



The World Bank

No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)
(P176749)

Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

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BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Philippines	EAST ASIA AND PACIFIC	P176749	
Project Name	No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing		6/3/2022
Borrower(s)	Implementing Agency(ies)		
	Consortium of Bangsamoro Civil Society, Inc. (CBCS)		

Proposed Development Objective

The number of potential beneficiaries is estimated to be approximately 29,100 elementary-age (6-11-year-old) children over three school years, of which 22,500 are out-of-school children (OOSC) and 6,600 are at-risk children in school. The PDO is to re-enroll 30 percent of the OOSC (6,750 of 22,500, of which 50 percent are female) and to retain 35 percent of at-risk children (2,640 of 6,600, of which 50 percent are female) in 100 pilot elementary schools in three divisions (Lanao Del Sur I, Lanao Del Sur II and Marawi City) in the Lanao Del Sur Province in BARMM. With the project interventions, the elementary graduation rate is expected to improve by 3 percent by the end of the project period. It is also estimated that 350 households per year will improve their livelihood by earning incomes contributing to the school feeding program.

The PDO will be achieved through a sequence of interventions. The project will first identify existing OOSC and at-risk children and mobilize community and school members to understand the factors causing the dropouts, to find local solutions addressing those factors, and to implement remedial measures at community/school levels using school grants. The project will also offer seed funds to organize a school feeding program that can benefit both students and households. By contributing labor and/or ingredients for the program, household members could earn incomes, while students could have access to nutritious food at school.

Financing (in USD Million)	Amount
Total Project Cost	2.75



B. Is the project 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 [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The proposed project has three components. Component 1 will support community mapping of out-of-school children and at-risk students and development of a dropout prediction model. Based on the findings from the community mapping and prediction model, the component will identify effective mitigation measures to reduce and prevent dropouts. Component 2 will train school heads and teachers to develop and implement dropout mitigation measures identified under Component 1. It will also finance community-driven mitigation measures. Component 3 will monitor and evaluate the implementation of dropout mitigation measures and community outreach activities.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The precise locations of all the project activities are not yet determined. Nonetheless, the project will select 100 pilot elementary schools from three divisions in the province of Lanao del Sur (Lanao del Sur I, Lanao del Sur II and Marawi City), including schools in and around the two Moro Islamic Liberation Front (MILF) camps. While the project will limit the target location to two provinces (2 districts each), it intends to expand it, if and when other funding is secured.

The project areas are in Mindanao, located south of the Philippines and the second largest island in the country. Lanao del Sur is located in northern central Mindanao, well-enclosed within the Bukidnon-Lanao highland areas with active volcanoes and mountain ranges serving as a natural boundary. The region is seismically active and highly exposed to both tectonic and volcanic earthquakes. The most damaging historical earthquake in Lanao del Sur happened in 1955 (M7.5) which caused severe damage to infrastructures, deaths, liquefaction, and landslides. A moderate earthquake (M6.0) in April 2017 damaged some buildings and roads and caused landslides. Coastal areas, especially facing Sulu Sea and Celebes Sea in the project location can be affected by tsunamis that may be generated by local earthquakes. On 17 August 1976, a magnitude 8.1 earthquake in Moro Gulf produced up to 9-meter-high tsunamis which devastated the southwest coast of Mindanao and left more than 3,000 people dead, with at least 1,000 people missing. In terms of climate, the annual total rainfall (1951-2010) over Central and Western Mindanao have declined while increasing trends have been observed in other areas, notably the northeastern and southwestern sections of Mindanao. Such trends in annual total rainfall are associated with extreme rainfall events. Projected changes in rainfall suggest that the driest possible rainfall change could reach beyond 40 percent reduction by the mid-21st century and the wettest possible change could exceed 40 percent in rainfall (DOST-PAGASA, 2018).

Lanao del Sur (0.248) is one of the poorest and has one of the lowest human development among provinces in the Philippines. In 2018, 71% of Lanao del Sur's population was below the poverty threshold defined by NEDA and 38 % were unable to meet their basic food needs (PSA, 2020). Majority of the people in the Lanao del Sur are the Maranao people, who are predominantly Muslim. The Maranaos do not self-identify as IPs and are not identified as such by others (including by NCIP and under the Indigenous Peoples Rights Act). While they have become part of the majority ethnic groups in the region with the establishment of the Autonomous Region in Muslim Mindanao (ARMM), the



predecessor to BARMM, starting in the late 1980s, they have been historically marginalized in the Philippines. IP groups could include Teduray, Lambangian, Dulangan Manobo and Higaonon. Clan feuds, land conflicts, political rivalries, and armed conflict, among others, have been major drivers of conflict, deaths, and displacement. In response to the growing COVID-19 crisis in early 2020, Lanao del Sur had the strictest lockdowns (like the measures used to enforce the Martial Law in 2017-2019 during the siege of Marawi City). The government's heavy-handed response to the COVID-19 crisis has also further exacerbated tensions in these provinces, including violent enforcement-related incidents/arrests (with Lanao del Sur having one of the highest incidents in 2020 amongst all the BARMM provinces), economic distress and heightened violence against women and children in homes (International Alert, 2021). A study by International Alert (2020) revealed Maguindanao as the most conflict-ridden province in the Bangsamoro, followed by Lanao del Sur. COVID-19 has restricted face-to-face learning, exacerbating inequities and disruptions in young people's access to education (long affected by protracted conflicts and constant displacement).

D. 2. Borrower's Institutional Capacity

The Recipient (and implementing agency) is the local NGO, Consortium of Bangsamoro Civil Society, Inc. (CBCS) who will manage and administer the overall project. CBCS is a network of 179 NGOs throughout Mindanao, where at least 128 of these operate directly in BARMM with direct access to the most remote and dangerous areas in BARMM (where WB staff/consultants may not be able to access). As needed, it will engage technical experts and consultants where certain expertise is needed (e.g., development of training programs and dropout prediction model).

While the CBCS has undertaken school-level surveys (of a sensitive nature) for the WB, it has not implemented WB-funded projects and are new to/not familiar with the WB's Environment and Social Framework (ESF) requirements. There will be a learning curve, and CBCS will need capacity building regarding the implementation of project according to the ESF requirements. CBCS has nonetheless worked with other development partners like UNICEF, EU, SIDA and the government and has extensive experience working with communities (including IP communities) in BARMM on education, health, peace building, disaster risk management, and other social development work. While CBCS has staff with social work training (as well as IP staff), CBCS intends to hire social/environmental consultant(s), as needed, to support the project in managing social and environmental risk, as well as enhancing positive development benefits under the project. However, only staff for Project Manager, Procurement Specialist, FM Specialist, and consultant for the Implementation Report is currently budgeted under the project.

II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Low

The environmental risk of the project is assessed to be low. The project includes the provision of sub-grants for community-based small projects and seed funds to establish a sustainable school feeding program under Component 2. Measures related to this component will not involve any physical infrastructure investments and civil or rehabilitation works. The government has an existing school feeding program and basic kitchen facilities that the project intends to utilize. The key environmental issues that can be anticipated at this stage are mainly associated with hygiene, food safety, and fire accidents. These impacts can be prevented by following good practices and residual impacts, if any, would be mitigable by implementing the pertinent provisions of the relevant environmental



and social standards and application of relevant Environmental Health and Safety Guidelines. Guidance regarding how to manage these impacts and measures for how to mitigate them will be included in the Environmental Social and Management Framework (ESMF) and reflected in the ESCP. Furthermore, the project does not involve land acquisition, and will not create disruption in natural resources or economic displacement nor resettlement of households. The project does not include activities that would affect biodiversity, consume natural resources and/or generate wastes or pollutants. Overall, the potential adverse risks to and impacts on the environment from the project component activities are likely to be minimal. The project has been screened for climate and disaster risks. The extent to which relevant climate and geophysical hazards have been considered in the project design and the experience of the implementing organization in disaster risk management lessens the potential risk. The project components include activities that could contribute to increasing the adaptive capacity and resilience of the target beneficiaries to climate and disaster risk such as community mapping to include the analysis of climate and disaster related factors that could lead to increased school dropout rates (Component 1); interventions to reduce and prevent dropouts due to climate- and disaster-related events (Component 2); and assessing the effectiveness of various mitigation measures (Component 3).

Social Risk Rating

Moderate

The social risks rating is considered moderate. The project will not finance any direct physical infrastructure investments, and thus also would not require any land acquisition/ resettlement. Rather, the project will finance activities such as community mapping; community consultation workshops; drop out prediction models and mitigation measures, Alternative Delivery Modes (ADM) and remedial programs, school feeding programs etc. Nonetheless, the social risk is moderate as the project consultation process require engagement with diverse stakeholders that may be contentious. There may also be possible risk of resentment concerning selection of communities as well as SEA/SH. Furthermore, the project will be implemented in a fragile and insecure context, with associated security risks and COVID-19 risk of transmission to project workers (e.g. CBCS staff) and the communities. The social risk rating will be monitored during project implementation and adjusted in the event of contextual changes like the eruption of violence that can escalate project risks. The project has substantial positive social benefits as it will directly contribute to increase the access and improve literacy of vulnerable OOSC and at-risk elementary students (including IP students) to education. The project will also contribute to empower not only school staff but also the caregivers and communities (particularly IPs and Maranao communities) by giving them a greater say in tailoring the development of prediction and mitigation measures to their context-specific needs and in a culturally appropriate manner; as well as allowing them to participate actively in mitigation measures (e.g. school feeding) to re-enroll and retain students from their schools/ communities. The community consultation workshops, mitigation measures and trainings/ programs will not only need to be tailored to the differentiated needs of the specific IP communities, Maranao communities and/or MILF camp circumstances, but also gender differences affecting dropouts (e.g. early and arranged marriages for girls; cultural attitudes towards girls in school; safety challenges especially for girls, Menstrual Hygiene Management at school, amongst others). The feeding program will also help increase the knowledge of communities, particularly caregivers/ parents, on the importance of nutrition, which will also have a positive impacts in improving the long-term well being and academic achievements of students in BARMM. However, there might be dissatisfaction or possible tensions arising from the selection of the 100 pilot schools, particularly the selection of the schools in three MILF camps. Thus, as part of outreach and awareness raising of the project and its activities, it is a criteria to clearly communicate the targeting and selection process (e.g. objective selection criteria) and the rationale for the inclusion of schools in the MILF camps as falling within the targeted districts that have met the selection criteria. There may also be potential COVID-19 related



health and safety risks related to in-person community consultation workshops and training (e.g. with school staff) and community consultation workshops. These risks and impacts will be managed through the ESMF and enhanced Occupational health and safety (OHS) protocols under COVID-19 and security protocols/measures are to be included in the ESMF annex on Labor-Management Procedures (LMP). The ESMF will also include an annex for a brief Indigenous Peoples Planning Framework (IPPF) describing the strategy and process to address the needs of IPs and Maranao communities, who will be continually engaged during implementation as elaborated in the Stakeholder Engagement Plan (SEP). All the components will be consistent with the World Bank Environmental and Social Standards of the ESF, including the ToRs for all Project activities.

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

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

The project aims to increase the number of OOSC who re-enroll in school by 30 percent and reduce the number of children who drop out of school by 35 percent in 100 pilot elementary schools in Lanao del Sur province.

The project will not finance any direct physical investments and civil/rehabilitation works (including external modifications of any facilities). It does not involve any land acquisition and will not create disruption in natural resources or economic displacement nor resettlement of households. The project does not include activities that would affect biodiversity, consume natural resources or generate wastes/pollutants. Component 2 provides sub-grants for community-based small projects and seed funds to establish a sustainable school feeding program which could have environmental risks and impacts associated with hygiene, food safety, and fire accidents. The target sites for the school feeding program will be screened for potential environmental risk and safety. Guidance on risk management and mitigation measures will be included in the ESMF and reflected in the ESCP. There is no potential pipeline project expected, following this standalone grant. Any changes in the project design would require E&S screening to identify any potential adverse risks and impacts.

Exposure to multiple climate and geophysical hazards, the development context of the project, and the limited institutional capacity for recovery in case of extreme weather events pose potential risks to the project. The project can enhance the extent to which relevant hazards have been considered in the project design and build on the experience of the implementing organization in disaster risk management to include resilience measures for risk management. The community mapping of OOSC and development of a dropout prediction model under Component 1 could include the analysis of climate and disaster related factors that could lead to increased school dropout rates, such as: (i) likelihood of children having to work after a disaster; (ii) longer/extended school hours to complete missed lessons and meet the required number of school days after a disaster put an additional burden to a still recovering household/family; and (iii) disruptions from temporary displacement/evacuation which get extended or, in some cases, permanent. Component 2 will support the implementation of various and appropriate interventions to reduce and prevent dropouts identified under Component 1 such as provision of ADM and remedial programs and other measures addressing dropouts related to climate and disaster risks. Component 3 activities on research,



monitoring and evaluation will assess the effectiveness of various dropout mitigation measures. Learnings on climate and disaster resilience can be shared through the knowledge dissemination activities of the project.

Discussion with the project's Task Team on lessons learnt from the past implementation of education projects, review of the project initiation note, analytical studies and ESF guidelines have provided the basis for screening of the potential E&S risks and impacts of the project. As part of the social assessment, the project design has been informed by various analytical studies, including 2019 World Bank Report and Philippine Education Note on "Unlocking the Potential of the Bangsamoro People through the Alternative Learning System" on education in BARRM including reform interventions on enhancing second-chance learning.

The downstream positive E&S implications of project implementation include: (i) increasing access to education and improving literacy of vulnerable OOSCs (including those from IP and Maranao communities) through culturally appropriate and gender sensitive drop out mitigation measures; (ii) equipping school staff with skills, and empowering communities and caregivers with a greater say in tailoring dropout mitigation measures to their needs and informing culturally appropriate and bilingual education (e.g. learning programs in local languages); (iii) helping to reduce social tensions and vulnerabilities by actively engaging IP and Maranao communities and promoting their inclusion in accessing education; (iv) enhancing the knowledge of these communities, particularly caregivers, on the importance of nutrition (through the feeding program) and education to improve the well being and academic achievements of students in the longer-term; and (v) increasing the adaptive capacity and resilience of beneficiaries through remedial programs and other measures that would also address dropouts, particularly COVID-19 and climate and disaster risk related prolonged closure of schools and related family financial difficulties.

However, there may be minor potential COVID-19 related health and safety risks to the project/school staff and participants (e.g. community, caregiver/ parents) when organizing intended in-person trainings, consultation workshop, and programs as part of the dropout mitigation measures. The project will allocate adequate budget and arrangement for in-person meetings that ensure precautionary measures to prevent spread of COVID-19 (social distancing, hand sanitizing facilities and personal protective equipment (PPE) etc.). These risks and impacts will be managed through the ESMF and enhanced OHS protocols under COVID-19 included in the ESMF annex on LMP. Security protocols/risk mitigation measures will also be included to address security risks to project workers (e.g. CBCS staff) and beneficiaries participating in project activities in conflict affected areas.

The activities may also generate E&S risks and impacts related to the feeding program or increase in students/potential crowding from having too many students in the classrooms (if measures are successful). Environmental risk could be related to the improper handling and management of food waste but not at a scale that could cause concern and can readily be mitigated. Potential social risk could include dissatisfaction over the selection of pilot schools (including schools in the MILF camps), as well as risk of spread of COVID-19; social exclusion, bullying, harassment, violence and SEA/SH issues among and between students and teachers; as well as security challenges around and within schools, when face-to-face learning resume. There may also be potential Community Health and Safety (CHS) issues in administering the feeding program, including the need for COVID-19 protocols.

Given the likely low E&S risks and impacts, no further E&S assessment following the initial screening is required. This is consistent with the country system, wherein the project would not be required to undergo an environmental assessment. Since there will be no civil works included in this project, the local regulations on Environmental Impact



Assessment will not apply. An Environmental and Social Commitment Plan (ESCP) and SEP will be prepared and disclosed before project appraisal. The Borrower will also prepare and disclose an Environmental and Social Management Framework (ESMF) before project appraisal. Provisions for implementing the ESMF will also be included in the ESCP. The ESMF will include annex on the LMP with COVID-19 protocols and measures, and a brief IPPF, as the project will concern and positively impact IP and Maranao communities by increasing their access to education and promoting their participation to reduce dropout rates in their communities, thereby enhancing their welfare in the longer term. The ESF instruments are expected to particularly reflect COVID-19 related and security risk management measures.

Terms of References (TORs) to conduct the project's activities will be reviewed by the Bank to ensure that the requirements of the World Bank ESF policy is effectively integrated. This provision will be clearly mentioned in the ESCP, to be prepared prior to project appraisal, and disclosed as early as possible during project preparation.

Areas where "Use of Borrower Framework" is being considered:

This project will not use the Borrowers' ESF in the assessment, nor in the development and implementation of investments. However, it will comply with relevant national legal and regulatory requirements of Philippines.

ESS10 Stakeholder Engagement and Information Disclosure

The ESS10 on Stakeholder Engagement and Information Disclosure is relevant as the project involves multiple key stakeholders at various levels. They include:

- a) Education community: school heads, school administrators, teachers, and other staff in public schools; MBHTE staff including divisional education officials or other provincial and local MBHTE staff; DepEd; teacher associations/ groups;
- b) Parent-teacher associations (PTAs) and caregivers/ parents;
- c) Other government stakeholders like the Ministry of Indigenous Peoples Affairs (MIPA), National Commission on Indigenous Peoples (NCIP), and some local government units (LGUs);
- d) IP communities and Maranao communities and their tribal leaders as well as formal/informal community structures), as well as IP associations and Maranao groups/associations in BARMM;
- e) MILF camp communities and leaders;
- f) Vulnerable groups and individuals, including indigenous families, Maranao families, disabled parents or parents of disabled children, albino parents or parents of albino children, female heads of households and refugees, returnees and/or internally displaced families;
- g) Non-government education partners, such as religious leaders/mosques, faith-based organizations, think tanks and universities; and
- h) NGOs (e.g. UNICEF, UNFPA) and local community-based organizations focused on education or working with IPs and Maranao communities, girls, street children/ orphans or children with disabilities.

Key stakeholder concerns may include: the selection of pilot schools, design of dropout prediction models and mitigation measures; implementation of food feeding program; COVID-19 transmission; security risks; inequitable access to modes of distance learning (e.g. unreliable internet); and if face-to-face learning is resumed: child health and safety issues on school premises and traveling to and from school; impacts of crowding in schools; bullying, harassment and violence among students and between teachers and students; SEA/SH issues affecting students, teachers or other school staff; and access to schools (e.g. for remote communities).



Given the multi-stakeholder nature of the project, a Stakeholder Engagement Plan (SEP) and Grievance Mechanism (GM) - proportionate to the nature and low scale of the project and its potential risks and impacts - will be prepared to provide a framework for citizen engagement, meaningful consultation, feedback mechanisms and the timely resolution of grievances. Considering that this is a low-risk project, the project will build on existing structures within the BARMM education system where feasible, for example, Parent-Teacher Associations (PTAs), feedback mechanisms in MBHTE for teachers and students, and teacher union meetings. The development of the GM will also consider any traditional ways of resolving grievances, especially at the community level, e.g., community meetings and informal grievance mechanisms (e.g., customary forums involving accepted leaders in IP and Maranao communities). These existing mechanisms will be supplemented as needed, with project-specific arrangements, to allow affected stakeholders to raise grievances and seek redress if and when they perceive that a negative impact has arisen from the project interventions.

The GM will be designed in consultation with relevant government and non-government stakeholders including the PTAs, relevant NGOs, IP and Maranao communities. It will establish accessible processes to submit complaints as well as clear procedures from investigation to resolution and feedback. If needed, a communication campaign will be implemented aiming at raising awareness and informing stakeholders on how to use the GM process and stipulating the investigation and resolution sequential process, timeline and procedures. Awareness raising and training on GM procedures will be provided at the local level as well as the training of nominated female SEA/ SH focal points in handling SEA/SH cases in a confidential and sensitive manner and referrals to specific SEA/H service providers.

Meaningful community consultations will involve specific consultations with vulnerable groups such as women, people with disabilities, youth, IPs and Maranao communities. In particular, in accordance with ESS7 and ESS 10, meaningful consultations will be conducted with IPs, the Maranao communities and their representative bodies (e.g., tribal leaders, chieftains, village councils). This is to ensure that they are fully consulted about the project (with adequate time runway and before the implementation of project activities), and have opportunities to effectively participate in project design (including the models/tools) and the determination of project implementation arrangements. This project (including the tools) will be consulted with the Ministry of Indigenous Peoples Affairs (MIPA) and other IP and Maranao associations/groups in the BARMM.

The SEP will also provide details regarding how information on the project will be shared and how stakeholders will be able to participate. The SEP will document consultations, and also include measures related to COVID relevant for as long as COVID is an issue during the project cycle. The SEP will be ready by Appraisal and will be disclosed (both in country and on the Bank's website) as part of the preparation and consultation process for the Project. The GM will also be established and operational no later than the implementation of project activities.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions



The ESS 2 on Labor and Working Conditions is relevant as the PIU staff (under CBCS) is expected to include direct workers (with around 4 staff), and possibly additional technical experts/ consultants to develop and implement the prediction model and training/remedial/ADM programs etc.

The project also has community workers - as parents and community members who may receive seed funding from the project to establish a sustainable school feeding program for the students; or receive project sub-grants for community-based small projects to reduce dropouts. This will not only provide an opportunity for them to improve their livelihood by earning incomes from contributing goods and labor (e.g. to prepare food for the students), but also improve their knowledge on the importance of education and nutrition for children. ESS 2 will apply proportionately and relevant OHS measures will be included in the LMP, which will be an annex in the ESMF.

Teachers, school heads and other school staff are not considered project workers and therefore not subject to ESS 2 requirements. Relevant OHS measures appropriate to the activities to be undertaken by school workers will be included within the ESMF annex on LMP.

A standalone LMP need not be prepared given the low-risk nature of the project. Instead, the LMP will be an annex in the ESMF (to be prepared by appraisal) and would need to provide guidance on direct staff, including the following: terms and conditions of employment; nondiscrimination and equal opportunity (including for women, IPs and those from Maranao communities); the establishment of any worker's organizations; and occupational health and safety (OHS) measures for employees, as well as measures to be taken as a result of the COVID-19 virus or insecurity concerns. To address insecurity in the conflict affected targeted provinces, the LMP could include security protocols and risk mitigation measures to protect project workers (e.g. CBCS staff, community workers) from possible violence/danger from conflict incidents in the target areas arising from clan feuds, land related/ political conflict, armed groups – such as monitoring security situation, establishing data sharing protocol on security issues, and/or clear procedures for incident reporting. The project will not engage child or forced labor.

ESS3 Resource Efficiency and Pollution Prevention and Management

This standard is not relevant for the proposed project actions. The Project will support community-based small projects through grants to communities/schools to select and implement suitable dropout mitigation measures at the community level. Eligibility criteria and guidelines will be developed which will avoid project activities that could potentially have adverse impacts on human health and the environment and/or cause pollution. A sustainable school feeding program will be established which will potentially collaborate with a water, sanitation and hygiene (WASH) project if the geographical coverage overlaps. The school feeding program and the community-specific measures are modest investments involving contributions of goods and labor from parents and the community. It does not include activities that would consume natural resources or generate wastes or pollutants at a scale that could cause concern.

ESS4 Community Health and Safety

The COVID-19 pandemic had stalled education and training with prolonged school closure, in preventing and reducing the spread of COVID-19. Currently, elementary schools have closed as part of community quarantine measures in BARMM, and home-based or distance learning is the preferred modality until the situation improves (face-to-face



modes will only be employed if the local situation and public health measures allow), as per the MBHTE Memorandum Order No. 250 (May 2020). However, most families (particularly Maranao communities and IP communities living in remote areas) do not have reliable internet access, which curtails online learning. Learning loss and children dropping out of the education system are real risks the longer that schools remain closed to face-to-face learning. This will disproportionately affect the learning outcomes and welfare of lower-income households (including those from IP and Maranao communities, especially female-headed households), with income and digital disparities reinforcing educational inequalities.

Nonetheless, the project's success in re-enrolling and retaining more students (particularly students from IP and Maranao communities) in school, could also result in potential social risks, if and when face-to-face learning in school resumes - including: risk of spread of COVID-19; social exclusion (e.g. students who are disabled, and/ or from IP and Maranao communities); bullying, harassment, violence and SEA/SH issues among and between students and teachers; and security challenges in schools (e.g. physical safety especially of girls travelling to school with the ongoing conflict) and communities (e.g. safety of project workers and beneficiaries when implementing community projects like the feeding program). Increase in students and the impacts of crowding in schools may also affect the community health and safety of students and teachers, requiring measures to ensure regular hygiene, sanitation, and disinfection of schools, as appropriate to manage potential spread of infectious disease (including COVID-19).

The project also involves in-person community-driven activities, such as community mapping, feeding program and measures to mitigate dropouts which will involve many local communities (including IP and Maranao communities). While the members of these communities and their children will benefit greatly from the project intervention, there may also be negative environmental and social impacts of the activities, such as, disruptions in their daily life, the potential transmission of infectious diseases including COVID-19, as well as potentially increased insecurity (including SEA/SH against girls/women) due to the increased activity (such as school feeding programs). This is especially given the context of political/ clan violence in COVID-19 hit BARMM. There may also be potential COVID-19 related health and safety risks to the organizers, staff and participants when organizing in-person trainings. There may also be potential Community Health and Safety (CHS) issues in administering the feeding program, with mitigation measures to be incorporated in the ESMF.

Thus, the project will need to ensure that the operational manual incorporates flexibilities to allow for alternative distance education/ training options for students and teachers through remote modalities like through radio or television (especially in communities with little access to internet). Several key arrangements to address community health and safety will also be considered and integrated into the project design and implementation. These include: (i) adequate budget and arrangement for in-person meetings that ensure precautionary measures to prevent spread of COVID 19 (social distancing, hand sanitizing facilities and PPE etc.); (ii) measures to manage community Health and Safety (CHS) issues in administering the feeding program; (iii) remote tools (e.g. radio/ mobile phones) for community engagement activities, especially if COVID continues to restricts access; (iv) deploying ICT tools for enhanced supervision / M&E; (v) security protocols and risk and mitigation measures to protect project workers and beneficiaries from possible violence/danger from conflict incidents in the target area arising from clan feuds, land related/ political conflict, armed groups (e.g. monitoring security situation, establishing data sharing protocol on security issues, and/or clear procedures for incident reporting); and (vi) emergency procedures (e.g. school disruptions due to natural disasters).



The community health and safety measures should also be included in the ESCP, SEP and ESMF. The ESMF will include annex on the IPPF adapted to IPs and Maranao communities, as well as an annex on the LMP which will also determine the appropriate mitigation measures, including training and a code of conduct for direct and community workers, to support implementation and close monitoring.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

ESS5 is not relevant as no land acquisition or physical or economic displacement is expected, as the project does not involve any physical infrastructure investments and civil or rehabilitation works.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

This standard is currently not relevant for the proposed project activities and, hence, not considered. The Project does not include activities that involve any civil or rehabilitation works that would affect biodiversity or natural resources.

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

In the project targeted BARMM area of Lanao del Sur province, IPs do not constitute the majority. Nonetheless, IP groups could include Teduray, Lambangian, Dulangan Manobo and Higaonon. While the Maranaos (comprising the majority in Lanao del Sur) are not identified as IPs, they have been historically marginalized in the Philippines and have similar circumstances and views as IPs. Thus, the IPPF (as an annex to the ESMF) will also include measures for the Maranao as per the ESS7.

Furthermore, as the project is moderate risk (without any physical investment), and not expected to result in any significant negative social impacts on IPs and the Maranao communities, only a brief IPPF will be prepared, as an annex to the ESMF. DepEd will prepare and disclose a draft version of the IPPF (as an annex to the ESMF) by project appraisal describing the strategy and process to address the needs of IPs and Maranao communities. Preparation of the IPPF will be done in coordination with key stakeholders and representatives from IPs and Maranao communities such as the Ministry of Indigenous Peoples Affairs (MIPA), among others. Likewise, the SEP would also include provisions for the consultation process with IPs and Maranao communities.

The project has positive social impacts and will increase enrolment and access of children from IP and Maranao communities to education, contributing towards narrowing the gap between IPs/ Maranao communities and dominant groups at the elementary school level. The project also supports community consultation workshops and ethnographic interviews with IP and Maranao communities. Enhancing their meaningful participation and voice in addressing high dropout rates, will help ensure the dropout mitigation measures and prediction models are attuned to the specific needs and challenges of IPs. This includes physical barriers (e.g., rugged geographical terrain and underdeveloped road infrastructure), or cultural barriers (e.g. stigmatization/ marginalization as “culturally inferior”), or gender barriers within IP or Maranao communities, that contribute to the lower levels of education for IPs and Maranao communities (particularly females or children with disabilities). Supporting appropriate learning materials



(including in their local languages) and training materials for school staff, will also promote the delivery of culturally relevant and intercultural bilingual education, which is important for preserving their cultural identity, and aligned with the needs and aspirations of IP and Maranao communities. This contributes to reducing the sense of alienation and resentment in the broader IP/ Maranao community.

The project will also involve parents and IP/Maranao communities in community-driven dropout mitigation measures (like school feeding and community subprojects). These could help boost parents' knowledge on nutrition, improving the health and wellbeing of children in IP and Maranao communities. The communities' involvement in the implementation as well as M&E of mitigation measures can also help shift their attitudes and beliefs to place greater value on formal education. Their closer involvement in their children's schooling and learning, as well as positive influence on their children's educational and occupational aspirations, have been evidenced to contribute towards stronger children's academic achievement. This will help boost the literacy and education performance of IP and Maranao students, which could translate in the future to raised productivity and creativity, and improvements in the quality of the lives of IPs and Maranao communities and their ability to exert their rights to self-determination (including in other areas like politics, access to land and natural resources etc.).

ESS8 Cultural Heritage

The ESS8 on Cultural Heritage is not relevant. The project does not involve any physical infrastructure investments and civil or rehabilitation works that could directly or indirectly affect tangible or intangible cultural heritage.

ESS9 Financial Intermediaries

The ESS9 on Financial Intermediaries is not relevant. The proposed project will not channel funds to a Financial Intermediary with the objective of sub-lending.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways	No
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OP 7.60 Projects in Disputed Areas	No
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III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered?	No
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Financing Partners

The project does not have a financing partner based on the current design.

B. Proposed Measures, Actions and Timing (Borrower's commitments)



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Actions to be completed prior to Bank Board Approval:

Prepare and disclose before project appraisal: The (i) Environmental and Social Commitment Plan (ESCP), (ii) Stakeholder Engagement Plan (SEP) including the project grievance mechanism, and (iii) Environmental and Social Management Framework (ESMF) including annex on Labor Management Procedures (LMP) and Indigenous Peoples Planning Framework (IPPF).

Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):

1. Budget and arrangement for in-person trainings, community consultation workshops and meetings to ensure precautionary measures to prevent spread of Covid 19 (social distancing and hand sanitizing facilities etc.).
2. Terms of References (TORs) to conduct the project's activities (community mapping, training/learning modules, prediction models capacity building and community programs like feeding program) will be reviewed by the Bank to ensure that the requirements of the World Bank ESF policy is effectively integrated. The TORs will need the no objection of the Bank.

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

04-Apr-2022

IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Implementing Agency(ies)

Implementing Agency: Consortium of Bangsamoro Civil Society, Inc. (CBCS)

V. FOR MORE INFORMATION CONTACT



The World Bank

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(P176749)

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VI. APPROVAL

Task Team Leader(s): Thomas Poulsen, Sachiko Kataoka

Practice Manager (ENR/Social) Janamejay Singh Recommended on 03-Feb-2022 at 19:59:14 GMT-05:00