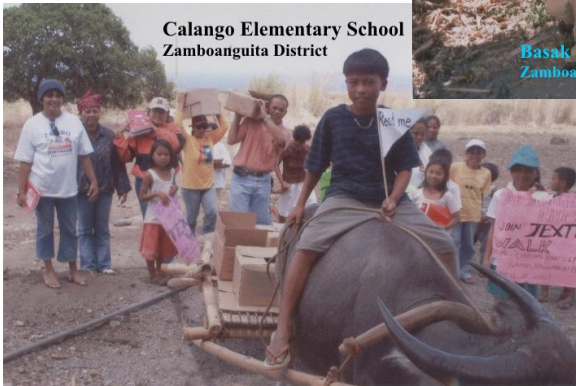


PROJECT COMPLETION REPORT ON THE CIVIL SOCIETY PARTICIPATION IN TEXTBOOK COUNT 4



Calango Elementary School
Zamboangita District

Basak Elementary School
Zamboangita District



Prepared by the
Government Watch
Ateneo School of Government

Submitted to the
Partnership for Transparency Fund

Makati City, Philippines
September 2007

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EXECUTIVE SUMMARY

1. Supported by the Partnership for Transparency Fund, the Government Watch (G-Watch) of the Ateneo School of Government undertook the implementation of the fourth round of *Textbook Count: National Textbook Delivery Program (Textbook Count 4)*. The Government Watch served as the national coordinator of *Textbook Count 4* from June 2006 to August 2007.
2. The project's stated purpose was "To promote transparency and prevent corruption in the textbook procurement and delivery by sustaining civil society participation and facilitating the institutionalization of the Textbook Count project." Its target indicators were "[a] continued partnership between DepED and the civil society organizations, [b] CSO access to information about textbook procurement and deliveries, [and c] activated community-based initiatives for *Textbook Count*." The succeeding points illustrate the achievement of these targets.
3. Formalizing the government-civil society engagement was a Commitment of Support and Cooperation signed by the Department of Education and the Consortium of Civil Society Organizations (CSOs) with a total of 39 enlisted members. The civil society and private sector committed to help in the stages of bidding, production, delivery, and onward distribution of textbooks from the districts to elementary schools.
4. A total of 11 months was spent from the posting of advertisement (October 2005 to September 2006) to the release of the Notice to Proceed, although the Notice of Award was issued to the three winning suppliers as of June 2006. The losing bidders' claim of irregularity in the awarding of contracts was the cause of the delay. A Temporary Restraining Order from a Regional Trial Court lengthened the time for the suppliers to finally print the books.
5. Two CSO meetings were held to discuss the issues on the delay in procurement due to the Regional Trial Court TRO and on the errors in the content of the books. From these meetings came out suggestions to safeguard the procurement schedule in cases of legal interference. A closer look into the role of the civil society in the evaluation of textbook content was also called for.
6. The weighted average unit price of textbooks was P45.33, which was P1.11 cheaper than the last procurement. The average unit price of the textbooks (Sibika 1, Sibika 3 and Sibika 5) printed by Vibal Publishing was P43.22. Textbooks from Watana Phanit (Sibika 2, Hekasi 4 and

Hekasi 5) averaged P45.16. Daewoo International Corp. commanded a higher average price of P56.77 for its Sibika 3 books. The total contract amount for this round of *Textbook Count* was 542.4 million pesos.

7. The CSOs joined in 18 textbook quality inspections in the printing presses and warehouses. A total of 1,260,560 textbooks (TXs) and teacher's manuals (TMs), or 10.54% of the quantity contracted, were covered by the Quality Inspection Team during its random inspections at the production stage. A major defect was found during the warehouse inspection on the books from Daewoo, which resulted to a major rectification on the part of the supplier. Other usual defects found were ink smudge, wrong registry and wrinkled pages and uneven density, among others.
8. Around 4,700 Inspection and Acceptance Reports (IAR) had been signed by third-party monitors from the civil society and community. On the average, the CSOs and community representatives signed 70% of delivery receipts.
9. On April 2007, G-Watch pilot-tested *Textbook Walk: The Community Participation in Textbook Distribution* as a supplementary mechanism for the onward distribution of textbooks from district offices to elementary schools, and a means to institutionalize *Textbook Count*. It covered more than 110 elementary schools and involved some 60,000 TXs/TMs worth about 2.5 million pesos. The activity proved to be an effective mechanism to help districts bring textbooks to elementary schools and start localizing the *Textbook Count*.
10. In quantifiable terms, the civil society participation in TC4 helped save (a) P10.8M by helping rectify defective books, (b) P151M worth of delivered books (based on pre-Textbook Count 40% failure rate), and P525,000 worth of distributed books through Textbook Walk (based on 21% failure rate in 2003 monitoring).
11. Among the various issues tackled in the evaluation workshops, the major ones are the delays in the procurement schedule due to the Temporary Restraining Order issued by the Regional Trial Court, the need to explore greater role for civil society in the content evaluation to avoid errors in the content of textbooks, and problems with the delivery schedule of the forwarders.
12. In support of the institutionalization plan, the Department of Education released on 29 August 2007 the Department Order No. 59, series of 2007 entitled "Institutionalizing NGO and Private Sector Participation in the Department's Procurement Process."

PROJECT COMPLETION REPORT ON THE CIVIL SOCIETY PARTICIPATION IN TEXTBOOK COUNT 4

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Banking on its success in the past three rounds of *Textbook Count*, the Government Watch (G-Watch) of the Ateneo School of Government took on another challenge



Textbook Count 4 logo

of furthering civil society participation in ensuring quality services delivered by the government. The promise of good quality books delivered on schedule, at the right quantity was pursued with vigor as part of the continuing effort to promote civil society education and experience in good governance, with its partnership with the Department of Education (DepED). It had its setbacks this year, especially in the lengthened period of contract awarding and implementation, but it has showcased another innovation, dubbed as *Textbook Walk* (see discussion in another section), which brought the program closer to the communities and closer to the goal of institutionalization. This round of Textbook Count also marked the start of expansion of civil society participation with the signing of Department Order No. 59, series of 2007, which is aimed at “institutionalizing NGO and Private Sector Participation in the Department’s Procurement Process.”

Formalizing the civil society participation in *Textbook Count 4* is a Commitment of Support and Cooperation signed between the DepED and the Consortium of Civil Society Organizations (CSOs). Led by G-Watch, the Consortium had 39 enlisted members, up from 33 in *Textbook Count 3*. Comprising the Consortium were advocacy groups for good governance, educators’ groups, faith-based (Muslim and Christian) and student organizations, among others. This list does not yet include the community-based organizations, such as the Parents-Teachers-Community Associations (PTCAs), which volunteered to participate in the Textbook Walk.

The CSOs had been involved in the bidding, production, delivery and onward distribution stages of *Textbook Count 4*. G-Watch tracked the bidding of Php542,394,628.94 worth of textbooks and teacher's manuals, from the tendering period to the awarding of contract and the release of the Notice to Proceed. It also convened the CSO-partners when legal actions caused the delay in the completion of the procurement process and when issues on errors in textbook content were again brought out in the media.

When the local suppliers finally started printing the books, the CSOs joined a series of quality inspections in the printing presses. There were also pre-delivery warehouse inspections for the books from an international supplier.

Allocation lists and delivery schedules were sent out to the volunteers (Boy Scouts and Girl Scouts of the Philippines and NAMFREL) for a simultaneous delivery of books in each zone. For *Textbook Count 4*, volunteers in 2,359 targeted delivery sites had to check 11,965,364 elementary school textbooks and teacher's manuals (TX/TMs), amounting to more than half a billion pesos. The deliveries were done from 8 January 2007 to 16 February 2007. It was initially set several months earlier, but schedules had to be adjusted due to the court case.

This round of *Textbook Count* saw the pilot-testing of an added component--*Textbook Walk: The Community Participation in Textbook Distribution*. This component serves as a supplementary mechanism for onward distribution of books from district offices to the elementary school. It also aims to start the process of institutionalization of the *Textbook Count* program from a cultural perspective. By organizing a festive event that facilitates the delivery of textbooks from the districts to elementary schools, the citizens' demand for good governance is dramatized. *Textbook Walk* was conducted on 21 April 2007 in 12 districts from four divisions in Visayas and Mindanao, covering around 60,000 TXs/TMs worth about two million pesos.

All the stakeholders were gathered for a post-delivery evaluation workshop upon completion of the pre-delivery, delivery and distribution activities. In attendance were DepED personnel from the Central, Division and District Offices, suppliers, civil society and community.

**Taking on the Textbook Count 4 Challenge:
*Institutionalization and Greater Community Participation***

Three rounds since, *Textbook Count* proved to be an effective tool in preventing losses in government resources by providing third-party monitoring. With more organizations committing support for the program, the core of civil society partners had been reinforced at best and the additions gave more diversity to the

group. Joining in are CCP-Sugpuin ang Korupsyon, Linangan Foundation, Public Services Labor Independent Confederation (PS-Link), Risale Nur Islamic Students and the Rotary Club of Manila.

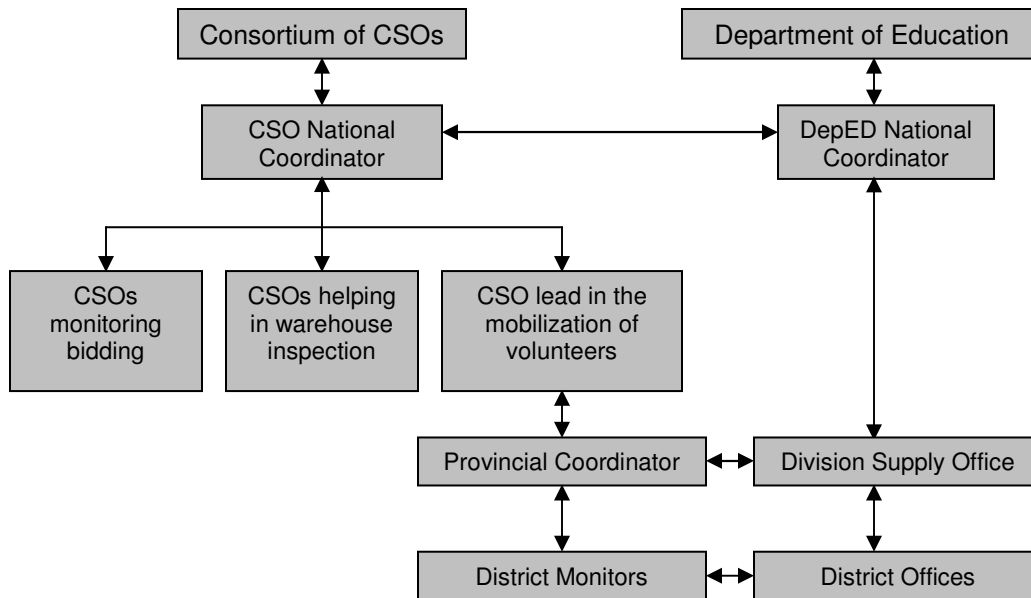
The CSOs signed a Commitment of Support and Cooperation with the Department of Education during the launching event of *Textbook Count 4* on 5 January 2005. See **Attachment 1** for a complete list of participating CSOs and their individual commitments.

DepED's commitment to the collaboration of the government with the civil society for the *Textbook Count* has been remarkably consistent. From the previous rounds of the program, the expansion of CSO component had been gaining ground in the department. It has, in fact, become an almost natural part of the procedure of textbook procurement and delivery. This has made G-Watch focus more on the other aspects of program implementation. Notable in *Textbook Count 4* is the lessened reliance of local monitors on the coordination being made at the national level. With less supervision from G-Watch, the local monitors were still able to carry out their tasks. This indicates growing local initiative, quite a spillover from the familiarity with the process that the local volunteers developed in the previous rounds.

G-Watch, having been reaffirmed as overall coordinator for *Textbook Count*, again served as the bridge between the CSOs and the DepED. Necessary documents and information from the DepED were transmitted to the CSO partners. Likewise, reports and concerns from the CSO were brought to the attention of DepED.

For the fourth round of *Textbook Count*, the Consortium of CSOs adopted the mode of working relationship with DepED used in *Textbook Count 3* where horizontal or parallel coordination points were designated, thereby avoiding handling of issues and concerns that is centralized. The Instructional Materials Council Secretariat (IMCS) was the primary partner of G-Watch at the DepED Central Office. The Councils of BSP and GSP and chapters of NAMFREL dealt with DepED at the middle level, while at the ground level, community- or school-based monitors coordinated with the Supply Officers or Property Custodians.

This coordination setup is shown in the diagram below.



Institutionalization through greater community participation had been the principal thrusts of the fourth round of *Textbook Count*. This direction had also paved the way for G-Watch to come up with a mechanism to bridge the gaps in the onward distribution of textbooks from the districts to elementary schools.

Textbook Walk: The Community Participation in Textbook Distribution was conceptualized as an added feature to Textbook Count 4, setting the foundations for an institutionalized national textbook delivery program at the grassroots level and encouraging the various stakeholders in the community to take part in the program where the value of civic engagement in governance is further affirmed.

Textbook Walk provided the strong link between *Textbook Count* and the pupils in elementary schools, a link which is weak in nature because the delivery of textbooks for elementary schools ends in districts. Reports from the field still showed undistributed elementary school textbooks despite the P1.50-per-textbook allocation of the Department of Education (DepED) and the delivery assistance of Coca-Cola. Coca-Cola signed a Memorandum of Agreement with DepED during the *Textbook Count 3* to help bring elementary school textbooks from the district offices to the recipient schools.

At the moment, only these two mechanisms were available for the districts in the distribution of their textbooks, which were shown to be insufficient, not accessed and worst, unheard of by many principals and district supervisors. Given this, teachers or principals were burdened to shell out their own resources to cover the costs of getting the textbooks from the districts and bringing them to their respective schools.

As the clamor to institutionalize *Textbook Count* grew, as has been echoed by the results of implementing *Textbook Count 3*, G-Watch found a challenge in going for a cultural approach of institutionalization where partnerships between and among stakeholders build social capital. The challenge entailed making those at the grassroots level less dependent on the central management.

The engagement of the community in the process built up the social capital vital to the institutionalization strategy of G-Watch for *Textbook Count*, putting up partnerships between and among the stakeholders. This also increased the accountability of the civil society, as more are involved in corruption-prevention. *Textbook Walk* stimulated greater initiative for partnerships coming from below, lessened the dependence on centralized management thereby facilitating the start of the process of institutionalization through a cultural approach. It was a symbolic transfer of the responsibility of monitoring to the local level.

Civil society organizations (CSOs) at the community or school level organized a festive activity which showcased the collective action in the promotion of public awareness on preventing corruption, reforming the education sector and demanding good governance.

Having extended the reach of the program up to the school level, the CSOs further helped the Department of Education improve its service delivery.

Guided by the principles of multi-stakeholder partnership and coordination, community participation and public awareness and education, G-Watch broke new grounds in creating a deterrent environment for corruption.

The pilot implementation of *Textbook Walk* covered four DepED divisions in three provinces, with a total of 12 districts, around 60,000 TX/TM, amounting to about Php2 million. Festive activities were done in unison in all the pilot areas and different modes of transporting the books were utilized –pedicabs, pushcarts, carabao, trucks, tricycles, human chain and motorcycles. Details of the pilot-test are discussed in another section.

CSO Role in Textbook Procurement

The procurement of books covered by *Textbook Count 4* was under the Department of Budget and Management (DBM) through the Inter-Agency Bids and Awards Committee (IABAC). G-Watch was not able to observe the bidding for this procurement because the invitation came late. Nevertheless, the DepED Procurement Service provided G-Watch office with the complete documentation

of the process from pre-procurement planning up to actual bidding and awarding of contracts.

Suppliers Vibal Publishing, Watana Phanit and Daewoo International Corporation were awarded the contracts for Makabayan textbooks and teacher's manuals, with funding from a World Bank loan. Since the World Bank requires that international competitive bidding be observed, the bidding was opened to international suppliers, giving way for Daewoo International Corporation to submit a bid and eventually get a contract.

Shown in the table below is the schedule of contracts awarded to the three suppliers, with their corresponding contract amount and quantity.

Supplier	Scope of Contract	Quantity	Contract Amount
Vibal	All Zones: Sibika 1	3,021,784	133,262,266.45
	Zones 2 & 4: Sibika 3	1,295,228	53,916,963.70
	Zone 4: HeKaSi 5	514,821	21,663,429.80
		4,831,833	208,842,659.95
Watana	All Zones: Sibika 2	2,419,103	98,696,030.64
	All Zones: HeKaSi 4	2,152,650	103,129,231.82
	Zones 1-3: HeKaSi 5	1,581,667	76,084,005.50
		6,153,420	277,909,267.96
Daewoo	Zones 1 & 3: Sibika 3	980,115	55,642,701.03

Quantity includes textbooks and teacher's manuals; Contract amount is the amount for both textbooks and teacher's manuals; it includes printing and delivery.

From the amount and quantity above, the averaged unit prices were as follows (in pesos):

Sibika 1	Sibika 2	Sibika 3	HeKaSi 4	HeKaSi 5
44.10 Vibal	40.80 Watana	48.15 Vibal: 41.63 Daewoo: 56.77	47.91 Watana	45.09 Watana: 48.10 Vibal: 42.08

The procurement of these books was not without glitches. G-Watch called the CSO partners to a meeting on 12 October 2006 to discuss the progress of procurement of the books intended to be monitored in *Textbook Count 4* (See **Attachment 2** for the minutes of the meeting). During the meeting, it was relayed to the partner CSOs that the IABAC passed a resolution to disqualify the three (3) bidders on the ground of conflict of interest since these suppliers have common shareholders.

The World Bank overruled IABAC's resolution citing that having common shareholders does not automatically mean engaging in corrupt activities. IABAC concurred with the World Bank's opinion, but with dissenting opinion from the two DepED members.

Meanwhile, a member of the House of Representatives came out in the public and questioned World Bank's authority to overrule IABAC's decision, proposing to have an investigation on the matter. After some time, the Congressman dropped the issue. However, the issue lingered as a member of the Senate this time questioned the contract, as reported in the papers.

This controversy left a question on how it would affect the CSO's engagement in the *Textbook Count*. For a full account of the matter, see attachment 2a and 2b.

G-Watch, on its part, was mindful of the need to insulate the program from various interests, political or otherwise, that may result to delays in the printing and delivery of much-needed books.

The box on the right contains the procurement timeline for *Textbook Count 4*. Note that it took 11 months for the Notice to Proceed, from the tendering period, to finally be issued as a result of the legal issues concerning the suppliers. Printing and delivery schedules had to be moved. DepED Division and District Offices were notified about the changes.

Printing and Delivery of Makabayan Textbooks and Teacher's Manuals
Fund Source: Loan from the World Bank
<ul style="list-style-type: none">▪ <i>Tendering Period:</i> October 2005▪ <i>Submission and Opening of Bids</i> 09 December 2005▪ <i>Completion of Technical and Financial Evaluation</i> February 2006▪ <i>Issuance of RTA</i> 30 May 2006▪ <i>World Bank NOL on RTA</i> 13 June 2006▪ <i>Issuance of Notice of Award</i> 15 June 2006▪ <i>Issuance of Contract</i> 11 September 2006▪ <i>Issuance of Notice to Proceed</i> September 2006

In the middle of printing and delivery of the books, another CSO meeting was held on 31 January 2007 to discuss pressing issues related to the conduct of *Textbook Count 4* (See **Attachment 3** for the minutes of this meeting). The first issue was the problem on the content of the textbooks included in the project; the second issue involved reports of undelivered elementary school textbooks and the third was regarding reports from the field that monitors were lacking due likely to the changes in the delivery schedules.

In a Senate Hearing conducted on 23 January 2007, Mr. Calipjo-Go (the same person who divulged in 2004 the numerous errors in *Asya*, a history textbook procured by the Department of Education) once again came out in the public to point out yet again errors in the textbooks currently being delivered by the

DepED. He claimed that these textbooks (which were covered in the Textbook Count 4 monitoring) have around 150 errors.

The G-Watch Team explained to the group the gravity of the problem not only because of the negative public opinion it might likely cause, but also due to the fact that this transpired even after the DepED instituted a rigid and tedious process of textbook content evaluation, which the textbooks in question went through. The said process, the DepED's Four-Level Textbook Content Evaluation, was instituted in 2004 to precisely address the problem of errors in textbook content.

DepED reported that based on their findings, the errors found in the books were only "minor errors." At that time, all the books in question have already been printed. To correct the errors, DepED decided to print a booklet containing corrections to the errors found in the books.

As a result of the discussion on errors in textbook content, the CSOs agreed to:

- ask the DepED to conduct a Systems Review which should pinpoint the flaws and gaps in the Four-Level Textbook Content Evaluation;
- conduct an independent citizen's textbook review for the textbooks already released and are being used at present; and based on its results, award citizen's seal of approval or categorize the textbooks into "hall of fame" or "hall of shame;"
- organize qualified volunteers who will be part of the evaluation process;
- propose to DepED the following:
 - add an "accountability clause" in the contracts of the evaluators to make them liable for textbook errors;
 - institute transparency mechanisms through citizens' participation in the selection and training of evaluators; and
 - include in the bidding documents minimum requirement for authors of the book.

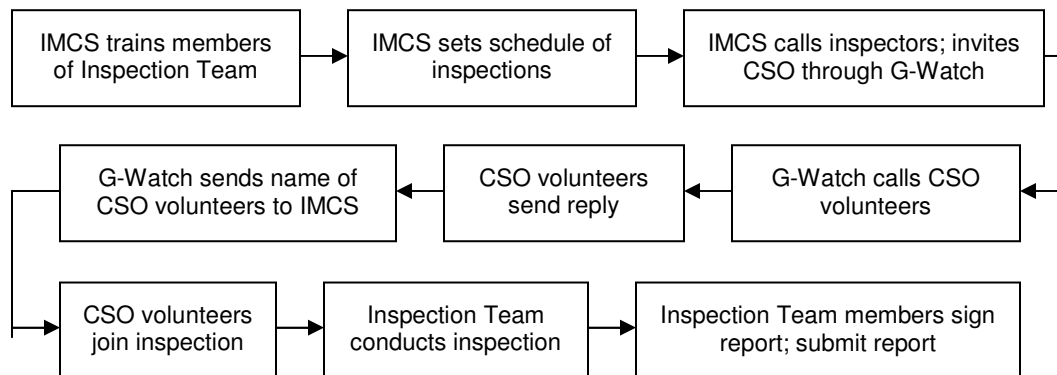
After the discussion on textbook content, G-Watch shared to the CSOs in the meeting the reports it had received about undistributed elementary textbooks, which were validated by some of the participants, in particular the teachers, who are members of the PS-LINK. As a response, G-Watch shared its plan to launch the *Textbook Walk*. The lack of monitors at the ground level was also raised. G-Watch explained that this may be due to changes in the delivery schedule.

Textbook Quality Inspection

Like in Textbook Count 3, Textbook Quality Inspection Teams (QITs) were organized to conduct surprise inspections of books in various stages of production. A training for members of the inspection teams was conducted in July 2007 at the DepED Complex in Pasig City. Comprising the QIT were personnel from DBM-Procurement Service, DepED-Procurement Service, DepED-IMCS, and the CSOs.

Quality inspections were conducted to ensure the physical quality of books based on standards presented during the training. (See **Attachment 4** for the materials presented during the Textbook Quality Inspection Training Workshop). They were also necessary in detecting and rectifying errors in the printing, binding and packaging of books. Unannounced inspections were made for every stage of production. Suppliers were notified only on the day of the inspection. Members were made to sign the inspection report forms, including the CSO inspectors.

The coordination with the CSOs for the inspections followed the process below:



From January to March 2007, the CSOs joined the DepED Quality Inspection Team in 18 inspections conducted in the printing presses and warehouses of Vibal and Watana Phanit and in the warehouse of Daewoo. Books from Daewoo were printed outside the Philippines. Upon shipment, about one million books were first stored in a warehouse for pre-delivery inspection. At that point, the QIT could only inspect the finished and packaged books.



Among those who joined the inspections were members of Namfrel and PS LINK and Boy Scouts from the Grace Christian High School. The photo above shows the Scouts from Grace Christian School doing the inspection at the warehouse where books printed by Daewoo were stored prior to delivery.

Based on the reports, the most common errors found in the books were ink smudges, uneven print density, figures not properly registered and creases/wrinkles.

Most notable of the findings of the QIT is the error in the spine of the books from Daewoo. In its warehouse inspection, the QIT found that the spine has a label different from the front cover. As it turned out, all of almost one million books contained this error. This error was not readily seen during the production stage since the books were printed abroad. After management deliberation, the DepED directed the supplier to correct the error by putting a sticker that will cover the wrong label on the spine. All expenses (printing of stickers and labor) were borne by the supplier.

The table below shows the quantity covered by the inspection teams and the percentage of errors found. The 25% coverage of civil society in the inspection translates into P10.8M worth of rectified books.

	Vibal	Watana	Daewoo	Total
Contracted Quantity	4,831,833	6,153,420	980,115	11,965,368
Inspected	93,363	214,393	952,804	1,260,560
% Inspected	1.93%	3.48%	97.21%	10.54%
Defective	61	369	952,804	953,234
% Defective	0.06%	0.17%	97.21%	75.62

Based on IMCS Report

Nationwide Delivery

Delivery schedules for *Textbook Count 4* were moved due to the problems met during the awarding of contract. Originally, the delivery should have happened in August to October 2006. It was moved to January to February 2007. As in the past three rounds of Textbook Count, DepED sent every district their allocation list and the schedule of their textbook delivery. Likewise, G-Watch also sent the same information to the BSP, GSP and NAMFREL volunteers in the communities. For the materials sent to the volunteers (allocation list, delivery schedule), see **Attachment 5**.

When the news on the legal issues of the bidding broke out, both DepED and G-Watch had to send notices to the personnel (for DepED) and volunteers (for G-Watch) on the ground, containing the new delivery schedule.

These changes had severely caused confusion among the people on the ground, who were supposed to receive the books. As has been pointed out in the second CSO meeting, there had been a lack of CSO monitors due likely to the changes in schedule. The table below shows the original and new delivery schedules per zone.

	# of Delivery Points	Old Schedule	New Schedule
Zone 1	1,180	15 Aug – 9 Sep	8 Jan – 2 Feb
Zone 4	1,039	29 Aug – 7 Oct	8 Jan – 2 Feb
Zone 3	1,210	12 Sep – 7 Oct	15 Jan – 9 Feb
Zone 2	1,415	26 Sep – 21 Oct	22 Jan – 16 Feb

For the detailed delivery schedule per site, see **Attachment 6**.

Mobilizing volunteers to monitor the deliveries had not been hard for G-Watch in the course of implementing *Textbook Count 4*. In fact, G-Watch no longer conducted briefing-orientations for the CSO monitors. It relied on the concerned groups established knowledge of the procedures based on previous participation in the program. Forwarders' familiarity with the procedures likewise made them conscious of the need to get community representatives to witness the delivery and sign the necessary documents. In cases where there CSOs failed to witness the delivery, the many changes in schedule was cited as the main reason for their absence.

This sentiment was highlighted in the evaluation workshops. The division and district personnel of DepED, as well as CSOs in attendance added that forwarders came in the most unholy hours, arriving outside office hours –either too late or too early in the day.

Despite these complaints– which were widely common– the monitoring of the deliveries went on rather smoothly. DepED oriented all of its division supply officers and district property custodians on doing the inspection of books and accomplishing the IARs. CSO and community monitors were able to cover 70% of the IARs. This is equivalent to P151.87M saved from wastage based on the pre-Textbook Count failure rate of 40%.

The Pilot Implementation of *Textbook Walk*

T*extbook Walk: The Community Participation in Textbook Distribution* was launched to supplement the available mechanisms in the onward distribution of elementary school textbooks, with the inaccessibility of set mechanisms, or the difficulty of accessing such, and as a response to lingering reports of undistributed textbooks. Banking on the willingness of the citizens to help, *Textbook Walk* sought to encourage civic engagement of the community in helping improve the delivery of services of Department of Education. A community-based or school-based approach was utilized for *Textbook Walk* as it is more wide-reaching and sustainable for the onward distribution of textbooks.

The idea of *Textbook Walk* traced its beginning from the third round of *Textbook Count*. Into the fourth round of *Textbook Count*, G-Watch drew up a project team that handled the design, operations and coordination of the project.

G-Watch drafted a Project Design and Operations Plan (**Attachment 7**) which was first presented to DepED-IMCS during a meeting on 20 February 2007 attended by three representatives from G-Watch and two from IMCS. Executive Director Socorro Pilor of IMCS expressed full support to the project, making a commitment to send representatives to the briefing-orientations. Their office also facilitated the release of a memorandum informing the target districts (and their respective divisions) of the forthcoming briefing-orientation, and soliciting cooperation from the persons concerned. The memorandum was released by the Office of Undersecretary Ramon Bacani on 21 February 2007. (See **Attachment 8** for a copy of the Memorandum)

Preparations for the briefing-orientations began on the first week of February 2007. The target areas for the pilot-implementation were finalized on the second week of February.

The areas for the pilot implementation of *Textbook Walk* were selected based on several criteria. Delivery schedule was the primary factor in selecting the areas. The need for assistance was also considered. Batanes, Tawi-Tawi, Romblon and Masbate were initially considered because of this factor. Accessibility for G-Watch, as well as the socio-economic class of the areas, were factored in.

Since preparations for *Textbook Walk* started only in February, those areas with delivery schedules in February were automatically considered. This was the first level in the selection of areas. Property custodians were contacted to check if the books have already been delivered and to know when their books are set to be distributed to the schools. G-Watch dropped those districts where books have arrived and are scheduled to be distributed immediately because they are badly needed.

G-Watch asked those districts with no immediate need of the textbooks– those planning to distribute their books later than February– to participate in the pilot implementation of *Textbook Walk*. This part of the selection process was done in coordination with the DepED Central and Division Offices.

After determining the delivery schedules and having the districts hold the distribution of their textbooks until 21 April (in time for the synchronized *Textbook Walk* ceremony), G-Watch then got in touch with BSP/GSP Councils or NAMFREL Chapters to determine the accessibility of the area.

A total of 12 districts were finally chosen, coming from the divisions of Siargao, Davao Oriental, Bayawan City and Negros Oriental. Three districts each were selected from Siargao (Dapa West, Socorro West, General Luna) and Davao Oriental (Mati North, Mati South, Mati Central), four from Negros Oriental (Dauin, Bindoy, Zamboanguita, Sibulan) and two from Bayawan City (Bayawan East, Bayawan West).

From each district, at most seven schools were selected to take part in the project based on the need for assistance and accessibility. This was done in coordination with the District Offices and the BSP/GSP coordinators. The number of schools targeted from each district was drawn up based on the financial resources available, which should cover the meals and transportation expenses of the participants from each school.

The target schools were asked to send four participants each– (1) the school head/principal, (2) school property custodian, (3) school GSP/BSP coordinator and (4) PTCA representative– to the briefing-orientation. They would form the school level CCT (Community Coordinating Team).

The following were also invited to the briefing-orientation to form the district level CCT: Representative from the GSP/BSP/NAMFREL councils or chapters in the area, District Supervisor, District Property Custodian, other local NGOs.

These CCT members were identified in coordination with the concerned institutions. Each CCT was responsible for the coordination and management of the district- (district CCT) and school-level (school CCT) *Textbook Walk* ceremonies. They mobilized the civil society monitors/volunteers for the checking and transport of books from districts to schools. Part of their job was also to disseminate the information regarding the activity. A CSO coordinator was identified to lead the team and gather the reports.

See **Attachment 9** for List of Selected Districts and Schools.

Ten (10) briefing-orientations were conducted for the pilot run of *Textbook Walk*, starting on March 5 until March 20. These briefing-orientations covered four (4) divisions, 12 districts and 107 elementary schools. A total of 311 participants attended the orientation comprised of school heads, teachers, property custodians, coordinators for the Boy Scouts and Girl Scouts, NAMFREL volunteers, officers of Parent-Teacher-Community Associations (PTCAs), and some officials from the District and Division Offices of DepED.

At most seven schools per district were initially invited to attend the briefing-orientations, which translates to a total of 84 schools. The actual number of schools in the briefing-orientations (107) far exceeds the target because some district supervisors took to inviting all the schools in his/her district.

Engr. Benjamin Caburnay of IMCS joined G-Watch in the briefing-orientations for Socorro West (on 10 March) and Bayawan West (on 19 March). He helped in clarifying or giving responses to the issues and concerns brought up by the participants.

The schedule and number of attendees of the briefing-orientations are shown in **Attachment 10**.

The briefing-orientations followed the program below:

Time	Activity
8:00-8:30 a.m.	Registration
8:30-9:00 a.m.	Opening Program
9:00-9:30 a.m.	Getting-to-Know Activity/Ice Breaker
9:30-10:00 a.m.	Presentation on G-Watch & Textbook Count
10-10:15 a.m.	Textbook Count MTV Presentation
10:15-11 a.m.	Discussion & Open Forum
11-11:30 a.m.	Presentation on Textbook Walk
11:30-12:30 p.m.	District-Level Planning Workshop
12:30-1:30 p.m.	Lunch
1:30-2:30 p.m.	Plenary Discussion on District Level Plan
2:30-3:30 p.m.	School-Level Planning
3:30-4:00 p.m.	Closing Program

The presentation on the profile of G-Watch emphasized its anti-corruption strategy, which is preventive. *Textbook Count* was made the example of such an approach.

The presentation of the *Textbook Count* music video served as a stimulus for the open forum where the participants raised their specific issues and concerns about

textbooks. The points raised in the open forum were used to validate the issue on undistributed textbooks.

The issues and concerns dwelt on the quantity and quality of textbooks (quality refers to both physical quality and quality of content), delivery schedules, the new textbook policy of DepED, access to the 1.50-peso per textbook mechanism, the preventive approach of G-Watch in combating corruption, the legal authority of monitors, financial requirements of *Textbook Walk* and other questions and/or apprehensions about the implementation of *Textbook Walk*. The issues and concerns raised during the briefing-orientations are detailed in **Attachment 11**.

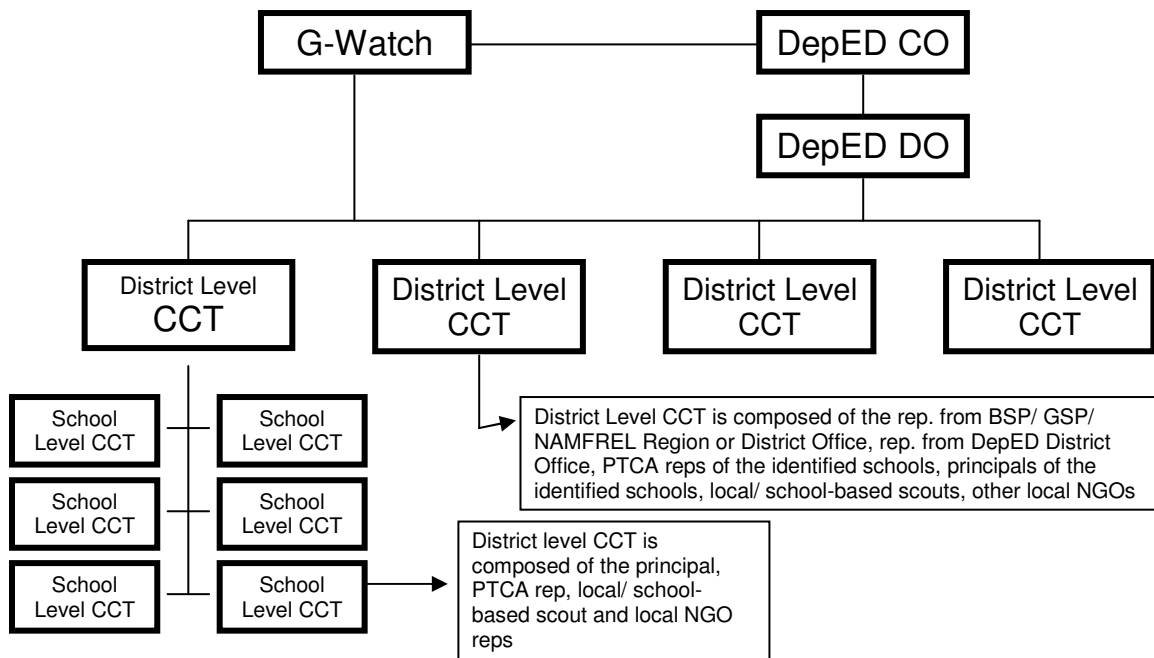
The presentation on *Textbook Walk* followed after the open forum. The presentation outlined the design and operations plan of *Textbook Walk* as a proposed solution to the problems in textbook distribution. It included the objectives of the project, its underlying principles, the flow of operations, coordination set-up, some templates for the ceremony and the reporting and evaluation mechanism.

The participants were grouped for the district-level planning workshop. The workshop was divided into three aspects, namely (a) theme and program, (b) distribution activity, and (c) information dissemination. G-Watch provided the participants with a template for planning. The outputs of this workshop were presented to a plenary for critique and revisions. (See **Attachment 12** for the Planning Outputs)

Financial resources were taken into consideration in the planning. Sources identified for these funds are the LGUs, PTCA and other groups. G-Watch has initially planned to pledge Php3,000 for each of the district, but having seen a bigger financial need for the districts, it was decided that the amount be raised to Php4,000 (for each district).

All the districts agreed to have the synchronized pilot implementation of *Textbook Walk* on 21 April as proposed by G-Watch. This was also reflected in the district planning outputs. Immediately after the orientations, some of the districts started their preparations for the *Textbook Walk* ceremony. However, some schools in Mati and Siargao decided to have their school-level *Textbook Walk* activities after 21 April. Majority of them planned to have it on the week of Brigada Eskwela (21-25 May 2007).

Coordination for the synchronized pilot implementation followed the set-up shown in the figure below:



Follow-ups were made by G-Watch on the status of the preparations from 21 March up to the day of *Textbook Walk* itself. The CSO Coordinators of each district were for most of the time the person contacted by G-Watch to get feedbacks on the status of the preparations. Only during those times when clarifications had to be made were the District Supervisors directly contacted, as the cases in Siargao and Davao Oriental show where majority of the decisions had to come from the Supervisors. In Mati North district, coordination was made with the district supervisor himself.

Coordination with the districts in Negros Oriental (including Bayawan City) was a lot easier because the GSP Council of the province, as well as the Division Office (of Negros Oriental and Bayawan City) were very much involved in managing the preparations. Their involvement created a huge impact on the outcome of their *Textbook Walk* activities.

Coordination with the General Luna district (Siargao division) was a bit problematic because the CSO Coordinator was directly involved in the elections as a candidate for municipal councilor. His assignment was then lodged to one of the head teachers in the district, but then again, she could not make decisions in behalf of the district; she needed to consult her District Supervisor who happened to be on travel most of the time. Longer intervals in coming up with decisions eventually led to the postponement of the *Textbook Walk* ceremony in General Luna. The district moved the activity to 21 May, after the elections and in time for the Brigada Eskwela. However, the District Supervisor, for lack of manpower and time to prepare, again decided to move it to June, at the start of classes.

Given these circumstances, G-Watch decided to just forego with the *Textbook Walk* ceremony in General Luna.

Due to a tight schedule which shortened the lead time for preparations, Mati South district moved their *Textbook Walk* ceremony to 23 April.

The CCTs in Siargao and Davao Oriental divisions were heavily dependent on the district supervisors, which is different from the case in Negros Oriental. G-Watch also coordinated with the Department of Education Central Office for their attendance in the *Textbook Walk* ceremonies.

Part of publicizing the event, G-Watch had a press release (**Attachment 13**). The CCTs likewise had their own publicity in their own localities.

Ten districts in three provinces in the Philippines simultaneously held the pilot run of *Textbook Walk* on 21 April, with the activities ranging from extravagant to plain simple. The accounts below, based on the feedbacks of G-Watch, Dep-Ed-IMCS and DepED-PS representatives and reports from the districts, narrate how each of the districts showcased collective action in various forms but with same end in view.

▪ **Dapa West**

About 150-170 people came to witness the *Textbook Walk* Ceremony of Dapa West, composed mainly of pupils and their parents, teachers and school heads. Several scouts were there to assist the teachers in bringing the books to the conference hall as well as do some errands for the program.



More symbolic than actual, the *Textbook Walk* Ceremony of Dapa West focused on the purpose of the project and the importance of community participation in the distribution of textbooks. The textbooks were symbolically transferred to the schools by officials from the Division and District Offices and some officers of PTCA. Receiving the books for each school were some pupils, parents, teachers and the school head. The actual transfer of books to the schools happened on 21 May, 2007 during the start of Brigada Eskwela. Each of the Dapa West schools held their *Textbook Walk* Ceremony on that day.

Pump boats had to be used to transport the books since schools in Dapa West district are mostly island schools. This explained why the district office found it hard to organize *Textbook Walk* in which the books were to be brought from school to school.

▪ **Socorro West**

Despite the tight schedule of the district, particularly for its teachers, Socorro West was still able to push through with its *Textbook Walk* Ceremony on the



afternoon of 21 April, 2007. About 70 people gathered to witness the event at the Nueva Estrella Barangay Hall. The barangay captain was there to address the audience, encouraging the community to take part in initiatives that help the schools. He lauded the effort to organize *Textbook Walk*.

Pupils and even the teachers entertained the audience with dance and song numbers. After giving the purpose of the activity, the District Supervisor, together with the Property Custodian distributed the books to representatives of all the schools.

Textbooks were transported by motorcycles, the most widely used form of transportation in the island municipality of Socorro, Surigao del Norte. Some volunteers literally walked their books to their schools. Schools were on their own in bringing the books. School-level programs were held during the Brigada Eskwela week (3rd week of May 2007).

▪ **Mati Central**

A small motorcade started the Textbook Walk program of Mati Central, where motorcycles and tricycles went around the central school. Around 70 people were present at the gathering, composed of PTCA officers, school heads, school property custodians, BSP and GSP school coordinators, the district supervisor

The signing of memorandum of receipt of books was the main highlight of the event. Not all of the participating schools were ready to transport the books to their schools. They also had their school-level Textbook Walk ceremonies during the Brigada Eskwela week.

The schools who were able to do the actual distribution on April 21 made use of the usual pedicabs or tricycles to transport their books.

▪ **Mati North**

After a short program at the central school in which the importance of the activity was stressed, Mati North made a quick parade on tricycles within the central school area. About 60-70 people were present composed mainly of teachers, school heads, PTCA officers, employees from the district office, BSP and GSP coordinators.



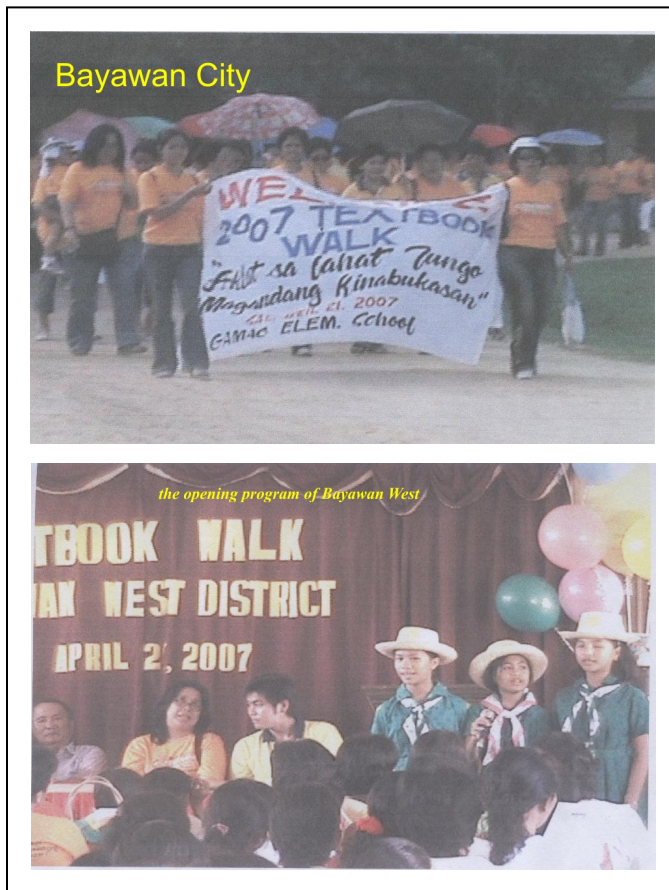
▪ **Mati South**

Having schools very far (more than 100km) from the District Office, Mati South expressed how much it needed activities like *Textbook Walk* to address the problem of bringing their books to far-flung elementary schools. For the pilot test, the district sought help from the LGU for the truck used in transporting the books to the schools. Their *Textbook Walk* Ceremony was short and simple program, attended by

some 30 teachers and members of the community. Mati South held its *Textbook Walk* Ceremony on 23 April 2007, two days after the synchronized ceremonies in the other ten districts.

▪ **Bayawan West and Bayawan East**

A short parade around the central school started the *Textbook Walk* Ceremonies of Bayawan West and Bayawan East. Teachers, parents, scouts and other District and Division officials joined the parade, bringing with them



placards showing messages on the importance of books and how unity helps the schools get the books they need as reflected in their theme: *Pagkakaisa, Sapat na Aklat Para sa Lahat*. Numbering more than 250 for Bayawan West and about 230 for Bayawan East, the participants created a huge impact on the people who saw the event.

Omod Elementary School of Bayawan East relayed that “in fact, the community was happy that we have vigilant people who monitor the distribution of books.”

With the support of the local government unit of Bayawan City, the two districts were able to get

trucks for the transport of books to the schools. In one school, a carabao was used bring the books to the school.

At the schools, teachers and parents also had a parade around the barrio prior to the opening program. They were all in orange or yellow shirts, with balloons and a large banner. The program was graced by City Council of Bayawan and the Congressman of the 3rd District of Negros Oriental, as well as Mrs. Mila Rebato from Dep-ed IMCS. Bayawan East and West had a well-documented staging of *Textbook Walk*, having produced a video presentation of their activities. A copy of the video is attached as **Attachment 18**.

According to Bayawan City Schools Division Superintendent, Dr. Milagros Velez, the activity contributed much to the bonding of DepED personnel and the stakeholders in the community and to the speedy delivery of books despite the odds.

▪ **Dauin**

Dauin’s Textbook Walk was marked by festivity, complete with Dauin’s local drummers using aluminum barrels for drums, flaglets waved by the welcome parties in every school, costumes and banners. From the district, the



volunteers were sent off to bring the books to the school aboard two trucks from the local government. One truck was used for the drummers who provided the festive mood during the travel from the district to the schools. The other truck was for the volunteers and the books.

From one school to another, the volunteers were greeted by pupils waving their flags, in costumes according to their dance number. The excitement of the pupils was at its highest when the volunteers arrived with books. At the most, each participating school was able to organize dance numbers from pupils of all levels. The community was also ecstatic upon

witnessing the liveliness of all those who joined the activity.

Dauin's theme was very apt for the kind of high-energy volunteerism they demonstrated –*Ihatod and Libro sa Kaugmaon, Pagboluntaryo ang Kinahanglan* –saying that volunteerism is needed to be able to bring the books for the future. Timing was perfect for Dauin as the town celebrated its fiesta on the day of the activity.

A local NGO in Dauin also saw the opportunity to give out books to the schools in the district.

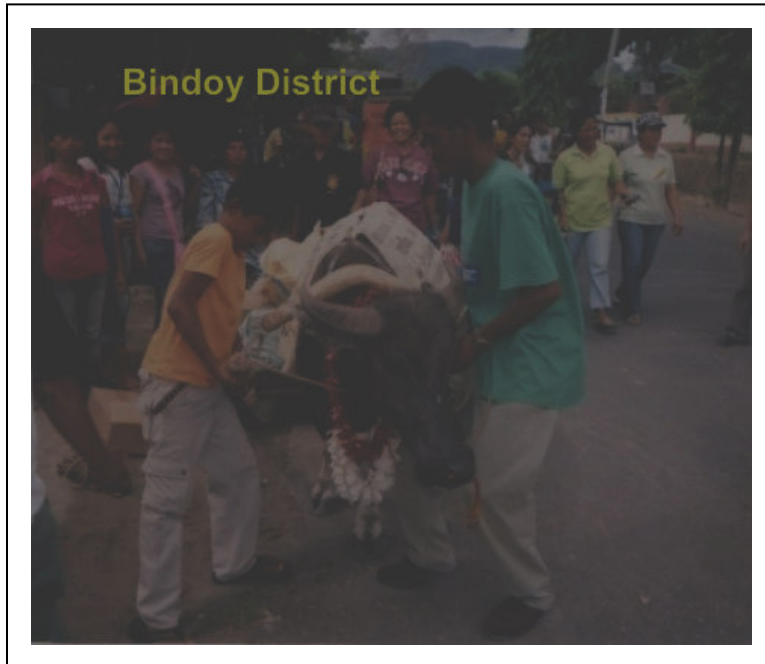


They bought and gave out books for music, art, reading and writing. Pictures of these books are in the previous page.

Some video clips of Dauin's *Textbook Walk* were gathered and attached here as **Attachment 20**.

▪ **Bindoy**

As with the other participating districts in Negros Oriental, Bindoy also used the carabao to bring the books to the school, apart from the dump trucks, motorcycles and multicabs. Noting that such an event was the first in their place, the people were happy to see how well mobilized the volunteers were. As reported by the CSO Coordinator (a NAMFREL volunteer), the people were even happier when it was explained to them what the purpose of the activity was.



With their theme: *Libro Para sa mga Kabataan, Ihatod nato sa Eskwelahan, Ampingan ug Amumahan para Magamit sa Tanan* (Books for the children, bring them to the schools; take good care of them for everyone's use), Bindoy was able to capture the essence of *Textbook Walk*.

Participants, which numbered more than 200, brought out their balloons, slogans and flaglets as they went from one school to the next. Bystanders who saw the participants wondered what the festivity was. The teachers were good at explaining the activity to them. The CSO coordinator, who comes from NAMFREL, was so dedicated that even if it was vacation, people were still mobilized to help in the distribution of books.

▪ **Sibulan**

Kauswagan: Libro Para sa Tanan (Progress: Books for All) was the theme of Sibulan District's *Textbook Walk* program. Fr. Gomez of the nearby parish started the activity with a prayer. Director Carpentero of DepED-PS was present to give a message. Apart from the teachers and the scouts, also in

attendance were representatives from the religious groups, the LGU, and the market vendors' association of Sibulan.

A pedicab adorned with posters and balloons was used by each school to transport their books. For the far-flung schools, the organizers had to use a habal-habal to transport the books.

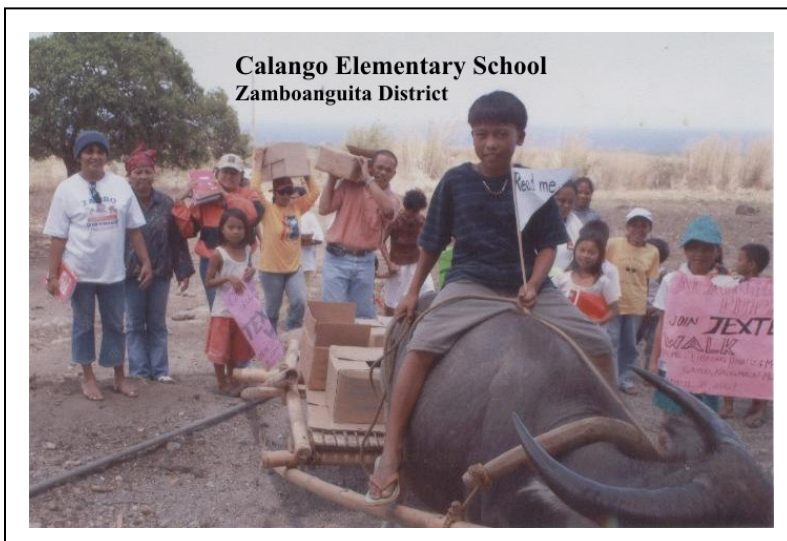
Director Carpentero noted that “the enthusiasm and active involvement of the Market Vendors Association, Morning Club Group, Boy Scouts and Girl Scouts, the PTCAs, the LGUs and the



summer job student volunteers was truly inspiring. Textbook Walk showcased community participation at its best.”

▪ **Zamboanguita**

With placards and their smiles, the students, teachers and parents went parading around the town before the start of the program in the district. There were about 100 of people in the parade.



The program was graced by the town's vice-mayor. The volunteers were sent off on trucks from the LGU, habal-habal, and even carabao.

At the school level, the teachers also went around their respective barrios. The willingness of the

parents and teachers to help made the activity in Zamboanguita memorable to the organizers who said that had it not been on vacation, more people would have been mobilized to help and participate.

The participants were very eager to join the celebration,

as reported by the CSO Coordinator of Zamboanguita. The volunteers in some schools paraded on dirt roads with their books pulled in a cart by a carabao, loaded on tricycles or loaded in a pushcart. One school did a beautiful human chain where the books (in plastics) were passed from one person to another from the drop off point of the volunteers who brought the books from the central school.



(See **Attachment 19** for the video presentation on the Textbook Walk Ceremonies of ten of the participating districts)

From the stories above, the pilot implementation of *Textbook Walk* displayed the remarkable human spirit apparent in the people's motivation to participate, their desire to be vehicles of addressing the problems in education governance, such that for the four rounds of *Textbook Count* the potential of this motivation (and desire) has been put to an optimum. This is a validation of what has already been experienced.

People in the community have been so eager to live up to their role in ensuring efficient delivery of government services. Textbook Walk has provided them the perfect venue to participate meaningfully in activities that provide solutions to the predicaments of education service delivery.

Textbook Walk also proved to be a highly viable mechanism for the onward distribution of elementary school textbooks. Given such feasibility, districts can now gain access to, and at best can most efficiently spend the Php1.50 per textbook allocation of the Department of Education.

Before G-Watch went to the districts for the briefing-orientations, there was the expectation that the new textbook policies of DepED have already been fully

disseminated. It quite surprised G-Watch to realize that *Textbook Walk* made some collateral gains in the form of making the principals, district supervisors and the PTCAs aware of the programs and textbook policies of DepED, specifically *Textbook Count* and the new textbook policy.

Textbook Walk also generated feedbacks from the field on the existing textbook situation. The 1:1 student-textbook ratio is still a far cry from the actual 1:3, 1:4 or 1:5 ratios in the schools. Defective textbooks are also not being replaced because the principals and teachers are not fully aware of the buffer stock in their Division, or that they believe it would take a long period of time to have the defective books replaced if they decide to return them for replacement. Also, feedback on the quality of content of the current public school textbooks has for the most part been negative.

Given these accidental gains, and for having achieved the objectives to provide a supplementary mechanism for the onward distribution of textbooks and to start the process of institutionalization via a cultural approach, the pilot implementation of *Textbook Walk* had been largely successful.

Albeit generally successful, there remain some areas in the implementation of *Textbook Walk* that need enhancement. At the fore should be the further strengthening or empowerment of the civil society groups. Being from outside the school, civil society groups heavily depend on the district supervisor or from any higher authority for decisions. In addition to that, CSO coordinators do not understand as clearly what it is to be a CSO coordinator. Taking the Girl Scouts of the Philippines Council in Negros Oriental as an example of a very strong CSO involvement and support, it can be held that an empowered CSO component in the implementation of the project is crucial for its success.

Coordination and communication became a major challenge for the members of the Community Coordinating Teams. G-Watch plays a role in linking the different institutions for efficient and sufficient coordination. CCT members have to be clear about their role in the team to avoid miscommunications and to hasten crucial decision-making.

It was fortunate for some districts in Negros Oriental to get the support of local civic groups and NGOs. As in Dauin, a non-governmental organization collaborated with the district to give only not the textbooks from DepED but also books which they bought for the schools. Help from the local government units (LGUs) in the areas became a major factor, too. Vehicles (trucks) for the transport of books came mostly from the LGUs.

Conflicts in schedule, funding and incidental events like the elections form bulk of the usual logistical issues. Elections affected the outcome of the pilot implementation in districts where members of the CCT were directly or indirectly

involved in. Matters concerning funding, as well as schedules were easily addressed by the CCTs.

Finally, it is important to reiterate that with the successful implementation of the *Textbook Walk*, some 60,000 textbooks worth Php2.5 million pesos had been saved from inefficiency and corruption. Using the 21% failure rate of 2003 monitoring, the effort saved P525,000 from inefficiency and corruption.

Institutionalization and DepED Order No. 59, series of 2007

By and large, *Textbook Count 4* has successfully started the localization phase. Albeit at a very limited scope, the showcase of *Textbook Walk* illustrated that the local community could take the lead and own the textbook delivery process. This augured well for efforts to detach G-Watch from its central coordinating function. This start is good, but requires follow-ups. It has not removed the dependency completely, but only opened a window for further exploration. This is the aspect of institutionalization from the society side (as the 2006 Institutionalization Study called it).

On the legal side, a milestone was also achieved. On 29 August 2007, DepED Undersecretary Teodoro C. Sangil, officer-in-charge, signed DepED Order No. 59, series of 2007 (see Attachment 17), entitled “Institutionalizing NGO and Private Sector Participation in the Department’s Procurement Process.” This is a document that forms part of the goal to institutionalize participatory mechanism in the department following the mechanisms introduced in the *Textbook Count*.

From the institutionalization study written in 2006, the DepED Order is beneficial to civil society because it “expands the scope of monitoring, lowers barriers to participation by organized groups, and deepens the cadre of procurement observers/monitors to include concerned but unorganized citizens.”

Undeniably, the signing of the DepED Order has provided a stronger basis for expanding the monitoring of contract implementation, not only for textbooks, but for other procurement items, in all layers of the DepED bureaucracy. The actual application of this policy, however, has yet to be seen.

Both the *Textbook Walk* and DepED Order 59 were intended to be a prelude to the institutionalization of the *Textbook Count* program. They addressed primarily the risks of change in leadership and priorities of the government agency. If the program would be made part of the community consciousness and practice, then the people themselves would demand for the same mechanisms used in the program; the agency would have no choice but to continue it even without G-

Watch coordination. If the institutionalization policy would be pursued and implemented consistently, then it would have to be considered seriously in any administration's agenda.

Admittedly, these statements on the future of the *Textbook Count* are expressed in not-very-specific terms. The accomplishments in the area of institutionalization showed that *Textbook Count*, in principle, is well-grounded. Sustaining the actual operational capacity of the civil society to safeguard the gains of the program, however, is a different matter. It requires a more in-depth study and analysis. It is a bigger question that already goes beyond the coverage of this project report. No honest answer can address the question of continuity with full confidence given the limitations of the "projectized" approach to its implementation and the many changes in the bigger social and political environment that also affect the implementation. There were even threats from the "old players" in the book publishing business industry who have started to move to reverse the reforms that had been introduced. Even more threatening was the entry into the picture of powerful personalities from other branches of the government. These are complex issues that are very difficult to address. This report has documented bits and pieces of insights (see next section) from various stakeholders, but it cannot pretend to comprehend the practical complexity of this whole tricky issue of sustainability and institutionalization.

Evaluation

Two evaluation workshops were conducted after all the activities of *Textbook Count 4* were completed. The first workshop was held in Dumaguete City on 29 August 2007 for the Mindanao and Visayas participants. The second workshop, for the Luzon participants, was held in Tagaytay City on 5 September 2007.

Present in the workshops were DepED Central Office officials, DepED Division and District personnel, suppliers and CSOs.

Highlighted in the evaluation were the difficulties met in the procurement process, as well as during the deliveries due to the changes in delivery schedules. Overall, the evaluation was a venue to laud everyone's efforts for another run of *Textbook Count*, and to come up with recommendations for further improvement of the program.

Messages were delivered by Dir. Pilor in behalf of DepED and Ms. Lorraine Gatlayaban for the Ateneo School of Government. Report presentations from DepED and G-Watch then followed.

For the evaluation workshop, the participants divided into groups and were made to come up with their findings on the following aspects of program implementation: Bidding and Contracting, Inspection, Content Evaluation, Delivery, Onward Distribution/Textbook Walk, and Sustainability or Institutionalization of Civil Society Participation.

Below are the major concerns brought up in the discussions.

Bidding and Contracting

- Only local suppliers should be allowed or local suppliers must be given priority. This was raised in response to the inability of checking the books as they are printed abroad before it reached the country. But the DepED clarified that World Bank funded procurement of books should include international bidders.
- Paper specification be set. The paper specification should be set even before the awarding to avoid confusion and technical issues and disqualifications to bidders. Experts from the field should be invited to set the standards of the paper. The DepED said that the Paper Institute in Los Banos is already doing the paper testing. It added that it will find ways on how to improve the awarding of the bid
- Awarding issues be solved in two months. To avoid delay in the delivery, awarding issues should be resolved in two months. The DepED said that this will depend on the team evaluating the bids.
- Inspections for international suppliers should also be done abroad. To avoid erroneous supplies getting into the country, it was recommended that a team should be sent to publishers abroad to check whether the books are printed in accordance to specification. The DepED said that this is the initiative of the suppliers. It was also suggested that for foreign suppliers, a contract package of bringing inspectors to their printing presses should be included.

Inspection

- Packages and books should be thoroughly inspected. Due to errors packaging, printing, and the like, it was suggested that the manpower in the inspection team be increased by encouraging more CSOs to be involved.
- Media responsibility. It was suggested that the result of the inspection should be considered confidential. This was brought about by the recent leakage of information to the media without proper discussion with the publishers and the DepED. The DepED said that the inspectors should be more responsible in telling the media any issues and concern. It encouraged inspectors to ask first and be informed before he/she goes to the media and report issues.

Content evaluation

- Poor editing, grammatical errors. It will be studied if the experts can be made accountable to their content evaluation. The experts to be hired should also have the competence especially on the assigned textbook for review.

Delivery

- Schedule of delivery not followed. The schedule of delivery should be followed though proper coordination and commitment from the suppliers and forwarders.
- District office should be properly informed on the date and time of delivery so that all persons authorized to sign are all present. This will solve the issue on violations in the accomplishment of the IARs. It was also raised that deliveries should be during office hours and that any changes in the schedule of the delivery should be communicated with the division office.
- Personal expenses encountered by property custodian for info dissemination. Most of the property custodian use text messaging and calling service to coordinate with the forwarders. This entails another cost for the property custodian. The DepED said they will look into possibility of allocation for these incidental expenses.

Monitoring

- Allowance of P1.50. It was suggested that the allowance can be easily cashed out if the officials processing the papers could be made members of the inspection and monitoring team.
- Monitoring fund be released on time. The DepED encouraged the ones responsible to continually follow up the release of the fund with the respective LGUs

Sustainability/Institutionalization of CSO participation

- Information dissemination problem. There should be massive information campaign about the role of CSO in the textbook delivery especially in the district and barangay level.
- No available CSO during delivery. PTCAs and other CSOs should be encouraged to participate.

(See **Attachment 14** Evaluation Report; **Attachment 15** Materials used in the Evaluation; **Attachment 16** Transcript of La Union Evaluation)

ATTACHMENTS

1. Commitment of Support and Cooperation
2. Minutes of the 12 October 2006 CSO Meeting
 - a. Email sent to Dean La Viña, 7 September 2006
 - b. Email sent to Dean La Viña, 4 January 2007
3. Minutes of the 31 January 2007 CSO Meeting
4. QIT Training Materials; CSO Inspectors' Code of Conduct
5. Materials Distributed to Volunteers
6. New Delivery Schedule
7. Textbook Walk Project Design and Operations Plan
8. DepED Memorandum for Textbook Walk
9. List of Textbook Walk Pilot Schools and Districts
10. Schedule and Number of Attendees of the Briefing-Orientations
11. Issues and Concerns Raised during the Briefing-Orientations
12. District- and School-Level Planning Outputs for Textbook Walk
13. Textbook Walk Press Release
14. Minutes of the Evaluation
15. Materials Used in the Evaluation
16. Transcript of Proceedings of the Evaluation
17. DepED Memorandum Order Institutionalizing Textbook Count
18. Video Presentation of the Bayawan City Textbook Walk
19. Video Presentation on the Textbook Walk pilot implementation
20. Video Presentation of Dauin's Textbook Walk