

SUPPORT FOR EDUCATION RECOVERY AND TRANSFORMATION PROJECT



Socio-Cultural Analysis

October 2022

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Acronyms

ESHS	Environmental, Social, Health and Safety
ESL	English as a Second Language
ESMS	Environmental and Social Management System
ESPF	Environmental and Social Policy Framework
ESPS	Environmental and Social Performance Standards
GRM	Grievance Redress Mechanism
ICP	Informed Consultation and Participation
IDB	Inter-American Development Bank
LCDS	Low Carbon Development Strategy
MOAA	Ministry of Amerindian Affairs
MoE	Ministry of Education
NCERD	National Centre for Educational Resource Development
NTC	National Toshaos Council
OAS	Organisation of American States
PIU	Project Implementation Unit
PTA	Parents Teacher Association
SCA	Social-Cultural Analysis
SEP	Stakeholder Engagement Plan
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples

1.0 Introduction

Guyana has progressively moved towards achieving universal primary education in an effort to ensure that children in Guyana are provided with the necessary skills and literacy in order to matriculate to higher institutions of learning, and to meet its target as outlined in the United Nations Sustainable Development Goal 4: Quality Education.

As a targeted approach, Guyana has prepared an Education Sector Plan (ESP) 2021-2025 focusing on Eliminating Illiteracy, Enhancing Tolerance and Improving Education. The ESP sets five priorities: (a) Improving governance and accountability; (b) Improving performance at all levels; (c) Improving the efficiency of the education system; (d) Reducing inequities in education; and (e) Contributing to lifelong learning and employability.

The Government of Guyana, with the support of the Inter-American Development Bank (IDB), is planning on increasing the efficiency and effectiveness of the delivery of primary education by focusing on accelerated learning and skills development, support for students at risk, technology integration into teaching and learning, education management information system (EMIS) and school infrastructure improvements. This is being done through a project currently being developed by the Ministry of Education (MoE) and the Education, Social Sector (SCL/EDU) of the IDB under the Conditional Credit Line for Investment Project (CCLIP) *“Transforming Guyana’s Education Sector”* and the first individual operation *“Support for Educational Sector”*. This project is intended 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.

Improvement in current school's infrastructure will include the construction of four new schools, extension of and rehabilitation, extension and outfitting of thirteen schools, most of which are located in the hinterland. The project will also provide devices for both teachers and students at the targeted schools. The proposed interventions align with the Government's responsibility of providing adequate facilities to reduce facilities inequality, overcrowding, and other variables that prevent the access of education. The areas identified for new facilities and the schools infrastructural rehabilitation and extensions have been selected based on the needs assessment conducted within each region by the MoE and was provided to the IDB for consideration. The project is intended to support easier access to primary education to newer communities within Guyana, ease the overcrowding of existing primary schools within more established communities, and improve the delivery of primary education in order to mitigate the unequal delivery of education.

Component 1 of the project requires civil works. The project will offer support to the primary education system to construct four new primary schools, extend and rehabilitate thirteen existing primary schools located mainly in the hinterland areas. Electronic devices for both teachers and students will be provided at the targeted schools. According to the Bank's Environmental and Social Policy Framework (ESPF), the project has been classified as a Category B. Under this classification, the project is not likely to generate any significant environmental or social impact through the application of effective mitigation measures and the application of the Banks's safeguards measures. However, the project is required to satisfy the requirements of the Banks' Environmental and Social Performance Standards (ESPS). ESPS 7, which addresses Indigenous Peoples, was deemed relevant to the project by the IDB since most of the schools to be rehabilitated/extended/outfitted are located in Amerindian communities or in regions with significant populations, and one of the new schools to be constructed is located in a region with a significant Amerindian population. In addition, most of the schools which are to benefit from the provision of essential services are located in regions with significant populations. As such, the IDB requires a Social-Cultural Analysis (SCA) to be conducted for the project.

2.0 Project Description

2.1 Project Aim and Objectives

The Transforming Guyana's Education Sector Programme is aimed at supporting 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. The programme is being implemented through two operations over a period of 8 years, with each operation expected to have an implementation period of 4 years. The two operations complement each other but are independent. The Support for Educational Recovery and Transformation Project is the first of these two operations and focuses on recovery from the COVID19 pandemic. It lays the foundation for the transformation of the primary education sector, most importantly addressing the unequal delivery of education across regions. The general objective of the first operation of the CCLIP is to support the transformation of the education sector to meet the requirements of the 21st century. The specific objectives are:

- i. improve and expand access to safe and improved learning environments in select schools, and; and
- ii. expand and improve educational services for vulnerable students.

The project is estimated to cost US\$43 Million and will be implemented by the Ministry of Education.

The second individual operation will continue to support the transformation of education possibly in early childhood and primary education.

2.2 Project Components

The Support for Educational Recovery and Transformation project has three components. These are described below:

Component 1: Building 21st century schools (US\$33 million). The purpose of this component is to: (i) finalize the update of MoE's non-academic building standards and design a prototype, (ii) expand access to primary education through the construction and outfitting of 4 new schools, (iii) rehabilitate, extend, and equip existing schools in the Hinterland regions, and (iv) complete audits and design plans for schools to be rehabilitated in the 2nd operation. The component contributes to achieve the objective (i). It has the following sub-components:

- ***Sub-component 1.1: Finalizing MoE's non-academic standards and design of prototype for urban and peri-urban schools (US\$ 0.2 million).*** To ensure that the new construction will follow modern building standards, loan resources will finance technical assistance to finish updating MoE's non-academic standards and develop a prototype for primary schools. The updates will focus on:
 - (i) identification of spaces required to ensure a safe learning space, aligned with the renewed curriculum, providing architectural guidelines for its construction;
 - (ii) specification of comfort conditions (i.e.: ventilation, lighting, noise, room temperature) and required civil works to meet the standards plus modifications to be performed in existing schools;
 - (iii) adaptation and mitigation to climate change, providing with architectural and construction guidelines to ensure the resilience of new construction to extreme weather events (main focus in floods), and to provide recommendations in the use of appliances to reduce water and energy consumption and materials adapted to the local condition; and

- (iv) ensure accessibility for persons with disabilities, complying with the 7 principles of Universal Design.

Additionally, coping with the growing schooling demand in new housing schemes this component will finance a prototype for new school's construction in urban and peri-urban areas.

- **Sub-component 1.2: Expand access and quality of infrastructure (US\$10.2 million).** This subcomponent will finance the construction of 4 new primary schools following updated non-academic standards, incorporating climate sustainability and resilience criteria (promoting water and energy efficiency, and using building materials with low embodied energy). The newly constructed schools will meet increased demand for school spaces and reduce the overcrowding of existing schools in these areas: Recht Door Zee, Tuschen Housing Scheme, Wisroc and Tabatinga. In addition, the sub-component will finance:

- (i) design and supervision consulting services;
 - (ii) construction works by qualified contractors;
 - (iii) connectivity installations and service for the duration of the project;
 - (iv) materials and equipment for the schools including modular furniture; and
 - (v) the development of maintenance plans for the different systems and subsequent training for head teachers (principal) and teachers about maintenance requirements.
- 1,600 students will benefit from the construction of the 4 schools.

- **Subcomponent 1.3. Rehabilitation, extensions and outfitting of schools (US\$22 Million).** This sub-component will finance the upgrading of existing primary schools in the Hinterland regions (1,7,8, and 9) based on the results of the school mapping exercise using the following selection criteria: a) enrolment rates, b) deficient infrastructure conditions, and c) location in Hinterland region. The projected work includes retrofitting and extension of existing facilities aligned with the updated non-academic standards, including increased comfort in classrooms, accessibility for persons with disability, and reduced energy and water consumption. Additionally, the schools will be provided with essential services (water and energy), and connectivity. Loan resources will be used to finance:

- (i) consultancy services for the design of the rehabilitation plans;
- (ii) supervision and design consulting services;
- (iii) qualified contractors for the execution of the civil works;
- (iv) connectivity installations and service for the duration of the project;
- (v) materials and equipment including modular furniture; and
- (vi) the development of maintenance plans for the different systems and training for head teachers (principals) and teachers about maintenance requirements.

It is expected that approximately 3,261 students in the Hinterland regions will benefit from the improved learning environment.

- **Subcomponent 1.4. Designs for Schools in Second Operation (US\$.6million).** Loan resources will finance technical assistance to prepare technical designs for schools that will be included in the second operation. The list of schools to be considered will be developed once the school mapping exercise is completed.

Component 2. Digital Infrastructure (US\$4.6million). The purpose of this component is to (i) improve the quality of education services in the schools under component 1, and (ii) the provision of devices and learning materials including vulnerable populations (indigenous people). This component supports the specific development objective (ii). It has the following sub-components:

- **Sub component 2.1. Package of services to improve the quality of teaching (US\$0.984 million).** The purpose of this sub-component is to provide better education services to schools with the aim to create more student-centered classrooms. To this end, loan resources will be used for:
 - (i) the expansion of MoE's existing training and coaching model to teachers (grades 1-6) in student-centered teaching approaches;
 - (ii) provision of tutoring services for 20% of students most in need (Grades 1-6) in Math and English including the preparation of required materials and training;
 - (iii) scaling-up of the screening of students for possible vision or hearing impairments; and
 - (iv) piloting and validating a toolkit to measure the psychosocial wellbeing of students.
- **Sub component 2.2 Provision of devices and learning materials (US\$3.6 million).** The purpose of this sub-component is to provide schools with quality educational materials and content to improve learning. To this end, loan resources will be used to finance:
 - (i) a technology kit (interactive screen and projector) for classrooms for Grades 2-6;
 - (ii) digital devices for students (Grades 2-6);
 - (iii) laptops for teachers and principals;
 - (iv) trolleys for the storage and charging of devices; and
 - (v) digital skills training for teachers.

Student devices will be loaded with apps that can be used on and off-line focusing on Math, Language Arts (English), and Science that are aligned with the renewed curriculum. To ensure that the devices function and are maintained properly and schools can get timely technical support, loan resources will be used to establish an Information Technology helpdesk in MoE's regional offices. In addition, the MoE will receive Technical Assistance to develop a plan to provide Information, Communication and Technology services in schools in the future. It is expected that 4,106 students from Grades 2-6 and their 165 teachers will benefit from the digital devices provided.

Component 3: Enhance MoE's mechanisms and services to better identify and serve students at risk (US\$1.4 million). The purpose of this component is to support the MoE to improve its data and information systems to better identify and serve vulnerable populations. It contributes to the objective two of the project. To this end, loan resources will be used to finance:

- (i) Technical assistance and operational expenses to participate in LaNA 2023 including the planning, administration, analysis, and reporting of the results;
- (ii) a pilot of an adaptive learning platform for students in Grades 1- 3 in a select group of schools with existing internet connectivity including teacher training;
- (iii) Technical assistance for the design of an early warning system to detect students at risk of dropping out early on using the available MoE data; and
- (iv) Technical assistance for the development of a policy and strategy for intercultural bilingual education to better serve its indigenous population.

It is expected that 26,600 students will benefit from the access to the adaptive learning platform.

In addition to the three project components described above, the project will also support project management, monitoring and evaluation and audits at a cost of US\$2.5 million. This component will finance: (i) project management expenses, (ii) the annual financial audits, (iii) a mid-term and final evaluation, (iv) project communication activities, and (v) technical assistance related to the evaluations.

2.3 Programme Activities

The project ESA and ESMP focus is on interventions to be undertaken under Component 1 of the project. Component 1 will offer support to the primary education system to construct four new primary schools. New schools will be constructed at Recht door Zee (Region 3), Tuschen (Region 3), Tabatinga (Region 9) and Wisroc (Region 10). The project will also support the rehabilitation, extension and outfitting of existing primary schools. Thirteen primary schools are currently identified to benefit from this aspect of the project. Table 2-1 shows the locations of the proposed sites for the new schools construction, the schools to be rehabilitated, extended and or outfitted. The locations of these schools are shown in Figure 2-1.

Table 2-1: Schools and Locations for Project Intervention

Region	Schools/Locations	Current Enrollment
New Constructions		
Region 3	Tuschen	Not Applicable
Region 3	Recht door Zee	Not Applicable
Region 9	Tabatinga	Not Applicable
Region 10	Wisroc	Not Applicable
School Rehabilitation/Extensions/Outfitting		
Region 1	Kariakau Primary School	132
Region 1	Hosororo Primary School	505
Region 1	Wauna Primary School	409
Region 1	Arakaka Primary School	157
Region 1	Hobodeia Primary School	91
Region 3	Belle West Primary School	449
Region 8	Monkey Mountain Primary School	225
Region 8	Mahdia Primary School	435
Region 9	Yorong Peru Primary School	40
Region 9	Karasabai Primary School	466
Region 9	Achawib Primary School	157
Region 9	Annai Primary School	145
Region 9	Potarinau Primary School	114

All construction works will be carried out by contractors under contract to the MoE. The contractors will be procured through a competitive bidding process. Once the contract has been signed and the contractors are given possession of the site, the contractor will be legally responsible for the performance of the works in the manner required by the contract. The works will be overseen by supervisory consultants.

2.4 Project Beneficiaries and Targeting

It is expected that 4,927 students and their communities will benefit from the new school constructions, and rehabilitation and extensions of schools. The newly constructed schools will provide 1,600 additional primary education spaces.

Selection criteria for new construction included:

1. Existing demand for education and expansion of access to education to allow the incorporation of new students into the education system; and

2. Replacement of schools, due to earthquake/ natural disasters, several schools were characterized as structurally unsound.

Selection criteria used for capital rehabilitation included:

1. Location in most disadvantaged regions (Region 1, 7, 8, or 9);
2. Availability of essential services (energy, water supply system, connectivity);
3. Extension of existing schools to accommodate more students. Information provided on the % of overcrowding calculated based on the information provided by MoE on current enrollment vs. original enrolment capacity of each school; and
4. General infrastructure conditions as assessed in the school mapping exercise.

2.5 Project Implementation

The MoE will serve as the implementing agency for this project. While the Ministry is currently assessing the establishment of a Project Coordinating Unit capable of implementing externally financed projects, given that the project is already being developed, it is envisaged that a Project Implementation Unit (PIU) will be established to oversee the implementation of the project, as has been done for similar projects in the past. The Ministry will have the responsibility of ensuring environmental, social, health and safety compliance, including compliance with the IDB's ESPS.

It is recommended that the PIU be staffed with an Environmental and Social Specialist to assist with the implementation of the Environmental, Social, Health and Safety requirements. This person will oversee the environmental, social and health and safety aspects of the project. The Environmental and Social Specialist is expected to ensure that the IDB's Environmental and Social Policy Framework (ESPF), including the ESPS are adhered to where applicable, that contractors comply with the requirements of the Environmental Authorisations to be issued by the EPA, and prepare and implement the Environmental and Social Management Plan. The Environmental and Social Specialist will report to the Project Coordinator.

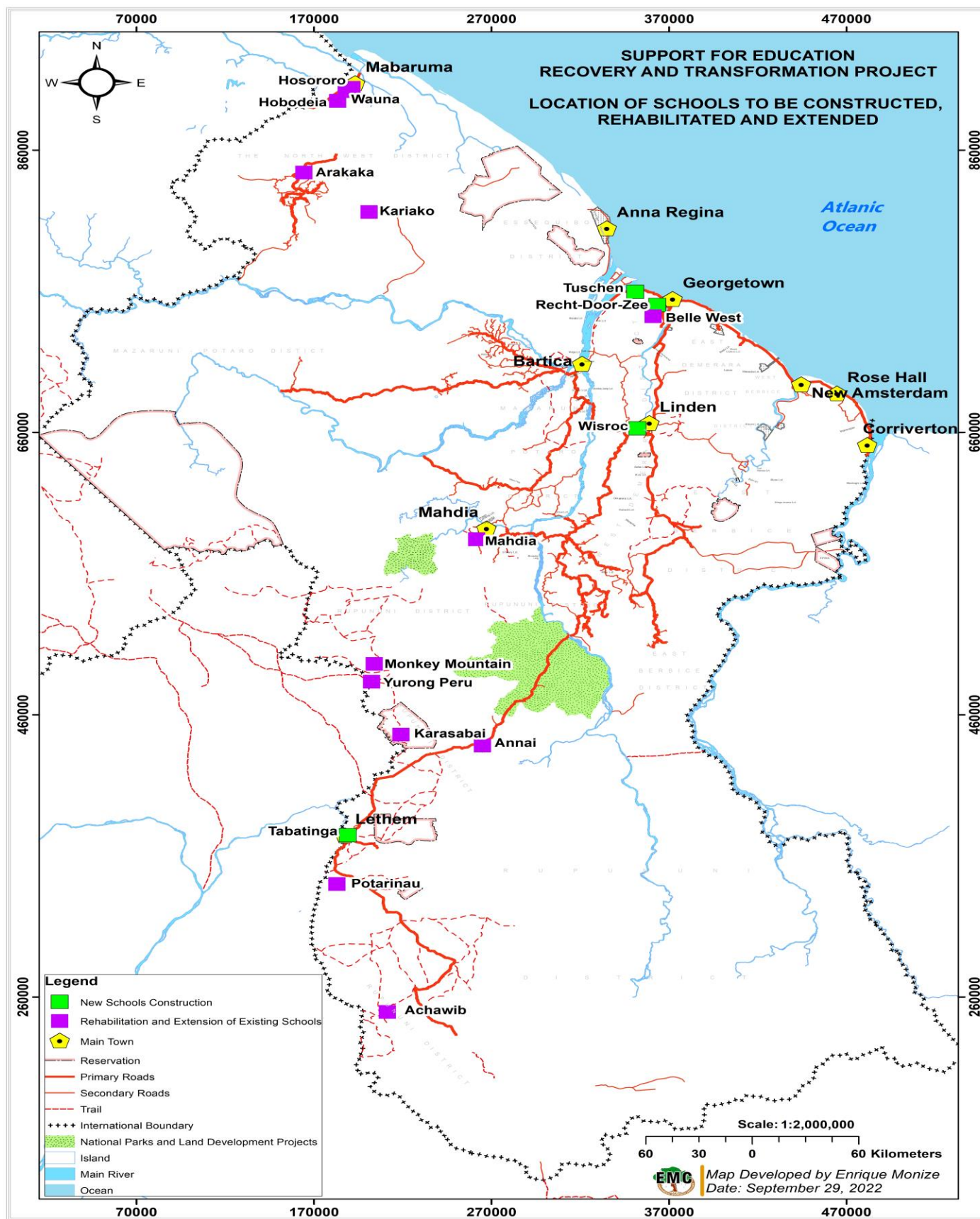


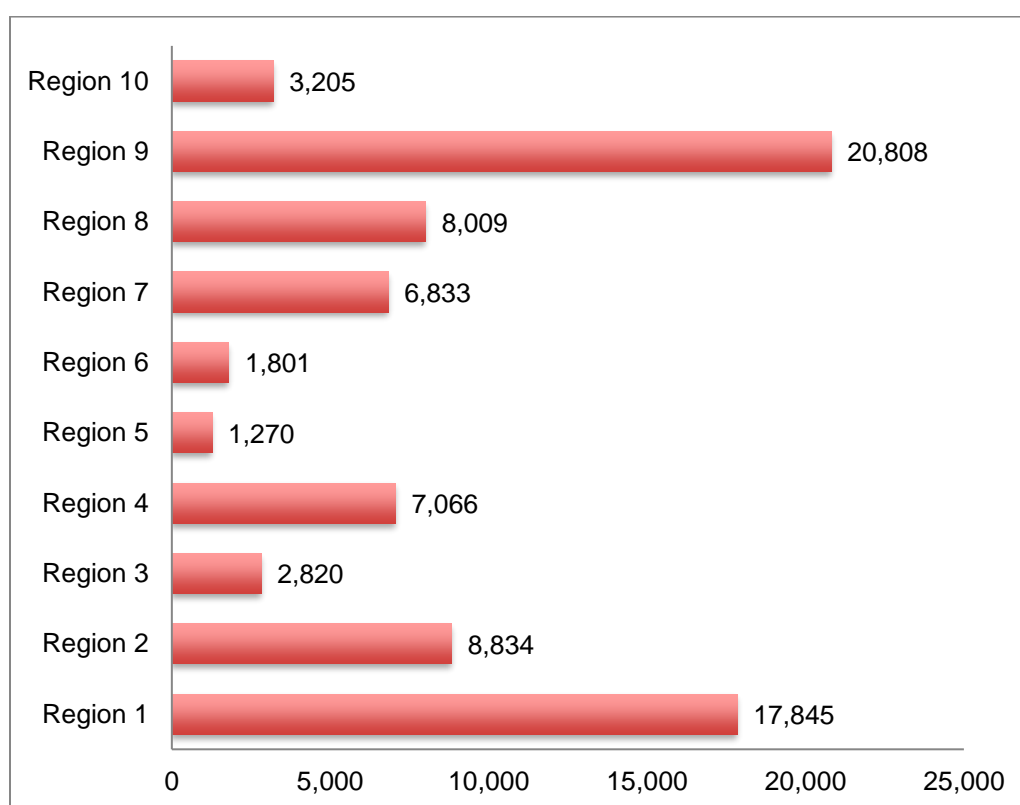
Figure 2-1: Locations of the Schools to Benefit from the Project

3.0 Overview of Indigenous Peoples in Guyana

The Indigenous Peoples or the Amerindians, as they are collectively referred to, are known historically as the first inhabitants of Guyana. Their history is recorded in their unique culture and heritage that have been passed on through generations using tangible and intangible methods. Guyana's key symbols of nationhood have originated from the indigenous culture and emphasizes the importance of the Indigenous people's contribution to Guyana.

3.1 Indigenous Population and Distribution

The history of the Guyana's Indigenous peoples can be traced to 11,000 years ago when the Amerindians hunted, gathered, fished, settled and explored the country. There are nine indigenous nations that remain to this day: Arawaks (Lokonos), Arecunas, Akawaio, Caribs, Macushis, Patomonas, Wai Wais, Wapichan and Warraus. The Warraus, Arawaks, and the Caribs are found in coastal Regions 1 and 2; while the Wapichan, the Arecunas, the Makushis, the Wai Wais, the Akawaio, and the Patamonas inhabit the hinterland areas of Regions of 7, 8, and 9. Figure 3-1 shows the Amerindian Population within each Region.



Source: NBS 2012

Figure 3-1: Amerindian Population Distribution within the Regions of Guyana

There is a total of 212 Amerindian villages and communities. As of 2020 109 villages had titles to their land, with the titled Amerindian lands representing 15.62% of the country's land area. Titles for the remaining communities are at various stages of the titling process¹. The location of Amerindian communities throughout Guyana is shown in Figure 3-2.

¹ Information provided by the Amerindian Land Titling Project (2020)

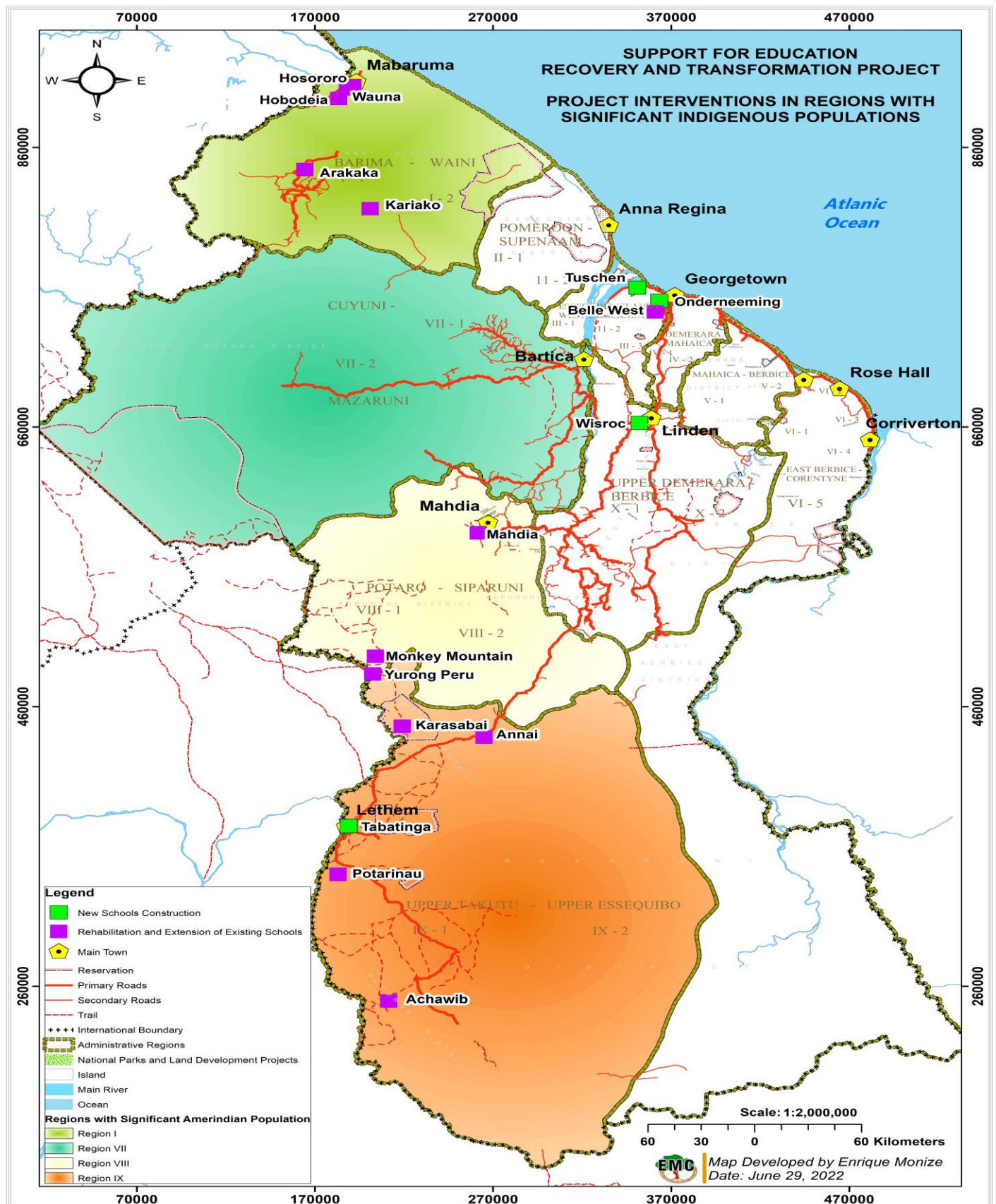


Figure 3-2: Location of Amerindian Communities throughout Guyana

According to the National Bureau of Statistics (NBS) (2012), the Indigenous population accounts for 78,492 or 10.5% of the total population of Guyana, and is considered the fourth largest ethnic group in Guyana, with a population growth rate of 12.8% between 2002 and 2012. Table 3-1 shows the population and percentage of the Amerindian population in relation to the other ethnic groups in Guyana.

Table 3-1: Population and Percentage of Amerindians in Guyana in Relation to other Ethnic Groups between 1980-2012)

Ethnicity / Background	Population				Percentage			
	1980	1991	2002	2012	1980	1991	2002	2012
Amerindian	40,234	46,722	68,675	78,492	5.3	6.5	9.1	10.5
African	234,094	233,465	227,062	218,438	30.8	32.3	30.2	29.3
Portuguese	3,011	1,959	1,498	1,910	0.4	0.3	0.2	0.2
Chinese	1,864	1,290	1,296	1,910	0.3	0.2	0.2	0.2
East Indian	394,417	351,939	326,277	297,493	51.9	48.6	43.4	39.8
White	779	308	476	415	0.1	0.04	0.06	0.06
Mixed	84,764	87,881	125,727	148,532	11.2	12.1	16.7	19.9
Other	294	107	112	253	0.04	0.01	0.01	0.03
Total	759,566	723,671	751,223	746,955	100	100	100	100

Source: NBS 2012

Further, according to the Guyana 2012 National Census Report, the Amerindians account for 85.9% of the total population in Region 9, 72.3% in Region 8, 37.1% in Region 7, 64.7% in Region 1, and 18.9% in Region 2, as is presented in Table 3-2. The Amerindian population accounts for an average of 3.4% each of the total population in Regions 3, 4, 5, 6 and 10. The Amerindian population in each Region is shown in Figure 3-2.

Table 3-2: Percentage of Amerindian Distribution by Region

Ethnic Background	Administrative Region										
	1	2	3	4	5	6	7	8	9	10	Total
African	2.30	12.58	21.13	40.56	33.06	21.32	11.62	7.75	1.46	49.02	29.25
Amerindian	64.56	18.87	2.62	2.27	2.55	1.64	37.19	72.30	85.85	8.01	10.51
Chinese	0.05	0.09	0.18	0.24	0.09	0.16	0.14	0.08	0.04	0.32	0.18
East Indian	1.71	44.57	59.55	35.02	54.66	66.03	8.54	2.55	1.04	2.82	39.83
Mixed	31.17	23.60	16.38	21.45	9.51	10.69	40.89	16.59	11.17	39.63	19.88
Portuguese	0.17	0.22	0.08	0.37	0.08	0.07	1.21	0.69	0.30	0.10	0.26
Total	100			100	100	100	100	100	100	100	100

Source: NBS 2012

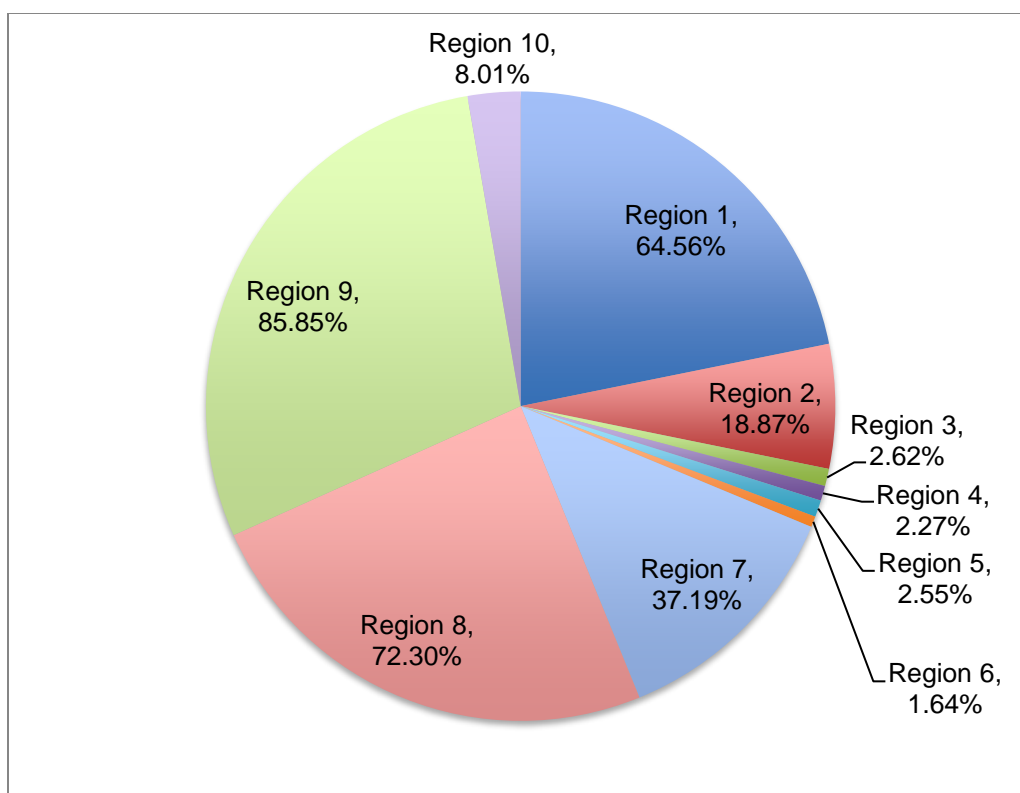


Figure 3-3: Percentage of Indigenous Population in the Regions

3.2 Income and Wealth Generation

Historically, the Indigenous Peoples employed a hunter-gather economic model, and the barter system as their main economic activities for the acquisition of basic food supply. However, the diversification of their main economic activities has allowed indigenous communities to commercialise farming, craft, mining, and livestock rearing on a small scale to allow for wealth generation in the rural and hinterland areas (FAO/WB, 2005). More recently, there have been investments in the eco-tourism sectors and protected areas projects which have contributed in a direct way on the income and wealth generation mechanisms of indigenous communities. In 2017, Kanashen was designated a Protected Area under the Protected Areas Act (2011) and is the first Community Owned Conservation Area in Guyana. Other projects that have sought to inject monies into the development of indigenous villages are the GRIF² Amerindian Development Fund - which provides direct support to the socio-economic development of indigenous communities by supporting projects within the Community Development Plans; and the Amerindian Land Titling Project aimed at the titling and demarcation of Amerindian lands.

The indigenous communities that are located in close proximity to the urban centres have been able to access employment opportunities that exists in these areas.

However, there are major challenges to a sustainable approach to their income and wealth generation, such as land use conflict and unregulated natural resource extraction. Other challenges faced by communities that are located in the hinterland are centred on the lack of, and restricted access to products, limited infrastructure, and services that would otherwise enable a lower cost of living and increased productivity.

² The Guyana REDD+ Investment Fund (GRIF) is a fund for the financing of activities identified under the Government of Guyana Low Carbon Development Strategy (LCDS).

4.0 Policies, Legislations, and Institutional Framework

4.1 National Policies, Strategies, and Plans

4.1.1 National Development Strategy

The National Development Strategy (NDS) was launched in 1997 and sets out the primary development policy framework for Guyana. Volume 3, Chapter 22 of the NDS focuses on the Amerindian population and sets out the overarching national policy framework and priorities for Amerindians. The following general objectives were outlined in the NDS as it relates to the Amerindian population:

- The formulation and development of policy, and the design of programmes, must be participatory, inclusive and empowering to Amerindians communities. The strengths of individuals and communities must be advanced over historical and current weaknesses. Action must address needs in ways that ensure the empowerment of these communities and the improvement of their well-being.
- An understanding and appreciation of the complex and delicate social and cultural dimensions of the Amerindian question in Guyana must inform our national development policies. The more contentious and controversial of these dimensions concern the issues of segregation, assimilation, integration, pluralism, self-reliance, self-determination, self-management, ethno-development, ethno-racial respect, and the ownership and control of natural resources.
- Priority also must be assigned to improving the quality of life and the provision of equal opportunity for Amerindians, specifically for women and children, who happen to be the most disadvantaged in these communities.
- Policies must address the inherent inequalities that now exist between hinterland/Amerindian and coastal communities in a manner that, among other things, fosters mutual respect and cooperation.
- The state must understand, accept, and fulfil its obligation to provide basic services and infrastructure to Amerindian/hinterland communities while enabling local institutions to play their essential role in development.

4.1.2 Low Carbon Development Strategy 2030

The Low Carbon Development Strategy (LCDS) 2030 aims at creating a new low-carbon economy with a key component being payment for forest climate and other services which Guyana's ecosystems provide.

The LCDS outlines four objectives that guides the establishing of the low carbon economy:

- Create new incentives for a low carbon economy;
- Protect against climate change and biodiversity loss;
- Stimulate future growth: Clean energy and low carbon development; and
- Align with global climate and biodiversity goals.

The LCDS 2030³ has listed in its safeguards reporting mechanism respect for the knowledge and rights of indigenous peoples and members of local communities, and taking into account relevant international obligations, national circumstances and laws, in accordance with the UN General Assembly's Declaration on the Rights of Indigenous Peoples. The LCDS commits to the full and effective participation of indigenous peoples in the execution and implementation of the strategy.

The Strategy has targeted local capacity building for implementation of the payment for ecosystem services mechanism, and is expected to support a multi stakeholder approach to advance research and development. The indigenous people and local communities are expected to play an integral part in the research and development, and institutions such as the Bina Hill Institute is earmarked to be a key entity at a local level. The Institute's programme is expected to be developed and expanded to fully reflect the new and emerging thrust of the LCDS priorities and to holistically expand research and development through academic and vocational pursuits.

4.1.3 Guyana Education Sector (Strategic) Plan 2021 -2025 – Vision 2030

The Guyana Education Strategic Plan (ESP) 2021 -2030 – Vision 30 was developed and is being implemented as a measure of providing opportunities for equal, equitable education and lifelong learning for all by increasing performance at all levels and reducing the disparity between sub-groups. There are five intermediate outcomes or strategic goals for the period of this plan and beyond, which are:

- Improving governance and accountability;
- Improving performance at all levels;
- Improving the efficiency of the education system;
- Reducing inequities in education; and
- Contributing to lifelong learning and employability.

The intermediate outcomes outlined above seek to address equity, quality and relevance and expand lifelong learning opportunities and strengthen human resources and accountability systems within the sector.

Within the Plan there are several strategic measures to improve education delivery in hinterland communities, most of which are populated by indigenous peoples. Goal 4 of the Implementation Programme of the Plan focuses on *reducing inequities in education*. Programme 4.1 focuses on ensuring equitable distribution of education resources and delivery across education districts, with specific emphasis on hinterland/riverine areas. Key activities under this programme include:

- Enhance and improve special educational needs or disability delivery;
- Improve/increase school feeding programmes; and
- Promote inclusivity through tabling a policy that promotes the use of first languages as a means of delivery in the nursery and first two grades at primary. This will include support to involuntary migrants whose first language is Spanish.

The implementation of previous Education Sector Plans over the years would have served to reduce the gap in the access to educational facilities and materials between coastal and hinterland students.

³ The LCDS is currently in the final stages of public review.

4.2 Legislation

4.2.1 The Amerindian Act 2006

The Amerindian Act provides for the recognition and protection of the collective rights of Amerindian Villages and Communities, mechanisms for good governance within Amerindian Villages and Communities and the granting of land to these Villages and Communities. The Act recognizes the rights of indigenous peoples and communities and provides for participatory governance. The Act supports and encourages their right to preserve a traditional culture, cultural landscapes and traditional knowledge and languages as a minority group. Further, The Act makes provision for the self-governance and administration of lands that have been demarcated Amerindian territories, and therefore control the land use and planning within the areas. The Act also established the National Toshaos Council (NTC) and Village Councils, which are the main governing bodies, and are concerned with the overall well-being and development of the collective and individual indigenous communities. The Act also provides additional guidelines and procedures for Amerindian communities and its interaction with other industries, as well as stipulates measures of offences and redress.

4.2.2 The National Trust Act 1972

The National Trust Act makes provision for the preservation of monuments, sites, places and objects of historic interest or national importance, where as a monument includes any building, structure, object, or other work of man or of nature whether above or below the surface of the land or the floor of the sea within the territorial waters of Guyana and any site, cave or excavation.

4.2.3 Sexual Offences Act 2010 (Amended 2013)

The Sexual Offences Act of 2010 reforms and consolidates the laws relating to sexual offences and to provide for related matters. The Act makes provisions for the prosecution of acts sexual offences, as well as outlining various measures that established a National Plan for the Prevention of Sexual Offences that aims to prevent and bring awareness to sexual offences in Guyana. The Sexual Offences outline the avenues available to the victim to redress by the justice system.

4.2.4 Persons with Disabilities Act

The Persons with Disabilities Act 2010 provides certain rights to persons with disabilities such as the promotion and protection and the full and equal enjoyment of rights; to eliminate discrimination on the basis of disability; to provide for the welfare and rehabilitation of persons with disabilities; to provide for the registration of persons with disabilities; and to establish the National Commission on Disabilities. Section 14 – 19 makes provision for the inclusion persons with disabilities into the general education system by providing adequate infrastructure and a policy framework to allow for the access to education by persons with disabilities.

4.2.5 Prevention of Discrimination Act 1997

The Prevention of Discrimination Act Chapter 99:08 of 1997 provides for the elimination of discrimination in employment, training, recruitment and membership of professional bodies and the promotion or equal remuneration to men and women in employment who perform work of equal value, and for matter connected therewith. The Act outlines the prohibited ground for discrimination, which includes race, sex, religion, colour, ethnic origin, indigenous population, national extraction, social origins, economic status, political opinions, disability, family responsibility, pregnancy, marital status, or age, except for purpose of retirement and restriction on work and employment on minors.

The 1997 Act further states that any act or omission, or any practice or policy that directly or indirectly result in discrimination against a person on the grounds stated is an act of discrimination regardless of whether the person responsible for the act or omission or the practice or policy intended to discriminate.

4.3 Institutional Framework

4.3.1 Ministry of Amerindian Affairs

The Ministry of Amerindian Affairs is the principal administrator of Government's initiatives and projects relating to the development of indigenous peoples in Guyana. The Ministry is guided by a Minister who represents the interest of the collective indigenous communities in the National Assembly and Cabinet.

4.3.2 Village Councils

Village Councils for indigenous communities were provided for under the Amerindian Act where a body comprising of a Toshao and Councillors are elected by members of the village to serve as the village administration. The Village Council is responsible for the good governance and well-being of the community and the promotion of the sustainable use, protection and conservation of village lands and the resources on those lands under the provisions made in the Amerindian Act. The Village Council's functions are set out under Section 13 of the 2006 Act, which includes the planning and development of the village. The Toshao is the head of the Village Council and is responsible for guiding the work of the Council and ensuring there is accountability and transparency. The Village Council is responsible for the nomination of members to the National Tshaos Council (NTC).

4.3.3 National Tshaos Council

Provisions were made in the Amerindian Act for the establishment of the NTC. The NTC is a decision-making and representative body responsible for the collective development of indigenous communities. The Council is made up of Tshaos from each village, and is managed by an executive comprising of one Toshao from each administrative region, along with ten additional Tshaos. The primary objectives of the NTC are the promotion of good governance within indigenous villages, and to support indigenous villages in the formulation of strategies and plans for the reduction of poverty, conservation, management of natural resources and other issues as outlined in the Amerindian Act. The Council may offer advice to the Minister as provided for in the Act.

4.4 International Agreements

4.4.1 The United Nations Declaration on the Rights of Indigenous Peoples UNDRIP (2007)

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was adopted by the General Assembly on September 13, 2007. The UNDRIP recognises the rights of Indigenous Peoples and outlines a framework for the implementation of the human rights standards and fundamental freedoms as it relates to indigenous peoples and their specific situation and needs. By adopting this declaration, the Government signaled its commitment to implement measures to safeguard and protect the rights of its indigenous populations and to uphold the principle of Free Prior and Informed Consent for any form of development, which will occur within indigenous lands. Guyana adopted the Declaration in 2007.

4.4.2 American Declaration on the Rights on Indigenous People (2016)

On June 15, 2016, the Inter-America Commission on Human Rights (IACHR) adopted the American Declaration on the Rights of the Indigenous Peoples between members of the Organisation of

American States (OAS) at its third plenary session. Guyana is a member of the OAS. The Declaration outlines the intention to respect and promote the inherent rights of indigenous peoples as it relates to their human rights, gender equality, guarantees against racism, racial discrimination and related intolerance.

4.4.3 IDB Environmental and Social Performance Standards

The IDB's Environmental and Social Policy Framework makes provision for the protection of the environment and groups that may be vulnerable to the potential risk and impacts of IDB supported projects. As such, it has established a strict set of Environmental and Social Standards against infringements of environmental and social rights. These Environmental and Social Performance Standards (ESPS) describe the requirements that must be met in the development and implementation of IDB-financed projects. This project was listed as a Category B under the Bank's screening and environmental and social classification. Category B suggests that the project has the potential to cause mostly local and short-term negative environmental and social impact and for which mitigation measure are known and readily available.

The project falls under the requirement of the IDB's new Environmental and Social Performance Standards which became effective as of November 2021. The objectives of the Bank's Performance Standards are to:

1. Identify and evaluate environmental and social risks and impacts of the project. Adopt a mitigation hierarchy and a precautionary approach to anticipate and avoid, or where avoidance is not possible, minimize, and, where residual impacts remain, compensate/offset for risks and impacts to workers, project-affected people, and the environment.
2. Promote improved environmental and social performance of Borrowers through the effective use of management systems.
3. Ensure that grievances from project affected persons and external communications from other stakeholders are responded to and managed appropriately.
4. Promote and provide means for adequate engagement with project-affected people and other stakeholders throughout the project cycle on issues that could potentially affect them and to ensure that relevant environmental and social information is disclosed and disseminated.

Standard 7 of the ESPS recognizes indigenous peoples as distinct social and cultural peoples that are especially vulnerable when there are impositions that have implications on their lands, language, culture, religious beliefs, and traditional institutions. As a result, indigenous people are more vulnerable to the impacts associated with project development than non-indigenous peoples. It is also established that projects may also create opportunities for indigenous peoples to participate in and benefit from project related activities that may help in the development of the community and individuals.

Indigenous Peoples may play a role in sustainable development by often promoting, owning, and managing activities and enterprises as partners in development. The government often plays a central role in the management of Indigenous Peoples' issues. It is therefore important to have collaboration and coordination among responsible and relevant authorities in managing the risks and impacts associated with the project.

The applicability of ESPS 7 to the Education Recovery and Transformation project was established during the environmental and social risks and impacts identification process.

The objectives of ESPS 7 are:

- To ensure that the development process fosters full respect for the human rights, collective rights, dignity, aspiration, culture, and natural resources-based livelihoods of indigenous peoples.
- To anticipate and avoid adverse impacts of projects on communities of indigenous peoples, or when avoidance is not possible, to minimize and/or compensate for such impacts.
- To promote sustainable development benefits and opportunities for indigenous peoples in culturally appropriate manner.
- To establish and maintain an ongoing relationship based on Informed Consultation and Participation (ICP) in a culturally appropriate manner with the Indigenous Peoples affected by a project throughout the project's life cycle.
- To ensure that the FPIC of the project affected communities of the Indigenous Peoples when the circumstances described in the IDB's ESPS are present.
- To respect and preserve the culture, knowledge traditional knowledge, and practice of Indigenous Peoples.

5.0 Project Intervention in Amerindian Communities

The project supports the expansion of two existing primary schools, and the construction of four new primary schools in communities that have unequal or no access to primary education. Additionally, the project will support with essential service including potable water, energy through the use of solar panels, and connectivity. Some of the project interventions will occur in Amerindian communities, as is outlined below:

- Of the two schools identified for the expansion, one is located in Kariakau, Region 1. Kariakau is an established Amerindian community which is managed by a Village Council.
- One of the four new schools to be constructed is located in Tabatinga, Region 9. Tabatinga is located in the township of Lethem, and while it is not an indigenous community, there is significant indigenous population that is located in the community and in the catchment areas identified to benefit from the new construction. Tabatinga is a planned housing scheme developed in two phases and falls under the jurisdiction of the Lethem Town Council.
- The project is seeking to create a better learning environment in thirty-one hinterland schools mainly in Regions 1, 7, 8 and 9. The schools identified will have accessed to improved learning environment with the provision of essential service including water, energy, and connectivity; and improve the quality of education services for vulnerable population through a package of comprehensive services to create multicultural and student-centered classrooms. Regions 1, 7, 8 and 9 have significant Amerindian populations and most of the schools which are identified to benefit from the project are located in Amerindian communities.

In addition, for the targeted schools, the project will see the provision of devices for students (grades 1-3) and their teachers.

Figure 5-1 shows the locations of the schools to benefit from the project, including those from Regions 1, 7, 8 and 9.

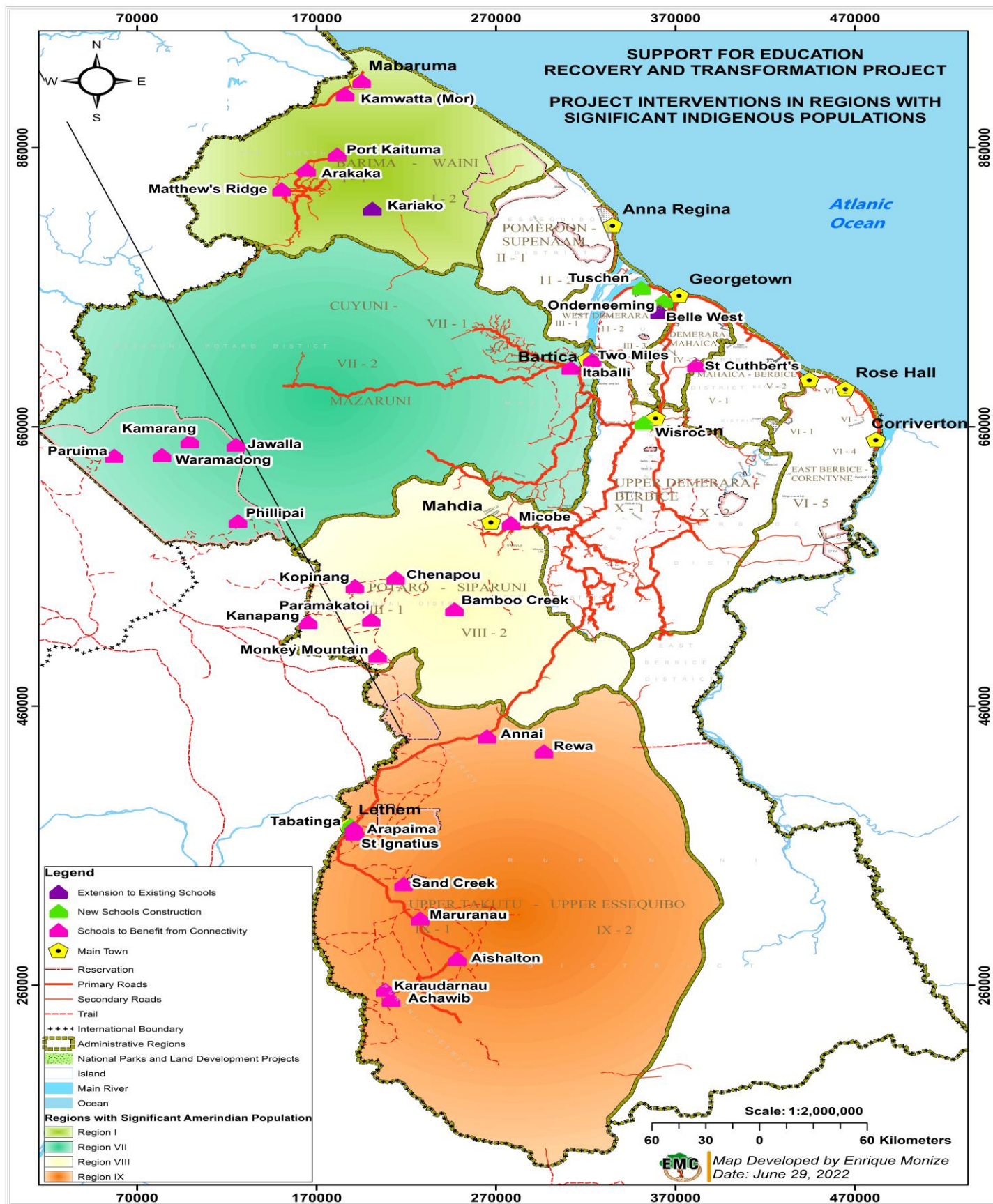


Figure 5-1: Project Interventions within Regions with Significant Indigenous Populations

6.0 Amerindian Communities

Several Amerindian villages or communities with significant Amerindian population will benefit from the project. For the new schools construction, one of the schools will be constructed at Tabatinga, Region 9, a community and region with significant Amerindian population. For the schools to be rehabilitated, extended and outfitted, most of these are located in Amerindian communities. Currently, the following schools from these communities are identified to benefit:

1. Kariakau Primary School
2. Hosororo Primary School
3. Wauna Primary School
4. Arakaka Primary School
5. Hobodeia Primary School
6. Monkey Mountain Primary School
7. Mahdia Primary School
8. Yorong Peru Primary School
9. Karasabai Primary School
10. Achawib Primary School
11. Annai Primary School
12. Potarinau Primary School

It was agreed that three of the schools and locations will be assessed as part of the ESA process. These are Kariakau, Hosororo and Tabatinga. The following sections present the socioeconomic profiles of these communities based on the assessment conducted.

6.1 Kariakau, Region 1

Kariakau is a remote indigenous village located in Barima-Waini, Region 1 on the Barama River. This area is within the Forested Highlands natural region.

The village currently has a population of 721 people; most of whom belong to the Kalinago tribe (Caribs). The remainder of the population is considered 'mixed'. There are currently 112 households in the village.

There are three main means of accessing the village. Kariakau is accessible by air via aircraft from Georgetown to the Yakishuru airstrip which is privately owned, followed by a 20 minutes boat ride from Yakishuru. Alternatively, Kariakau is accessible by river from Charity, Region Two. This is a 5 hour boat ride from Charity or a 3 hour boat ride from Moruca. This is the more utilized method of transportation by residents, but journeys can take a lot longer during the dry season. Kariakau is also accessible by road from Port Kaituma. However, the road is only traversable in the dry weather and the journey is usually 5 hours, but can be significantly longer based on the road condition.

A Village Council headed by a Toshao and Vice-Toshao manages the village and the day to day activities. The village is run by a set of village rules and regulations that ensure villagers and visitors act in accordance with the norms of the village. While there is no police outpost in the community, the Toshao is a sworn Rural Constable, and is therefore empowered by law to administer law and order in the community.

The village center is mainly used for residential purposes, with some commercial activities like small variety shops. Other facilities include a church, a guesthouse, a health post, and Village Office.

The health post is staffed by two Community Health Workers and one Mid-Wife, and the Regional Health Officer (RHO) visits the village regularly. In cases of emergency persons are usually transferred

to Moruca via boat, or for serious situations, airlifted to Georgetown. Malaria is the main health concern for the community and there have been cases of dengue and typhoid recorded.

The village has access to electricity from a generator and solar panels; villagers access this service by paying a fee to the Village Council. The village has a community well that is located on the primary school's compound. There is no cellular or landline services in the area. There is access to the internet via the Village Council. Villagers can purchase time tokens from the Village Council to have access to the internet.

The main economic activity of the village is mining. Most of the villagers are involved in small to medium scale mining in the area. There are currently no miners from outside of the community operating in the area. Person interested in conducting mining on community lands are vetted by the Village Council and then a decision is made based on the information provided. Logging is done for personal use but is strictly prohibited for commercial use and sale.

Generally, villagers depend on subsistence farming and fishing as their main source of food, however, other food and household items such as chicken are imported to the community via Charity, Port Kaituma, or by air from Georgetown.

The village main potable water source is the well located in the school compound. The water is stored in elevated water tanks, and is supplied through a piping system connected to most residential and commercial buildings. During the dry season or when there is an issue with the well, residents use the Barama River to access water for domestic and other water use.

Villagers utilizes the pit latrine systems for toilet and sanitary needs and other domestic and commercial waste is dumped and burned in a community dumpsite or at individual's home.



Figure 6-1: Aerial View of Kariakau Village



Figure 6-2: Section of the Village in Close Proximity to the School

6.2 Hosororo, Region 1

Hosororo is an indigenous community located in the Mabaruma sub-region of Region One on the left bank of the Aruka River. In 2016, Hosororo was joined with Mabaruma to form a single township, and is now considered as Constituency 6 in the township⁴. Hosororo is administered by the Community Development Council and the Mabaruma Mayor and Town Council.

According to the 2012 census, Hosororo has a population of 723 persons, with a household count of 140⁵. However, the community has seen an increase in population due to the steady migration of Venezuelans refugees into the sub-region. Historically, Hosororo was traditionally of a Lokono (Arawak) indigenous population. However, presently, the community consists of mainly a mixed population.

The Mabaruma sub-region can be accessed by boat and airplane. Hosororo is located three miles from the administrative capital of Mabaruma. The waterfront community of Kumaka, which is the business hub of the sub-region, is located less than three miles from Hosororo. Public transportation in the form of either by minibus or hire cars is available from Kumaka to Hosororo. The neighbouring communities of Wauna and Tobago are located three to four miles north of the village.

Hosororo stands approximately 300 feet above sea level and is not prone to flooding from heavy precipitation or flooding of the riverbanks.

Hosororo is considered a self-sufficient community. The main economic activities include farming and fishing, with the community vending their produce at Kumaka or sending it to Georgetown via the ferry. Community residents are also employed in the public and private sectors within the sub-region as teachers, nurses, and police officers.

The community has a nursery and primary school, church and health centre, play field, and ICT Hub that serve Hosororo and its neighbouring communities.

The Mabaruma Power and Light Company Inc. and GWI supply electricity and water to the community respectively. However, during the dry weather, there is sometimes the scarcity of water since the existing well located in Wanaina Village would run low or dry. A dysfunctional micro hydropower plant within the community was recently rehabilitated but is yet to become operational. The community does not have access to landline and Internet services, however, cellphone and data connection are available by providers such as Digicel and GTT.

Waste is collected by the Town Council but is generally unreliable, hence wastes is often dumped and burned by individual residents. The community does not have a connected sewer system, each household has a septic tank or uses pit latrines.

⁴ <https://www.stabroeknews.com/2012/04/22/sunday/beyond-gt/hosororo-hill/>

⁵ <https://statisticsguyana.gov.gy/>



Figure 6-3 Showing Sections of the Hosororo Community

6.3 Tabatinga, Region 9

Tabatinga is located in the Township of Lethem, Region 9 on the eastern bank of the Takutu River which is the geographical division between Guyana and Brazil. The township is in the Savannah natural region. Lethem serves as the main administrative and commercial hub of Region 9. In the national context, Lethem assumes major importance because of its geographical location and the roles and functions it performs relative to other settlements in the region, and across the border in Brazil⁶.

Lethem is administered by the Mayor and Town Council. Lethem is considered the hub of Region 9 and the main administrative and commercial zone. Lethem's growth and population were bolstered in the late 1980s by the construction of the Rupununi road through central Guyana, connecting it to Linden and Georgetown. Another significant development occurred in 2009 with the construction of the Takutu River Bridge linking Guyana and Brazil and promoting cross-border commercial activities⁷. Lethem's development was also linked to growth in the mining, tourism, cattle ranching, and agricultural sectors in the region. Lethem was officially designated as a town in October 2017.⁸

The current population, according to the Mayor and Town Council is approximately 6,000, with Tabatinga being the largest constituency with 500 households and 2000 people. Lethem is a multi-ethnic and multi-racial town with a mixed population of Amerindians, people of mixed heritage, Coastlanders (migrants from Guyana's coast), and immigrants and descendants from China and Brazil. According to the national Census (2012), 52 percent of the Lethem population is mixed-race, 28 percent of Amerindian descent, and 10 percent of African descent.

The project site is accessible by the following main routes:

- By air via scheduled flights offered by private carriers for passengers and cargo from the Eugene F. Correia International Airport at Ogle, East Coast Demerara and the Lethem Airstrip. Passenger and cargo flights may also be chartered. Plans are in place for the expansion of the airstrip into a Regional Airport to accommodate larger aircraft for international travel.
- Overland from Georgetown approximately 420 kilometres away via the Linden-Lethem Road. The Linden-Lethem Road is laterite capped and is known to deteriorate significantly during rainy conditions resulting in vehicles transporting passengers and cargo becoming stuck on the road. Work has commenced on paving a significant section of this roadway.
- By river, Lethem is accessible via boat on the Essequibo and its tributaries that run through the Rupununi region. Though access directly to Lethem is not possible, the boat journey stops relatively close to the Town⁹.

The Township has essential facilities such as a hospital, magistrate court, commercial banks, post office, police and fire stations. Lethem is also considered a trading zone and trade is the main economic activity, employing over 30 percent of Lethem's population. The importance of trade to the local economy is expected to increase as Lethem is officially slated to be declared a duty-free hub where no VAT or duty will be levied on products imported from Brazil (EMC Personal Communication 01). The other economic activities include civil services (18 percent), municipality (14 percent), agriculture (12 percent) and financial services (10 percent) among others.

Tourism is also a significant contributor to the local economy with large numbers of Brazilians crossing the border to visit Lethem during weekends. The Lethem Town Week and the Rupununi Rodeo are

⁶ Mayor & Town Council. 2018. Lethem Municipal Town Development Plan (2018 – 2023).

⁷ Kaieteur News, 2019. Over 1,500 vehicles visit Lethem from Brazil on Weekends. (Article on March 1)

⁸ Mayor & Town Council. 2018. Lethem Municipal Town Development Plan (2018 – 2023).

⁹ Guyana Tourism Authority, undated. Welcome to Lethem.

the main events that attract visitors from across Guyana, Brazil, and other countries to Lethem. Although most of the food consumed in Lethem is imported from Georgetown and Brazil, some residents practice small-scale domestic and commercial farming.

Lethem get its electricity from the Lethem Power Company and potable water from GWI. Internet and cell service is available in the township and landline services are provided.

The Town Council is responsible for the solid waste management in the township. Garbage is usually collected and taken to a landfill site by the Town Council.

Tabatinga Housing Scheme is located on the outskirts of Lethem, and lies on the western area of the Township, along the border with neighbouring Brazil.



Figure 6-3: The Proposed Project Site and Surrounding Areas



Figure 6-4: Play Ground adjacent to the Project Site



Figure 6-5: Access Road leading to the Project Site

7.0 Potential Impacts and Mitigation Measures

This section examines the potential impacts of the project on Indigenous communities.

7.1 Potential Impacts and Risks

The potential impacts of the project to indigenous communities were identified and assessed as part of the project's Environmental and Social Assessment. These are described below.

7.1.1 Land Take and Land Use

The site for the new school construction at Tabatinga is located within a recently established housing scheme. The land is owned by the Government of Guyana and was allocated for the construction of educational facilities. For the school to be extended at Kariakau, there is available space within the school's compounds to facilitate the extension. The land used for the school compound was allocated by the Village Council for the construction of the school and playground. It is expected that the school to benefit from interventions to improve essential services will also have adequate land space to facilitate the improvements to be made. Given that only minor works will be supported at these school, expanding land take for installation of project interventions is not expected to be a challenge. At Hosororo there is no land space within the existing school compound to facilitate the expansion required. However, adjacent to the compound is land which was donated by the previous owners for educational purposes. It is under this same agreement that the current school was constructed. This land is currently utilized for recreation purposes, but mainly by persons residing in the surrounding area. An alternative playground was provided for the community, which is being utilized by members of the community.

It is expected that the other schools to benefit from rehabilitation, extension and outfitting will also have adequate land space to facilitate the improvements to be made. If available lands within the school boundaries is a challenge at any of the other schools to be targeted, alternatives or additional land space will need to be identified but encroaching on existing neighbouring land uses should be avoided. Given that only minor works will be supported at these school, expanding land take for installation of project interventions is not expected to be a challenge. If any of the schools to be extended require additional lands/expansion of the school compound the Ministry has an established system which is utilized in Amerindian communities when land is required for the construction of educational facilities. The Ministry follows the Free, Prior and Informed Consent (FPIC) principle during the process. The Village Council, through the Toshao, is informed of the project and the request to utilize the land for the construction of an educational facility. The Toshao will then call a meeting with the Councilors and the wider community to share information on the project and discuss the request. The decision to grant the land for use is made collectively and is recorded in the Minutes of the Meeting. Subsequently, the Village Council will send a letter to the MoE communicating its decision.

The sites for the new schools' construction and extension are free from any encumbrances such as buildings and other permanent or semi- permanent structures or use. As such, there will be no displacement or disruption to livelihoods. In this regard, no significant impact is expected from the use of the lands.

7.1.2 Community Conflicts

The presence of non-local project workers during the construction could have a negative impact on these local communities if not properly managed. Non-local workers could also lead to bad relations particularly between the male workers when the females are shown increased attention that is perhaps unwanted. Interpersonal relationships with married persons could lead to the breakup of families thereby disrupting the community dynamic. There could also be cases of unwanted pregnancies

particularly affecting the younger women of the community. The abuse of alcohol and other drugs can be detrimental to the community when introduced and encouraged by non-local workers. There could be an increase in the risk of transmission of sexual diseases with the migration of workers into the communities who will have purchasing power and can use that power to influence persons to engage in unsafe sexual practices. In addition, the presence of a non-local construction crew to the area can create security fears among local residents. Further, non-local workforce may be reluctant to comply with communities' rules and norms. However, these potential impacts will be limited to the construction period only.

7.1.3 Improved Facilities

At Kariakau the Primary School was designed to accommodate approximately 20 to 30 students. However, the school currently has an enrollment of 135 students in Grades 1-6. In addition, the school also houses a nursery school with an enrollment of 44 students, and a Primary Top with an enrollment of 74 students in Grades 7, 8 and 9. The overcrowding of the school has resulted in classroom activities being conducted at the ICT Hub and the Teachers' Quarters, and the school having to operate on a rotational basis where students of specific grades attend class on a shift system.

At Tabatinga students are required to travel 20-25 minutes by walking to attend the Arapaima Primary School, where there is mass overcrowding. Arapaima Primary School was built to house 250 students but currently has 515.

At Hosororo there is severe overcrowding and lack of facilities. The main auditorium space is divided by chalkboards into 5 classrooms which accommodates Grades 1 -5 and there are two Grade 6 classes which are located in the space allocated for the science and Information Technology labs. The upper flat of the building houses Grades 7-11, but is currently without electricity due to the building not being wired. The current overcrowding is resulting in a daily disruption in classes due to the noise and distraction of all the primary grades being housed in one space. In addition, there are security concerns surrounding the safety of teaching aids and other resources that are often left unattended during non-contact periods.

It is expected that approximately 3,261 students in the Hinterland regions will benefit from the improved learning environment under Component 1 of the project. Under Component 2 it is expected that 4,106 students from Grades 2-6 and their 165 teachers will benefit from the digital devices provided, inclusive of students in indigenous communities. Under Component 3 it is expected that 26,600 students will benefit from the access to the adaptive learning platform, inclusive of students from hinterland communities.

7.1.4 Local Employment

Positive socio-economic impacts can occur whenever construction projects are undertaken in communities, especially in coastal rural and hinterland communities, where employment opportunities are limited. Based on feedback provided by stakeholders, both skilled and unskilled labour are available within the communities. Employment opportunities could therefore provide a temporary form of income generation for members of all of the local communities in which new schools will be constructed or the schools to be intervened are located. This will also mitigate potential social impacts associated with having outsiders brought into the communities to work on the project.

However, project workers, especially those from indigenous and remote communities, may sometimes be treated differently by contractors when compared to workers from the coastal areas. Contractors may tend to offer lower wages to workers from the communities, and assign them lower level tasks. Workers from these communities may also not receive the same benefits as workers from other areas, such as insurance coverage.

The communities can also benefit through the supply of construction materials and furnishing for the schools. At Kariakau the furniture can be built within the community. The current furniture at the school was donated to the school by the Village Council. This will be beneficial since it will contribute to local employment, reduce transportation cost given the location of the community and difficulty in access, and will also reduce the risk of damage during transport. At Tabatinga consideration should be given to the use of materials which are traditional to Region 9, and more specifically Lethem. It was suggested during the stakeholder engagement that the red clay bricks be used. The clay bricks will provide for a cooler environment and the use of these bricks will support local livelihood.

7.1.5 Archaeological Resources

Even though the school sites are not associated with any known archeological findings there is still the possibility of finds that may be of historical value to Guyana, especially at the new school construction site at Tabatinga. Therefore, if present within the areas, artefacts could become damaged or lost as a result of certain activities, especially land clearing. As a consequence, historical and cultural information on Guyana's early period could be permanently lost. However, the impacts could be entirely mitigated if appropriate chance find measures are implemented during the construction phase of the project.

7.1.6 Gaps and Vulnerability

Indigenous Peoples in Guyana live in deep vulnerability, with historical challenges that are rooted in the social, economic, administrative and political structures of the country¹⁰. Their vulnerability is fueled by social norms that influence how they behave and how other members of society behave towards them. Indigenous peoples are more likely to be vulnerable than coast landers because of the access to quality resources in sectors such as health, education, women and childcare, climate change, and participatory decision-making. The consequences of the lack of quality impacts the overall life cycle of indigenous people from conception to adulthood. While the availability of services is seen as a major improvement in the villages in recent years, the available services do not always match the quality of services that are available to the coast landers. This creates a gap in the quality of life that is available to indigenous people.

Education

The gap between the hinterland and the coastland where education is concerned has widened, indicating that improvements are more significant on the coast than in the hinterlands. While the gap is noticeable in most of the sectors, it is especially prominent in the education sector. The gap accounts for the inability to access resources such as adequate schools and classrooms facilities, access to essential services such as water, internet and electricity, and deficiencies in the delivery of education such as adequate number of qualified teachers to student's ratio¹¹.

The gap is widened in communities that are located in remote locations such as Kariaku, Region 1 where it expensive to access and where there are no alternative options to the public school system. This results in over-crowding of classroom and students competing for limited resources. Primary schools in communities like Kariaku and Hosororo are expected to provide resources to educate nursery levels and primary-top levels where no nursery or secondary schools are available. As such, students that have completed a primary education are forced to continue their education at a primary top, migrate to another area where there is a secondary school, or are forced to leave school and seek employment.

¹⁰ UNICEF Guyana – *Study on Indigenous Women and Children* (2017) pp. XV

Accessed at: <https://www.unicef.org/guyanasuriname/media/451/file/SitAn-Indigenous-women-children-in-Guyana.pdf>

¹¹ UNICEF Guyana – *Study on Indigenous Women and Children* (2017) pp. XV

Accessed at: <https://www.unicef.org/guyanasuriname/media/451/file/SitAn-Indigenous-women-children-in-Guyana.pdf>

The gap creates unequal opportunities, which have marginalized some indigenous communities, and therefore have provided fewer indigenous students with the opportunity to complete a secondary education¹². In Kariaku, the primary top stops at Grade 9, and students are often left with only two options; to migrate to an area with a secondary school, which is often expensive, or to end school at that point.

Other contributing factors that aid the vulnerability of indigenous population include the curriculum being centered on topics that are not part of the reality of indigenous children living in the hinterland and language barriers where indigenous students struggle with how to properly write and speak in English.¹³

Gender

Among the gender-based challenges that are prevalent in society, indigenous women are especially vulnerable to the various socio-economic factors that hinder the furtherance of the women in these communities. Challenges such as access to education, healthcare, leadership position, job opportunities and equal pay have caused a major push away from achieving equality among men and women. As a result, women are often unable to practice good decision-making as it relates to financial, family, and retirement plans.

The lack of agency and decision-making abilities of women in hinterland communities are contributing factors to abuse such as intimate partner violence, emotional, and financial abuse. There is also a high rate of men deserting their family home, adultery or temporary migration for employment, which results in a high number of single parent families, where the women are left to care for and provide for the family as the sole breadwinner.

Another major contributing factor to the present vulnerability is access to healthcare that targets specific needs. This results in women having fewer options for family planning, access to menstrual hygiene products, HIV/AIDS and other sexual transmitted disease screening. Women are often made aware of chronic conditions later than women living on the coastland because of the lack of access.

7.2 Mitigation Measures

Mitigation measures are outlined in the project's Environmental and Social Management Plan to prevent or reduce negative impacts of the project on Amerindian communities and to enhance the positive impacts. These are outlined below.

7.2.1 Conflict Prevention

To prevent any conflicts during construction the following should be implemented:

- If any of the schools to be extended require additional lands/expansion of the school compound the established system used by the MoE in the past should be utilised. This Ministry should ensure the Free, Prior and Informed Consent (FPIC) principle is followed during the process and that approval is granted by the Village Council prior to the use of the land.
- All potential affected parties should be informed of the details of the project and be engaged in discussions on possible measures to reduce the negative impacts.

¹² UNESCO *Listening to the voices of indigenous peoples is the only way to protect people and planet –Spotlight on Guyana* (2021)
Accessed at: <https://www.unesco.org/en/articles/listening-voices-indigenous-peoples-only-way-protect-people-and-planet-spotlight-guyana>

¹³ Stabroek News *Reflections on conventional Education and Indigenous people in Guyana* (2019)
Accessed at: <https://www.stabroeknews.com/2019/09/02/features/in-the-diaspora/reflection-on-conventional-education-and-indigenous-people-in-guyana/>

- Local stakeholders should be engaged prior to the commencement of construction and periodically during the construction phase.
- The relevant authorities should be notified of any emerging problems and the MoE and school administration should work with the local authorities to address any issues.
- If possible, local contractors should be contracted to conduct the works. If this is not possible then workers from local communities should be employed by the contractors.
- The use of shared water sources should be assessed to determine if any party will be affected as a result of the implementation of the project.
- Any use of community resources, including water sources, raw materials and land to be used by the contractor during construction and the disposal of waste should be approved by the local authorities;
- Within indigenous communities the village leadership should be invited, prior to the commencement of works, to share information with workers of the contractors on the community rules, norms, practices and expectations.

7.2.2 Code of Conduct for Workers

The Code of Conduct for workers are a set of guidelines that are aimed at ensuring care and caution are taken by the employers and employees when undertaking works in communities, especially hinterland and indigenous communities. As such the contractors undertaking the works under the project will be required to enlist the services of a qualified Environmental, Social Health and Safety (ESHS) specialist to design and prepare the Code of Conduct as per the ESHS provisions of the contract and the programme's Environmental and Social Management Systems (ESMS). Project workers compliance with the measures outlined in the Code of Conduct can significantly reduce the potential for conflicts between project workers and the communities within which the works are being conducted.

The Code of Conduct should address prevention and management measures for environmental, labour, and social risks of the project, including health and safety risks, sexual and gender-based violence, discrimination, and sexual abuse and exploitation of children and other individuals or vulnerable groups and should be applicable to the contractors and subcontractors' employees.

The Code of Conduct should be written in plain language and in a manner that is clear, accessible, and understandable, and should be properly communicated to the employees. Some measures that ensure that the communication is effective include the employees:

- Affix their signature to the Code of Conduct after reading it
- Receive a copy of the Code
- Had the Code explained to them
- Understand that the Code of Contract is a condition of employment, and violations can result in consequences including fines and dismissals.

To ensure the effective communication of the Code of Conduct to the employees, community, and affected people throughout the project implementation, a copy of the Code should be displayed at an accessible location and in a language that is comprehensible and free from jargons.

The Code of Conduct should be prepared with reference to the issues, impacts, and mitigation measures identified in:

- The project's Environmental and Social Assessment (ESA) and Environmental and Social Management Plan (ESMP).

- Consent/permit conditions such as any Permit to be issued by the Environmental Protection Agency, Ministry of Amerindian Affairs and the Village Councils.
- Required standards of the IDB Environmental and Social Policy Framework (ESPF)
- Relevant international conventions, standards or treaties, including International Labour Organisation conventions.
- Relevant national, legal and/or regulatory requirements and standards such as the Labour Act and the Occupational Safety and Health Act.
- Workforce grievance redress mechanisms.
- Stakeholder grievance redress mechanism.
- Relevant guidelines determined by the Ministry of Amerindian Affairs and Indigenous communities in which works will be conducted.

Some of the specific issues to be addressed by the Code of Conduct are:

- Compliance with applicable laws, rules, and regulations and IDB ESPS.
- Compliance with applicable health and safety requirements to protect the local community (including vulnerable and disadvantaged groups), (including wearing prescribed personal protective equipment, preventing avoidable accidents and a duty to report conditions or practices that pose a safety hazard or threaten the environment).
- The prohibition of the use of illegal substances.
- Sexual harassment (for example to prohibit use of language or behavior, in particular towards women or children, that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate).
- Violence or exploitation (for example the prohibition of the exchange of money, employment, goods, or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior).
- Protection of children (including prohibitions against abuse, defilement, or otherwise unacceptable behavior with children, limiting interactions with children, and ensuring their safety in the project area).
- Sanitation requirements (for example, to ensure workers use specified sanitary facilities provided by the contractor and not open areas).
- Avoidance of conflicts of interest (such that benefits, contracts, or employment, or any sort of preferential treatment or favours, are not provided to any person with whom there is a financial, family, or personal connection).
- Respecting reasonable work instructions (including regarding environmental and social norms).
- Protection and proper use of property (for example, to prohibit theft, carelessness or waste).
- Duty to report violations of the Code.
- Non retaliation against workers who report violations of the Code.
- Respecting the rules, norms, customs and practices of the nearby indigenous community.
- Non-discrimination in dealing with the local communities (including vulnerable and disadvantaged groups), the Employer's Personnel, and the Contractor's Personnel (for example on the basis of family status, ethnicity, race, gender, religion, language, marital status, age, disability (physical and mental), sexual orientation, gender identity, political conviction or social, civic, or health status)

For works within indigenous communities the Code of Conduct for workers should address:

- Respect of the village rules, customs and practices.
- Respect for the Amerindian culture.
- Clear understanding that it is illegal to bring alcohol into an Amerindian village for the purpose of offering it to a resident.
- Hunting/trapping of wildlife is not allowed.

7.3.3 Grievances and Stakeholder Engagement

Stakeholder engagement is essential to ensure all stakeholders are aware of the project and to provide feedback and recommendations. A detailed Stakeholder Engagement Plan was prepared for the project and includes measures for engagement with Indigenous communities. The Stakeholder Engagement Plan should be fully implemented. The Stakeholder Engagement Plan is presented in greater detail in Chapter 8.

Persons affected by project activities should also be provided with a forum to be heard and have their grievance addressed. A Grievance Redress Mechanism (GRM) was prepared for the project as part of the ESMP. The GRM includes specific guidance on addressing grievances from indigenous communities. The GRM should be implemented to allow for affected people or any other interested stakeholder to post a claim, request information and have a formal mechanism to communicate which would allow for a process for receiving, evaluating, and addressing project-related grievances. The GRM is presented in greater detail in Chapter 9.

7.3.4 Employment and Community Development

Although the project is anticipated to contribute positively to employment and community development, some measures can be implemented to enhance the positive effect of all phases of the project. These measures include:

- The contractors should prioritise employment opportunities for persons residing in project communities.
- The possibilities of employing women should also be explored so as to ensure that there are opportunities for both genders.
- The contractors should support local content through local procurement. This may include purchasing of agricultural products, poultry, other meats, and fish from the surrounding communities. This may also include rentals of required equipment and machinery, if in good working condition and available locally.
- Wages offered to local staff should be in keeping with Guyana's labour laws or higher set standards, which should be competitive in all categories of workers.
- Local workers should work for standard working hours (an eight-hour work day) and be fairly remunerated.

7.3.5 Labour Management Procedures

Guyana is in the process of conducting national labour assessments. Considering the upsurge in construction and based on historical trends, labour for construction is expected to be predominantly unskilled, semi-skilled and skilled personnel, and likely to come from the contractor's crew who may be from outside of the immediate communities or regions in which the school are located and also could possibly include migrants. As part of the project, the contractors would be encouraged to hire labour from the local communities in the vicinity of the schools.

The contractors are required to comply with the national law and best practices in employing the workforce to work on the project related interventions, including workers from indigenous communities. The following should be complied with:

- The selection and employment of project workers should be conducted in a fair and transparent manner, and according to the requirements of the project. This process should be free of any personal preference and biases, inclusive of persona characteristics, gender, location, or ethnicity. The employment program should instead be based on the principle of equal opportunity and fair treatment, with no discrimination with respect to any aspects of the employment relationship, such as recruitment and hiring, compensation (including wages and benefits), working conditions and terms of employment, access to training, job assignment, promotion, termination of employment or retirement, or disciplinary practices.
- Recruitment procedures should be transparent, public and non-discriminatory, and open with respect to ethnicity, religion, sexuality, disability or gender.
- Applications for employment should only be considered if submitted via the official application procedures established.
- Clear job descriptions should be provided in advance of recruitment and should explain the expertise required for each post.
- Women and other vulnerable groups should be encouraged to apply for jobs.
- All workers should have written contracts describing terms and conditions of work.
- In accordance with the Employment of Young Persons and Children Act 1938 (Amended 1999), no child under the age of fifteen should be employed, and no young person under the age of sixteen should be employed at night.
- According to the Leave with Pay Act, the project and contractors are required to grant and regulate annual leave with pay for all categories of workers. Granting and method of computing holiday with pay, periods of holiday with pay, remuneration for holiday with pay, and payment of holiday with pay upon termination of employment should be computed in accordance with the formula outlined in the Act.
- Every person employed by the project is expected to contribute to the National Insurance Scheme. As such, salary and wages computation is expected to take this into consideration.
- Each project worker should be responsible to paying their individual income tax in accordance with the laws. As such, salary and wages computation is expected to take this into consideration. The contractors can also deduct the tax due and remit to the Guyana Revenue Authority. Remittances are to be made within fourteen days of the end of every month.
- Termination of services are required to be in compliance with the Termination of Employment and Severance Pay Act of 1997 which stipulates that guidelines governing the governing termination of employment and grant of redundancy or severance payment to employees in conjunction with the offence or cause for the termination.
- Workers' health and safety should be protected. Measures outlined in Section 7.4.1 should be implemented.

7.3.6 Archaeological Finds

The following procedure should be followed during project construction in the event that archaeological materials or site is discovered within the construction sites:

- All activities in the immediate vicinity of the remains should cease immediately.
- The find location should be recorded, and all remains left in place.
- The contractor should inform the MoE who should then inform and the National Trust of Guyana of the find.
- The National Trust of Guyana should coordinate with the relevant personnel to determine the significance of the findings and assess appropriate mitigative options.
- If the significance of the remains is judged to be sufficient enough to warrant further actions which cannot be avoided, MoE, in collaboration with the National Trust of Guyana, should determine the appropriate course of such action.

- Relocation of the artefacts for preservation and security reasons may be determined as an appropriate action.
- In the case of human remains, the appropriate authority should be contacted. In addition, a coroner and/or physical anthropologist may be involved if the remains are classified as an artefact. Options for removal and burial should be considered if the location must be disturbed.
- The National Trust of Guyana should inform the MoE of when work may recommence in the specific area.

In addition, to effectively safeguard potential archaeological finds, it should also be ensured that the contractor provides training to employees on identifying and protecting finds by causing limited disruption and damage to archaeological materials, if found.

8.0 Stakeholder Engagement and Information Disclosure Process

A Stakeholder Engagement Plan (SEP) is prepared for the project as a separate document. Within the SEP are measures for consulting and sharing of information with Amerindian communities. The SEP should be fully implemented by the MoE to familiarize local stakeholders with the project's activities, and with the measures being undertaken to protect the environment. The SEP will also provide a platform for concerns to be raised and to lay the foundation for a positive relationship between the project and the communities.

8.1 Free, Prior, and Informed Consent (FPIC)

ESPS 7 makes provision for consideration as it relates to culturally appropriate method of stakeholder engagement and information disclosure in a manner that is consistent with the objectives outlined in the Standard. Considering the protocols outlined in the Amerindian Act and the IDB's Environmental and Social Policy Framework (ESPF), during project implementation Free, Prior and Informed Consent should be practiced (FPIC) during engagements.

Free, Prior and Informed Consent considers the rights of indigenous peoples and communities.

a) Free

The consent is free, given voluntarily and without coercion, intimidation and manipulation. This process is self-directed by the community from whom the consent is being sought, unencumbered by coercion, expectation or timelines that are externally imposed.

b) Prior

The consent should be sought sufficiently in advance of any authorization or commencement of activities. There are some considerations as it relates to geographical location and the availability of connectivity, therefore an appropriate timeline must be established.

c) Informed

The engagement and type of information that should be provided prior to seeking consent and also as part of the ongoing consent process.

d) Consent

A collective decision made by the right holders and reached through a customary decision-making process of the community.

8.2 Stakeholder Engagement Process

Indigenous communities within Regions 1, 7, 8, and 9 are especially disadvantaged owing to the remoteness of the communities and the lack of resources available to them. As such, a special effort is needed to conduct in person consultations and meetings at initial stages of the project, and follow-ups on the virtual platforms where available. Follow-up meetings can also be facilitated during site visits at the project implementation stages. It is recognized that there are protocols that must be followed before stakeholder engagement with indigenous communities. As such, the following steps should be taken before the consultations:

- a) Toshias and Village Councils are to be written to with a brief of the project, its objective, and the stakeholder engagement plan.
- b) Advance invitation are to be issued to the Village Council and other interested parties of the project.

- c) In case of existing language barriers, the Toshaos should be asked to assist with the translation of material.

The project should facilitate and provide data allocation and cellular phone credit to relevant disadvantage stakeholders, such as people living in remote locations that find it challenging to access the internet and phone service to facilitate virtual consultations and feedback sessions in lieu of in-person meetings, where there is no readily available and free data and telephone services. This measure is to ensure that there is effective participation by stakeholders.

The Village Council should also be asked to recommend the most effective ways of communicating and consulting with the stakeholders and the PIU can utilize this feedback in the planning of the consultations. The MoE should be responsible for making available special resources, such as equipment and services that maybe required to effectively communicate to persons living with.

8.3 Information Disclosure

The project, in accordance with the ESPF, should ensure that project affected indigenous communities are in possession of the information that is available for the project. This is inclusive of their rights under the law, the potential impacts and mitigation measures, and information on the Grievance Redress Mechanism. This information should be made available on tangible, printed materials, given the connectivity circumstances that the communities may encounter. The information should be written in plain language, free of jargons and other technical terms.

9.0 Grievance Mechanism

A project Grievance Redress Mechanism (GRM) was developed as part of the project's Environmental and Social Management Plan and the Stakeholder Engagement Plan. The GRM includes measures includes special considerations for addressing of grievances in Amerindian communities. The mechanism will receive and facilitate resolution of concern and grievances and should be disclosed to these communities early during project implementation. Grievances received from Indigenous persons should be addressed using the project's standard procedures and timeline. These are detailed in Section 6 for the project's Stakeholder Engagement Plan.

However, as part of the project's GRM, it is recommended that to address any grievances relating to indigenous communities the established system for these communities should be integrated to ensure the process is culturally appropriate and accessible to affected Indigenous population, and takes into account the customary dispute settlement mechanisms within these communities. The Ministry of Amerindian Affairs has identified the avenues outlined below for dealing with complaints from Indigenous communities. Based on the nature and level of the grievance, the appropriate mechanism should be utilised.

- District Council, composed of all Toshias from the district along with one representative from each Village Council in the district;
- Community Development Officer: located at a district level and responsible for intermediating between Amerindian communities and the Ministry of Amerindian Affairs;
- The National Toshias Council: comprising all elected Toshias in the country; or
- Complaints can also be filed directly with the Ministry of Amerindian Affairs.

Some of the hinterland locations are without access to internet and telephone services and in this case, grievances should be received through the Village Council, either in writing or orally. The grievances can then be passed to the PIU via an open communication line with the Village Council or during site visits by the PIU Environmental and Social Personnel.

10.0 Monitoring and Reporting

Monitoring of project activities would be conducted to ensure that the recommended mitigation measures and management practices identified in the ESMP and this SCA are implemented and effective. The MoE, through the PIU Environmental and Social Specialist, should conduct periodic monitoring during the construction phase of the project at all project sites, including works being done in indigenous communities. Supervisory consultants overseeing the works on behalf of the MoE are also expected to conduct monitoring to ensure the project are not negatively impacting indigenous communities and the potential benefits are being realized. The contractors should also conduct monitoring onsite to ensure their compliance with the project requirements.

The following parameters should be monitored as it relates to project activities within Amerindian communities:

- Number of persons from the community employed by the project.
- Support for local business such as sourcing of materials, food stuff, equipment rental, etc.
- Implementation of a Code of Conduct by the contractors and compliance with the Code by project workers.
- Number of grievances which may arise, and resolution of grievances.
- Number of engagement and disclosure sessions held with community.
- Any emerging social issue.

To ensure that the level of Environmental, Social, Health and Safety (ESHS) compliance is documented a reporting mechanism would be implemented. Monthly progress meetings are expected to be held at which ESHS matters will be reported on and discussed. This should include any issue at the local community level. It is also recommended that a local community representative such as a member of the Village Council, Community Development Council, Neighbourhood Democratic Council or the Parents-Teachers Association be invited to attend these meetings, and be allowed raise and discuss any issue pertaining to the community.

A Monthly ESHS Report will also be prepared by the PIU, documenting the compliance status of project activities in relation to the ESHS requirements. For grievances it is expected that a grievances register will be maintained, documenting grievances received and how these were resolved.

11.0 Conclusion

The Support for Educational Recovery and Transformation project will provide for infrastructure improvement and provision of equipment 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. The project will finance the construction of four new primary schools including at Tabatinga in Region 9, a region with a significant Indigenous population, and the extension of two existing primary schools, including one at Kariakau, an Indigenous community. The project will also see the provision essential services including potable water, energy through the use of solar panels, and connectivity to thirty one schools located mainly in the hinterland areas. These include Regions 1, 7, 8 and 9, regions with significant indigenous populations.

An Environmental and Social Assessment was conducted for the project, which examined impacts to indigenous communities. Most of the impacts are limited to the construction phase of the project and are short term, localised, and are low risks. Importantly, no Critical Risks were identified to be associated with pre-mitigation impacts of the project. A comprehensive Environmental and Social Management Plan was prepared outlining measures which should be implemented during the planning, construction and operational phases of the project to mitigate and manage the ESHS risks. These include measures to prevent or reduce the potential negative impacts of the project on indigenous communities and to enhance the positive impacts.

Implementation of the recommended management and mitigation measures during pre-construction, construction and operational phases will ensure that potential project impacts on indigenous communities are prevented or reduced. Importantly, the contractors should prepare the CESMP, inclusive of a Workers Code of Conduct, and the implementation of this plan should be stringently monitored by the MoE. The relevant communities should be kept informed of the project and allowed the opportunity to provide feedback and recommendations through the implementation of the SEP. Indigenous communities should also be made aware of the mechanism to address grievances, and the mechanism should be fully implemented.

Given the nature of the project, including no significant impact to indigenous people, and its beneficial impacts to indigenous communities, the management and mitigation measures outlined in the project's ESMP and in this SCA are adequate to manage and mitigate any potential impacts. As such, no additional plan such as a Management Plan for Indigenous Communities is required.

Once the recommended measures are implemented during the project execution it is envisaged that any potential adverse impacts on the Indigenous population will be prevented or reduced, thereby enabling the project to positively benefit the community. Implementation of the project will contribute positively to the improvement of primary education in Guyana, especially in the beneficiary communities. As such, the project is welcomed by all stakeholders, including Indigenous groups engaged during the ESA and ESMP preparation process.