

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

## **Environmental and Social Management Framework**

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*The Environmental and Social Management Framework (ESMF) examines the risks and impacts of the project “No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)”. The project consists of subprojects with potential risks and impacts that cannot be determined until the subproject details have been identified during project implementation. The ESMF sets out the principles, rules, guidelines, and procedures to assess the environmental and social risks and impacts. It contains measures and plans to reduce, mitigate and/or offset adverse risks and impacts, provisions for estimating and budgeting the costs of such measures, and information on the agency or agencies responsible for addressing project risks and impacts, including on its capacity to manage environmental and social risks and impacts. It includes information on the area in which subprojects are expected to be sited, including any potential environmental and social vulnerabilities of the area; and on the potential impacts that may occur and mitigation measures that might be expected to be used.*

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## Executive Summary

**Although the process of normalization proceeds in the broader Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) Regional context, the BARMM areas face a myriad of development challenges during the transition.** Among many challenges, continuing key issues are the fragile state of governance, the prevailing high poverty incidence in the BARMM provinces, and the continuing threat to peace, security, and public order in the select areas, the two provinces of Maguindanao and Lanao Del Sur need the collective support and assistance of the national government and the international development community.

**Prevailing school dropouts in the past up to the present significantly impact the development of primary education in the BARMM Region.** Addressing this pressing issue is one of the top priorities of the Ministry of Basic, Higher and Technical Education (MBHTE) and the civil society organizations to make a better BARMM and to sustain the peace gained from the two decades of negotiations. This project is collaboratively and collectively afforded by the BARMM Government, Civil Society (CBCS), and the school communities with the support of the Japan Social Development Fund (JSDF) through the World Bank.

**The project endeavors to make positive footprints on primary education development through a sequence of project interventions addressing the problems with the out-of-school children and retaining at-risk children.** The project development objective is 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 in Maguindanao and Lanao Del Sur in BARMM. It aims to re-enroll 30 percent of OOSC by the end of the project implementation (6,700 over three years of which 60 percent are female) and to retain 50 percent of at-risk children on average per year (2,600 over three years of which 60 percent are female). The project will also aim to provide supplementary school meals for the 6700 re-enrolled students over three years. In addition, it is estimated that 1,750 households per year or 5,250 households over three years will improve their livelihood from supplementary income by participating in the support for community livelihood and food enhancement (SCALE) program. By the end of project period, the Grade 3 cohort survival rate is expected to improve to 80 percent and the elementary graduation rate is expected to improve by 3 percent. Also, it is expected that 30 percent of re-enrolled OOSC will reach the minimum reading proficiency for his/her respective grades by the end of the project period.

**The project interventions are designed to empower the school communities.** The intervention includes capacitating teachers, parents, community members and education division personnel to improve the system of retaining children for primary education and addressing the children's need for nutritional meals through community livelihood and food enhancement subgrants provided in coordination with the MBHTE. In addition, partnership with development partners, such as the World Food Programme (WFP) to improve the school-initiated home gardening projects, will be pursued by the project to enhance the development outcome of project activities.

**The MBHTE took the lead role in the criteria-based identification and validation of the 100 schools selected for the project.** The MBHTE, in coordination with the heads of the provincial education department, division office, and the school authorities, conducted the selection of the schools using five critical criteria namely: (i) Number of high dropout/leavers; (ii) Number of indigenous student population; (iii) Locations in the MILF camps; (iv) Geographically Isolated and Disadvantaged Areas (GIDA); and (v) Income class of the municipalities.

**The selected 100 schools include 23 Indigenous Peoples (IP) community schools in the Maguindanao and Lanao del Sur provinces.** The IP community leaders in the project areas were informed about the project and they expressed their active participation in implementing the project. The MBHTE will coordinate through the respective local government units (LGUs) and the provincial governments on the details of project implementation. The vital influential leaders such as the Minister of the MBHTE, heads of MBHTE regional and division offices, the members of local school boards (LSB), community leaders including IP leaders are fully aware of the project's objectives and the expected results and expressed their support during the stakeholders' consultations.

**The Environmental and Social Management Framework (ESMF) of CBCS-JSDF informs the collected information and possible mitigation measures from the key stakeholders from the multiple stakeholders.** The key stakeholders include the BARMM Education Sector, IP community leaders, and the communities where the beneficiary schools are in the Maguindanao and Lanao del Sur provinces. This framework identifies the social and environmental risks. And it evaluates the level of capacity to address the potential threats and the vulnerabilities of the landscape of the project sites, Maguindanao and Lanao del Sur areas, and to take mitigation measures to ensure the project's deliverables. The identified environmental and social risks in the time of normalization within the scope of the project's activities immensely help ensure proper implementation by having smooth engagement with the political and sensitive communities in the BARMM.

This ESMF includes an introduction and project description that provides background information on the project's development objectives, planned beneficiaries, the project components, the activities involved in the implementation, and the list of prohibited activities which cannot be supported by the project. A policy, legal and regulatory framework is included to ensure compliance to World Bank's Environment and Social Framework (ESF) and various relevant laws and policies concerning environmental and social issues. Then, a discussion of environmental and social baseline including the physical profile of the project areas and the disadvantaged/vulnerable groups is presented. Potential environmental and social impacts along with the mitigation measures is discussed with sections on the methodology used for risk assessment, summary of risks and the risks associated in the different stages of project preparation and implementation. The procedures for addressing the identified environmental and social risks from the screening process up to the development of an Environmental and Social Management Plan (ESMP) is included. Discussions on the public consultation and disclosure, stakeholder engagement, the institutional arrangements detailing the role of the different institutions involved in the project is presented and information on budget allocation is presented. This document has five annexes composed of two templates, Annex A. Subproject/Activity Environmental and Social Screening Form and Annex B. ESMP Template for Subprojects, and the other ESF documents namely: Annex C. Labor Management Procedures (LMP), Annex D. Indigenous Peoples Plan (IPP) and Annex E. Stakeholder Engagement Plan (SEP).

# 1. INTRODUCTION

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## 1.1 Purpose of this Document

This Environmental and Social Management Framework (ESMF) has been prepared to assess and manage environmental and social risks and impacts of the project entitled “No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).” A framework approach has been chosen as the specific locations and details of the sub-projects can only be known during the project implementation. This ESMF will allow the CBCS as the Implementing Agency to clarify, to the extent possible and based on existing information, the environmental and social management approach that should be taken at the subproject level, in accordance with the World Bank’s Environmental and Social Framework (ESF).

The purpose of the ESMF is to guide CBCS and the subproject proponents (e.g., target schools and its Parent-Teacher Association) on environmental and social screening, subproject-specific assessment and plans, and management of specific project activities during implementation. The document also provides guidance on preparation of location-specific Environmental and Social Management Plans (ESMPs), when needed, in accordance with the ESF.

## 1.2 Background of the Project

**The Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and the peripheral areas in Mindanao are in transition.** The provinces of Maguindanao and Lanao del Sur are the mainland of Bangsamoro territories, where the project aims to implement the activities. The Bangsamoro region and peripheral areas have been affected by armed conflict since the 1970s. For the last four decades, continued protracted armed conflicts ravaged inhabitants’ assets making them permanent internally displaced peoples (IDPs). Due to the armed conflict, thousands of lives were perished, and the memory of the armed conflict remains. Now, the BARMM is undergoing a transition phase – the process of normalization with the Comprehensive Agreement on Bangsamoro (CAB) between the government forces and the Moro Islamic Liberation Front (MILF). The agreement laid a solid foundation for enhancing the local economy through socio-economic interventions, including education development. The signing into law and ratification of the Bangsamoro Organic Law (BOL) in 2019 created a favorable atmosphere to embed locally owned sustainable solutions in pursuing peaceful, safer, and resilient communities.

**Strengthening and institutionalizing primary education in the Maguindanao and Lanao areas is vital for the BARMM's future.** These areas were the core theaters of wars in the past and negatively impacted the displaced families several times, the schools, and their functional systems. Overall, the armed conflict induced high dropouts and brought many children at-risk. This project aims to make a difference in the conflict-affected communities, with the primary focus to improve learning outcomes of re-enrolled out-of-school children and retain at-risk children, including the children of former combatants.

**The project locations are in the Maguindanao and Lanao Del Sur provinces, involving mixed population of the Tri-people of Mindanao – the Moros, the Christians, and the Indigenous Peoples (IPs) or Lumad.** This pilot project targets 100 elementary schools in the predominantly Moro areas and the IP communities. The security and safety parameters in the project locations vary. There are three major camps of the MILF, and nearby MILF communities, which have relatively low-security threats. In addition, there are IP communities located in few areas identified as sensitive locations in terms of recorded armed conflicts between the Moro rebels and the IP communities, mainly in South Upi, due to land conflicts in the past and the present.

The project location includes the SPMS box areas where there is active conflict between the Bangsamoro Islamic Freedom Fighters (BIFF) and the Armed Forces of the Philippines (AFP) with the support of MILF peace infrastructures-the Joint Coordinating Committees on the Cessation of Hostilities (CCCHs), and the Joint Peace Security Training (JPST). The SPMS box consists of the four municipalities of Shariff Aguak, Pitagan (Datu Saudi Ampatuan town), Mamasapano, and Shariff Saydona, where the BIFF operates. However, the implementing partner has good operational knowledge and networks in the area including evolving security risk that would help in mitigating and responding to the challenges on the ground. There are three selected schools located in the municipalities inside the SPMS box namely:

1. Satan Elementary School in Shariff Aguak
2. Kitango Elementary School in Datu Saudi Ampatuan
3. Assemblyman Mama Masukat Elementary School in Mamasapano

**Overall, the environmental and social conditions vary in the project areas.** The ESMF and the corresponding instruments and tools will help assess the specific areas' needs and appropriate risk mitigation measures. The ESF instruments enable the conduct of proper orientation and sharing of the risk factors of the project and its mitigation measures with the stakeholders. The project areas are influenced by armed groups, state and non-state actors and the ESF instruments help identify the social behaviors of the combatants and non-combatants that could inform the project implementation. Furthermore, ESF instruments provide proper local knowledge of the religious, political, and cultural sensitivities for applying the "Do no harm" practice in dealing with the children and the school communities. It will also help identify other key risk factors in community health and safety such as COVID-19 infection, climate and disaster risks.

## **2. PROJECT DESCRIPTION**

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### **2.1. Development Objectives**

The project is aligned with the 12-point priority agenda of the MBHTE of an educational system prioritizing learners' growth and development anchored on strong partnership within the education community. The vision is a balanced and quality inclusive education for all Bangsamoro learners so they can achieve their full potential.

The project development objective is to improve learning outcomes of re-enrolled out-of-school children (OOSC) and retain at-risk children in pilot 100 elementary schools in project-supported divisions. The project aims to re-enroll 30 percent of OOSC by the end of the project implementation (6,700 over three years, of which 60 percent are female) and to retain 50 percent of at-risk children on average per year (2,600 over three years, of which 60 percent are female). The project also aims to provide supplementary school meals for the re-enrolled 6,700 students over three years. In addition, it is estimated that 1,750 households per year or 5,250 households over three years will improve their livelihood from supplementary income by participating in the support for community livelihood and food enhancement program. With the project interventions, the Grade 3 cohort survival rate is expected to improve to 80 percent by the end of the project period, and the elementary graduation rate is expected to improve by 3 percent by the end of the project period. Also, 30 percent of re-enrolled OOSC reach the minimum reading proficiency for his/her respective grades by the end of the project period.

This project will address the issue of school participation among 6-11-year-old boys and girls in public elementary education in 100 pilot schools in Lanao del Sur and Maguindanao provinces. Both provinces were in the war zones before the enactment of the Republic Act 11054 or the Bangsamoro Organic Law which resulted to multi-dimensional poverty (above 50% poverty incidental while the national poverty incidental rate is around less than 20%). The two provinces are the traditional habitats for the indigenous people, Moros, and the settlers under the Bangsamoro Organic Law. Both provinces are mainland of Bangsamoro people and have strong Moro Islamic Liberation Front (MILF) influence. Three major MILF camps are in the two provinces, two in Lanao del Sur and one in Maguindanao, of which 60% of areas' security is categorized as below the acceptable level, while the 40% of sites need proper coordination with the LGUs and the communities for any travels related to project implementation. Two hundred thirty-two clan feud (rido) cases are recorded in these areas, and in the post-Bangsamoro era, the sporadic armed clashes increased between the indigenous community and the Moro rebels, allegedly members of the Bangsamoro Islamic Freedom Fighters (BIFF).

The environmental and social conditions are influenced by history, culture, the tendencies of agricultural communities, and the prevalence of small firearms (80%). Moro traditional clans rule the provinces, and resources are controlled through political dominance. Overall, both provinces are slowly moving towards transformation with multiple challenges in the recent past.

In collaboration with the Ministry of Basic, Higher and Technical Education (MBHTE), the project has selected 100 schools spread out in Lanao del Sur divisions 1 and 2 as well as in Maguindanao divisions 1 and 2 based on the following selection criteria: (i) Number of dropout/school-leavers; (ii) Number of indigenous students; (iii) Locations in the MILF camps; (iv) Geographically Isolated and Disadvantaged Areas (GIDA); and (v) Income class of the municipalities.



The project objectives will be achieved through a sequence of interventions. The project will first identify existing OOSC and at-risk children through a baseline survey that will mobilize community and school stakeholders to understand the root causes for dropout, to find local solutions addressing those factors, and to implement remedial measures at community/school levels using school sub-grants. The project will also provide sub-grants to set up a viable income generating business model to support household members to earn income, while providing supplementary food for students at school.

Environmental scanning which includes information on social and political landscapes will be periodically conducted especially in the light of unmanaged climate change and the upcoming national election. Periodic context analysis will help the Project Management Unit (PMU) within CBCS to minimize exposure to risks, including the risks associated with COVID-19, and to design mitigation measures that are implementable within the project scope and capacity. In addition, the willingness of communities, schools and LGUs to engage and contribute to the attainment of the project will also be considered in the selection process. In this manner, it will strengthen the working framework of multi-stakeholders' convergence in the delivery of inclusive quality education.

Mitigation measures will be planned in consultation with parents, educators, LGUs, faith-based leaders and other community-based sectoral organizations to encourage children to stay in school, as well as for parents to have enhanced capacities to support the schooling of their children in the "new normal" where education delivery can be home-based and modular. Educators will also receive capacity development support so they could deliver quality, inclusive, contextualized, gender and peace-promoting education to their learners. The social interactions among the teachers, students, parents and community will be strengthened to provide a platform for voicing-out concerns, especially for those who may be marginalized from participation and governance.

## **2.2. Planned Beneficiaries**

This project will have direct beneficiaries composed of:

- a. Children aged 6-11 (elementary ages) and their caregivers in 100 pilot elementary schools in 2 Divisions of Lanao del Sur and 2 Divisions of Maguindanao;
- b. At least 9,300 children composed of out-of-school children (6,700 over three years) and at-risk children (2,600 over three years) will be assisted in 100 selected schools in Maguindanao and Lanao del Sur; and
- c. At least 1750 households per year or 5,250 households over three years will improve their livelihood from supplementary income by contributing to the support for community livelihood and food enhancement (SCALE) program so they could support their children's school participation.

Indirect project beneficiaries are:

- d. 100 Parent-Teachers-Community Associations (PTCAs) with improved capacities for project planning, implementation, monitoring and community governance;
- e. Local School Boards (LSBs) with improved capacities for education engagement and ensuring activities are co-funded by their LGUs.
- f. Faith-based and traditional leaders who will benefit from having children who are in school and seek knowledge to become responsible young men and women in the communities in the future; and
- g. Educators at the school, district, division and regional levels who will be capacitated as project partners,

## 2.3. Project Components

The project will be implemented within a three-year time frame. An agreed monitoring and tracking system of children participation will be set-up with the view of institutionalization to help schools and communities develop a drop-out prediction model. It will also help schools track the completion rate over the project's time frame.

The project consists of the following 3 components.

**Component 1: Identifying out-of-school and at-risk children and root causes for dropping out.** Sub-component 1.1 will support communities and schools to jointly conduct community mapping to identify OOSC and at-risk elementary-age students in the project target areas, including in-depth ethnographic interviews and systemic conflict analysis to understand root causes of OOSC. Based on findings from the mapping and interviews, Sub-component 1.2 will develop a dropout prediction model to systemically identify and support OOSC and at-risk students before they permanently leave the formal education system and standard mitigation measures to address the root causes.

**Component 2: Developing and implementing community-driven school drop-out mitigation measures aimed at reducing dropouts and retaining at-risk children in 100 pilot schools.** Sub-component 2.1 will develop and provide training programs for school principals, teachers, and community-leaders to identify, develop and implement context appropriate sub-grant activities. Sub-component 2.2 will provide school sub-grants for community-driven small projects to reduce dropouts. Sub-component 2.3 will provide sub-grants for support community livelihood and food enhancement (SCALE).

**Component 3: Project management and administration, monitoring and evaluation, and knowledge dissemination** will develop tools and systems to monitor and evaluate the implementation of dropout mitigation measures and community outreach activities. This component will contribute to increasing the knowledge repository on activities aimed at reducing school dropout in BARMM.

## 2.4. Planned Activities and Expected Results

### **Component 1: Identifying out-of-school and at-risk elementary age children and root causes for dropping out**

Under this component, the out-of-school children and at-risk children will be identified through a mapping process which will involve data collection and analysis. The mapping will be the basis for determining the baseline community profile. In addition, the development of tools for the mapping of OOSC and at-risk children in pilot schools is also included in this component. The essential tasks under this component are identifying, organizing, and orienting the project team, school communities, the four heads of education divisional, and the designated officers involved in the project implementation. The enlisted 100 school locations will be covered with the support of the professional team. The key activities that will be conducted include the community profiling as baseline information, comprehensive mapping of OOSC and at-risk children in 100 pilot schools in 2 MBHTE provinces of Lanao del Sur and Maguindanao, and the development of a school drop-out prediction model, and community awareness campaign about the risks and consequences of OOSC and at-risk children. The data gathered and analyzed from the mapping will be treated as baseline data. PTCA members, LSB members, and focal persons per school who will be involved in the project activities, aside from school heads and other education stakeholders, will be identified and engaged.

**Table 2.4.1 Activities and Expected Results under Component 1**

Activities	Expected Results
<p>Social Preparation Phase and Touching Base with: MBHTE Regional, Division and School levels</p> <ul style="list-style-type: none"> <li>• Develop introductory project briefer</li> <li>• Develop community profiling and mapping tools in consultation with partners</li> </ul>	<ul style="list-style-type: none"> <li>• Partners are oriented about the project and commit to support its implementation</li> <li>• Focal persons are identified (Ministry level, Division level, District level, School level)</li> <li>• Agreement as to strategies, i.e., multi-year planning and review</li> <li>• Partnership arrangements and role clarification, implementation of activities and timelines, monitoring and evaluation procedures, among others</li> </ul>
<p>Mapping – for data collection and analysis</p> <ul style="list-style-type: none"> <li>• Design the community profiling for baselining and tools for mapping of OOSC and at-risk children in pilot schools</li> <li>• Identify, organize and orient the project team</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of community profiling as baseline information</li> <li>• Comprehensive mapping of OOSC and at-risk children in 100 pilot schools in 2 MBHTE Divisions of Lanao Sur and Maguindanao</li> <li>• Community awareness about the risks and consequences of OOSC and at-risk children</li> <li>• Data gathered and analyzed and will be treated as baseline data</li> </ul>
<p>Community consultation workshops</p>	<ul style="list-style-type: none"> <li>• PTCA members, LSB members, focal persons per school who will be involved aside from School Heads and other education stakeholders are identified and engaged</li> <li>• Development of a school drop-out prediction model</li> </ul>
<p>Designing of standard mitigation measures implementable at family, school, and community levels</p>	<ul style="list-style-type: none"> <li>• PTCA members with at OOSC or at-risk children of dropping out are identified and assisted in planning of mitigation measures</li> <li>• Number of parents / community members coached in life skills training</li> <li>• Number of Barangays/Municipality/ LSBs engaged and allocate funds to support mitigation measures</li> </ul>

**Component 2: Development and implementation of mitigation measures aimed at reducing dropouts and retaining at-risk children in 100 pilot schools**

This component focuses on developing appropriate and culture-sensitive mitigation measures and the development of a contextualized training program. The activities are identifying the proper community-based dropout reduction/prevention measures by implementing the activities – training packages developed for specifically targeted beneficiaries such as OOSC and at-risk students, parents/caregivers, educators, and other community organizations in the 100 pilot schools. The activities will involve PTCAs and LSBs actively engaged in a platform for convergence for delivery of Alternative Delivery Mode (ADM) and Alternative Learning System (ALS) to OOSC and at-risk students.

**Table 2.4.2 Activities and Expected Results under Component 2**

Activities	Expected Results
Development of appropriate and culture-sensitive mitigation measures	Appropriate community-based dropout reduction/prevention measures developed
Development of contextualized training program	Training packages developed for specific targeted beneficiaries: OOSC and at-risk students <ul style="list-style-type: none"> <li>• Parents / caregivers</li> <li>• Educators</li> <li>• Other community organizations</li> </ul>
Development and provision of ADM and remedial programs	<ul style="list-style-type: none"> <li>• 100 pilot schools, PTAs and LSBs actively engaged in a platform for convergence for delivery of ADM and / or ALS to OOSC and at-risk students</li> </ul>
Provision of subgrants for SCALE- Support for Community Livelihood and Food Enhancement- Helping the school community for selected livelihood development for food production enhancement	<ul style="list-style-type: none"> <li>• Management of Sub Project SCALE- Support for Community Livelihood and Food Enhancement to ensure supplementary feeding in pilot schools coordinated with MBHTE, MSSD (Ministry of Social Services and Development) and other appropriate Agencies / LGUs</li> </ul>
Provision of school supplies, cooking utensils for the feeding program, adequate learning modules to students	<ul style="list-style-type: none"> <li>• Improved school participation for quality feeding for learning in 100 pilot schools</li> </ul>
Lobby for fund allocation from LGU and MBHTE for the provision of conducive learning environment in pilot schools: <ul style="list-style-type: none"> <li>• Clean environment</li> <li>• Provision of WASH facilities</li> <li>• Sufficient chairs, tables, and chalkboards for pupils</li> <li>• Minor repair of dilapidated classrooms when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Organized community-level efforts gain support from LGUs / private sector / Ministries or other development agencies with presence in these pilot areas</li> </ul>

**Component 3: Project Management and Administration, M&E, and knowledge dissemination**

Activities under this component will support project management and administration, monitoring and evaluation, and knowledge sharing of key lessons learned. 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.

**Table 2.4.3 Activities and Expected Results under Component 3**

Activities	Expected Results
Project Launch, Orientation and Inception	Key stakeholders are informed, and initial commitment of support generated

Develop database and management system Monitoring, Evaluation, Reflection and Learning activities	Together with partners, the MEARL plan implementation (including actual conduct of monitoring activities) promote transparency and accountability at family, school and community levels. Learnings and insights will be feedbacked into the Project for consideration in the multi-year planning and programming refinement.
Project Management and Administration	Efficient and effective Project management will ensure the attainment of planned results and outcomes
Regular Project Team monthly meetings, Mid-term and Year-end Project Reviews	Immediate response to emerging issues and concerns stemming from project implementation will be addressed, including those that might be raised to the level of the Project Grievance Committee (mechanism) Insights and lessons learned shared to enrich strategies and programming
Cooperation / Convergence Meetings per: <ul style="list-style-type: none"> <li>• Pilot area</li> <li>• Division level</li> <li>• Regional level</li> </ul>	Project implementation will be guided and linked up with higher level development direction of the BARMM Government
Preparation and submission of quarterly project progress report based on the Monitoring, Evaluation, Accountability and Learning (MEAL) Plan and incorporating risks and challenges for the period  Preparation and submission of Narrative and Financial Report (quarterly)  Development of a communication plan for the project	The World Bank Task Team, other principals, partners in government and communities are updated of project accomplishments and gaps; emerging issues, risks and challenges

**2.5. Prohibited/Negative List**

The Project has a list of prohibited activities that will not be eligible for financing as follows:

- Activities that have potential to cause any significant loss or degradation of critical natural habitats whether directly or indirectly.
- Activities that could adversely affect forest and forest health and the integrity of natural ecosystems.
- Activities that could affect sites with archaeological, paleontological, historical, religious, or unique natural values.
- Activities that will result in the involuntary taking of land, relocation of households, loss of assets or access to assets that leads to loss of income sources or other means of livelihoods, and interference with households’ use of land and livelihoods.

- Use of goods and equipment on lands abandoned due to social tension / conflict, or the ownership of the land is disputed or cannot be ascertained.
- Use of goods and equipment to demolish or remove assets, unless the ownership of the assets can be ascertained, and the owners are consulted.
- Use of goods and equipment involving forced labor, child labor, or other harmful or exploitative forms of labor.
- Use of goods and equipment for activities that would affect indigenous peoples, unless due consultation and broad support has been documented and confirmed prior to the commencement of the activities.
- Use of goods and equipment for military or paramilitary purposes.

### 3. POLICY, LEGAL AND REGULATORY FRAMEWORK

The project will be guided by legal and regulatory framework of the Bangsamoro Government as well as the policies of the Government of the Philippines and its institutions that are integral to the project implementation. CBCS will ensure that the environmental and social standards are properly observed throughout project implementation. A brief overview of the relevant laws, policies and regulations is presented below.

#### 3.1 Legal Framework Relevant to the ESF

Overall, the laws and policies relevant to the environment and social standards concerning the project are national laws on the welfare of indigenous people and other vulnerable groups (women, disabled persons), laws on labor standards including provisions on safe and secured working conditions, laws on stakeholder engagement and participation including provisions on right to self-governance and empowerment, laws on environmental impact with provisions on critical areas and project types and the Bangsamoro education code providing specific provisions on the right of every Bangsamoro learner, as summarized in the table below.

**Table 3.1 Relevant Philippine Laws and Regulations to World Bank ES Standards**

World Bank's Environmental and Social Standards	Relevant Philippine Laws and Regulations
1. ESS1 – Assessment and Management of Environmental and Social Risks and Impacts	<ul style="list-style-type: none"> <li>-Presidential Decree (PD) 7160: Local Government Code of 1991</li> <li>- Presidential Decree (PD) 1586 (1978): The Philippine Environmental Impact Statement (EIS) System</li> <li>- Presidential Proclamation (PP) 2146 (1981): Proclaiming Certain Areas and Types of Projects as Environmentally Critical and within the scope of the Environmental Impact Statement System established under PD 1586</li> <li>-Bangsamoro Education Code</li> </ul>
2.ESS2 – Labor and Working Conditions	<ul style="list-style-type: none"> <li>- Philippine Constitution, Section 3</li> <li>- PD 442: The Labor Code of the Philippines</li> <li>- RA 9710 (2009) or the Magna Carta for Women</li> <li>- RA 7610: Special Protection of Children Against Abuse, Exploitation and Discrimination</li> <li>- RA 7277 (1992) and amended by RA 9442 (2008), or The Magna Carta for Disabled Persons</li> <li>- RA 8371 or the Indigenous Peoples' Rights Act</li> <li>- RA 10911 or the Anti-Age Discrimination in Employment Act</li> <li>- RA 7877 or the Anti-Sexual Harassment Act</li> <li>- RA 10364 or the Expanded Anti-Trafficking in Persons Act of 2012</li> <li>- RA 9231 or the Anti-Child Labor Law</li> <li>- RA 11058 or the Occupational Safety and Health Standards</li> <li>- OSH protocols related to COVID-19 to date include: <ul style="list-style-type: none"> <li>• Interim Guidelines of the Department of Trade and Industry (DTI) and Department of Labor and Employment (DOLE) dated 30 April 2020</li> <li>• DPWH DO 35 (2020): Guidelines on the Implementation of Community Quarantine in the Philippines</li> <li>• DOLE Labor Advisory No. 18, Series of 2020 dated 16 May 2020</li> </ul> </li> </ul>

3.ESS7 – Indigenous Peoples	<ul style="list-style-type: none"> <li>- RA 8371 Indigenous People’s Rights Act</li> <li>- Muslim Mindanao Autonomy Act (MMAA) No. 241 or the Tribal People’s Rights Act of 2008</li> <li>- RA 11054 Organic Law for BARMM Article IV Sec. 9 and Article IX Sec. 3 &amp; 4.</li> <li>- Bangsamoro Education Code Section X. Indigenous People’s Education</li> </ul>
4.ESS10 – Stakeholder Engagement and Information Disclosure	<ul style="list-style-type: none"> <li>- Participatory Provisions in various legislations:</li> <li>- BP 344 (1983) Accessibility Law</li> <li>- RA 8371 IPRA, Chapter IV – Right to Self-Governance and Empowerment</li> <li>- RA 9710 Magna Carta of Women</li> <li>- RA 7277 – Magna Carta for Disabled Persons</li> <li>- R.A 7607 (1992) Magna Carta of Small Farmers</li> <li>- Bangsamoro Education Code</li> </ul>

**3.2 World Bank Environmental and Social Standards**

**3.2.1 ESS1 Assessment and Management of Environmental and Social Risks and Impacts**

ESS1 is relevant given the environmental and social risks needed to be assessed and mitigated. The environmental risks of the project are assessed to be low, and the risks are mainly associated with hygiene, food safety, fire accidents, and minor civil works to support the sustainable community-based livelihood program activities under Component 2. Sub-grant activities under Component 2 will be screened for potential environmental risk and safety. The ESMF also provides environmental and social risk management for sub-grant activities. The social risks rating is considered 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 sexual exploitation and abuse (SEA)/sexual harassment (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. Effective management and control measures such as provision of sanitation, conforming to the COVID-19 social distancing protocols, safeguarding missions will be in place to avoid and minimize these environmental and social risks.

**3.2.2 ESS2 Labor and Working Conditions**

Most activities supported by the Project will be conducted by community workers – as parents and community members may receive support from the project in terms of food production inputs (e.g., brood livestock for raising chickens) and livelihood opportunities such as weaving to contribute towards supplementary school meals for children. Project implementation will also involve the CBCS staff, contracted consultants, and workers to (i) undertake community mapping; develop and implement the dropout prediction model and dropout mitigation measures; and (ii) to conduct annual audits. ESS2 will apply proportionately, and relevant occupational health and safety (OHS) measures will be included in the LMP, which will be an annex in the ESMF. The LMP provides guidance on 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 OHS measures for employees, as well as measures to be taken as a result of the COVID-19 virus or insecurity concerns. Although not considered as project workers, and therefore not subject to ESS 2 requirements, relevant OHS measures appropriate to the activities to be undertaken by school workers (teachers, school officials and staff) will be included in the LMP.



### **3.2.3 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.

### **3.2.4 ESS4 Community Health and Safety**

School-based project activities could result in potential risks for face-to-face learning in school such as the risk of COVID-19 infection, social exclusion (e.g., students who are disabled, and/ or IP students especially where they are the minority), bullying, and harassment. There are also 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) that has to be considered. Increase in students and the impacts of crowding in schools may also affect 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 and livelihood program which will involve many local communities (including IP and Maranao communities) that could disrupt their daily life or pose health and safety risks to the project staff and participants. The support for community livelihood and food enhancement (SCALE) program may also have community health and safety issues related to food preparation, handling, and serving or distribution. Highest standards of hygiene in food preparation and serving must be observed to avoid the risk of foodborne illness that may affect students. In administering the feeding program, adherence to food safety standards and other mitigation measures will be observed.

Several key arrangements to address community health and safety will also be considered and integrated into the project design and implementation. These include adequate budget and arrangement for in-person meetings with established precautionary measures to prevent spread of COVID 19 (social distancing, hand sanitizing facilities, etc.), measures to manage community health and safety issues in administering the feeding program, among others. 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.

### **3.2.5 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 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 Indigenous People Plan (IPP) will also include measures for the Maranao as per the ESS7. The IPP will be prepared upon the identification of pilot schools and disclosed by project implementation. The IPP will 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 Ministry of Indigenous People's Affairs (MIPA), among others. Likewise, the SEP would also include provisions for the consultation process with IPs/Maranao communities.

## **4. ENVIRONMENTAL AND SOCIAL BASELINE**

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The project will be implemented in 100 schools in four divisions in the Lanao del Sur and Maguindanao provinces in Mindanao, located in south of the Philippines and the second largest island in the country. The project will include disadvantaged groups who are affected by armed conflict and groups from the indigenous community. The mapping under Component 1 of the project will contribute to filling the gap on the baseline information of the project. The data collected from the community mapping will serve as baseline data that will be used for information campaign to orient the respective schools and communities on the profile of the OOSC and at-risk children in their locality.

### **4.1 Physical Profile of the Project Area**

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 natural boundaries. 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 exposed to natural hazards. The area is seismically active and prone to both tectonic and volcanic earthquakes. The most damaging historical earthquake in Lanao del Sur happened in 1955 (magnitude 7.5) which caused severe damage to infrastructures, deaths, liquefaction, and landslides. A moderate earthquake (magnitude 6.0) 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).

### **4.2 Disadvantaged and Vulnerable Groups**

Project-supported activities will be implemented in specific locations where some may be in conflict, vulnerable or fragile situations. The location includes three Moro Islamic Liberation Front (MILF) camps. The locations of schools in the four education divisions (Maguindanao 1 and 2; Lanao Del Sur 1 and 2) were war zone areas, and some parts of the regions are still under the influence of armed groups supported by external elements. In the past, during the war and the ceasefire period of 23 years, most schools were in the war zones occupied by the conflict parties; the Armed Forces of the Philippines and the MILF forces. About 95% of schools were closed or partially operated. Most of the school children and the teachers were displaced or became part of the MILF organic family in supporting, directly and indirectly, the struggle. From 2000 to 2009, 97% of the school children were identified as children-at-risk and dropouts. The project team will use the Kobo Toolbox in determining the exact location of the target 100 schools.

Twenty-three out of 100 schools belong to Maguindanao and Lanao Del Sur indigenous communities and are the most vulnerable groups in the Bangsamoro areas. The selection of schools to be supported under the project was based on the following critical criteria:

1. Number of high dropout/leavers
2. Number of the Indigenous student population
3. Locations in the MILF camps
4. Geographically Isolated and Disadvantaged Areas (GIDA)
5. Income class of the municipalities

Disadvantaged and vulnerable groups, i.e., indigenous peoples (T'duray in the Upi complex), Manobo-Higaonon in Lanao del Sur, retained their traditional faith beliefs, language, and customs. In Maguindanao, these "last frontiers" are mainly found in the Daguma Mountain range, which shares tri-borders with the provinces of Sultan Kudarat and South Cotabato. In the Maguindanao side, there are 11 municipalities with significant IP population: (1) Ampatuan, (2) Datu Abdullah Sangki, (3) Datu Blah Sinsuat, (4) Datu Hofer Ampatuan, (5) Datu Odin Sinsuat, (6) Datu Saudi Ampatuan, (7) Datu Unsay, (8) Guindulungan, (9) South Upi, (10) Talayan, and (11) Upi.

The IP tribes inhabiting the Upi / Daguma highlands are T'duray, Dulangan Manobo, and Lambangian. However, another Indigenous ethnic tribe inhabits the Datu Paglas (Maguindanao) – Columbio (North Cotabato) mountain range – the B'laan people. These four IP tribes in Maguindanao are to be engaged in this project. In Lanao del Sur, only 3 out of 40 municipalities have a known minority IP population, and these are in the municipalities of Wao, Amai Manabilang (formerly known as Bumbaran), and Tagoloan. The IP tribe here is known as Higaonon-Manobo.

Also, the identified vulnerable groups include person with disabilities (PWD), families categorized as "poorest of the poor" and disadvantaged by factors like being a single parent or an elderly-headed households, or with stigma for being associated with Violent Extremist Offenders.

Furthermore, the schools and communities within the influence of Moro Islamic Liberation Front (MILF)/Moro National Liberation Front (MNLF) camps and their legitimate community/sectoral organizations may be reached by this project.

The locations of the schools are exposed to natural hazards. The environmental hazards are exacerbated by extreme weather and climate events affecting these communities which ultimately impacts schooling. Conflict dynamics include latent location and accessibility, i.e., distance to houses, main access road, availability, and cost of public transportation (type of public transportation plying the area). Also, threats, challenges, and barriers to access education discourage and prevent students from further school participation by the armed groups who target the dropout children and the students in these areas.

This project aims to promote inclusivity, from fragility to reducing the prevailing vulnerability. The community mapping of the dropout children will help identify the most vulnerable youths/children at-risk. The indigenous communities' dropout number are higher than the other communities. Multiple displacements since the 1970s dislocated them and distanced them from their ancestral homeland and the opportunities for traditional/cultural education and traditional schools. Most of the unserved schools are in the far-flung areas where the IPs struggle for their identity and livelihood. The school meal program will help the communities to reduce the dropouts and enlist in their schools.

In the Moro-dominated areas in Maguindanao, the most vulnerable areas are the four municipalities (SPMS Box) and the geographically isolated areas near the MILF camps, which are enlisted for the camp transformation plan. In Lanao del Sur, eight municipalities are identified as highly sensitive areas in terms of the presence of Islamic State (IS) groups which are supported by external elements.

## **5. POTENTIAL ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS, AND MITIGATION MEASURES**

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### **5.1 Methodology for Assessing Risk and Impacts**

The ESMF is prepared based on an assessment of direct and indirect risks and impacts of the specific project activities. A direct impact is defined under the ESF as “an impact which is caused by the project and occurs contemporaneously in the location of the project.” An indirect impact is one “which is caused by the project and is later in time or farther removed in distance than a direct impact, but is still reasonably foreseeable, and will not include induced impacts.” Induced impacts are those that are unknown, speculative, uncertain or remote. Induced impacts are not considered further in this document as they cannot be reasonably assessed or mitigated at this time. Induced impacts emerging during project implementation will be managed responsively and the ESMF amended accordingly.

The project will apply the World Bank’s Environment and Social Framework (ESF) considering the relevant environmental and social standards. The Project will have positive social and environmental impacts but could also cause substantial environment and social risks.

### **5.2 Risk Summary**

#### **5.2.1 Environmental Risks**

The main environmental risks of the project activities are mainly associated with the activities related to the community-based small projects and support for community livelihood and food enhancement (SCALE) program under Component 2. This could potentially include disturbances from minor civil works (e.g., school kitchen renovation), hygiene, food safety, and fire accidents. 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. Project activities related to this component will not involve any major physical infrastructure investments and civil or rehabilitation works. The initial stage of project implementation will support the MBHTE dry-feeding approach wherein food packs are distributed to the school children to be brought and cooked at home. The Project, however, retains the option of on-site food preparation at the later stage of project implementation for schools with functional kitchen facilities.

#### **5.2.2 Disaster Preparedness**

The extent to which relevant climate and geophysical hazards have been considered in the project design and the experience of CBCS 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).

#### **5.2.3 Social Risk**

The project consultation process require engagement with diverse stakeholders that may be contentious. 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 sexual exploitation and abuse (SEA)/sexual harassment (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 support for community livelihood and food enhancement (SCALE) program, including the need for COVID-19

protocols. 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.

#### **5.2.4 Eligibility and Exclusion Criteria for Selected Schools**

School selection was carried out through a transparent and rigorous process using the five criteria as previously discussed. The criteria for selection of the schools are carefully set to ensure only eligible schools will be supported by the project. Anticipating the risks associated with other schools not selected in the same locality, the Project Management Unit (PMU) devised an information campaign that clearly sets out the reason for the exclusivity of the selection of the schools to avoid misunderstanding and conflict that may arise for the reason of not being selected.

#### **5.3 Planning and Design Stage**

The planning and design stage keenly focused on capturing and addressing the environmental and social issues in selecting schools across the mainland of BARMM areas. Important issues relating to the locations of the schools in considering the conflict, cultural and security sensitivities, and the expectations of the multi-cultural and religious terrain of the BARMM were taken into consideration. Furthermore, the planning and design stage investigated the historical conflict intensity on the selected schools' locations, including the pattern of locally based family feud (rido) and its impact. Also, included in the consideration are the actors outside the peace mechanism who have an active presence in the selected schools' areas. The peace mechanism is the signed agreement between the government and the MILF detailing the security protocols for ensuring the peace which includes the Joint Coordinating Committees on the Cessation of Hostilities (CCCHs), and the Joint Peace Security Training (JPST).

In addition to these external factors, more focus was dedicated to capturing the level of school-parent relationship, inside and outside of the school, and the synergy level of understanding of the project's scope and the deliverables against their expectations. The discussions helped me a lot to know more about managing the ability of the risks at their level and the strength of the current mechanism. Furthermore, consultations helped to understand the interconnectedness- between the divisional authority and the school to the community.

Security is one of the key issues considered at the project planning and design stage. The peace mechanism's proper coordination through MBHTE, the provincial governments of Maguindanao and Lanao Del Sur, and the school communities have been established during the stakeholder engagement sessions. The 100 schools have been identified with consideration to the prevailing security situation, and the level of security in these areas is below acceptable levels. The community leaders have been consulted with the support of the school division heads and school heads to ensure that the staff and enlisted schools' are informed of proper security measures. The Philippine National Police (PNP) and the Armed Forces of the Philippines (AFP) are fully aware of the project. They have expressed their support and shared respective point of contact for coordinating the activities in the identified highly sensitive areas.

The selected 100 schools' areas are under the control of the MBHTE and the PNP/AFP and free from the direct influence of any armed groups. The divisional school heads have engaged the respective council of leaders of the indigenous communities with the help of the Ministry of Indigenous Affairs, BARMM (MEPA). And the MILF camp management team is already consulted to receive their input to ensure that they receive the proper coordination and security mechanisms.

For the support for community livelihood and food enhancement (SCALE) program, the project encourages the dry meal approach of the MBHTE as the schools are reopened in September 2022. The school head and the community volunteers of the school will receive guidelines from the respective Municipal Medical officers. To prevent any issues relating to food preparation, proper inspection of the cooking areas will be conducted to ensure food safety and ensure adequate sanitation of the kitchens, in both the school and community. A detailed screening checklist covering the food production and process, food safety, and kitchen cleanliness and condition will be prepared. The screening will be conducted if project activities switch from dry-feeding to on-site feeding.

The project locations are rural areas, and the project activities aim to ensure proper waste management to ensure environmental safety and security. The sites are not in any declared cultural heritage or near the water basin, creeks, and water catchment areas. Schools are appropriately certified by the School Maintenance Department and assured of the building safety by the MBHTE school engineers and the divisional environmental heads in Maguindanao and Lanao del Sur.

#### **5.4 Construction Stage**

Environmental risks at the construction stage are not expected to be significant. The project will only support minor renovation activities in existing premises (e.g., renovation of school kitchen to ensure compliance with safety standards). Minor quantities of construction waste will be generated; however, none is expected to be hazardous, and all will be disposed in accordance with local regulations. Renovation activities within school facilities will need to comply with relevant regulations for the specific circumstances to ensure that the integrity of the facility is not compromised.

Occupational health and safety (OH&S) hazards during renovation activities include potential exposure to COVID-19 and regular hazards associated with construction activities. All workers involved with construction activities must always follow basic hygiene procedures to prevent the transmission of COVID-19. COVID-19 protocols for construction activities will be strictly enforced. Renovation works expected under the project are low hazard activities; hence standard construction OH&S principles should be followed as described in the Department of Labor and Employment (DOLE) (2020) Occupational Safety and Health Standards. Ensuring compliance with the national standards for OH&S, the BARMM follows the guidelines given by the DOLE.

#### **5.5 Operational Stage**

OH&S risks in the operational stage are predominantly associated with COVID-19 transmission risk. The hazard will vary according to the location of the activities and the exposure to the main modes of COVID-19 transmission. The activities may also generate E&S risks and impacts related to the support for community livelihood and food enhancement (SCALE) program or potential crowding from having too many students in the classrooms (if measures are successful). 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 in-person trainings, consultation workshops, and other programs as part of the dropout mitigation measures. The project will allocate adequate budget and arrange in-person meetings that are fully compliant to the precautionary measures in preventing the 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 is included in the Annex C. Labor Management Procedures (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.

By putting a premium on the security and safety of all its staff and partners – from the regional agencies, LGUs, and communities – the management unit of CBCS issues work directives proportional to the level of threat – especially in the light of the COVID-19 pandemic and acting on Inter-Agency Task Force (IATF)/Department of Health (DOH) issued health protocols, i.e., vaccination, disinfection of facilities/premises before and after meetings, maintain safe physical distance, the conduct of virtual meetings instead of face to face when possible and in project sites, contribute to visibility materials to inform people of how to prevent contracting and spreading COVID-19. As experience has shown, vigilant compliance to these protocols enabled the organization to continue delivering projects and activities in the field. In schools where CBCS has a project presence, the organization provided handwashing facilities and conducted Information, Education and Communication (IEC) sessions to teach children and parents about proper handwashing method as a preventive measure. This practice will be continued even after this project is ended.

## **6. PROCEDURES TO ADDRESS ENVIRONMENTAL AND SOCIAL ISSUES**

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### **6.1 Screening Process**

Annex A presents a screening form that should be used by the PMU in CBCS to screen the potential environmental and social risks and impacts of specific sub-projects. The screening process will allow the PMU to identify the relevant Environmental and Social Standards (ESS), establish an appropriate environmental and social risk rating for each subproject and specify the type of environmental and social risk management measures required, including specific instruments, if needed.

The CBCS will ensure that sub-project proponents/sub-grant recipients comply with the Screening Template that is provided here to determine and mitigate potential environment and social risks that may be inherent to the project or emerge during project implementation.

Quarterly monitoring visits and community dialogue will provide venue for determining what risks are manageable by the communities with adequate mitigation measures. This includes strengthening disaster risk and management committees (school-based or community based), barangay peace and order Council, barangay justice system, creating early warning/early response committees as appropriate and other governance mechanisms. As a mitigation measure to encourage school participation, provision of quality education will be discussed with MBHTE. This includes ensuring that every learner has learning modules, with ready access to teachers and schools, feel safe and protected from all forms of abuse and exploitation while in school and out of school, with parents / guardians who (along with their teachers), assist them in learning the modules and the like. Above all, implementation of mitigation measures to increase school participation to address the environmental and social risks and its impact and completion rate require budget and fund allocation. This need can be filled in by this project from the involved LGUs, organized PTCAs, ministries or by private sector.

The engagement of PTCAs and other stakeholders through a convergence platform will enable the PMU to have wider reach, obtain essential information of beneficiaries (partners) as well as to have ready channels of communication with the school and communities. The convergence platform creates space for the school community, project staff, and the community leaders to discuss the project's progress and its challenges, including emerging risks and their impact with the aim to collectively find local solutions and to promote social cohesion among the communities.

### **6.2 Environmental and Social Management Plan**

For sub-projects involving civil works or construction activities (i.e., renovation), an Environmental and Social Management Plan (ESMP) will be required. The ESMP shall be site-specific, proportionate, and relevant to the hazards and risks associated with the sub-project. An ESMP will comprise a simple matrix in the format shown in Annex B. For each identified environmental and social risk, the format shows (1) proposed risk mitigation measures, including measures to be implemented by the construction contractor; (2) responsibility for each risk mitigation measure, (3) timeline (e.g., pre-construction, during construction, etc.); and (4) budget details. For mitigation measures that are the responsibility of the construction contractor, the supervising school official will verify if the measures have been properly implemented. Implementation of E&S risk mitigation measures will be reported and will be a condition for approval of payments. When designing mitigation measures, the ESMP will draw on relevant Environmental Codes of Practice (ECOP).



### **6.3 Public Consultation and Disclosure**

In March 2022, two consultations were organized by CBCS. The first one, held on 29 March 2022, keenly focused on the discussing the project's scope while the second consultation was a workshop on processing the school selection with the input of the MBHTE's policy directions under the school development plan and the Education Code passed by the BTA parliament in 2021. Furthermore, information from the participants helped outline the social and environmental issues and their mitigation measures.

MBHTE key senior officials, including the minister, department heads, and the divisional officers, actively participated in the first consultation held on 29 March 2022 in Cotabato City. The key thematic areas of the workshop aimed to design the project's key components with its objectives, interventions, expected results, and overall impact on the education sector in Bangsamoro Region. Representatives from organizations and development partners with related activities with the project's scope attended to give their profound inputs for identifying the social and environmental concerns for our planning and design. The attendees include officers from the Ministry of Indigenous Affairs (MIA), medical officers, representatives from the World Food Programme (WFP), and representatives from the Ministry of Social Welfare and Development (MSWD).

On August 28, 2022, CBCS conducted the planning session for Free, Prior, and Informed Consent (FPIC) about the Project with the IP Ministry of BARMM. The initial consultation with one (1) IP group in Maguindanao was done on August 8, 2022, to seek information on the potential risk and advantages that may significantly affect the lives of the IPs. The discussion provided a short orientation of what the project is all about and its activities. As a follow-up, the IP Stakeholders' Consultation was held on August 30-31, 2022, at St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao, with the support of the Ministry of Indigenous Affairs (MIA). The identified IP groups from the 27 selected schools participated and added their inputs.

On September 26-27, 2022, the CBCS with the World Bank conducted consultations with the school communities in Lanao. Among the visited schools and communities are Lahangkeb Elementary School, Tinindanan Elementary School, Brgy. Rempes in Upi, Maguindanao and Buaditad Elementary School, Brgy. Poblacion, Balindong, Lanao Del Sur. From these consultations, the valuable inputs are gathered from the school and communities. The detail of the consultation is included in the Annex E. Stakeholder Engagement Plan (SEP).

The CBCS disclosed the Stakeholder Engagement Plan (SEP) through the organization's official website <https://bangsamorocivilsociety.org/> on November 18, 2022, LMP on November 25, 2022, ESCP on November 27, 2022, and this document (ESMF) on November 27, 2022. These documents will also be disclosed on MBHTE's website.

### **6.4. Stakeholder Engagement**

The Stakeholder Engagement Plan (SEP) has been developed to ensure that stakeholders are informed about project risks and mitigation measures, information is disclosed properly, communities and LGUs are engaged, and social preparation for the target project areas will be conducted. The SEP will be implemented in a way that takes into consideration specific circumstances for indigenous peoples, other vulnerable groups, and the locality's ways of information dissemination and conducting consultations considering communities or households that may be affected by COVID-19 restrictions or are located in geographically isolate and disadvantaged areas (GIDA). The SEP includes a grievance redress mechanism by which people can raise concerns, provide feedback, or make complaints about project related activities.

## **6.5 Institutional Arrangements, Responsibilities and Capacity Building**

The PMU will ensure the proper coordination and collaboration for the implementation of the Environmental and Social Management Plan (ESMP), including the screening of subprojects for environmental and social risks and impacts, preparation and consultation about the assessment and identification of mitigation measures for subprojects, review, clearance, and disclosure of documentation and instruments, and monitoring the implementation of the ESMP, IPPF, etc., with a clear delineation of responsibilities to ensure transparency and institutional requirements.

As per the CBCS-JSDF operational structure (reflected in the SEP), the project supervisor and the E&S specialist, with the support of the two provincial coordinators, all working as part of the PMU will be focusing on the Environmental and Social Plan. The PMU will assess the environmental and social risks and the corresponding impact by conducting consultations with the 100 selected school communities and the local stakeholders, in proper coordination with the school's division office head of Maguindanao and Lanao Del Sur.

The assessment and documentation will be guided by the annexures of the ESMF and IPPF. For dealing with the IP areas, as agreed with the Ministry of Indigenous People's Affairs (MIPA) and the provincial MIFA officials, coordination with the IP community leaders will be prioritized to ensure safe passage into their areas. Before the ESMF implementation starts, proper orientation will be conducted following the IP communities' political, cultural, and customs to ensure the smooth implementation and monitoring of the E&S issues.

The MBHTE provided an endorsement letter of the project to the CBCS indicating the ministry's approval for the implementation of project. The established institutional arrangement between CBCS and MBHTE agrees on the implementing measures on ESMF and other needs, including capacity building as guided by the E&S Specialist with support of the quarterly plan, which the director of the CBCS approved. At the school level, the principal, along with PTA, the proceedings needed for ESMF will follow in coordination with the divisional supervisor, the department of Basic Education.

## **7. BUDGET ALLOCATION**

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The main costs of implementing this ESMF relate to (i) training and workshops, (ii) development of environmental and social due diligence as well as measures and other tools, (iii) information and communication, and (iv) supervision, monitoring, and reporting. The budget for these costs will be covered through the existing budget items of relevant project activities. The cost of the Safeguards Specialist for the project is included under Component 3: Project Management and Administration, Monitoring and Evaluation, and Knowledge Dissemination.

## 8. REFERENCES

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- Bangsamoro Education Code
- DOLE 2020. Occupational Safety and Health Standards.
- DOST PAGASA 2018. Observed Climate Trends and Projected Climate Change
- Presidential Decree (PD) 7160: Local Government Code of 1991
- Presidential Decree (PD) 1586 (1978): The Philippine Environmental Impact Statement (EIS) System
- Presidential Proclamation (PP) 2146 (1981): Proclaiming Certain Areas and Types of Projects as Environmentally Critical and within the scope of the Environmental Impact Statement System established under PD 1586.
- Philippine Constitution, Section 3
- Presidential Decree 442: The Labor Code of the Philippines
- Republic Act (RA) 9710 (2009) or the Magna Carta of Women
- Republic Act (RA) 7610: Special Protection of Children Against Abuse, Exploitation and Discrimination
- Republic Act (RA) 7277 (1992) and amended by RA 9442 (2008), or The Magna Carta for Disabled Persons
- Republic Act (RA) 8371 or the Indigenous Peoples' Rights Act
- Republic Act (RA) 10911 or the Anti-Age Discrimination in Employment Act
- Republic Act (RA) 7877 or the Anti-Sexual Harassment Act
- Republic Act (RA) 10364 or the Expanded Anti-Trafficking in Persons Act of 2012
- Republic Act (RA) 9231 or the Anti-Child Labor Law
- Republic Act (RA) 11058: Occupational Safety and Health Standards
- DPWH Department Order 35 (2020): Guidelines on the Implementation of Community Quarantine in the Philippines
- DOLE 2020 Labor Advisory No. 18, Series of 2020 dated

## **9. ANNEXES**

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Annex A. Subproject/Activity Environmental and Social Screening Form

Annex B. Environmental and Social Management Plan Template for Subprojects

Annex C. Labor Management Procedures (LMP)

Annex D. Indigenous Peoples Plan (IPP)

Annex E. Stakeholder Engagement Plan (SEP)

## Annex A. Screening Form for Potential Environmental and Social Issues

This form is to be used by the Project Management Unit (PMU) to screen for the potential environmental and social risks and impacts of a proposed subproject. It will help the PMU in identifying the relevant Environmental and Social Standards (ESS), establishing an appropriate E&S risk rating for these subprojects and specifying the type of environmental and social assessment required, including specific instruments/plans. Use of this form will allow the PMU to form an initial view of the potential risks and impacts of a subproject. *It is not a substitute for project-specific E&S assessments or specific mitigation plans.*

Subproject Name	
Subproject Location	
Subproject Proponent	
Estimated Investment	
Start/Completion Date	
Focal Person	Name: _____ Designation: _____
Contact Details	Telephone No.: _____ Mobile No.: _____ Email: _____
Sub-project Type	<input type="checkbox"/> New <input type="checkbox"/> Existing for modification (with or without expansion) <input type="checkbox"/> Others, specify: _____
Project Type / Description or Undertaking	

Questions	Answer		ESS relevance	Due diligence / Actions
	Yes	No		
Does the subproject involve civil works including new construction, expansion, upgrading or rehabilitation of school facilities?			ESS1	ESMF/ESMP SEP
Does the subproject involve land acquisition and/or restrictions on land use?			ESS5	RAP/ARAP, SEP

Does the subproject involve acquisition of assets for project purposes?			ESS5	ESMF/ESMP
Is the subproject associated with any external facilities such as ...?			ESS3	ESMF/ESMP, SEP
Is there a sound regulatory framework and institutional capacity in place for civil works management?			ESS1	ESMP, SEP
Does the subproject have an adequate system in place (capacity, processes, and management) to civil works construction related disturbance/pollution?			ESS3	ESMF/ESMP
Does the subproject involve recruitment of workers including direct, contracted, primary supply, and/or community workers?			ESS2	LMP
Does the subproject have appropriate OHS procedures in place?			ESS4	LMP
Does the subproject have a GRM in place, to which all workers have access, designed to respond quickly and effectively?			ESS2	LMP
Does the subproject involve use of security or military personnel during construction and/or operation of healthcare facilities and related activities?			ESS4	Environmental and Social Impact Assessment (ESIA)/ESMP, SEP
Is the subproject located within or in the vicinity of any ecologically sensitive areas?			ESS6	ESIA/ESMP, SEP
Are there any indigenous groups (meeting specified ESS7 criteria) present in the subproject area and are they likely to be affected by the proposed subproject negatively or positively?			ESS7	Indigenous Peoples Policy Framework/ Plan
Is the subproject located within or in the vicinity of any known cultural heritage sites or areas of unique historical, archeological, geological, or scientific interest?			ESS8	ESIA/ESMP, SEP
Does the project area present considerable Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) risk?			ESS1	ESIA/ESMP, SEP
Does the subproject carry risk that disadvantaged and vulnerable groups may have unequitable access to project benefits?			ESS1	ESIA/ESMP, SEP, Indigenous Peoples Policy Framework/ Plan

Conclusions:

1. Proposed Environmental and Social Risk Ratings (High, Substantial, Moderate or Low).  
Provide Justifications.

*Refer to the World Bank risk classification as outlined in the Environmental and Social Directive for Investment Project Financing (World Bank, 2020) and the Revised Guidelines for Coverage and Screening and Standardized Requirements under the Philippine Environmental Impact State System (DENR-EMB Memorandum Circular 005, July 2014).*

2. Proposed E&S Management Plans/ Instruments.



## **Annex B. Environmental and Social Management Plan**

An ESMP consists of the set of mitigation, monitoring, and institutional measures to be taken during implementation and operation of a project to eliminate adverse environmental and social risks and impacts, offset them, or reduce them to acceptable levels. The ESMP also includes the measures and actions needed to implement these measures. The sub-project proponent / sub-grant recipient will (a) identify the set of responses to potentially adverse impacts; (b) determine requirements for ensuring that those responses are made effectively and in a timely manner; and (c) describe the means for meeting those requirements.

Depending on the project, an ESMP may be prepared as a stand-alone document<sup>1</sup> or the content may be incorporated directly into the ESCP. The content of the ESMP will include the following:

### **A. Mitigation Measures and Actions**

The ESMP identifies measures and actions in accordance with the mitigation hierarchy that reduce potentially adverse environmental and social impacts to acceptable levels. The plan will include compensatory measures, if applicable. Specifically, the ESMP:

- a. Identifies and summarizes all anticipated adverse environmental and social impacts (including those involving indigenous people or involuntary resettlement);
- b. Describes—with technical details—each mitigation measure, including the type of impact to which it relates and the conditions under which it is required (e.g., continuously or in the event of contingencies), together with designs, equipment descriptions, and operating procedures, as appropriate.
- c. Estimates any potential environmental and social impacts of these measures; and
- d. Considers, and is consistent with, other mitigation plans required for the project (e.g., for involuntary resettlement, Indigenous Peoples, or cultural heritage).

### **B. Monitoring**

The ESMP identifies monitoring objectives and specifies the type of monitoring, with linkages to the impacts assessed in the environmental and social assessment and the mitigation measures described in the ESMP.<sup>2</sup> Specifically, the monitoring section of the ESMP provides:

- a. a specific description, and technical details, of monitoring measures, including the parameters to be measured, methods to be used, sampling locations,

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<sup>1</sup> This may be particularly relevant where the Borrower is engaging contractors, and the ESMP sets out the requirements to be followed by contractors. In this case the ESMP should be incorporated as part of the contract between the Borrower and the contractor, together with appropriate monitoring and enforcement provisions.

<sup>2</sup> Monitoring during project implementation provides information about key environmental and social aspects of the project, particularly the environmental and social impacts of the project and the effectiveness of mitigation measures. Such information enables the Borrower and the Bank to evaluate the success of mitigation as part of project supervision, and allows corrective action to be taken when needed.

frequency of measurements, detection limits (where appropriate), and definition of thresholds that will signal the need for corrective actions; and

- b. monitoring and reporting procedures to (i) ensure early detection of conditions that necessitate mitigation measures, and (ii) furnish information on the progress and results of mitigation.

### **C. Capacity development and training**

- To support timely and effective implementation of environmental and social project components and mitigation measures, the ESMP draws on the environmental and social assessment of the existence, role, and capability of responsible parties on site or at the agency and ministry level.
- Specifically, the ESMP provides a specific description of institutional arrangements, identifying which party is responsible for carrying out the mitigation and monitoring measures (e.g., for operation, supervision, enforcement, monitoring of implementation, remedial action, financing, reporting, and staff training).
- To strengthen environmental and social management capability in the agencies responsible for implementation, the ESMP recommends the establishment or expansion of the parties responsible, the training of staff, and any additional measures that may be necessary to support implementation of mitigation measures and any other recommendations of the environmental and social assessment.

### **D. Implementation schedule and cost estimates**

- For all three aspects (mitigation, monitoring, and capacity development), the ESMP provides (a) an implementation schedule for measures that must be carried out as part of the project, showing phasing and coordination with overall project implementation plans; and (b) the capital and recurrent cost estimates and sources of funds for implementing the ESMP. These figures are also integrated into the total project cost tables.

### **E. Integration of ESMP with project**

- The Borrower's decision to proceed with a project, and the Bank's decision to support it, are predicated in part on the expectation that the ESMP (either stand alone or as incorporated into the ESCP) will be executed effectively. Consequently, each of the measures and actions to be implemented will be clearly specified, including the individual mitigation and monitoring measures and actions and the institutional responsibilities relating to each, and the costs of so doing will be integrated into the project's overall planning, design, budget, and implementation.

**F. Environmental and Social Management Plan Template**

**1. Subproject Information**

<b>Subproject Name</b>	
<b>Subproject Location</b>	
<b>Subproject Proponent</b>	
<b>Estimated Investment</b>	
<b>Start/Completion Date</b>	

**2. Site/Location Description**

*Concisely describes the proposed location and its geographic, ecological, social and temporal context including any offsite investments that may be required (e.g. access roads, water supply, etc.). Normally includes a map showing the location and project areas of influence.*

**3. ESMP Matrix**

<b>Potential E&amp;S Risks and Impacts</b>	<b>Proposed Risk Mitigation Measures</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Budget</b>

**4. Attachments:** ECOPs, SEP, LMP, etc.

**5. Review & Approval**

<b>Prepared By:</b> .....(Signature) Position: ..... Date .....	
<b>Reviewed By:</b> ..... (Signature) Position: ..... Date .....	<b>Approved By:</b> ..... (Signature) Position: ..... Date .....