



The World Bank

Japan Social Development Fund: No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) (P176749)

Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal 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	Japan Social Development Fund: 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		5/1/2023
Borrower(s)	Implementing Agency(ies)		
Consortium of Bangsamoro Civil Society, Inc. (CBCS)	Consortium of Bangsamoro Civil Society, Inc.		

Proposed Development Objective

The PDO is to improve learning outcomes of re-enrolled out-of-school-children (OOSC) and retained at-risk children in pilot elementary schools in project-supported divisions.

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]

In BARMM, a long history of deprivation and under-funding in education has resulted in profound levels of learning poverty, well above the national average, which has further exacerbated due to the long school closures (due to the COVID-19 pandemic) across the country and slow reopening of face-to-face classes, particularly in BARMM. While many parents and out-of-school youths and adults (OSYAs) see the value of education, financial constraints and societal conflict dynamics are contributing factors to the high rate of school dropouts in BARMM. The share of OSYAs



among the 16-30-year-old population is about 45 percent in BARMM, double the national average. These staggering numbers indicate a significant crisis which must be addressed. The proposed project seeks to improve learning outcomes of re-enrolled out-of-school-children (OOSC) and retain at-risk children in pilot elementary schools in project-supported divisions. The project is alignment with the Philippines Development Plan (PDP) 2017-2022, and the Country Partnership Framework (CPF) FY2020–2025.

The proposed project consists of three components. Component 1 will support community mapping to identify OOSC and at-risk students and root causes for dropping out. It will also support the development of a dropout prediction model and standard mitigation measures to reduce dropouts. Component 2 will support the development and implementation of community-based school dropout mitigation measures aimed at reducing dropouts and retaining children at-risk in 100 pilot schools. Sub-component 2.1 will develop and provide training programs for school principals, teachers, and community-leaders on the community-based sub-grant scheme and the support for community livelihood and food enhancement program. Sub-component 2.2 will provide sub-grants for 100 pilot schools to implement small community-driven sub-grant projects to reduce dropouts, including from the list of standard mitigation measures (such as provision of books and school supplies; and development of teaching and learning materials in local languages, amongst others). Sub-component 2.3 will finance the implementing sub-grant projects for the community livelihood and food enhancement. The sub-grants can finance food production inputs, inter alia, seeds, and brood livestock for raising chickens. It will also support minor renovation of school canteen/kitchen facilities to ensure compliance with hygiene and food safety regulations. Part of the produce will be cooked and served as supplementary school meals for children, while the remaining can be sold in market to provide incomes for participating households. The sub-grants can also finance other income-generation activities such as weaving, earnings from which can purchase food for school children.

Component 3 will support the project management and monitor and evaluate the implementation of the sub-grant programs. The project will publish the findings of the evaluation and conduct dissemination events for more active and wider outreach, contributing to increasing the knowledge repository on activities aimed at reducing dropout in BARMM.

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 project has selected 100 pilot elementary schools in two divisions in the province of Lanao del Sur (Lanao del Sur I, Lanao del Sur II), and two divisions in the province of Maguindanao (Maguindanao I and Maguindanao II), including schools in and around three Moro Islamic Liberation Front (MILF) camps. It should be noted that in January 2023, the Maguindanao Province was split into two provinces, Maguindanao del Sur and Maguindanao del Norte. However, this project's target beneficiaries, Maguindanao Education Division I and Maguindanao Education Division II correspond to Maguindanao del Sur and Maguindanao del Norte, respectively, except that one of the 25 schools in the former was moved to the latter, and there is limited, if any, impact on the project design and implementation. Therefore, this document will continue referring to the Maguindanao as one province unless otherwise needed. The selection of the schools was consulted upon and based on a set of objective criteria, such as security concerns, schools' and communities' willingness to participate, a prominent level of dropout, at-risk children, and logistical feasibility and efficiency amongst others).



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. Maguindanao is situated south of Lanao del Sur and bordered by Cotabato to the east, Sultan Kudarat to the south, and the Illana Bay to the west. The southwest mountain ranges of Kinibaca and Blit and the Maguindanao lowland, including Libungan Marsh, defines the physiographic units of Maguindanao province. 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). Maguindanao—one of the most populated regions—fared relatively better, with 48 percent of its population considered poor and 20 percent 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. Conversely, majority (over 60 percent) of the people in Maguindanao are Maguindanaoans, who are non-IPs and part of the wider Moro ethnic group and predominantly Muslim. Majority of the IPs are the Teduray, Lambangian, Dulangan Manobo in Maguindanao Province and the Higaonon and other aggregates tribes in Wao, Lanao del Sur. 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), while Maguindanao followed a 'general community quarantine' that imposed strong social distancing measures, but still allowed people to go to work. 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 and Maguindanao 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).



In terms of sanitation, the 2019 Annual Poverty Indicators Survey shows that four out of five families (81.6%) in the Philippines are already using improved sanitation facilities that are not shared with other households. However, 1.8 million families (or 9 million Filipinos) are still using unimproved toilets or none at all. The top region with the highest percentage of families with no toilet facility or still practicing open defecation was BARMM at 16.1 percent. Based on the WHO / UNICEF JMP 2019 report on WASH in schools, only 39% of school-aged children in the Philippines at the time of survey had access to single-sex and usable sanitation facilities at school.

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).). A central PMU will be set up within CBCS to implement the project in the targeted Lanao Del Sur and Maguindanao Provinces in BARMM. 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 will recruit/assign an Environmental and Social (E&S) specialist to provide strengthened support the project in managing E&S risk, as well as enhancing positive development benefits under the project.

II. SUMMARY OF 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 to reduce dropouts; and provide sub-grants to establish a sustainable community-based livelihood program for food under Component 2. Measures related to this component will not involve any major physical infrastructure investments and civil or rehabilitation works. The sub-grants will provide supplementary food for school children through income-generation activities from livelihood improvement of households. This includes financing food production inputs for small scale vegetable gardening (e.g., in school compound) and household/community-based livestock and poultry raising; and livelihood opportunities (like weaving) to contribute towards supplementary school meals for children and improving the incomes of participating households. It will also support minor renovation of school canteen/kitchen facilities to ensure compliance with hygiene, kitchen/school canteen and food safety regulations, in the case of on-site food preparation. The key environmental issues are mainly associated with hygiene, food safety, fire accidents, and rearing of livestock and poultry for food use. These impacts can be prevented by following good practices and residual impacts, if any, would be mitigated by implementing the



pertinent provisions of the relevant E&S standards and application of relevant Environmental Health and Safety Guidelines. Guidance regarding how to manage these impacts and measures to minimize and mitigate such impacts are 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 significant 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 major physical infrastructure investments/civil works, 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, and community-based livelihood program for food etc. Nonetheless, the social risk is moderate as the project consultation process require engagement with diverse stakeholders, with the risk of dissatisfaction and resentment concerning the selection of pilot schools (particularly the three schools in the three MILF camps) which has been mitigated through extensive consultations and clear communication of selection criteria and rationale of selected schools). Furthermore, as the project will be implemented in a fragile and insecure context, with associated security risks to project workers (e.g. CBCS staff) and the communities. However, CBCS has well-established internal security protocols and coordination mechanisms with authorities to monitor and managing the evolving security situation. Security protocols/measures have been included in the Environmental and Social Management Framework (ESMF) annex on Labor-Management Procedures (LMP). The social risk rating will continue to be monitored during project implementation and adjusted in the event of contextual changes like the eruption of violence that can escalate project risks. 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 included in the ESMF annex on LMP. There will also be an Indigenous Peoples Plan (IPP) that will be prepared by project effectiveness to describe the strategy and process to address the needs of IPs 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. The project also 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 community livelihood and food enhancement 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.

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:

ESS1 is relevant. The project will support community mapping to identify OOSC and at-risk students develop a dropout prediction model and standard mitigation measures to reduce dropouts. The project will also finance small-scale subgrants projects to schools and household to reduce dropouts. This includes the community livelihood and food enhancement program where the project will for example, finance food production inputs (like seeds) for small scale vegetable gardens (e.g. school-, household-based); brood livestock for households to raise (like chickens); and livelihood opportunities (like weaving). These will contribute towards supplementary school meals for children and improving the incomes of participating households.

The project will not finance any major physical investments/ civil works; but only finance minor renovation of school kitchen facilities (such as widening of windows for ventilation, addition of shelving to store kitchen utensils through petty contracts) to ensure compliance with hygiene and food safety regulations. The minor renovation will only conducted outside school hours to reduce disturbance and interaction with the students. All on-site food preparation of meals for students under the project (e.g. using ingredients from the project financed vegetable gardens) will only be prepared in school kitchens that have been screened for hygiene and food safety. Risk associated with livestock and poultry rearing for food use will be addressed by relevant measures such as those elaborated in the Good Animal Husbandry Practices of the Department of Agriculture to ensure that activities related to backyard rearing of livestock for food use do not contribute to biodiversity and environment degradation. Given possible risks and impacts associated with hygiene, food safety, fire accidents, livestock and poultry rearing, guidance on risk screening, management and mitigation measures will be included in the ESMF and reflected in the Environmental and Social Commitment Plan (ESCP). Any changes in the project design would require E&S screening to identify any potential adverse risks and impacts.

The sites of project activities will not be located in any cultural heritage sites or protected/ biodiversity sensitive areas (or draw resource from such land uses). It also 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 at any significant levels (especially given the small scale of the project activities) .



More broadly, exposure to multiple climate and geophysical hazards, the development context of the project, and 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 will continue to be shared through the knowledge dissemination activities of the project.

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 possible SEA/SH issues among and between students and teachers; as well as security challenges around and within schools. Building on CBCS' existing security protocols/monitoring and strong local networks, security protocols/risk mitigation measures will also be adapted and included to address security risks to project workers (e.g. CBCS staff) and beneficiaries participating in project activities in conflict affected areas.

There is also 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.

The project also has considerable downstream positive E&S impacts such as: (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 livelihoods and knowledge of these communities, particularly caregivers, on the importance of nutrition 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.



A review of lessons learnt from the past implementation of education projects, review of the project initiation note, analytical studies and ESF guidelines, review of the implementing agency's capacity and field visit to three of the selected schools 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 BARMM including reform interventions on enhancing second-chance learning.

Given the likely low environment and moderate social 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 major civil works included in this project, the local regulations on Environmental Impact Assessment will not apply. The prepared ESCP, SEP and ESMF (with an annex on the LMP) will be disclosed before project appraisal. Provisions for implementing the ESMF will also be included in the ESCP. There will also be a IPP prepared and disclosed before project effectiveness

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.

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; and School Governing Councils (SGCs) that includes parents and community stakeholders (e.g. representatives from local business or agricultural associations) that aim to improve student learning outcomes
- 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, development partners (e.g. WFP, 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 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; 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 scope of the project and its potential risks and impacts - have been prepared to provide a framework for citizen engagement, meaningful consultation, feedback mechanisms and the timely resolution of grievances. Considering that this is a moderate risk project, the project will build on existing structures within the CBCS and the BARMM education system where feasible, for example, Parent-Teacher Associations (PTAs), and feedback mechanisms in MBHTE for teachers and students. The GM will also consider any traditional ways of resolving grievances, by involving IP/ tribal leaders, customary forums or justice/governance forums (involving accepted leaders in IP and Maranao communities), as needed. 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 is being consulted 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. Awareness raising and training on GM procedures (including the investigation and resolution sequential process, timeline and procedures) will be provided at the local level as well as the training of CBCS Provincial Coordinators and community development facilitators and nominated female SEA/ SH focal points (where SEA/SH has been an issue in pilot schools) 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, Maranao and MILF communities, including as part of the community mapping under Component 1 of the project. 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/ groupings in the BARMM.

The SEP provides 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. Multiple consultations on the project (including on the project risks/benefits and school selection) have already been conducted with MBHTE (in April, May, August and September 2022), MIPA (in August 2022 on FPIC), and IP/Maranao Communities (in August and September 2022). The latter includes a 2-day IP stakeholder consultations on 30-31 August 2022 as well as field visits to 3 schools (with IP and Maranao students) on 26 - 27 September 2022. Consultations will be ongoing throughout the project duration. 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 project effectiveness date.



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 (around 19 CBCS staff/contracted consultants), and contracted workers from contracted 2 consulting firms (around 5 assigned contracted workers per firm). The two firms will be contracted to (i) undertake community mapping; develop and implement the dropout prediction model and dropout mitigation measures ; and (ii) to conduct annual audits.

The project also has community workers - as parents and community members may receive support from the project in terms of food production inputs (e.g. seeds, and brood livestock for raising chickens) and livelihood opportunities (like weaving) to contribute towards supplementary school meals for children. 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 are included in the ESMF annex on the LMP.

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 are included within the ESMF annex on LMP.

The LMP is an annex in the ESMF and has been prepared before appraisal. The LMP provides 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 also includes 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 relevant for the proposed project actions but is not expected to be significant given the type and scale of activities under the Project. The Project will support community-based sub-grant projects to eligible schools and community organizations (e.g., Parent-Teacher Associations) that will select and implement suitable dropout mitigation measures. The Project has identified minor renovation of school canteen/kitchen, community livelihood and food enhancement program, including small scale vegetable gardening, and livestock raising as eligible to be supported under Component 2.3 “ Implementing sub-grant projects for the community livelihood and food enhancement”. Activities to be supported will be implemented in the school compound or household based and at a scale where potential adverse risks and impacts to the population and the environment are expected to be negligible. Eligibility criteria and guidelines has been developed to avoid project activities that could potentially have adverse



impacts on human health and the environment and/or cause pollution. The ESMF lists prohibited activities (including for the sub-grant projects) that will not be eligible for financing. This includes, for example, prohibiting activities that are implemented in environmentally sensitive/ protected areas and that involve the use of any chemical fertilizers and/or prohibited fertilizers, pesticides, insecticides, and herbicides. The ESMP includes provisions on waste management and pollution prevention to mitigate the risks and impacts that may be associated with the Project activities.

ESS4 Community Health and Safety

This standard is relevant. The COVID-19 pandemic had stalled education with prolonged school closure, in preventing and reducing the spread of COVID-19. 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 and disproportionately affects 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. However, elementary schools are currently returning to face-to-face modes.

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 for face-to-face learning in school, including: risk of spread of COVID-19; social exclusion (e.g. students who are disabled, and/ or IP students especially where they are the minority); bullying, harassment, violence and possible SEA/SH issues among and between students and teachers; and security challenges in schools (e.g. physical safety especially of girls travelling to school in conflict affected areas) and communities (e.g. safety of project workers and beneficiaries when implementing community projects or consultations). 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, community livelihood and food enhancement 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 E&S impacts of the activities, such as, disruptions in their daily life, the potential transmission of infectious diseases including COVID-19. 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. The community livelihood and food enhancement program may also include food preparation in schools (e.g. using ingredients from the school vegetable garden) to feed students. This may also have community health and safety issues related to food preparation, handling and serving or distribution. Highest standards of hygiene in food preparation (including halal procedures) and serving must be observed to avoid the risk of foodborne illness that may affect students. On site food/meal preparation will only be done in school kitchens that have been screened for hygiene and food safety. Adherence to food safety standards and other mitigation measures has been incorporated in the ESMF. The project may also involve minor renovations to school kitchen to ensure compliance to hygiene and food safety. Renovation work will be done outside school hours to minimize disturbance and interactions with students. Workers involved in



the renovation will also be required to use toilets used by adults/ teachers (separate from the toilets used by students).

Several key arrangements to address community health and safety will also be considered and integrated into the project design and implementation and reflected in the ESMF (including the LMP annex). 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 where meals are prepared in school for students; (iii) 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 (iv) 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 includes 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. No land acquisition or physical or economic displacement is expected, as the project does not involve any major physical infrastructure investments and civil or rehabilitation works.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The project will support vegetable gardening activities where the harvested vegetable products will be used in the school feeding program. The project may also support activities to sell part of the harvested produce in the community/ market as part of the income generating project of the beneficiaries (e.g., Parent Teacher Association). The vegetable gardening could be school-, household-, or community-based where around 200 square meters will be allotted for the vegetable garden. The project may support alternative gardening methods such as container gardening, vertical gardening, or hydroponic gardening, if space is limited. The project may also support the establishment of a nursery/ seed bank for the propagation of vegetable seedlings, as well as fruit-bearing and forest tree seedlings to sustain the seedling requirements of the school and the community for the whole year. Livestock and poultry rearing activities will also be supported by the project for eligible households or Parent-Teacher-Community associations.

Potential environmental risks and impacts from vegetable gardening and livestock and poultry rearing are mainly associated with the use of chemical inputs such as fertilizers, pesticide, and veterinary medicines; inefficient use of water resources; release of methane from livestock; release of pollutants; introduction of agricultural pest and diseases, and zoonotic diseases; soil erosion and deforestation / land conversion. The project activities to be supported under the project will be at a production scale where potential adverse risks and impacts to the population and the environment are expected to be negligible. The Project does not include activities that involve any major civil or rehabilitation works that would affect biodiversity or natural resources. Sub-grant project activities will be confined to existing settlements, developed, cultivated or farmed areas. The project will not engage in any activities



that are located in ecologically sensitive areas/ locations or introduce invasive species that will create disruption in natural resources or affect biodiversity. Vegetable gardening activities to be supported will be implemented in the school compound, backyard of participating households, or community farm/garden. Livestock and poultry rearing activities will be confined in the backyard of participating eligible households, or community farm/garden.

The vegetable gardening and livestock and poultry rearing activities to be supported under the project will observe good agricultural practices. The seeds, livestock and poultry brood will be sourced from reputable sources, either directly from existing government programs such as from the Bureau of Plant Industry and the Bureau of Animal Industry of the Department of Agriculture (DA), BARMM Ministry of Agriculture, Fisheries and Agrarian Reform (MFAR) or from DA-/MFAR-accredited seed distributors or livestock and poultry breeders.

Eligibility criteria and guidelines has been developed to avoid project activities that could potentially have adverse impacts on human health and the environment and/or cause pollution. The ESMF lists prohibited activities (including for the sub-grant projects) that will not be eligible for financing. This includes, for example, prohibiting activities that: (i) have potential to cause any significant loss or degradation of biodiversity and critical natural habitats whether directly or indirectly; and (ii) involve administration and use of veterinary drugs and banned medications. Checklists to screen for the potential environmental and social risks and impacts of a proposed sub-grant project (e.g., vegetable gardening, livestock and poultry rearing) are also included in the ESMF. The ESMP includes relevant provisions on biosecurity, waste management, and pollution prevention to mitigate the risks and impacts that may be associated with the project activities.

The project will support activities that would optimize the potential, positive role of project affected parties, including Indigenous Peoples, in biodiversity conservation and sustainable management of living natural resources. One such example is the community gardens that could include a nursery of indigenous tree species that may be used for reforestation efforts as well as educate school children on the importance of biodiversity and habitat protection and conservation.

In the context of above referred scale of activities, risks related to biodiversity would be very limited and application of ESS6 may not be relevant. However, considering the spread of activities related to livestock and poultry rearing, principles of ESS6 are proposed to be applied to facilitate exclusion criteria. It is also expected to ensure proactivity to address possible animal health issues and spread of zoonotic diseases, bio-safety, encouraging local vegetable horticultural species, and excluding invasive species.

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, some IP groups reside in the areas covered by the project including 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 IPP 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 IPP is being prepared (by project effectiveness). The IPP sets out culturally appropriate mitigation measures and benefits for the project and will describe the strategy and process to address the needs of IP/Maranao communities. Preparation of the IPP will be done in coordination with key stakeholders and representatives from IPs communities such as the MIPA, among others. Likewise, the SEP also includes provisions for the consultation process with IPs/Maranao communities.

The project has positive social impacts and will increase enrolment and access of children from IP communities to education, contributing towards narrowing the gap between IPs communities and dominant groups at the elementary school level. The project also supports community mapping/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, 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 communities. This contributes to reducing the sense of alienation and resentment in the broader IP community.

The project will involve parents and IP/Maranao communities in community-driven dropout mitigation measures, such as community and livelihood 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 major physical infrastructure investments and civil or rehabilitation works that could directly or indirectly affect tangible or intangible cultural heritage. The project also prohibits activities to be located in or could adversely affect any known cultural heritage sites or areas of unique archaeological, paleontological, historical, geological religious, or natural values.

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.



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C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways	No
OP 7.60 Projects in Disputed Areas	No

B.3. Reliance on Borrower's policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework?	No
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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.

IV. CONTACT POINTS

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Borrower/Client/Recipient

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Implementing Agency(ies)

Implementing Agency: Consortium of Bangsamoro Civil Society, Inc.

V. FOR MORE INFORMATION CONTACT



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VI. APPROVAL

Task Team Leader(s):	Thomas Poulsen, Sachiko Kataoka
Practice Manager (ENR/Social)	Mona Sur Cleared on 13-Feb-2023 at 05:27:7 EST