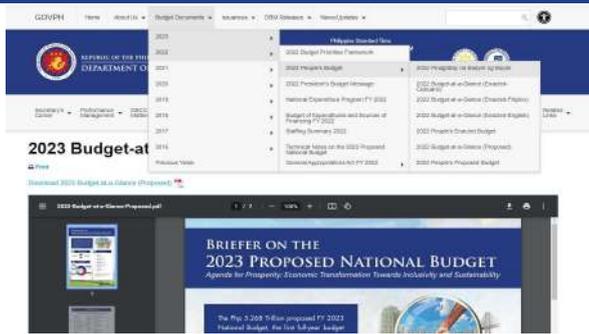


Usapang Budget aims to inform the people of the latest information on the government budget and spending in an engaging, less technical manner.

04

PEOPLE'S BUDGET

DBM PUBLICATION OF THE PEOPLE'S BUDGET



05

BUDGET REFORM BILL

BUDGET REFORM BILL



In consideration of the changing priorities in the 18th Congress due to the pandemic, the National Elections, and the closing of the 18th Congress, the DBM is preparing a strategic plan for the inclusion of the Bill in the 19th Congress.

BUDGET REFORM BILL

This aims to institutionalize provisions on transparency and public participation in the budget process. The Department of Budget and Management together with other agencies in the PFM Committee such as the Department of Finance (DOF), Bureau of Treasury (BTr), and Commission on Audit (COA) has been actively working on the drafting and shepherding of the Budget Modernization Bill (BMB).



BUDGET REFORM BILL

DBM proposes to include a provision on participatory budget process in order to "**promote people's involvement in the management of public resources by enforcing their right to access information, and to contribute in the formulation and implementation of, the financial affairs of the government**".



06

HOUSE BILL 7407

HOUSE BILL 7407

18th Congress

By representatives Vargas, Robes, Vergara, Balindong, Chungalao, Lusotan, Bordado, Cabochan, Sy-Alvarado, Nieto and Arenas

"People's Participation in the National Budget Process Act"

- **LONG TITLE:** AN ACT INSTITUTIONALIZING THE PARTICIPATION OF CIVIL SOCIETY ORGANIZATIONS (CSOS) IN THE ANNUAL BUDGET PROCESS AND PROVIDING EFFECTIVE MECHANISMS THEREFOR
- **SCOPE:** National
- **STATUS:** Approved by the House on 2021-07-28, transmitted to the Senate on 2021-07-29 and received by the Senate on 2021-07-29

HOUSE BILL 7407

- **Institutionalize people's participation** in budget deliberations and make the budgeting process more participatory through the involvement of grassroots organizations
- **Allows the exercise of the people's right to participate in public decision-making** and in the process, enhance accountability in the use of taxpayers' money

HOUSE BILL 7407

KEY PROVISIONS:

1. Mandates the Offices of the Secretary of the Senate, the Secretary General of the House of Representatives, the Supreme Court Clerk of Court, and the Office of the Chairman of the Constitutional Offices to process the application for accreditation of civil society organizations

HOUSE BILL 7407

KEY PROVISIONS:

2. Requires the accreditation of CSOs with the National Government Agencies (NGAs) and Government Owned and Controlled Corporations (GOCCs) either at their respective central or regional office
3. Requires all NGAs and GOCCs to formulate and adopt guidelines outlining the mechanism for accreditation and active participation of the CSOs in the preparation of the annual national budget

HOUSE BILL 7407

KEY PROVISIONS:

4. Mandates the timely disclosure of budget documents and other related data by agencies in order for the CSOs to participate in the budget preparation in an informed manner
5. Penalizes any person who shall violate the provisions of the measure or of the Act

07

SENATE BILL 24

SENATE BILL 24

18th Congress

Filed on July 1, 2019 by Panfilo Lacson and Joel Villanueva
“People’s Participation in the National Budget Process Act”

- **LONG TITLE:**
AN ACT INSTITUTIONALIZING THE PARTICIPATION OF CIVIL SOCIETY ORGANIZATIONS (CSOS) IN THE PREPARATION AND AUTHORIZATION PROCESS OF THE ANNUAL NATIONAL BUDGET, PROVIDING EFFECTIVE MECHANISMS THEREFOR, AND FOR OTHER PURPOSES
- **SCOPE:** National
- **STATUS:** Pending in the Committee

SENATE BILL 24

This bill, known as **“The People’s Participation in Budget Deliberations Act”**, adheres to the principles of genuine democracy by **enshrining the right of the people to directly participate in the budget process**, thereby preserving the people’s power in influencing priorities underlying the budget for social development.



SENATE BILL 24

- Aims to **institutionalize people’s participation** in the budget deliberations in various levels of government—national, provincial, municipal down to the barangay level.
- Gives **full play to the people’s right** to participate in all levels of social, political, and economic decision-making
- **Institutionalizes people’s access to information** with regard to how taxpayer’s money is being spent. This is likewise an anti-corruption measure.

“The task remains a challenge, but not an insurmountable one. Installing a results-based approach is a test of three Ps: persistence, perseverance, and partnership. Persistence, because one needs to vigorously pursue, despite the many obstacles, the objective of the program. Perseverance, because it is a test of patience, fortitude and compassion, all at the same time. And partnership, because it takes government, non-government, as well as private sector stakeholders, working together towards a common goal, to successfully implement a revolutionary program such as [budget and management reform].”

Former DBM Secretary Emilia T. Boncodin (+)

THANK YOU!

SWP-ALTERNATIVE BUDGET INITIATIVE

How CSOs can Effectively Engage the Education Budget: Parts I & II

September 25, 2022 | 10:45AM – 12:15PM
Multiply-Ed National and
Division Accountability Teams
Briefing Orientation Seminar
Acacia Hotel, Davao City



Content Flow

HOW CSOs CAN EFFECTIVELY ENGAGE THE EDUCATION BUDGET

- Part I: Analyzing the National Budget
- Part II: Preparing an Alternative Budget

Social Watch Philippines 2022 | slide 2



SWP-ALTERNATIVE BUDGET INITIATIVE

Part I: Analyzing the National Budget

September 25, 2022 | 10:45AM – 12:15PM
Multiply-Ed National and
Division Accountability Teams
Briefing Orientation Seminar
Acacia Hotel, Davao City



Outline

PART I: ANALYZING THE NATIONAL BUDGET

- Prelude
- About Social Watch Philippines
- Situating Budget Analysis in the Budget Process
- Budget Typologies
- Familiarizing with Budget Documents and What to Watch Out For
- Budget Analysis Proper

Social Watch Philippines 2022 | slide 4

About Social Watch Philippines



Social Watch Philippines 2022 | slide 6

PART I: ANALYZING THE NATIONAL BUDGET

The Budget Cycle (National)



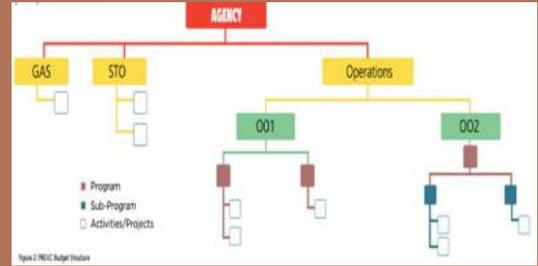
Social Watch Philippines 2022 | slide 7

Budget Typologies



Structure of the Budget

BUDGET TYPOLOGIES



Budget aspects to examine

BUDGET TYPOLOGIES

- 3-year budget trend (by types of obligations)
- By Cost Structure (GAS, STO, Operations)
- Operations by Program
- By program/activity/project, including expense class (PS, MOOE, Capital Outlay)
- By regional allocation
- Special and general provisions
- Performance information/indicators
- Budget utilization performance – appropriations, obligations, disbursements

Budget Analysis Indicators

BUDGET TYPOLOGIES

- Nominal amounts/levels
- Year on year difference and annual growth rate
- Percentage share to total
- Performance ratio/variance – expenditure against budget
- If you want a comprehensive review of the budget, go historical trend/time series

Break muna...

Magbigay ng dalawang uri ng budget typology o presentasyon ng budget.

Magbigay ng dalawang budget indicators na mahalaga sa pagsusuri ng budget.

Familiarizing with Budget Documents and What to Watch Out For



Bago tayo pumunta sa exciting part...

PART I: ANALYZING THE NATIONAL BUDGET

Magbigay ng dalawang budget documents na dapat makuha para suriin sa mga sumusunod na budget phase:

- budget preparation
- budget legislation
- budget execution

Social Watch Philippines 2022 | slide 26

Bago tayo pumunta sa exciting part...

PART I: ANALYZING THE NATIONAL BUDGET

Magbigay ng dalawang aspektong dapat mabantayan sa mga sumusunod na budget phase (maliban sa budget calendar):

- budget preparation
- budget legislation/execution

Social Watch Philippines 2022 | slide 27

PART I: ANALYZING THE NATIONAL BUDGET

Budget Analysis Proper



Macroeconomic Parameters

BUDGET ANALYSIS PROPER

*But -9.5% GDP decline in Full Year 2020

TABLE 1. SELECTED MACROECONOMIC PARAMETERS IN THE BESF 2022

Particulars	2021		2022		Adjusted	Projection ¹
	Actual	Latest Available	Actual	Latest Available		
Real GDP Growth (%)	8.7	8.7	8.7	8.7	8.7	8.7
Inflation Rate (CPI) (%)	4.8	4.8	4.8	4.8	4.8	4.8
Unemployment Rate (%)	6.7	6.7	6.7	6.7	6.7	6.7
Net O/F Trade Ratio (%)	10.0	10.0	10.0	10.0	10.0	10.0
Foreign Exchange Rate (P/\$)	55.0	55.0	55.0	55.0	55.0	55.0
Oil Price (USD/Barel)	95.0	95.0	95.0	95.0	95.0	95.0
Exports of Goods	10.2	10.2	10.2	10.2	10.2	10.2
Imports of Goods	10.2	10.2	10.2	10.2	10.2	10.2
Current Account Balance	0.0	0.0	0.0	0.0	0.0	0.0
Level of GDP (Billion USD)	350.0	350.0	350.0	350.0	350.0	350.0
Level of GDP (Billion PHP)	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0
Level of GDP (Billion USD)	350.0	350.0	350.0	350.0	350.0	350.0
Level of GDP (Billion PHP)	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0
Level of GDP (Billion USD)	350.0	350.0	350.0	350.0	350.0	350.0
Level of GDP (Billion PHP)	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0
Level of GDP (Billion USD)	350.0	350.0	350.0	350.0	350.0	350.0
Level of GDP (Billion PHP)	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0
Level of GDP (Billion USD)	350.0	350.0	350.0	350.0	350.0	350.0
Level of GDP (Billion PHP)	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0
Level of GDP (Billion USD)	350.0	350.0	350.0	350.0	350.0	350.0
Level of GDP (Billion PHP)	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0	17,500.0

Source: CBRD Budget Brief, BESF 2022

Social Watch Philippines 2022 | slide 29

National Government Fiscal Program

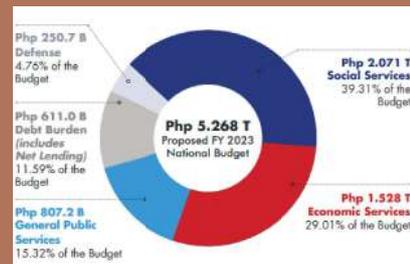
BUDGET ANALYSIS PROPER

PARTICULARS	2019 (Actual)	2020 (Actual)	2021 (Actual)	2022 Program	2023 Projection	2024 Projection	2025 Projection
Surplus/(Deficit)	(660.2)	(1,371.4)	(1,670.1)	(1,650.5)	(1,452.9)	(1,339.4)	(1,182.9)
Obligation Budget/Expenditure Program	3,610.5	4,227.4	4,600.8	5,023.6	5,268.0	5,569.0	5,872.0
Per cent of GDP (%)							
Revenues	16.1%	15.9%	15.5%	15.2%	15.3%	15.6%	16.0%
Disbursements	19.5%	21.6%	24.1%	22.9%	21.4%	20.7%	20.2%
Surplus/(Deficit)	-3.4%	-7.6%	-8.6%	-7.6%	-6.1%	-5.1%	-4.1%
Obligation Budget	18.5%	23.6%	23.7%	23.2%	22.2%	21.4%	20.5%
Growth Rate (%)							
Revenues	-0.4%	13.3%	4.3%	9.9%	10.0%	11.8%	12.7%
Disbursements	0.7%	-2.5%	-1.3%	6.0%	2.6%	6.2%	6.6%
Surplus/(Deficit)	8.5%	-24.5%	-10.0%	-1.2%	-12.0%	-7.8%	-11.7%
Obligation Budget	-1.4%	3.1%	-2.9%	9.2%	4.9%	5.7%	5.4%
GDP in billion PHP	19,516.4	17,939.6	19,410.6	21,672.8	23,755.2	26,065.8	28,578.8

Social Watch Philippines 2022 | slide 30

Budget Dimensions by Sector

BUDGET ANALYSIS PROPER



Source: 2023 Budget Brief, BESF 2023

Social Watch Philippines 2022 | slide 31

Budget Dimensions by Expense Class

BUDGET ANALYSIS PROPER

Year	Levels, in Billion Pesos			Percent Share to Total (%)			Growth Rate (%)	
	2021	2022	2023	2021	2022	2023	21-22	22-23
PS	1,309.8	1,405.3	1,631.4	28.5	28.0	31.0	7.3	16.1
MOOE	1,954.4	2,085.3	2,042.0	42.5	41.5	38.8	6.7	(2.1)
CO	888.5	990.5	982.7	19.3	19.7	18.7	11.5	(0.8)
Net Lending	17.9	28.7	28.7	0.4	0.6	0.5	60.5	-
FinEx	430.2	513.8	583.2	9.4	10.2	11.1	19.4	13.5
Total	4,600.8	5,023.6	5,268.0	100.0	100.0	100.0	9.2	4.9

Source: CPBRD Budget Brief, BESF 2023

May mga **sahod** para sa mga **di-regular na kawani ng pamahalaan** na nakalagak sa Maintenance and Other Operating Expenditures

Social Watch Philippines 2022 | slide 32

Budget Dimesions by Recipient Unit

BUDGET ANALYSIS PROPER



Source: 2023 BESF, DBCC Presentation by DBM

Social Watch Philippines 2022 | slide 35

Budget Dimensions by Regional Allocation

BUDGET ANALYSIS PROPER

FY 2023 Proposed Budget

By Region (in billion pesos*)

*NCR, Regions III and IV-A comprise 48% of the total regionalized budget

Regionalized Budget	Php 3,010.6 B (67.1%)
Nationwide	Php 1,868.7 B (41.5%)
Central Office	Php 388.7 B (7.4%)
TOTAL	Php 5,268.0 B (100%)

Region	2023 Proposed	% Share
NCR	502.8	13.8
LIWZON	95.5	13.1
Region I	18.2	3.2
CAR	62.2	1.3
Region II	107.6	1.8
Region III	224.3	4.3
Region IV-A	37.9	0.4
Region IV-B	30.5	1.6
Region V	19.8	3.5
VISAYAS	47.8	3.3
Region VI	12.4	3.0
Region VII	122.2	2.8
Region VIII	112.2	2.4
MINDANAO	68.2	11.9
Region IX	9.9	1.8
Region X	19.7	3.3
Region XI	11.8	3.2
Region XII	8.8	1.7
CARAGA	21.8	1.3
ARMM	12.9	2.3

Source: 2023 BESF, DBCC Presentation by DBM, CPBRD Budget Brief

Social Watch Philippines 2022 | slide 34

Budget Dimensions by Appropriations Source

BUDGET ANALYSIS PROPER

PARTICULARS	LEVELS (In Billion)		INCREASE/(DECREASE) 2022-2023		SHARE (%) TO THE TOTAL EXPENDITURE PROGRAM	
	2022	2023	Amount (In Billion)	%	2022	2023
New General Appropriations	1,602.4	4,259.3	656.9	18.2	71.7	80.9
Programmed Appropriations	1,350.7	3,671.1	320.4	9.6	66.7	69.7
Unprogrammed Appropriations	251.6	588.2	336.5	133.7	5.0	11.2
Automatic Appropriations	1,672.9	1,596.9	(76.0)	(4.5)	33.3	30.3
Total Available Appropriations	5,275.2	5,856.2	580.9	11.0	105.0	111.2
Less: Unprogrammed Appropriations	251.6	588.2	336.5	133.7	5.0	11.2
Total Expenditure Program	1,023.6	5,268.0	244.4	4.9	100.0	100.0

Source: 2023 National Expenditure Program

Social Watch Philippines 2022 | slide 35

Budget Dimesions by Top Departments

BUDGET ANALYSIS PROPER

Department	Levels, in Billion Pesos			Difference				% Share to Total		
	2021	2022	2023	21-22	22-23	21-22	22-23	2021	2022	2023
Public Works and Highways	662.2	786.0	718.4	124.4	(88.2)	15.8	(8.7)	14.4	15.7	13.6
Education	613.5	633.3	710.7	16.8	77.3	3.2	10.2	13.3	12.6	13.6
Interior & Local Government	313.0	251.3	253.0	(61.8)	1.8	(19.7)	0.7	6.8	5.0	4.8
National Defense	314.4	220.9	340.7	(93.5)	119.8	(39.8)	5.0	6.8	4.4	4.6
Social Welfare & Development	195.4	205.0	197.0	9.6	(8.0)	4.9	(3.9)	4.2	4.1	3.7
Health	226.3	188.4	196.1	(37.9)	7.7	(20.3)	4.1	5.1	3.7	3.7
Transportation	99.0	75.8	167.1	(23.2)	91.3	(23.4)	120.4	2.2	1.5	3.2
Agriculture	84.8	71.0	102.2	6.2	31.1	9.5	43.8	1.4	1.4	1.8
State Universities & Colleges	81.4	108.4	97.7	27.0	(10.7)	33.2	(8.9)	1.8	2.2	1.8
The Judiciary	45.7	47.0	52.7	1.3	5.8	2.8	12.2	1.0	0.9	1.0
Other Executive Offices	71.1	47.4	44.2	(23.8)	(3.3)	(33.2)	(6.7)	1.5	0.9	0.8
Justice	27.6	26.7	28.2	(0.9)	1.5	(2.4)	3.7	0.6	0.5	0.5
Other Departments	37.3	302.4	270.4	(14.9)	(32.0)	(1.7)	(10.6)	6.9	6.0	5.1
Sub-Total Department	3,041.8	2,964.2	3,078.3	(77.5)	114.3	(2.8)	3.9	66.1	69.0	66.4
Adm: Special Purpose Funds	1,889.0	2,055.4	2,188.1	266.3	132.7	22.1	6.2	31.9	41.0	41.6
Total NG Expenditures	4,880.8	5,023.6	5,268.0	422.8	244.4	9.2	4.9	100.0	100.0	100.0

Source: CPBRD Budget Brief, 2023 National Expenditure Program

Social Watch Philippines 2022 | slide 36

**P852.81B O 16.2%
NG BUDGET AY
NILAAN SA SEKTOR
NG EDUKASYON**

**DepEd: P710.7B
SUCs: P97.8B
CHED: P30.7B
TESDA: P13.7B**

DepEd Budget Breakdown by Expense Class, 2023

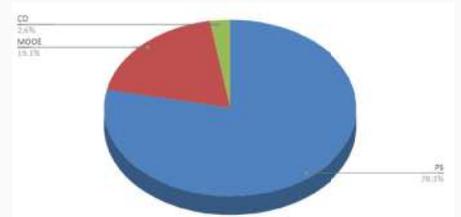
BUDGET ANALYSIS PROPER

Ang **Capital Outlay (CO)** ay budget para sa goods at services kasama na pagpapagawa ng school buildings, classrooms, at equipment tulad ng computers.

Nasa ilalim ng Schools **Maintenance and Other Operating Expenses (MOOE)** ang budget para suportahan ang implementasyon ng programs, activities at projects ng kagawaran.

PS	556,284.9
MOOE	135,998.2
CO	18,374.8

Source: 2023 National Expenditure Program; CPBRD Agency Budget Notes on DepEd Budget 2023



Ang **Personnel Services (PS)** o ang budget para sa sweldo at benefits ng DepEd personnel na umaabot sa humigit siyam milyon, karamihan o bulto ay mga guru

Social Watch Philippines 2022 | slide 37

DepEd Budget Breakdown by Regional Allocation, 2023

BUDGET ANALYSIS PROPER

Tinatayang **30.4%** ng budget ng Kagawaran ng Edukasyon ay mapupunta sa **NCR, Regions III at IV-A**, kahawig ng sa pambansang lebel. Ang 3 rehiyon naman ang may **pinakamababang** alokasyon?

REGIONAL ALLOCATION OF THE 2023 EXPENDITURE PROGRAM (P710,657.94M)

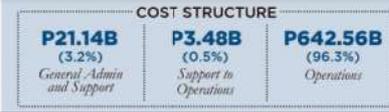


Social Watch Philippines 2022 | slide 38

Source: CPBRD Budget Brief, 2023 National Expenditure Program

DepEd Budget Breakdown by Cost Structure and by Operations, 2023

BUDGET ANALYSIS PROPER



Source: CPBRD Budget Brief, 2023 National Expenditure Program



Social Watch Philippines 2022 | slide 39

DepEd Budget Summary of Programs, 2023

BUDGET ANALYSIS PROPER

Implementing Agency/Program	Amount (in Million Pesos)			% Share to Total Programs			Growth Rate (2022-2023) (%)
	2021	2022	2023	2021	2022	2023	
Support to Schools and Learning Programs (OSSE)	471,233.9	601,499.3	804,186.4	67.8	67.8	67.2	11.7
OS Support	6,644.8	3,321.7	5,883.5	1.1	0.8	2.0	71.3
School-Based Feeding Program	292,994.3	299,999.9	294,447.5	47.2	47.1	44.5	6.4
Operation of Schools - Elementary (K to Grade 6)	188,188.0	193,999.7	193,999.7	28.2	28.2	26.1	7.2
Operation of Schools - Junior HS (Grades 7 to Grade 10)	10,485.0	41,188.1	45,414.1	1.6	7.2	7.1	18.2
Government Assistance and Subsidies - Education Service Contracting (ESC) Program for Private Junior High Schools	11,236.1	10,873.8	12,450.0	2.1	1.8	1.0	17.1
Government Assistance and Subsidies - Volunteer Program for Single-Teacher High Schools	18,862.2	16,834.2	16,308.8	2.8	2.8	1.1	137.9
Government Assistance and Subsidies - Volunteer Program for Senior High School (VPS) Operations	1,000.0	1,000.0	1,000.0	0.2	0.2	0.2	18.6

Implementing Agency/Program	Amount (in Million Pesos)			% Share to Total Programs			Growth Rate (2022-2023) (%)
	2021	2022	2023	2021	2022	2023	
Basic Education Support Program (OSSE)	471,233.9	601,499.3	804,186.4	71.8	71.8	71.8	11.8
Learning Sites and Equipment	10,211.7	20,027.2	20,918.8	2.0	3.4	3.2	2.9
Teacher and Other Personnel	880.0	880.0	880.0	0.2	0.2	0.2	0.7
Supply/Procurement Program	3,989.0	17,768.0	6,800.0	0.8	3.0	1.0	180.3
Food Assistance Program	11,284.0	1,000.0	9,800.0	2.1	1.6	1.2	18.9
Joint Multi-Schools	1,838.2	1,838.2	1,838.2	0.3	0.3	0.3	0.0
Inclusive Education Program (OSSE)	17,473.1	16,236.3	26,481.1	3.2	2.8	3.2	26.3
OS Support	33.5	33.5	33.5	0.0	0.0	0.0	3.7
Multiple-grade Education Program	126.1	146.3	154.8	0.0	0.0	0.0	100.0
Education Policy Development Program (OSSE)	8,900.0	8,900.0	8,900.0	1.3	1.3	1.3	0.0
Teacher Learning Program (OSSE)	16,847.7	15,275.7	16,852.2	2.5	2.5	2.1	11.4
Special Education Program	300.0	300.0	300.0	0.1	0.1	0.1	100.0
Education Policy Development Program (OSSE)	346.9	346.9	346.9	0.1	0.1	0.1	0.7
Education Policy Development Program (OSSE)	7,883.0	8,249.1	6,426.0	1.1	1.4	1.1	1.8
Educator Human Resource Development Program (OSSE)	1,888.0	1,888.0	1,888.0	0.3	0.3	0.3	18.6
Total Operations, OSSE	684,718.2	875,128.8	1,043,107.8	100.0	100.0	100.0	15.8

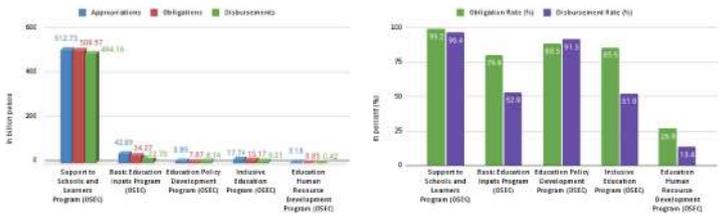
Ang 3 programa ang **pinakaprioridad** ng DepEd? Mabigay naman ng 3 programang may **pinakamababang** prioridad.

Source: CPBRD Budget Brief, 2023 National Expenditure Program

Social Watch Philippines 2022 | slide 40

DepEd Budget Utilization by Major Program, 2021

BUDGET ANALYSIS PROPER



Nagagastos ba ang mga **ni-planong babadyetan** sa pambansang budget? Ang major program ang may mataas na antas ng paggastos? Ano naman ang hindi gaanong nagagastos?

Source: CPBRD Budget Brief, 2023 National Expenditure Program

Social Watch Philippines 2022 | slide 41

DepEd Performance Indicators of Major Programs, 2021-2023

BUDGET ANALYSIS PROPER

Program	2021		2023 Target		2023 Target	
	Target	Actual	2023 Target	2023 Target	2023 Target	2023 Target
Basic Education Support Program						
Percentage of public schools meeting the standard ratio for teachers	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Elementary	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Junior High School	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Senior High School	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Percentage of public schools meeting the standard ratio for classroom	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Elementary	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Junior High School	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Senior High School	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Percentage of public schools with information and communication technology (ICT) package	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Elementary	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Secondary	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)
Senior High School	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)	87% (23,525)

Source: CPBRD Budget Brief, 2023 National Expenditure Program

Social Watch Philippines 2022 | slide 42

DepEd Performance Indicators of Major Programs, 2021-2023 (cont.)

BUDGET ANALYSIS PROPER

Program	2021		2023 Target		2023 Target	
	Target	Actual	2023 Target	2023 Target	2023 Target	2023 Target
Volunteer Education Program						
Classroom volunteer	1,000	1,000	1,000	1,000	1,000	1,000
Percentage of schools enrolled to:						
SPED (public)	2.00% (490,000)	0.49% (127,400)	4.17% (1,042,500)	4.17% (1,042,500)	4.17% (1,042,500)	4.17% (1,042,500)
ADVT (public and private)	0.74% (174,000)	0.64% (161,400)	1.50% (375,000)	1.50% (375,000)	1.50% (375,000)	1.50% (375,000)
SPED (public)	0.83% (207,000)	0.44% (110,500)	1.50% (375,000)	1.50% (375,000)	1.50% (375,000)	1.50% (375,000)
ALS	3.88% (965,000)	2.60% (652,900)	1.17% (292,500)	1.17% (292,500)	1.17% (292,500)	1.17% (292,500)
Percentage of schools enrolled with learning indicators	100%	100%	100%	100%	100%	100%
OSSE Indicators	100%	100%	100%	100%	100%	100%
Number of schools offering the following subjects:						
Arts/Physical Education/Health	6,480	5,114	6,480	6,480	6,480	6,480
STEM (public)	2,227	2,227	2,227	2,227	2,227	2,227
STEM (private)	1,127	1,127	1,127	1,127	1,127	1,127
Number of public schools providing an/ learning resources	42,188	42,188	42,188	42,188	42,188	42,188

Source: CPBRD Budget Brief, 2023 National Expenditure Program

Social Watch Philippines 2022 | slide 43

Part II: Preparing an Alternative Budget

September 25, 2022 | 10:45AM – 12:15PM
Multiply-Ed National and
Division Accountability Teams
Briefing Orientation Seminar
Acacia Hotel, Davao City



Outline

PART II: PREPARING AN ALTERNATIVE BUDGET

- **Guide in crafting alternative budget proposals (sectoral and cross-cutting)**
- **Format/Template and Examples:**
 - Alternative Budget Proposal (Amendment and New Budget Item)
 - Proposed Budget Realignment for Alternative Budget Proposal
 - Proposed General and Special Provisions

Guide in crafting alternative budget proposals

PART II: PREPARING AN ALTERNATIVE BUDGET

- Analyze the situation in your sector and crosscutting concerns. Be clear about your advocacies, goals and priorities.
- Scrutinize the sectoral, crosscutting, and agency allocations in relation to your advocacies. What is already there? What is lacking? What more needs to be added?
- In addition to items which already have allocations, propose new items of expenditure.
- Calculate the cost of your additional and new allocations.
- Write up your situational analysis and justify your alternative proposals.

Guide in crafting alternative budget proposals

PART II: PREPARING AN ALTERNATIVE BUDGET

Aside from sectoral lens, include in your analysis crosscutting concerns (whenever applicable) such as:

- Child rights, including child protection
- Social determinants of health
- Climate change adaptation, disaster preparedness and resiliency
- Gender responsiveness
- Responsiveness to the needs of Persons with Disabilities

Alternative Budget Proposal

FORMAT / TEMPLATE PROPOSAL SUMMARY

2023 NEP Vol. No-Page No.	Dept/Agency	Budget item/PAP	Expense Class	Desired Expense Class	NEP 2023	ABI Budget Proposal	Amended Amount (NEP+ABI proposal)
Vol. I, p. 314	DepEd-OSEC	Child Protection Program	MOOE	MOOE	4,747,000	77,500,000	82,247,000

- Brief Situationer/Situational Assessment (with budget analysis)
- Summary of Alternative Budget Costing Proposal, with Explanatory Note or Narrative (use PMP as reference)
- Summary of Alternative Budget Proposals

Alternative Budget Proposal

FORMAT / TEMPLATE PROPOSAL SUMMARY

2023 NEP Vol. No-Page No.	Dept/Agency	Budget Item/PAP	Expense Class	Desired Expense Class	NEP 2023	ABI Budget Proposal	Amended Amount (NEP+ABI proposal)
Vol. I-A, p. 314	DENR-EMB	National Solid Waste Management Fund	MOOE	MOOE	New Budget item	100,000,000	100,000,000

In case you may not find a suitable existing line budget item or PAP to link your budget proposal, please indicate that you propose this as a **“New Budget Item”**.

ALTERNATIVE BUDGET PROPOSAL FORMAT / TEMPLATE PROPOSAL DETAILS FOR ATTACHMENT

Proposed Project	Category	Activities	Unit of Measure	Quantity	Location of Service (Province or City)	Expense Type				Contingency	Description	Other Types of Expenses		Grand Total	
						Transportation (Vehicle Rental, Fuel, etc.)	Supplies and other (Office, etc.)	Printing (Costs No. of Pcs.)	Recreation			Amount			
Implementing a Nationwide Campaign on Violence Prevention in Schools	Luzon	Anti-Bullying Summit (3 Classes)	set	300	Baguio City	1,800,000	50,000			10.00%	Function Rooms and Projector	40,000	6,475,800		
	Visayas		set	300	Iloilo City	1,800,000	154,000			10.00%	Function Rooms and Projector	40,000	2,094,000		
	Mindanao		set	200	General Services City	1,800,000	160,000			10.00%	Function Rooms and Projector	40,000	2,100,000		
National Child Protection in Schools Week Strategic Planning			xxx	40	Metro Manila	240,000	22,000			10.00%	Function Rooms and Projector	40,000	284,000		

Social Watch Philippines 2022 | slide 50

Proposed Budget Realignment for Alternative Budget Proposal

FORMAT / TEMPLATE

2023 NEP Vol. No. Page No.	Dept/Agency	Budget Item/PAP	Expense Class	Desired Expense Class	NEP 2023	ABI Budget Proposal	Amended Amount
Vol. II, Part III, p. 27	DPWH-OSEC	Payments of Right-Of-Way (ROW)- Various Completed Projects	CO	For realignment	12,500,000,000	(12,500,000,000)	(12,500,000,000)
Vol. II, Part III, p. 27	DPWH-OSEC	Payments of Right-Of-Way (ROW)- Various On-going Projects	CO	For realignment	5,500,000,000	(5,500,000,000)	(5,500,000,000)
Vol. II, Part III, p. 289	DPWH-OSEC	Rehabilitation of Disaster-Related Infrastructure and Other Facilities-Central Office- Rehabilitation of Disaster-Related Infrastructure and Other Facilities	CO	For realignment	1,000,000,000	(1,000,000,000)	(1,000,000,000)

- Explanatory Note/Rationale. Give an explanatory note/rationale why this budget should be slashed/cut. Is this a budget realignment recommendation for a particular alternative budget proposal? Please explain. (e.g., Budget cut from lumped, vaguely stated infrastructure projects lacking appropriate disaggregation).

Social Watch Philippines 2022 | slide 51

Proposed General and Special Provisions

FORMAT / TEMPLATE

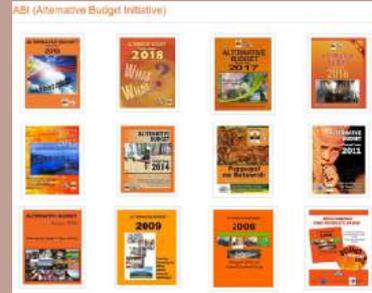
2023 NEP Vol. No. Page No.	Dept/Agency/Category	2023 NEP	Proposed Provision
Insert field	Insert Dept/Agency/Category	Insert Special Provision, OP Section Number and Title, type provision verbatim	Insert SP/OP Section Number, type proposed provision
Vol. III, p. 1059	General Provisions- Programs and Projects Related to Senior Citizens and Persons with Disability	Moreover, all government infrastructures and facilities shall provide architectural features, designs or facilities that will reasonably enhance the mobility, safety, and welfare of persons with disability to government services pursuant to Senate Bill/Pambansa Bil. 344 and R.A. No. 7277, as amended.	Insert in Section 33, paragraph 2: "Moreover, all government infrastructures and facilities shall provide architectural features, designs or facilities applying the Universal Design concept and providing Reasonable Accommodation, per United Nations Convention on the Rights of Persons with Disabilities (UNCRC) that will reasonably enhance the mobility, safety, welfare and access of persons with disability to government services pursuant to Senate Bill/Pambansa Bil. 344 and R.A. No. 7277, as amended."
Vol. I, p. 46	DAH-OSEC	Now Provision	5. Climate Change Adaptation and Disaster Risk Reduction: The Department of Agrarian Reform (DAR) shall provide support to all Agrarian Reform Communities (ARCs) for them to be attuned to climate change adaptation and disaster risk reduction. The DAD shall also operate the arcs in renewable energy and energy efficiency, ecological soil water management, and sustainable land use such as organic farming approaches and the use of water catchments.

Social Watch Philippines 2022 | slide 52

- You may recommend an amendment/propose change to an existing general or special provision, or introduce a new provision. Please follow the matrix guide and examples as indicated herein.

The ABI Orange Book

THE KNOWLEDGE PRODUCT



Copies of the **ABI Orange Book** (consolidated alternative budget proposals) could be found [here](#)

Let's take a look at the **ABI-EDUC** proposal for FY 2023

Social Watch Philippines 2022 | slide 53

Parting Words

HOW CSOS CAN EFFECTIVELY ENGAGE THE EDUCATION BUDGET: PARTS I & II

Let's build islands of good governance...

Salamat po!

Rakenrol to the world!



Social Watch Philippines 2022 | slide 54

CONTACT US

- 📍 Social Watch Philippines
- 📧 @SocialWatchPH
- 🌐 socialwatchphilippines.org
- ☎️ 0920 812 1002
- ✉️ sowatphils@gmail.com
- 📍 Unit 606 D' Condo Place, 129 Magnahwa Street, Teacher's Village East 1101 Quezon City, Philippines

THANK YOU

How CSOs can Effectively Engage the Education Budget: Advocating for an Alternative Budget

Multiply-Ed National and Division Accountability Teams
Briefing Orientation Seminar
September 25, 2022

www.enetphil.org.ph
E-Net Philippines
Mitzi T. Chan
Advocacy Officer

BUDGET ADVOCACY

- The process serves to build citizen and civil society awareness of budget processes and issues.



Why Citizens Should Participate in Government Budgeting?

- Because it is the peoples' money.
- The government is accountable to the people.
- It is guaranteed in the Constitution: government as duty-bearer and citizens as claim-makers.
- Because good public programs need to be prioritized and funded (and budgets are the clearest expression of government priorities).
- Government commitments and promises are meaningless and can't be implemented without proper budgetary support.
- At present, many civil society organizations already do analyses of their governments' budgets, especially for social development issues they are advocating.

BUDGET ADVOCACY

- Creates a firm basis to build an advocacy campaign with specific targets and is a useful tool to rally broad coalitions and to mobilize specific social groups by proposing alternative budgets.



Alternative budget advocacy is an advocacy strategy that seeks to highlight the limitations of public budgets with regard to key sectors or issues in society. CSOs use budget analysis and alternative budgets to:

(1) reveal the underlying priorities and biases of the government's actual budget;

(2) raise public awareness about both the positive and negative impacts of the government budget on certain groups or issues of public concern;

and (3) challenge the government to justify their budget allocations and explain how those correlate with stated policy priorities.

Types of Budget Advocacy Work for CSOs



CAPACITY-BUILDING: CSOS DEVELOP BUDGET EXPERTISE, WHICH THEY SHARE WITH OTHER CSOS THROUGH TRAINING.



ANALYTICAL WORK: CSOS WITH SECTORAL OR FINANCIAL EXPERTISE CAN PROVIDE IN-DEPTH BUDGET ANALYSIS THAT CAN BE USED TO INFLUENCE THE BUDGET PROCESS



COLLECTING AND SHARING BEST PRACTICES: EVERY ISSUE HAS ITS OWN SPECIFIC CHARACTERISTICS, BUT WORK DONE BY ONE GROUP CAN INFLUENCE AND MOTIVATE THE WORK OF OTHERS—ESPECIALLY IF SHARED IN A TIMELY, ACCURATE AND OPEN FASHION.



IMPROVING ACCOUNTABILITY: WHEN CSOS START DEMANDING DATA AND INFORMATION FROM ELECTED OFFICIALS, THEY ENFORCE PUBLIC ACCOUNTABILITY.



ENGAGEMENT IN THE DIFFERENT STAGES OF THE BUDGET CYCLE: IN THIS CASE, CSOS ACT AS EXPERTS AND PROVIDE HELP WITH DRAFTING ALTERNATIVE BUDGETS, DESIGNING A PROGRAM, DEVELOPING COSTING TOOLS OR OTHER IMPLEMENTATION INSTRUMENTS, ETC.

People's Participation in Government Budgeting: The Alternative Budget Initiative (ABI)



The Case of Alternative Budget Initiative (ABI)

The Alternative Budget Initiative (ABI) led by Social Watch Philippines is a consortium of over 100 civil society organizations and individuals.



Budget Research & Preparation of Alternative Budget Proposals

Campaigning for Alternative Budgets

Monitoring & Budget Tracking

Advocacy for Legislative Budget Reforms



- The SWP-ABI Network is composed of the Clusters of Education, Health, Social Protection, Agriculture, Environment, and Persons with Disabilities while tackling cross-cutting issues of children, gender, and climate change.

- The ABI alternative budgets adhere to SDGs and rights-based framework; critiques budget framework and proposes alternative sources of financing.

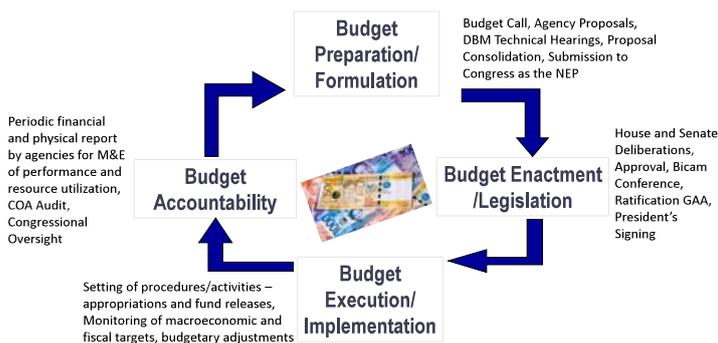
- SWP-ABI helps build capacities of marginalized sectors to directly engage agencies and legislators in the formulation of more responsive plans and budgets which are attuned to their needs.

ABI Education Cluster

E-Net Philippines is the lead organization of the ABI Education Cluster. It capacitates its members and unifies and mobilizes its sectoral clusters to prepare sectoral alternative budget proposals on education. Sectoral education proposals are consolidated into the **Alternative Budget Proposal for Education**.



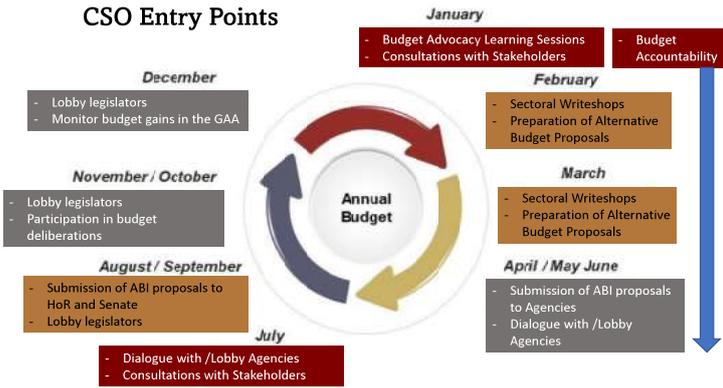
The National Budget Cycle



The National Budget Process Timeline



CSO Entry Points



CSO/Citizens' Participation in Budget Preparation

- Participation in program level planning with agency program officers (DepEd, DOLE, DOH, DSWD, DENR, DA, NIA)
- Involvement with concerned agencies in the preparation of agency level proposed budgets, formulation of joint government-CSO projects governed by transparency, accountability and participation (OGP)



Submission of ABI-EDUC Proposals

This section displays two sample ABI-EDUC proposals and logos of partner organizations:

- Left Document:** A proposal from the Department of Education (DepEd) regarding the submission of Alternative Budget Proposals (ABIs) for the 2022 National Budget.
- Right Document:** A proposal from the Department of Education (DepEd) regarding the submission of Alternative Budget Proposals (ABIs) for the 2022 National Budget.
- Logos:** Logos of the Department of Education (DepEd), the Department of Budget and Finance (DBF), and the Department of Social Welfare and Development (DSWD).

CSO/Citizens' Participation in Budget Legislation

- Citizens' participation is most visible, audible and palpable during the *budget legislation phase*
- Since 2006, ABI has been campaigning for alternative budgets to the House and Senate



CSO/Citizens' Participation in Budget Execution

- Citizens' participation in the budget execution (implementation) process is largely focused on monitoring; but ABI has current engagements with key executive offices on budget implementation.
- Many problems have been identified by citizens' groups regarding the budget implementation process—non-release of allocations, transfer of funds, use of savings, etc.

Monitoring Budget Gains



Monitoring Budget Gains

E-Net Philippines annually engages education agencies and the Philippine Congress for higher and improved investments in education.

As head of the ABI-EDUC, alternative budget proposals for education are crafted from sectoral members' recommendations and submitted to government.

E-Net participates in budget hearings and deliberations to lobby legislators to adopt the alternative budget proposals in the General Appropriations Act.



- Ongoing consultations with DepEd Student Inclusion Division (SID) and Indigenous Peoples Education Office (IPsEO) for the Working Plans on SPED budget for piloting establishment of 30 ILRCs in accordance with DO 045, s 2021 - Policy Guidelines on Conversion of SPED Centers into Inclusive Learning Resource Centers (ILRCs), budget for additional subsidy for the Madrasah Education Program (MEP) and budget for CLCs in 100 priority IP communities.

PAP	Amount	Expense Class	Proponent	Purpose	Remarks
SPED	90M	MOOE	Sen. Hontiveros	Establishment of 30 pilot inclusive learning centers	Details submitted to DBM were aligned with the insertions and requested as FCR to CO
MEP	10M	MOOE	Sen. Hontiveros	PSI subsidy for 20,000 muslim children	Clarification as 20,000 @5k each amounts to P100M not P10M. Details submitted to DBM covers 2,000 learners under private madaris and aligned with the insertions and requested as FCR to CO
IPED	35M	MOOE	Sen. Hontiveros	358k for 100 IP community learning centers	Details submitted to DBM covers full amount to cover FCR to CO and RO.



Citizen Participatory Audit (CPA) is an audit involving civil society or private professional organizations (civil society organizations or CSOs) as members of the Audit Team led by the Commission on Audit.



CSO/Citizens' Participation in Budget Accountability

- The government institution directly enforcing public financial accountability is the Commission on Audit.
- Other Multi-Stakeholder platforms can also be a venue CSO/Citizens' participation in budget accountability.



Success factors for CSO budget-based advocacy

- Accuracy, accessibility, timeliness
- Dedicated organizational capacity
- Analytical and advocacy skills
- Linkages within civil society - Unity among civil society organizations advocating social development
- Relationship with Agencies
- Partnerships with Legislators (Committees on Basic Education/TechVoc and Higher Education, Committees on Appropriations/Finance, legislative staff, etc.)

A budget should reflect the values and priorities of our nation and its people.



ANNEX 9

Planning Template

Team members and contact numbers

Name	Contact number/s

Regular/ next meeting:	
------------------------	--

Coordination processes/ activities (how will the team ensure that coordination will continue and will be efficiently done to accomplish the tasks at hand?):	
How to recruit more team members (note that this is not a pre-requisite for monitoring)	

Monitoring timeline:

Target start of monitoring	
Target end of monitoring	

Plan of Action

(Remember: the goal of the activities is to accomplish the monitoring using the monitoring tool)

Date/ Time	Activity	Target outputs	Responsible Person	Other details

Multiply-Ed Sharing Session

Sample program

Day 1

Time	Activity	Person Responsible/ Other Details
1:30-1:50pm	Opening program <ul style="list-style-type: none"> • National anthem and prayer • Energizer • Recap of project status and objectives of the session 	
1:50-2:10pm	Presentation of monitoring activities and accomplishments [1]	
2:10-2:40pm	Plenary discussion: “How was your monitoring experience?”	
2:40-3:10pm	Small group discussion <ul style="list-style-type: none"> • What were the key issues and challenges confronted in the conduct of monitoring? • What were the facilitating/enabling factors in your conduct of monitoring? • Other highlights of your monitoring experience 	Break the participants into 3, with no volunteer-monitors belonging to the same school accountability team in the same small group
3:10-3:30	Sharing of small group discussion highlights	
3:30-3:45pm	Break	
3:45-4:15pm	Presentation of aggregated monitoring results (regional and division, highest and lowest compliance) [2]	
4:15-5:00pm	Plenary – review/ updating of school-level monitoring results per school accountability team	No presentation after but any changes will be presented/ communicated to the AC

Day 2

Time	Activity	Person Responsible/ Other Details
9:00am-9:10am	Recap and energizer	
9:10-9:30am	Presentation of updated aggregated monitoring results (regional and division, highest and lowest compliance)	

9:30-10:30am	Plenary discussion: <ul style="list-style-type: none"> • What are the factors that explain the results? • What are our key recommendations given our findings and analysis? 	
10:30-11:00am	Small group workshop (per school accountability team) <ul style="list-style-type: none"> • What are our key lessons learned from our conduct of monitoring (how can the next monitoring be better?) • What are our next steps in our schools? • Other feedback and suggestions for the upcoming problem-solving session with duty-bearers 	
11:00-11:30am	Presentation of the highlights of small group workshop	
11:30-12:00nn	Closing program	

[1] Presentation of monitoring activities and accomplishments

- Localities and schools covered
- Number and profile of monitors and school accountability teams
- Activities undertaken: Date, location, activities completed, etc.
- Number and profile of respondents interviewed
- Key outputs and accomplishments

[2] Presentation of aggregated monitoring results (regional and division, highest and lowest compliance)

- Overall compliance rating per school/ ranking on compliance level
- Standards with highest compliance (division and regional levels)
- Standards with lowest compliance (division and regional levels)
- Other key findings/ observations

Multiply-Ed Problem-Solving Session (Interfacing with Government)*Sample program***Program**

Time	Activity	Person Responsible/ Other Details
9:00-9:15am 1:30-1:45pm	Opening program <ul style="list-style-type: none"> • National anthem and prayer • Round of introductions • Welcome remarks 	Moderator
9:15-9:30am 1:45-2:00pm	Presentation of X-Ed Profile	Program Coordinator
9:30-10:00am 2:00-2:30pm	Presentation of Monitoring Activities, Findings and Recommendations [1]	Area Coordinator and Program Officer for Monitoring
10:00-11:00am 2:30-3:30pm	Response from duty-bearers (questions, feedback and commitment) Working break	Moderator
11:00-12:00pm 3:30-4:30pm	Further generation of commitments	Moderator

[1] Presentation of Monitoring Activities, Findings and Recommendations

- Key monitoring activities undertaken
- Coverage: localities, schools, number of monitors, number of respondents
- Standards with highest compliance (concerned division and regional levels)
- Standards with lowest compliance (concerned division and regional levels)
- Other key findings/ observations
- Analysis and recommendations (recommendations must specify the officials/ office that need to act on the recommendation)