



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 05/02/2024 | Report No: ESRSA03476



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	06-May-2024	28-Jun-2024
Estimated Decision Review Date	Total Project Cost		
11-Mar-2024	555,600,000.00		

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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

[Description imported from the PAD Data Sheet in the Portal providing information about the key aspects and components/sub-components of the project]

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. 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. Vulnerability reduction measures will be integrated into the engineering designs for enhanced



performance against future hazard events. Four main lines of intervention are defined for the recovery of damaged school buildings: repair, rehabilitation, retrofitting, and reconstruction. Interventions supported by the project will be integrated at the school facility level. The proposed Project comprises the following four components: Component 1: Relatively Simple Works for School Infrastructure Recovery and O&M Strengthening. 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 for this Component. Subcomponent 1.1 – Detailed Architectural and Engineering Designs (DEDs) and O&M procedures. This subcomponent will finance architectural and engineering studies and designs required for the repair and rehabilitation of selected school buildings and enhancing school infrastructure O&M manuals and tools. Specifically, it will include consultancy services for i) detailed damage and multi-hazard vulnerability assessments at school building level; ii) geotechnical and other site investigations; iii) architectural and engineering design of repair, rehabilitation interventions and pilot reconstruction, including site and functional improvements; iv) engineering oversight of construction works; v) upgrade of school infrastructure operation and maintenance (O&M) manuals and tools (enhanced school infrastructure information platform, enhanced post-disaster damage assessment procedures, and Program of Works preparation procedures, service continuity plans) and training for involved units at the central and regional levels. Subcomponent 1.2 - Repair, Rehabilitation and Pilot Reconstruction Works. This subcomponent will finance civil works for repair, rehabilitation, and pilot reconstruction of school buildings in selected schools for relatively simple works, including site and functional improvements, and acquisition of classroom furniture for reconstructed school buildings under both Components 1 and 2. Approximately 538 schools are planned for repair and rehabilitation. The most affected are located in Regions III, IV-B, V, VI, VII, VIII, XII, and CARAGA. Pilot reconstruction by DepEd will include around 180 schools comprising 476 buildings total. 203 buildings require repair or rehabilitation while 273 one-story buildings (3 to 4 classrooms) require reconstruction interventions. Those schools are located in peri-urban areas and have been initially identified in Regions CAR, CARAGA, V, VII, and VIII. It is estimated the need for furniture supply for 4,354 new classrooms in 1,515 reconstructed school buildings under Components 1 and 2. Component 2 - Relatively Complex Works for school infrastructure recovery. 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 for this Component. Subcomponent 2.1 - Detailed Architectural and Engineering Designs. This subcomponent will finance architectural and engineering studies and designs required for the repair, rehabilitation, retrofitting, and reconstruction of selected school buildings for complex works. Specifically, it will include consultancy services for i) detailed damaged and multi-hazard vulnerability assessments at the school building level; ii) geotechnical and other site investigations; iii) architectural and engineering design of either repair, rehabilitation, retrofitting, or reconstruction (including site and functional improvements); iv) design of site improvements; v) engineering oversight of construction works. Subcomponent 2.2 - Retrofitting and Reconstruction Works. This subcomponent will finance civil works for repair, rehabilitation, retrofitting, and reconstruction of school buildings in selected school facilities for Relatively Complex Works, including site and functional improvements. Approximately 564 school facilities including 2,768 buildings are planned for relatively complex works. Within that universe, it is estimated that 693 and 1,242 school buildings require retrofitting and reconstruction respectively. In addition, the other 833 school buildings will require either repair or rehabilitation. Interventions are mostly concentrated in CAR, Regions III, V, VI, VII, VIII, XI, XII, and CARAGA. Component 3 - Project Management, Monitoring and Evaluation. 31. This component will support the establishment and operation of DepEd’s PMO and DPWH’s PMO, including through provision of technical assistance, incremental operating costs and training as follow: Subcomponent 3.1 - DepEd Project Management. This subcomponent will support the establishment and operation of DepEd’s PMO, including through provision of technical assistance and Incremental Operating Costs and Training to support, inter alia, (i) project management; (ii) monitoring

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and evaluation activities; (iii) financial management; (iv) procurement; (v) environmental and social risk management; (vi) design and implementation of project communication campaigns; (vii) design and implementation of Project's grievance redress mechanism, and will also be disseminated as part of the communications campaign; (viii) studies and evaluations associated with the Project; and (ix) citizen engagement and social awareness. Subcomponent 3.2 - DPWH Project Management. 33. This subcomponent will support the establishment and operation of DPWH's PMO, including through provision of technical assistance and Incremental Operating Costs and Training to support, inter alia, (i) project management; (ii) monitoring and evaluation activities; (iii) financial management; (iv) procurement; (v) environmental and social risk management; (vi) design and implementation of project communication campaigns; (vii) design and implementation of Project's grievance redress mechanism, and will also be disseminated as part of the communications campaign; and (viii) studies and evaluations associated with the Project. Component 4 - 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).

D. Environmental and Social Overview

D.1 Overview of Environmental and Social Project Settings

[Description of key features relevant to the operation's environmental and social risks and opportunities (e.g., whether the project is nationwide or regional in scope, urban/rural, in an FCV context, presence of Indigenous Peoples or other minorities, involves associated facilities, high-biodiversity settings, etc.) – Max. character limit 10,000]

This project will support the Government of the Philippines (GoP) in its disaster risk reduction, and preparedness efforts, in the short and medium term by rehabilitating and replacing/reconstructing schools impacted by disasters within the last three years (2020 – 2021). In the long-term, help the Department of Education (DepEd) address the high vulnerability of public schools to hydrometeorological and geological risks (e.g., intense tropical cyclones and earthquakes), by adapting resiliency, climate change, and learning-conduciveness, and universal access in the design of the school buildings.

The Philippines archipelago lies in the east of the Pacific Ocean and is in the Ring of Fire zone. With this, the country is beset with multiple disaster risks; the World Risk Index ranks the Philippines as number one globally for having the highest disaster risk, while the Global Climate Risk Index Report 2021 assessed the country as the fourth most-affected country by weather-related events from 2000-2019. An average of 20 tropical cyclones enters the Philippines' area of responsibility per year, where 8-9 of these make landfall. For the past ten years, the country has experienced highly destructive typhoons with strengths of over 170 km per hour. The country also frequently experiences high seismic activity, experiencing more than 15 destructive earthquakes over the last 50 years, with four major seismic events of 6.5 magnitude occurring between November to December 2019.

Natural hazard events in the Philippines are also exacerbated by the impact of climate change. Based on the World Bank's Philippines Country Climate and Development Report (CCDR), the country has recorded a mean temperature



increase of 0.68° C, increasing by 0.1° C per decade from 1951 – 2015. It is projected that by the end of the 21st century, the country will experience an increase in temperature of about 1-2° C depending on the climate scenario. Extreme weather patterns have altered its path towards most southern parts in the last few decades. Coastal areas are also exposed to rising sea levels, current sea-level rise is at 5.7 – 7.00 mm (about 0.28 in) per year in some areas, this is double the average from 1951 – 2015.

The Philippines has 47,000 schools scattered around the country catering to more than 24 million learners (elementary and secondary education). The Department of Education (DepEd) estimates that the vulnerable schools include 7,250 schools in high seismic hazard zones, 8,000 schools are near rivers or waterways, 5,000 schools near coastline, and 1,200 schools are located on small islands. Based on the Basic Education Development Plan (BEDP) and DepEd data, there is an increasing trend in the number of schools affected each year by various hazard events. The proposed project activities will be covering about 16 administrative regions in the country, addressing rehabilitation or retrofitting or replacement, covering a total of 718 schools with 1,988 buildings.

DepEd also caters to Geographically Isolated and Disadvantaged Areas (GIDA) or those termed as “last mile” schools, mostly located in the remote hinterland areas in the country with limited access to transportation networks and internet connectivity. Through the Indigenous Peoples Education Program, DepEd has established specific Indigenous Peoples (IP) schools in some of the communities with IP majority population across the country.

In terms of environmental and social settings, the Philippines traditionally divided into three major geographical regions which comprises of 17 administrative regions. The key features of the three geographical regions which are of broad relevance from environmental and social settings point of view include the following.

Luzon: The largest and northernmost region, comprising the main island of Luzon, Palawan, Mindoro, and several smaller islands. It is known for its mountainous terrain, including the Cordillera Mountain range and the Sierra Madre, as well as fertile plains and beautiful beaches. This region has diverse environment with mountains, plains, beaches, volcanoes, and active faults. Its resource rich with Minerals, fertile land, forests, and marine life. Vulnerabilities in Luzon include Frequent typhoons, landslides, and earthquakes. The key environmental challenges include deforestation, soil erosion, pollution, and natural disasters. The region is characterized by diverse ethnicities and cultures, and some of the major urbanized areas include Manila. Rural areas mostly depend on agriculture and fishing activities, facing poverty and climate change impacts.

Visayas: A central group of islands, including Panay, Negros, Cebu, Bohol, Leyte, and Samar. Characterized by rolling hills, valleys, and coastal plains, the Visayas region is known for its diverse landscapes and cultural heritage. The geography is mostly varied with rolling hills, valleys, plateaus, and coastlines. Visayas is characterized by rich marine life, coral reefs, and endemic species. The environmental challenges include deforestation, soil erosion, coastal degradation, and climate change. The regional is characterized by diverse cultures such as Visayan, Cebuano, Ilonggo, and indigenous groups. While many rely on agro-economy facing challenges, economy is predominantly the agriculture, fishing, tourism, and some industries.

Mindanao region is the southernmost and largest island in the Philippines. Mindanao is characterized a wide variety of landscapes, from volcanic mountains and rainforests to vast plains and coastlines. It's also home to several indigenous groups and diverse cultural traditions. Mindanao is resource-rich with minerals, forests, agricultural land, and marine



life. The region however faces frequent typhoons, earthquakes, and volcanic eruptions. In addition, anthropogenic pressures lead to deforestation, illegal logging, pollution, and conflict in some areas. The regional has diverse groups including indigenous groups, Muslims and Christians with complex history, diverse traditions, arts, and displacement affect some areas. The predominant economy in this region includes agriculture, fisheries, and some industries.

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

[Description of Borrower’s capacity (i.e., prior performance under the Safeguard Policies or ESF, experience applying E&S policies of IFIs, Environmental and social unit/staff already in place) and willingness to manage risks and impacts and of provisions planned or required to have capabilities in place, along with the needs for enhanced support to the Borrower – Max. character limit 10,000]

The project will be jointly executed by the Department of Education (DepEd) and the Department of Public Works and Highways (DPWH). DepEd has limited experience with the World Bank’s Environmental and Social Framework (ESF). Currently, DepEd is managing a Bank-funded project, the Teacher Effectiveness and Competencies Enhancement Project (P164765), which operates under the Bank’s previous safeguard policies. The Engineering and Facilities Division (EFD) within DepEd, primarily staffed by engineers, oversees the maintenance and repair of departmental facilities. Although the EFD is versed in environmental safeguards as per the national building code, it lacks comprehensive understanding and practical expertise in the ESF. Nevertheless, DepEd has been introduced to the ESF during the ongoing project preparation and has acquired relevant experience while preparing the borrower’s ESF documentation.

DPWH has a history of implementing Bank-financed projects, including the Metro Manila Flood Management Project (P153814), using safeguards policies; and the Philippines Seismic Risk Reduction and Resilience Project (PSRRRP - P171419) prepared using the ESF. Currently, DPWH is also preparing the Mindanao Transport Connectivity Improvement Project (P177017). The department has demonstrated its expertise and capability to manage site-specific risks and impacts, as evidenced by the establishment of the Environment and Social Safeguards Department (ESSD). The ESSD ensures compliance with safeguards requirements through diligent implementation, review, and reporting processes. It operates in accordance with a comprehensive Social and Environment Management System (SEMS), which provides basis for understanding and applying safeguards principles and executing the Environmental and Social Management Framework (ESMF). Additionally, DPWH is managing similar civil works projects related to school retrofitting with the support from the Bank under PSRRRP.

The World Bank team has provided technical assistance to both the Department of Education (DepEd) and the Department of Public Works and Highways (DPWH) to ensure the effective preparation of Environmental and Social Framework (ESF) documents for the project. This assistance encompassed ESF orientation and information sessions, along with continuous technical guidance and advice. The institutional structure and arrangements for the project have been defined, delineating the roles and responsibilities of each agency, particularly in terms of risk mitigation and monitoring. The project’s framework includes two distinct Project Management Offices (PMOs) at the national level, each equipped with personnel specialized in environmental and social risk management. Furthermore, a multi-stakeholder School-based Project Committee is to be established, serving as a forum for stakeholder engagement throughout the project’s duration at the community level. To further bolster DepEd’s proficiency in environmental and social risk management, it is proposed to conduct capacity-building activities for staff and officials at the national, regional, and division levels who are participating in the project.



The project's institutional arrangements incorporate qualified environmental and social specialists at both the national and regional levels of the project unit. These specialists are supported by officers at the regional level who are designated to work full-time on environmental and social risk management. The project also plans to have a dedicated project management team, which will include qualified environmental and social risk management, as well as labor and occupational health and safety (OHS) experts. These arrangements are expected to effectively address the challenges of environmental and social risk management.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Substantial

A.1 Environmental Risk Rating

Substantial

[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 4,000]

The environmental risks and impacts of the project mainly relate to building construction and rehabilitation activities; and refurbishing and/or replacing school infrastructure. The proposed civil works ranging from rehabilitation, restoration and reconstruction in 4756 buildings covering 1,282 schools would broadly involve: (a) disposal of building debris such as mortar, bricks, reinforced cement concrete, huge quantities of scrap iron from roofing material i.e. GI sheets and trusses, and considerable scrap wood from building and furniture; (b) site cleaning including jungle clearance, clearing of sewage systems including septic tanks, and disposal of many damaged fixtures; and (c) civil works that would involve major works which could prolong from 9 to 18 months depending on nature of interventions. All the proposed activities will occur within the premises of existing schools, and the size of the schools varies from primary to higher secondary schools, with 25% being large. The overall environmental risk rating is assessed as “Substantial” by considering: (a) key construction-related impacts, though temporary, could be in terms of air, noise, water, and soil pollution. Such impacts could pose health and safety risks to the students and teachers due to exposure, as the schools would continue to run in temporary shelters within the vicinity and the school holiday period would not be sufficient to complete the work; (b) increased risks and impacts associated with sanitation and OHS aspects, as the proposed activities would involve mobilization of labor in the schools and/or in the community. In addition, students' exposure to construction labor and work areas could lead to additional risks. Some of the schools offer vocational courses which have laboratory facilities. Dismantling such facilities could have hazardous material as well; (c) pollution and associated risks within and immediate vicinity of schools could arise in terms of blocking the waterway and drainage patterns with debris, contamination of water bodies due to clearing of sewers and septage, and construction noise which could impair the learning process; (d) occupational and community health and safety risks which could arise due to expected higher exposure to construction activities including movement of heavy vehicles by the students and communities around the schools; and (e) impacts on the terrestrial and aquatic habitats due to disposal of wastes at places where schools are located in forested areas or ecologically sensitive areas, and thereby causing biodiversity risks. The potential CERC-financed activities would be aligned with the main project activities and hence the additional risks are not envisaged. While an exact number of schools located near ecologically important locations is not known, there would be some schools near vulnerable coastal areas and near protected forest areas in rural settings, and thus, the bio-diversity risks cannot be ruled out. Such risks need to be ascertained during initial screening to rule out such risks through exclusion principles. The operational phase impacts would be mostly related to sanitation and hygiene and accident potential at schools located adjacent to highways. In addition,



in the case of schools offering vocational courses, the use and disposal of hazardous chemicals could pose risks, though very limited. The country's policy, legal, and institutional framework applicable to the project are generally consistent with the World Bank Environmental and Social Standards (ESSs) to a large extent. However, considering the spread of multiple activities, which could also encounter sensitive ecological settings, medium to large scale civil works with 25% of the schools in the higher secondary category, and limited experience of DepEd in managing the civil works in the context of Bank or donors' environmental and social policies, the overall environmental risk is assessed as substantial.

A.2 Social Risk Rating

Substantial

[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 4,000]

The Project is socially significant in rebuilding infrastructure that facilitates the delivery of basic and secondary education programs. It involves substantial civil works that have social risks and impacts. Primarily, the presence of male-dominated construction workers inside school premises could be a risk to children and women. Labor-related risks to the community include gender-based violence (GBV), sexual exploitation and abuse and sexual harassment (SEA/SH), and exposure to communicable and infectious diseases (e.g., resurgence of COVID-19). Labor influx will not be significant, e.g., an average of 10-20 workers per classroom for minor to major civil works. DepEd also follows the national policy on sourcing local labor for infrastructure projects. Secondly, community health and safety issues could arise from construction activities, causing considerable noise, air and water pollution, and traffic and road safety risks. For this Project, the 'communities' pertain to people within school premises, adjacent households, and those found along the project right-of-way (ROW), e.g., materials and equipment transport routes. The application of universal access principles to be responsive to vulnerable groups like PWDs and IPs have been reviewed vis-a-vis DepEd and DPWH's building standards and were found to be compliant with the national accessibility laws (e.g., 1982 Accessibility Law). Security is a relevant contextual risk, some of the project sites are situated in conflict-affected areas and have the potential to trigger security and safety risks for third-party service providers/contractors. This may require the potential deployment of security personnel in some project sites. This could be a concern where there are legacy issues around a conflict involving security forces (e.g., Caraga, Region XII, and BARMM). As part of the negative list, any works that may require land acquisition or resettlement will be excluded from the project. Despite this, temporary ROW issues and displacement of some groups are still possible. ROW acquisition for temporary-use facilities like construction camps and materials warehouses could entail lengthy consultations and permitting. Restrictions to common-use areas in schools could also arise from the cordoning of construction sites and safety zones, thereby disrupting the delivery of associated services (e.g., library, clinics, etc.) and economic displacement of school vendors (e.g., canteen and school supplies shops). IPs could be affected by the project, especially in the Cordillera Administrative Region (CAR) and some barangays in CARAGA, Region XII and BARMM. The proposed improvements could be in ancestral domains or schools under the DepEd's IP Education program. DepEd has an IP Education Policy and Guidelines that can be used as the process and platform for IP engagement for this project. Finally, while part of the project's exclusion list include the non-coverage of 'Gabaldon schoolhouses and heritage buildings' civil works involving earth-moving and vibrations in adjacent worksite may still pose a risk to these buildings regulated by the State for conservation purposes. Project-affected parties are diverse. From students, school officials, school concessionaires (e.g., canteens, school supplies), LGUs, and local communities to the disadvantaged like PWDs, IPs, and women and the agencies representing their interests (e.g., National Council for Disability Affairs, Department of Social Welfare and Development, National Commission on Indigenous Peoples). DepEd has some capacity and track record in engaging with project-affected parties, although not in the context of E&S risk management.



[Summary of key factors contributing to risk rating. This attribute is only for the internal version of the download document and not a part of the disclosable version – Max. character limit 8,000]

B. Environment and Social Standards (ESS) that Apply to the Activities Being Considered

B.1 Relevance of Environmental and Social Standards

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

Relevant

[Explanation - Max. character limit 10,000]

ESS1 is relevant for the project. Overall, the project would lead to significant positive impacts by improving the school buildings and the functional infrastructure, which are otherwise badly affected by earthquakes, typhoons, or volcanic activities, disturbing the learning space and facilities at many schools. The project activities mainly relate to building construction and rehabilitation activities and refurbishing and/or replacing functional infrastructure such as water, sanitation, and hygiene (WASH), classroom infrastructure, and possibly sports facilities. The pre-construction activities would involve: (a) demolition and disposal of building debris such as mortar, bricks, reinforced cement concrete, huge quantities of scrap iron from roofing material i.e., GI sheets and trusses, and considerable scrap wood from building and furniture; and (b) site cleaning including jungle clearance, clearing of sewage systems including septic tanks, and (c) disposal of large quantities of building material debris and many damaged fixtures. The construction activities would involve major and minor civil works, which would extend from 6 to 18 months, depending on the nature of the interventions. 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 levels, depending on school-level interventions, and would involve offsite disposal. Therefore, the impacts on terrestrial and aquatic systems and biodiversity aspects cannot be ruled out, and the locational aspects of the schools are one of the important factors in the application of ESS1. This aspect would be important as some of the schools are located in the coastal areas and near protected areas, which could be in sensitive ecological settings. Given the location of schools in 16 regions and different scales of civil works, ranging from repair and retrofitting and reconstruction works, the environmental and social risks and impacts associated with the project are expected to be moderate to substantial, including (i) increased levels of dust, noise, and other emissions from demolition and/or site clearance activities, material stockpiles and transportation of construction materials and other equipment; (ii) various types of demolition waste disposal including rubble, scrap steel, and discarded wood; (iii) impact on terrestrial and aquatic systems, depending on the proposed disposal of rubble, including soil erosion, sedimentation, and clogging of drainage pathways; (iv) limited traffic disturbance at the local level due to movement of construction vehicles; (v) health and safety issues for workers, school students and teachers, and community, including vulnerability to SEA/SH risks and GBV; and (vi) potential impacts due to vibration from construction activities. These impacts are temporary in nature and could be effectively addressed given that the impacts are common to other types of building construction activities, and several good practices could be integrated into construction processes. The potential risks and impacts associated with the operational phase of the schools would be limited to WASH, and accident potential at schools located adjacent to highways. Occupational health risks would be generally low to moderate, similar to other types of low-rise building construction. However, in the case of schools, the risks could elevate given the presence of students, as the work could extend a minimum of six months and beyond twelve months for major works. The construction works may result in workers' and school populations' exposure to air and noise pollution and safety risks. Such risks



would be temporary, and relevant management measures would mitigate the risks. The potential risks after the construction or operational phase would be minimal, except in the case of vocational schools, which would involve the operation of laboratories containing hazardous chemicals and wastes. However, the nature and impacts could be contained with effective management measures. The project is expected to have potential risks and impacts on the community's health and safety during the construction phase, including exposure to construction vehicles and transports and exposure to dust, noise, and vibrations caused by construction works. These risks are low to moderate and manageable with the readily designed measures. The Borrower has prepared an environmental and social management framework (ESMF) with detailed screening criteria and guidance for the development of site-specific environmental and social impact assessments (ESIAs)/ESMPs for all the major interventions and environmental due diligence and adoption of standard ESMPs and/ECOPs for the minor investments. Green belt, as a nature-based solution, around the schools would also be considered to reduce the intensity of typhoons. The project preparation did not come across any associated facilities which need to be covered as part of the ESMF. However, relevant provisions have been incorporated in the ESMF, especially facilities such as approach roads to schools. Given the limited past E&S experience of DepEd on civil works, relevant staffing and E&S capacity building aspects have been adequately provisioned in the ESMF, and the relevant resources would be sourced under Component 3. Given the risk of debris disposal in case of replacement of school buildings, a detailed siting study will be conducted during implementation to avoid critical habitats. These criteria and guidance will determine the level of ESIA/ESMP needed - from detailed documents for more major investments or higher-risk activities to simple checklists for activities relating to renovation and simple upgrades. During implementation, each school or subproject will be screened following the guidelines and requirements outlined in the ESMF. In case of major investments that potentially cause high risk, especially in sensitive and fragile coastal areas or near protected areas would not be considered under the project. ESMF mandates an ESIA for the major investment schools with substantial risks. An ESMP/ECOPs integrated as part of the ESMF will suffice for the proposed renovations with low to moderate risks. The ESMP consist of environmental codes of practice (ECOP) and a set of mitigation, monitoring, and institutional measures to be taken up during the implementation and operation of the project. Such an approach is intend to eliminate adverse environmental and social risks and impacts, offset them or reduce them to acceptable levels. The ESMP also includes the measures and actions needed to implement these measures. More specifically, the ESMF mandates DPWH and DepEd, the project implementing agencies to: (a) identify the set of responses to potentially adverse impacts at sub-project level based on the outcome of E&S screening; (b) determine requirements for ensuring that those responses are made effectively and in a timely manner; and (c) describe the means for meeting those requirements, monitoring and supervision during construction. The ESMF prepared by the borrower would also address E&S risks arising from CERC under Component 4, as the activities would be akin to the main project activities.

ESS10 - Stakeholder Engagement and Information Disclosure

Relevant

[Explanation - Max. character limit 10,000]

The standard is relevant. Within the school premises, the project-affected parties include the students, teachers, school administrators, staff, parents/guardians, local school boards, and vendors/concessionaires located within the school premises. Outside of school premises, the project-affected parties consist of communities adjacent to construction sites, camps, depots, and those lying along material transport routes. Vulnerable and disadvantaged groups will comprise children, PWDs, and IPs. Correspondingly, the local government units (LGUs) with jurisdiction over the project sites, community leaders, and local organizations representing local interests and vulnerable groups are also key stakeholders. Other interested parties could include the private sector, NGOs, and the media. The DepEd



and DPWH have prepared a Stakeholder Engagement Plan (SEP) that outlines key project stakeholders, an analysis of their interests, and the manner in which the project will meaningfully engage with them throughout the project's timeframe. The draft SEP also includes a grievance redress mechanism (GRM) that builds on existing DepEd systems to address the concerns of stakeholders throughout implementation. With the range of vulnerable groups among the project-affected parties, the GRM will also use community-based and informal mechanisms, e.g., the school-based Child Protection Committee, as part of the GRM platforms. The draft SEP shall be disclosed together with the ESMF and ESCP on the borrowers' website. DepEd and DPWH have conducted a series of stakeholders' consultations across all levels within the period from July. 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. A total of six (6) schools were also visited where select-stakeholder representatives such as parents, teachers, students, guidance counselors, and barangay local officials participated (56 percent of the participants were female). Information generated from these consultations benefitted DepEd and DPWH's implementation design and strategy including actions related to environmental and social risks management. These include, among others, the timing of implementation, learning continuity plans, accessibility, and gender considerations, as well as strengthening of GBV and SEA mechanisms at the school level. Continuing these meaningful engagements, especially for Mindanao and BARMM areas, will have to be undertaken to enhance the current project design and strategy, and more importantly the environmental and social conditions and mitigation actions responsive to the context of this region. In rural areas, GIDA, and ancestral domains, intentional and culture-sensitive approaches will be applied to ensure the participation of poor households, IPs, and their respective indigenous political structures. These approaches include the timing of meetings outside of farming time, focus groups with translation services, and the conduct of tribal rituals before meetings and in project sites. There will be dedicated consultations for groups with special concerns, like PWD, children, adults, and their representatives, where the approach will be tailored to the type of disability (e.g., different for vision and hearing-impaired). Likewise, consultations with the school and local officials will involve the National Center for Culture and Arts (NCCA) for schools with disaster-affected Gabaldon buildings. In cases where heritage buildings shall be covered for repair or replacement, consultations between the community and local officials shall be undertaken.

ESS2 - Labor and Working Conditions

Relevant

[Explanation - Max. character limit 10,000]

This standard is relevant. According to the project's technical analysis for labor, the influx of migrant workers is not expected for this project as labor requirements for repairs and construction work will involve between 10-20 workers per classroom. DepEd and DPWH also follow the national policy on sourcing unskilled laborers from the local market. Half of the total workforce is under the unskilled laborer category. Draft Labor Management Procedures (LMP) have been prepared by DepEd and DPWH and will be finalized and adopted before project approval to govern the employment of project workers following national laws and procedures and this ESS. The LMP includes policies and procedures related to occupational health and safety (OHS), working conditions including accommodation services, ensuring non-discrimination and equality of opportunity, and the prevention of child labor, forced labor, sexual exploitation and abuse and sexual harassment (SEA/SH), and other forms of gender-based violence (GBV). It will include a public health component for preventing infectious diseases and pandemics in construction sites and a labor-specific GRM system. The Code of Conduct for workers will be prepared by the Contractor and approved by DepEd before the start of construction. It shall be consistent to the LMP and consist of strict protocols to manage and limit interaction between the workers and the school populace, especially students. If relevant, policies and procedures for managing on-site workers' accommodation will be developed by DepEd to ensure the quality of accommodation,

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including access to WASH facilities, safety, and security, and that the social and cultural needs of project workers are met in design and construction (e.g., enclosed and livable quarters toilets with adequate water, women-only toilets for women workers). The LMP includes initial estimates of the number and type of project workers for Components 1 and 2, derived from an indicative number of schools that will qualify for the project. Both DPWH and DepEd will engage direct and contracted workers for their respective Project Management Offices. Each PMO will be staffed by full-time staff with designated functions such as project manager, engineers, and technical specialists such as environmental and social safeguards. The direct workers would also consist of qualified consultants hired for the project. Hiring qualified experts will undergo a competitive selection process to ensure that only the most qualified and certified professional experts and consulting companies with demonstrated and relevant capabilities will be hired by the Project. Contracted workers will largely comprise construction workers for repair, rehabilitation and retrofitting works including new construction. For primary supply workers, OHS provisions and the prevention of child and forced labor will be included as part of the procurement criteria for the bidding package and the procurement contract to be signed by the supplier or service provider. The Project is unique in engaging a number of local residents to be part of the workforce and to be contracted from host LGUs and communities. Residents from local communities may take part in community-based monitoring activities and proper observance of safety and security protocols surrounding the Project.

ESS3 - Resource Efficiency and Pollution Prevention and Management

Relevant

[Explanation - Max. character limit 10,000]

This standard is relevant. Given the type and scale of the project investments, moderate levels of construction materials and resources including water would be consumed under the project. The environmental risks and impacts associated with construction/rehabilitation of the schools are expected to be moderate to substantial and include: (i) increased levels of dust, noise, and other emissions from demolition and/or site clearance activities, material stockpiles and transportation of construction materials and other equipment; (ii) various types of demolition waste disposal including rubble, scrap steel, and discarded wood; (iii) impact on terrestrial and aquatic systems, depending on proposed disposal of rubble, including soil erosion, sedimentation, and clogging of drainage pathways. The post construction operation phase potential risks and impacts are expected to be low with limited sewage disposal aspects. The proposed construction activities would follow green building codes such that the GHG emissions would be marginal. Overall, risks and impacts relate to the release of pollutants, waste generation, the management of construction waste and hazardous wastes, impact on the community, and resource use efficiency will be assessed, and mitigation measures will be proposed during the environmental and social assessment process. The ESMF includes provisions for pollution prevention and management, with a focus on those issues which may arise while carrying out civil works and to limited extent during operation. In addition, impact management for this project also includes efficient use of materials and resources (water and energy) and incorporate principles of green building design such as energy efficiency and water saving features where possible. The project also considers emissions and work towards minimizing emissions during construction activities and also considers use of materials with comparatively lower embodied carbon where options are available. Such measures are integrated as part of the detailed engineering provisions. Assessment of the risks and impacts of the civil works and proposed mitigation measures related to relevant requirements of ESS3, including raw materials, water use, air pollution, hazardous materials, and hazardous waste are identified with relevant provisions included in the ESIA or ESMP as relevant.

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ESS4 - Community Health and Safety

Relevant

[Explanation - Max. character limit 10,000]

This standard is relevant. In this Project, communities consist of occupants of school premises and communities located near project sites, materials depots, and transport routes. The decommissioning/demolition of buildings (or part thereof) for replacement and/or repair, the design of the structures, and the management of civil works present health and safety risks to the communities. This may include traffic obstruction, vehicular accidents, deterioration in air quality, accumulation of solid waste, and sanitation issues due to the presence of construction workers in the area. Possible exposure/transmission of communicable diseases and COVID-19 may also be a potential risk. The Project's civil works activities will follow national legal standards and requirements, the EHSGs, and other GIIPs taking full consideration of the individual and community health and safety, including road safety of the affected school population, clients, visitors, and surrounding communities. Where needed and applicable, DepEd and DPWH will require the contractor to prepare a Community Health and Safety Plan (CHSP) outlining key risks and mitigating measures, to accompany site-specific ESMPs. These may include enforcement of traffic restrictions to be observed within the project sites and vicinity, conspicuous road signages such as speed limitations, non-blocking of pedestrian paths, no entry zones, and no blowing of horns, in cases where the passage of heavy equipment and trucks during the construction, prior information on the timing shall be made to school administrators and security personnel. The area occupied by the trucks and heavy equipment shall be rendered off-limits to the public, and safety signs shall be posted within the vicinity. Construction vehicles and related transport services shall be properly labeled with clear warning signs and should be registered for each trip. Traffic marshals shall be deployed during the school's operating hours, and clear and visible traffic signs, restrictions, and warnings should be posted at different locations in the school's vicinity. All signages shall be clear and understandable to the affected school population. No classes shall be permitted within the direct construction areas, alternative learning spaces or modalities shall be arranged by DepEd through the learning continuity plans prepared by each school. Significant labor influx issues are not expected as civil works may only require a few workers per site for an eight (8) hour shift, most of whom are locals. The moderate GBV risk level comes from the presence of male workers inside the schools for a reasonable amount of time. According to DepEd, civil works contracts average 120 days (4 months). To address this risk, the Philippines has national and local legal frameworks and mechanisms (anti-violence against women and children). Institutional mechanisms include DepEd's Child Protection Committee (CPC), barangay-level Gender and Development Committee, Barangay Committee for the Protection of Children, and children and women's desks at the barangay and police stations. DepEd has institutionalized the CPC at the school level through Department Order Number 20 series of 2012. The CPC is a multi-stakeholder body composed of the school head, guidance counselor, parent association representative, student representative, and barangay official/representative. It is mandated to promote and protect students' rights and welfare, including tackling issues of violence and abuse. As an outcome of the series of consultations, it is recommended that strengthening the CPC is necessary to make this operational and effective. An active GBV and SEA/she advocacy/information education campaign in school is also recommended. In addition, active mitigation measures are still needed, especially when civil works are implemented during school days. Examples would include cordoning off construction sites to the public and prohibiting interaction/co-mingling of construction workers with the school population, especially students. The bidding documents for contractors will incorporate guidelines for implementing the CHSP and preventing GBV risks. The buildig designs will adhere to functional improvements as proposed in the project that will apply the concept of universal access. In Philippine schools, universal design is already being promoted in the 2021 Inclusive Education Act. Data supports the need for inclusive education

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infrastructure, particularly for women, girls, and PWDs. In the 2017 Annual Poverty Indicators Survey (APIS), the lack of accessibility is one reason why Filipino children with disabilities were unable to attend public schools, on top of illness or impairment affecting their mobility. For this project, gender gaps in access to school facilities will be determined, particularly in schools still using temporary living spaces (TLS). DepEd will also be consulted on how school building standards have been oriented towards universal access and universal design principles and how these standards will be applied to targeted schools in a financially and technically feasible manner. Possible risk on the use of security forces in conflict-affected areas may affect local communities, a localized risk assessment and mitigation plan shall be prepared to be integrated in the site-specific ESMP.

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

Relevant

[Explanation - Max. character limit 10,000]

The standard is relevant. Although the projects will take place within government property and land acquisition is part of the negative list, land and temporary acquisition could still occur due to temporary activities like the setting up of material depots and access routes. Likewise, issues with permitting and approvals can be encountered in school sites with third-party land use issues, e.g., overlaps of the school boundaries and adjoining private lots. They can cause tensions between the contractors, school, and owners, thus delaying implementation. Although temporary, the physical and/or economic displacement of school services, such as those provided by clinics, extra-curricular activities, and food concessionaires, is a concern under ESS5. Civil works could lead to disruption or the temporary closure of services over a period of time that could adversely affect the income and livelihood of school staff and concessionaires. As much as possible, adverse impacts on income-generating activities inside the schools should be avoided or minimized. The overall construction management of the project will include measures to prevent or reduce temporary disruptions to classes, academic support services, and food concessions. A phased construction approach will be considered to minimize disruptions when school is ongoing and ensure temporary displacement is adequately addressed. In addition, a school-based learning continuity plan will be developed by DepEd and DPWH to outline key actions and policies to guide teachers and students in managing classes in light of the potential class disruptions due to the civil works. Under the ESMF prepared, if temporary displacement is unavoidable, the requirement is to consult the affected parties and develop alternative locations in existing buildings or spaces available within school premises. As mentioned, the Project has prepared a negative list that includes criteria that remove or de-prioritize project sites where environmental and social risks could lead to considerable delays in project implementation, including acquiring private lots and or schools with pending land ownership cases in formal courts. This Project will not require the preparation of a resettlement policy framework although if unavoidable, the preparation by contractors of a site-specific resettlement action plan may be required, e.g., temporary relocation of business structures, temporary closure or disruption of utilities. Finally, school sites with land donation issues will undergo land due diligence to ensure compliance with the requirements of ESS5, i.e., evidence of written consent or deed of donation; no physical or economic displacement or encumbrance caused to the landowner or other users and occupants; and mutual benefit of the land donation to the owner and DepEd/DPWH.

ESS6 - Biodiversity Conservation and Sustainable Management of Living Natural Resources

Relevant

[Explanation - Max. character limit 10,000]

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This standard is considered relevant. 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 some of the schools are located in the coastal areas and near forested areas which could have sensitive ecological areas. In order to address such issues, the Borrower, especially DPWH who will be responsible for complex works, will conduct the E&S due diligence in line with the screening mechanisms established under ESMF, and the schools located in ecologically sensitive areas will be identified. In case of all the major investments, environmental and social assessment will be carried out in accordance with the requirements of ESS6 during project preparation and implementation, including assessment of the natural and critical habitats and ecosystems and their services. Wherever possible, the debris disposal will be minimized by utilizing the material within the school premises for levelling and raising ground, filling depression areas, etc. 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

[Explanation - Max. character limit 10,000]

This standard is relevant. Part of the schools to be repaired and or replaced are located in IP communities and designated as IP Educational Schools (IPEd). While administered by the DepEd, these schools have adopted a rights-based approach that integrates the social and cultural context of the IPs across several domains such as in the curriculum, modality of teaching, and even in the design and infrastructures of schools. The DepEd has a specific program for IP communities and learners through their DepEd Order no. 62 series of 2011 or the National Indigenous People’s Education Policy Framework which was formulated after several consultations with IP leaders, with a specialized agency handling this program. DepEd has experience in conducting IP consultations, with the participation and guidance from the National Commission for Indigenous Peoples (NCIP). IPEd schools undergo a rigid process, that emanates from the written request from the IP community to have their own IP education designated school. DepEd evaluates this and undertakes the due diligence and consultation process together with the NCIP. Part of this is conducting consultations with IP communities, students, academics, and artists to inform the curriculum and architectural and structural design of the school. With the institutional capacity of DepEd in engaging with NCIP and IPs, and the participatory processes in place, there is a low risk for the project to have an adverse impact on on IPEd schools. Any adverse impact on the ancestral domain, whether through disturbance of land, natural resources and/or cultural heritage and displacement of IPs will be assessed and will be included in the exclusion list. The project will not require an Indigenous Peoples’ Participation Framework (IPPF). The participatory framework used by DepEd in the IP Education program was assessed and meets the objectives of ESS7. DepEd's IP Education program is aligned with the 1997 Indigenous People’s Rights Act (IPRA) and NCIP Guidelines on Free and Prior Informed Consent (FPIC or NCIP AO 2012-3). Key aspects of the IP Ed Framework and additional guidelines are referenced in the ESCP and included in the SEP, ESMF, and POM, ensuring inclusive and culture-sensitive strategies and approaches will be carried out by DepEd and its contractors.

ESS8 - Cultural Heritage

Relevant

[Explanation - Max. character limit 10,000]

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This standard is relevant. The project could adversely impact tangible cultural heritage. Civil works may involve substantial earth movement or excavation to replace classrooms. Chance finds procedures are integrated in the ESMF, ESCP, ECOP and POM. Concerning the Gabaldon buildings, which the State regulates under Republic Act (RA) 10066 (2009 Natural Cultural Heritage Act) and RA 11194 (2018 Gabaldon School Building Conservation Act), the Project has included this in the negative list. For intangible cultural heritage, the risks and adverse impacts is deemed low. Conversely, repairing and rehabilitating school buildings may enhance intangible cultural heritage. The restoration of buildings used to express and demonstrate cultural heritage in music, arts, and dance can be considered a positive impact of the project. The ESMP which shall be integrated as part of the construction contracts will outline the necessary mitigation actions and activities in cases where the civil works will be adjacent to cultural heritage buildings, such as reducing vibrations and setting up safety nets and fencing to prevent debris from falling into the building. The use of modern construction techniques that minimize pollution (e.g., dust particles) could protect the building’s structural and aesthetic conditions.

ESS9 - Financial Intermediaries

Not Currently Relevant

[Explanation - Max. character limit 10,000]

ESS 9 is not relevant for the project

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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

[Explanation including areas where “Use of Borrower Framework” is being considered - Max. character limit 10,000]

Borrower's framework is considered in case of sub-projects requiring compliance with the Philippines environmental regulatory clearance is necessary. In addition, environmental quality standards are also considered applicable regarding air, water, and soil pollution.

Use of Common Approach

No

[Explanation including list of possible financing partners – Max. character limit 4,000]

None

B.4 Summary of Assessment of Environmental and Social Risks and Impacts



[Description provided will not be disclosed but will flow as a one time flow to the Appraisal Stage PID and PAD – Max. character limit 10,000]

The over all rating for this project is "substantial". The Environmental and Social Framework (ESF) of the World Bank will apply to this project, incorporating the following relevant environment and social standards (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) ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources (vii) ESS7 Indigenous Peoples, (viii) ESS8 Cultural Heritage, and (ix) ESS 10 Stakeholder Engagement and Information Disclosure. In order to mitigate environmental and social 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, and (iv) refraining from creating new access roads, excavating borrow pits, and cutting trees for construction materials in natural habitats. The involvement of Indigenous Peoples, 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 the rules of preferential hiring of locals for unskilled labor will be adhered to by both DepEd and DPWH.

The project aims to provide intervention in 718 schools across sixteen regions in the country. A framework approach will 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 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 approach and strategy of decommissioning, design, and civil works/activities will follow the national legal requirements, Environment, Social, Health, and Safety (ESHS) Guidelines, and other Good International Industry Practices (GIIP). 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.

DPWH and DepEd has prepared an Environment and Social Management Framework (ESMF) to identify and mitigate the remaining environmental and social risks associated with the project. This framework encompasses safeguards considerations for project implementation. A standardized Environment Code of Practice (ECOP) or site-specific Environment and Social Management Plans (ESMPs) will be formulated depending on the Environmental and Social Safeguards screening assessment outcome. The environmental and social screening, integrated into the ESMF process, will be carried out to assess the nature, scale, and range of risks and impacts. Utilizing the mitigation hierarchy, the development and implementation of the ESMPs are intended to address the Environmental and Social Standards (ESS) effectively and responsive to each of the project site's context/conditions. The ESMF requires Grievance Redress



Mechanisms for (i) workers and (ii) other project stakeholders to be set up as. Strengthening of GBV and SEA reporting and management mechanisms, information and education activities shall be undertaken as part of mitigation measures to protect students, communities, and school workers. The ESMF also includes the potential preparation of a security and safety management plan, given that some of the schools are located in conflict-affected areas, this will depend on the outcome of the social screening once specific sites are determined.

DepEd and DPWH have conducted a series of stakeholders' consultations across all levels within the period from July to 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. A total of six (6) schools were also visited, where select stakeholder representatives such as parents, teachers, students, guidance counselors, and barangay local officials participated (56 percent of the participants were female). The information generated from these consultations benefitted DepEd and DPWH's implementation design and strategy, including environmental and social risk management actions. These include, among others, the timing of implementation, learning continuity plans, accessibility, and gender considerations, as well as strengthening of GBV and SEA mechanisms at the school level.

As of Appraisal, the technical and institutional capacity of DepEd in relation to environmental and social risk management and mitigation has slightly improved. This is evident through its ability to lead the preparation of the draft ESF instruments. In addition, the agreed institutional structure and arrangements of the project have clearly outlined the roles and responsibilities of each agency, including risk mitigation and monitoring. The proposed structure comprises two separate PMOs at the national level, each with a staff dedicated for environmental and social. A multi-stakeholder School-based Project Committee will be established as a platform for stakeholder involvement in the project across the project cycle and timeframe. The World Bank has provided technical support to DepEd and DPWH through several ESF orientation and information sessions, including technical guidance and advice. It is recommended that to strengthen further DepEd's capacity in environmental and social risk management, capacity-building activities shall be organized for national, regional, and division-level staff and officials involved in the ISRS project. DPWH possesses the expertise and capability to handle and mitigate site-specific risks and impacts, supported by demonstrated examples of successful practice. For example, DPWH established the Environment and Social Safeguards Department (ESSD), responsible for overseeing project compliance with safeguards requirements through implementation, review, and reporting. The department adheres to a robust Social and Environment Management System (SEMS), offering a strong foundation for understanding safeguards principles and executing the ESMF. DPWH is currently implementing a similar civil works on school retrofitting supported by the Bank, the Philippines Seismic Risk Reduction and Resilience Project (P171419).

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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 implementation?

[Description of expectations in terms of documents to be prepared to assess and manage the project's environmental and social risks and by when (i.e., prior to Effectiveness, or during implementation), highlighted features of ESA documents, other project documents where environmental and social measures are to be included, and the related due diligence process planned to be carried out by the World Bank, including sources of information for the due diligence - Max. character limit 10,000]



All the instruments to address the relevant ESS have been prepared including ESMF, LMP, SEP, and ESCP. During implementation, depending on E&S Screening, several Environmental and Social Management Plans would have to be prepared. Further, depending on sub-project screening results and stakeholder consultation, sub-project specific assessments may have to be carried out instead of standard ESMPs. Also, when necessary, Security Management Plans and Environmental and Social Codes of Practice may have to be prepared to suit site and/or sub-project location.

In addition, capacity building on E&S risks mitigation; GBV and SEA for DPWH and DepEd: and GBV and SEA awareness raising activity in schools need to be carried out on a continual basis through the project implementation.

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