

REPUBLIC OF THE PHILIPPINES

DEPARTMENT OF EDUCATION

DEPARTMENT OF PUBLIC WORKS AND HIGHWAYS



**INFRASTRUCTURE FOR SAFER AND RESILIENT SCHOOLS (ISRS) PROJECT
(P180936)**

**STAKEHOLDER ENGAGEMENT PLAN
(SEP)**

FINAL

AS OF APRIL 16, 2024

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Abbreviations and Acronyms

| | |
|-------|---|
| CERC | Contingent Emergency Response Component |
| CNC | Certificate of Non-Coverage |
| COC | Certificate of Completion |
| COFA | Certificate of Final Acceptance |
| CSOs | Civil Society Organizations |
| DBM | Department of Budget and Management |
| DEDs | Detailed Architectural and Engineering Designs |
| DENR | Department of Environment and Natural Resources |
| DepEd | Department of Education |
| DOF | Department of Finance |
| DOST | Department of Science and Technology |
| DPWH | Department of Public Works and Highways |
| DRRM | Disaster Risk and Reduction Management |
| ECC | Environmental Clearance Certificate |
| ESA | Environmental and Social Assessment |
| ESF | Environment and Social Framework |
| ESS | Environmental and Social Standards |
| GBV | Gender-based violence |
| GRM | Grievance Redress Mechanism |
| IOCs | Incremental operating costs |
| IPEd | Indigenous Peoples Education |
| Ips | Indigenous Peoples |
| ISRS | Infrastructure for Safer and Resilient Schools |
| LGBTQ | lesbian, gay, bisexual, transgender, queer or questioning persons |
| LGU | Local Government Unit |
| MBHTE | Ministry of Basic Higher and Technical Education |
| MENRE | Ministry of Environment and Natural Resources and Energy |

| | |
|----------|---|
| MIPA | Ministry for Indigenous Peoples Affairs |
| MOA | Memorandum of Agreement |
| NBCP | National Building Code of the Philippines |
| NCIP | National Commission on Indigenous Peoples |
| NEDA | National Economic and Development Authority |
| NGOs | Non-Government Organizations |
| NSCP | National Structural Code of the Philippines |
| O&M | Operations and Maintenance |
| PHIVOLCS | Philippine Institute of Volcanology and Seismology |
| PMOs | Project Management Offices |
| PWD | Persons with Disabilities |
| RDC | Regional Development Councils |
| ROW | Right of Way |
| SEA/SH | Sexual Exploitation and Abuse and Sexual Harassment |
| SEP | Stakeholder Engagement Plan |
| SGM | Sexual and Gender Minorities |
| UP-NEC | University of the Philippines - National Engineering Center |

1. Introduction

1.1 Project Description

The Infrastructure for Safer and Resilient Schools (ISRS) Project design strategically integrates efforts to address physical recovery and enhance the resilience of disaster-affected school infrastructure in selected regions. The project will answer the need to recover school infrastructure affected in the short term; that is, infrastructure impacted by tropical cyclones and earthquakes between 2019 and 2023. The project design considers that as part of the recovery strategy, vulnerability reduction measures will be integrated into the engineering designs. Therefore, intervened school facilities will have enhanced performance against future hazard events. To accomplish such, the project will support not only the damage assessment but also the multi-hazard vulnerability assessment of affected school buildings. Results from these assessments will be used to verify and confirm the required type of intervention. School buildings' performance targets will be derived from the country's regulatory provisions at national and sectoral levels as described below. Thus, school buildings recovered through the project will fully comply with the country's up-to-date multi-hazard resilient design provisions. The project will also finance mitigation measures and opportunities to enhance the learning environment¹⁶ of beneficiary school facilities.

Four main lines of intervention are defined for the recovery of damaged school buildings: repair, rehabilitation, retrofitting, and reconstruction. Repair and rehabilitation lines of intervention will target school building types whose original design meets the resilient design provisions of the current National Building Code of the Philippines (NBCP). Therefore, repair and rehabilitation work will bring back the buildings' performance to their original design condition. Retrofitting will be the line of intervention for existing school buildings that do not comply with the current seismic and wind loading provisions of the National Structural Code of the Philippines (NSCP). Reconstruction will target damaged-beyond-repair school buildings. The design of these new buildings will fully comply, not only with resilience provisions, but also current national regulations, reference standards, and appropriate statutory codes to improve the physical learning environment. In addition to the recovery of damaged school buildings, mitigation measures within the school campus such as slope protection or enhancement of drainage system will also be financed by the project. Relocation of school facilities due to exposure to high hazard prone areas will not be financed by the project, but by the government's regular programs. Furthermore, recovery interventions will also seek opportunities to enhance the learning environment by improving functional conditions of beneficiary school facilities. Interventions supported by the proposed project will be integrated at school facility level.

In line with the objective of resilient recovery of affected school infrastructure, the project will also support two strategic areas to strengthen DepEd institutional capacity to operate, maintain, and recover school infrastructure: operation and maintenance, and implementation capacity. The improvement of the O&M tools and procedures will not only contribute to the sustainability of the project's outcomes but also to the enhancement of DepEd's capacity to manage school infrastructure nationwide under normal and post disaster conditions. DepEd's ability to reduce the school infrastructure downtime in the aftermath of disasters relies critically on its capacity to plan and efficiently implement recovery works within its institutional mandate.

As described below, under a learning-by doing approach, the project includes the implementation by DepEd of pilot reconstruction line of activity in partnership with DPWH.

1.2 Implementing Agency

Since the project involves school infrastructure for basic education facilities, the DepEd is the proponent and lead agency for the ISRS project. DepEd will be the implementing agency for Component 1– Relatively Simple Works which will involve the major repair, rehabilitation and pilot reconstruction of single storey buildings. The Department of Public Works and Highways (DPWH), a government agency mandated to undertake infrastructure planning, design and construction of public works, is DepEd’s partner implementing agency for Component 2– Relatively Complex Works which will involve the retrofitting and reconstruction.

The DPWH and the DepEd will coordinate project activities, including day-to-day implementation, coordination, supervision, and overall management of project activities.

1.3 Project Components

The project has four main components:

Component 1: Relatively Simple Works for School Infrastructure Recovery and Operations and Maintenance (O&M)

Component 1 will finance investments for repair and rehabilitation of selected school facilities for Relatively Simple Works, pilot reconstruction, purchase of furniture, and strengthening procedures and tools for O&M of recovered school facilities. DepEd will serve as the implementing agency for this component.

i. **Repair line of intervention** is simple, small-scale replacement of damaged school building components that are either part of the architectural or engineering system. Cost is estimated to be less than about 30 percent of new reconstruction cost per classroom on average. Repair is intended to maintain the expected useful life and capacity of the building as originally designed and built. Repair does not include repairing the main structural system that is subject to critical structural loads and stresses.

ii. **Rehabilitation line of intervention** is relatively simple, medium-scale replacement of damaged school building components including structural and other engineering and/or architectural components, orthose which are estimated to cost about 30 to 40 percent of new reconstruction cost per classroom on average. Rehabilitation is intended to maintain the expected useful life and the capacity of the building as originally designed and built. Both repair and rehabilitation may include improvement of functional components of school facilities.

iii. **Pilot reconstruction** line of intervention refers to the reconstruction of one-story school buildings (with up to five classrooms) to be implemented by DepEd with technical advice and training from DPWH as part of a hands-on/learning-by-doing strategy for DepEd’s capacity building (see reconstruction definition below under Component 2).

iv. **O&M strengthening** refers to the improvement of procedures and tools and training of involved DepEd units to ensure the sustainability of the project outcomes.

Component 1 will have two sub-components, as follows:

Subcomponent 1.1: Detailed Architectural and Engineering Designs (DEDs) and O&M Procedures. This subcomponent will finance architectural and engineering studies and designs required for the repair and rehabilitation of selected school buildings and enhancement of school infrastructure O&M manuals and tools. Specifically supported are: (i) detailed damage and multi-hazard vulnerability assessments at school building level; (ii) geotechnical and other site investigations; (iii) architectural and engineering design for repair, rehabilitation interventions, and pilot reconstruction, including site and functional improvements; (v) engineering oversight of construction works; and (vi) upgrade of school infrastructure O&M manuals and tools (enhanced school infrastructure information platform, enhanced post-disaster damage assessment procedures, program of works preparation procedures) and training for involved units at the central and regional level.

Subcomponent 1.2: Repair, Rehabilitation, and Pilot Reconstruction Works. This subcomponent will finance civil works for repair, rehabilitation, and pilot reconstruction of school buildings in selected schools for relatively simple works, including site and functional improvements, and acquisition of classroom furniture for reconstructed school buildings under both Components 1 and 2. Approximately 391 schools are planned for repair and rehabilitation. Pilot reconstruction by DepEd will include around 180 schools comprising 476 one-story buildings (3 to 5 classrooms) located in suburban areas where, unlike urban areas, there is no expected need for increasing school capacity. Thus, the new school building will remain a one-story building with the same number of classrooms. These aforementioned schools have been identified in the following Regions: Region III (Central Luzon), Region IV-B (MIMAROPA), Region V (Bicol), Region VI (Western Visayas), Region VII (Central Visayas), Region VIII (Eastern Visayas), Region XII (SOCKSARGEN), CARAGA and BARMM.

Refer to Annex A (Target Areas) for the location map of Component 1.

Table 1 shows the number of recovered school buildings and classrooms by interventions under Component 1.

Table 1. Number of Recovered Schools, Buildings, and Classrooms, and Benefiting Students under Component 1

| Line of Intervention | Schools | Buildings | Classrooms | Students | Total Cost* | |
|---------------------------|---------|-----------|------------|----------|--------------|-------------|
| | | | | | US\$ million | Php million |
| Repair and Rehabilitation | 538 | 1,512 | 4,086 | 212,082 | 100.82 | 5,544.87 |
| Pilot Reconstruction | 180 | 476 | 1,205 | 38,427 | 60.37 | 3,320.59 |
| Total | 718 | 1,988 | 5,291 | 250,509 | 161.19 | 8,865.46 |

*Note: The figure does not include furniture for reconstruction (Php 11,465,519) and O&M procedures enhancement (Php 2,741,492).

Component 2: Relatively Complex Works for School Infrastructure Recovery

This component will finance investments for repair, rehabilitation, retrofitting, and reconstruction of selected school facilities for Relatively Complex Works. DPWH will serve as the implementing agency for this component.

i. Retrofitting line of intervention involves relatively complex improvement of the main structural system of a school building, which may have been damaged or undamaged but is relatively older/vintage or is exposed in a location of relatively higher hazard. Estimated cost is less than about 60 percent of new reconstruction cost per classroom on average. The improvement is intended to upgrade a building to recent structural standards and may also include other nonstructural engineering or architectural components; it is not intended to increase the capacity of classrooms.

ii. Reconstruction line of intervention is the replacement of a school building which may have been indicated for either rehabilitation or retrofitting, except that the estimated cost of such would exceed about 60 percent of new reconstruction cost per classroom on average. Reconstruction must be done complying with recent standards. It may also involve relocation within the school campus.

Two subcomponents are defined as follows:

Subcomponent 2.1: Detailed Architectural and Engineering Designs (DEDs) and Construction Supervision. This subcomponent will finance architectural and engineering studies and designs required for repair, rehabilitation, retrofitting, and reconstruction of selected school buildings for complex works. Specifically, it will support: (i) detailed damage and multi-hazard vulnerability assessments at school building level; (ii) geotechnical and other site investigations; (iii) architectural and engineering design for repair, rehabilitation, retrofitting, or reconstruction; (iv) design of school facility functional improvements; (v) design of site improvements; and (vi) engineering oversight of construction works/construction supervision.

Subcomponent 2.2: Repair, Rehabilitation, Retrofitting and Reconstruction Works. This subcomponent will finance civil works for repair, rehabilitation, retrofitting, and reconstruction of school buildings in selected school facilities for Relatively Complex Works, including site and functional improvements. Approximately 564 school facilities with 2,768 buildings are planned for relatively complex works, which is anticipated to benefit around 490,000 students (see Table 2 below). Twelve combinations of interventions are expected to be carried out at the school facility level. The majority of these combined interventions include retrofit-reconstruction (112 schools), reconstruction only (99 schools) and repair-retrofit-reconstruction (85 schools), among others. Interventions are mostly concentrated in CAR, Region III, Region V, Region VI, Region VII, Region VIII, Region XI, Region XII, CARAGA and BARMM.

Table 2. Number of Recovered School Buildings, Classrooms and Benefiting Students under Component 2

| Intervention | Schools | Buildings | Classrooms | Students | US\$ million | Php million |
|--|---------|-----------|------------|----------|--------------|-------------|
| Repair, Rehabilitation, Retrofitting, Reconstruction | 564 | 2,768 | 7,810 | 490,529 | 360.20 | 19,811.15 |

Table 3. Number of Targeted School Facilities (disaggregated by buildings, and classrooms) by Line of Intervention under Component 2

| Intervention | Schools | Buildings | Classrooms |
|--|------------|--------------|--------------|
| Reconstruction only | 99 | 276 | 600 |
| Rehabilitation and Reconstruction | 14 | 59 | 112 |
| Rehabilitation and Retrofitting | 26 | 108 | 307 |
| Rehabilitation, Retrofitting, Reconstruction | 18 | 106 | 229 |
| Repair and Reconstruction | 66 | 306 | 786 |
| Repair, Rehabilitation and Reconstruction | 20 | 141 | 386 |
| Repair, Rehabilitation and Retrofitting | 18 | 132 | 512 |
| Repair, Rehabilitation, Retrofitting, and Reconstruction | 19 | 234 | 958 |
| Repair and Retrofitting | 39 | 176 | 393 |
| Repair, Retrofitting, and Reconstruction | 85 | 709 | 1,920 |
| Retrofitting only | 48 | 79 | 145 |
| Retrofitting and Reconstruction | 112 | 442 | 915 |
| Total | 564 | 2,768 | 7,263 |

Component 3 Project Management, Monitoring and Evaluation (M&E)

This component will support the day-to-day implementation of project activities. It will finance technical specialists and consultants and administrative support throughout the project period. The support will enable the DepEd and DPWH Project Management Offices (PMOs) to effectively carry out planning, coordination, financial management (FM), procurement, contract administration, environmental and social safeguards implementation and compliance, communications, design and implementation of Grievance Redress Mechanism (GRM), and M&E, including ensuring disaster and climate-resilient standards in DEDs. This component will also finance incremental operating costs (IOCs), PMO training, PMO equipment, and studies and evaluations associated with the project.

Component 3 will have two subcomponents, as follows:

Subcomponent 3.1: DepEd Project Management. This subcomponent will support DepEd’s (i) PMO operation and training costs, (ii) incremental operating costs; (iii) design and implementation of project communication campaigns; (iv) design and implementation of project GRM; (v) PMO equipment and training, and (vi) studies and evaluations associated with the project. This subcomponent will also support citizen engagement, social awareness, and

participation at the school level for Components 1 and 2 all throughout project implementation to ensure that (i) physical investments are properly communicated to the direct beneficiaries of the school buildings and (ii) the concerns of school stakeholders are adequately addressed in design and implementation. These are expected to enhance stakeholder support, commitment, and ownership of the project.

Subcomponent 3.2: DPWH Project Management. This subcomponent will support DPWH's (i) PMO operation and training costs, (ii) incremental operating costs; (iii) design and implementation of project communication campaigns; (iv) design and implementation of project GRM; and (v) studies and evaluations associated with the project.

Component 4 Contingent Emergency Response Component – CERC (zero allocation)

The CERC is an ex-ante mechanism that the GOP can use to quickly access project funds to respond to an eligible crisis or emergency. This component will allow for the reallocation of uncommitted project funds to address urgent needs in the event of a natural or human-made disaster or crisis (including public health-related emergencies). To activate this component, one possible trigger is the declaration of a state of calamity by a qualified national or subnational authority, under the applicable laws, including the Philippine DRRM Act (Republic Act 10121).

Disbursements will be made against a positive list of critical goods or the procurement of works and consulting services required to support immediate response and recovery needs. The potential CERC- financed activities should: (i) be aligned with the main project activities, (ii) follow the project's implementation arrangements, and (iii) be based on DepEd's mandate under various emergency response and contingency plans. A CERC Operations Manual will be developed, detailing information on (i) the mechanism for activating the CERC; (ii) coordination and implementation arrangements; (iii) procurement, financial management, and disbursement aspects; (v) compliance with safeguard policies; and (vi) M&E.

1.4 Target Areas

Component 1 (repair and rehabilitation) will support the rehabilitation of schools in 58 disaster-affected provinces in all 16 regions of the country. Pilot reconstruction works under DepEd will focus on 18 provinces in five regions. The interventions under Component 2 (retrofitting and reconstruction) under DPWH will focus on 62 provinces in 16 regions. Priority schools and school buildings to be financed under the proposed project were selected from a list of eligible buildings and guided by a Risk-based Prioritization Framework under the project.

Figure 1. List of Project Covered Regions and Provinces

| Region | Province |
|---|--|
| Component 1: Relatively Simple Works for School Infrastructure Recovery | |
| A. Repair and Rehabilitation | |
| Regions (16) | Provinces (58) |
| 1. BARMM: | Maguindanao, North Cotabato, Lanao Del Sur |
| 2. CAR | Abra, Apayao, Benguet, Ifugao, Kalinga, Mountain Province |
| 3. CARAGA | Agusan Del Norte, Dinagat Islands, Surigao Del Norte, Surigao Del Sur |
| 4. Region I | Ilocos Sur, La Union, Pangasinan |
| 5. Region II | Cagayan, Isabela, Nueva Vizcaya |
| 6. Region III | Nueva Ecija, Aurora, Bulacan, Pampanga, Zambales, Bataan |
| 7. Region IV-A | Quezon |
| 8. Region IV-B | Marinduque, Occidental Mindoro, Oriental Mindoro, Palawan |
| 9. Region IX | Zamboanga Del Norte |
| 10. Region V | Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate, Sorsogon |
| 11. Region VI | Aklan, Antique, Guimaras, Iloilo, Negros Occidental, Capiz |
| 12. Region VII | Bohol, Cebu, Negros Oriental |
| 13. Region VIII | Biliran, Eastern Samar, Leyte, Southern Leyte, Western Samar |
| 14. Region X | Camiguin |
| 15. Region XI | Compostela Valley, Davao Del Norte, Davao Del Sur, Davao Oriental |
| 16. Region XII | North Cotabato, Sarangani, South Cotabato |
| B. Pilot Schools for Reconstruction | |
| Regions (5) | Provinces (20) |
| 1. CAR | Abra, Benguet, Ifugao, Mountain Province, Kalinga |
| 2. CARAGA | Surigao Del Norte, Dinagat Islands, Surigao Del Sur |
| 3. Region V | Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate, Sorsogon |
| 4. Region VII | Bohol, Cebu, Negros Oriental |
| 5. Region VIII | Leyte, Southern Leyte, Western Samar |
| Component 2: Relatively Complex Works for School Infrastructure Recovery | |
| Regions (16) | Provinces (62) |
| 1. BARMM | City of Cotabato, Lanao Del Sur, Maguindanao, North Cotabato |
| 2. CAR | Abra, Benguet, Ifugao, Kalinga, Mountain Province |
| 3. CARAGA | Agusan Del Norte, Dinagat Islands, Surigao Del Norte |
| 4. Region I | Ilocos Norte, Ilocos Sur, La Union, Pangasinan |
| 5. Region II | Isabela |
| 6. Region III | Aurora, Bulacan, Nueva Ecija, Tarlac |
| 7. Region IV-A | Batangas, Cavite, Quezon |
| 8. Region IV-B | Marinduque, Occidental Mindoro, Oriental Mindoro, Palawan |
| 9. Region IX | Zamboanga Del Norte, Zamboanga del Sur |
| 10. Region V | Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate, Sorsogon |
| 11. Region VI | Aklan, Antique, Guimaras, Iloilo, Negros Occidental |
| 12. Region VII | Bohol, Cebu, Negros Oriental |
| 13. Region VIII | Biliran, Eastern Samar, Leyte, Southern Leyte, Northern Samar, Western Samar |
| 14. Region X | Camiguin, Misamis Oriental |
| 15. Region XI | Compostela Valley, Davao Del Norte, Davao Del Sur, Davao Oriental |
| 16. Region XII | North Cotabato, Sarangani, South Cotabato, Sultan Kudarat |

The Infrastructure for Safer and Resilient Schools (ISRS) Project is being prepared under the World Bank's Environment and Social Framework (ESF).

2. Objective and Description of SEP

The overall objective of this SEP is to define a program for stakeholder engagement, including public information disclosure and consultation throughout the entire project cycle. The SEP outlines the ways in which the DepEd and DPWH will communicate with stakeholders and includes a mechanism by which people can raise concerns, provide feedback, or make complaints about the project and any activities related to the project. The SEP specifically emphasizes methods to engage groups considered most vulnerable and that are at risk of being left out of project benefits.

The Project shall ensure that the engagement strategies with the project stakeholders outlined in this SEP are conducted as a two-way communication process, such that it:

- Begins early in the project planning process to gather initial views on the project proposal and inform project design;
- Encourages stakeholder feedback, particularly as a way of informing project design and engaging stakeholders in the identification and mitigation of environmental and social risks and impacts;
- Is conducted on an ongoing basis; as risks and impacts arise;
- Is based on the prior disclosure and dissemination of relevant, transparent, objective, meaningful, and easily accessible information in a time frame that enables meaningful consultations with stakeholders in a culturally appropriate format, in relevant local language(s), settings, and understandable to stakeholders;
- Considers and responds to feedback;
- Supports active and inclusive engagement with project-affected parties;
- Is free of external manipulation, interference, coercion, discrimination, and intimidation; and
- Is documented and disclosed by the Project.

To address the need for a differentiated approach in terms of gender and sexual orientation as well as special attention in ensuring the voices of women and girls are heard, the following guiding principles are adopted by this SEP during the conduct of consultations and engagement activities:

- **Gender-sensitive and person-first language.** Language used and texts referring to or addressing both women and men must make women and men equally visible. This applies to, amongst others, forms, documents, posters and language used during consultations. Attention must also be paid to a gender-sensitive choice of images when preparing information and education materials related to the project. Language that is respectful to LGBTQI individuals also needs to be used. For persons with disabilities (PWDs), derogatory forms of addressing and referring will be avoided, with the use of person-first language adopted in official communication and engagement activities.

- **Gender-disaggregated data collection and analysis.** Data must be collected, analyzed and disaggregated by gender to enable gender-sensitive data analysis as a basis for decision-making.
- **Equal access to project benefits and utilization of services from the subprojects.** Social Assessments and consultations during subproject preparation and implementation must assess the different needs and effects on women and men so that benefits could be equally accessed by both men and women.
- **Balanced gender ratio.** Balanced gender ratio in critical subproject activities such as decision-making processes, consultations, meetings among others. Gender balance is defined as an approximately equal number of men and women referring to participation and input into activities and decision-making to ensure that both male and female interests are considered and protected.

3. Stakeholder identification and analysis per project component

3.1 Methodology

For the ISRS, the following stakeholders have been identified and analyzed per project component. These stakeholders include affected parties (Section 3.2), other interested parties (Section 3.3) and disadvantaged/vulnerable individuals or groups (Section 3.4).

3.2. Affected parties

Affected parties include local communities, community members and other parties that may be subject to direct impacts from the Project. Specifically, the following individuals and groups fall within this category as shown in Table 4. Project Affected Parties.

Table 4. Project Affected Parties

| No. | Project-Affected Parties | Name of Affected Stakeholder/s | Issues of Interest/ Concern | District/ Locality | Project | |
|-----|---|--|---|----------------------------|----------------------------------|--|
| | | | | | Relationship | Stage |
| 1 | Heirs of donated land to school | Heirs of the landowners of the donated land and other contesting parties | Land claims/disputes/contestations | Across all covered regions | Directly affected | Pre-construction & during construction |
| 2 | Immediate Neighborhood around school areas and construction and transportation routes | Residents or business owners with formal and informal right to the land | Encroachment of boundaries between private property owners and school, Road Right of Way (ROW) (for those schools needing temporary access and ancillary buildings e.g. depot, workers camps) | Across all covered regions | Directly affected | Pre-construction & during construction |
| 3 | Public school occupants | School heads, facility maintenance, teachers | Disruption of classes, Limited space or facilities to accommodate displaced learners during project implementation, exposure to hazards around the construction sites, noise, dust, possible disruption of utilities, possible GBV and SEA/SH | Across all covered regions | Beneficiaries, directly affected | Pre-construction & during construction |
| | | Learners | | | | |
| | | PWD learners, teachers and other occupants (covered under Section 3.4) | Disruption of classes, Limited access to school facilities during project implementation, exposure to hazards around the construction sites, noise, dust, possible disruption of utilities, possible GBV and SEA/SH, access to project benefits such as inclusion of universal accessibility and design in the school infrastructures | | | |

| No. | Project-Affected Parties | Name of Affected Stakeholder/s | Issues of Interest/ Concern | District/ Locality | Project | |
|-----|--|--|---|--|---|--|
| | | | | | Relationship | Stage |
| 4 | Parents | Parents of learners; Parent-Teacher Association officers (PTA) and members | Disruption of classes, safety of their children, possible accidents and GBV and SEA/SH risks, quality and standards of the construction of school buildings | Across all covered regions | Directly affected | Pre-construction & during construction |
| 5 | Business owners (onsite) | Canteens, side vendors/store, school supplies | Possible relocation of business such as canteens, side vendors/store & school supplies, possible disruption of utilities, noise, dust | Across all covered regions | Directly affected | construction |
| 6 | Local Government Unit (LGU) | Barangay officials i.e. Committee for the Protection of Children (BCPC) and Education Committee, traffic enforcers, Gender and development | Road and Traffic safety, coordination with security, peace and order, waste management | Across all covered regions | Directly affected | Pre-construction & during construction |
| 7 | Immediate community surrounding the schools | (public) health facilities, markets | Noise, dust, traffic, possible disruption of utilities, labor influx/ labor camps | Across all covered regions | Directly affected | Pre-construction & during construction |
| | | (private) Religious structures | | | | |
| | | Residents | | | | |
| 8 | Disadvantaged and Vulnerable Groups | Refer to Table 7 | Accessibility, may disproportionately suffer from adverse project impacts (wide variety of hazards) and be constrained from participating in the project and availing of project benefits | Across all covered regions | Beneficiaries, directly affected | Pre-construction |
| 9 | Indigenous Peoples communities and Council of Elders | IP group and Council of Elders in the community | Tangible and intangible cultural traditions and beliefs, indigenous knowledge, systems and practices that could be affected during the implementation of the project | Community where the selected schools are located | Custodians of culture, recognized IP leaders of the community | Pre-construction and construction |

| No. | Project-Affected Parties | Name of Affected Stakeholder/s | Issues of Interest/ Concern | District/ Locality | Project | |
|-----|---------------------------|---|--|----------------------------|-------------------|--------------|
| | | | | | Relationship | Stage |
| 10 | Utility Service Providers | Water, Electric and Telecommunication Providers | Disruption of services and potential relocation of their equipment | Across all covered regions | Directly affected | construction |

3.3. Other interested parties

The projects' stakeholders also include parties other than the directly affected communities as listed in Table 5 Other Interested parties: Government Stakeholders and Table 6 Other Interested Parties: Academe, Community, Civil Society and the Private Sector.

Table 5. Other Interested Parties: Government Stakeholders

| No. | Groups of affected stakeholders | Name of Affected Stakeholder/s | Issues/ Interest of concern | District/ Locality | Project | |
|-----|---------------------------------|--|--|--------------------|--------------------|--------------------------------|
| | | | | | Relationship | Stage |
| 1 | National Government Agencies | National Economic and Development Authority (NEDA) Department of Budget and Management (DBM) Department of Finance (DOF) | Technical review of the project and approval and allocation of funds | National | Oversight Agencies | Pre-construction, Construction |
| | | National Commission on Indigenous Peoples (NCIP) | Providing Technical Assistance and Cultural advice | National | Collaborator | Pre-construction, Construction |
| | | Philippine Institute of Volcanology and Seismology (PHIVOLCS) Department of Science and Technology (DOST) | Technical Assistance | National | Collaborator | Pre-construction, Construction |

| No. | Groups of affected stakeholders | Name of Affected Stakeholder/s | Issues/ Interest of concern | District/ Locality | Project | |
|-----|--|--|---|--------------------|--------------------|-------------------------------------|
| | | | | | Relationship | Stage |
| | | Department of Environment and Natural Resources (DENR) | Issuance of permits and clearances | National | Oversight Agencies | Pre-construction, Construction |
| 2 | National Government Agencies | DPWH Regional Offices | For information | Regional | Collaborator | Pre-construction, Construction |
| | | NEDA - Regional Development Councils (RDC) | Issuance of endorsement | | Collaborator | Pre-construction |
| 3 | BARMM Regional Government | Ministry of Basic Higher and Technical Education (MBHTE), Ministry for Indigenous Peoples Affairs (MIPA), Ministry of Environment and Natural Resources and Energy (MENRE) | Issuance of endorsement, permits and clearances | BARMM | Collaborator | Pre-construction, Construction |
| 4 | Local Government Units (LGUs) and Agencies | DPWH District Engineering Offices | For information | Local | Collaborator | Pre-construction, Construction |
| | | Municipality Barangays | Issuances of permits | | Oversight Agencies | Pre-construction, Post Construction |

Table 6. Other Interested Parties (Academe, Community, Civil Society and the Private Sector)

| No. | Other Interested Parties | Name of stakeholders | Issues of interest or concern | District/Locality | Project | |
|-----|--|--|---|--|--|--|
| | | | | | Relationship | Stage |
| 1 | National and regional universities/colleges | University of the Philippines - National Engineering Center (UP-NEC) | Commissioned to conduct the Technical Assessment Report. | National | Conduct of independent assessment | Pre-construction & construction |
| 2 | Contractors | TBD | Construction work | City/town/barangay where the school is located. | Construction supervision and E&S risk management | Pre-construction, construction, and operation and maintenance. |
| 3 | Local community-based organizations of various sectors | Local community-based organizations | Continuity of classes, Community health and safety | Community where the selected schools are located | Advocacy groups, social service providers | Pre-construction, construction, and operation and maintenance. |
| 4 | International and local non-government organizations (NGOs) and Civil Society Organizations (CSOs) | International and local NGOs/CSOs | Continuity of classes, Community health and safety, quality of project output | Community where the selected schools are located | Advocacy groups, social service providers | Pre-construction, construction, and operation and maintenance. |

| No. | Other Interested Parties | Name of stakeholders | Issues of interest or concern | District/Locality | Project | |
|-----|--------------------------|----------------------|-------------------------------|-------------------------------|--|--|
| | | | | | Relationship | Stage |
| 5 | National and local media | Various entities | Project news and updates | National, regional, and local | Information dissemination on project updates | Pre-construction, construction, and operation and maintenance. |

3.4. Disadvantaged / vulnerable individuals or groups

Disadvantaged and vulnerable individuals or groups refers to groups or individuals among the affected parties who may be more likely to be adversely affected by the project impacts and/or more limited than others in their ability to take advantage of a project's benefits. Vulnerable groups are placed at a disadvantaged position as a result of the barriers they experience to social, economic, political and environmental resources, as well as limitations due to illness or disability. Such an individual/group is also more likely to be excluded from/unable to participate fully in the mainstream consultation process and as such may require specific measures and/or assistance to do so. Within the Project, the vulnerable or disadvantaged groups may include but are not limited to the following as listed in Table 7.

Table 7. Disadvantaged and Vulnerable Individual and Groups Affected by the Project

| No. | Disadvantage or Vulnerable Groups | Characteristics | Limitation | Issues of Interest or Concern |
|-----|-----------------------------------|--|---------------------------------------|--|
| 1 | Indigenous Peoples | IPs in the Philippines have unique cultures and way of life different from the mainstream society. | Language, barrier cultural barrier | Language barrier may result in difficulty in relaying the important information regarding the project; |

| No. | Disadvantage or Vulnerable Groups | Characteristics | Limitation | Issues of Interest or Concern |
|-----|--|--|---|--|
| | | They have a symbiotic relationship with their environment where land is closely connected to their lives. | Representation through indigenous political structures (IPS) designated or authorized by the IP group | importance of consulting relevant IPS (e.g., council of elders, tribal councils or general assembly) in school infrastructure design and the protocols of entry, stay and exit of outsiders |
| 2 | Persons with Disabilities (PWD)/ learners with special educational needs | Physical and structural barriers may make them more vulnerable and at-risk compared to the general school population of construction-related hazards. Accessibility issues may limit their participation during consultations, accessibility considerations for school infrastructures | Accessibility and Discrimination | Limited capabilities may result in them not being able to participate in group meetings, and may also not be able to read emails/infographics about the project; access to project benefits such as inclusion of universal accessibility and design in the school infrastructures. |
| 3 | Sexual and Gender Minorities (SGM) | People who are prone to sexual harassment, abuse, bullying, and discrimination from public consultations | At risk for GBV. Discrimination from public consultations | Due to the current cultural norms in the Philippines, male dominance is still prevalent among the local construction industry; SGM population may be subjected to discrimination and harassment |
| 4 | Senior citizens and people with existing medical conditions | 60 years old and above, those who suffer from chronic diseases and are immunocompromised | The elderly and people with existing medical conditions are prone to accidents due to health conditions such as poor eyesight, hard of hearing, among others) | More susceptible to misinformation; accidents; and pollution (i.e. air and noise) Participation in consultations may be limited |

| No. | Disadvantage or Vulnerable Groups | Characteristics | Limitation | Issues of Interest or Concern |
|-----|-----------------------------------|--|---|---|
| 5 | Children especially girls | Children and students ages 6 to14 years old | Agency/Ability to decide for one's self | Vulnerable to GBV, child abuse, and harassment; accident prone; access to project benefits such as inclusion of Water, Sanitation and Hygiene (WASH) facilities for girls in the school infrastructure |
| 6 | Pregnant women | Sensitive health conditions at various stages of the pregnancy | Mobility | Susceptible to air, water, and land pollution that may be caused by the construction. Construction hazards could cause accidents that will place pregnant women and their unborn child more at risk compared to the rest of the school population |

Vulnerable groups within the communities affected by the project will be further confirmed and consulted through dedicated means, as appropriate. Description of the methods of engagement that will be undertaken by the project is provided in the following sections.

4. Stakeholder Engagement Program

4.1. Summary of stakeholder engagement done during project preparation

During project preparation, a series of public consultations were conducted as summarized in Tables 8 and 9 . For the Summary of the Stakeholder inputs, issues and concerns and how these were addressed during the first series of public consultations conducted in Regions I, V and VII refer to Table 11.

After disclosing the Environmental and Social Standards (ESS) documents at the DepEd and DPWH websites, DepEd and DPWH jointly conducted another series of public consultations in Regions CAR, I and XI to gather feedback from stakeholders (refer to Table 10). These consultations served as a platform for stakeholders to express their opinions, raise concerns, and provide inputs. Detailed information about the issues raised and how these were addressed is presented in Table 12.

Table 8. Summary of stakeholder engagement done during project preparation

| No. | Date | Title of the Meeting | Venue | No. of participants | List of Participants | Key issues discussed |
|-----|----------------|----------------------|---|---------------------|---|--|
| 1 | Sept. 19, 2023 | Kick-Off Meeting | EFD Conference Room, 5 th Flr., Mabini Bldg., Department of Education, DepEd Meralco Avenue, Pasig | 33 | NEDA DOF DBM WORLD BANK DEPED | <ul style="list-style-type: none"> On the WB’s approval of the Project Concept Note On DepEd’s appeal to provide a universal list of schools requiring repair and rehabilitation for the WB to use in identifying the target schools once the funding from the Bank is available On the ICC Package Submission to National Economic Development Authority (NEDA) On the proposed Project Implementation Arrangements |

| No. | Date | Title of the Meeting | Venue | No. of participants | List of Participants | Key issues discussed |
|-----|---------------|--|---|---------------------|-----------------------------|---|
| 2 | Oct. 17, 2023 | Meeting Between DepEd and DPWH on the Environmental and Social Framework | EFD Conference Room, 5 th Floor, Mabini Bldg. | 13 | DEPED DPWH | <ul style="list-style-type: none"> • Deadline on submission of Investment Coordination Committee (ICC) Package • Presentation of draft ESMF with some inputs from Engr. Pangan • Establishment of Focal Person for Environmental and Social |
| 3 | Oct. 24, 2023 | DepEd, DPWH and World Bank High-Level Meeting | Batanes Room, World Bank Office Manila, Taguig and via MS Teams | 19 | DEPED DPWH WORLD BANK | <ul style="list-style-type: none"> • Overview of the PSRRRP by DPWH • Overview of the ISRS design proposal by DepEd • Proposed Implementation Arrangements for the ISRS Project by the World Bank |
| 4 | Nov. 07, 2023 | Technical Assessment Meeting | EFD Conference Room and via MS Teams | 14 | DEPED DPWH WORLD BANK | <ul style="list-style-type: none"> • Technical Assessment (TA) of School Buildings by the University of the Philippines-National Engineering Center (UP-NEC) • Field Visits to Regions I and V • Application for Environmental Permit • Financial Management and Procurement Matters • Enrollment of ISRS Project to the NEDA Public Investment Program Online (PIPOL) System • Memorandum of Agreement (MOA) • Presentation of the ICC Package to DepEd |

| No. | Date | Title of the Meeting | Venue | No. of participants | List of Participants | Key issues discussed |
|-----|---------------|--|--------------------------------------|---------------------|---|---|
| 5 | Nov. 15, 2023 | Presentation Of The Technical Assessment | EFD Conference Room and via MS Teams | 16 | DEPED UP-National Engineering Committee (UP-NEC) WORLD BANK | <ul style="list-style-type: none"> • Candidate schools and Eligible Schools: Definition and Profile • Definition of Lines of Intervention per Building • Simple Works and Complex Works of Would-be Selected Schools |

Table 9. School-level Stakeholder Consultations

| Region and Division | Date | Office/Schools Visited | No. of Participants |
|---------------------|------------------|---|---------------------|
| I, Ilocos Norte | Nov. 28-30, 2023 | DepEd Region I Regional Office, San Fernando, La Union Badio Elem School, Pinili, Ilocos Norte Filipinas East Elem School, San Nicolas, Ilocos Norte | 95 |
| V, Albay | Nov. 20-21, 2023 | DepEd Region V Regional Office, Legazpi, Albay Naga National High School, Tiwi, Albay Tambilagao Elem School, Bacacay, Albay Sta. Misericordia Elem School, Sto. Domingo, Albay Impact Learning Center Elem School, Daraga, Albay | 67 |
| VII, Bohol | July 17-18, 2023 | Schools Division Office (SDO) of Bohol Clarin National School of Fisheries Lomboy Elementary School Lapu-lapu Elementary School Guadalupe Elementary School | 65 |

Table 10. Stakeholder Public Consultations

| Region and Division | Date | Venue of Public Consultation | No. of Participants | | |
|---------------------|-------------------|---|---------------------|--------|-------|
| | | | Male | Female | Total |
| CAR , Abra | February 27, 2024 | Gov. Andres Bernos Gym, University of Abra, Bangued, Abra | 63 | 65 | 128 |
| I, La Union | February 28, 2024 | National Educators’ Academy of the Philippines (NEAP), San Fernando, La Union | 23 | 41 | 64 |
| XI, Digos City | March 1, 2024 | View Point Hotel, Digos City | 37 | 36 | 73 |

Table 11. Summary of School-level Stakeholder Inputs (Public consultation in Regions I, V and VII)

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|---|------------------------|---|--|
| 1 | Affected Parties (DepEd Region, Schools Division, DPWH Central Office, school administrators, and barangay officials) | Overall Project design | <ul style="list-style-type: none"> Schools visited asked if their school was certain to be included in the project What will the project cover, will the project interventions include for example construction of riprap, drainage systems, canals, administration buildings, in case these are needed to ensure resiliency of the school? | <ul style="list-style-type: none"> The project includes a prioritization criteria framework to select the final school beneficiaries. The finalization of the list of priority schools is the responsibility of DepED and DPWH. The project has four (4) levels of intervention: repair and |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|--|--------------------|--|---|
| | Other interested parties (NEDA Region) | | <ul style="list-style-type: none"> When will the project start? | <p>rehabilitation (simple works) and retrofitting and reconstruction (complex works).</p> |
| | | | <ul style="list-style-type: none"> Does the design of the infrastructure address different kinds of hazards? NEDA Regional recommended to look at the proportion of distribution of beneficiary schools by region, division Will LGUs have a budget counterpart in the project? | <p>The project includes a prioritization criteria framework to select the final school beneficiaries. The finalization of the list of priority schools is the responsibility of DepED and DPWH.</p> <ul style="list-style-type: none"> The project has four (4) levels of intervention: repair and rehabilitation (simple works) and retrofitting and reconstruction (complex works). The project includes conducting detailed damage assessments and multi-hazard vulnerability assessments. The project will consider including the need to improve the drainage system or the need for a riprap. The Project is in the process of preparing the necessary documentary requirements for its approval. It is hoped to be implemented by next year, 2024 Recovered school buildings by the project will fully comply with the country's up-to-date multi-hazard resilient design provisions Spatial distribution is a consideration |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|---|---|--|---|
| | | | | <ul style="list-style-type: none"> GoP counterpart will be from DepED not the LGU |
| 2 | Affected Parties (DepEd Region, Schools Division, DPWH Central Office, school administrators, parents and barangay officials) | Type of calamities/ disasters that affected the schools | <ul style="list-style-type: none"> The schools visited were either affected by strong typhoons, flooding, wind hazards, and earthquake or a combination of hazards. In Ilocos, aside from damages due to earthquake and typhoons, one of the school buildings was burned due to faulty wiring Road elevation is higher than the school grounds and without proper drainage system causing flooding in the school Extreme heat was mentioned as a hazard that greatly affected the conduciveness of the learning environment In Albay, one of the schools said it was usually used as evacuation center during calamities, especially that they are located within the 8km danger zone of the Mayon Volcano. Alternative Delivery Modes of teaching are implemented by the school in such cases. | <ul style="list-style-type: none"> It was emphasized that the project's target beneficiaries are disaster-affected schools. The project will consider site development to address drainage issues and ensure proper ventilation as design considerations |
| 3 | Affected Parties (DepEd Region, Schools Division, DPWH Central Office and school administrators) | Implementation Arrangements | <ul style="list-style-type: none"> Monitoring the compliance to environmental and social standards Regardless if its DepED or DPWH, a major concern raised is the quality of work of the contractors It was recommended to include DepED during punch listing with DPWH | <ul style="list-style-type: none"> Implementation arrangements including the monitoring of compliance to quality of construction work as well as environmental and social standards will be agreed upon by DepED and DPWH as the implementing agencies of the project. |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|---|--|---|---|
| 4 | Affected Parties (DepEd Region, Schools Division, DPWH Central Office, school administrators, parents and barangay officials) | Stakeholder consultations and participation in school building design and construction | <ul style="list-style-type: none"> There are various mechanisms in place for stakeholder consultation and participation i.e. PTA meetings; School Governance Council; “Voice of the learners”; Participation of School head, teachers, PTA, barangay captain during the pre-construction conferences where they are also given copies of the Program of Works (POW). DepED is currently developing an application as a monitoring system that can be utilized by DepED Engineers and CSOs. It is hoped to be available by March 2024. | <ul style="list-style-type: none"> The project will build on these mechanisms and further strengthen stakeholder participation in the whole project cycle (planning and design, implementation and monitoring). |
| 5 | Affected Parties (DepEd Region, Schools Division, school administrators, parents, students and barangay officials) | Grievance Redress Mechanism | <ul style="list-style-type: none"> There is an existing mechanism (School Grievance Committee) School Head must submit incident report within 24 hours In Ilocos, PTA President asked if ever they observed substandard quality during the construction can they report it. If yes, to whom can they report. | <ul style="list-style-type: none"> It was relayed that everyone has the right to file a project-related complaint. DepED and DPWH will finalize implementation arrangements including for the GRM |
| 6 | Affected Parties (DepEd Region, Schools Division, school administrators, guidance councilors, parents, students and barangay officials) | Gender based violence (GBV) and SEA/SH | <ul style="list-style-type: none"> No cases of GBV and SEA/SH hence they have no experience yet in handling such cases Teachers have no guidelines in handling GBV cases As per DepED policy, the Child Protection Committee handles such cases, if any. | <ul style="list-style-type: none"> The project will ensure that students/children feel safe to access the GRM without fear of retribution There is a need to increase awareness about GBV at the school level. This shall be included among |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|--|--|---|---|
| | | | <p>The Guidance Counselor is the point person whom students can report such cases.</p> <ul style="list-style-type: none"> • They can also report to the barangay VAWC desk officer. | <p>the capacity building needs of the project.</p> |
| 7 | Affected Parties (DepEd Region, Schools Division, school administrators, parents, students and barangay officials) | Universal access and gender inclusive school infrastructure | <ul style="list-style-type: none"> • Visited schools were not compliant to accessibility law (no ramps, no toilets for PWDs) • There is a shared CR for every classroom. • Some schools have constructed separate toilet for girls and boys located outside the school building | <p>The project design shall include addressing the need for functional improvements for PWD students, teachers and other school users as well as WASH facilities that are gender inclusive.</p> <ul style="list-style-type: none"> • |
| 8 | Affected Parties (School Head/Principal) | Land ownership of school site | <ul style="list-style-type: none"> • Badio Elementary School, Pinili, Ilocos Norte – titled to the school • San Nicolas – still for titling (only have a Tax Declaration for now) – but the titling expenses are already included in the 2024 budget • Tambilagao Elem School, Albay – with Deed of Donation | <p>It was relayed that there will be no land acquisition for this project. All subprojects are existing school sites with no land issues.</p> |
| 9 | Affected Parties (DepEd Region, Schools Division, school administrators, parents, students and barangay officials) | Community health and safety related to construction activities | <ul style="list-style-type: none"> • Main concern of parents and teachers is the safety of the children during construction. Barriers should be placed as well as warning signs. • Warning Signs should be in the local language with English translation. • Construction may cause class disruptions. If feasible, construction activities will be done | <p>The project prioritizes the safety of the community and school population. The recommendations will be taken into consideration by the project.</p> |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|--|--------------------------------------|---|---|
| | | | <p>during school break and/or adopt hybrid or modular classes if the construction cannot be avoided during class days.</p> <ul style="list-style-type: none"> Regarding the hauling of materials, the school can assign entrance/exit points and the barangay can help with traffic management | |
| 10 | Affected Parties (DepEd Region, Schools Division, school administrators, parents, and barangay officials) | Occupational Health and safety | <ul style="list-style-type: none"> Schools said they have spaces for worker's camps/bunk houses Restricted areas should be designated to ensure safety of the school community Follow DOLE policy – 10% of skilled workers and 30% of unskilled workers should come from the local community | The project prioritizes the safety of the community and school population. The recommendations will be taken into consideration by the project. |
| 11 | Affected Parties (DepEd Region, Schools Division, school administrators, parents, students and barangay officials) | Current peace and order conditions | <ul style="list-style-type: none"> Region 1 is insurgency free as per DepED Regional Director | This information was noted by the project team. |
| 12 | Affected Parties (DepEd Region, Schools Division, and DPWH Central Office) | Environmental permits (i.e. ECC/CNC) | <ul style="list-style-type: none"> Tree cutting permit c/o School Principal Based on the experience of DepED, so far only CNC is applicable to the school construction activities they have undertaken | Accountability in securing the necessary permits shall be among the agreements between DepED and DPWH. |
| 13 | Affected Parties (School administrators) | Water source and electricity | <ul style="list-style-type: none"> Schools in Ilocos Norte have water sources (i.e. ground water or connection from the water district) Ilocos Norte DepEd Division recommended to install solar panels as source of electricity for schools | Currently the DepEd installs solar lights for the Last Mile Schools |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|--|--|---|---|
| | | | <ul style="list-style-type: none"> In Naga National High school water supply is a concern | |
| 14 | Affected Parties (School administrators and barangay officials) | Waste Management | <ul style="list-style-type: none"> Pinili, Ilocos Norte –with Barangay-owned Materials Recovery Facility (MRF) The schools observe waste segregation From the experience of the schools, construction debris are disposed of by the DPWH | The project will ensure that waste management is observed in the construction sites |
| 15 | Affected Parties (DepEd Region, Schools Division, school administrators, parents, students and barangay officials) | Needs aside from infrastructure to increase the resiliency of schools against calamities/natural disasters | <p>Continue the following existing practices:</p> <ul style="list-style-type: none"> Capacity building i.e. First aid training; psychological first aid Conduct of regular drills DRRM education integrated in the curriculum | The Project will take note to continue these good practices |

Table 12. Summary of Stakeholder Inputs (Public Consultations in Regions CAR, I and XI)

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|----------------------|---|--|---|
| 1 | Learners | Safety of the learners in the school when the implementation starts | <ul style="list-style-type: none"> Accidents may occur especially with younger learners, put warning signs. Designate a place for construction materials that will not be easily accessible to learners. | The team made sure to install warning signs with clear pictures to make them easily recognizable for younger learners and ensure to keep construction materials away from these areas and there would be someone available to monitor them. |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|----------------------|-----------------------|--|---|
| | | Sexual harassment | <ul style="list-style-type: none"> There are incidents that involved learners (esp. female) and construction workers. | Team advised the learners to not engage with the construction workers and avoid going to the construction site. If anything happens, Inform the teachers and parents immediately. There is a Grievance Redress Mechanism (GRM) to address these complaints. |
| | Learners | Disruption of classes | <ul style="list-style-type: none"> Noise of hammers, and other equipment | The team to come up with preventive measures to ensure no classes will be disturbed. |
| | | Disasters | <ul style="list-style-type: none"> The learners shared their experiences of different types of disasters, i.e., typhoon, earthquake, flood, and landslide that damaged their classrooms. | The team inform them that it is the objective of the project to make the school buildings safer and will not get damaged easily from disasters to ensure their safety and learning continuity. |
| | | Canteen and library | <ul style="list-style-type: none"> If the canteen will be affected by the project, there is nowhere to buy their food. While for library, there will be no place for them to read and study. | The team took note of this and to come up with a plan to ensure the continuous operation of canteen and library. |
| | | Health concerns | <ul style="list-style-type: none"> Dust from construction that could cause respiratory problems. | <p>The team to recommend scheduling of construction activities during times when students are not present or in areas away from classrooms and other occupied spaces.</p> <p>Inform learners, teachers, and parents about the potential health risks associated with construction dust and the measures being taken to mitigate them.</p> |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|---|---|---|--|---|
| | | | | Educate construction workers about the importance of minimizing dust generation and the potential impact on the health of students and staff. |
| | Learners | Classroom | <ul style="list-style-type: none"> • If their classrooms will be subjected for intervention, where would they hold their classes, would it be under the trees? • Classroom shortages. • High temperature in classrooms. | The team to come up with a plan to ensure continuity of learning. Ventilation is important for classrooms – big windows and electric fan. |
| Only one (1) gate for entrance and exit | | <ul style="list-style-type: none"> • Avoid scheduling the entry of construction workers and delivery of construction materials at the same time as the learners as this might cause mishaps. | The team to come up with strategy on the scheduling of the entry of construction workers and supplies. | |
| Water supply | | <ul style="list-style-type: none"> • There are WASH facilities but no water supply. | The team took note of these problems, and if the school belongs to the selected schools, these are included in the functional construction. | |
| Restrooms/toilets | | <ul style="list-style-type: none"> • Too narrow, not a standard size. • Toilet bowls were not properly installed, wiggling. | | |
| PWD | | <ul style="list-style-type: none"> • No ramp | | |
| Cleanliness of the surroundings/hygiene | <ul style="list-style-type: none"> • To prevent construction waste from affecting the cleanliness of the school, it is advisable to assign a janitor to maintain cleanliness. • The workers' toilet should be always kept clean to prevent foul odors and should be located away from classrooms. | The team agreed and took note of these concerns and ensure the maintenance of cleanliness of the school. | | |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|---|----------------------------|--|---|
| | Learners | Environment | <ul style="list-style-type: none"> Avoid cutting down trees. | The team assured them that best effort would be made to avoid cutting down any trees and to save their garden area or find a place to designate a new one if will be affected. |
| | | <i>Gulayan sa paaralan</i> | <ul style="list-style-type: none"> Save the area for their vegetable garden, it is part of their subject Edukasyong Pantahanan at Pangkabuhayan (EPP). | |
| 2 | Brgy. Captain of Barrio Sallapadan, Abra Chief, Planning Section – DPWH Teacher | Overall Project Design | <ul style="list-style-type: none"> When will the project start? Will the school receive copy of the contract? | <p>The preliminary stages of the project will commence in 2024, however, the actual construction and repair are scheduled for 2025.</p> <p>Particularly for the ISRS project, program and plans will be provided. Pre-construction meetings will ensure schools and communities are informed about project details. Copies of all relevant documents, including contracts, DED plans, and Program of Works (POW), will be provided to facilitate accurate project monitoring by school-based committees, in which school heads will be involved in.</p> |
| 3 | Principal | Site Condition | <ul style="list-style-type: none"> The lot size is insufficient for a school, but there is a space suitable for constructing one school building. However, the concerned is about the uneven terrain; the location is sloping | The team assured that it will be part of the validation process conducted by DepEd and DPWH, focusing on site improvement. If soil protection and backfilling are necessary, they must be included in the scope of work listed during joint validation assessments. |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|-----------------------------------|---------------------------------|---|---|
| 4 | Schools Division Superintendent | Overall Project Design | <ul style="list-style-type: none"> If schools listed are disqualified or removed, can they be realigned within the Division of Abra? | This will depend on whether there are schools in the Division of Abra on the eligible list. |
| 5 | Teacher (Banguet North ES) | Site Ownership | <ul style="list-style-type: none"> The current school site is owned by the Provincial Government. Another lot in Zone 7 is being donated, awaiting approval. What will happen to the project, considering our transition to a new site? | Relocation falls under the exclusion list. |
| 6 | School Head | Overall Project Design | <ul style="list-style-type: none"> Is the provision of instructional facilities/equipment like televisions, gadgets, and laptops feasible within this project? Is it possible for the covered court to be funded by this project? | Those items are not within the scope of our project. Funding from the Bank covers school buildings and furniture for reconstruction. Additional equipment may be lodged to the DepEd-Information and Communications Technology Service (ICTS) office to be included in their regular programming. |
| 7 | School Head (Tukip ES) | Site Ownership / Site Condition | <ul style="list-style-type: none"> The site has been declared a danger zone by the Mines and Geosciences Bureau (MGB) and deemed unsafe for occupancy. All existing buildings are situated in an elevated area and are not used as classrooms. Temporary Learning Spaces (TLS) are being utilized instead, located below. The site is subject to relocation as proposed by the Local Government Unit (LGU) The proposed relocation site is very far from the original site. | The team proposes that the MGB conduct validation again to verify the issue. |
| 8 | Representative from Congresswoman | SEA/SH | <ul style="list-style-type: none"> In terms of risks, we should consider adding bullying. Sexual exploitation and harassment (SEA/SH) is a private crime, and there are victims | The recommendation has been noted. |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|---|--------------------|---|---|
| | Office (recommendation) | | who may not feel comfortable coming forward to report it. These cases are not to be taken lightly and should be handled in accordance with the law. Proper guidance and counseling must be provided to address these issues effectively. | |
| 9 | Herardo Panelo – School Head, Naguillian East ES (Representative of IP Group – Kankanaey Tribe) | IP Hab | <ul style="list-style-type: none"> In their school, there is an ongoing construction of IP hab, the learners are the one who is constructing it and this will serve as their reading and learning space. | |
| 10 | Minalyn Agcaoilli – PTA / IP representative – Mamat-ing Naguillian Norte | Access | <ul style="list-style-type: none"> The road to the site is narrow. If there is construction, the delivery of materials is done through manual hauling, with members of the IP community responsible for hauling the materials. | The team will coordinate with the LGU for possible assistance regarding the hauling of materials to the site. |
| 11 | Charito Geryela – School Custodian | Site Condition | <ul style="list-style-type: none"> The site needs riprapping since the school is located at mountatnios area | The team assured that it will be part of the validation process conducted by DepEd and DPWH, focusing on site improvement. If riprapping is necessary, they must be included in the scope of work listed during joint validation assessments. |
| 12 | Willy Carudo – IP Municipal representative – Delles Integrated School | Other Facilities | <ul style="list-style-type: none"> Can a perimeter fence be included in the project? Can a stock room or museum be constructed where IP materials or heritage items can be stored? | Perimeter fence and stock room or museum not within the scope of our project. Prior to the construction of the project, the team will also check on the Free, Prior and Informed Consent (FPIC) from the IP community. |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|--|-----------------------------|---|---|
| 13 | Teacher – Mamat-ing ES | Site Ownership | <ul style="list-style-type: none"> Since the site lacks ownership documents, is it possible for the school to be included? | It was relayed that there will be no land acquisition for this project. Therefore, the ownership documentation must be processed promptly to prevent it from being included in the exclusion list |
| 14 | Racquel Funesto – Principal | Site Location | <ul style="list-style-type: none"> The school is located in a flood-prone area with a 1-meter flood level. | The team assured that it will be part of the validation process conducted by DepEd and DPWH, focusing on site improvement. |
| 15 | Architect – LGU representative | Gabaldon Buuildings | <ul style="list-style-type: none"> What is the plan on the restoration of Gabaldon Buildings and on the Marcos pre-fabricated building? | The Gabaldon buildings are not included in this project; they have a separate fund allocation for restoration. As for the reconstruction of the Pre-Fab building, it is subject to demolition, and a separate fund will cover this—not from this project. |
| 16 | Venus Flores – Principal – Pideg ES | Access to school site | <ul style="list-style-type: none"> The school site is situated in a very elevated area, and although there are stairs, they are narrow and very dangerous. They describe it like a “stairway to heaven” | The team will coordinate with the LGU for possible assistance on the access going to the school. |
| 17 | Regional Engineer, Region I | Implementation Arrangements | <ul style="list-style-type: none"> Who will be responsible for implementing the project? | For the Component 1, it will be DepEd and for the Component 2, it will be DPWH. |
| 18 | Cecil Resito, Regional Office Representative | Project details | <ul style="list-style-type: none"> Is it possible to add more recipients to the list? When will the project start? | <p>The list is final, unless there are sites that will be excluded. If there are schools excluded, the team will select replacements from the eligible list.</p> <p>The preliminary stages of the project will commence in 2024, however, the actual</p> |

| No. | Type of Stakeholders | Area of discussion | Issues, concerns, queries and recommendations | Response of project team/Next steps |
|-----|---|----------------------------------|---|---|
| | | | | construction and repair are scheduled for 2025. |
| 19 | DepEd Project Engineer – Representative from Regional Office | Project Design | <ul style="list-style-type: none"> In Region 1, the LGUs prefer to use their own designs for constructing school buildings. If their preferred design is not utilized, we may encounter difficulties with the building permit application process. | The project has one standard design, and that design will be followed in constructing school buildings for this project. |
| 20 | Teacher – Mati NHS – Digos City | List of recipient schools | <ul style="list-style-type: none"> Can we be assured that Mati NHS is a recipient for this project? | There is assurance since they are already on the priority list, but it will depend on the technical assessment conducted by the hired consultant. |
| 21 | Special Education (SPed) Teacher from Ramon Magsaysay Central Elementary School | Site ownership | <ul style="list-style-type: none"> The school has no document as proof of landownership. The land is LGU-owned and it was said that the LGU now plans to use the land where the school is situated. She is worried that their school will be ineligible because of the said issue with land ownership. | The school site should have documents such as proof of landownership. The SDS of Digos said they will look into the case to help the school resolve the land ownership issue so that the school will not be excluded from the list. |
| 22 | Engineer from Davao del Sur DepEd Division | Selection of beneficiary schools | <ul style="list-style-type: none"> They have 28,000 learners in TLS for about 4 years now. They are hoping that they will be included, if not in this batch, in the next batch. | There are no other batches for this project. But the DepEd will have other fund sources or projects to address other damaged schools. |

4.2. Summary of project stakeholder needs and methods, tools and techniques for stakeholder engagement.

The Stakeholder Engagement Plan below outlines the engagement process, methods, including sequencing, topics of consultations and target stakeholders. The World Bank and the Borrower do not tolerate reprisals and retaliation against project stakeholders who share their views about Bank-financed projects.

Table 13. SEP Summary Table (Consultation Strategies)

| Project Stage | Target Stakeholders | Topic of Consultation/ Message | Method Used | Responsibilities | Frequency/Timeline |
|------------------|---|--|--|------------------|--|
| Pre-Construction | Regional Development Council (RDC) | Presentation of Proposed Project | Send a request letter to include in the meeting agenda Meeting | DepEd | 2 sectoral meetings and 1 full council meeting per region |
| | LGUs | Presentation of Proposed Project | Focus Group Discussion/Meetings Distribution of Infographics | DepEd and DPWH | At least one general meeting prior to conduct of site validation |
| | School Heads; School maintenance personnel | Presentation of Proposed Project Discuss about initial Detailed Engineering Design (DED) and Environmental and Social Assessment | Focus Group Discussion/Meetings Site Validation Distribution of Infographics | DepEd and DPWH | At least one general meeting prior to conduct of site validation |
| | Barangay Officials; Community leaders; Parent-Teacher Association (PTAs); Student Leader/Council | Presentation of Proposed Project, Community Engagement, Discuss about initial DED for finalization of Environmental and Social Management Plan (ESMP), risks | Focus Group Discussion/Meetings Distribution of Infographics | DepEd and DPWH | At least one general meeting prior to conduct of site validation |

| Project Stage | Target Stakeholders | Topic of Consultation/ Message | Method Used | Responsibilities | Frequency/Timeline |
|------------------|---|---|---|---|--|
| | | and impacts of the project, GRM, project benefits | | | |
| Pre-Construction | Consultative and Advisory bodies on Indigenous Peoples Education (IPEd) | Presentation of Proposed Project, Community Engagement, Discuss about initial DED for finalization of ESMP, risks and impacts of the project, GRM, project, benefits | Focus group discussion/meetings | DepEd and DWPH | At least one general meeting prior to conduct of site validation |
| | Parents and representative groups | Need and scope of functional improvements that will be covered by the project | Focus group discussion/meetings | DepEd and DWPH | At least one general meeting prior to conduct of site validation |
| | PWDs | Need and scope of functional improvements that will be covered by the project | Arrange a focus group discussion with PWDs or conduct a house-to-house consultation | DepEd and DWPH | At least one general meeting prior to conduct of site validation |
| | Sexual and Gender Minority groups | Need and scope of functional improvements that will be covered by the project, Discussion of information about what they can do and where they can go for help when they experience harassment and/or abuse | Conduct seminar for the Sexual and Gender Minority groups | DepEd and DWPH | At least one general meeting prior to conduct of site validation |
| | Local School Board | Presentation of Proposed Project | Focus group discussion/meetings | DepEd (Schools Division Superintendent) | At least one general meeting prior to conduct of site validation |

| Project Stage | Target Stakeholders | Topic of Consultation/ Message | Method Used | Responsibilities | Frequency/Timeline |
|---------------|---|--|---|--------------------------------------|--|
| Construction | Relevant Government Agencies | Continuing coordination with regulators and partner Government Agencies | Group meetings | DepEd and DPWH | As needed |
| | Households located near the civil works area , community/households beside labor camp(when applicable), households passing through the road that traverses the school | Monitoring the effectiveness of mitigating measures and addressing grievances on the community health Impacts. | Public consultation coordination with community leaders | DepEd and DPWH Including Contractors | Continuous engagement during the construction works and at least once a year |
| | School Heads; School maintenance personnel | Compliance of Contractors to the site-specific ESMP; concerns and issues arising during construction | Regular meetings | DepEd and DPWH Including Contractors | Continuous engagement during the construction works |
| | Barangay Officials; Community leaders; Parent-Teacher Association (PTAs); Student Leader/Council | Compliance of Contractors to the site-specific ESMP; concerns and issues arising during construction | Focus Group Discussion/Meetings | DepEd and DPWH Including Contractors | Continuous engagement during the construction works |
| | Consultative and Advisory bodies on Indigenous Peoples Education (IPEd) (if school building is | Compliance of Contractors to the site-specific ESMP; concerns and issues arising during construction | Focus Group Discussion/Meetings | DepEd and DPWH Including Contractors | Continuous engagement during the construction works |

| Project Stage | Target Stakeholders | Topic of Consultation/ Message | Method Used | Responsibilities | Frequency/Timeline |
|---------------------------|---|---|--|--------------------------------------|--|
| | within an ancestral domain and/or an IPEd School) | | | | |
| Construction | Commuting Public and Nearby Communities | Monitoring of road and traffic safety condition and mitigation measures | Coordination with LGU or Barangay Official | DepEd and DPWH Including Contractors | Prior construction works |
| | Landowners, LGU | Issues on the right of way (ROW) for temporary use | Coordination with LGU, community meetings | DepEd and DPWH | Prior and during project implementation |
| Operation and Maintenance | School Heads | Discussion of roles and liabilities of the contractor after the construction stage (Defects and Liability Period) | Group Meeting / Issuance of Memorandum | DepEd and DPWH | Upon the issuance of Certificate of Completion (COC) |

4.3. Proposed strategy to incorporate the views of vulnerable groups

The project will seek the views of indigenous peoples, PWDs, Sexual and gender minority, senior citizens and people with existing medical conditions, children especially girls and pregnant women and communities in far flung and/or conflict areas through public meetings, focused group discussions, surveys, and social media engagement among others. The following measures will be taken in order to remove obstacles to full and enabling participation / access to information:

- PWD
 - Include in the ESA Checklist the estimated no. of PWDs per school
 - School head to coordinate with their guardians/companions to ensure they are able to attend meetings regarding the project.
 - Venue of meetings and consultations should be accessible to PWDs to ensure inclusion and participation
 - provide information in accessible formats, like braille, large print; offer multiple forms of communication, such as text captioning or signed videos, text captioning for hearing impaired, online materials for people who use assistive technology
- Sexual and gender minority
 - Use gender-sensitive language applied to project forms, documents, posters, infographics and language used during consultations.
 - Conduct seminar for the Sexual and Gender Minority groups for them to be informed about what they can do and where they can go for help when they experience harassment and/or abuse
- Senior Citizens and people with existing medical conditions
 - Invite senior citizens and their guardian/s to the stakeholders' meeting.
 - Provide flyers/tarpaulins in front of the school and beside the building to be constructed for proper information about the safety measures that should be observed while on the project.
- Children especially girls
 - Conduct meetings with the Parents/ guardians about the possible risks of the project to their children and how will the Project avoid and/or mitigate the possible risks and impacts.
 - Design information and communication materials in a child-friendly manner, including testing of advocacy materials with children and young adults as respondents to get their perspective and ensure these materials are age-appropriate.
 - provide parents with skills to gather and promote children's voices, best interest, perspectives and participation during the parent teachers and community assemblies.
 - mobilize capacity as needed to be able to safely engage children and teenagers
 - Conduct focus group discussion for children and teenagers using child friendly techniques/methods.
- Pregnant Women
 - Invite to stakeholder meetings.
 - Provide face masks near construction sites.
 - Develop educational materials for basic hygiene, infectious diseases, and hotlines for emergencies.

- Ensure consultations and meetings are accessible and conducive for pregnant women.
- Communities in far flung areas and/or conflict areas
 - For far flung areas that may have no internet connectivity or even mobile phone signal, the Project may consider using 2-way radios which is already a practice during times of disaster and calamities to ensure communicate at all times
 - As a matter of protocol, conduct consultations that are timely and properly coordinated with the local government and local community leaders especially in far flung areas and/or conflict areas
 - Site-specific SEPs may be prepared for subprojects in conflict areas

4.4 Proposed strategy to incorporate the views of Indigenous Peoples

The World Bank ESS 7 and the Philippine’s Indigenous Peoples Rights Act (IPRA) of 1997 defines Indigenous Peoples as a distinct, social, and cultural group possessing the following characteristics in varying degrees:

- a. Self-identification as members of a distinct indigenous cultural group and recognition of this identity by others;
- b. Collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- c. Customary cultural, economic, social, or political institutions that are separate from those of the dominant society and culture; and
- d. A distinct language, often different from the official language or languages of the country or region in which they reside.

The Project includes benefitting indigenous peoples’ communities whereas the school infrastructures to be repaired, rehabilitated, retrofitted or reconstructed are located within an ancestral domain and/or with Indigenous Peoples learners covered under the DepEd’s Order no, 62 series of 2011 or the National Indigenous Peoples’ Education Policy Framework. Building on DepEd’s experience in conducting IP consultations along with the National Commission on Indigenous Peoples (NCIP), the Project will ensure the participatory processes are in place in line with DepEd Order 34 s 2017 Guidelines on the Formation of Consultative and Advisory bodies on Indigenous Peoples Education (IPEd) in Regions Implementing the IPEd Program and in accordance with this SEP.

The project shall undertake meaningful consultations with Indigenous Peoples communities that are culturally appropriate and gender and intergenerationally inclusive manner. The various engagement strategies and processes that the Project shall employ are:

- a. make use of existing indigenous structures and mechanisms such as but not limited to, their Indigenous Knowledge Systems and Practices (IKSPs) and Indigenous Political Structure (IPS) making sure the participation of representative bodies and organizations (e.g. councils of elders or chieftains) and, where appropriate, other community members.
- b. Use the language of the Indigenous Peoples during consultation processes
- c. Provide sufficient time for Indigenous Peoples Communities’ decision-making processes;

- d. Allow for Indigenous Peoples Communities' effective participation in the design of the school infrastructure and/or mitigation measures that could potentially affect them either positively or negatively.

4.5 Information Disclosure Strategies

The DepEd and DPWH shall ensure proper disclosure of relevant information about the project that promotes transparency, accountability, accessibility to information, public dialogue and engagement with stakeholders. The disclosure policy supports decision making by the Project by allowing the public access to information on environmental and social aspects of the subprojects. The means by which the Project complies with the disclosure policy would include the following: conduct of meaningful consultation processes; disclosure of pertinent project documents at DepEd and DPWH and World Bank website; and posting of project information at the subproject sites.

Information should be presented in the most accessible format and language possible, adapted to literacy levels within each group. It should also be adapted for those who are sight or hearing impaired. The Project shall disclose project information to allow stakeholders to understand the risks and impacts of the subprojects, and potential opportunities. The Project will provide stakeholders with access to the following minimum information as early as possible and in a time frame that enables meaningful consultations with stakeholders. The information disclosure strategies are presented in Table 12.

- (a) The purpose, nature, and scale of the project;
- (b) The duration of proposed project activities;
- (c) Potential risks and impacts of the project on the school, local communities, and the proposals for mitigating these risks and impacts, highlighting potential risks and impacts that might disproportionately affect vulnerable and disadvantaged groups, and describing the differentiated measures taken to avoid and minimize these;
- (d) The proposed stakeholder engagement process highlighting the ways in which stakeholders can participate;
- (e) The time and venue of consultation meetings, and the process by which meetings will be notified, summarized, and reported; and
- (f) The process and means by which grievances can be raised and will be addressed.

Table 14. Information Disclosure Strategies

| Project Stage | Topic of consultation/ message | Target Stakeholders | Methods proposed | Responsibilities | Frequency/ Timeline |
|----------------|--------------------------------|--|--|---------------------|----------------------------|
| Project Design | SEP (including GRM) | <p>Identified Project Affected Parties (listed in Table 4)</p> <p>Identified Project affected vulnerable and disadvantaged groups (listed in Table 7)</p> <p>Identified Other Interested parties (listed in Table 5 and 6)</p> | <p>Conduct of meaningful consultations; Disclosure of document at the DepEd, DPWH and WB website with the following links:</p> <p>https://www.deped.gov.ph/publications/</p> <p>https://www.dpwh.gov.ph/DPWH/references/reports/isrs</p> | DepEd and DPWH PMOs | Prior to project appraisal |
| | ESCP | Identified Project Affected Parties (listed in Table 4) | <p>Conduct of meaningful consultations; Disclosure of document at the DepEd, DPWH and WB website with the following links:</p> <p>https://www.deped.gov.ph/publications/</p> | DepEd and DPWH PMOs | Prior to project appraisal |

| Project Stage | Topic of consultation/ message | Target Stakeholders | Methods proposed | Responsibilities | Frequency/ Timeline |
|------------------------|---|--|--|---|---------------------------------------|
| | | | https://www.dpwh.gov.ph/DPWH/references/reports/isrs | | |
| | ESMF and other E&S instruments (i.e. LMP) | <p>Identified Project Affected Parties (listed in Table 4)</p> <p>Identified Project affected vulnerable and disadvantaged groups (listed in Table 7)</p> <p>Identified Other Interested parties (listed in Table 5 and 6)</p> | <p>Conduct of meaningful consultations; Disclosure of document at the DepEd, DPWH and WB website with the following links:</p> <p>https://www.deped.gov.ph/publications/</p> <p>https://www.dpwh.gov.ph/DPWH/references/reports/isrs</p> | DepEd and DPWH PMOs | Prior to project appraisal |
| Project Implementation | Site-specific ESMPs covering the following topics among others: | Identified Project Affected Parties (listed in Table 4) | <p>Conduct of meaningful consultations and meetings;</p> <p>Focus group discussion for vulnerable groups (PWDs, Seniors) and for IP communities</p> <p>Infographics/ flyers in local languages</p> | DepEd and DPWH PMOs; DepEd Regional and Division offices and School-based | All throughout project implementation |

| Project Stage | Topic of consultation/ message | Target Stakeholders | Methods proposed | Responsibilities | Frequency/ Timeline |
|---------------|--|---|---|-------------------|---------------------|
| | <ul style="list-style-type: none"> Construction schedule vis-a-vis school calendar Siting of workers' camps within school site and the necessary access and entry restrictions Demolition works building closures; closure of canteens; and temporary disruption of utilities Road safety measures Traffic management during | | GRM tarpaulin containing necessary information in local language School and community boards Project Billboard Announcements through roving vehicles with loudspeaker | project committee | |
| | | Identified Project affected vulnerable and disadvantaged groups (listed in Table 7) | Conduct of meaningful consultations and meetings; Focus group discussion for vulnerable groups (PWDs, Seniors) and for IP communities Infographics/ flyers in local languages | | |
| | | Identified Other Interested parties (listed in Table 5 and 6) | Conduct of meaningful consultations and meetings; | | |

| Project Stage | Topic of consultation/ message | Target Stakeholders | Methods proposed | Responsibilities | Frequency/ Timeline |
|---------------|---|---------------------|------------------|------------------|------------------------|
| | delivery of construction materials Project-level GRM Progress of construction | | | | |

5. Resources and Responsibilities for implementing stakeholder engagement

5.1. Implementation Arrangements and Resources

The DepEd PMO Environmental and Social Unit will be in charge of stakeholder engagement activities. The entities responsible for carrying out stakeholder engagement activities are DepEd at the Central Office, Regional Office, Schools Division Office and School-based Project Committee. Meanwhile stakeholder engagement activities for Project Component 2 will be carried out by DepEd in partnership with DPWH Central Office. The overall responsibility for SEP implementation lies with the Project Management Office (PMO) Project Director.

The project's stakeholder engagement implementation arrangements are as follows:

The implementation of the project involves national, regional and division implementers. However, the responsibility for the implementation of the SEP lies mainly with the PMO, which is located at the DepEd and DPWH Central Office. Local-level implementers will include the School-Based Committee, the School Governance Operation Division (SGOD) of the Division Office, and the Education Support Service Division (ESSD) of the Regional Office.

The stakeholder engagement activities will be documented through a documentation in the form of minutes of the meeting. This shall include at the very least, the following information:

- Date, time, place/venue of the consultation
- Gender-disaggregated data on the attendees/participants (positions, and functions will be disclosed depending on the level of confidentiality, complexity of the issue, context/security)
- discussion points including concerns raised, appreciation/commendation, agreements and ways forward.

The budget estimate for the preparing and implementing SEP is Php 118,047,500.00. The budget breakdown can be found in Annex 2. See the sample budget line items listed in Annex 2.

6. Grievance Mechanism

A Grievance Mechanism is a system that allows not only grievances, but also queries, suggestions, positive feedback, and concerns of project-affected parties related to the environmental and social performance of a project to be submitted and responded to in a timely manner.

6.1. Objectives and Core Principles

The project's grievance redress mechanism will address stakeholders' concerns and complaints promptly, using a transparent process that is responsive, culturally appropriate, and readily accessible to all project stakeholders at no cost and without retribution. The redress mechanism will be communicated to the nearby communities and stakeholders of the project and subprojects. A separate grievance redress mechanism for the workers is established to address their complaints and is described in the LMP.

The Project shall uphold the following core principles in establishing and implementing a functional and effective Grievance Redress Mechanism (GRM):

1) Fairness and Objectivity. Grievances received shall be treated confidentially, assessed impartially, and handled transparently. The GRM shall operate independently of all interested parties to guarantee fair, objective and impartial treatment of each case.

2) Simplicity and accessibility. The Project shall ensure that the procedure to file grievances and seek action are simple enough that project stakeholders can easily understand and follow the procedures. The GRM shall be made known to the public and accessible to all stakeholders, irrespective of the remoteness of the area they live, language they speak and education or income they have. Special attention is given to ensure that disadvantaged or vulnerable groups and Indigenous Peoples communities including those with special needs, are able to access the GRM.

3) Responsiveness and efficiency. The GRM shall be designed to be responsive to the needs of all complainants. The Project shall ensure that officials and personnel handling grievances are trained to take effective action upon, and respond quickly to grievances and suggestions. All grievances, simple or complex, are addressed and resolved as quickly as possible. Actions to be taken on grievance or suggestion shall be swift, decisive and constructive.

4) Participatory and Inclusive. The GRM of the Project shall ensure that a wide range of project stakeholders are encouraged to bring their grievances and comments to the attention of the Project Management. The Project shall create an environment where project stakeholders feel secure to participate without fear of intimidation or retribution. The GRM shall be designed to take into account culturally appropriate ways of handling community concerns in a form and language(s) understandable to the concerned person. The GRM shall offer a variety of approaches to ensure social and cultural appropriateness especially in handling sensitive cases such as gender-based violence (GBV) and Sexual exploitation and abuse and sexual harassment risks (SEA-SH) incidents and SOGIE-related complaints.

5) Proportionality. The scope, form, and level of complexity of a project grievance mechanism should be proportionate to the potential adverse impacts on and interaction with the local communities. The Project shall ensure that the proportionality of the GRM matches the scale of the identified risk and adverse impact on affected communities. The grievance mechanism design features as well as the nature and amount of resources needed for implementation shall be determined through an analysis of the results of the social and environmental assessment to understand who will be affected and what the impacts on them are likely to be.

6.2 GRM Structure

For all inquiries, feedback, and complaints, stakeholders may address them at various levels within the Department of Education (DepEd) hierarchy, including the school level, DepEd Division Office, DepEd Regional Office, and the central offices of both DepEd and the Department of Public Works and Highways (DPWH). Additionally, stakeholders can utilize existing channels such as the DepEd Public Assistance Action Center hotline numbers and email for submitting grievances.

Regarding the establishment of grievance committees, there will be no separate committees created at the school, division, or regional levels. Instead, existing offices will be utilized for this purpose. At the school level, the School-Based Project Committee will handle grievances. In the Division Office, the School Governance Operation Division (SGOD) of the Division Office will

manage grievances. In the Regional Level, the Education Support Service Division (ESSD) of the Regional Office will be responsible for addressing grievances.

Concerns directed to the existing GRM platform through the Public Assistance Action Center will be forwarded to the project's PMO. All queries, feedback, and complaints received through the different grievance channels are logged in a single database managed by the DepEd PMO Social and Environmental Unit. They are categorized according to the following complaint types:

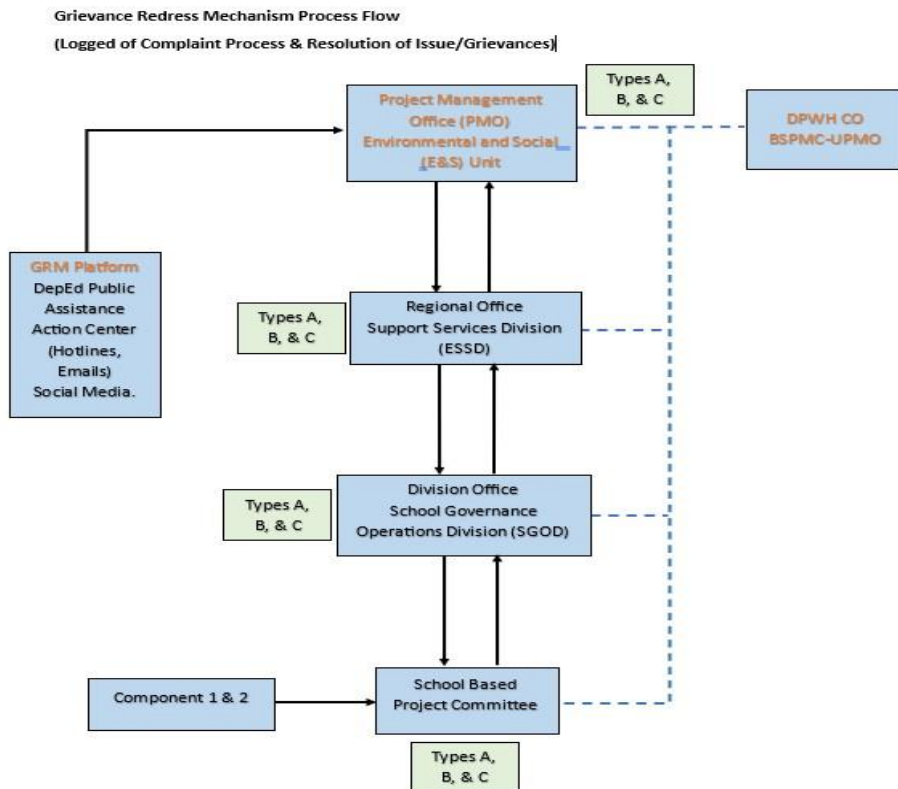
Type A: Inquiries, feedback, and complaints directly affecting the community and school, such as noise, disruptions of classes, as well as cases related to GBV, SOGIE, and SEA/SH. (Type A complaints can be handled at the school level.)

Type B: Major violations and/or non-compliance of Environmental and Social Standards stipulated in the site-specific ESMP, especially those impacting the safety and security of learners and the community. (Type B complaints should be endorsed at the SDO or RO.)

Type C: Allegations of corruption, misuse of funds, falsification of public documents. (Type C complaints should be endorsed at the CO.)

The initial channel for resolution begins at the school level through the School-Based Project Committee. However, following this, all such issues are to be forwarded to the SGOD of the Division Office for proper recording. If the issue pertains to the Department of Public Works and Highways (DPWH), the school is authorized to refer it directly to them. In cases where the school lacks the capacity to address the issue, escalation will occur: to the division office through the SGOD, to the regional office through the ESSD, or to the central office through PMO.

Figure 2. Grievance Mechanism Process Flow



6.3 Description of Grievance Mechanism (GM)

The procedure to file a grievance will be disseminated internally and externally. Internally, this procedure will be made known to all level of DepEd and DPWH that will be involved in the Project and to contractors, so as to disseminate the details of the GRM to all project stakeholders. The Project GRM will set up designated contact points at all levels (school, division, region and central office) where all stakeholders including children, students, and vulnerable groups can freely express their concerns and complaints. The project shall build on DepEd’s existing mechanisms as per DepEd Order No. 35 s. 2004 (Revision of the Grievance Machinery of the Department of Education) where mechanisms are put in place to allow grievances to be resolved at the school level. DepEd’s Child Protection Policy shall also be implemented complementing the GRM. The Project shall implement awareness programs and educational campaigns targeted specifically at children and students to inform them about the grievance mechanism.

Externally, the information on the GRM shall be well disseminated as well with the communities surrounding the school. Flyers with infographics about the GRM procedures will be distributed to various project stakeholders. The infographics will include information on the various channels to file grievances, the GRM structure and the indicative period in which the aggrieved person will receive a response or can expect a resolution. Community leaders shall play an important role in encouraging timely report of grievances that should be perceived as a means to help improve project implementation. The Grievance Redress Mechanism Steps are illustrated in Table 13.

Table 15. Illustrative Table on the GRM Steps

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|-----------------------------|---|------------------------------|----------------|
| GM implementation structure | See 6.2 GRM Structure | Prior Project Implementation | DepEd and DPWH |
| Grievance uptake | The Project GRM will set-up various modes of uptake channels to ensure accessibility of the mechanism to all stakeholders. All Query/Feedback/Complaints may be directed at any level – School, DepEd Division Office, DepEd Regional Office and DepEd and DPWH Central Office. The different ways in which stakeholders can submit their grievances are through the | Prior Project implementation | DepEd and DPWH |

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|------|--|-----------|----------------|
| | <p>following: call (via existing DepEd Public Assistance Action Center hotline numbers), text messaging (via mobile numbers to be disseminated), e-mail, website for ISRS where they can lodge grievances, letter, grievance or suggestion boxes, and in-person. Complainants have the right to stay anonymous especially involving sensitive issues.</p> <p>Grievances can be submitted via the following channels:</p> <ul style="list-style-type: none"> ● Telephone hotline: 8636-1663; 8633-1942; 8634-0222; 8638-8641; 8638-8641; 8638-7530; 8638-7529; 8638-7531; 8635-9817 operated by DepEd Central Office Public Assistance and Action Center (PACC) ● Short Message Service (SMS) to: 0919-456-0027 SMART 0995-921-8461 GLOBE ● E-mail to depedactioncenter@deped.gov.ph ● Letter to DepEd and DPWH PMOs ● In-person at a physical facility at schools, schools division offices (SDOs), regional offices (ROs), and central office (CO) ● Grievance or suggestion boxes located at schools, schools division offices (SDOs), regional offices (ROs), and central office (CO) ● Online form on the following website: www.deped.gov.ph/feedback | | |

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|---|---|--|------------------------------|
| Sorting, processing – indicative number of days should be estimated per step from here to the rest of the table | All queries, feedback and complaints received through the different grievance uptake is logged in single database managed by the DepEd PMO Social and Environmental Unit; categorized according to the following complaint types: <ul style="list-style-type: none"> ● Type A – inquiries, feedback and complaints that directly affect the community and school such as noise, disruption of classes as well as GBV, SOGIE, SEA/SH related-cases (Type A complaints can be handled at the school level) ● Type B – Major violations and/or non-compliance of E&S Standards as stipulated in the site-specific ESMP especially those that impact on the safety and security of learners and the community (Type B complaints should be endorsed at the SDO or RO) ● Type C – Allegations about corruption, misuse of funds, falsification of public documents (Type C complaints should be endorsed at the CO) | Upon receipt of complaint or at least within 2 days of receipt | Local grievance focal points |
| Acknowledgement and follow-up | Receipt of the grievance is acknowledged to the complainant by the Grievance Committee. | Within 2 days of receipt | Local grievance focal points |

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|--|---|-------------------------------|---|
| | <p>Feedback and follow-up can be provided through phone call or in writing. It can also be communicated through a stakeholders' meeting and/or beneficiary meetings during Project activities</p> | | |
| <p>Verification, investigation, action</p> | <p>Verification:</p> <ul style="list-style-type: none"> • Check if complaint is project-related. If the complaint is project-related, acknowledge receipt and start investigation process. If as per assessment and verification the complaint is not project-related, acknowledge receipt and endorse to proper agencies or concerned party • Escalate outright grievances that require higher level interventions or endorse at a lower level • Grievances can be assessed according to the following types: <ul style="list-style-type: none"> ○ Type A – inquiries, feedback and complaints that directly affect the community and school such as noise, disruption of classes as well as GBV, SOGIE, SEA/SH related-cases. Type A complaints shall be endorsed and handled at the the school level). For GBV/SEA/SH cases, a trained school-based staff or barangay social worker shall provide assistance to the victim/survivor through proper trauma | <p>Within 10 working days</p> | <p>Complaint Committee composed of representatives from school, schools division office (SDOs), regional office and PMO of DepEd and DPWH</p> |

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|------|--|-----------|----------------|
| | <p>counselling and follow through of referral pathways (see 6.4).</p> <ul style="list-style-type: none"> ○ Type B – Major violations and/or non-compliance of E&S Standards as stipulated in the site-specific ESMP especially those that impact on the safety and security of learners and the community. Type B complaints shall be endorsed and managed at the SDO or at the RO level ○ Type C – Allegations about corruption, misuse of funds, falsification of public documents. Type C complaints shall be endorsed and managed at the CO level <ul style="list-style-type: none"> • Endorsement of grievances to another level should always be supported with a report of actions taken and should only endorse at a higher level if the grievance committee has exerted all means possible to resolve the complaint at their level • Refer outright grievances that are outside the local office jurisdiction <p>Investigation and action:</p> <ul style="list-style-type: none"> • Investigation of the complaint is led by Grievance Committee where the grievance was filed (i.e. school level or SDO level) • If query, feedback or complaint is assessed as project-related, the Grievance committee shall organize meetings and/or site inspection visits together with the relevant parties/agencies/contractors to discuss/ | | |

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|---------------------------|---|----------------------------------|---|
| | <p>investigate the case and come up with an action plan or resolution.</p> <ul style="list-style-type: none"> As per DepEd existing policy which shall be adopted by the Project, grievances should be solved at the lowest level possible i.e. the school level. In cases where the school lacks the capacity to address the issue, escalation will occur: to the division office through the SGOD, to the regional office through the ESSD, or to the central office through PMO. Based on the meetings/site inspection visits, the Committee shall come up with recommendations to resolve the case and offer this to the aggrieved party and seek his/her consent to implement such mitigation measures. All meetings should be recorded and copies of the minutes of meetings will be provided to the complainant. | | |
| Monitoring and evaluation | Data on complaints are collected and logged at a single database. Statuses of grievances shall be updated using the database system to be able to monitor the resolution of filed complaints. Data collected will serve to generate the necessary reports included in the Project's semi-annual reports. | All throughout the Project cycle | DepEd PMO Environmental and Social Unit |
| Provision of feedback | Feedback from complainants regarding their satisfaction with complaint resolution is collected through a Resolution Form signed by the complainant or a letter signifying that he/she is satisfied with the resolution shall be secured to consider the case resolved. | All throughout the Project cycle | DepEd PMO Environmental and Social Unit |

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|-----------------|--|---|----------------|
| | Confirmation that the case has been resolved from anonymous complainant(s) and those who wouldn't be able to personally sign the resolution form due to security reasons will be communicated through their provided contact information and will be asked to confirm agreement on the resolution via text message or email. | | |
| Training | <p>Training needs for staff/consultants in the PMO, Contractors and Supervision Consultants are the following:</p> <ul style="list-style-type: none"> • proper handling of grievances, with specific training for GBV, SEA/SH case management • E&S Standards and effective implementation of mitigation measures and monitoring, and stakeholder engagement (facilitation, documentation etc.) • child-protection, • gender and development. • general awareness raising among staff with regards to GBV, SOGIE and SEA/SH | Prior and during project implementation | DepEd PMO |
| Appeals process | If a complainant is not satisfied with the proposed grievance solution, he or she have the opportunity to appeal the solution. For this purpose, the aggrieved person will be able to file an appeal directly with the DepEd PMO Project Director. The Project Director can either handle the case directly, or can set up a committee, with members that he or she deems appropriate for the respective case. The committee will then take a decision on how to handle the grievance and propose a solution. If the aggrieved person is still dissatisfied with the | All throughout the project cycle | DepEd PMO |

| Step | Description of process (e.g.) | Timeframe | Responsibility |
|------|---|-----------|----------------|
| | proposed solution, he or she can turn to the formal judiciary or can turn to community-based grievance solution mechanisms available to them. | | |

DepEd and DPWH undertakes to implement and disseminate the mechanism for handling complaints and grievances for Project workers, which will be a transparent and timely procedure and will allow workers to raise complaints, claims, labor inquiries, or suggestions even anonymously. The grievance mechanism shall be made easily accessible to all Project workers. Regular meetings with the project workers to discuss any work-related issues and concerns will be conducted. Every grievance raised by a worker will be documented including the actions undertaken by the office to address such grievance. This mechanism will be replicated in contractor and subcontractor companies. Details of the Labor GM is described and discussed in the Labor Management Procedures (LMP).

6.4 Gender-Based Violence (GBV), Sexual Exploitation and Abuse-Sexual Harassment (SEA-SH), and Sexual Orientation, Gender Identity, and Expression (SOGIE)-related complaints

To address project-related complaints, particularly those involving Gender-Based Violence (GBV), Sexual Exploitation and Abuse-Sexual Harassment (SEA-SH), and Sexual Orientation, Gender Identity, and Expression (SOGIE), these types of complaints are reported to the GRM committee/focal person but the grievances follow a different resolution process that is further detailed in the SEP. The following strategies shall be applied to ensure a survivor-centered approach prioritizing survivors' safety, well-being, and dignity in all procedures:

Specialized Committees: Establish specialized grievance committees at all levels (school, division, region, central office) to handle GBV, SEA-SH, and SOGIE-related cases building on existing DepEd structures as per DepEd Order 32 s of 2017 Gender Responsive Education Policy (which includes a provision to establish VAWC desk in schools); DepEd Order 40 s 2012 Child Protection Policy and DepEd Order 35 s 2004 Revision of the Grievance Machinery at the DepEd.

Training and Sensitization: Provide specific training to grievance committees/focal persons handling GBV, SOGIE, SEA/SH related cases to ensure sensitivity, empathy, and trauma-informed techniques in resolving such cases.

Privacy and Confidentiality: All grievance recipients and anyone handling the GBV, SOGIE, and SEA/SH-related grievances must maintain absolute confidentiality in regard to the case and in a survivor-centered manner. Maintaining confidentiality means not disclosing any information at any time to any party without the informed consent of the person concerned. There are exceptions under distinct circumstances, for example a) if the survivor is an adult who threatens his or her own life or who is directly threatening the safety of others, in which case referrals to lifesaving services should be sought; b) if the survivor is a child and there are concerns for the child's health and safety. The survivors need to be informed about these exceptions.

Informed Consent: The survivor can only give approval to the processing of a case when he or she has been fully informed about all relevant facts. The survivor must fully understand the consequences of actions when providing informed consent for a case to be taken up. Asking for consent means asking the permission of the survivor to share information about him/her with others (for instance, with referral services and/or PIU), and/or to undertake any action (for instance investigation of the case). Under no circumstances should the survivor be pressured to consent to any conversation, assessment, investigation or other intervention with which she does not feel comfortable. A survivor can also at any time decide to stop consent. If a survivor does not consent to sharing information, then only non-identifying information can be released or reported on. In the case of children, informed consent is normally requested from a parent or legal guardian and the children.

Awareness Raising: General awareness raising among staff with regards to GBV, SOGIE and SEA/SH will be conducted and all staff is expected to sign Codes of Conducts (CoCs) with reference to SEA/SH.ⁱ

7. Monitoring and Reporting

7.1. Summary of how SEP will be monitored and reported upon (including indicators)

The SEP will be monitored based on both qualitative reporting (based on progress reports) and quantitative reporting linked to results indicators on stakeholder engagement and grievance performance.

SEP reporting will include the following:

- (i) Progress reporting on the ESS10-Stakeholder Engagement commitments under the Environmental and Social Commitment Plan (ESCP)
- (ii) Cumulative qualitative reporting on the feedback received during SEP activities, in particular (a) issues that have been raised that can be addressed through changes in project scope and design, and reflected in the basic documentation such as the Project Appraisal Document, Environmental and Social Assessment, Resettlement Plan, Indigenous Peoples Plan, or SEA/SH Action Plan, if needed; (b) issues that have been raised and can be addressed during project implementation; (c) issues that have been raised that are beyond the scope of the project and are better addressed through alternative projects, programs or initiatives; and (d) issues that cannot be addressed by the project due to technical, jurisdictional or excessive cost-associated reasons. Minutes of meetings summarizing the views of the attendees can also be annexed to the monitoring reports.
- (iii) Quantitative reporting based on the indicators included in the SEP. An illustrative set of indicators for monitoring and reporting is included in Annex 3.

7.2. Reporting back to stakeholder groups

The SEP will be revised and updated as necessary during project implementation.

Quarterly summaries and internal reports on public grievances, enquiries, and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by responsible staff and referred to the project managers.

The Project's Environmental and Social management instruments will be disclosed in its draft version open for comments and suggestions during consultations. After the consultations with stakeholders, the revised version will be disclosed again. In all project activities, stakeholders will be reminded on how they can access and utilize the GRM for feedback. The channels to receive feedback from interested parties on the reports presented may include email responses, filing of feedback through GRM, direct personal responses during community level meetings.

Specific mechanisms to report back to the stakeholders are through the conduct of focus group discussion, and meetings. This reporting back to the stakeholders will be quarterly.

Annexes

Annex 1. Photo Documentation of the Stakeholder Consultation

Region I







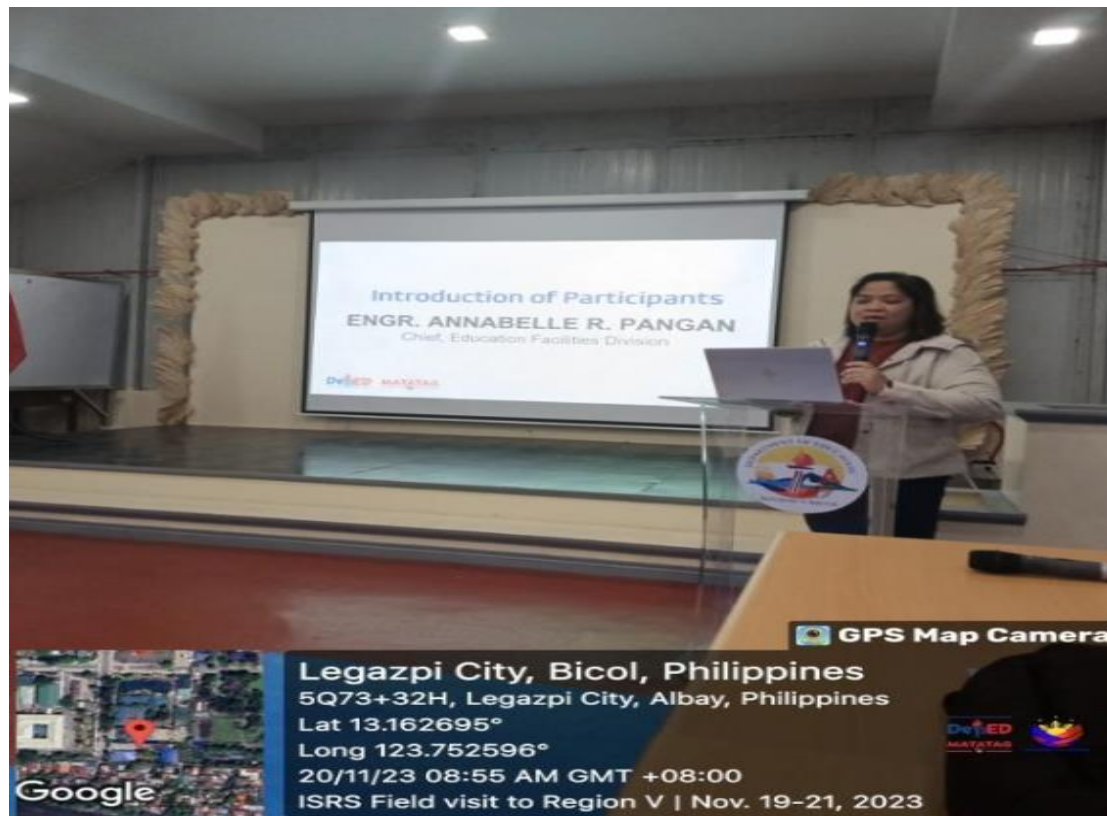


GPS Map Camera



San Fernando, Ilocos Region, Philippines
H8M5+PW4, Road, San Fernando, La Union, Philippines
Lat 16.584071°
Long 120.309936°
28/11/23 11:08 AM GMT +08:00

REGION V





REGION VII





CAR



REGION I



REGION XI



Annex 2. SEP Budget Table

| Budget Categories | Quantity | Unit Cost | Times/ Years | Total Costs (Php) | Remarks |
|--|----------|-----------|--------------|-----------------------|---|
| Consultations/ Participatory Planning, Decision-Making Meetings | | | | | |
| Stakeholder Consultation (Pre Construction Stage) | 500 | 5,000.00 | 5 | 12,500,000.00 | Food and snacks |
| Stakeholder Consultation (Construction Stage and Post Cons.) | 1000 | 5,000.00 | 10 | 50,000,000.00 | Food and snacks |
| Total estimated cost for Consultations/ Participatory Planning, Decision-Making Meetings | | | | 62,500,000.00 | |
| Communication campaigns | | | | | |
| Posters, flyers (Costumized for each type of stakeholder) | 1282 | 5,000.00 | 5 | 32,050,000.00 | Including the design* |
| Website | | | | 1,000,000.00 | |
| Local Radio Broadcasts | | | | 500,000.00 | |
| Two way Radios | 65 | 2,700.00 | 1 | 175,500.00 | For far flung areas (5% of the total eligible schools) |
| Total estimated cost for Communication campaigns | | | | 33,725,500.00 | |
| Trainings | | | | | |
| Trainings for the Sexual and Gender Minority groups | 50 | 5,000.00 | 10 | 2,500,000.00 | Training will be conducted Twice a year (Pre-Cons and During Cons.) 3 days Training |
| Total estimated cost for Trainings | | | | 2,500,000.00 | |
| Grievance Mechanism | | | | | |
| Training of GM committees (Focals from the school based project committe, School Governance Operations Division under Division Office, Education Support Services Division under the Regional Office, and Project Management Office of Central Office) | 64 | 3000 | 10 | 1,920,000.00 | To be conducted twice a year |
| Load Allowance of GM Committees (Focals from the school based project committe, School Governance Operations Division under Division Office, Education Support Services Division under the Regional Office, and Project Management Office of Central Office) | 64 | 300 | 60 | 1,152,000.00 | |
| Grievance investigations/site visits | 650 | 5000 | 5 | 16,250,000.00 | Assuming that the 50% of Total Target School means to be visited in relation to GRM Issues. |
| Total estimated cost for Grievance Mechanism | | | | 19,322,000.00 | |
| GRAND TOTAL | | | | 118,047,500.00 | |

Annex 3. Sample Table: Monitoring and Reporting on the SEP

| Key evaluation questions | Specific Evaluation questions | Potential Indicators | Data Collection Methods |
|--|---|--|--|
| <p>GM. To what extent have project-affected parties been provided with accessible and inclusive means to raise issues and grievances? Has the implementing agency responded to and managed such grievances?</p> | <ul style="list-style-type: none"> ● Is project affected parties raising issues and grievances? ● How quickly/effectively are the grievances resolved? | <ul style="list-style-type: none"> ● Usage of GM and/or feedback mechanisms ● Requests for information from relevant agencies. ● Use of suggestion boxes placed in the villages/project communities. ● Number of grievances raised by workers, disaggregated by gender of workers and worksite, resolved within a specified time frame. ● Number of Sexual Exploitation, and Abuse/Sexual Harassment (SEA/SH) cases reported in the project areas, which were referred for health, social, legal and security support according to the referral process in place. (if applicable) ● Number of grievances that have been (i) opened, (ii) opened for more than 30 days, (iii) resolved, (iv) closed, and (v) number of responses that satisfied the complainants, during the reporting period disaggregated by category of grievance, gender, age, and location of complainant. | <p>Records from the implementing agency and other relevant agencies</p> |
| <p>Stakeholder engagement impact on project design and implementation. How have engagement activities made a difference in project design and implementation?</p> | <ul style="list-style-type: none"> ● Was there interest and support for the project? ● Were there any adjustments made during project design and implementation based on the feedback received? ● Was priority information disclosed to relevant parties throughout the project cycle? | <ul style="list-style-type: none"> ● Active participation of stakeholders in activities ● Number of actions taken in a timely manner in response to feedback received during consultation sessions with project affected parties. ● Number of consultation meetings and public discussions where the feedback and recommendation received is reflected in | <p>Stakeholder Consultation Attendance Sheets/Minutes</p> <p>Evaluation forms</p> <p>Structured surveys</p> <p>Social media/traditional media entries on the project results</p> |

| Key evaluation questions | Specific Evaluation questions | Potential Indicators | Data Collection Methods |
|---|---|--|--|
| | | project design and implementation. <ul style="list-style-type: none"> ● Number of disaggregated engagement sessions held, focused on at-risk groups in the project. | |
| Implementation effectiveness. Were stakeholder engagement activities effective in implementation? | <ul style="list-style-type: none"> ● Were the activities implemented as planned? Why or why not? ● Was the stakeholder engagement approach inclusive of disaggregated groups? Why or why not? | <ul style="list-style-type: none"> ● Percentage of SEP activities implemented. ● Key barriers to participation identified with stakeholder representatives. ● Number of adjustments made in the stakeholder engagement approach to improve projects' outreach, inclusion and effectiveness. | Communication Strategy (Consultation Schedule) Periodic Focus Group Discussions Face-to-face meetings and/or Focus Group discussions with Vulnerable Groups or their representatives |

Annex 4. ISRS Project Maps

A. Component 1 Location Map



B. Component 2 Location Map