Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 11-Sep-2023 | Report No: PID176

BASIC INFORMATION

A. Basic Project Data

Project Beneficiary(ies)	Operation ID	Operation Name	
Philippines	P180936	Infrastructure for Safer and Resilient Schools	
Region	Estimated Appraisal Date	Estimated Approval Date	Practice Area (Lead)
EAST ASIA AND PACIFIC	05-Jan-2024	29-Mar-2024	Urban, Resilience and Land
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing (IPF)	Republic of the Philippines	Department of Education, Department of Public Works and Highways	

Proposed Development Objective(s)

The Project Development Objective is to support a resilient recovery of disaster-affected schools in selected regions.

PROJECT FINANCING DATA (US$, Millions)

Maximizing Finance for Development

Is this an MFD-Enabling Project (MFD-EP)?

Is this project Private Capital Enabling (PCE)?

SUMMARY

Total Operation Cost	**501.25**
Total Financing	**501.25**
of which IBRD/IDA	**500.00**
Financing Gap	**0.00**

DETAILS

World Bank Group Financing

International Bank for Reconstruction and Development (IBRD)	500.00

Non-World Bank Group Financing

Counterpart Funding	1.25

Borrower/Recipient	1.25

Environmental and Social Risk Classification	Concept Review Decision
Substantial	The review did authorize the preparation to continue

Other Decision (as needed)

B. Introduction and Context

Country Context

1. The Philippines is highly exposed to the adverse impacts from geological and climate-related hazard events. The World Risk Index 2022 ranks the Philippines number one globally for having the highest disaster risks while the Global Climate Risk Index Report 2021 positions the country as fourth among the countries most affected by weather-related events from 2000-2019. From 2010 to 2019, disasters killed 10,888 persons, affected around 103 million people, and incurred economic losses amounting to PHP 409 billion (US$ 7.4 billion).[1] The country, composed of more than 7,000 islands and more than 110 million inhabitants, lies on the "Pacific Ring of Fire", which is a highly seismic region, where about 80 percent of the world's earthquakes occur. Over the past 50 years, the country has experienced more than 15 destructive earthquakes, with four major seismic events of magnitude greater than 6.5 occurring in November-December 2019 alone. The country is located along the typhoon belt in the Pacific, and of 8 to 9 typhoons make landfall in the Philippines every year, on average.[2] In 2021, the super typhoon Odette (Rai), the most destructive typhoon since super typhoon Yolanda in 2013, affected over 12 million people in the country; its impacts concentrated in the poorest regions, where the cumulative poverty incidence is 25.9 percent, higher than the 18.1 percent national average.

2. The Government of Philippines (GoP) has progressively shifted its policies from an emergency response focus towards a comprehensive disaster risk management (DRM) system over the past years.[3] The GoP issued the Philippine Disaster Risk Reduction and Management (DRRM) Act, which provides the legal and institutional foundation for strengthening the institutional capacity for DRM, mainstreaming disaster risk reduction into development planning. To operationalize this Act, the GoP developed the National DRRM Framework, which called for building safe, adaptive, and disaster-resilient Filipino communities towards sustainable development. It also prepared the National DRRM Plan 2011-2028 and updated it in 2020 to incorporate lessons and experiences in managing disasters in the last 10 years. Among the new policy directions include increasing investments in resilience and providing premium to building back better in rehabilitation, recovery and reconstruction.

[1] Philippine Statistics Authority. 2021. Compendium of Philippine Environment Statistics 2012 – 2021 Component 4: Extreme Events and Disasters. https://psa.gov.ph/content/compendium-philippine-environment-statistics-component-4.
[2] PAGASA. 2023. https://bagong.pagasa.dost.gov.ph/climate/tropical-cyclone-information.
[3] Beginning with the enactment of the Philippine Disaster Risk Reduction and Management (DRRM) Act in 2010. Official Gazette Republic Act No. 10121. https://www.officialgazette.gov.ph/2010/05/27/republic-act-no-10121/

Sectoral and Institutional Context

3. The country's school infrastructure is highly exposed and vulnerable to the disruptive impact of geological and climate-related hazard events. In the Philippines, there are more than 24 million learners attending more than 47,000 school facilities.[4] The Department of Education (DepEd) estimates that at least 65 percent of schools are in high seismic hazard zones, 8,000 schools are near rivers or waterways, 5,000 schools near the coastline, and 1,200 schools located on small islands.[5] The number of schools affected by natural hazard events has been increasing every year. In 2015–2020, more than 9,800 schools had total or major classroom damages due to tropical cyclones, and more than 800 schools had damages due to earthquakes. Most recent DepEd data on the impact of disasters on school infrastructure for 2021-2023 shows that around 3,500 school facilities and 1.6 million learners were affected by disasters. Only 2 percent of the total affected school facilities were funded for repair and rehabilitation interventions through the Quick Response Fund, leaving 3,444 school facilities in need of resilient-recovery interventions.

4. The damages from typhoons and earthquakes in the school infrastructure in 2021-2023 have been uneven across regions of the country. Typhoons Karding (2022) and Odette (2021) most significantly impacted Caraga, Central Luzon, Mimaropa, Western Visayas, Central Visayas, and Eastern Visayas regions, while Abra Earthquakes (2022) and Davao Earthquake (2021) mostly affected Cordillera Administrative Region (CAR), Ilocos, Cagayan Valley, Central Luzon, and Davao regions. The highest affected school facilities are in Central Visayas (27%), Western Visayas (13%), Eastern Visayas (12%), Caraga (11%), CAR (10%), and Ilocos (8%) region. The disruptive impact of single large-scale events like super typhoon Odette (Rai) in 2021, which affected more than 12 million students and 30,000 schools in 11 regions, can also have a prolonged impact on the education service.

5. The resilient recovery of disaster-affected school infrastructure poses several challenges to the GoP. To efficiently intervene in a high number of school facilities, the GoP needs a risk-informed selection and prioritization framework, the optimization of engineering solutions, and adequate institutional capacity at both national and sub-national level. Moreover, multi-hazard vulnerability assessments should be conducted to identify the needs of retrofitting on top of supporting damage repairs. In this way, intervened school facilities can perform better in the face of future hazard events. Likewise, the recovery of affected schools will be also an opportunity to address the need of functional improvements towards greener, inclusive, and learning oriented physical learning environment. DepEd's List of Funded and Unfunded Schools Affected by Calamities Status Report 2021-2023 indicates that only 15 percent of schools in need have received funding. The resources to address the needs of disaster-affected schools are channeled through the DepEd Quick Response Fund, which has an insufficient annual allocation of PHP 2 billion.

6. The Department of Public Works and Highways (DPWH) and DepEd recently signed a Memorandum of Agreement (MOA) on their roles and responsibilities regarding school infrastructure. This MoA outlines that implementation and construction, replacement, completion, and/or repair and rehabilitation projects shall be based on the final list, location, and the standards and specifications prescribed by the DepEd, and evaluated by DPWH's Bureau of Designs (BoD) and Bureau of Construction (BoC). The release of funds shall be made to the DPWH Central Office, which shall sub- allot the appropriate funding to its respective District Engineering Offices (DEOs), following final list of school building projects to be undertaken. Furthermore, for key activities during the planning, design, procurement, works, and supervision phases, the MoA details the specific responsibilities as well as actions to be conducted jointly. The MoA is supposed to be updated regularly to incorporate new policies, comply with recently set standards and guidelines, integrate learnings from the implementation during the previous years and include the Special Provisions

[4] DepEd. 2023. https://schoolbuildings.deped.gov.ph/executive
[5] DepEd. 2022. Basic Education Development Plan 2030. https://www.deped.gov.ph/wp-content/uploads/2022/05/DO_s2022_024.pdf

in the latest General Appropriations Act (GAA).[6]

Relationship to CPF

7. The proposed Project is aligned with the World Bank Group's Country Partnership Framework (CPF) for the Republic of the Philippines 2019-2023. It aligns with the CPF's Focus Area #1 Investing in Filipinos to improve human capital development, and more specifically, CPF's objective #1 Improved Access to Education Services. It also aligns with the CPF's Focus Area #3 Promoting Peace and Building Resilience to address the country's core vulnerabilities of conflict alongside natural disasters and climate change, and CPF's Objective #10 Increased Resilience to Natural Disasters and Climate Change. The proposed Project would directly address the CPF objectives to increase resilience to natural disasters and climate change by strengthening disaster risk reduction and enhancing resilience of the education sector. The proposed Project is also aligned with (a) the World Bank's twin goals of ending extreme poverty and promoting shared prosperity, and (b) the Climate Change Action Plan 2021-2025 that aims to advance green, resilient, and inclusive development.

8. The proposed Project strategically builds on the World Bank's ongoing financing and technical support to the DepEd towards resilient school infrastructure. In 2021, the GoP and the World Bank signed the Philippines Seismic Risk Reduction and Resilience Project, which supports investments to improve the seismic performance (structural retrofitting) of education and health facilities in Metro Manila. Moreover, the proposed Project is articulated with the policy actions included in the Disaster Risk Management and Climate Development Policy Loan with a Catastrophe Deferred-Drawdown Option - CATDDO that is under preparation.

C. Proposed Development Objective(s)

9. The Project Development Objective is to support a resilient recovery of disaster-affected schools in selected regions.

It is worth noting that resilient recovery entails that the performance of the recovered infrastructure will be better in case future hazard events occur. Furthermore, it refers to the functional continuity of the network of schools and the ability of the education system to reduce reduce the disruption of the delivery of services. The project results framework will include performance targets related to the multiple hazards to which beneficiary schools would be exposed to.

Key Results (From PCN)

10. The expected key results of the implementation of the proposed Project are:
    - 2,500 schools recently affected by disasters repaired, rehabilitated, or retrofitted.
    - 1.2 million learners benefitting from rehabilitated and resilient school infrastructure.
    - Department of Education's capacity for addressing the needs of post-disaster recovery and rehabilitation of school infrastructure is enhanced.

D. Concept Description

11. The proposed Project would help the GoP address the needs on the physical rehabilitation and enhancement of the resilience of schools affected by natural disasters in selected regions in 2021-2023. Disaster vulnerability reduction

[6] Past versions of MoAs are from 2012 and 2017. Source: DepEd. July 2023. PPT Coordination Meeting with DPWH on the Implementation of the BEFF (WB Mission presentation).

measures would be integrated into the engineering rehabilitation designs to enhance the performance of the school infrastructure against future hazard events. The proposed Project would support not only the damage assessment, but also the vulnerability assessment of school facilities. Furthermore, rehabilitation interventions would also consider the possibility of enhancing the learning environments by improving their functional conditions. It would comprise three components, which are presented below.

12. As mentioned above, DepEd and DPWH play relevant roles in the repair, rehabilitation and replacement of the school infrastructure in the Philippines. An assessment of the institutional and implementation capacity of DepEd and DPWH is being conducted to identify the adequate implementation arrangements for the proposed Project. The assessment considers the existing implementation arrangements on school infrastructure including those under the Republic Act 7880, General Appropriations Act, and the World Bank-supported Philippine Seismic Risk Reduction and Resilience Project.

13. Component 1 – Resilient Rehabilitation of Disaster-Affected School Infrastructure. This component would support the development of architectural and engineering designs, as well as civil works for the repair, rehabilitation, and replacement of affected school facilities. Investments will target the following regions that have been mostly affected by typhoons and earthquakes between 2021 and 2023: Caraga, CAR, I, II, III, IVB, VI, VII, VIII, and XI. It comprises two subcomponents, as described below.

14. Subcomponent 1.1 - Feasibility Studies and Architectural and Engineering Designs. This subcomponent would support consulting services for the development of studies on issues including the following: detailed damaged and multi-hazard vulnerability assessments at school building level; geotechnical and other site investigations; detailed gender-sensitive architectural and engineering designs for repair and rehabilitation; gender-sensitive design of new school buildings to replace the damaged ones; and engineering oversight of construction works. The main drivers of these studies will be the compliance with the Philippines Building Code, climate change adaptation measures, cost-efficiency of engineering solutions, optimization of safety benefits, specific needs of female students, and school infrastructure functional improvements.

15. Subcomponent 1.2 - Repair, Rehabilitation and Replacement of School Infrastructure. This subcomponent would support civil works to either repair, rehabilitate or replace school buildings in affected school facilities. Repair refers to civil works undertaken to recover the condition of buildings' non-structural components or systems damaged by hazard events. Rehabilitation relates to the repair of structural components and/or retrofitting of the building's structural system to enhance its performance as prescribed in the country's building code. Rehabilitation may also include functional improvements of water and sanitation facilities systems, energy system, roofs, and accessibility conditions among others. In-situ replacement will be the intervention option for damaged-beyond-repair school buildings.

16. DepEd is currently analyzing data on schools affected by natural disasters in 2021-2023, and preliminary results indicate that 3,444 schools need repairs/rehabilitation or replacement (some schools require both types of interventions). These preliminary results show that 3,006 school facilities need major repair and rehabilitation, whereas 792 school facilities need replacement of school buildings. Based on preliminary cost estimates, it is expected that the proposed Project would address the needs of recovery of 75 percent of the school facilities identified as potential beneficiaries. The school selection criteria, which will be fine-tuned during project preparation, include the extent of the damages caused by natural disasters and the student population. At this stage, it is estimated that around 2,500 schools would benefit from the proposed Project.

17. Component 2 - Project Management, Monitoring and Evaluation. This component would support the management of the proposed activities, as well as project monitoring and evaluation. It would support activities such as consultancies related to the implementation of the proposed activities, and incremental operating costs related to the management, monitoring and evaluation of the Project. Regular project management costs would be funded by the Government of the Philippines with its budget.

18. Component 3 - Contingent Emergency Response Component (CERC). This component would allow the GoP to quickly access project funds to respond to an eligible crisis or emergency. It would allow for a rapid reallocation of uncommitted project funds to address urgent needs in the event of a natural or man-made disaster or crisis (including public health-related emergencies). Such events may include cyclones, floods, earthquakes, droughts, and disease outbreaks. To activate this component, one possible trigger would be the declaration of a state of calamity by a qualified national or subnational authority, in accordance with the applicable law (in this case, the Philippine Disaster Risk Reduction and Management Act, Republic Act No. 10121).

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Area OP 7.60	No

Summary of Screening of Environmental and Social Risks and Impacts

19. The anticipated environmental and social (E&S) risks associated with the proposed Project are substantial. The project environmental risks and impacts will stem from Component 1, which mainly relates to the repair, rehabilitation and replacement of school buildings. Considering the possible replacement of about 700 school buildings, the waste/debris management will be a significant challenge. In addition, repairs and refurbishment of more than 3,000 schools would involve prolonged civil works, as the schools cannot be shut down completely, except during vacations. Thus, the expected environmental risks and impacts would be substantial including: air/soil/water contamination; waste management challenges; community health and safety concerns, such as traffic safety, noise, and influx of migrant workers during construction activities; disturbance to academic schedules; and water supply and sanitation issues at schools during implementation phase. The magnitude of these potential risks would be site-specific and would depend on the nature and scale of necessary activities for the implementation at each selected site/school. The proposed Project would not benefit schools located within any critical natural habitats and forests. Therefore, the impacts on the terrestrial and aquatic habitats and biodiversity are envisaged to be minor or negligible.

20. Moreover, social risks and impacts associated with the civil works to be supported by the proposed Project are envisioned. Firstly, labor influx in remote project locations is possible, especially if workers' camps for predominantly male and migrant project workers will be established. Labor-related risks to communities include gender-based violence, sexual exploitation and abuse and sexual harassment, and exposure to communicable and infectious diseases. Secondly, community health and safety issues could arise from construction activities causing considerable

noise, air and water pollution, accumulation of solid waste, traffic build-up, and road safety risks. The application of universal access principles to be responsive to vulnerable groups like people with disabilities and indigenous peoples should be reviewed considering existing standards and national laws (1982 Accessibility Law, 2021 Inclusive Education Act).

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