



# Concept Environmental and Social Review Summary

## Concept Stage

### ( **ESRS Concept Stage** )

Date Prepared/Updated: 09/25/2023 | Report No: ESRSC03784



I. BASIC INFORMATION

A. Basic Operation Data

Operation ID	Product	Operation Acronym	Approval Fiscal Year
P180936	Investment Project Financing (IPF)	ISRS Project	2024
Operation Name	Infrastructure for Safer and Resilient Schools		
Country/Region Code	Beneficiary country/countries (borrower, recipient)	Region	Practice Area (Lead)
Philippines	Philippines	EAST ASIA AND PACIFIC	Urban, Resilience and Land
Borrower(s)	Implementing Agency(ies)	Estimated Appraisal Date	Estimated Board Date
Republic of the Philippines	Department of Education, Department of Public Works and Highways	07-Mar-2024	30-May-2024
Estimated Concept Review Date	Total Project Cost		
24-Aug-2023	501,250,000.00		

Proposed Development Objective

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

B. Is the operation being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project Activities

The proposed Project integrates efforts to address the physical rehabilitation needs and enhance the resilience of disaster-affected schools across the country. It will address the need for recovering affected school infrastructure, which has been impacted mostly by multiples tropical cyclones and earthquakes between 2021 a 2023. This will contribute towards overcoming the problem of learners attending schools in poor physical conditions, including temporary learning spaces. The proposed Project will support the integration of vulnerability reduction criteria into rehabilitation designs so that rehabilitated school buildings will have an enhanced performance in the face of future hazard events. To do so, the proposed Project will support a damage and vulnerability assessment of affected school facilities. Furthermore, rehabilitation interventions will also facilitate the enhancement of learning environments for students by improving the



functional conditions of beneficiary school facilities. The proposed Project comprises the following three components: Component 1 aims to support investments for the resilient recovery of disaster-affected school infrastructure, including repair, rehabilitation, and replacement of buildings. Component 2 supports project management, monitoring, and evaluation to ensure an effective implementation. Component 3 is a Contingent Emergency Response Component (CERC) with zero allocation, which serves as ex-ante financing mechanism to response timely to eligible emergencies and disasters. Additional information on the project components is presented below. Component 1 - Resilient Rehabilitation of Disaster-Affected School Infrastructure. This component will finance the development of architectural and engineering designs, as well as civil works for repair, rehabilitation, and replacement of affected school facilities. Investments will be made nationwide with a concentration in eight regions highly affected by typhoons and earthquakes between 2021 and 2023. These regions are Caraga, CAR, III, V, VI, VII, VIII, and XI. The implementation of this component will follow these strategic principles: (a) the optimization of investment outcomes through a risk-informed selection and prioritization process, (b) the consideration of rehabilitation designs that include the concept of a green, resilient, inclusive and learning-conducive school infrastructure, while also optimizing the school building capacity, (c) a review of the whole process of damage assessment, including intervention planning, designs, and construction that will be used to train public officials and contractors, strengthen the material value chain, and serve as demonstration projects to communities. This component comprise the two subcomponents described below. Subcomponent 1.1 – Developing Feasibility Studies and Architectural and Engineering Designs. It will finance the following activities: consulting services for detailed damaged and multi-hazard vulnerability assessment (at school building level); preparation of feasibility studies to define intervention options; development of detailed architectural and engineering designs; development of the conceptual design of a new building to replace a damaged one; as well as the oversight of civil works implementation and contractors’ environmental and social management plans. Subcomponent 1.2 - Supporting the Repair, Rehabilitation and Replacement of School Infrastructure. Based on recent DepEd’s data, 3,484 school facilities (with 3,844 buildings) were affected by disasters nationwide in 2021-2023. Out of these buildings, 770 school buildings need in-situ replacement, and 3,074 need nonminor repair/rehabilitation. In-situ replacement will be the intervention option for damaged-beyond-repair school buildings. Where needed, multi-hazard retrofitting will be integrated to repair and rehabilitation works. Given the large number of schools to be intervened, a framework approach will be used for the project design at appraisal stage, which implies the definition of a methodology and eligibility and prioritization criteria for the selection of the project-supported school facilities Component 2 - Project Management, Monitoring and Evaluation. This component will 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. Component 3 - Contingent Emergency Response Component – CERC (zero allocation). The CERC will allow the GoP to gain rapid access to project funds to respond to an eligible crisis or emergency. It will 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).

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## D. Environmental and Social Overview

### D.1 Overview of Environmental and Social Project Settings



The Philippines, in the Pacific's Ring of Fire, faces severe disaster risks. It ranks first in the World Risk Index and fourth in the Global Climate Risk Index (2000-2019). Annually, about 20 cyclones enter, 8-9 make landfall with winds over 170 km/h. Seismic activity brings 15+ destructive quakes in 50 years, including four major 6.5 magnitude events in late 2019. Climate change intensifies hazards: 0.68°C temperature rise since 1951, 1-2°C projection by century's end, shifting extreme weather southward, and coastal areas experiencing 5.7-7.0 mm/year sea level rise, double the 1951-2015 average.

In the above context of natural disasters and adversaries of climate change, the Philippine's has 47,000 around the country catering to more than 24 million learners (elementary and secondary education) suffered serious damages over the past decade, with hazard events increasingly affecting schools yearly. DepEd identified vulnerable schools - 7,250 in high seismic zones, 8,000 near rivers, 5,000 by coastlines, and 1,200 on islands. In addition to addressing such events, DepEd also supports Geographically Isolated and Disadvantaged Areas (GIDA) or "last mile" schools, often in remote hinterlands with limited transport and internet access. The Indigenous Peoples Education Program establishes IP schools in communities with IP majorities nationwide.

The proposed schools (over 3,000) to be covered are broadly identified with aggregated information at the regional level and the environmental and social (E&S) settings of the location of the schools are yet to be inventoried. The settings would vary widely reflecting coastal areas, isolated islands, river/waterway fronts, hilly and forested areas, and urban and rural settings. The impact on baseline E&S aspects are not expected from opening of new areas and land delineation, but risk levels will vary based on sensitivities. Identifying local E&S conditions is crucial for the project's success.

## **D.2 Overview of Borrower's Institutional Capacity for Managing Environmental and Social Risks and Impacts**

DepEd has limited technical and institutional capacity in managing the civil works components of World Bank-assisted education projects. DepEd has acquired some level of capacity on E&S safeguards on some Bank projects with minimal or no civil works such as the Teacher Effectiveness and Competencies Enhancement Project Project (TEACEP). E&S capacity augmentation is needed in the context of implementing ESF provisions, for implementation in about 15 regions. Also, the implementation role of Department of Public Works and Highways (DPWH), which jointly developed and operationalized with DepEd school building standards in the country is yet to be defined. .

The capacity building of DepEd is essential, particularly in managing E&S risks and impacts associated with civil works. It is also crucial to have at least one qualified Environmental Specialist and one Social Specialist at the National level project management unit, supported by regional-level designated E&S officers. A dedicated project management team with relevant training on Environmental and Social risk management and OHS aspects would be essential to monitor, mitigate, and manage potential risks. In addition, either specialist should hold a relevant qualification or training equivalent on occupational health and safety (OHS). In the absence of such skills, it is necessary to deploy an additional OHS expert. All the regional-level E&S officers are also to be trained in OHS aspects.

A MOA between DepEd and DPWH would outline the role and responsibilities between the two agencies in relation to school repair, rehabilitation and/or replacement. However, the mechanism for funding school infrastructure provisions under the country's General Appropriations Act dictates that while DepEd is responsible for preparing relevant budget allocations, funds are released to DPWH. A financial and institutional assessment will be carried out by the Bank team at pre-appraisal to determine relevant working arrangement.



II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Substantial

A.1 Environmental Risk Rating

Substantial

The project involves school construction, rehabilitation, and infrastructure replacement, including around 770 school replacements and over 3,444 major repairs and refurbishments. This encompasses: (a) Demolition and disposal of building debris (e.g., mortar, bricks, reinforced cement, scrap iron, wood); (b) Site cleaning (jungle clearance, sewage system clearing, damaged fixture disposal); and (c) Civil works, with durations of 9 to 18 months, based on intervention nature. Activities within existing schools of varying sizes (from primary to higher secondary). The expected environmental impacts and risks include: (a) Temporary construction-related impacts (air, noise, water, soil pollution) affecting health and safety of students and teachers; (b) Increased sanitation, occupational health, and safety risks with labor mobilization in schools; (c) severe pollution and associated risks within and immediate vicinity of schools such as, blocking the waterway, contamination due to septage clearance, and construction noise which could impair the learning process; (d) Occupational and community safety risks from student and community exposure to construction activities; (e) Terrestrial and aquatic habitat impacts from waste disposal, especially in ecologically sensitive areas; (f) Cultural heritage schools repairs posing additional risks; and (g) Operational phase impacts include sanitation, hygiene, accidents near highways, and handling/disposal of hazardous chemicals for schools offering vocational courses. The country's policy, legal, and institutional framework broadly aligns with World Bank's Environmental and Social Standards (ESSs). However, due to the diverse activities which could encounter sensitive ecological settings, civil works with 25% of the schools in higher secondary category, and DepEd's limited E&S experience and absence of E&S institutional mechanisms, the overall environmental risk is considered substantial.

A.2 Social Risk Rating

Substantial

The project involves civil works that have social risks and impacts. Primarily, workers' camps inside school premises, composed mainly of male workers pose risks to students and women, such as gender-based violence (GBV), sexual exploitation and abuse and sexual harassment (SEA/SH). DepEd adopts a phased hiring approach depending on budget availability and to limit disruption to school activities and follows a policy on sourcing local labor for infrastructure projects. Secondly, community health and safety issues such as considerable noise, air, and water pollution, traffic and road safety risks. The 'communities' refer to people within school premises, adjacent households/communities, and those along the project right-of-way. The application of universal access principles to be responsive to vulnerable groups e.g. Persons with Disabilities (PWDs) and Indigenous People (IP) should be reviewed vis-à-vis DepEd standards and national laws. Land acquisition is possible including ROW acquisition for temporary-use facilities like construction camps. There could be project sites where land use could be contested between private and local government units (LGUs) owners and DepEd. Restrictions to common-use areas in schools could also arise from the cordoning of construction sites and safety zones. Fourthly, IPs could be affected especially in Cordillera Administrative Region, CARAGA, and Region XII as some of the schools could be in ancestral domains or under the DepEd's IP Education program. Finally, impacts on cultural heritage are likely as DepEd has 'Gabaldon heritage buildings' regulated by the State for conservation purposes. Stakeholders include students, school officials and concessionaires, LGUs, and adjacent local communities. Security is a relevant contextual risk as some schools in

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the Visayas and Mindanao could be in conflict-affected areas. Similarly, some schools could be located in geographically isolated areas.

**B. Relevance of Standards and Policies at Concept Stage**

**B.1 Relevance of Environmental and Social Standards**

**ESS1 - Assessment and Management of Environmental and Social Risks and Impacts** Relevant

ESS1 is relevant for the project. The Borrower will prepare Environmental and Social (E&S) Commitment Plan (ESCP) and an E&S Management Framework (ESMF) before Appraisal. ESMF will provide E&S screening criteria, and: guidance for site-specific ESIA and ESMPs for major interventions; standard ESMPs and Environmental Codes of Practice (ECOPs) for minor investments including green belts around schools to mitigate typhoon intensity; and Community Health and Safety Framework (CHSF). Approach roads will be assessed as associated facilities under ESMF. Additionally, the ESMF will contain a separate framework for addressing activities specifically related to the project for the Community Engagement and Resilience Component (CERC) under Component 3. Given the DepEd limited experience in E&S aspects and institutional mechanisms, E&S capacity-building will be integrated into the ESMF with relevant budget resources asstrated into the ESMF with relevant budget resources assigned under Component 2.

**ESS10 - Stakeholder Engagement and Information Disclosure** Relevant

The standard is relevant. The affected parties include students, teachers, school officials, parents/guardians, LGUs, and vendors/concessionaires within school premises, communities adjacent to construction site as well as those lying along material transport routes. Vulnerable and disadvantaged groups comprise children, PWDs, and IPs. A stakeholder analysis will be prepared to identify stakeholders’ project-related needs and interests. Meaningful engagement with affected parties and stakeholders will be undertaken to ensure that risks and impacts are identified, avoided, and or mitigated. This will also help inform the timing of project implementation and identify mitigating measures for the temporary disruption of school activities. A project-wide SEP will be developed before the appraisal. Relevant public consultations will be adopted. The SEP will also include a grievance redress mechanism (GRM) that will build on existing DepEd systems.

**ESS2 - Labor and Working Conditions** Relevant

This standard is relevant. At this stage, the number of project workers to be employed for the project cannot be determined. Using the average number reported in DepEd interviews, 3-10 workers per site is not a realistic figure as activities vary from minor to major works. It is anticipated that majority will fall under contracted workers, some direct workers, and some primary supply workers. Child labor is not identified as a significant risk for this type of activity and forced labor is not expected under the type of contracts supervised by a government agency like DepEd. Draft Labor Management Procedures (LMP) will be prepared before appraisal to govern the employment of project workers in accordance with national laws and procedures and this ESS. The LMP will include policies and procedures on OHS, grievance redress mechanism (GRM), working conditions, prevention of child labor, forced labor, SEA/SH, and GBV. The LMP to be reflected in ESCP.

**ESS3 - Resource Efficiency and Pollution Prevention and Management** Relevant

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This standard is relevant due to the project's environmental risks associated with increased dust, noise, emissions, demolition waste, and potential impact on terrestrial and aquatic systems. Asbestos-containing materials (ACM) have been banned, but contamination cannot be ruled out, requiring screening and remedial actions. Managing the impacts involves recycling materials, efficient resource use, and compliance with new green building codes to minimize GHG emissions and opt for low embodied carbon materials when feasible. The ESMF will cover pollution prevention, and waste management with screening addressing the risks on pollutant release, waste generation, ACM, community impact, and resource efficiency. Mitigations will be proposed during the assessment. The ESIA/ESMP will evaluate civil works' risks and mitigation in line with ESS3 requirements, including raw materials, water use, air pollution, hazardous materials, and waste. GHG emission estimation is not envisaged.

**ESS4 - Community Health and Safety**

Relevant

ESS4 is relevant. Civil works pose health and safety risks to communities, including traffic accidents, air/noise/water pollution, and sanitation issues. DepEd shall prepare a CHSP outlining key risks and mitigating measures compliant with national legal standards, integrated in to the ESMF. Moderate GBV risk arises from locating male worker camps at schools.. Prior to appraisal, DepEd's GBV and SEA/SH policy will be reviewed to determine enhancements if necessary. An active GBV and SEA/SH advocacy campaign in school is also recommended, and the bidding documents for contractors will incorporate guidelines for implementing the CHSP and preventing GBV risks. For project sites that may potentially be in conflict-affected areas, DepEd shall prepare a Security Management Plan to be included in the ESCP and ESMF. The project shall apply universal access and design principles, in a manner financially and technically feasible.

**ESS5 - Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

Relevant

ESS5 relevant. Despite being on government property, land and ROW acquisition may happen for temporary activities. Replacement works may also involve new sites if the previous land is unsuitable. Temporary displacement of services in schools like clinics and food concessionaires is a concern under ESS5 Adverse impacts on such income-generating activities should be avoided or minimized. If temporary displacement is unavoidable, the requirement under ESS5 is to consult the affected parties and come up with alternative locations in existing buildings or spaces available within school premises. The potential physical and economic displacement associated with land acquisition implies that DepEd should consider drawing up a 'negative' or 'exclusion' list. The ESMF shall include guidelines and strategies to mitigate and manage potential resettlement risks and individual resettlement plans shall be developed on a need basis. The ESCP shall reflect the resettlement policy framework.

**ESS6 - Biodiversity Conservation and Sustainable Management of Living Natural Resources**

Relevant

This standard is considered relevant. However, the applicability of the standard will be determined as part of the project preparation, considering the location of existing schools vis-à-vis sensitive ecological areas. While the project construction activities will be restricted within the existing school premises, the disposal of debris from demolition and construction waste would vary from moderate to substantial level, depending on school level interventions and could involve offsite disposal. Therefore, the impacts on terrestrial and aquatic systems and biodiversity aspects cannot be ruled out, especially given that many schools are located in the coastal areas and near forested areas which could have sensitive ecological areas. The Borrower will conduct the E&S due diligence in line with the screening



mechanisms established under ESMF which includes ESS6 requirements. The unavoidable disposal of material will be carried out by applying exclusion criteria included in the ESMF.

**ESS7 - Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities** Relevant

ESS7 is applicable as some schools are located in IP communities or IP Educational Schools (IPEd), covered under DepEd’s Order no. 62 series of 2011 or the National Indigenous People’s Education Policy Framework, with a specialized agency handling this program. DepEd has experience in conducting IP consultations along with the National Commission for Indigenous Peoples (NCIP). Considering this, and the participatory processes in place, there is a low risk for the project to have an adverse impact on IPs. Adverse effects on ancestral domains such as lands, natural resources, culture, and IP displacement will be evaluated and added to the exclusion list. No Indigenous Peoples’ Participation Framework is needed for the project.. The DepEd’s participatory framework in the IPEd program will be reviewed for alignment with ESS7 objectives. Key IPEd Framework elements, along with any needed guidelines, will be included in the ESCP, SEP, ESMF, and POM.

**ESS8 - Cultural Heritage** Relevant

This standard is relevant. The project could adversely impact tangible cultural heritage. Civil works may involve substantial earth movement or excavation necessitating preparation of chance-find procedures to be integrated into the ESMF and the ECOP. ESS8 will also apply to repairs and replacement of ‘Gabaldon heritage buildings’ as regulated under Republic Act 10066 and RA 11194. In this case, DepEd shall conduct a thorough stakeholders’ consultation to appraise them on the planned civil works and solicit their inputs to be integrated into the plan and satisfy the requisites under the national laws. The risk to intangible cultural heritage is low. The project positively impacts cultural heritage through building restoration for music, arts, and dance. When construction is near cultural heritage buildings, measures like vibration reduction, safety nets, and fencing are needed to minimize adverse effects on these structures.

**ESS9 - Financial Intermediaries** Not Currently Relevant

ESS 9 is not relevant for the project

**B.2 Legal Operational Policies that Apply**

**OP 7.50 Operations on International Waterways** No

**OP 7.60 Operations in Disputed Areas** No

**B.3 Other Salient Features**

**Use of Borrower Framework** No  
not applicable

**Use of Common Approach** No

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None

**C. Overview of Required Environmental and Social Risk Management Activities**

**C.1 What Borrower environmental and social analyses, instruments, plans and/or frameworks are planned or required by Appraisal?**

- Complete the Environmental and Social Management Framework (ESMF)
- Complete the Stakeholder Engagement and Plan (SEP). SEP will include the description of GRM.
- Complete the Labor Management Procedures (LMP) and Grievance Mechanism for project workers
- Complete the Environmental and Social Commitment Plan (ESCP)
- disclose the SEP, ESMF, and ESCP in a timely manner, in an accessible place, and in a form and language understandable to project-affected parties and other interested parties as set out in ESS10, so they can provide meaningful input into project design and mitigation measures.

**III. CONTACT POINT**

**World Bank**

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**IV. FOR MORE INFORMATION CONTACT**

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**V. APPROVAL**

Task Team Leader(s):	Fernando Ramirez Cortes, Marilyn Tolosa Martinez, Janssen Edelweiss Nunes Fernandes Teixeira
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