



Department of Education

Environmental Codes of Practice (ECOP)

Teacher Effectiveness and Competencies Enhancement Project (TEACEP)

Preface

This document is called the Environmental Codes of Practice (ECOP) which was developed to support the Teacher Effectiveness and Competencies Enhancement Project (TEACEP). The ECOP provides guidance for management and disposal of packaging wastes and electrical and electronic wastes and other hazardous materials (E-wastes) at end-of-life of equipment as part of good environmental practice and in compliance with environmental laws and regulations.

This document is considered a living document and could be modified and changed in line with available and emerging technologies, approaches, and regulations on waste management in the country.

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I. INTRODUCTION

1. The Environmental Codes of Practice (ECOP) has been developed to ensure that the Teacher Effectiveness and Competencies Enhancement Project (TEACEP) will be implemented and conforms to the highest environmental standards. TEACEP is an Investment Project Financing (IPF) with Performance-Based Conditions (PBCs) which supports the Department of Education's (DepEd) institutional reform efforts in teacher professional development and competency standards.

2. TEACEP is aligned with the Basic Education Learning Continuity Plan (BE-LCP) which DepEd developed in response to the challenges of the COVID-19 pandemic. The BE-LCP provides the policies, guidelines and protocols that will enable the basic education sector to meet the health standards prescribed by the government, while streamlining the K-12 curriculum into the Most Essential Learning Competencies (MELCs)¹ to be delivered using multiple learning modalities. However, access to the online platform is still limited since almost 65 percent of the 19.7 million learners for the incoming SY 2020-2021, have no access to laptop/desktop, gadget, TV and radio.¹

3. To support the delivery of such alternative delivery modalities, there is a need for appropriate learning resources and strategies that should be made available through various platforms (digital online and offline, television and radio modalities and printed materials). Any combination of these modalities to suit the context of the learners is what is now known as the "blended learning modalities" being espoused by DepEd. More than ever, supporting teachers to cope with the new teaching and learning environment, and to adopt with multiple learning delivery effectively would be key for the successful implementation of the BE-LCP.

4. As such, TEACEP will support DepEd in developing and providing learners with learning opportunities using multiple learning delivery modalities to ensure flexibility and equitable access to high quality education.

II. PROJECT COMPONENTS

5. The Project Development Objective (PDO) is to improve the quality of and equity to instruction in Kindergarten to Grade 6 (K-6) in project-supported areas, namely Region IX (Zamboanga Peninsula), Region XII (SOCCSKSARGEN) and Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). These regions were identified because of: (i) significantly higher poverty incidences than the national average; (ii) significant dropout rates (especially in between Grades 1 and 2); (iii) record low performance in reading and math scores; and (iv) significant indigenous population and other disadvantaged groups. In particular, recent history of conflict in BARMM has destroyed physical assets and eroded human capital, hence, the need to improve educational development in the region.

6. The PDO indicators are:

- a. proportion of teachers assessing students using multiple learning delivery modalities;
- b. number of master teachers, school heads and Teacher III certified to be instructional coaches;
- c. proportion of teachers using effective teaching practices in literacy and numeracy;

¹ Sources: Learner Enrolment and Survey Form (LESF) data gathered by the Planning Service, Department of Education

- d. proportion of schools with a system to identify at-risk students by gender and take mitigation measures; and
- e. number of students benefitting from enhanced learning disaggregated by gender and region.

7. The following are the project components:

a. Component 1: Supporting teachers and school leaders in provision of effective multiple learning delivery modalities

Component 1 will build on DepEd's rapid response coaching program to provide support for teachers and instructional leaders in multiple learning delivery modalities and learning resources with expansion to more advanced, longer-term support. The four subcomponents to support training and professional development are: (i) instructional coaching, (ii) in-service interactive professional development at the school level, (iii) management and instructional leadership for school heads, and (iv) regional and division education staff professional development.

b. Component 2: Provision of appropriate materials for the multiple learning delivery modalities for effective teaching and learning

Component 2 will support DepEd in developing and providing students with learning opportunities using multiple learning delivery modalities, including online and offline digital, educational television, radio, cell phones and printed materials. The three subcomponents include: (i) management and quality assurance of TV and Radio-Based Instruction (RBI) programs, (ii) distribution of teaching and learning materials, and (iii) helpdesk and mass messaging system.

c. Component 3: Project management and monitoring and evaluation

Component 3 will support the three areas: (i) data analysis and reporting on teaching and learning through creation of a monitoring and evaluation (M&E) system for the learning and development system of National Educators Academy of the Philippines (NEAP), (ii) assistance to Information Communications Technology Service (ICTS) of DepEd to enhance the Learning Management System (LMS) to track learning progress, and (iii) support to project management, monitoring and reporting.

8. The project will support the procurement of (i) transistor radios for students of Last Mile Schools who are located in remote and disadvantaged areas, with built-in evening/solar night lights for learners without electricity, (ii) recordable radio/audio player for teachers in target regions, (iii) printers and duplicators, including papers and inks for the target DepEd regions and divisions. The project components do not involve any civil works, repairs, or renovations.

III. RATIONALE OF ECOP

9. The procurement and installation of equipment for TEACEP will not pose significant environmental impacts. However, the post-use or end-of-life disposal of waste electronic equipment could be of environmental concern. Although, such disposal is not expected during the project period, it is important that relevant measures are identified on the proper disposal of electronic wastes (E-wastes)

by preparing an Environmental Codes of Practice (ECOP) and integrating it into the Project Operations Manual (POM).

10. This ECOP sets out the procedures for managing potential environmental impacts of procurement and use of equipment. The ECOP includes guidance on the management of disposal at end-of-life of the electronic equipment.

IV. REVIEW OF APPLICABLE ENVIRONMENTAL AND SOCIAL POLICY, RULES AND REGULATIONS

A. World Bank's Environment Social Framework

11. The project interventions will pose minimal environmental impacts, hence, no detailed Environmental Assessment is required for this project. In accordance with OP/BP4.01 (Environmental Assessment), an ECOP has been developed to outline the procedures to properly manage disposal of E-wastes.

B. National Environmental Policies and Legal Framework

12. Specific activities under this project may not need clearances from the national or regional authorities since no civil works, repair or renovation of facilities are proposed. Laws and environmental policies which may be applicable to this project include the following:

Table 1: Relevant Environment Laws/Orders to TEACEP

| Environmental Law/Order | Description |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Law | |
| Toxic Substances and Hazardous and Nuclear Waste Control Act of 1990 (Republic Act 6969) | RA 6969 prohibits the importation, manufacture, processing, sale, distribution, use and disposal of chemical substances and wastes that present unreasonable risk and/or injury to health and the environment. |
| Ecological Solid Waste Management Act (Republic Act 9003) | The law establishes the mechanisms for waste minimization, resource recovery, appropriate collection, transport services, environmentally sound treatment, and disposal of garbage. It also provides the mandatory segregation of wastes at households, commercial establishments, industries, institutions, hospitals, etc. |
| Administrative Order | |
| Title III – Procedural Manual on Hazardous Waste Management DENR Administrative Order 1992-29 | Title III of DENR Administrative Order 1992-29 of the implementing rules and regulations of Republic Act 6969 outlines the legal and technical requirements of hazardous waste management. |

| Environmental Law/Order | Description |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revised Procedures and Standards for the Management of Hazardous Wastes (DENR Administrative Order 2013-22) | The administrative order classifies waste electrical and electronic equipment (WEEE) as hazardous wastes with waste number M506. WEEEs include all waste electrical and electronic equipment that contains hazardous components such as lead, cadmium, mercury, hexavalent chromium, polybrominated biphenyls (PBBs), and polybrominated biphenyl ethers (PBDEs) that includes its peripherals, i.e. ink cartridges, toners, etc. |
| DENR-EMB Technical Guidelines 2015 | The guidelines outline the specific categories of treatment, storage, and disposal facilities. Hazardous wastes are to be collected only by DENR-recognized hazardous waste transporters and treaters. |
| Joint DENR-DOE Administrative Order on Lighting Industry Waste Management Guidelines (JAO 2013-09-0001) | The administrative order was issued by the Department of Energy (DOE) and the Department of Environment and Natural Resources (DENR) to address the hazards brought about by the disposal of energy efficient lighting (EEL) containing mercury. The order operationalizes the Extended Producer Responsibility (EPR) for lighting products. |
| Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID19 Public Health Emergency (DepEd Order No. 012, series of 2020) | The order prescribes the guidance to all offices, units, schools and community learning centers of DepEd, learners and their parents, partners, and stakeholders on the implementation of the Basic Education Learning Continuity Plan (BE-LCP) to protect the health, safety, and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID19. DepEd requires the implementation of health standards to protect and promote general welfare of all learners and DepEd personnel. |
| Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools (WINS) (DepEd Order No. 10, series 2016) | This requires strict compliance to standards set in the DepEd order such as provision of adequate clean water and soap for handwashing as well as alcohol or sanitizers to reduce transmission of virus. |
| DepEd Task Force COVID19 (DTFC) Memorandum No. 025, series 2020 | DepEd shall implement strict physical distancing at central and field offices. Non-essential travel and activities will be limited, and temporary barriers will be installed between cubicles. The Memorandum restricts mass gatherings that would require close contact such as flag ceremonies and face-to-face office meetings. Whenever work-from-home arrangements are not possible, other efforts to maintain social distancing will be in place. |

| Environmental Law/Order | Description |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational Facilities Manual (2010) | Chapter V – Educational Facilities Management provides the procedures for the procurement of infrastructures, goods and services and the disposal of educational facilities, including unserviceable equipment. The manual also prescribes waste segregation policy and the provision of separate garbage cans for dry waste, wet waste, and hazardous, toxic wastes. It requires the provision of dedicated and accessible areas for collection and storage of non-hazardous materials for recycling such as paper, corrugated cardboard, glass, plastics and metals and separate area for plant-based landscaping debris. |
| Implementing Guidelines on the Integration of Gulayan sa Paaralan, Solid Waste Management and Tree Planting Under The National Greening Program (NGP) (DepEd Order No. 5, s. 2014) | This requires strict compliance to the guidelines set in DepEd Order in the implementation of the Solid Waste Management in all governance level from Central Office, Regional Offices, Schools Division Offices and schools. The disposal of solid waste in the SDO is lodge under the Office of the Schools Division Superintendent (OSDS), managed by the Administrative Service section thru the Division Disposal Committee with the presence of the Commission of Audit (COA) representative. |
| Institutionalizing the Structure, Mechanisms, and Standards to Implement the Government Quality Management Program (Executive Order No. 605, series of 2007) | The Executive Order requires all government agencies to implement the Government Quality Management Program (GQMP) to enhance public sector performance through the adoption of International Organization for Standardization (ISO) 9000 series Quality Management Systems. |

C. DepEd Policies and Practices on Waste Management

13. Under Executive Order No. 888, Section 1 and Commission on Audit (COA) Circular No. 89-296 (January 1989), any Government assets (including equipment) which are unserviceable may be disposed following the audit guidelines prescribed in the circular. The COA circular provides the authority and responsibility for disposal of assets to the heads of the departments, bureaus and offices which shall constitute a committee. The COA recognizes the following modes of disposal of assets and property: (i) public auction, (ii) sale thru negotiation, (iii) barter, (iv) transfer to other Government agencies, and (v) destruction or condemnation. In compliance with the COA Circular, DepEd has reconstituted the membership of the Committee on Disposal under Executive Order No. 309.

14. As part of DepEd's commitment towards continuous improvement in responding to changing quality requirement of the workplace to balance quality, economics and environment, DepEd strives to implement international practices by moving towards ISO certifications. This is in compliance with Executive Order 605, series of 2007. DepEd Central Office (CO) and its Regional Offices are implementing the National Quality Management System (NQMS) in compliance with ISO 9001:2015 standards.

Fundamental to achieve the quality objectives of the NQMS program are the 5S principles of “Sort”, “Set”, “Shine”, “Standardize”, and “Sustain”, which includes proper waste management. Sort refers to the act of throwing away all unwanted, unnecessary, and unrelated materials in the workplace. Set refers to putting everything in an assigned place so that it can be accessed or retrieved quickly, as well as returned in that same place quickly. Shine which says that “everyone is a janitor”, making the office a conducive workplace, thereby, presenting good impression at all times. Standardize refers to the clean-up measures in the organization and Sustain denotes maintaining the good habits and eliminating bad ones. DepEd Regions XII and IX and its divisions offices have secured ISO certifications by implementing principles of 5S. Annex B presents the copies of the ISO certifications of the Regions IX and XII.

15. At the DepEd-CO, a 5S Team has been created with the Organization Effectiveness Division (OED) under the Bureau of Human Resource and Organizational Development (BHROD) serving as Secretariat. DepEd is now in the process of working towards the 7S of good housekeeping which is an expanded version of 5S. 7S stands for sort, systematize, sweep, standardize, safety, self-discipline, and sustain.

16. In 2009, standardized management and operations manuals were developed by DepEd for nationwide implementation by virtue of DepEd Order No. 98, series of 2009. These manuals include: (i) Handbook on Supply and Property Management, (ii) Records Management Operations Manual, (iii) General Services Manual, and (iv) Disaster Risk Reduction Resource Manual. Since then, the said manuals have been revised and updated. These include the Handbook on Property and Supply Management published by DepEd in 2013 which describes in detail from procurement procedures to guidelines for disposal. DepEd proposes to update the manuals to include the implementation of Green Procurement Policies and E-waste management.

V. ENVIRONMENTAL CODES OF PRACTICE

17. The anticipated environmental impacts of the project are likely to occur during the disposal of packing wastes, unserviceable equipment such as radio/audio player, printers, and duplicators at end-of-life, damaged batteries used for radios, busted lights, and empty ink cartridges.

Packaging Waste

18. Packaging wastes are considered as solid wastes which can be reused or recycled. The following procedures are guidelines for managing packaging wastes:

- a) Instruct schools/division/region and equipment recipient teachers/students to implement clean-up procedures immediately after unpacking equipment.
- b) Encourage recycling or reuse of packaging wastes or dispose through local recyclers.
- c) Plastics and other inert materials will be disposed in separate waste segregation bins.
- d) Burning of packaging wastes is strictly prohibited.
- e) The school/division/region will ensure that proper packaging waste disposal is implemented by the recipient teachers/students as stipulated in the Deed of Donation.

E-Waste

19. Waste electrical and electronic equipment are classified as hazardous waste (M506) in accordance with government regulations due to the presence of hazardous components in the equipment. Some of

the equipment contain elements such as lead, cadmium and hexavalent chromium which are toxic substances with leaching properties that can contaminate land and water.

20. DepEd recognizes the importance of dealing with E-waste because of the health risks due to the hazardous materials they contain. Improper disposal of electronic products may lead to the possibility of damaging the environment and can result to risks of cancer and developmental and neurological disorders.

21. Following DepEd procedures on disposal of unserviceable property, inspection is conducted to check the condition of the equipment to be disposed. Once the supplies/equipment become unserviceable, the accountable officer of the said equipment shall immediately return the same to the Property Officer/General Services Office (GSO) who shall then file an application for disposal with appropriate documents to the COA Auditor. Accountable officers in possession of the unserviceable equipment shall submit the documents pertinent to the disposal of the unserviceable equipment to the Disposal Committee through their respective heads of offices. The COA Auditor shall inspect the items and determine whether the items are with or without value and then forwards his/her recommendation to the Head of the Agency.

22. For expendable materials, supplies and consumables such as empty ink cartridges, busted lamps, batteries, spare parts, and other remnants from destroyed or damaged equipment, a Waste Materials Report shall be prepared by the Accountable officials for submission to the Disposal Committee.

23. Once the approval for disposal of unserviceable equipment, empty ink cartridges, and parts have been inspected by COA Auditor and approved by the Disposal Committee, the following measures are outlined to manage E-wastes:

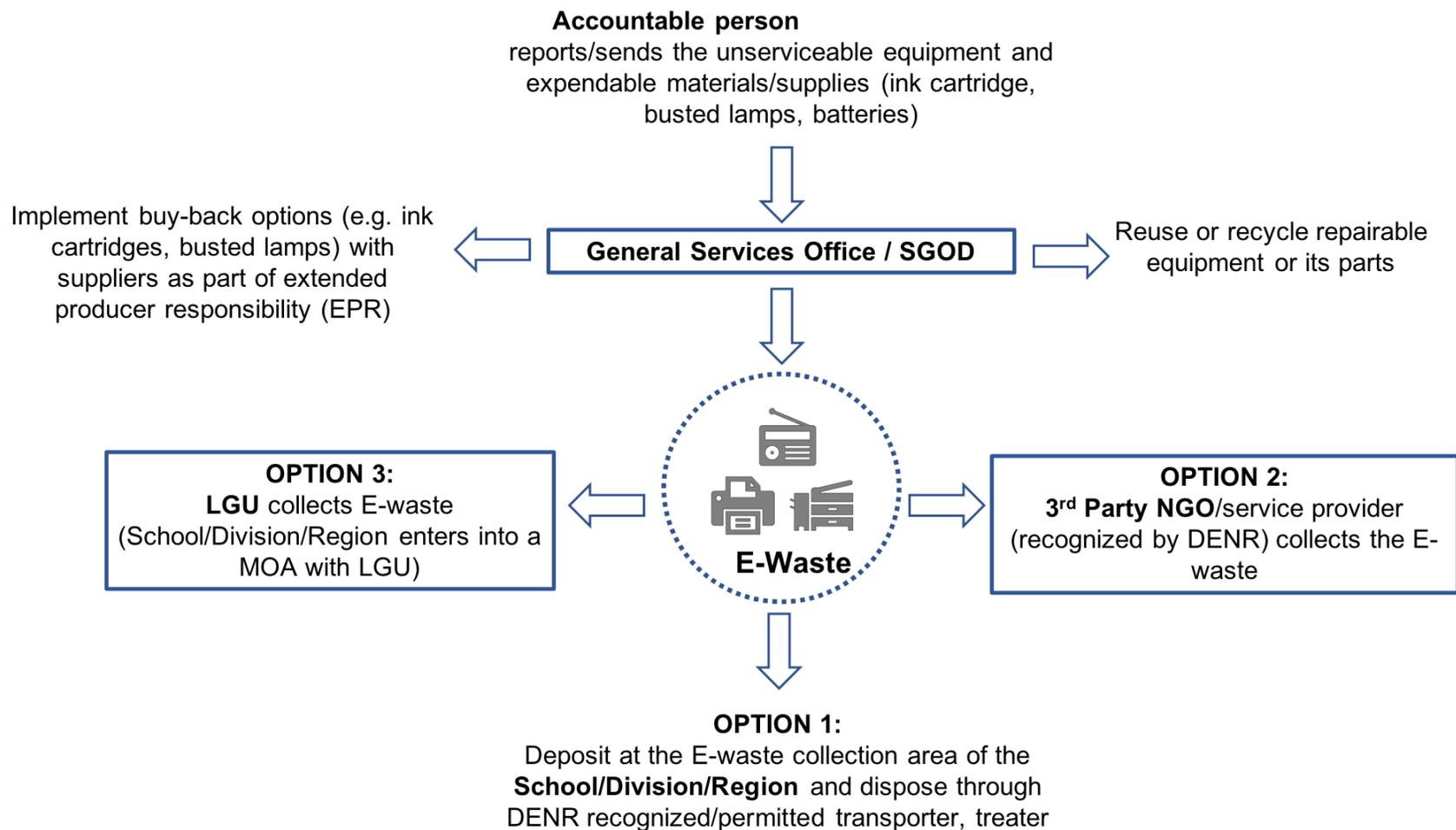
- a) Some damaged equipment and parts may still be valuable and recyclable. The reuse or recycling of the repairable equipment or its parts should be prioritized, where appropriate.
- b) Adopt buy-back options with suppliers as part of extended producer responsibility and Green Procurement policies.
- c) The equipment or parts that can neither be reused or recycled should be collected in separate bins/containers and placed in a secured centralized E-waste segregation area at the DepEd school/division/region offices. These should be segregated from the regular solid waste.
- d) Disposal bins for electronic wastes are to be provided in schools and DepEd division offices. E-waste collection area should be provided with weatherproof cover, impermeable surfaces to prevent transmission of liquids beyond the pavement surface, and with label or signage to identify the wastes contained in the area.
- e) Disassembled parts of electronic equipment must be properly segregated and stored in spill tight containers with impermeable surface and a sealed drainage system.
- f) Provide instructions to teachers and students through the Deed of Donation regarding the safe disposal of used batteries, busted lights, and damaged equipment. Avoid breakage of these products and safely deposit at end-of-life at designated disposal bins located at DepEd school/division/region offices.

- g) No burning, on-site burying or dumping of waste shall occur.
- h) Adopt the following options for the final disposal of E-waste:
 - 1) Commission the services of DENR-registered hazardous waste transporters and treaters for the collection and disposal of E-waste that has been collected at the school/division/region E-waste collection areas.
 - 2) Coordinate with a DENR-recognized non-government organization working on E-waste collection and disposal. The School/Division/Region may enter into a Memorandum of Agreement (MOA) with the NGO for the safe collection and disposal of E-waste.²
 - 3) Coordinate with the local government unit (LGU) with capability to handle hazardous wastes and E-wastes for the collection of E-wastes from DepEd Regional Office.
- i) Comply with the requirements of the DENR with regards to the registration and reporting of E-waste disposal.

24. The above procedures will be adopted by all governance levels from school/division and regional offices. The school and division level will oversee implementation of the above E-waste disposal measures. For clustered schools, the Account Officers who are assigned as Supply Officers will be in-charge of E-waste management and disposal process. Figure 1 presents the schematic diagram of the management of E-waste.

² There are several non-government organizations such as malls, Bantay Baterya, E-Waste Project of the University of the Philippines, and E-Waste Management Philippines, among others, which implements an E-Waste recycling for old laptops, CPU units, Li-ion batteries, cellphones, cellphone batteries, UPS power supplies, power banks, emergency light batteries, and other kinds of electronic gadgets.

Figure 1: E-Waste Management Framework



VI. INSTITUTIONAL CAPACITY FOR MANAGEMENT OF ENVIRONMENTAL IMPACTS

A. Overall Institutional Responsibility

25. TEACEP will be implemented at the national and sub-national levels in its target regions. DepEd will assume the overall responsibility for coordination and implementation, including procurement, disbursement, and financial management in close collaboration with the target DepEd Regional Offices as well as the BARMM Ministry of Basic, Higher and Technical Education (MBHTE).

Project Management Office

26. The TEACEP Project Integration and Coordination Office (PICO) under the Project Management Service-Office of the Director will be responsible for overseeing the implementation of the project as well as in ensuring that the ECOP is disseminated to the relevant offices at the Central Office, Regional Offices, division offices and schools. The PICO will coordinate with the DepEd Administrative Service, General Services Division, and BHRD-OED relative to any updates in the procurement and waste disposal process. The PICO will provide reports on the implementation of the ECOP as part of project progress reports submitted to World Bank.

Project Implementing Units

27. In Republic Act No. 9155, *Governance of Basic Education Act of 2001*, authority, and accountability of various functions has been decentralized to the field/regions. DepEd Order no. 52, series of 2015 outlines the new organization structure at the central, regional, and division offices of DepEd. In accordance with the new organization structure, DepEd regional offices through the General Services Office (GSO) under the Administrative Service and Schools Division Office (SDO) through the Schools Governance and Operations Division (SGOD) will spearhead and monitor the implementation of activities related to ECOP implementation.

28. Supply Officers of school/division/region will ensure the implementation of the proper waste disposal process and will submit reports of disposal to the GSO/SDO. Implementation of the ECOP will be monitored by GSO of the region and SGOD of the schools division. The SGOD will coordinate with the concerned LGUs/NGOs on waste collection.

29. When entering into a MOA with LGUs and NGOs, the responsible persons assigned to coordinate such activities are: (i) school partnership focal person, (ii) social mobilization staff at the division office, and the (iii) PDO IV of the Education Support Services at the regional office.

B. Safeguards Management

30. Proper waste disposal is prescribed by DepEd by requiring schools to provide separate garbage cans for dry waste, wet waste, and hazardous wastes. DepEd also advocates practices on proper waste management at home, school, and in the community. This includes environmental protection through proper waste management, recycling waste materials following the principles of "5S", identification of recyclable products/waste materials, disposal of waste materials according to occupational safety and health requirements. With the multiple learning delivery modalities due to COVID19 pandemic, DepEd

needs to strengthen its advocacies on proper management of E-wastes produced at home and in the community.

31. The authorized officer, i.e. teacher or student, that will be provided with the equipment such as radios, printer, and inks will be given orientation briefing on the care and management of the equipment by the Property Officer/Head of Agency. The briefing will include the procedures to be followed on management of E-wastes, the ECOP, and the immediate reporting of E-waste to the GSO/Head of Agency. Following the procedures for disposal of unserviceable equipment, the Property Officer/GSO under the supervision of the Head of Agency will be in charge of providing the Waste Materials Reports containing the details of the unserviceable equipment and expendable materials and the method of safe disposal.

32. The SDO and SGOD are the focal points in relation to waste management. SDO personnel can become environmental leaders by teaching students about the importance of recycling electronics devices and keeping them out of landfills and then practicing recycling themselves. SDO/SGOD personnel will arrange to bring used electronics to a DENR-recognized waste recycling organization with proven strong commitment to environmental protection. SDO/SGOD will coordinate with other units/divisions of the region/division/schools.

33. Collaboration with other stakeholders such as LGUs relevant to waste management in general and E-waste in particular will be continuously undertaken. The following are activities with the LGUs:

- Coordination with the LGUs at the provincial (PLGU), city/municipal (CLGU) and barangay (BLGU) levels in the strict implementation of RA 9003 that requires collection of segregated wastes.
- Waste segregation and collection are to be conducted at the SDO/schools specifically for recyclable wastes.
- Link with the PLGU/CLGU/BLGU particularly in the collection of solid wastes that is usually done by the LGU department such as the General Service Office, Engineering Office, Environment and Sanitation Office, City/Municipal Environment and Natural Resources Office or the Department of Public Services.

34. Training will be arranged for the DepEd, its Regional offices and its GSOs and SGODs and the BARM MBHTE regarding the implementation of ECOP.

35. Annual report on the implementation of ECOP will be prepared by the PICO Manager and submitted to World Bank by the DepEd. The report will contain information on the orientation trainings conducted for recipient teachers and students on relevant provisions of the Deed of Donation and ECOP, establishment of localized mechanisms of safe E-waste collection and disposal, and summaries of the Waste Materials Reports prepared by the GSOs and SGODs.

C. Disclosure of ECOP

36. ECOP is a document subject to public disclosure and consultation.

37. The document has been prepared in consultation with relevant units of the DepEd central and regional offices to discuss roles and responsibilities related to the Project, the environmental impacts and the suggestions to address project related impacts. Online consultation meetings were held with the DepEd Central Office on 22 and 23 September 2020 to discuss the draft ECOP. Separate meetings were

held with DepEd Regional Offices XII and IX and Division Offices on 25 September 2020. During these consultations, the respondents shared their current solid waste management practices, ISO certification, disposal of unserviceable equipment, responsible units in-charge of waste disposal, and coordination efforts with LGUs and private organization relative to waste management. Consultation meetings were also conducted on 28 – 29 September 2020 with the Administrative Service and General Services Division at the DepEd Central Office. Based on comments and suggestions of the various DepEd offices during these virtual meetings and exchange of information in emails, the ECOP was revised and finalized for disclosure. The details of persons consulted is presented in Annex A.

38. The ECOP was disclosed at the DepEd website on ____ for comments. The World Bank website also disclosed the same on _____ after receiving a no objection clearance for its disclosure from DepEd.

39. No further comments were received on the document. The final ECOP has been disclosed on the DepEd and World Bank Inforshop on _____.

Annex A: List of Stakeholders Consulted

| Name | Designation | Department |
|-------------------------------|------------------------------------|---------------------------------------------------|
| Dir. Allan Farnazo | Regional Director | DepEd, Region XII |
| Ms. Kathrine Lotilla | Project Development Officer IV | DepEd, Region XII |
| Ms. Mervie Seblon | Principal I | DepEd, Region XII |
| Mr. Jose Leody Armada | Administrative Officer V | DepEd, Region XII |
| Mr. Gilbert Barrera | Education Program Supervisor | DepEd, Region XII |
| Mr. Eugenio Penales | Chief Education Supervisor | DepEd, Region IX |
| Mr. Grete Benedict Concepcion | Administrative Officer IV | DepEd, Region IX |
| Ms. Ivy Estadilla | Administrative Aide I | DepEd, Region IX |
| Ms. Jessie Tanola | Public Schools District Supervisor | DepEd, Region IX |
| Ms. Majarani Jacinto | Schools Division Superintendent | DepEd, Region IX |
| Ms. Marietta Anhaw | Education Program Supervisor | DepEd, Region IX |
| Dir. Robert Agustin | Director IV | DepEd, Central Office- Administrative Service |
| Mr. Florentino Barte, Jr. | Chief Administrative Officer | DepEd Central Office-General Services Division |
| Mr. Joel Mendoza | Project Development Officer III | DepEd, BHROD-OED |
| Ms. Rose Albo | Administrative Officer IV | DepEd, BHROD-OED |

Annex B: ISO Certifications of Regional Offices



CERTIFICATE

No. SCP000499Q

certifies that :

Department of Education Regional Office IX

Airport Road, Tiguma, Pagadian City, 7016 Philippines

operates a management system that has been assessed as conforming to :

ISO 9001:2015

for the scope of activities :

Management of Basic Education Services

Issue date : **24 September 2019**
Valid until : **23 September 2022** (Subject to adherence to the agreed ongoing programme, successful endorsement of certification following each audit and compliance with the terms and conditions of certification.)
Original date of certification : **24 September 2019**

Paul Bagatsing Managing Director



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