DEPARTMENT OF EDUCATION

National Inventory of DepEd Public School Buildings Orientation
Rationale

Schools submit enrolment and inventory data in the EBEIS.

Classroom requirements and shortages are computed.

Classroom allocation is formulated.

Schools submit enrolment and inventory data in the EBEIS.

Getting the accurate inventory is essential in this process.

Classrooms are built.

DepEd continues to work towards making all schools child-friendly, safe and conducive to learning.

Part of this effort is providing the appropriate facilities for each school based on data collected from our schools and standards set by policymakers.

We want to understand:
1. What do our schools have? (Inventory)
2. What do our schools need? (Requirements)
3. What should we provide? (Allocation)
Establish accurate and comprehensive baseline data of school buildings in all DepEd public schools for use in

– Planning, budgeting and decision making
– Annual updating in subsequent years
## Process Flow

<table>
<thead>
<tr>
<th>Central Office</th>
<th>Regional Office</th>
<th>Division Office</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation for Regional and Division POs and PFCs (Nov 7-11)</td>
<td>Monitor division status of submissions</td>
<td>Clustered Orientations for School Heads and Property Custodians or Physical Facilities Coordinators (Nov 12-28)</td>
<td>Conduct of National Inventory of DepEd Public School Buildings for SY 2014-2015 (Dec 1)</td>
</tr>
<tr>
<td>Comparison of online encoded reports to printed inventory forms and publishing of consolidated inventory data</td>
<td></td>
<td>Provide technical assistance to schools and monitor school submissions</td>
<td>Encoding of National Inventory in the EBEIS (Dec 1-12)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Submission of signed printed form to the SDO through the Office of the SDS (Dec 1-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Submission of signed printed school inventory forms to the CO through the OPS-RSD (Dec 13-19)</td>
</tr>
</tbody>
</table>
SCHOOL GUIDELINES FOR CONDUCT OF INVENTORY
Officials in Charge

School Head

with assistance from

either the
School Property Custodian or the Physical Facilities Coordinator

and

either the PTA President or the Kagawad in charge of education
Site Development Plan

What can you see?

Where do you see it?

How do you visualize it?

Site Development Plan
**What can you see?**

- Identify all existing buildings, rooms and facilities in the school site regardless of present condition.
- For *buildings* and *rooms*:
  - How many are present in the school?
  - What are the types of each building?
  - How many rooms are there in each building?
  - Against what fund source were they charged against?
Where do you see it?

- Identify locations (not necessarily exact location-scale) of all buildings, rooms and other facilities existing in the school.
- Assign numbers to each of the existing buildings and rooms for every building.
How do you visualize it?

- Map all buildings, rooms and facilities and ensure proper labeling of each.
- Facing the school, start from the main gate turning left then straight to the first facility or building seen.
- Refer to the diagram for visual representation.
SAMPLE SITE DEVELOPMENT PLAN (as of 30 November 2014)

- **Building 1** (DepEd School Building (Standard))
  - **first floor**: 4, 3, 2, 1
  - **second floor**: 8, 7, 6, 5
- **Building 3** (Bagong Lipunan Type)
- **Makeshift Room 1**
- **Comfort Room**
- **Covered Court**

Gate
SAMPLE SITE DEVELOPMENT PLAN (as of 30 November 2014)

- Building 1 (DepEd School Building (Standard))
- Building 2 (Marcos Type)
- Building 3 (Bagong Lipunan Type)
- Makeshift Room 1
- Comfort Room
- Covered Court

Gate

Flooring:
- first floor
- second floor
### Table 1. Existing School Buildings

<table>
<thead>
<tr>
<th>Building Number</th>
<th>Building Type and Room Dimension</th>
<th>Actual Building Condition</th>
</tr>
</thead>
</table>

| Number of rooms per floor per school building | Funding Source | Name of Contractor and Year of Completion (optional) |

If the building type, room dimension, building condition and funding sources are not included in the list of choices, please specify accordingly.
## School Building Inventory Form

<table>
<thead>
<tr>
<th>Building Type</th>
<th>Room Dimension (WxL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aqua-Culture NC II Building</td>
<td>10x19</td>
</tr>
<tr>
<td>Army Type School Building</td>
<td></td>
</tr>
<tr>
<td>Automotive Servicing NC II Building</td>
<td>10x29</td>
</tr>
<tr>
<td>Bagong Lipunan School Building (BLSB) Type I</td>
<td>6x8</td>
</tr>
<tr>
<td>Bagong Lipunan School Building (BLSB) Type II</td>
<td>8x6</td>
</tr>
<tr>
<td>Bagong Lipunan School Building (BLSB) Type III</td>
<td>8x6</td>
</tr>
<tr>
<td>Beauty Care NC II Building</td>
<td>7x16</td>
</tr>
<tr>
<td>Carpentry NC II Building</td>
<td>10x27</td>
</tr>
<tr>
<td>Commercial Cooking NC II Building</td>
<td>10x16</td>
</tr>
<tr>
<td>Consumer Electronic Technician NC II Building</td>
<td>10x16</td>
</tr>
<tr>
<td>DepED School Building (Modified)</td>
<td>7x7</td>
</tr>
<tr>
<td>DepED School Building (Standard)</td>
<td>7x9</td>
</tr>
<tr>
<td>Building Type</td>
<td>Room Dimension (WxL)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>DOST Science Laboratory Building</td>
<td></td>
</tr>
<tr>
<td>DPWH-BOD Building</td>
<td></td>
</tr>
<tr>
<td>Dress Making NC II Building</td>
<td>10x16</td>
</tr>
<tr>
<td>Economic Support Fund (ESF)</td>
<td></td>
</tr>
<tr>
<td>Educational Facilities Improvement Program (EFIP) – JICA</td>
<td></td>
</tr>
<tr>
<td>Electrical Installation Maintenance NC II Building</td>
<td>10x25.6</td>
</tr>
<tr>
<td>Federation of Filipino Chinese Chamber of Commerce and Industry, Inc. (FFCCCI)</td>
<td>7x7 and 7x9</td>
</tr>
<tr>
<td>Food Processing NC II Building</td>
<td>10x16</td>
</tr>
<tr>
<td>FVR 2000 Building</td>
<td></td>
</tr>
<tr>
<td>Gabaldon Type</td>
<td></td>
</tr>
<tr>
<td>Government of Spain-Spanish Grant School Building</td>
<td></td>
</tr>
</tbody>
</table>
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<thead>
<tr>
<th>Building Type</th>
<th>Room Dimension (WxL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics Building</td>
<td>7x9</td>
</tr>
<tr>
<td>Imelda Type</td>
<td></td>
</tr>
<tr>
<td>Industrial Arts Building</td>
<td>7x18</td>
</tr>
<tr>
<td>Learning and Public Use Schoolbuilding (LAPUS)</td>
<td>7x27</td>
</tr>
<tr>
<td>Little Red School House</td>
<td></td>
</tr>
<tr>
<td>Magsaysay Type</td>
<td></td>
</tr>
<tr>
<td>Marcos Pre-Fabricated School Building</td>
<td>7.5x6</td>
</tr>
<tr>
<td>Multi-Purpose Workshop Building</td>
<td>7x18</td>
</tr>
<tr>
<td>PAGCOR School Building</td>
<td>7x9</td>
</tr>
<tr>
<td>Pre-School/Kindergarten Building</td>
<td>7x9</td>
</tr>
<tr>
<td>Public-Private School Infrastructure Project (PSIP School Building)</td>
<td>7x9</td>
</tr>
<tr>
<td>Readily Assembled Multi-Option Shelter (RAMOS) Type</td>
<td></td>
</tr>
</tbody>
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<th>Building Type</th>
<th>Room Dimension (WxL)</th>
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<tr>
<td>RP-US Bayanihan Type</td>
<td>8x6</td>
</tr>
<tr>
<td>SBP4BE Building - AusAid</td>
<td>7x9</td>
</tr>
<tr>
<td>Science Laboratory Building</td>
<td>7x18</td>
</tr>
<tr>
<td>Secondary Education Development Improvement Program (SEDIP)</td>
<td>7x9</td>
</tr>
<tr>
<td>Secondary Education Development Program (SEDIP)</td>
<td></td>
</tr>
<tr>
<td>Shielded Metal Arc Welding NC II Building</td>
<td>10x16</td>
</tr>
<tr>
<td>SPHERE Building - AusAid</td>
<td>7x9</td>
</tr>
<tr>
<td>Third Elementary Education Project (TEEP) Building</td>
<td>7x18</td>
</tr>
<tr>
<td>Typhoon Resistant School Building Program (TRSBP) - JICA</td>
<td></td>
</tr>
<tr>
<td>Others (not in the list)</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Building Condition</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>refers to a building which does not need repair</td>
</tr>
<tr>
<td>Needs Minor Repair</td>
<td>refers to the repair or replacement of school building components which are not subjected to critical structural loads and stresses and which are estimated to cost less than ten percent (10%) of the cost of a standard building unit such as repair of windows, doors, partitions and the like.</td>
</tr>
<tr>
<td>Needs Major Repair</td>
<td>refers to the repair or replacement of school building components which are subjected to critical structural loads and stresses and which are estimated to cost ten percent (10%) or more of the cost of a standard building unit such as roof frames, posts and exterior walls.</td>
</tr>
<tr>
<td>Condemned</td>
<td>refers to a building officially declared by the Municipal Engineer to be dangerous to the life, health, property or safety of the public or its occupants.</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>DepEd budget</td>
<td>refers to a building or room funded by the DepEd National Budget whether implemented by DepEd or DPWH. (e.g. Basic Education Facilities Fund, Regular School Building Program, Public-Private Partnership School Infrastructure Program)</td>
</tr>
<tr>
<td>DepEd with counterpart fund</td>
<td>refers to a building or room constructed using DepEd funds with counterpart of at least 10% from other sources.</td>
</tr>
<tr>
<td>LGU/SEF</td>
<td>refers to a building or room funded from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.</td>
</tr>
<tr>
<td>Congress</td>
<td>refers to a building or room funded from the initiatives from members of the House of Representatives and the Senate of the Philippines.</td>
</tr>
<tr>
<td>PTA-funded</td>
<td>refers to a building or room funded by the Parents-Teachers Association (PTA).</td>
</tr>
<tr>
<td>Local private sector</td>
<td>refers to a building or room funded from donations of Philippine-based private individuals, corporations, alumni associations, non-government organizations and philanthropic organizations.</td>
</tr>
<tr>
<td>Foreign fund/donor</td>
<td>refers to a building or room funded from foreign-assisted projects and bilateral agreements with donor countries.</td>
</tr>
</tbody>
</table>
### Table 2. Existing Rooms

<table>
<thead>
<tr>
<th>Building Number</th>
<th>Room Number</th>
<th>Room Condition</th>
<th>Actual Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
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**School Building Inventory Form**

- **Department of Education**
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<th>Actual Usage</th>
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<tbody>
<tr>
<td>Classroom (Kindergarten)</td>
</tr>
<tr>
<td>Classroom (SPED)</td>
</tr>
<tr>
<td>Classroom (Elementary)</td>
</tr>
<tr>
<td>Classroom (Secondary)</td>
</tr>
<tr>
<td>Audio-Visual Room</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Clinic</td>
</tr>
<tr>
<td>Computer Room</td>
</tr>
<tr>
<td>Conference Room</td>
</tr>
<tr>
<td>District Supervisor's Office</td>
</tr>
<tr>
<td>Faculty Room</td>
</tr>
</tbody>
</table>
Table 3. Existing Makeshift Rooms

**Makeshift Room**

refers to a separate temporary structure which is used either as a means of easing up classroom shortage or as a temporary learning space during emergencies.
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<tr>
<th>Actual Usage</th>
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<tbody>
<tr>
<td>Classroom (Kindergarten)</td>
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</tbody>
</table>
Table 4. Existing Functional and Usable Facilities

Toilet Bowls

refer to toilet bowls in the school, whether inside or outside the classroom

Urinals

refer to individual urinals and troughs in the school, whether inside or outside the classroom

*Quantity – refers to the total number of facilities in the school
Table 4. Existing Functional and Usable Facilities

Armchairs

refer to armchairs used by learners in the school, regardless of material (wood, plastic)

Chairs

refer to usable chairs, with a backrest but no arm table attached in the school, regardless of material (wood, plastic) excluding teachers' and personnel's chairs inside the classroom and in offices

*Quantity – refers to the total number of facilities in the school
Table 4. Existing Functional and Usable Facilities

- **School Desks** refer to usable two-seater desks in the school.

- **Washing Facilities** refer to functional faucets and water pumps (*poso*) in the school, whether inside or outside comfort rooms.

*Quantity – refers to the total number of facilities in the school*
Table 5. Existing Other Structures

**Auditorium or Gymnasium**
- an enclosed hall or building used for public gatherings

**Concrete Quadrangle**
- a multi-purpose open space for school activities

**Covered Court**
- a covered rectangular area intended for basketball games but used for various purposes
### Table 5. Existing Other Structures

<table>
<thead>
<tr>
<th>Structure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance Gate</td>
<td>A barrier used as an entrance and exit of the school, which can be closed and locked beyond school hours.</td>
</tr>
<tr>
<td>Gazebo</td>
<td>A roofed structure with seats that allows for an open view of surrounding areas.</td>
</tr>
<tr>
<td>Perimeter Fence</td>
<td>A barrier, railing or structure that surrounds the entire school property.</td>
</tr>
</tbody>
</table>
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<thead>
<tr>
<th>Structure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
<td>an outdoor area specifically provided for learners to play on</td>
</tr>
<tr>
<td>School Garden</td>
<td>an area used for growing plants</td>
</tr>
<tr>
<td>School Stage</td>
<td>a raised platform where programs are usually held</td>
</tr>
</tbody>
</table>