

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND CULTURE



EDUCATION SECTOR DEVELOPMENT PROGRAMME

**GUIDELINES FOR MONITORING CONSTRUCTION UNDER
SECONDARY EDUCATION DEVELOPMENT PLAN 2004 - 2009**

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Abbreviations

ACGEN	Accountant General
CAG	Controller and Auditor General
CPO	Central Payments Office, Ministry of Finance
CE	Council Engineer
CD	Council Director
DEO	District Education Officer
DPP	Director of Policy and Planning
DG	Development Grant
EMIS	Education Management Information System
ESDP	Education Sector Development Programme
GoT	Government of Tanzania
LGR	Local Government Reform
MOEC-HQ	Ministry of Education and Culture headquarter
MOF	Ministry of Finance
NBC	National Bank of Commerce
PORALG	President's Office Regional Administration and Local Government
PPM	Physical Planning and School Maintenance Section
PS	Permanent Secretary
RAO	Regional Academic Officer
RE	Regional Engineer
RCC	Regional Consultative Committee
REO	Regional Education Officer
RAS	Regional Administrative Secretariat
S:CI	Student: Classroom ratio (permanent complete classrooms)
SCC	School Construction Committee
SB	School Board
TRA	Tanzania Revenue Authority
ZE	Zonal Engineer

Definitions

DG	-	Means Development Grant for construction, rehabilitation, purchase of building materials, furniture and equipment.
DEO	-	Means District Education Officer, Municipal Education Officer, Council Education Officer

1. Introduction

- 1.1 **DG**
- The Government of Tanzania through Ministry of Education and Culture (MoEC) has established a Development Grant (herein after referred to as DG) in July 2004 with the overall objective to improve the quality of and access to secondary education in Tanzania, within the Education Sector Development Plan (ESDP).
- Specifically, the DG is to provide a decentralised Regional-based demand-driven mechanism, with multiplier effects on poverty alleviation, through which Regional and school communities can implement the programme to build school facilities.
- Efficient use of resources and rational use of school capacities figure amongst the fundamental objectives of DG.
- 1.2 **Objectives of Monitoring**
- Effective monitoring is essential if overall DG objectives of accountability, transparency, quality and timely implementation are to be met.
- Monitoring systems will ensure that problems are identified at an early stage, remedial actions are taken, managers at all levels and general public are provided with accurate, concise and relevant information on the progress of the plan.
- The other essential input of achieving DG objectives is capacity building at all levels (in the framework of local government reform and in the framework of devolving more responsibilities to communities).
- 1.3 **Responsibilities for monitoring**
- The Ministry of Education and Culture will *monitor the DG activities*, offer technical advice and training to Regions/Councils within ESDP.
- Region/Council Authorities** are responsible for monitoring and evaluating performance of schools and contractors.
- The School Management Teams** are responsible for the daily management of works and payments.
- 1.4 **DG standard documents**
- The implementation procedures of DG figure in a set of guidelines, called "**DG Construction Guidelines**". This document describes the roles and responsibilities of all DG partners at different stages of the implementation. These responsibilities are:
- Financial management,
 - Allocation of eligible activities funded by DG to each school
 - Procurement of contractor services for construction works
 - Procurement of goods and services
 - Monitoring
 - Audit
- The "**DG Construction Guidelines**" comprise also the DG standard forms.
- The architectural and engineering standards of DG figure in a set of guidelines called "**DG Technical Handbook**". This document contains the technical specifications, quality control checks, standard drawings, and bills of quantities for all standard school facilities delivered by DG.
- 1.5 **Purpose of the Monitoring Guidelines**
- These guidelines complete the above-stated DG documents. The present guidelines describe more in detail the monitoring tasks to carry out at each

stage of implementation activities. They are more specifically intended to the **Physical Planning and School Maintenance Section (PPM) MoEC-HQ and Zonal levels**, but can also be very useful to Council monitors or independent evaluators.

For each stage of implementation activities, the guidelines indicate:

- Instructions for verifying the compliance of the activities with the laid-down procedures and technical standards of DG,
- Recommendations for the remedial actions to be taken,
- A standard reporting format to be used by the monitors as their Monitoring reports.

1.6 Programme Cycle and standard documents

The Monitoring guidelines are organised in the same sequence of implementation activities. The DG plan cycle and standard documents, described in the following sections, are:

1. Promotion: **DG Leaflet**
2. Application form: **FORM number 1**
3. Regional ranking and report forms: **FORMS number 2, 3**
4. Field appraisal form: **FORM number 4**
5. Regional approval form: **FORM number 5**
6. Regional and school community commitment form: **FORM number 6**
7. Pre-qualification form: **FORM number 6A**
8. Contract agreement form: **FORM number 7**
9. Certificate of works for civil works/furniture: **FORM number 8**
10. DG Technical Handbook
11. Monitoring guidelines

The monitors should be fully conversant with the plan cycle and all these DG standard documents. The instructions given in these Monitoring guidelines focus on means of verification. They do not repeat the content of the other DG standard documents.

2. General Instructions for all Monitoring visits

- 2.1 **Frequency of monitoring** PPM MOEC: Will monitor each Council during field visit organised at least once every 6 months.
PPM Zonals: Will monitor each school field visit organised at least once every 6 months and if necessary more often at the key phases of the plan such as field appraisal of highest ranked schools, selection of contractors.
- 2.2 **Preparation of Monitoring visits**
- Documents to take to the Region:**
- DG Construction Guidelines
 - DG Monitoring Guidelines
 - DG Technical Handbook
 - Procurement Guidelines
 - Updated DG Region/Council folder containing: Regional appraisal form, Regional allocations established by MOEC, all previous returns from Councils, previous print outs from EMIS, previous monitoring reports, correspondence with/about the Region/Council
 - Other documents such as DG training workshop documents, the most recent Basic Statistics in Education [BSE].
- Information to the Region**
- Prior to the monitoring visit, the monitors should inform the Regions and zones (by letter/e-mail, phone and reconfirm by phone/fax/e-mail) on:
- Date, duration , purpose and programme of the visit
 - Regional officers who should be present in the working sessions
 - Documents that should be available in the Region
- 2.3 **Working sessions to organise** Monitors should organise one or more working sessions with RAS, REO, RAO, RE, Regional Secretariat and Local Authority Officials. The standard Monitoring report will constitute the minutes of the meetings.
- After the working sessions, a debriefing meeting should be organised with RAS, REO, RAO, RE, Regional secretariat and local authority officials in order to have the full support of the political representatives.
- 2.4 **Tasks to accomplish** In each monitoring visit, the tasks to accomplish consist of:
- Verification of the progress of activities in Regions/Councils
 - Verification of the compliance of the activities to the DG procedures and standards
 - Collection and verification of the Regions' standard reports
 - Verification of disbursements and replenishment needs
 - Field visits to schools to verify information and data found in the REO Office
 - Assistance to address the problems and to rectify the technical errors
 - Instructions for improving the progress and quality of activities; Recommendations for the remedial actions to be taken
 - Training on the next phases
 - Planning of the next phases
- 2.5 **Reporting** The Monitoring reports, designed in these guidelines, should be used by the

monitors as standard reporting format. Each Monitoring report shall consist of:

- The Cover page: This is a "Summary of Progress and Compliance in Regions "(report format figuring in the next page)
- The standard report for the phase for each Council.
- Annexes: Region returns, correspondence, etc.

Monitoring reports shall be sent within 5 days after the monitoring visit to:

- Regions : as the minutes of the working sessions and written instructions
- MOEC/ PORALG, PPM MoEC-HQ and PPM zonal
- A copy of the report can be usefully transmitted to the ZE (Zonal Engineer).

2.6 Remedial actions

On reception of PPM zone's/MoEC report, PPM MoEC-HQ shall report to the Director of Policy and Planning, Director of the Secondary Education, the Chief Education Officer and the PS/MOEC. If the magnitude of problems in the Regions justify an intervention from MOEC, appropriate remedial measures should be immediately taken and instructions be sent in writing to the Regions.

2.7 DG-EMIS data entry

All the DG standard reports collected from Regions, shall be immediately verified and entered into the DG-EMIS. Errors detected during the data entry or signalled by the EMIS should be corrected at the Regions as soon as possible (immediately if errors is important or during the next visits if errors is minor). EMIS should be installed in every Zonal Inspectorate and PPM Zonal.

SUMMARY OF PROGRESS AND COMPLIANCE IN THE REGIONS

Monitoring visit by:

On date:

1. Stage of activity and general appreciation

Region	Round	Promotion/ application	Ranking	Field appraisal	Approval of selected schools	Contracts/ agreement	Works started and in progress	Works finished	Disbursements	General conclusion

Legend: Round: Indicate round 1 or round 2

Use the following sDGns for the progress and compliance:

P-C: Stage in Progress and Compliant with DG requirements

F-C: Stage Finished and Compliant with DG requirements

P-NC: Stage in Progress but NOT Compliant

F-NC: Stage Finished but NOT Compliant

When non-compliant add the reason(s) of non-compliance by using the following signs:

T: Technical errors committed

L: Low motivation of Council for implementing DG

F: Lack of Funds, replenishment needed

M: EMIS management: lack of transparency or accountability

Others (give a sign and explanation here):

General conclusion: C : compliant, SC : Still problems but on good track, NC: Non compliant, central instruction needed

2. Replenishment needs

Region	Total amount disbursed by MOEC	Total amount received by Schools	Amount Spent	Balance	Replenishment request annexed.

3. Other observation, remarks:

3. Promotion & Application

- 3.1 **Standard Procedures and Documents** Application procedures: See DG Construction Guidelines: Chapter 1;
Standard documents: DG promotional leaflet, Application form number 1. (also **see forms number 2,3 and 4** for training purposes)
- 3.2 **Promotional Activities** According to the geographical size, location, number and accessibility of the schools, the Councils will carry out the promotional activities.
- 3.3 **Timing and Objectives of the Monitoring for promotional activities**
1. The **PPM zonal** monitoring visit for the application activities should be organised when Regions have received all expected application forms from the secondary schools. This Monitoring visit will take about 3 days work in each Regions, 1 day office work (verifications and training), 2 days visit to the schools.
 2. For large regions and if during the region appraisal it is established that the region/councils team need intensive training and support at the beginning DG implementation, there would be two Monitoring visits.
 3. The first visit for the mid-term verification, training on application/promotional activities and training on contractor pre-qualification procedures. The latter should start within one month from the start of DG in each Region/Council.
- The second visit organised for the final monitoring on promotional activities and training on next phases.

The main objectives of these Monitoring visit are to verify the coverage and the accuracy of promotional activities; and to make sure that the Regions/Councils are trained and ready for the next phases (ranking & field appraisal, selection of schools and contractor pre-qualification).

3.4 **Monitoring Instructions**

Documents to take to the Region/Council:

- DG Construction Guidelines
- Monitoring Guidelines
- DG technical Handbook
- Procurement Guidelines
- DG training workshop documents,
- Monitors should have enough copies of DG standard monitoring reports,
- Regional Appraisal Form
- A copy of the most recent Basic Statistics in Education (BSE).

Documents that should be available in the Region: DG application forms received from secondary schools, the most recent Regional Education statistics, a map of the Region/Council and list of wards in the Region/Councils.

Working session to organise: Monitors should organise a meeting with RAS , REO, RAO, RE, Regional Secretariat and local authorities officials. The standard Monitoring report will constitute the minutes of this meeting.

Verifications:

Verify the Coverage of the promotional activities as follows:

1. Ask the REO to describe the promotional activities by using the questions indicated in the Standard Monitoring report for Promotion/application (part A, questions 1 to 5).
2. Count the number of applications received. Compare to the number of secondary schools in the Region (see the Regional appraisal survey, part 5, question 7/1: School statistics, number of secondary schools). If the number of applications received is less than 75% of the number of secondary schools, the promotion has not been done extensively. No ward should be omitted for political reasons.
3. Explain the reasons for which promotional activities have reached (or not) their target. Note your preliminary conclusions in your own monitoring notebook, but not yet on the standard report form.

Verify the Accuracy of information transmitted by schools as follows:

1. First Select 10 application forms at random (not all from the top of the pile!!). School application forms are checked as follows and noted in part B of the standard monitoring report. Correct also the application forms while checking.
2. Sample: School name: On your report part B, Write the school name of which you are checking the application form.
3. School Registration number: Check if there is a school registration number. If the registration number is accurate: indicate yes in the column for registration number on your report.
4. All questions answered: Check if all the questions in the school application form have been answered, specifically on the previous assistance.
5. All documents annexed: Check if the following documents are annexed: site plan, description of the school, bank statements, map of roads, letter for availability of lands.
6. Students enrolment: Ask the REO to give you the most recent statistic/inspection report for the school. Compare the number of students in the report with the total number of students written in the application form, Part A, question 2. If important differences found, choose the school for the field visit.
7. Students Q2/Q3: On the application form, check if the total number of the students in Question 2 complies with the total number of students in Question 3.
8. Teachers Q2/Q4: Check if the total number of teachers in Question 2 complies with the total number of teachers in Question 4.
9. No. of facilities/site plans: Verify if the number of facilities indicated in questions 5 to 9, comply with the site plans annexed to the application form.
10. Total incomplete facilities: Check if the total number of permanent incomplete facilities is equal to the total number of used permanent incomplete facilities in question 5 added to the number of permanent incomplete facilities not used in question 7.
11. Number of facilities rehabilitated: check total number of facilities rehabilitated as per appraisal form number 4 part C
12. Check if all required community contributions are ticked in question 4, part B of the application form.
13. Check if all the required signatures for the school and the village figure on the application form.
14. Write down your preliminary conclusions on the validity of the application in

your Monitoring notebook, but not yet on your standard report.

15. Select 3 schools to visit. These should be from the first ten selected schools, where you have found problems. If these schools are not accessible, then find three others in the first ten selected, or at random from other application forms.
16. Visit the schools, check the information in the application form against what you find actually in the school (do not forget to take the application forms to the schools). Correct the application form and write the answers to the questions in the Part C of your standard Monitoring report:
17. Sample: School name: Write the school name you are visiting.
18. School registration number: Check if the school registration number written on the application form complies with the registration number written in the school's official documents.
19. School knows DG: Check if the school head of school and/or the chair-person of the SB/SCC know(s) actually the DG modalities. Have they received the DG leaflet. Can you find the leaflet in the school?
20. Check if the Head of school confirms the signatures of the school and village representatives appear on the application form.
21. Students attendance: Ask the head of school to bring the students registration book and the list of attendance per class for the previous day. Compare the number of students in the students registration book with the total number of students written in the application form, Part A, question 2. If significant differences is found, carry out a complete inquiry on the school. If the school has transmitted erroneous information, it shall be corrected and if error is deliberate then disciplinary action will be taken against officials involved . Check also the number of students against the list of attendance. If significant difference is found, carry out an in depth inquiry.
22. Teachers attendance: Same type of verifications as for above.
23. Facilities available: Same type of verifications as for above.
24. Check if the school has enough available land for expansion.
25. Bank account: Check the account numbers and cashbooks of the school.
26. Check if the head of school/board chair person are aware of all required community contributions as ticked in question 4, part B of the application.
27. Conclusions: Write "Yes", if globally the information found on the school site conform to the application. Write "No", if you have found significant differences. In the latter case, the school shall not receive the DG.

3.5 Conclusions, instructions , reporting and training

- 1) Finish the Monitoring on application by completing the parts C, D and E of the report based on all your observations and inquiries in the Region, Council and in the School. The instructions left to the Region shall be clearly explained to them. If the Region has to restart the promotion cycle, make sure that the Regional and Council Team have well understood the right steps to take. Give intensive training where necessary.
- 2) Prepare the next phases: Recall the importance of the ranking exercise to all the Regional Team. Train RAS, REO, RAO, RE and Regional Secretariat on the ranking form by ranking at least three schools with them (**use form number 2**). Explain also carefully the use of **forms number 3 and 4**. This on-the-job training will take at least 3 hours. Take your time, and repeat the exercise as

many times as necessary, until complete assimilation.

- 3) Organise also a separate briefing session with RAS, REO, RAO, RE and Regional Secretariat on the contractor candidates.
- 4) Plan the next phases: With the Regional Officers, plan the schedule of activities for the next phases as shown in the standard Monitoring report, part G.
- 5) Send immediately a copy of the completed standard Monitoring report for the relevant phase to PPM zonal, PPM MoEC-HQ and Region. Reports should be preferably sent by fax to both MOEC and Regions. Do not forget the cover page of the report (Summary of Progress and compliance in the Region).
- 6) On reception of PPM Zonal reports, PPM MoEC-HQ shall report to the Director of Policy and Planning, Director of Secondary Education, the Chief Education Officer and the PS/MOEC. If the magnitude of problems in the Regions justify an intervention from MOEC-HQ level, appropriate remedial measures should be immediately taken and instructions be sent in writing to the Regions.

3.6 Monitoring and verification forms

The PPM shall be responsible for developing and reviewing monitoring and verification forms to be used in the field.

DG standard Monitoring report for PROMOTION/APPLICATION Form 1

Region: **Date:**

Participants (join the list of presence, with name, position, signature).

Part A: Coverage of Promotional activities:

	Indicators of compliance	Yes	No
1	The promotional activities started on date and finished on date....., meaning months. The time agreed upon with the Region was months. <u>Has the Region accomplished the promotional activities in time?</u>		
2	The Region has Divisions. Promotional activities have been organised in Divisions. <u>Were promotional activities organised in all the Divisions?</u>		
3	The Region has Councils, Wards and Ward Education Officers, out of whom participated in the promotional sessions and were trained on the application forms. <u>Does the number of trained Ward Officers represent at least 80% of the total?</u>		
4	According to the Regional Appraisal form, the Region has secondary schools. According to the most recent statistics available in the Region, there are secondary schools. The number of application forms received (counted by the monitors) is: <u>Does this number represent at least 75% of the total number of secondary schools in the Region?</u>		
5	<u>Have all the schools in the Region applied?</u> (This information will be checked also in next stages, specially with form number 3, so try to get the right answer).		
6	In conclusion, did the promotional activities have an <u>adequate coverage</u> of all Regions and most of the schools?		

Part B: Accuracy of information transmitted in application forms

Select 10 application forms at random, on each line, begin with the school's name, then indicate in the next columns, YES when the information is accurate; NO, when the information is not accurate or in-existent.

Sample: School name	School registration number	All questions answered	All documents annexed	students A	Students Q2/Q3	Teacher Q2/ Q4	No. of Facilities /site plans	Total incomplete facilities	Complete community contribution	All signatures required

Part C: Accuracy of information transmitted in application forms: Field visit

Select 3 application forms at random, or amongst the above-selected applications. Visit the schools. Write your conclusions hereafter. On each line, begin with the school's name, then indicate in the next columns YES when the information is accurate; NO, when the information is not accurate or is non-existent.

Sample: School name	School knows its Reg. number	School knows DG	All signatures required	Students A/ students school	Teacher A/ teacher school	Facilities A/Facilities school	Land available	Bank account	Complete community contribution	Conclusion

C	In conclusion of parts B and C, have the schools understood the objectives of applying to DG and have	Yes	No
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they given accurate information in their application?

Part D : Instructions left with the Region (tick the one applicable, add or modify instructions where necessary)

- The Region has successfully carried out the promotional activities.
- The Region has partially done the activities, but it is on the good track and shall complete the activities by date:
- The Region has missed the objectives of the promotional activities and shall repeat the exercise. The new deadlines are: start-up of the new cycle: (date), end of activities:
- The following schools should be informed that they have not qualified due to erroneous information transmitted that need to be collected:
- Other instructions (add extra pages if necessary):

Explain also why the activities were successful or unsuccessful (time, availability and motivation of the staff, Region funds, accessibility of the schools, motivation of the schools, political positive or negative interference, etc.)

Part F : Training to the Region, Council and Schools by the monitors (tick the ones applicable)

- Training on Ranking forms number 2, 3 given byon the basis of applications ranked to:
 - REO ZE RE DEO RAO
 - DE Others (specify):
- Training on Field appraisal number form 4 and approval form number 5 given by to:
 - REO ZE RE DEO | RAO
 - DE Others (specify):
- Training on contract agreement procedures form number 7 given by to:
 - REO ZE RE DEO | RAO
 - DE Others (specify):

Part G : Planning of the next phases agreed upon

1. Completion of promotional activities, starting (started) on date:, finishing on date:
2. Ranking all application forms received, starting on date:, finishing on date:
3. Ranking report to be transmitted to PPM Zonals on date:,
4. Field appraisal, , starting on date:, finishing on date:
5. Invitation for contractors, starting on date:, reception of contractors application: date:
6. Next PPM Monitoring visit on date:, by:

Report established by: in three copies:

One transmitted to PPM zonal on by by means of: fax/letter/e-mail

Transmitted to PPM MOEC-HQ on by by means of: fax/letter/e-mail

Transmitted to Regions (RAS)on by by means of: fax/letter/e-mail

Annexes:

4. Ranking, field appraisal, selection

- 4.1 **Standard procedures and Documents** Ranking/field appraisal/approval procedures: See DG Construction Guidelines: Chapters 2, 3 and 4.
- Standard documents: Ranking **FORM** number 2. **Region** ranking report **FORM** number 3. field appraisal **FORM** number 4. Approval **FORM** number 5. (also **see forms number 6, 7 and 8** for training purposes)
- 4.2 **Timing and objectives of the Monitoring**
1. Timing: Regions will be given one to two weeks for ranking and about two weeks for field appraisal and selection. This **PPM zonal** Monitoring visit should be organised when Regions have finished ranking all the application forms, have visited the priority schools and have prepared the form number 5. The Monitoring visit will need about 3 days in each Council: 2 days office-work (verifications and training), 1 day visit of the schools. It is strongly recommended that **PPM MoEC-HQ** be also present during the approval/final selection of the schools. According to the progress of each Region, it is possible to combine or separate the activities of the Monitoring visit. E.g. Monitoring on ranking (forms number 2, 3) can be combined with the second Monitoring for promotion/activities. Monitoring on Field appraisal and final approval can be organised as a separate visit. In order to give sufficient flexibility to the monitors, the standard check-list and report format for different stages have been set-up as separate modules. Therefore, the monitors can use only the relevant pages.
 2. The main objectives of this Monitoring visit **are to verify the accuracy of selected schools; to make sure that the Regions are trained and ready for the next phases (procurement and implementation of works). This is a very important stage of the plan. If the selection of the schools goes wrong, then all DG goes wrong.**
- 4.3 **Monitoring instructions**
- Documents that should be available in the Region:**
1. School files containing the DG application forms received from secondary schools, the ranking form and the field appraisal form when the school has been visited.
 2. Forms number 3 and number 5 completed by the Regions.
- Working session to organise:** Monitors should organise a meeting with RAS, REO, RAO, RE and Regional Secretariat The standard Monitoring report will constitute the minutes of this meeting. Monitors should also debrief with the Regional Consultative Committee (RCC).
- Verifications:** See check lists in the standard monitoring report.
- 4.4 **Conclusions, instructions, reporting and training**
1. Finish the monitoring report on ranking/selection by completing the relevant parts of the standard report format for form number 2,3,4,5. The instructions left to the Regional shall be clearly explained, specially if the Region should restart the selection cycle. Give intensive training where necessary.
 2. Prepare the next phases: Train RAS, REO, RAO, RE and Regional Secretariat on procurement procedures (**use the Implementation Guidelines**). Explain also carefully the use of **forms number 6, 7 and 8**.

3. Organise also a separate training session with the RE and his/her assistants on **forms number 6, 7 and 8**. This on-the-job training will take at least 3 hours. Take your time, and repeat the exercise on the contracts and payment forms as many times as necessary, until complete assimilation.
4. Plan the next phases: With the Regional officers, plan the schedule of the activities for the next phases as shown in the standard Monitoring report, part G. Verify the replenishment needs.
5. Send immediately a copy of the completed standard Monitoring report for the relevant phase to PPM zonal, PPM MoEC-HQ and Regions. Reports should be preferably sent by fax/e-mail to both MoEC and Regions.
6. On reception of PPM Zonal reports, PPM MoEC-HQ shall report to the Director of Policy and Planning, Director of the Secondary Education, the Chief Education Officer and the PS-MoEC. If the magnitude of problems in the Regions justify an intervention from MoC-HQ level, appropriate remedial measures should be immediately taken and instructions be sent in writing to the Regions.

DG standard monitoring report for RANKING/SELECTION
Form 2/3/4/5

Region:

Date:

Participants (join the list of presence, with name, position, signature).

Part A: FORM number 3 (starting point of the monitoring for this phase)

	Indicators of compliance - Check list	Yes	No
1	Has the Council satisfactorily completed the promotional activities? If not the selection is not valid.		
2	All of the applications received have been ranked (number of schools on form 3 complies with the total number of applications)? If not the ranking exercise is not complete and schools can not be selected.		
3	On form 3, the schools are sorted by Council, and you can certify that no Council/Ward has been omitted from the selection? If not ask the Council to reorganise the list, while you are checking other points and answer to this question afterwards. If some Council/Wards have been omitted, either from ranking or from filed appraisal, selection is not objective. Search for the reasons.		
4	Only the highest ranked schools have been visited (check columns "Expansion rank" & "Rehabilitation rank" against the column "chosen for field visit")? If not, the selection does not represent the most needy schools and is not valid.		
5	All the highest ranked schools have been visited (check same columns as above) ? If not, the selection does not represent the most needy schools and is not valid, unless some of the highest ranked schools are left for the second round.		
6	The form 3 is complete (check if for each school, the school registration number, number of students, etc is fully completed). If not, it should be completed before any final selection can be operated.		
7	Details of ranking points: The distribution of points between D1 and D2 is correct? (remember either a school has no permanent roofed facilities or good shape semi-permanent facilities and scores 10 points on D1 if it has 400 students, either it has permanent roofed facilities with many students and scores 5 points on D2 . <u>But one school can never get at the same time 10 points on D1 and 5 points on D2.</u> Non priority schools may score zero points in D1 and D2). If you find schools scoring at the same time 10 on D1 and 5 on D2: Point out these schools for checking their form 2 and correcting the forms number 2 , 3 and 5.		
8	Details of ranking points: The maximum point in column D5 (remoteness priority) is 4? If not point out these schools and check their form number 2.		
9	Details of ranking points: D6 (Councils priority score) is the same for all schools in the same Council? If not, point the schools in the Councils and correct the forms number 2 and 3.		
C	In conclusion of this part, does the ranking form number 3 cover all applicant schools; is it fully completed; does it show discrepancies. Do you recommend the Region monitor to revisit the priority schools? Give details and instructions hereunder.		

Part B: Accuracy of ranking forms number 2 and selected schools

Select at least 15 schools of which 10 have been definitely selected (or if the final selection has not yet been done, 10 schools which have been chosen for field appraisal and visited) and 5 schools not chosen for field visit. The selection is either at random or based on the discrepancies noted on FORM number 3. Prepare the school file comprising forms number 1, 2 and eventually 3 if it has been field appraised. On each line, begin with the school's name, specify if the school figures in final selection or has just been chosen for field appraisal or not visited at all; then indicate in the next columns YES when the ranking calculation is correct; NO, when ranking calculation is not correct or non-existent. If the application form does not allow a correct ranking, set aside this school and visit the school.

Sample: School name	Selected/Chosen for field appraisal/not visited	School is eligible	D1	D2	D3	D4	D5	D6	Total Expansion rank	Total Rehabili. rank	The application form has problems so correct ranking not possible
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

C	<p>In conclusion of this part, has the ranking exercise (form number 2) been reasonably well done and constitutes an objective basis for the selection of the schools?</p> <p>If the answer to a part of or to all parts of this question is No, explain the reasons here and note your instructions. Continue on additional sheets if necessary.</p>	Yes	No
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Part C: visit of selected schools

Chose at random (or according to your observations in the previous part) at least 3 schools which have been selected by the Region to benefit from DG. Visit the schools, taking forms 1 to 4 (and 5 if available) with you to the field. Write your conclusions hereafter. On each line, begin with the school's name, then indicate in the next columns CORRECT when the information you find on the field complies with the information you find on the relevant form; WRONG, when you find major discrepancies between what you observe on the field and what is noted on the forms .

Sample: School name	Applicati on Form 1	Ranking Form 2	Field appraisal Form 4 Part A	Field appraisal Form 4 Part C	Field appraisal Form 4 Part D	Approval Form 5	Observations

C	In conclusion of your field visit :	Yes	No
	<p>Is the selection accurate?</p> <p>Do the scope of works allocated to the school correspond to the school needs?</p> <p>Are the unit costs correct?</p> <p>If the answer to a part of or to all of these question is No, explain the reasons here and note your instructions. Continue on additional sheets if necessary</p>		

Part D: Accuracy of final selection and budget : Form number 5

Check the form number 5, as instructed hereafter, bring the necessary corrections, then approve the rectified form 5. Note that no contract can be entered into with the school until the Form 5 is approved by PPM zonal and PPM MoEC-HQ

Check list for form number 5, indicators of accuracy		Yes	No
	Before starting the detailed verification, check if the total DG contribution does not exceed the total budget allocated to the Council for the round. Check also if it is not far below. If you find variations, you will advise the Region to change the allocations. The total number of schools and each type of facility should also correspond to the Region allocation for the phase. A variation of maximum 10% is allowed in the numbers of schools and each type of facility, if the budget remains within the allocated sum.		
1	Check for each school, the names of Council/Ward, and the school registration number, Is the entry corrected?		
2	Compare form number 5 to form number 3: Check for each school if the number of students, number of permanent roofed facilities, D3 and D4 are identical on the two forms. If not, correct them. If necessary go back to forms number 1, 2 and 4. The check is complete and forms number 3, 5 corrected		
3	Compare Scope of works approved with the school needs: On form number 5, D3 indicates the expansion needs, D4 the completion/ rehabilitation needs. Therefore, D3 should correspond to number of new facilities allocated in column "N". D4 should correspond to number of facilities allocated in columns "C" and "R". Verify this data for all schools. If necessary go back to forms number 1, 2, 4. The check is complete and form number 5 corrected		
4	Cost of works: For each school compare form number 4 to 5. Check on the form number 4 that the allocated number of each facility is correct. Check if the unit costs for each facility is correct. Pay special attention to: Completion: the level of completion should comply with the building condition survey, on Form number 4, Part C. Unit cost must comply with the breakdown shown in the Technical handbook, bills of quantities, facilities completion. The check is complete and form 5 corrected		
5	Total DG contribution/ total community contribution: Check on forms number 4 and 5 that the distribution of costs is correctly done. You should know for each Region, what type of facility is financed by DG. The check is complete and form 5 corrected		
6	Average unit cost for C and R (completion and rehabilitation) should be clearly indicated . The check is complete and form 5 corrected		
7	Totals: After the modifications and corrections, check if the total DG contribution does not exceed the total budget allocated to the Region for the round. Check if the total number of schools, and each type of facility should correspond to the Region allocation for that phase (10% margin allowed). The check is complete and form 5 corrected		
8	Sign the corrected form. Take a copy of it. Leave the corrected form with the Region, in order to be signed by relevant officers in the Region. Instruct them to send the signed and final form number 5 by fax to PPM zonal, not later than 5 days after your visit.		
Back to Office works:			
9	Have you received now the signed form number 5 from the Region.		
10	Check it again with the previous copy you have taken from the Region. If no other problem, approve the form number 5 by signing on it.		
11	Send a copy of the approved form number 5 to PPM MoEC-HQ. Ask PPM MoEC-HQ to approve the form.		
12	Send a copy of PPM approval to the Region and instruct the Region to go ahead with the contracts with schools.		
13	Enter the form number 5 in the DG EMIS.		

Part E : Instructions left with the Region (tick the ones applicable, add or modify instructions where necessary)

The Region has successfully carried out the selection activities.

The Region has partially done the activities, but it is on the good track and shall complete the activities by date:

The Region has missed the objectives of selecting the poorest and neediest schools and shall repeat the exercise. The new deadlines are: start-up of the new cycle: (date), end of activities:

The following schools should be informed that they have not qualified due to erroneous information transmitted or erroneous ranking:

Other instructions (add extra pages if necessary):

Part F : Training to the Region, Council and Schools(tick the ones applicable)

Training on forms 6,7, 8 given by on the basis of contracts completed to:

REO ZE RE DEO School management team

RAO DE Others (specify):

Part G : Planning of the next phases:

1. Completion of selection activities, starting (started) on date:, finishing on date:
2. Contractor pre-selection by the Region starting on date: finishing at date
3. Contractor selection by the schools, starting on date:, finishing at date:
4. Preparation and signature of the contracts and school agreements starting on date:finishing on date:
5. Start-up of the implementation in the schools, , starting on date:, finishing at date:
6. Next PPM Monitoring visit on date:, by:

Part H : Financial management and replenishment needs (fill only if the routine financial control report is not available because in depth financial control was not operated during the visit).

	Indicators of compliance	Yes	No
1	Is cashbook available and updated?		
2	Is school ledger available and updated?		
3	Is monthly progress report available and updated?		
4	Region needs replenishment? If yes join the replenishment request with all necessary annexes to the report		

Report established by: in three copies:

One transmitted to PPM zonal on by by means of: fax/letter/e-mail

Transmitted to PPM MoEC-HQ on by by means of: fax/letter/e-mail

Transmitted to Region (RAS)on by by means of: fax/letter/e-mail

Annexes:

5. Procurement

- 5.1 **Standard procedures and Documents** Procurement procedures: See DG Construction Guidelines: Sections 5, 6.
Standard documents: DG Technical Handbook. Model of contract and agreement (**Forms number 6, 7**).
(also **see forms number 8** for training purposes)
- 5.2 **Timing and objectives of the Monitoring** Pre-selection: Councils shall start **Contract pre-qualification procedures**, within one month from the start of the DG activities. This **PPM zonal** monitoring visit could be partly combined with the visit for the application/promotional activities. The **purpose of this visit will be to check the regularity of the contractors pre-selection**. One day is needed for the verification of pre-qualification applications, one day for the verification of technical evaluation. It is highly recommended that PPM MoEC be present in the first visit (pre-selection).
- 5.3 **Timing and objectives of the Monitoring** Contracts: The visit for the procurement shall take place immediately after the visit for approval of the selected schools. The main objectives of this Monitoring visit **are to verify that all contract documents are signed with eligible qualified contractors and that contract documents are accurate (unit costs, total costs, payment breakdowns, schedule of works)**. According to the importance of the Region allocations, one to two days will be necessary for this visit.

Procurement is a very important stage of the project. Project objectives of quality of works, poverty alleviation, transparency and accountability depend largely on this phase.
- 5.4 **Monitoring instructions** **Documents that should be available in the Region:**
 1. School file containing the forms number 1 to 8 for each selected school.
 2. Contractors pre-qualification application
 3. Contractors technical evaluation form
 4. Cashbooks and ledgers
 5. Regional and Councils monthly progress report**Working session to organise:** Monitors should organise a meeting with RAS, REO, RAO, RE and Regional Secretariat. The standard Monitoring report will constitute the minutes of this meeting. Interviews with the contractors and SB/SCC shall be also organised, either during the field visits or in Regional Headquarters.
Verifications: See check lists in the standard Monitoring report.
- 5.5 **Conclusions, instructions, reporting and training**
 1. Finish the Monitoring report on contractor selection/contracts by completing the relevant parts of the standard report format for form number 6 and 7. The instructions left to the Region shall be clearly explained to them. Give intensive training where necessary.
 2. Prepare the next phases: (Re)Train RE, DE, SB/SCC and School Management Team on payment procedures (**use the Implementation Guidelines**). Explain carefully the use of **form number 8 and procurement act of 2001**.
 3. Plan the next phases: With the Regional officers, plan the schedule of the activities for the next phases as shown in the standard Monitoring report, part G. Verify the replenishment needs.

4. Send immediately a copy of the completed standard Monitoring report for the relevant phase to PPM zonal, PPM MOEC-HQ and Region. Reports should be preferably sent by fax or e-mail to both MOEC and Regions.
5. On reception of PPM zonals report, PPM MOEC-HQ shall report to the Director of Policy and Planning, Director of the Secondary Education, the Chief Education Officer and the PS-MOEC. If the magnitude of problems in the Region justify an intervention from MOEC-HQ level, appropriate remedial measures should be immediately taken and instructions be sent in writing to the Region.

**DG standard monitoring report for Contractor pre-qualification phases
6A**

Region:

Date:

Participants (join the list of presence, with name, position, signature).

Part A: Applications for pre-qualification

Indicators of compliance - Check list		Yes	No
1	The invitation to submit an application for contractors pre-qualification was announced on date:, by means of Were the method and means used for the invitation adequate and transparent?		
2	The number of contractors who took the application forms for pr-qualification is The number of contractor application received in time is The number of pre-selected contractors after analysis of the applications is: Who analysed the applications:	-----	-----
3	You (the monitors) have checked at least 5 application of pre-selected contractors. Do you confirm their qualification and eligibility?		
5	You (the monitors) have checked at least 5 application of unsuccessful contractors. Do you confirm that they were actually not qualified or not eligible?		
6	Were the results of the preliminary pre-qualification phase announced by transparent means?		
7	Have there been any complaints? From whom and why:		
C	In conclusion of this part, you approve the regularity and transparency of the pre-qualification procedure? If the answer to a part of or to all parts of this question is No, explain the reasons here and note your instructions. Continue on additional sheets if necessary.		

DG standard monitoring report for Contractor prequalification: phase: Evaluation

Region:

Date:

Participants (join the list of presence, with name, position, signature).

Part B: Technical Evaluation

Indicators of compliance - Check list		Yes	No
1	The invitation to sit for the technical Evaluation was announced on date:, by means of Were the method and means used for the invitation adequate and transparent?		
2	The number of contractors who sited for the exam is The number of pre-selected contractors after analysis of technical exam is: The number of <u>registered</u> pre-selected contractors after analysis of technical exam is: Who analysed the applications:	-----	-----
3	You (the monitors) have checked at least 5 Evaluation files of pre-selected contractors. Do you confirm that you have compared the Evaluation file with the pre-qualification application, you know that the right person sited for the exam and that the result of the exam confirms the qualification and eligibility of the contractor?		
5	You (the monitors) have checked at least 5 Evaluation files of unsuccessful contractors. Do you confirm that they were actually not qualified or not eligible?		
6	Were the results of the evaluations announced by transparent means?		
7	Only the highest ranked candidates were pre-selected?		
8	Have there been any complaints? From whom and why:		
9	The number of selected schools for this round is: Is there enough pre-selected contractors to cover all the schools? If not, what are your recommendations and instructions:		
10	After the evaluation, have the schools have selected their contractors freely and transparently?		
C	In conclusion of this part, you approve the regularity and transparency of the Evaluation procedure and the final choice of the pre-selected contractors and selection of contractors by schools? If the answer to a part of or to all parts of this question is No, explain the reasons here and note your instructions. Continue on additional sheets if necessary.		

DG standard Monitoring report for Contract agreements

6, 7

Region:

Date:

Participants (join the list of presence, with name, position, signature).

Part A: Accuracy of contract forms

Verify all the contracts for all the schools one by one. Assemble forms number 6 and 7 (which are very similar) and check them in parallel. Compare also the allocations and total budget of the school with the allocations and budget approved in form number 5.

On each line, begin with the school's name and contract number. Then indicate in the next columns YES when the information is correct; NO, when it is not correct or in-existent. CO: when you have corrected it. Attention: any correction should be immediately transmitted to all signatories of the contract and to PPM MoEC-HQ

School name	Contract number	Contractor Is eligible	Total number facilities = Form5	Unit costs	Total costs	Total DG contribution	payment break- down	School bank account	Contractor bank account	Schedule of works
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										

Part B: visit of selected schools under contract

Choose at random (or according to your observations in the previous part) at least 3 schools which have been selected by the Region to benefit from DG and for which contracts have been signed. Choose specifically those with completion/rehabilitation works and special foundations. Visit the schools, taking forms number 1 to 7 with you to the field. Write your conclusions hereafter. On each line, begin with the school's name, then indicate in the next columns "YES" when the information you find on the field complies with the information you find on the relevant form; "NO", when you find major discrepancies between what you observe on the field and what is noted on the forms .

Sample: School name and contract number	SC selected contractors	Copy of Forms 6/7 in school	School bank account opened	Contract complies with needs	Unit costs complies with site conditions	Works started	Observations

C	In conclusion of your field visit :	Yes	No
	C1: Have the schools participated in contractor selection without pressure and mismanagement?
	C2: Do the projects identified correspond to the school needs?
	C3: Are the unit costs correct (specially for special foundations, completion and rehabilitation works)?
	If the answer to a part of or to all of these question is No, explain the reasons here and note your instructions. Continue on additional sheets if necessary		

Part C : Instructions left with the Region/Council (tick the ones applicable, add or modify instructions where necessary)

The Region has successfully carried out monitoring activities.

The Region has partially done the activities, but it is on the good track and shall complete the activities by date:

The Region has missed the objectives of procurement and shall repeat the exercise. The new deadlines agreed upon are: start-up of the new cycle: (date), end of activities:

The following schools should be informed that they have not qualified due to erroneous information transmitted or mismanagement:

Other instructions (add extra pages if necessary):

Part F : Training to the Region

- Training on form number 8 given by to:
- REO RAO RE DEO School management team
 - DE School Board Others (specify):

Part G : Planning of the next phases agreed upon

1. Completion of procurement activities, starting (started) on date:, finishing on date:
2. Implementation of works in the schools, starting(started) on date:, finishing on date:
3. Others:
4. Next PPM Monitoring visit on date: by:

Part H : Financial management and replenishment needs (fill only if the routine financial control report is not available because in depth financial control was not operated during the visit).

	Indicators of compliance	Yes	No
1	Cashbook available and updated?		
2	Is ledger available and updated?		
3	Is monthly report available and updated?		
4	Is Regional replenishment request available		

Report prepared by: in three copies:

One transmitted to PPM zonal on by by means of: fax/letter/e-mail

Transmitted to PPM MOEC-HQ on by by means of: fax/letter/e-mail

Transmitted to Region (RAS) on by by means of: fax/letter/e-mail

Annexes:

6. Financial monitoring

- 6.1 **Standard procedures and Documents** Standard Procedures: DG Construction Guidelines.
Standard documents: **Form number 8.**
- 6.2 **Timing and objectives of the Monitoring** Timing: Routine Monitoring visits starting when the DG begins in a Region. Can be combined with other Monitoring tasks, specifically with routine quality control visits to the schools.
- The objectives **of these Monitoring visits are:**
- to control the accuracy of disbursements against the progress and quality of works
 - to prevent mismanagement
 - to assure that cashbooks, ledgers and all financial documents are well kept, updated and reflect the real state of disbursements.
 - to assist the Region to establish their replenishment needs.
- Financial control is a very important aspect of the project. It reinforces the accountability, transparency and good governance.**
- 6.3 **Monitoring instructions** **Documents to take to the Region**
- Up to date EMIS standard reports, with all the errors /question marks clearly underlined.
- Documents that should be available in the Region:**
1. School files containing forms number 1 to 8 for each selected school.
 2. Cashbook and ledger (Bank statement etc)
 3. Regional/Council monthly progress report
 4. Regional replenishment request
- Documents that should be available in the schools:**
- School site book and school cashbook
- Working session to organise:** Monitors should work first with School Accountant and DE/RE on form number 8. Then visit at least 3 schools, during which they will work with the SB/SCC(new school) and the contractor/supervisor on the site. After the visits, they will organise a debriefing meeting at Regional/Council headquarters with the RAS, REO, RAO, RE and Regional Secretariat. The standard Monitoring report will constitute the minutes of this meeting.
- Verifications:** See check lists in the standard monitoring report
- 6.4 **Conclusions, instructions, reporting and training** As in other monitoring visits.

DG standard monitoring report for financial control in Councils (routine visits)

Region:

Date:

Participants (join the list of presence, with name, position, signature).

Part A: Financial documents at the Councils

	Indicators of compliance - Check list	Yes	No	corrected
1	Cashbook available and updated?			
2	Cashbook complies with certificate of works (form 8) and certificate for monitoring expenses? (check at least 5 payments at random)			
3	Monthly reconciliation of the cashbook with bank statements available and accurate? If not, operate the reconciliation and train the school accountant			
5	Cashbook complies with bank statements? If not write the reasons & instructions in part C.			
6	School ledger available and updated?			
7	In School ledger contract amounts comply with the contracts (Check all schools using your EMIS reports, go back to contracts where necessary).			
8	Payments in School ledger complies with payments in cashbook? (check at least 5 payments at random)			
9	In School ledger, total payments of works for each school complies with payments in EMIS			
10	Are there schools that have overpaid contractors/labourers according to the stage of progress of works? If yes explain in part C.			
11	Are there schools that have underpaid contractors/labourers according to the stage of progress of works? If yes explain in part C.			
12	Monthly financial Progress Report available for the previous month?			
13	Monthly physical Progress Report available for the previous month?			
14	Does the Region need replenishment?			
15	If replenishment necessary, the replenishment request available and accurate? If not assist the Region to complete it (on the job training)			
C	In conclusion of this part, you approve the regularity of the accounts and the disbursements? If the answer to a part of or to all parts of this question is No, explain the reasons here and note your instructions. Explain whom and how you have trained. Continue on additional sheets if necessary. Enclose EMIS corrections.			

DG standard monitoring report for financial control in schools (routine visit)

Region:

Date:

Participants (join the list of presence, with name, position, signature).

Part B: Visit to the schools, financial control

Forms number 6, 7 and 8 to be taken to the school.

On each line, begin with the school's name and contract number. Then indicate in the next columns YES when the information the forms or given by Regional/Councils comply with information found in the school ; NO, if the contrary. Note also your observations

Form 8 hereafter means the amount of works certified by the most recent Form 8. Payment means the amount paid by the MoEC to the school for the most recent form number 8.

School name	Contract number	Form 8= real progress	Form 8= behind progress	Form 8= more than progress	Payment= Form 8	Payment below Form 8	Payment over Form8	Cheques written by school to contractors= certificate of works
1								
Observations:								
2								
Observations:								
3								
Observations:								
4								
Observations:								
5								
Observations:								

C	<p>In conclusion of your field visit: Have the payments done to and by the schools accurate and complying with the progress of works?</p> <p>If the answer to a part of or to all of these question is No, explain the reason here and note your instructions. Continue on additional sheets if necessary</p>	<p>Yes</p> <p>.....</p>	<p>No</p> <p>.....</p>
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Part C : Instructions left with the Region (tick the ones applicable, add or modify instructions where necessary)

- The Region is successfully monitoring and supervising .
- The Region has still problems in understanding and implementing the financial mechanism.
- The Region has missed the objectives of accountability and efficient use of funds.
- The following schools should be informed that works shall stop in their schools due to erroneous information transmitted or erroneous payments:

.....

- Other instructions (add extra pages if necessary):

Part F : Training to the Region

The following training modules were given to the Regional officers (tick the ones applicable)

- Training on form number 8 given by** **to:**
 - REO RAO RE DEO School Management Team
 - DE School Board Others (specify):

Part G : Planning of the next phases

The monitors and the Region have agreed upon the following and schedules for the next phases:

1. **Updating the cashbooks and ledgers according to DG requirements and sending them to PPM zonal and PPM MOE-HQ, starting (started) on date:, finishing on date:**
2. **Others:**

3. **Next PPM Monitoring visit on date:, by:**

Report established by: in three copies:

One transmitted to PPM zonal on by by means of: fax/letter/e-mail

Transmitted to PPM MOEC-HQ on by by means of: fax/letter/e-mail

Transmitted to Region (RAS) on by by means of: fax/letter/e-mail

ANNEXES:

DG returned Forms number submitted by the Region:

EMIS reports, lists number:

7. Construction works: Quality and progress control

- 7.1 **Standard procedures and Documents** Standard documents: DG Technical Handbook. Certificate of works: **Form number 8**
- 7.2 **Timing and objectives of the Monitoring**
Timing: Routine monitoring visits starting when the works begin in the schools. Can be combined with other monitoring tasks.
The objectives of these monitoring visits are to control the progress of and the quality of works; to assure that payments for works have been done according to the real progress of works ; and to train the Region and Council engineers on efficient site supervision.
Quality control is a very important aspect of the project. The durability of the facilities built under DG depends on compliance with the DG technical standards.
- 7.3 **Monitoring instructions**
Documents to take to the Regions
In addition to Regional file, DG guidelines and technical handbooks, take the up to date EMIS standard reports with all the errors /question marks clearly underlined.
Documents that should be available in the Region:
 1. School files containing forms number 1 to 8 for each selected school.
 2. Cashbooks and ledger
 3. Regional monthly progress report**Documents that should be available in the schools:**
School site book and school cashbook.
Working session to organise: Monitors should visit at least 3 schools, During which they will work with the SB/SCC(new school) and the contractor/supervisor on the site. After the visits, they will organise a debriefing meeting at Region headquarters with the RAS, REO, RAO, RE, Regional secretariat and Chief Internal Auditor. The standard Monitoring report will constitute the minutes of this meeting. Interviews with the contractors and SB/SCC(new school) shall be also organised, during the field visits.
Verifications: See check lists in the standard monitoring report
The quality control check-lists for each stage of work figure in the technical handbook, chapter 2. For an easy use, the check lists have been grouped and included hereafter.
- 7.4 **Conclusions, instructions , reporting and training** As in other monitoring visits.

DG standard monitoring report for quality control of works (routine visits)

Region:Date:School name and registration number

Yes = Compliant, No = Not compliant

Check list for quality control : Implementation phase		Yes	No
1	<p>Instructions on point 1.2 (building location) are respected:</p> <ul style="list-style-type: none"> • The new buildings are minimum 3 meters (side elevation) to 12 meters (elevation with windows) away from existing buildings; • Distance from big trees is at least 10 meters and <u>no big tree is cut</u>; • Buildings are not against steep slopes ; • Waterlogged areas are avoided; • Areas with termitaries are avoided; • Elevations with windows are facing north and south; • Instructions of the site plan drawings (site plans number 1 to 3) are followed; • Latrines are located at 100 meters from the water sources in the direction of the water flow. 		
2	<ul style="list-style-type: none"> • The topsoil is stripped down to a depth of 20 cm on average for the whole building site plus 2 m around the building perimeter. • Termitaries situated at 10 meters around the building perimeter are entirely removed deep down to their foundations, and dumped far from the existing and new buildings. • The stripped land is levelled to form the platform for the construction of buildings and pedestrian ways. • All debris, topsoil, vegetation and unwanted soil are removed from the site. 		
3	<ul style="list-style-type: none"> • The dimensions of the foundations, marked on the site are correct (length, width, position). • The squareness of the building is correct (right angles). 		
4	<ul style="list-style-type: none"> • Foundations are on the firm soil? • Foundations are deep enough to reach the firm soil? • If in exceptional circumstances, the foundations are built on weaker soils, does the type of the foundations correspond to the type of the soil (reinforced concrete; reinforced concrete on cyclopean footing, reinforced concrete floating slab)? 		

Instructions left with the school and the contractor:

DG standard monitoring report for quality control of works (routine visits)

Region:Date:School name and registration number:

Yes = Compliant, No = Not compliant

Foundations blocks: Check-list for quality control (28-day blocks)		Yes	No
Mix	Reminder: the foundation block is 1:6 (1 volume of cement for 6 volumes of sand or in other terms 250 kg cement for one m ³). With a 50 kg bag of cement, you can make 13 blocks .		
Shape	The corners and edges of the blocks are not broken and can not be broken by finger pressure		
Aspect	The whole block has the same colour. The surface of the block is uniform without voids, holes, cracks, micro-cracks		
Dimensions	The dimensions of the block are 23 x 15 x 45 cm . Tolerances of 6mm can be admitted for either side.		
Porosity	When wetted to saturation, the block does not absorb more than 2 litres of water.		
Resistance	When the surface , corners, edges are scratched, no loose material is detached.		
Mechanic resistance	Put a block on 2 other blocks situated at a distance of 20 cm from each other. Step and stand on the upper block. The block should resist during at least 60 seconds to the weight of a person of about 70 kg.		
Resistance to chock	Drop a block from one meter height on a sandy soil. The block should not break. If it breaks into two parts, or smashes, it is too weak. And should be refused.		

Concrete footing: Check-list for quality control (test min. 7 days after casting)		Yes	No
Mix	Reminder: the concrete type is 1:3:6 (1 volume of cement, 3 volumes sand and 6 volumes gravel. In other terms 250 kg cement for one m ³). With a 50 kg bag of cement, you can make only 1.45 meter long of a foundation measuring 20 x60 cm (15% loss inclusive).		
Aspect	The whole surface of footing has the same colour, is uniform without voids, holes nor cracks. The size of coarse aggregates (gravel) ranges between 5 to 30 mm and all sizes are equally present. The aggregates are well embedded in cement. You can not take them out by scratching. The footing is cast over a bed of blinding mortar.		
Dimensions	The dimensions of the foundations are 20 (depth)x 60 (width) . The length should conform to the drawings. A tolerance of 1 cm can be admitted for the length.		
Resistance	When the surface is scratched with a nail , no loose material is detached, no hole or crack appears. For mechanic resistance, laboratory tests should be operated.		

Floor slab: Check-list for quality control (test min. 7 days after casting)		Yes	No
Mix	Reminder: the concrete type is 1:3:6 for the slab (1 volume of cement, 3 volumes sand and 6 volumes gravel. In other terms 250 kg cement per 1m ³). With a 50 kg bag of cement, you can make no more than 2.25 square meters of a 80 mm tick slab (10% loss inclusive).		
Aggregates	The size of coarse aggregates (gravel) ranges between 5 to 30 mm and all sizes are equally present. Cobbles and stones bigger than 30 mm are not used.		
Aspect	The whole surface of the slab has the same colour, is uniform without holes nor cracks. The aggregates are well embedded in cement. You can not take them out by scratching.		
Resistance	When the surface is scratched with a nail , only a layer of maximum 2 mm on the surface would be loose (this is the layer which dries faster than the others). The deeper layers resist to the nail. No material is detached, no hole or crack appears. For mechanic resistance, laboratory tests should be operated.		

Dimensions	The thickness of the slab is 80. To verify this, measure the depth of the construction joints at least 6 different places. The length and width should conform to the drawings. A tolerance of 1 cm can be admitted for the length.		
Level	The slab is at least 18 cm above the natural ground level. The surface is perfectly flat and even, free of bumps.		
Construction joints	They are 80 mm deep and located as shown in the drawings below. They are filled with a bitumen felt or polyethylene strips.		
Sub-structure	The Floor slab should be built on a 150 mm hardcore and the pavement on a 100 mm hardcore, both blinded. If there could be any doubts on the correct execution of the sub-structure, demolish a small portion of the slab, chosen at random, dig below ,.verify the existence and depth of the hardcore.		

Instructions left with the school and the contractor:

DG standard monitoring report for quality control of works (routine visits)

Region:Date:School name and registration number:

Yes = Compliant, No = Not compliant

Masonry: Quality control Check-list		Yes	No
Mix	Reminder: the wall block is 1:8 (1 volume of cement for 8 volumes of sand or in other terms 200 kg cement for one m ³ of sand). With a 50 kg bag of cement, you can make only 16 blocks for walls.		
Shape	The corners and edges of the blocks are not broken. And will not break under finger pressure		
Aspect	The whole block has the same colour. The surface of the block is uniform without voids, holes, cracks, micro-cracks		
Dimensions	The dimensions of the block are 23 x 15 x 45 cm . Tolerance of 6mm can be admitted for either side.		
Porosity	When wetted to saturation, the block does not absorb more than 2 litres of water.		
Resistance	When the surface , corners, edges are scratched, no loose material is detached.		
Mechanic resistance	Put a block on 2 other blocks situated at a distance of 20 cm from each other. Step and stand on the upper block. The block should resist during 60 seconds to the weight of a person of about 70 kg.		
Resistance to chock	Drop a block from one meter height on a sandy soil. The block should not break. If it breaks in two parts or smashes, it is weak and should be refused.		
Mortar	The thickness of the mortar does not exceed 2 cm and is not less than one cm. When the mortar is scratched, no loose material is detached.		
Masonry	Each block should cover half of the length of each of the two blocks below it. No vertical joint can continue on two or more ranges. All horizontal joints are continuous and perfectly levelled. Walls are perpendicular (tolerance from vertical maximum 5 mm) and form right angles (diagonals in each room should be equal).		
Dimensions	The size of each room / position of walls, doors, windows conforms to the drawings.		
Cracks	No cracks or micro cracks appear, specifically near the building corners, under the window sills and over the construction joints.		

Ring beam: Quality control Check-list (test after shutters are removed)		Yes	No
Mix	Reminder: the concrete type is 1:2:4 for the ring beam (1 volume of cement, 2 volumes sand and 8 volumes gravel. In other terms 350 kg cement for 1m ³). With a 50 kg bag of cement, you can make only 430 cm long of a 20x15 cm beam (10% loss inclusive).		
Aggregates	The size of coarse aggregates (gravel) ranges between 5 mm and 30 mm and all sizes are equally present. Stones and stones bigger than 30 mm are not used.		
Aspect	The whole surface of the ring beam has the same colour, is uniform without voids nor cracks. The aggregates are well embedded in cement. You can not take them out by scratching. The reinforcement bars are not visible because well embedded in concrete.		
Resistance	When the surface is scratched with a nail , only a layer of maximum 2 mm on the surface would be loose (this is the layer which dries faster than the others). The deeper layers resists to the nail: no material is detached, no hole or crack appears. When hammered to the concrete, a one inch non galvanised nail will bend. For mechanic resistance, laboratory tests should be operated.		

Dimensions	The beam measures 20x15 cm. To verify this, measure the dimensions at least 6 different places .		
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	If the height and width are less, either the shuttering was not well done or the concrete was cast too wet and has shrank (marks of concrete mixture water go deep down on the walls). In both cases the beam is weak.		
Level	Check the position of the ring beam and compliance to the drawings.		
Reinforcement bars	In case problems are found on the site, hammer in two places (on both faces) of the ring beam to remove the concrete and see the type, position and number of the reinforcement bars. Repair the concrete after the test. If no bars are found, the beam is to be demolished.		
Iron hoops	6mm round bars should be cast in the ring beam at the indicated places (coming out of the ring on both sides of the roof truss axis) and be long enough to tie the trusses.		

Instructions left with the school and the contractor:

DG standard monitoring report for quality control of works (routine visits)

Region:Date:School name and registration number:

Yes = Compliant, No = Not compliant

	roof structure and roof cover: Quality control check list	Yes	No
Timber	Species, specifications, moisture content conform to the technical handbook, point 3.12.		
Treatment	All faces of all components are perfectly covered with used engine oil, specially all the ends of rafters, gussets and purlins.		
Position/dimension	The position of the roof trusses and purlins conforms to the drawing. The size of each component and the assembling/nailing conforms to the drawings.		
Tying	The wall plate and each roof truss are tied to the ring beam by iron hoops. If iron hoops have been forgotten, while casting the ring beam: Fix new hoops in the walls (under the ring beam) and anchor the wall plates and trusses to them.		
Roof cover	The roof sheets do not bend and are not distorted between the purlins. If so, the dimension of the roof trusses are not identical and/or the purlins are too weak. This roof structure is not acceptable.		
Overlaps	Overlaps of roof sheets and roof ridges is at least 15 cm in both directions. (minimum 2 corrugation horizontally).		
Gauge	Roof sheets are minimum gauge 28. Weaker roof sheets are refused (gauge 30 and more). A certificate of the supplier or the factory can be required. A gauge 28 will not easily bend under the pressure of the finger.		
Galvanisation	A new galvanised roof (not still exposed) is shiny. The zinc, used for the galvanisation will lose this shining aspect after a few months. But in any case, no rust should appear (brown reddish stains and marks). Rusted, dented and non-uniform roof sheets and ridges should be immediately removed and replaced.		
Fixing	All roof sheets should be fixed to all supporting purlins by means of galvanised nails for roofing fixed every 30 cm.		
Fascia board	Purlin ends on the gable ends shall be protected entirely by a fascia board. Make sure that purlin ends are treated with used engine oil before fixing the fascia board.		

Instructions left with the school and the contractor:

DG standard monitoring report for quality control of works (routine visits)

Region:Date:School name and registration number:

Yes = Compliant, No = Not compliant

Joinery, doors and windows: Quality control check-list			
Timber	Species, specifications and moisture content conform to the technical handbook, point 3.12.		
Sanding	All faces of the door /window frames and door panels are perfectly sanded.		
Treatment	All faces of all components are covered with wood preservative compatible with paints.		
Position/dimension	The position of the openings conforms to the drawings. The size, shape and design of each component conforms to the drawing		
Fixing	Window and doorframes are fixed to the walls as specified.		
Angles/level	After being fixed, the frames and the door panel remain with perfectly rectangular, levelled and aplomb. No distortions and cracks appear.		
Door panels	Doors open normally without noise and friction.		
Burglar bars	diameter 16 mm every 15 cm (centre to centre), free of rust		
Hardware	Hinges, padlocks, and other hardware are galvanised type.		

Plaster, paintings : Quality control Check-list			
Plaster	Location of tyrolean and normal plaster according to the drawings.		
Plaster: aspect	The finished coats present a smooth and flat surface, free of tool-marks, blemishes and blister. The plaster does not cover the window and door frames.		
Screed	All parts of the finished floor present a flat, smooth, fine-grained and regular surface free of cavities, bumps and patching.		
Painting	Colours and type of paintings for walls and openings comply with Technical handbook and engineer instructions.		
Sanding	All faces of the door /window frames and door panels are perfectly sanded before painting. The cracks are filled and sanded before painting.		
Aspect	All painted elements present a smooth, fine-grained regular painted surface, free of tool-marks, finger marks, drips, splashes, cracks and blister.		
Delivery of works	All plaster and painting drips and splashes on the screed, roof sheets and other elements are removed. The whole area (buildings and school site) is left clean on completion of works.		

Instructions left with the school and the contractor:

Part C : Instructions left with the Region (tick the ones applicable, add or modify instructions where necessary)

- The Region is successful in implementing quality buildings.
- The Region has problems in understanding and implementing the technical standards.
- The Region has completely missed the objectives of implementing durable buildings.
- The following schools should be informed that works shall stop in their schools due to erroneous information transmitted or erroneous payments:

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- Other instructions (add extra pages if necessary):

Part F : Training to the Region

The following training modules were given to the Region/Council officers (tick the ones applicable)

- Training on quality of works by** **to:**
 - DE.
 - RE
 -
 -
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Part G : Planning of the next phases

The monitors and the Region have agreed upon the following and schedules for the next phases:

Next PPM Monitoring visit at date:, **by:**

Report established by: in three copies:

One transmitted to PPM zonal on by by means of: fax/letter/e-mail

Transmitted to PPM MoEC-HQ on by by means of: fax/letter/e-mail

Transmitted to Region (RAS) on by by means of: fax/letter/e-mail

ANNEXES:.....