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Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 09-May-2024 | Report No: PIDA0159

BASIC INFORMATION

A. Basic Project Data

Project Beneficiary(ies)	Region	Operation ID	Operation Name
Philippines	EAST ASIA AND PACIFIC	P180936	Infrastructure for Safer and Resilient Schools
Financing Instrument	**Estimated Appraisal Date**	**Estimated Approval Date**	**Practice Area (Lead)**
Investment Project Financing (IPF)	06-May-2024	28-Jun-2024	Urban, Resilience and Land
Borrower(s)	**Implementing Agency**		
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.

Components

Component 1: Relatively Simple Works for School Infrastructure Recovery and O&M Strengthening
Component 2: Relatively Complex Works for school infrastructure recovery
Component 3. Project Management, Monitoring and Evaluation
Component 4. Contingent Emergency Response Component

PROJECT FINANCING DATA (US$, Millions)

Maximizing Finance for Development

Is this an MFD-Enabling Project (MFD-EP)?	No
Is this project Private Capital Enabling (PCE)?	No

SUMMARY

Total Operation Cost	**555.60**
Total Financing	**555.60**
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	55.60
Borrower/Recipient	55.60

Environmental And Social Risk Classification

Substantial

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

B. Introduction and Context

Country Context

1. **The Philippines is one of the most dynamic economies in the East Asia and Pacific region.** The country has had a medium-term growth rate of 5.8 percent, with inflation falling into the target range of 2–4 percent over 2024–2027. From 2012–2019 the poverty rate declined from 25.2 to 16.7 percent, and the Gini coefficient decreased from 46.5 to 42.3.[1] The COVID-19 pandemic severely hampered economic growth and poverty reduction. Gross domestic product (GDP) growth declined to -9.5 percent in 2020 and the poverty rate increased to 18.1 percent in 2021.[2] The country is on its way to making a strong recovery: in 2022, GDP growth reached 7.6 percent and remained robust at 5.6 percent in 2023, among the top growth performers in the region. The Philippines is getting back on track to transition from lower-middle-income status, with gross national income (GNI) per capita of US$3,950 in 2023, to upper-middle-income status, with GNI per capita starting at US$4,466, in the next few years.[3]

2. **The country is exposed to adverse impacts from geological and climate-related hazards, the latter exacerbated by climate change.** The Philippines lies in the “Pacific Ring of Fire,” a highly seismic region where about 80 percent of the world’s earthquakes occur. In the last 50 years, more than 15 destructive earthquakes have occurred in the country.

[1] World Bank Group. World Development Indicators.
[2] Philippine Statistics Authority. 2022. Official Poverty Statistics of the Philippines: Preliminary 2021 Full Year.
[3] World Bank Group. 2023. Country Overview.

The Philippines is also located along the Pacific typhoon belt, where approximately 20 of the world's tropical cyclones form every year. As highlighted in the 2022 Philippines Country Climate and Development Report (CCDR), over the past 10 years, the country has experienced highly destructive typhoons, with wind strengths above 170 kilometers per hour (kph), almost annually. More intense rains now accompany even weaker typhoons, causing storm surges, heavy flooding, and landslides. Strong typhoons affect nine of 17 Philippine regions, affecting an average of five million people, with 850 individual casualties each year in the last 10 years. In 2022 the World Risk Index ranked the Philippines as the country with the highest disaster risk globally; it is also the fourth most affected by extreme weather-related events.[4] Sea levels have risen up to 5.7–7.0 millimeters (mm) per year in some areas, double the global average from 1951–2015, and are projected to rise to 200 mm, leading to chronic coastal flooding.

3. **The country's high exposure to multiple hazards and climate risks also affects the education sector.** In the Philippines, more than 24 million learners attend more than 47,000 public schools comprising more than 320,000 school buildings.[5] Estimates from the Government of the Philippines' (GOP) GeoRiskPH platform show that of the total 47,382 public schools, 95 percent are exposed to earthquakes and may experience peak ground accelerations in the range of 0.3–0.5 g.[6] About 70 percent of schools may experience wind speeds higher than 220kph during typhoons. About 27 percent of schools are located in flood-prone areas. World Bank estimates show that annual economic losses can reach US$100 million due to tropical cyclone damages in schools and US$30 million due to earthquake damages.[7] The education system is coping with a growing number of affected learners and teachers, infrastructure damages, economic losses, and long periods of education service downtime. Based on Department of Education (DepEd) data from 2019–2023, more than 5,000 public schools requested funding through the Quick Response Fund (QRF) for recovery of classrooms damaged or destroyed by disaster.[8] During this period, Temporary Learning Spaces (TLS) were provided nationwide to cope with the loss of classrooms. These TLS, which currently do not include water, sanitation, and hygiene (WASH) modules, were intended for only short-term, six-month use, but are often used for up to three years. This means that children are learning in inadequate conditions for prolonged periods. Over 1 million learners are estimated to learn in these makeshift schools. The GOP has requested World Bank financial and technical support to recover disaster-affected schools across the country. This is part of broader government efforts outlined in the 2023 education agenda, which prioritizes, among other areas, ensuring educational facilities are resilient to disasters and climate change.

Sectoral and Institutional Context

4. **Investments in human capital and education are critical for the Philippines' economic development and its prospects for continuing economic growth.** The Human Capital Index (HCI), which captures the impact of human capital on future growth prospects, shows that children born today in the Philippines can achieve only one-half of their potential compared to if they receive complete education and have full health.[9] The Philippines' HCI is 0.52, below the East Asia average of 0.59 and the global average of 0.56. The Philippines Systematic Country Diagnostic found wide disparity within the country—the HCI ranges from 0.50–0.62—and regions with higher rates of poverty

[4] World Risk Report 2022. Bündnis Entwicklung Hilft, Ruhr University Bochum – Institute for International Law of Peace and Conflict 2022; and Global Climate Risk Index 2021. Who Suffers Most from Extreme Weather Events? Weather-related Loss Events 2000 to 2019. Germanwatch.
[5] DepEd Basic Education Facilities Data. https://schoolbuildings.deped.gov.ph/executive
[6] The range of 0.3–0.5 g. refers to the ground gravitational acceleration reported in GeoRiskPH, a government-led, multi-agency initiative led by the Philippine Institute of Volcanology and Seismology (PHIVOLCS), is the central resource of information on natural hazards and risk assessment.
[7] World Bank. (forthcoming). Overview Note: Global Risk Model. Source: Global Baseline of School Infrastructure https://gpss.worldbank.org/glosi
[8] The Department of Budget and Management (DBM) annually allocates PHP 2 billion to the DepEd QRF, a built-in budgetary allocation or standby emergency fund that will be used for post disaster reconstruction, repairs, and rehabilitation of school building facilities. When the QRF is depleted, DepEd may request replenishment with a request to DBM, to be approved by the Office of the President.
[9] World Bank. 2020. Philippines HCI 2020. https://databankfiles.worldbank.org/public/ddpext_download/hci/HCI_2pager_PHL.pdf

have lower rates of immunization and fewer years of schooling.[10] As a result, children born in poorer regions have less opportunity to achieve their full potential, perpetuating the vicious cycle that traps generation after generation in poverty. In recent years the GOP passed education reforms to address some of these issues. Kindergarten was made universal and mandatory, and the basic school cycle was expanded from 10 to 12 years with the creation of senior high school. However, the quality of schooling is low: Filipino children who attend 12.8 years of schooling learn as much as children in high-performing systems learn in 8.4 years.[11] Boosting learning will require improving teacher training, instructional materials, curricula, and physical learning environments. The project will help to contribute to the learning outcomes by financing the improvements of the physical learning environments and the construction of additional classrooms which are conducive to learning.[12]

5. **The GOP's new education agenda—MATATAG, launched in 2023—addresses these challenges. Among its priority initiatives is ensuring educational facilities are resilient to disasters.**[13] One of MATATAG's four components is to *TA*ke steps to accelerate delivery of basic education facilities and services. The School Infrastructure and Facilities Strand was established in 2023 within DepEd to address longstanding issues with educational facilities and infrastructure. DepEd is leading efforts to address these challenges nationwide, among them, recovery of disaster-affected infrastructure, operation and maintenance (O&M) of schools[14], improved access to basic services,[15] and reduced shortages of classrooms, estimated at 170,000 nationwide.[16] Through the Last Mile Schools Program, which focuses on geographically isolated and disadvantaged areas, the GOP aims to improve the condition of 2,300 schools by building new classrooms and installing solar panels in areas without electrification.[17] These efforts are in line with the Basic Education Development Plan (BEDP) 2022–2030, which highlights the need for safer and more resilient school facilities to protect learners and ensure learning continuity in the event of a disaster. They also align with the priorities outlined in the Philippine Development Plan (PDP) 2023–2028, which emphasizes the need to invest in social infrastructure, in particular education, and enhance the sector's resilience to support educational outcomes.

6. **Provision of school infrastructure in the Philippines is a joint responsibility of DepEd and the Department of Public Works and Highways (DPWH)**. DepEd has the primary responsibility in formulating and enforcing policies, standards, and guidelines for providing school infrastructure to foster environments conducive to teaching and learning,[18] while the Department of Public Works and Highways (DPWH) undertakes the planning, design, construction, and

[10] World Bank. 2019. Systematic Country Diagnostic of the Philippines: Realizing the Filipino Dream for 2040.
[11] Ibid.
[12] By supporting the recovery of disaster-affected schools, the project will enhance access to safer and resilient education infrastructure ensuring learning continuity when natural disasters like earthquakes and typhons hit schools. As part of the wider Bank engagement, other operations and technical assistance are also supporting efforts to improve physical learning environment.
[13] MATATAG has four components: *MA*ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; *TA*ke steps to accelerate delivery of basic education facilities and services; *TA*ke good care of learners by promoting their well-being, inclusive education, and a positive learning environment; and *G*ive support to teachers to teach better.
[14] The existing gaps in M&M and asset management include but are not limited to: i) the available data for planning, programming, and O&M is fragmented, ii) there is no systematic data collection, consolidation, and updating across the different datasets, iii) the O&M manuals are outdated; iv) there is low technical capacity to carry out O&M activities, and v) there is an inadequate annual budget for O&M being provided to DepEd.
[15] An estimated 5,000 school facilities do not have access to electricity and 10,000 do not have access to potable water. Source: https://pids.gov.ph/details/news/in-the-news/educational-challenges-in-the-philippines
[16] DepEd's estimate. The shortage in classrooms mainly results from the normal aging of schools, severe damage due to disasters, and the need for new classrooms due to population growth.
[17] BEDP 2030; DepEd Memo No. 59 2019 characteristics to identify LMS: less than four classrooms; have makeshift or nonstandard rooms; absence of electricity; have not been allocated funds for repairs or new construction in last four years; travel distance of +1 hour from town center, or with difficulty of terrain; have multigrade classes/rooms; less than five teachers; less than 100 learners; more than 75 percent Indigenous People learners.
[18] Republic Act 9155. DepEd is responsible to manage and govern the country's basic education system. Executive Order 124. DPWH is responsible over public infrastructure works in accordance with national objectives, including school infrastructure.

maintenance of public infrastructure. Regarding school infrastructure, DPWH oversees design and construction while DepEd operation and maintenance (O&M). DepEd and DPWH jointly implement the Basic Education Facilities Fund (BEFF), the GOP's annual budget for the provision and improvement of school facilities of all public elementary and secondary schools nationwide, and covers construction, repair, and rehabilitation of school buildings as well as school electrification and furniture programs. Under the BEFF, DepEd carries out repair and rehabilitation while DPWH implements new construction of school buildings. Challenges have affected the pace of implementation, including BEFF's low average disbursement rate of 48 percent (2017–2021), issues with site availability and procurement, and delayed identification of project lists for school infrastructure works.[19] In 2024, the GOP allocated Php 34 billion (US$600 million), double the 2023 allocation, to finance construction of 7,879 new classrooms and technical vocational laboratories and repair and rehabilitation of 10,050 classrooms.[20] The GOP is thus prioritizing school infrastructure as a key component of the MATATAG agenda. Yet over 5,000 disaster-affected school facilities still have unattended or unfunded recovery needs. Most of these schools were recurrently affected by more than one hazard event such as typhoons, floods, and earthquakes in the period 2019-2023.

7. **The proposed project will finance the resilient recovery of disaster-affected school infrastructure and will contribute to improve planning interventions at scale, support building back better, and strengthen implementation capacity.** The efficient recovery of thousands of school facilities nationwide requires an intervention strategy that uses a risk-informed selection and prioritization process, and scalable and affordable engineering solutions.[21] Measures to enhance resilience will be fully integrated in recovery efforts to ensure that intervened schools are built back better against future climate risk and natural disasters[22]. This entails conducting detailed damage assessments and multi-hazard vulnerability assessments to identify repair needs and vulnerability reduction measures and to increase the resilience of school buildings to typhoons, floods, and earthquakes. Recovery efforts will also provide opportunity to improve physical learning environment by functional improvements such as water and sanitation facilities, energy efficiency features, and gender sensitive considerations, among others. Given the scale of the problem, strong technical and implementation capacity must be in place to ensure an adequate pace of implementation and avoid project delays. Clear and transparent coordination mechanisms will be important for execution of school infrastructure works nationwide given the various agencies involved (DepEd, DPWH, subnational entities).

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

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

8. Resilient recovery entails that the performance of the recovered school infrastructure will be better in the event of future natural hazards.[23] It refers to the functional continuity[24] of the network of schools and the education system's

[19] PDP 2023–2028 Chapter 12 Expand and Upgrade Infrastructure.
[20] The GoP will also finance: procurement of 21,557 sets of school desks, furniture, and fixtures; electrification of 432 classrooms; and construction of 333 priority school health facilities, 3 medium-rise school buildings, 72 library hubs, 16 Inclusive Learning Resource Centers, and 4 Community Learning Centers. Source: DBM. 2023. "Education gets P924.7 billion in proposed 2024 national budget; Focused expenditure on subsidies, skills development, facilities enhancement." Press Release, 7 August 2023.
[21] Use of modern engineering modeling methods and construction technologies to increase efficiency of rehabilitation works.
[22] The United Nations Office for Disaster Risk Reduction defines building back better as the use of the recovery, rehabilitation, and reconstruction phases after a disaster to increase the resilience of nations and communities through integrating disaster risk reduction measures into the restoration of physical infrastructure and societal systems, and into the revitalization of livelihoods, economies, and the environment.
[23] Meeting the country's up-to-date, multi-hazard-resilient design provisions.
[24] Ability of a school infrastructure and education system to provide near-normal services to teachers and learners after a disruptive event.

ability to reduce service delivery disruption due to natural hazards.

Key Results

9. The PDO will be measured by the following PDO-Level Indicators:

(i.) Reduction of expected fatalities in recovered schools due to natural hazard events (Percentage)
(ii.) Reduction of expected economic losses in recovered schools due to natural hazard events (Percentage)
(iii.) People with access to enhanced resilience to climate risks (Number, disaggregated by gender)
(iv.) Enhanced DepEd's capacity to reduce disruption service delivery due to natural hazards (Percentage)

D. Project Description

10. **The project design integrates efforts to address physical recovery and enhance the resilience of disaster-affected school infrastructure in selected regions**. The project will address in the short term the need to recover affected school infrastructure most impacted by tropical cyclones and earthquakes between 2019–2023. In line with the build-back-better approach, vulnerability reduction measures will be integrated into the engineering designs to enhance performance against future climate and geological hazard events. Results of a damage assessment and a multihazard vulnerability assessment of affected school buildings will verify and confirm the required intervention type. School buildings' performance targets will be derived from the country's regulatory provisions at the national and sector level. In addition, mitigation measures within the school campus—such as slope protection or enhancement of drainage systems—may be financed. Recovery interventions will also seek opportunities to enhance physical learning environments by improving functional conditions[25] and using climate-friendly design.

11. **A framework approach[26] will be adopted for the project design, by applying eligibility, selection, and prioritization criteria in order to identify an initial list of candidate schools.** According to the National School Building Inventory (NSBI), 47,382 schools are exposed to various levels of hazards, including earthquakes, severe wind, and floods. Of these, 35,767 schools require interventions for repair or recovery from damage incurred from 2019–2023. A subset these so-called candidate schools,[27] 5,024 will be eligible for support from the proposed project,[28] comprising 37,022 school buildings. Of these, 1,282 schools at higher disaster risk and with overcrowded conditions are prioritized,[29] comprising 4,756 school buildings potentially financed by the project. The proposed framework approach offers two main advantages for the project design: an evidence-based selection and prioritization process; and flexibility and time for verification of actual needs of intervention through detailed field inspection during the implementation stage.[30.]

[25] Functional components refer to nonstructural building's components of architectural and other engineering systems—electrical, plumbing, and mechanical—that enable the functioning of physical learning environments.
[26] Under the framework approach, a fixed list of beneficiary school facilities is not included at appraisal stage. Instead, eligibility, selection, and prioritization criteria establish a preliminary list of selected schools that will be adjusted based on the results of field inspections and technical validation at implementation stage.
[27] *Candidate schools* are those reported in the NSBI 2021–2022 that have: at least one building that "Needs Major Repair" or worse physical condition; or at least one Program of Works (POW) request for the Quick Response Fund (QRF), as per DepEd's POW-QRF (2019–2023).
[28] From a large number of *candidate schools*, *eligible schools* include every school with an outstanding—ungranted or unimplemented—POW for recovery from 2019–2023. Schools located in the National Capital Region are excluded because an ongoing project of improving multihazard resilience of public buildings and facilities exists there.
[29] *Selected schools* are those *eligible schools* that additionally meet the following criteria of having at least one building with Damage Assessment Form (DAF) per DAF 2020–2023, and it is prioritized based on School Risk Index, overcrowded condition, and within the project budget allocation.
[30] Changes would be anticipated in the prioritization of schools and costs. Intervention types at the building level will be adjusted based on the findings of the joint technical validation during field inspections. For more details, please refer to Annex 2.

12. **Four main lines of intervention are defined for the recovery of damaged school buildings:** repair, rehabilitation, retrofitting, and reconstruction. The lines of intervention per school building proactively consider both the significant damage of recent years and the future risks of damage to structures, or injury to occupants. All interventions will enhance school infrastructure resilience to climate risk. Repair and rehabilitation interventions will target school building types for which original structural design meets the current provisions of the National Structural Code of the Philippines (NSCP). In this case, enhanced resilience will come from reducing vulnerability of building's non-structural components and site improvements to mitigate flood and landslide risks, exacerbated by climate change. Retrofitting will be the line of intervention for existing school buildings that do not comply with the NSCP's current seismic and wind-loading provisions. Reconstruction interventions will target either damaged-beyond-repair school buildings or cases in which retrofitting is not cost-efficient. Reconstructed school buildings will incorporate enhanced structural resilience and climate-related designs.

13. **Interventions supported by the project will be integrated at the school level.**[31] Resilient recovery refers not just to single buildings but to school facilities as a functional unit for education service delivery. Hence, interventions may include any combination of building repair, rehabilitation, retrofitting, reconstruction, and site improvements. To facilitate the design of implementation arrangements, two categories are used: ***Relatively Simple Works*** (42 percent of schools) are infrastructure works at a school facility where at least one building needs repair or rehabilitation and no other buildings need retrofitting or reconstruction; ***Relatively Complex Works*** (58 percent) are infrastructure works at a school facility where at least one building needs retrofitting or reconstruction interventions, and some other buildings may need repair or rehabilitation. Relocation of school facilities due to exposure to high-hazard-prone areas will not be financed by the project but by the GOP's regular programs.[32]

14. **While the project will reach all regions in the country, investments will be higher in regions where the extent of school infrastructure damage and risk are higher**. Investments will be higher in CAR, CARAGA, Region III, Region V, Region VI, Region VII, Region VIII, Region XI, and Region XII.

- **Component 1: Relatively Simple Works for School Infrastructure Recovery and O&M Strengthening (US$175.4 million).** This component will finance investments for the repair and rehabilitation of selected school facilities for Relatively Simple Works, pilot reconstruction, and furniture as well as strengthening procedures and tools for O&M of recovered school facilities. DepEd will be the implementing agency.
- **Component 2: Relatively Complex Works for School Infrastructure Recovery (US$360.2 million).** This component will finance investments for repair, rehabilitation, retrofitting, and reconstruction of selected school facilities for Relatively Complex Works. DPWH will be the implementing agency.
- **Component 3: Project Management, Monitoring, and Evaluation (US$20 million).** This component will support establishment and operation of DepEd's and DPWH's Project Management Offices (PMOs), including through provision of technical assistance, incremental operating costs, and training as follows.
- **Component 4: Contingent Emergency Response Component–CERC (zero allocation)**. Under this component, the

[31] Relevant definitions: (i) school infrastructure means the network of school facilities, campus grounds, buildings, furniture, and equipment that enable teachers and administrators to offer educational services in accordance with a country's regulatory framework; (ii) school facility means the set of grounds and buildings including, classrooms, laboratories, libraries, toilets, kitchens, playgrounds, gymnasiums, sports fields, and other outdoor spaces that belong to a given educational institution; and (iii) school building means a system of systems governed by architectural and engineering principles. Each system refers to an intertwined set of components and subcomponents that provide comfort to the physical learning environment.

[32] When mitigation measures are not technically or cost-efficient, relocation is the recommended solution for schools exposed to high-hazard-prone areas. The latter is particularly relevant for landslides and flood risk.

CERC will allow the GOP to quickly access project funds to respond to an eligible crisis or emergency. It will allow rapid reallocation of uncommitted project funds to address urgent needs in the event of a natural or manmade disaster or crisis (including public health-related emergencies). Such events may include cyclones, floods, earthquakes, droughts, and disease outbreaks. To activate this component, the trigger will be the declaration of a state of calamity by a qualified national or subnational authority, in accordance with applicable law (in this case, the Philippine Disaster Risk Reduction and Management Act, Republic Act No. 10121).[33]

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

15. The over all rating for this project is "substantial". The World Bank's Environmental and Social Framework (ESF) will apply to this project, incorporating the following relevant ESS: (i) ESS1 Assessment and Management of Environmental and Social Risks and Impacts; (ii) ESS2 Labor and Working Conditions; (iii) ESS3 Resource Efficiency and Pollution Prevention and Management; (iv) ESS4 Community Health and Safety; (v) ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement; (vi) ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources; (vii) ESS7 Indigenous Peoples; (viii) ESS8 Cultural Heritage; and (ix) ESS10 Stakeholder Engagement and Information Disclosure. To mitigate E&S risks, the eligibility criteria for building selection include considerations such as: (i) avoiding the acquisition of private land; (ii) preventing construction impacts that may harm workers, building occupants, and surrounding communities; (iii) averting impacts that could compromise the structural integrity of existing buildings, especially those categorized as a cultural heritage building; (iv) conducting regular school and community wide campaigns on anti GBV and SEA/SH and strengthening of GBV and SEA/SH prevention and response mechanisms; and (v) refraining from creating new access roads, excavating borrow pits, and cutting trees for construction materials in natural habitats. The involvement of Indigenous Peoples (IP), as defined in the ESF, will be followed using DepEd's IP Education Policy and Guidelines. At the time of appraisal, labor influx issues are not expected, as the presence of only a small number of workers (10–20 per worksite per 8-hour shift) is foreseen at any given site, and both DepEd and DPWH will adhere to the rules of preferential hiring of locals for unskilled labor.

16. The project aims to provide intervention in 1,282 schools across sixteen regions in the country. A framework approach will be adopted to guide the process of selecting and prioritizing buildings. This framework considers factors such as the criticality of different locations and facility types, occupancy characteristics, existing building vulnerabilities, additional functional upgrades, and environmental, social, community health, and safety risks within and around the building site. Preliminary estimates of the schools to be selected are derived from DepEd's NSBI, which identifies 47,382 schools nationwide exposed to various meteorological and geological hazards. Among these, 75 percent are considered candidate schools requiring interventions, with 5,024 eligible for funding under this specific project. The DepEd is the proponent and lead agency for this project in partnership with the DPWH. DepEd will be responsible for

[33] DRRRM Act 10121 defines "state of calamity" as a condition involving mass casualty and/or major damages to property, disruption of means of livelihoods, roads, and normal way of life of people in the affected areas as a result of the occurrence of natural or human-induced hazard. In addition, the CERC Operations Manual will outline the key processes and procedures as noted in para. 27 to ensure that any reallocated funds are in line with DepEd's mandate for emergency and disaster response and can still contribute to the overall objectives of the project.

Relatively Simple Works that will only involve repairing or rehabilitating school buildings without the need for retrofitting and reconstruction. In addition, DepEd shall also implement reconstruction works for one storey buildings with technical assistance from DPWH. While Relatively Complex works that involve retrofitting and reconstruction or a combination of any of these, plus relatively simple works in one school site, will be handled by DPWH. The design and implementation of the proposed project will follow the national legal requirements, Environment, Social, Health, and Safety Guidelines, and other Good International Industry Practice. The University of the Philippines-National Engineering Center Building Research Service was tapped to assist in providing their expert analysis in the technical evaluation and design of interventions during the project preparation.

17. DPWH and DepEd prepared an Environment and Social Management Framework (ESMF) in line with the ESS and national requirements. The ESMF aims to: (i) assess the potential E&S risks and impacts of the proposed project and propose mitigation measures; (ii) establish procedures for the E&S screening, review, approval, and implementation of activities; (iii) specify appropriate roles and responsibilities, and outline the necessary reporting procedures, for managing and monitoring E&S issues related to the activities; (iv) identify staffing requirements and training and capacity building needed to successfully implement the ESMF provisions; (v) address mechanisms for public consultation and disclosure of project documents as well as redress of possible grievances; and (vi) establish the budget requirements for ESMF implementation.

18. DepEd and DPWH conducted a series of stakeholder consultations between July and December 2023. These included consultations among the Central Offices of DPWH, DepEd, DOST-PHIVOLCS, and UP-NEC, and regional officials and staff from Regions I, V, and VII. They visited six schools, where stakeholder representatives such as parents, teachers, learners, guidance counselors, and barangay local officials participated (56 percent of participants were female). These consultations benefitted DepEd and DPWH's implementation design and strategy, including actions related to E&S risk management. These include, among others, timing of implementation, learning continuity plans, accessibility, and gender considerations, as well as strengthening of gender-based violence and SEA mechanisms at the school level.

19. The Environmental and Social Commitment Plan (ESCP) specifies all material measures and actions required to meet the ESS over the specific timeframes. The ESCP establishes an adaptive management process that specifies how changes or unforeseen circumstances are to be managed and reported, and how any necessary changes will be made to the ESCP and the management tools used by DepEd and DPWH. The ESCP will form part of the legal agreement.

20. DepEd's institutional capacity in E&S risk management and mitigation is improving as project preparation progresses, as evidenced by its ability to lead preparation of the draft ESF instruments jointly with DPWH. In addition, the agreed institutional structure and arrangements of the project clearly outlines each agency's roles and responsibilities, including risk mitigation and monitoring as well as staff dedicated for E&S aspects. A multistakeholder School-based Project Committee will provide a platform for stakeholder involvement across the project cycle and timeframe. To further strengthen DepEd's capacity in E&S risk management, capacity-building activities will be organized for national, regional, and division-level staff and officials involved in the project. DPWH possesses the expertise and capability to handle and mitigate site-specific risks and impacts, supported by demonstrated examples of successful practice.[34]

[34] For example, DPWH established the Environment and Social Safeguards Department (ESSD), responsible for overseeing project compliance with safeguards requirements through implementation, review, and reporting.

E. Implementation

Institutional and Implementation Arrangements

21. **DepEd is the lead implementing agency for the project in partnership with DPWH.** The project's institutional arrangements are in line with the mandates of both agencies in the provision of school infrastructure and will build on existing arrangements under the BEFF and the PSRRRP. A Project Steering Committee (PSC) composed of designated representatives from DepEd, DPWH, National Economic and Development Authority, Department of Finance, and Department of Budget and Management (DBM) will provide overall direction and strategic guidance for project implementation. Membership of the PSC may be expanded to include PHIVOLCS (Philippine Institute of Volcanology and Seismology), PAGASA (Philippine Atmospheric, Geophysical and Astronomical Services Administration), Department of Environment and Natural Resources-Mines and Geosciences Bureau, and other relevant government agencies. A Technical Committee—primarily composed of representatives from DepEd (School Infrastructure and Facilities/Education Facilities Division [SIF-EFD]) and DPWH Unified Project Management Office-Building and Special Projects Management Cluster (UPMO-BSPMC)—will provide technical direction and guidance to the PMOs and resolve implementation issues outside their control. Its membership can be expanded to include other national government agencies, academia, and professional associations as needed. DepEd will lead the implementation of Component 4 Contingent Emergency Response Component with support from DPWH if activated. The processes and procedures for this component will be included in the CERC Operations Manual. Annex 1 provides details.

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