

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

GUYANA

**CONDITIONAL CREDIT LINE FOR INVESTMENT PROJECTS (CCLIP)
“TRANSFORMING GUYANA’S EDUCATION SECTOR” (GY-O0009) AND
FIRST INDIVIDUAL OPERATION “SUPPORT FOR EDUCATIONAL RECOVERY
AND TRANSFORMATION” (GY-L1079)**

PROJECT PROFILE

This document was prepared by the project team consisting of: Sabine Rieble-Aubourg (SCL/EDU) Team leader; Jennelle Thompson (EDU/CDR) Alternative Team leader; Soledad Bos and Ivana Blasco (SCL/EDU); Soraya Serosier (VPS/ESG); Victor Gauto and Leticia Ramjag (CCB/CGY); Paula Louis-Grant, Patricia Yamilee Payen, and Nalini Shiwram-Kulpa (VPC/FMP); Antonio Garcia Zaballos (IFD/CMF); Malaika Masson (INE/ENE); Ana Maria Saiz (SCL/MIG); Alejandro Cruz (consultant); Beatriz Toribio (INE/INE); Mariana Alfonso (CSD/CCS); David Cotacachi (SCL/GDI); Monica Centeno Lappas and Sara Vila Saint-Etienne (LEG/SGO).

PROJECT PROFILE

GUYANA

I. BASIC DATA

Project name:	Conditional Credit Line for Investment Projects (CCLIP) “Transforming Guyana’s Education Sector” and first individual operation “Support for Educational Recovery and Transformation”		
Project number:	CCLIP (GY-O0009), first operation GY-L1079		
Project team:	Sabine Rieble-Aubourg (SCL/EDU) Team leader; Jennelle Thompson (EDU/CDR) Alternative Team leader; Soledad Bos and Ivana Blasco (SCL/EDU); Soraya Serosier (VPS/ESG); Victor Gauto and Leticia Ramjag (CCB/CGY); Paula Louis-Grant, Patricia Yamilee Payen, and Nalini Shiwram-Kulpa (VPC/FMP); Antonio Garcia Zaballos (IFD/CMF); Malaika Masson (INE/ENE); Ana Maria Saiz (SCL/MIG); Alejandro Cruz (consultant); Beatriz Toribio (INE/INE); Mariana Alfonso (CSD/CCS); David Cotacachi (SCL/GDI); Monica Centeno Lappas and Sara Vila Saint-Etienne (LEG/SGO).		
Borrower:	The Cooperative Republic of Guyana		
Executing agency:	Ministry of Education (MOE)		
Financing plan:		CCLIP	First individual Operation
	IDB (Ordinary Capital OC):	US\$60 Million	US\$27 Million
	Total:	US\$60 Million	US\$27 Million
Safeguards:	Policies triggered:	ESPS 1, 2, 3, 4, 7, 9, 10	
	Classification:	B	

II. GENERAL JUSTIFICATION AND OBJECTIVES

A. Background and Justification

- 2.1 Guyana has a multiethnic population of 790,000 whose majority lives in the coastal areas while the indigenous Amerindian population lives primarily in rural areas (the Hinterlands) where poverty is concentrated.¹ Over the last 7 years, Guyana has experienced rapid economic growth and transformation, with its Gross Domestic Product (GDP) per capita increasing from US\$6,600 in 2019 to US\$9,370 in 2021. In 2020, GDP grew by 43.5% and is expected to grow by an annual average of 36.2% between 2020 and 2023². This economic transformation allows the Government to plan and implement long-needed investments in its social sector. To

¹ 78% of Amerindians live in poverty compared to the national average of 41.2%

² IMF – World Economic Outlook (10/2021).

ensure that the country has the required human capital to manage economic growth and diversification, the Government has prioritized the development of its human capital.³

- 2.2 **Student learning outcomes are low and unequal.** National assessment data (2018) shows that among fourth-graders, 42% do not meet the standards for English and 37% don't meet Mathematics standards. As in other Caribbean countries, girls outperform boys in literacy and numeracy.⁴ While overall student performance is low, important regional differences exist: students in the hinterlands perform significantly below the national average. In 2019 only 48% of students in riverine areas and only 36% in the hinterlands achieved the MOE standards (defined as achievement of at least 30 out of 60 points) in English, compared with 61% of 6th-graders in the coastal areas.⁵ Indigenous students account for 80% of students in the hinterland areas.
- 2.3 **Access to education is unequal and low in secondary education.** The net enrolment rate in primary education is 92%, consistent with the LAC region's 94.5%,⁶ and there is gender parity. The completion rate for primary education is high: 93%. Despite these achievements, MOE data (2017) shows that children in the Hinterland regions (1,2,8, and 10) have the highest out-of-school rate with 2.8%, 3.6%, 5.8%, and 2.9% respectively. [At the secondary level](#), the net enrolment falls to 61%, which is low compared to LAC's average of 74.5%.⁷
- 2.4 **The main challenge that Guyana faces in developing its human capital is the unequal delivery of educational services across regions.** These challenges were further exacerbated during the COVID-19 pandemic in which 183,000 students did not attend school for nearly 2 years. Schools only reopened in January 2022. The main elements affecting service delivery include unequal distribution of qualified teachers and limited in-service teacher training, insufficient pedagogical resources, limited support services for students at risk, low connectivity, deteriorated infrastructure, and weak sector governance.
- 2.5 **Students in rural areas need improved access to educational resources.** While 77% of primary teachers at the national level are trained, the average for the rural regions is 44.5%.⁸ Moreover, teacher absenteeism, limited knowledge of classroom management including strategies for reducing educational gender gaps, limited use of assessment data to inform teaching, and irregular and unsystematic training, constitute barriers to child-centered pedagogies and contribute to low learning outcomes. While on average, only 48% of schools receive textbooks and workbooks on time; this percentage drops to 30% for Hinterland schools, and pedagogical materials for bilingual intercultural education are limited.
- 2.6 **More support services are required for students at risk.** There are 1,740 migrant students in the school system, mostly from Venezuela. They lag in learning as they

³ The development of Human capital is identified as a key priority in the National Development plan and Education Sector Plan <https://education.gov.gy/en/index.php/policies/sector-plan>

⁴ <https://publications.iadb.org/publications/english/document/Latin-America-and-the-Caribbean-in-PISA-2015-How-Do-Boys-and-Girls-Perform.pdf>

⁵ <https://education.gov.gy/en/index.php/policies/sector-plan>

⁶ CIMA 2018 <https://cima.iadb.org/es/regional-overview/coverage/attendance-by-age>

⁷ CIMA 2018 <https://cima.iadb.org/es/regional-overview/coverage/net-attendance>

⁸ In Regions 1,7,8,9 48%, 53%, 28%, and 49% of teachers are trained respectively

do not master English, and the system has few qualified teachers and materials to teach English as a second language (ESL). In addition, early screening of young students in remote schools for hearing and eyesight problems is not done systematically: undetected, these problems often contribute to learning difficulties.

- 2.7 **The Pandemic showed the gaps in digital infrastructure for online learning and the need to upgrade energy and water systems for the safe reopening of schools.** According to a 2018 infrastructure survey of the 450 primary schools, 33% need general repair; 53% require an upgrade or replacement of their sanitation and water systems; and 44% need a source of power. Regarding connectivity, 195 schools (43%) have internet connectivity but insufficient bandwidth limiting the use of technology in classrooms, and 200 schools have no connectivity.⁹ Furthermore, existing schools need retrofitting to become more climate change resilient and sustainable.
- 2.8 **Sector Governance needs to be strengthened for efficient and effective management.** The MOE has currently no comprehensive education management information system (EMIS) that allows early identification of students at risk or provides an inventory of infrastructure and maintenance needs.
- 2.9 **Strategic Alignment.** The program is consistent with the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and is strategically aligned with the development challenges of Social Inclusion and Equality by targeting vulnerable regions and expanding students' access to quality basic education. The program is aligned with the cross-cutting issues of: (i) Gender Equality and Diversity by promoting actions to improve learning outcomes among boys and indigenous students; (ii) Institutional Capacity and Rule of Law by improving the MOE's capabilities to provide quality services; and (iii) Climate Change and Sustainability by promoting the inclusion of eco-efficient mitigation and adaptation measures to climate change in school infrastructure works. The operation is consistent with the Sector Framework Document for Skills Development (GN-3012-3) by ensuring access to high-quality and relevant learning opportunities throughout life. Additionally, the program will contribute to the Corporate Results Framework (GN-2727-12) by measuring the number of students benefited by education projects. It is aligned with the current IDB Guyana Country Strategy 2017-2021 (GN-2905), which prioritizes delivering critical infrastructure to facilitate human capital development.

B. Project Objectives and Components.

- 2.10 The objective of the CCLIP is to support the transformation of the primary education sector to ensure that the country will have the required human capital to manage and drive economic growth and diversification.
- 2.11 The proposed first operation of the CCLIP has the following objectives: (i) implement student-centered learning pedagogies and 21st-century skills, focusing on vulnerable populations including indigenous peoples, boys, and children with migration

⁹ <https://education.gov.gy/en/index.php/policies/sector-plan>

background; and (ii) Improve and expand access to safe and improved learning environments.

- 2.12 **Component 1: Accelerated Learning, Skill Development, and Support for Students at Risk (US\$6 million).** The component has two sub-components.
- 2.13 **Sub-component 1.1: Accelerated Learning and Skills Development US\$4 million).** The aim of this component is to recover learning losses emphasizing 21st-century skills.¹⁰ It will finance: (i) the design and implementation of accelerated learning programs through tutoring services and the implementation of a learning platform to bring students back to grade-level based on simplified diagnostic assessments in Math, Language Arts, and Science; and (ii) the training and coaching of teachers in student-centered learning pedagogies, social-emotional skills, formative assessment, and strategies for teaching boys.
- 2.14 **Sub-component 1.2: Support for Students at Risk (US\$2 million).** The objective of this sub-component is to ensure that students complete their studies. The component will finance: (i) the development of an “early warning system” for the identification of students at risk of falling behind and needing additional support services; (ii) provision of quality educational materials to students and teachers; (iii) teacher training to allow teachers to detect early on any possible learning challenges (related to eyesight and hearing); and (iv) training in English as a Secondary Language (ESL).
- 2.15 **Component 2: Digital Transformation (US\$10 million).** This component has two sub-components:
- 2.16 **Sub-component 2.1. Technology integration into Teaching and Learning. (US\$8 million)** This subcomponent aims to strengthen the integration of education technology (including both low-tech and high-tech) into the teaching-learning process. The component will finance: (i) expansion of connectivity in a first group of primary schools; (ii) provision of laptops, tablets, and other digital resources for teachers, students, and schools, including software; and (iii) digital skills training for teachers, school principals, and administrators.
- 2.17 **Sub-component 2.2. Education Management Information System (EMIS) (US\$2 million).** This subcomponent will support the implementation of an open EMIS that contains quality administrative data pertaining to schools, students, and teachers as well as school infrastructure and technology. The component will finance (i) provision of hardware in primary schools, (ii) training; and (iii) technical support.
- 2.18 **Component 3: School Infrastructure Improvements (US\$8 million).** This component aims to ensure a positive learning environment in primary schools, incorporating climate sustainability and resilience criteria (promoting energy and water efficiency, the usage of building materials with low embodied energy, and retrofitting infrastructure to be climate-resilient). The component will finance: (i) an audit of water and energy availability and usage in schools; (ii) the installation and upgrading of potable water systems and power sources following energy and water

¹⁰ These include: critical thinking teamwork, problem-solving, socio-emotional and digital skills (Education 4.0).

efficiency criteria in a first group of primary schools; and (iii) construction of new schools.

- 2.19 **Project Management, Monitoring and Evaluation, Audits, and Contingency (US\$3 million).** This component will support the implementation and evaluation of the project, including the cost for a project coordinating unit and technical assistance for evaluations.

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

C. Ongoing work and lessons learned

- 3.1 **School Infrastructure and connectivity:** The MOE has currently no comprehensive inventory of water supply systems, energy, and connectivity in its schools. However, recent assessments by Guyana Water Inc. and the Office of the Prime Minister will provide inputs for project design. In parallel, the MOE is conducting a school mapping exercise to have more complete information on the conditions of schools.
- 3.2 **Gender differences.** [Best practices](#) for addressing educational gender gaps based on the results of two Regional Technical Cooperations will be integrated into the operation (ATN/OC-17707-RG XXI Century Skills, Gender, and Education in the Caribbean and ATN/OC-18075-RG Gender Gaps in the Caribbean).
- 3.3 **Coordination.** All [development partners](#) participate in the MOE's Local Education Group. To avoid duplication, the IDB was asked to work in primary education, the World Bank in secondary education and technical and vocational education and training (TVET), and the Caribbean Development Bank in TVET.

IV. SAFEGUARDS AND FIDUCIARY SCREENING

- 4.1 According to the Bank's Environmental and Social Policy Framework (ESPF), and based on existing information, the program is classified as Category B. The CCLIP will finance the rehabilitation, extension, and construction of schools and will likely generate non-significant environmental and social impacts through the application of a mitigation hierarchy and standard measures for infrastructure activities. This classification, as well as the assessment of environmental and social impacts, will be confirmed through the results of the environmental and social studies prepared during the preparation phase. (See Annex III).

V. OTHER ISSUES

- 5.1 The project will be executed by the MOE, which is currently assessing how to create a project coordination unit (PCU) capable of implementing eight externally financed projects. The MOE assessment together with the results of an institutional capacity analysis will inform the project implementation scheme.

- 5.2 Risks. The following medium-high risks have been identified: (i) unreliable water sources across schools; and (ii) lack of maintenance personnel in targeted schools. The MOE is piloting an atmospheric water solution, if successful it will help to address (i). The project will provide some resources for maintenance until the MOE has created a more sustainable model.

VI. RESOURCES AND TIMETABLE

- 6.1 Preparation costs are estimated at US\$ 100,000 (see Annex V). The distribution of the POD to QRR is planned for May 26, 2022, and the presentation of the Loan Proposal to the Board of Directors for July 29, 2022.

VII. ELIGIBILITY CRITERIA

- 7.1 The financing of a conditional credit line for investment projects is proposed to support the objectives of the Government's medium-term goal to strengthen its human capital by transforming the education system. This Program meets the eligibility criteria established by the Bank (GN- 2246-15) for a conditional credit line for investment projects: the objective of the CCLIP, to improve human capital through the education sector, is within the priorities defined in the Bank's Country Strategy 2017-2021,¹¹ in particular, human capital development through the delivery of critical infrastructure. (GN-2905). The CCLIP will finance programs in one sector only – education. The CCLIP will finance two operations over a period of 8 years: each individual operation is expected to have an implementation period of 4 years. The two operations complement each other but are independent. This is the proposed first individual operation. The rationale for using the CCLIP is that it strengthens the country's commitment to implement its development strategies by providing timely resources and allowing the Bank to have a continuous presence in the education sector. Second, it generates consensus and synergies between the interventions financed under the CCLIP. Finally, it also encourages staff continuity in executing agencies with good performance and allows a continued focus on institutional capacity analysis.
- 7.2 **Program Strategy.** The strategy of the first individual operation focuses on recovery from the COVID19 pandemic and lays the foundation for the transformation of the primary education sector, most importantly addressing the unequal delivery of education across regions. The operation aims to: (i) strengthen the pre-and in-service teacher training system to better prepare teachers for the teaching of 21st-century skills, and child-centered pedagogies; (ii) provide quality educational materials; (iii) school construction in areas with high demand for education; and (iv) infrastructure upgrades to ensure that schools have potable water, energy, internet connectivity, and are climate sustainable and resilient. The second individual operation will continue to support the transformation of education possibly in Early Childhood and primary education. This Program complies with the eligibility criteria established by the Bank (GN-2246-15) for the first individual operation: (i) an analysis of the institutional capacity of the executing agency – the MOE –is currently being carried out; (ii) the operation's objective contributes to the achievement of the

¹¹ The CS is effective until November 2022.

main objective of the credit line to improve the country's human capital as it focuses on transforming the education system so that all students develop the skills needed for success; (iii) the operation focuses on education, the sector defined in the conditional credit line; and (iv) based on the results of the institutional analysis, actions to address areas of improvement will be included in the operation.

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.



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Operation Information

Operation Name	
Support for Educational Recovery and Transformation	
Operation Number	GY-L1079

Operation Details

Organizational Unit	IDB Sector/Subsector
SCL/EDU	PRIMARY EDUCATION
Type of Operation & Modality	Original IDB Amount
LON / ESP	\$60,000,000.00
Environmental and Social Impact Categorization (ESIC)	Disaster and Climate Change Risk Classification (DCCRC)
B	Moderate
Environmental and Social Risk Rating (ESRR)	
Substantial	
Executing Agency	Borrower
GY-ME	MINISTRY OF FINANCE
ESG Primary Team Member	Team Leader
Soraya Marie Claire Senosier	Sabine Rieble-Aubourg
Toolkit Completion Date	Author
08/03/2022	Senosier, Soraya Marie Claire
Applicable ESPs	
ESPS 1; ESPS 2; ESPS 3; ESPS 4; ESPS 7; ESPS 9; ESPS 10	

Operation Classification Summary

Overridden ESIC	Overridden ESIC Justification
Comments	

Overridden DCCRC	Overridden DCCRC Justification



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Comments

Summary of Impacts / Risks and Potential Solutions

There are no contextual risks associated with the project (e.g. political instability, oppression of communities, armed forces in the project area).

The operation will not have direct impacts associated with child labor or forced labor in the workforce.

The Executing Agency or other relevant entity (in relation to the operation) has no proven track record to respect and protect the fundamental principles and rights of workers (including fair treatment, commitment to non-discrimination, equal opportunity, protection of workers including workers in vulnerable situations, work accommodations, migrant workers' rights, collective bargaining and rights of association) and compliance with national employment and labor laws.

The operation will not result in the direct loss of employment (i.e. retrenchment).

The operation will not result in the indirect and/or cumulative loss of employment (i.e. retrenchment).

The Borrower will prepare and operate a Grievance Redress Mechanism for all workers (direct and contracted).

The operation will not promote a sustainable use of resources including energy, water and raw materials.

The operation will not have direct adverse impacts on human health and the environment due to pollution from project activities.

The operation will not have indirect and/or cumulative adverse impacts on human health and the environment due to pollution from project activities.

The operation will not have direct negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation will not have indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation is not expected to or currently produce indirectly-cumulatively GHG emissions.

The operation is considering alternatives to implement technically and financially feasible and cost-effective options to avoid or minimize project-related GHG emissions during the design and operation of the project.

The operation has no exposure to climate transition risks related with a loss of value of a project driven by the transition to a lower-carbon economy, result from extensive policy, legal, technology, and/or market changes to address climate change.

The project will not directly affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.



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The project will not indirectly-cumulatively affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.

The project's direct impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

The project's indirect and/or cumulative impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

There is no potential for an emergency or unanticipated event to occur in the project area of influence that demands immediate action to prevent or reduce harm to people, property, and/or the environment.

There is no potential direct impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

There is no potential indirect and/or cumulative impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

The project will not lead to direct impacts related to land acquisition - Impacts include, and are not limited to, relocation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.

The project will not lead to indirect and/or cumulative impacts related to land acquisition - Impacts include, and are not limited to, relocation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.

Vulnerable people will not be disproportionately affected by direct impacts related to land acquisition - people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

Vulnerable people will not be disproportionately affected by indirect and/or cumulative impacts related to land acquisition - people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

The operation doesn't have the potential to directly impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential to indirectly-cumulatively impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential to directly convert or degrade natural habitat.

The operation doesn't have the potential to indirectly-cumulatively convert or degrade natural habitat.

The operation doesn't have the direct potential to implement project activities in critical natural habitat.



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The operation doesn't have the indirect and/or cumulative potential to implement project activities in critical natural habitat.

The operation is not expected to directly impact a legally protected area or an internationally recognized area.

The operation is not expected to indirectly-cumulatively impact a legally protected area or an internationally recognized area.

The project will not directly introduce (intentionally or accidentally) alien, or non-native, species of flora and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project will not indirectly-cumulatively introduce (intentionally or accidentally) alien, or non-native, species of flora and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project is not likely to adversely directly impact ecosystem services.

The project is not likely to adversely indirectly-cumulatively impact ecosystem services.

The project is not expected to cause adverse indirect/cumulative impact on Indigenous Peoples. FPIC is required when there will be (i) impacts on lands and natural resources subject to traditional ownership or under customary use; (ii) Relocation of Indigenous Peoples from lands and natural resources subject to traditional ownership or under customary use; or (iii) significant impact on Cultural Heritage.

Indigenous Peoples are not expected to be adversely impacted by direct project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

The project doesn't have the potential to cause adverse direct impacts on Indigenous Peoples who live in isolation and initial contact.

The project doesn't have the potential to cause adverse indirect and/or cumulative impacts on Indigenous Peoples who live in isolation and initial contact.

The project is not expected to directly damage or negatively impact cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact cultural heritage.

The project is not expected to directly damage or negatively impact critical cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact critical cultural heritage.

The project will not negatively indirectly-cumulatively affect people due to their gender, sexual orientation or gender identity.

The project is not expected to lead to indirect and/or cumulative risks and impacts associated with Sexual and Gender-based Violence.

The project will not potentially face direct barriers to equitable gender-based participation.



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The project will not potentially face indirect and/or cumulative barriers to equitable gender-based participation.

The project will not deal with a subject matter and/or be implemented in an area where the manipulation, interference, coercion, discrimination, and intimidation of stakeholders has been documented.

ESPS 1 - Assessment and Management of Environmental and Social Risks and Impacts

The Executing Agency will conduct an Environmental and Social Assessment (ESA) or Environmental and Social Impact Assessment (ESIA) process for the project during preparation.

The Executing Agency will prepare and maintain an Environmental and Social Management System (ESMS) for the operation as defined under ESPS 1.

The Borrower/Executing Agency's has limited organizational capacity and competency for managing environmental and social issues.

ESPS 2 - Labor and Working Conditions

The operation has the potential to have minor indirect and/or cumulative impacts associated with child labor or forced labor in the workforce.

The operation has the potential to cause minor direct impacts associated with accidents, injury, and attraction disease arising from, associated with, or occurring in the course of work.

The operation has the potential to cause minor indirect and/or cumulative impacts associated with accidents, injury, and attraction disease arising from, associated with, or occurring in the course of work.

The Executing Agency will prepare and maintain an Environmental and Social Management System (ESMS) for the operation with specific elements related to Labor and Working Conditions under ESPS 2.

ESPS 3 - Resource Efficiency and Pollution Prevention

The operation will generate minor direct impacts generated by solid waste (hazardous and/or non-hazardous).

The operation will generate minor indirect and/or cumulative impacts generated by solid waste (hazardous and/or non-hazardous).

The operation will have minor direct negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of pesticides.

The operation will have minor indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of pesticides.

The operation is expected to or currently produce directly GHG emissions (less than 25,000 tons of CO₂ equivalent per year).

ESPS 4 - Community Health, Safety, and Security

There are minor direct health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways,



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power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

There are minor indirect and/or cumulative health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways, power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

There is minor potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to directly result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

There is minor potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to indirectly-cumulatively result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

Natural hazards, such as earthquakes, droughts, landslides, floods, wildfires, or others, including those caused or exacerbated by climate change, are likely to occur in the project area, and these may moderately impact the project, and/or the project may moderately exacerbate the risk from natural hazards to human life, property, and/or the environment.

ESPS 7 - Indigenous Peoples

The project has the potential to cause minor adverse direct impact on Indigenous Peoples. FPIC is required when there will be (i) impacts on lands and natural resources subject to traditional ownership or under customary use; (ii) Relocation of Indigenous Peoples from lands and natural resources subject to traditional ownership or under customary use; or (iii) significant impact on Cultural Heritage.

Indigenous Peoples will be adversely minorly impacted by indirect/cumulative project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

ESPS 9 - Gender Equality

The project will negatively minorly directly affect people due to their gender, sexual orientation or gender identity.

The project will potentially lead to minor direct risks and impacts associated with Sexual and Gender-based Violence.

ESPS 10 - Stakeholder Engagement and Information Disclosure

The Borrower will prepare a stakeholder engagement framework/plan for the lifetime of the program (including the equal participation of women and men and also take into account Indigenous Peoples, vulnerable groups when relevant).

The Borrower will engage in meaningful consultations and engagement with stakeholders which is free of manipulation, interference, coercion, discrimination, and intimidation.



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The Borrower will operate a Grievance Redress Mechanism at the Project level (direct and contracted).

Initial Environmental and Social Review Summary	
Operation Data	
Operation Number	GY-L1079
IDB Sector/Subsector	EDUCATION / PRIMARY EDUCATION
Type of Operation & Modality	LON (CCLIP)
Initial E&S Impact Classification (ESIC)	B
Initial E&S Risk Rating (ESRR)	Substantial
Initial Disaster and Climate Change Risk Classification (DCCRC)	Moderate
Borrower	The Cooperative Republic of Guyana
Executing Agency	GY-Ministry of Education
IDB Loan Amount (and total project cost)	\$27,000,000.00
Applicable ESPS's with requirements	ESPS 1; ESPS 2; ESPS 3; ESPS 4; ESPS 5; ESPS 6; ESPS 7; ESPS 8; ESPS 9; ESPS 10
Executive Summary	
<p><i>In accordance with the Bank's Environmental and Social Policy Framework (ESPF), and based on existing information, the program is classified as Category B because the negative environmental and social impacts will be temporally and localized, mostly preventable or can be mitigated through standard mitigations measures. The Conditional Line of Credit for Investment Projects (CCLIP) will finance the rehabilitation, extension and construction of schools and will likely generate non-significant environmental and social impacts through the application of a mitigation hierarchy and standard measures for infrastructure activities. This classification, as well as the assessment of environmental and social impacts, will be confirmed through the results of the environmental and social studies prepared during the preparation phase.</i></p> <p><i>In order to address the requirements set forth in the ESPF, the Executing Agency shall: (i) implement an Environmental and Social Management System (ESMS) in accordance with the provisions of ESPS 1; (ii) prepare a Strategic Environmental and Social Assessment (SESA) and Environmental Social Management Framework (ESMF) for the CCLIP; (iii) prepare Environmental and Social Assessments (ESAs) and Environmental and Social Management Plans (ESMPs) for each subproject and when necessary a Socio-Cultural Analysis (SCA) in accordance with ESPS 1; (iv) a Stakeholder Communication and Consultation Plan for each subproject will be carried out with key and vulnerable stakeholders and information dissemination taking into consideration culturally appropriate mechanisms and the progress of studies and management plans. in accordance with the provisions of ESPS 1, 2, 3, 4, 7, 9 and 10.</i></p> <p><i>The Executing Agency will utilize Solar Energy, as such requirements in reference to the indirect impact on child labour will be outlined in the ESMP and ESMF. Although the selection of infrastructure to</i></p>	

rehabilitated, extended and constructed has not yet been finalized for this program, the executing agency will select from a list pre-identified of nurseries, and primary schools in various regions of Guyana.

Guyana is home to large groups of Indigenous Peoples, it is likely that some of the infrastructure to be rehabilitated, extended and/or constructed will be located within these communities. The ESA will confirm the need to prepare a Social- Cultural Analysis (SCA) and that analysis will include procedures for FPIC (if necessary) and culturally appropriate consultation and stakeholder engagement plans for each impacted community.

Operation Description

The objective of the CCLIP is to support the transformation of the education sector to ensure that the country has the required human capital to manage and drive economic growth and diversification.

The proposed first operation of the CCLIP has the following objectives: (i) to contribute to educational recovery by reducing drop-out and learning losses caused by the COVID-19 pandemic; and (ii) to lay the foundations for a transformation of the educational sector in the medium to long term; ensuring that all students develop the skills needed for success. The program is comprised of 4 components: Component 1: Accelerated Learning Skill Development, and Support for Students at Risk (US\$6 million), Component 2: Digital Transformation (US\$8 million), Component 3: School infrastructure improvements (US\$8 million), Component 4: Improved Sector Management (US\$2 million).

Component 3 is the only component that will include infrastructure construction. The objective of this component is to ensure a positive learning environment in primary schools, incorporating climate sustainability and resilience criteria (promoting energy and water efficiency, the usage of building materials with low embodied energy and retrofitting infrastructure to be climate-resilient). The component will finance a) an audit of existing water and energy availability and usage in primary schools; b) the installation and upgrading of potable water systems and power sources following energy and water efficiency criteria in a first group of primary schools; c) upgrading of school infrastructure to include safe storage spaces for technology; and d) construction of new schools.

Schools to be constructed prioritize regions where the education service requirements are not meeting current needs and demands. Selected land for the construction of infrastructure has not yet been finalized but will be built on land owned and/or donated to the executing agency and is not likely to lead to expropriation or resettlement. This will be assessed and confirmed during the preparation of the ESAs and appropriate mitigation measures will be included in the ESMPs.

Type of school	Rehabilitated	Extension	Construction
Primary	24	18	25
TOTAL	29	40	48

Rationale for Classifications/Rating

*E&S Impact
Classification*

The project is classified as Category B because the works to be constructed and rehabilitated will generate low to moderate environmental and social impacts that can be mitigated through the application of typical measures for

	<i>infrastructure programs, best practices, and stakeholder participation processes.</i>
<i>E&S Risk Rating</i>	<i>The project will be developed in rural and peri-urban contexts with a diversity of stakeholders including indigenous communities. Communication and engagement with stakeholders may be complex and must be handled with culturally appropriate local language(s) and format and is understandable to stakeholders. Therefore, the rating is categorized as substantial.</i>
<i>DCC Risk Classification</i>	<i>The disaster risk has been classified as moderate as the country is prone to flooding and heavy rains that can be intensified due to climate change. This rating may change once sub-project locations have been determined.</i>
Is the use of Borrower E&S Framework being considered?	No
<i>The operation will be prepared and executed in accordance with the requirements of the Bank's Environmental and Social Policy Framework.</i>	
Environmental and Social Performance Standards (ESPSs) that apply to the proposed project	
ESPS-1 Assessment of E&S Risks and Impacts	Yes
<p><i>The Borrower shall be the Cooperative Republic of Guyana. The Executing Agency (EA) will be the Ministry of Education. An analysis of the EA's institutional capacity will be carried out through the Bank's Institutional Capacity Analysis Platform (PACI). A training plan on environmental and social assessment and management will be included for EA specialists if the results of the PACI warrant it. The implementation scheme, including coordination mechanisms will be detailed in the POD and in the Program Operation Manual and the Environmental and Social Management System (ESMS), which will be designed and implemented in accordance with the requirements of the ESPF. The ESMS will be based on seven key pillars: (i) a Project-specific environmental and social framework, (ii) identification of risks and impacts, (iii) environmental and social management programs, (iv) organizational capacity and competence, (v) emergency preparedness and response, (vi) stakeholder engagement, and (vii) monitoring and evaluation of the Project's environmental and social performance.</i></p> <p><i>Based on the ESPF requirements, the Project's risk and impact assessment and mitigation process will include the following instruments: SESA and ESMF for CCLIP and ESAs and ESMPs for each sub-project of the program. The ESAs will identify potential social and environmental impacts and ways to mitigate those impact at each phase of the program. Prior to the Bank's Analysis Mission an apt for disclosure ESAs and ESMPs will be published.</i></p> <p><i>Initial information indicates that vulnerable groups and Indigenous peoples are likely to be present within the program's area of influence. The social analysis of the ESA may determine the need to prepare a Socio-Cultural Analysis in order to identify culturally appropriate consultation and continued communication and engagement mechanisms for each affected group.</i></p> <p><i>Finally, a robust Environmental and Social Action Plan (ESAP) will be prepared by the EA in order to mitigate the negative impacts, as well as evaluated and monitored by the Bank during the five years of the implementation of the operation. The ESAP will include requirements for additional studies and management plans needed prior to milestones such as bidding for works or disbursements for certain works or activities.</i></p>	

ESPS-2. Labor and Working Conditions	Yes
<p><i>Construction activities in the program will be subject to occupational hazard risks associated with infrastructure construction, use of heavy machinery, excavation, and transport of materials, which are mostly preventable or can be mitigated through good occupational health and safety practices. During the preparation of the ESAs and ESMPs, occupational health and safety plans and procedures will be assessed. In addition, the ESAs will assess the possible occurrence of forced labour in solar energy supply chains to determine the applicable requirements.</i></p> <p><i>Similarly, the potential impacts of increased labour force and the flow of construction workers will be analysed, and mitigation measures will be included for these impacts.</i></p>	
ESPS-3. Resource Efficiency and Pollution Prevention	Yes
<p><i>The rehabilitation of old infrastructure may expose workers to hazardous materials such as asbestos and lead. The direct negative environmental, social, and health and safety (ESHS) impacts are expected to occur mainly during the construction phase. The construction of new schools and extensions for existing school are likely to cause small to moderate impacts of short duration (mainly dust, noise, localized waste generation, drainage issues, risks of small accidents with, and nuisances to, surrounding community, health and safety risks to workers, among others).</i></p>	
ESPS-4. Community Health, Safety, and Security	Yes
<p><i>Construction activities, including the transport of heavy or hazardous materials, present minor to moderate risks of accidents and exposure to noise, emissions, and hazardous substances for people in the local communities. The ESMPs for the subprojects will include risk analysis and specific actions to ensure the health and safety of people in the local communities during the construction and operation phases of the works.</i></p> <p><i>The presence of workers in local communities can increase risks of exposure to disease, adverse interactions with local personnel, and risks of using security personnel. All these impacts will be analysed, and corresponding mitigation measures will be prepared as part of the ESMPs. Each subproject will have a Code of Conduct applicable to all subproject personnel from the EA to subcontractors.</i></p>	
ESPS-5. Land Acquisition and Involuntary Resettlement	Unknown
<p><i>Selected land for the construction of infrastructure has not yet been finalized but will be built on land owned and/or donated to the executing agency and is not likely to lead to expropriation or resettlement. This will be assessed and confirmed during the preparation of the ESAs and appropriate mitigation measures will be included in the ESMPs.</i></p>	
ESPS-6. Biodiversity Conservation and Sustainable Management of Living Natural Resources	Unknown
<p><i>Selected land for the construction of infrastructure has not yet been finalized but will be built on land owned as such the impact on biodiversity and natural resources will be assessed during the preparation of the ESAs and appropriate mitigation measures will be included in the ESMPs.</i></p>	

ESPS-7. Indigenous Peoples			Yes
<i>Guyana is home to large groups of Indigenous Peoples, and it is likely that infrastructure to be rehabilitated, extended and/or constructed will be located within these IP territories. The ESA will confirm the need to prepare a Social-Cultural Analysis (SCA) and that analysis will include procedures for FPIC (if necessary) and culturally appropriate consultation and stakeholder engagement plans for each impacted community. Culturally appropriate mitigation measures will be included in the ESMPs.</i>			
ESPS-8. Cultural Heritage			Unknown
<i>Selected land for the construction of infrastructure has not yet been finalized but will be built on land owned however impacts on cultural heritage sites are not likely to occur. Possible impacts on Cultural Heritage will be assessed during the preparation of the ESAs and appropriate mitigation measures will be included in the ESMPs.</i>			
ESPS-9. Gender Equality			Yes
<i>The program will seek to promote employment opportunities in construction phase activities without gender and sexual orientation discrimination. The introduction of workers in rural areas and small communities during construction may increase the incidence of issues related to violence and sexual harassment. The ESA of each subproject will analyse the impacts related to gender-based violence and thus each subproject will have a Code of Conduct applicable to all subproject personnel from the EA to subcontractors, with clear rules for the dignified and equitable treatment of people of all genders and sexual orientations.</i>			
ESPS-10. Stakeholder Engagement and Information Disclosure			Yes
<i>A Stakeholder Engagement and Consultation Plan will be developed and will include stakeholder mapping and reflect the needs of all the different stakeholders (beneficiaries and affected). The plan should include grievance mechanism and procedures to prevent retaliation against any complainant.</i>			
<i>Likewise, the socioenvironmental documents available on the Bank's website will be disseminated prior to the analysis mission, in accordance with the provisions of the ESMF. The public consultation will be carried out prior to board approval. Similarly, the EA's institutional capacity to carry out the socio-culturally appropriate consultation will be part of the analysis, where the relevance of the face-to-face or virtual consultation process will take into account technological and cultural barriers and local measures to prevent the spread of COVID-19.</i>			
IDB Environmental and Social Due Diligence			
For co-financed operations, is a common approach with other lenders being considered?			No
<i>This program will only be financed by the IDB.</i>			
Strategy for Due Diligence			
<i>E&S Assessment requirement</i>	<i>Status of development</i>	<i>Estimated resources to finalize (specify Bank or Borrower cost)</i>	<i>Estimated timeline to finalize (inc. consultation)</i>

<i>Environmental and Social Management System (ESMS)</i>	<i>Not yet started.</i>	<i>TBC</i>	<i>Execution – 2 months Intended start: mid to end of March</i>
<i>Strategic Environmental and Social Assessment (SESA) and Environmental and Social Management Framework (ESMF) CCLIP</i>	<i>Not yet started</i>	<i>TBC</i>	<i>Execution – 3- 4 months Intended start: end of March</i>
<i>Environmental and Social Analysis and Environmental and Social Management Plan (ESMP)</i>	<i>Not yet started</i>	<i>TBC</i>	<i>Execution: 2-3 months Intended start: mid to end of March Consultation: End of May 2022.</i>
<i>Consultation and Stakeholder Engagement Plan</i>	<i>Not yet started</i>	<i>TBC</i>	<i>Execution: 2-3 months Intended start: mid to end of March Consultation: End of May 2022.</i>
<i>Social Cultural Analysis</i>	<i>Not yet started</i>	<i>TBC</i>	<i>Execution 2 months Intended start to be confirmed</i>

INDEX OF COMPLETED AND PROPOSED SECTOR WORK (GY-L1079)

Issues	Description	Dates	Link to Document
	EMIS Policy	Complete	To be received from MOE
	Policy for Educational Technology	Complete	To be received from MOE
	Strategies to reduce gender gaps in educational achievement	Ongoing	Link
	Infrastructure information/ assessments for connectivity	Completed	Link
	Infrastructure information / assessment for water and sanitation	Completed	Link
	School Mapping exercise	Ongoing	Link
	List of schools for rehabilitation/ construction	Completed	link
	Bilingual Education	Complete	link
Analysis of cost and economic viability	Conduct required cost-benefit analysis of the project	April 2022	Link
Financial management/fiduciary issues and control environment	Assessment of Institutional Capacity (PACI)	Ongoing	Link
	Fiduciary management capacity of Ministry of Education (Annex III)	Ongoing	
Data collection and analysis for reporting on results	Sills Development for Children and youth of Indigenous Populations	Complete	Link
	MOE reports on results of 6th grade national assessments for simplified learning assessments in Mathematics and Language Arts various years (by gender)	Complete	Link Link Link Link
	Education Statistical Digest	Complete	Link

Issues	Description	Dates	Link to Document
Institutional analysis/personnel, procedures other aspects of implementation capacity	Institutional assessment to create a new project implementation unit (MOE assessment)	Ongoing	
Social and environmental safeguards	Social and Environmental Strategy developed by ESG as part of project preparation	Complete	Link
Other key issues, such as donors, gender, sustainability, country/sector issues	Education Sector Plan 2021-2025	Complete	Link
	National Development Strategy	Complete	Link

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¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.