

SUPPORT FOR EDUCATION RECOVERY AND TRANSFORMATION PROJECT



Disclosure and Stakeholder Consultation Report

September 6, 2022

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1.0 Introduction

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. This is being done through a project currently being developed by the Ministry of Education (MoE) and 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.

The project has three components as outlined below:

1. Component 1: Building 21st century schools (US\$33 million).
2. Component 2: Digital Infrastructure (US\$4.6million).
3. Component 3: Enhance MOE’s mechanisms and services to better identify and serve students at risk (US\$1.4 million).

The project will see the construction of four new primary schools and the rehabilitation and/or extension of thirteen existing primary schools.

The IDB has classified the project as Category B, which means it is likely to cause mostly local and short-term negative environmental and associated social impacts and for which effective mitigation measures are readily available.

As such, it was determined that an Environmental and Social Assessment (ESA) and Environmental and Social Management Plan (ESMP) be prepared to assess the potential negative environmental and social impacts associated with the project’s interventions and in particular the construction activities, and to identify measures of prevention and mitigation of these impacts.

The IDB requires that the documents relating to the environmental and social due diligence documents be disclosed prior to the finalization and therefore a process to ensure meaningful consultation is to be implemented.

A draft fit-for-disclosure version of the ESA and ESMP, along with a Stakeholder Engagement Plan and a Socio-Cultural Analysis, has been published in preparation for consultations with project key stakeholders, interested parties, vulnerable groups, and the public.

This report describes the disclosure and engagement process and presents the feedback derived.

2.0 Information Disclosure Process

The disclosure process is aimed at informing stakeholders of the project and its associated risk, impacts, potential opportunities, and development benefits. Two methods were used to ensure that the relevant stakeholders to the project were informed and engaged. First, prior to the disclosure meeting, the ESA and ESMP, along with the Stakeholder Engagement Plan and Socio-Cultural Analysis, was disclosed on the Ministry of Education website so that it can be accessed by the key stakeholders and any other interested party.

Secondly, the Executive Summary of the document was shared with the key stakeholders and invitees of the disclosure meeting via email prior to the convening of a stakeholder consultation forum to present the ESA and ESMP, the Stakeholder Engagement Plan and the Socio-Cultural Analysis to stakeholders to solicit their feedback and recommendations. The disclosure process was guided by the Stakeholder Engagement Plan prepared for the project.

2.1 Online Disclosure

Once the ESA and ESMP, Stakeholder Engagement Plan and Socio-Cultural Analysis were fit for disclosure, the documents were published on the Ministry of Education's website and can be accessed via the following links:

1. ESA/ESMP: <https://education.gov.gy/web2/index.php/or/publications/6783-esa-and-esmp-support-for-education-recovery-and-transformation-project-july-2022/file>
2. SCA: <https://education.gov.gy/web2/index.php/or/publications/6784-socio-cultural-analysis-support-for-education-recovery-and-transformation-project/file>
3. SEP: <https://education.gov.gy/web2/index.php/or/publications/6785-stakeholder-engagement-plan-education-recovery-and-transformation-project-july-2022/file>

2.2 Stakeholder Consultation Session

The stakeholder consultation session was held via the Microsoft Teams platform on September 06, 2022 at 10:00hrs. The online platform was determined to be the best consultation method since it allowed for participants from the different project locations such as the hinterland areas to be engaged and involved at the same time. This was also a measure of ensuring the safety of participants in preventing the spread of COVID 19.

The Microsoft Teams meeting, inclusive of the project's presentation and question and answer segment lasted approximately 2 hours, starting at 10:00hrs and concluding at 12:00hrs. Photos of the meeting are included in Annex D.

2.2.1 Planning

The meeting was planned in accordance with the Project's Stakeholder Engagement Plan which was used as guide for the consultation session. The invited stakeholders were considered based on their mandate and proximity to the project, interest in the project, and any other interested party based on end-users and long term beneficiaries. Stakeholders were invited in advance of the meeting and after the documents were published on the Ministry of Education's website. The invitation to the meeting, the Executive Summary of the ESA and ESMP, and the meeting login credential were sent to the stakeholders via email on August 31, 2022. The meeting login credentials are presented below.

Microsoft Teams Meeting ID: 274 599 331 53
Passcode: H94997

The list of stakeholders invited is presented in Table 1, while a copy of the invitation email is included as Appendix A. Along with the invitation, the Executive Summary of the draft ESA and ESMP document, and meeting agenda were shared with the stakeholders

Table 1: Invitees to the Stakeholder Consultation Session

No.	Stakeholder	Email Address
1.	Regional Chairman – Region 1	bpsa.rc1@gmail.com
2.	Regional Chairman – Region 3	regionalchairmanreg.3@gmail.com
3.	Regional Chairman – Region 9	rofficeregion9@gmail.com
4.	Regional Democratic Council – Region 3	
5.	Regional Democratic Council – Region 8	pereirakurt26@gmail.com
6.	Regional Democratic Council – Region 9	Simone.pearl@yahoo.com
7.	Neighbourhood Democratic Council – Canal Polder - Region 3	
8.	Regional Education Officer – Region 1	eddep01@gmail.com
9.	Regional Education Officer – Region 3	eddep03@moe.gov.gy
10.	Regional Education Officer – Region 8	eddep08@moe.gov.gy
11.	Regional Education Officer – Region 9	eddep09@moe.gov.gy
12.	Regional Education Officer – Region 10	eddep10@moe.gov.gy
13.	Deputy Education Officer – Region 1 (Mouca)	clivajoseph2015@gmail.com
14.	Deputy Education Officer – Region 1 (Mabaruma)	kayejo.kj@gmail.com
15.	Deputy Education Officer – Region 1 (Matarkai)	nfomoruca@gmail.com
16.	Deputy Education Officer – Region 8 (Paramakatoi)	nigel.naughton@yahoo.com
17.	Deputy Education Officer – Region 8 (Mahdia)	cliftondavid@gmail.com
18.	Deputy Education Officer – Region 10	lashanna.and2015@gmail.com
19.	Mayor – Linden, Region 10	lindenmayor@gmail.com
20.	Town Clerk – Linden, Region 10	lindentownclerk5@gmail.com
21.	Mahdia Town Council – Region 8	kdouglas281985@gmail.com
22.	Lethem Town Council – Region 9	lindentownclerk5@gmail.com
23.	National Toshao's Council	ntoshaos@yahoo.com
24.	Toshao - Hosororo	renattosrikumar7@gmail.com
25.	Toshao - Wauna	thomammon86@gmail.com
26.	Head Teacher – Arakaka Primary School	melesawilson123@gmail.com
27.	Head Teacher – Hosororo Primary School	sharlenejeffrey281@gmail.com
28.	Head Teacher – Wauna Primary School	ohadwilburg@yahoo.com
29.	Ministry of Amerindian Affairs	arobertsz@yahoo.com
30.	Indigenous People's Commission	neilbacchus@yahoo.com

2.2.2 Consultation Session

The consultation with the project's stakeholders was held via Microsoft Teams on September 06, 2022 at 10:00hrs. The session followed the agenda outlined below.

1. Welcome – Mr. Marty DeSouza
2. Overview of Project – Ms. Nicola M. Johnson
3. Introduction of ESA/ESMF Process – Mr. Shyam Nokta
4. Findings of the ESA and ESMP – Mr. Khalid Alladin
5. Questions/Feedback
6. Closing Remarks – Mr. Shyam Nokta
7. Closing Remarks –Mr. Marty DeSouza

The session was chaired by the Ministry of Education. The Ministry of Education was represented by:

1. Ms. Nicola M. Johnson – Chief Planning Officer
2. Mr. Marty DeSouza – Deputy CEO (Hinterland)

The Ministry of Education introduced the aims and objectives of the stakeholder engagement session, and presented an overview of the project to the stakeholders, along with the various aspects of the project components and activities.

The Consultant team presented a brief description of the ESA and ESMP process and its importance to the project. The findings and recommendations of the ESA and ESMP were then presented. The Socio-Cultural Analysis and the Stakeholder Engagement Plan, inclusive of the Grievance Redress Mechanism, were also included in the presentation. The presentation was done by the following representative of the Consultant Team:

1. Mr. Shyam Nokta
2. Mr. Khalid Alladin

A Microsoft PowerPoint presentation was used to present the information, which covered the following areas:

- a. A description of the area of influence and physical and technical characteristics of the proposed project activity.
- b. Feedback provided by stakeholders during the ESA and ESMP preparation process.
- c. Potential risks and impacts of the project on the local communities and the environment, and proposals for mitigation and management of impacts.
- d. Potential opportunities and development benefits from the project for local communities.

The Presentation is included in Appendix E.

Participants, totalling approximately 20 persons from the following institution attended the stakeholder consultation session:

1. Ministry of Education
2. Department of Education – Region 1
3. Department of Education – Region 3
4. Department of Education – Region 7
5. Department of Education – Region 9
6. Department of Education – Region 10
7. Regional Democratic Council – Region 3
8. Linden Mayor and Town Council
9. Neighbourhood Democratic Council – Canal Polder, Region 3
10. Cyril Potter Collage of Education (CPCE)

11. Indigenous People's Commission
12. Wauna Primary School

The Details of the participants is presented in Appendix C.

3.0 Feedback

The participants were provided with an opportunity to share feedback on the project. However, there were questions from the stakeholders following the presentations. The participants indicated that the presentation was quite clear and they were pleased with the information presented. The meeting was reminded of the various avenues available to the stakeholders to submit feedback and recommendation at a later date and at their convenience.

4.0 Conclusion

Although there were no questions from the stakeholders who participated in the session the information presented was quite valuable to the stakeholder engagement and information disclosure process. It allowed for a clearer understanding of the project components, the environmental and social requirements, and the project's potential impacts and recommended mitigation and management measures.

The ESA and ESMP, Socio-Cultural Analysis and the Stakeholder Engagement Plan will now be updated to include the disclosure process and stakeholder consultation.

The consultation process will continue, including maintaining the document on the Ministry of Education's website and allow for review by the general public and end beneficiaries and providing an opportunity to lodge comments, and to receive feedbacks and recommendations. In addition, the consultation process with stakeholders will continue as the project details are finalized.

Appendices

Appendix A – Meeting Invitation

From: **Chief Planning Officer** <chief_planner@moe.gov.gy>

Date: Wed, Aug 31, 2022 at 11:44 AM

Subject: Invitation to Consultation on the Support for Educational Recovery and Transformation Project

To: bpsa.rc1@gmail.com <bpsa.rc1@gmail.com>, eddep01@gmail.com <eddep01@gmail.com>, clivajoseph2015@gmail.com <clivajoseph2015@gmail.com>, kayejo.kj@gmail.com <kayejo.kj@gmail.com>, renattosrikumar7@gmail.com <renattosrikumar7@gmail.com>, thomammon86@gmail.com <thomammon86@gmail.com>, melesawilson123@gmail.com <melesawilson123@gmail.com>, sharlenejeffrey281@gmail.com <sharlenejeffrey281@gmail.com>, ohadwilburg@yahoo.com <ohadwilburg@yahoo.com>, nfomoruca@gmail.com <nfomoruca@gmail.com>, Department of Education Region 3 <eddep03@moe.gov.gy>, regionalchairmanreg.3@gmail.com <regionalchairmanreg.3@gmail.com>, Department of Education Region 8 <eddep08@moe.gov.gy>, nigel.naughton@yahoo.com <nigel.naughton@yahoo.com>, cliftondavid@gmail.com <cliftondavid@gmail.com>, pereirakurt26@gmail.com <pereirakurt26@gmail.com>, kdouglas281985@gmail.com <kdouglas281985@gmail.com>, Department of Education Region 9 <eddep09@moe.gov.gy>, simone.pearl@yahoo.com <simone.pearl@yahoo.com>, rcofficeregion9@gmail.com <rcofficeregion9@gmail.com>, lethemtowncouncil.gy@gmail.com <lethemtowncouncil.gy@gmail.com>, Department of Education Region 10 <eddep10@moe.gov.gy>, lindenmayor@gmail.com <lindenmayor@gmail.com>, lindentownclerk5@gmail.com <lindentownclerk5@gmail.com>, lashanna.and2015@gmail.com <lashanna.and2015@gmail.com>, ntoshaos@yahoo.com <ntoshaos@yahoo.com>, neilbacchus@yahoo.com <neilbacchus@yahoo.com>, arobertszyahoo.com <arobertszyahoo.com>

Cc: DCEO AHED <dceo.ahed@moe.gov.gy>, DCEO Development <dceo.development@moe.gov.gy>, Chief Education Officer <ceooffice@moe.gov.gy>, ACEO Primary <aceoprimary@moe.gov.gy>, principal@cpce.gy <principal@cpce.gy>, Director NCERD <director.ncerd@moe.gov.gy>, Khalid Alladin <khalidalladin@gmail.com>, Dahvis Caldeira <dahvis.caldeira@moe.gov.gy>, Fazal Ali <fazal.ali@moe.gov.gy>, Laleta Murphy <mandeofficer@moe.gov.gy>, Planning Officer <planning.officer@moe.gov.gy>, Statistical Section 5678 <statisticalsection5678@moe.gov.gy>

Dear Stakeholders in Education,

As some may know, the Ministry of Education recently concluded the conceptualization process of the Inter-American Development Bank (IDB) funded project at the Primary level to support Primary Education Transformation, aptly named The Support for Educational Recovery and Transformation Project. As such, we would like to consult with all our stakeholders on the impact of the project on you, your school, your community and education delivery in Guyana. We will present a presentation on the environment and social impact of this project, done by Environment and Social Impact Specialists, after which we will solicit your thoughts and ideas. Please make every effort to attend, as this process is essential for the start of the successful implementation of this project.

Please see attached the *executive summary* of the Environmental and Risk Management Plan (ERMP) for your review before the meeting. Please see below the TEAMS link below to the meeting, scheduled for **Tuesday, September 6, at 10:00 am**. All for your information and guidance.

Best regards

Nicola M. Johnson (Mrs)

Chief Planning Officer

Phone 592-226-0264 Mobile 592-687-1680

Web www.education.gov.gy Email chief_planner@moe.gov.gy

26 Brickdam, Stabroek, Georgetown, Guyana.



Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Meeting ID: 274 599 331 53

Passcode: H9499L

[Download Teams](#) | [Join on the web](#)

Appendix B – Meeting Invitation and Agenda

SUPPORT FOR EDUCATIONAL RECOVERY AND TRANSFORMATION

INVITATION

VIRTUAL PUBLIC CONSULTATION ON THE DRAFT ENVIRONMENTAL AND SOCIAL ASSESSMENT/ ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESA/ESMP)

Tuesday, September 06, 2022

10:00 AM

Microsoft Teams:

Meeting ID: 274 599 331 53

Passcode: H94997

AGENDA

1. Welcome
2. Overview of Project
3. Introduction of ESA/ESMF Process
4. Project Presentation
5. Questions/Feedback
6. Closing Remarks

Appendix C – List of Participants


No.	Name	Institution	Stakeholder Identification
1.	N. Johnson	Ministry of Education	Key Stakeholder
2.	M. DeSuza	Ministry of Education	Key Stakeholder
3.	A. Andrews	Ministry of Education	Key Stakeholder
4.	C. Bovell	Department of Education – Region 1	Affected Parties
5.	R. Domingo	Department of Education – Region 1	Affected Parties
6.	A. Chindu	Department of Education – Region 3	Affected Parties
7.	B. Shewram	Department of Education – Region 7	Interested Parties
8.	K. Douglas	Department of Education – Region 8	Interested Parties
9.	S. Haywood	Department of Education – Region 9	Affected Parties
10.	S. Blackman	Department of Education – Region 9	Affected Parties
11.	L. Anderson	Department of Education – Region 10	Affected Parties
12.	W. Arrindell	Linden Mayor and Town Council	Key Stakeholder
13.	S. Arjoon	Regional Democratic Council – Region 3	Key Stakeholder
14.	Y. Das	Neighbourhood Democratic Council – Canal Polder, Region 3	Key Stakeholder
15.	O. Wilburg	Wauna Primary School, Region 1	Interested Parties
16.	N. Bacchus	Indigenous People's Commission	
17.	K. Sears	Cyril Potter College of Education	Interested Parties
18.	H. McKend	Public Participant	Interested Parties
19.	Integrated Science Tutor	Public Participant	Interested Parties

Appendix D – Photos of Meeting

The screenshot shows a Microsoft Teams meeting interface. The main content area displays a presentation slide with the title "SUPPORT FOR EDUCATION RECOVERY AND TRANSFORMATION PROJECT" and the subtitle "Environmental and Social Assessment and Environmental and Social Management Plan". The slide features three photographs: a lush green landscape, a small blue building, and a group of people sitting at tables outdoors. Logos for IDB and MUE are visible at the bottom of the slide. On the right side, a "People" panel lists participants: DCEO AHED, Department of Education..., Handel McKend, Khalid (Guest), Kym Douglas (Guest), Neil Bacchus (Guest), Preiya Methuram (Guest), Ron Domingo (Guest), Sherwyn Blackman, Shyam Nokta (Guest), Simone (Guest), Wanna Primary (Guest), and Yogieraj Das (Guest). At the bottom of the screen, a toolbar shows icons for participants: +12, K, S, PM, D3, CO, DA, and SN.



The screenshot shows a Microsoft Teams meeting interface. The main content area displays a presentation slide titled "Phases of ESA and ESMP Framework Preparation". The slide contains a flowchart with three phases: Phase 1 (Establishing the Baseline and Stakeholder Engagement (including site visits to hospitals)), Phase 2 (Review of Project Information and Impact Identification and Analyses), and Phase 3 (Mitigation and Management Planning). Arrows indicate a sequential flow from Phase 1 to Phase 2, and then to Phase 3. Logos for IDB and MUE are visible at the bottom of the slide. On the right side, a "People" panel lists participants: Preiya Methuram (Guest), Chief Planning Officer Organizer, Chiveon Bovell- (Guest), DCEO AHED, Department of Education..., Handel McKend, Khalid (Guest), Kym Douglas (Guest), Neil Bacchus (Guest), Preiya Methuram (Guest), Ron Domingo (Guest), and Sherwyn Blackman. At the bottom of the screen, a toolbar shows icons for participants: +12, S, PM, D3, CO, SN, DA, and K. A notification bar at the bottom of the slide reads "Press ⌘+Shift+M to unmute your microphone."

Appendix E – Microsoft PowerPoint Presentation



SUPPORT FOR EDUCATION RECOVERY AND TRANSFORMATION PROJECT

Environmental and Social Assessment and Environmental and Social Management Plan



Project Background

The Support for Education Recovery and Transformation Project is an IDB supported project 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 Project focuses on recovery from the COVID19 pandemic and lays the foundation for the transformation of the primary education sector, most importantly addressing the unequal delivery of education across regions. The Project has three components:

- Component 1: Creation of Improved Learning Spaces
- Component 2: Digital Infrastructure
- Component 3: Enhance MOE's mechanism and services to better identify and serve students at risk

The Environmental and Social Assessment (ESA) and Environmental and Social Management Plan (ESMP) Framework are required to satisfy the IDB's requirement. The IDB also required a Labour Management Plan, a Stakeholder Engagement Plan, and a Social-cultural Analysis to be prepared.



Belle West Primary School



Project Activities

Under Component 1 of the Project, 4 communities have been identified to benefit from the construction of new primary schools. In addition 13 schools have been identified to benefit from remodeling, rehabilitation, extension and equipment, mainly in the Hinterland regions.

Regions	Name of Primary Schools/Locations	Current Enrollment
New Constructions		
Region 3	Tuschen	0
Region 3	Recht door Zee	0
Region 9	Tabatinga	0
Region 10	Wisroc	0
School Extensions		
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



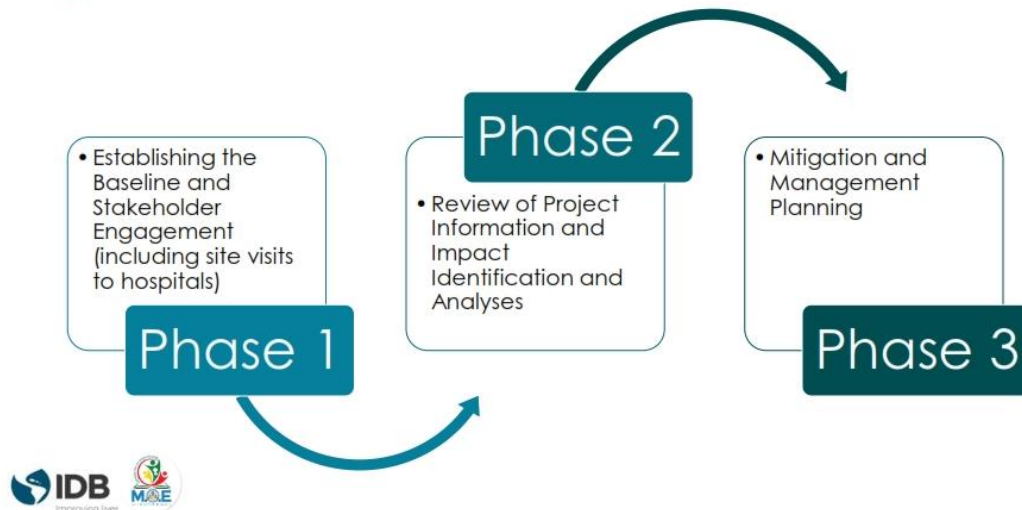
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Methodology



Phases of ESA and ESMP Framework Preparation



Schools/Sites Visited

Site visits were conducted to all of the proposed sites for construction of new primary schools:

1. Recht door Zee – Region 3
2. Tuschen – Region 3
3. Tabatinga – Region 9
4. Wisroc, Region 10

Three schools were assessed from the identified list of thirteen for extensions:

1. Kariakau Primary School – Region 1
2. Hosororo Primary School – Region 1
3. Belle West Primary School – Region 3



Aerial view of proposed extension at Belle West Primary



Aerial view of proposed extension at Kariakau



Site Visits Findings – New Constructions



Site Visit Findings

1. The sites are free from any encumbrances and competing land use.
2. The sites are zoned for construction of educational facilities.
3. The sites are adequate to construct a new primary school with the required accompany amenities.
4. The sites are surrounded by occupied and unoccupied residential plots.
5. The areas drain easily, and is not prone to flooding from heavy precipitation.
6. Electricity and potable water are available at the sites
7. The sites can be accessed by multiple entrances



Recommendations from Key Stakeholders

1. The contractors should be required to remove all construction waste in a timely manner. The contractors should consult the Local Authorities on the disposal of the waste.
2. The contractors should employ an environmental, health and safety personnel during the construction period.
3. The contractors should utilize the local workforce as much as possible. There is an abundance of skilled, semi-skilled and unskilled persons within the communities.
4. Residents from the communities are looking forward to the construction of the primary schools since the cost of transportation for students to attend schools outside of the communities is prohibitive. This has resulted in a lot of school dropouts.
5. Construction materials should be transported to the site on weekends or in the evenings and there is adequate space onsite for the storage of construction materials.
6. Construction waste which is re-useable should be provided to the communities. All other waste should be transported to the disposal site by the contractors.
7. Trucks bringing materials to the sites can damage community roads. Recommended that the contractor limit the weight of trucks and fix any damage caused.
8. Use local construction materials where possible.
9. Construction sites should be secured.



Site Visits Findings – (School Extensions/Rehabilitation)



Current Schools Facilities

1. The schools are overcrowded, and lacks adequate space to effectively deliver curriculum during contact hours.
2. Rooms and buildings such as the Science Labs, Auditoriums, and ITC Hubs are being used as classrooms to offset the demand for space.
3. Schools have limited essential facilities such as running water to the washrooms, internet services, mess halls, and canteens.
4. Other services such as libraries, school kitchens are in need of rehabilitation and/or upgrades.
5. Generally there is adequate space within schools compounds to facilitate extension.



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Recommendations from Key Stakeholders

- Noise and dust are expected to cause a temporary inconvenience during construction but is generally not a significant concern given the necessity of the project. However, noisy and disruptive works should be conducted during the weekends and after teaching/contact periods.
- Physical barriers should be installed with clearly marked signs of danger to prevent students from wandering into active construction area.
- A Code of Conduct should be prepared for the contractor to adhere to the general rules of the school, such as no smoking.
- Construction waste should be transported to a designated area for disposal according to best practices within the respective communities. Construction waste which is re-useable should be provided to the community.
- The contractor is expected to follow the rules and regulation of the communities/villages, and have regular updates meetings with the community. .
- Contractors should hire within the communities/villages. Furniture can be built within the community.
- Contractors should have their own washroom facilities and water sources so that they would not need to the use the schools'.
- Contractor should not use the schools main entrance.



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Impact Assessment and Mitigation and Management Planning and ESMP Implementation Framework



Physical Resources – Impacts and Mitigation Measures

Ambient Noise Levels

Impact Risk: Medium

Mitigation Measure:

- Schedule construction works during term breaks or outside normal school hours;
- Inform the schools' management in advance of any construction activity that will result in significant noise and likely to affect classes;
- Workers should be equipped with the necessary PPE to mitigate noise pollution. Hearing protection for employees exposed to high noise levels: ear muffs and earplugs for employees who operate heavy-duty machines/equipment;
- Noisy activities should not occur in close proximity to proximate receptors during the night, on Sundays and on Holidays. It is recommended to not conduct any works after 18:00hrs and prior to 06:00hrs;
- Noise levels should be controlled at the source through installation of muffles on exhaust system;
- Noisy equipment such as generator should be sited away from receptors;
- The contractors should ensure that machinery and equipment are working efficiently; and
- Periodic monitoring of noise levels should be conducted.



Physical Resources - Impact and Mitigation Measures

Ambient Air Quality

Impact Risk: Medium

Mitigation Measures:

- Schedule major construction works to during term breaks or outside normal school hours;
- Erect dust screens around work areas if required;
- Visual monitoring of dust generation/accumulation should be done;
- Workers should be equipped with the necessary PPE to combat dust nuisance.
- During dry periods it may be necessary to soak some areas of the construction zone and routes where vehicles and equipment traverse;
- Dry materials for construction such as sand should not be stockpiled in close proximity to receptors such as classrooms, offices and neighbouring properties;
- All vehicles transporting loose materials should be covered to minimize dust emissions;
- All mechanical equipment should be adequately maintained to reduce gaseous emissions; and
- Utilize only electrical pumps or solar powered pumps for the operational phase.



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Physical Resources - Impact and Mitigation Measures

Soils

Impact Risk: Low

Mitigation Measures:

- Adequate drainage
- Designate routes for heavy-duty vehicles
- Redistribute cleared soils within compounds

Water Resources

Impact Risk: Low

Mitigation Measures:

- Prevent sedimentation, improper waste disposal or contamination by hazardous materials.
- Maximize opportunities for rainwater harvesting



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Waste –Management Measures

Construction Phase

- Use portable toilets.
- Channel wastewater from temporary living sites to a soak away.
- Collect waste in bins and empty regularly.
- Waste should be separated.
- Consolidate construction waste and reuse (if possible).
- Collect waste oils and reuse or dispose in a safe and acceptable manner.

Operation Phase

- Waste such as paper and cardboard, empty plastic bottles, cans, etc. should be collected via bins placed at strategic points around the compound.
- The bins should be emptied on a regular basis, or once filled.
- Garbage should not accumulate onsite and should be collected and disposed of at an area and in a manner approved by the local authorities.
- No burning of any type of waste should occur.
- Sewage systems should be well maintained and emptied regularly.
- Channel discharge from septic tanks to a soak-away system.

Social Resources – Impacts

Social Resources					
Employment					
Project construction activities	Temporary employment for persons from local communities	Positive, Direct, Short-Term, Localised	Minor	Almost Certain	N/A
Improved Facilities					
Project operations	Increases in wellbeing and quality of life for students, teachers and parents	Positive, Direct, Long-Term, Localised	Moderate	Almost Certain	N/A
Traffic					
Project operations	Traffic congestion during drop off and pick up periods	Negative, Direct, Long-Term, Local	Moderate	Likely	Medium
Land Take and Land Use					
Project construction activities	Inadequate space in school boundaries to install project interventions	Negative, Direct, Long-Term, Localised	Minor	Unlikely	Low
Archaeological Resources					
Project construction activities	Damage to archaeological resources	Negative, Direct, Long-Term, Regional	Moderate	Rarely	Low
Community Conflicts					
Presence of non-local workforce	Community conflict due to not complying with community norms, use of alcohol and drugs, and sexual relations/exploitation with local women	Negative, Direct, Short- to Long-Term, Localised	Moderate	Likely	Medium

Social Mitigation and Management Measures – Disruption of Teaching and Contact Learning

- Plan pre-construction activities early to identify suitable rooms or adjoining buildings into which to relocate students or teaching areas.
- Construct new buildings first, then relocate existing services those buildings, and then commence within the existing space.
- Contractors to advise facilities management well in advance concerning access closures, rerouting of pedestrian traffic and interruptions in water, electricity and sewerage services.
- Construct in phases.



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Social Mitigation and Management Measures – Code of Conduct for Workers

- | | |
|--|--|
| ▪ Compliance with applicable laws, rules, and regulations. | ▪ Avoidance of conflicts of interest. |
| ▪ Compliance with applicable health and safety requirements. | ▪ Respecting reasonable work instructions. |
| ▪ The prohibition of the use of illegal substances. | ▪ Protection and proper use of property. |
| ▪ Prohibition of sexual harassment. | ▪ Duty to report violations of the Code. |
| ▪ Prohibition of violence or exploitation. | ▪ Non retaliation against workers who report violations of the Code. |
| ▪ Protection of children. | ▪ Respecting the rules, norms, customs and practices of nearby indigenous communities. |
| ▪ Sanitation requirements. | |



20

Social Mitigation and Management Measures – Labour Management Plan

- The selection and employment should be conducted in a fair and transparent manner, and according to the requirements of the project.
- Recruitment procedures should be transparent, public, and non-discriminatory
- 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.
- Women and other vulnerable groups should be encouraged to apply for jobs.
- All workers should have written contracts describing terms and conditions of work.
- No child under the age of fifteen should be employed, and no young person under the age of sixteen should be employed at night.



21

Socio-cultural Analysis

One of the four new schools identified for new construction is located in a region with a significant Amerindian population, and most of the schools identified for rehabilitation/expansion are located within Amerindian Communities. Therefore a Socio-Cultural Analysis (SCA) was done to determine the potential impacts and risks of the project to Amerindian communities.

There is no indication that the project will have significant and permanent negative impacts on the community as long as the mitigation measures are implemented.

Impacts Level: Low

Risk: Community conflicts with outside contractors, Chance Findings of Archaeological Resources, Land take and Land Use

Opportunities: Improved Facilities, Local Employment, and Community Development

Mitigation Measures: Free, Prior, and Informed Consent (FPIC), Code of Conduct for Workers, Appropriate Stakeholder Engagement, adequate and timely information disclosure, Grievances Redress Mechanism, following National Trust of Guyana's protocol on chance findings/ESMP and Conflict Prevention.

Grievance Redress Mechanism (GRM): Use the Project's GRM to formally lodge complaints/suggestion against and to the project



22

Chance Find Procedure

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.
- Contractor to 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.
- The National Trust of Guyana should inform the MoE of when work may recommence in the specific area.

Contractors should provide training to employees on identifying and protecting finds by causing limited disruption and damage to archaeological materials, if found.



23

Stakeholder Engagement Plan (SEP)

Objective of SEP: The stakeholder engagement process is aimed at enhancing project acceptance, and contribute significantly to the project's successful development and implementation.

Stakeholder Identification: Project Affected Parties (Students and Teachers), Interested Parties (Community members seeking employment), Key Stakeholders (MoAA, REDOs), Disadvantaged/Vulnerable Group (Differently Abled Persons/Group Reps.)

Engagement Methods: Focus Groups Discussions, Community Meetings, Feedback and Suggestion Box, Internet and Digital Media

Information Disclosure: Project Design (Overall project scope and activities), Project Inception (Proposed construction plans including project scope and timeline), Review of Initial Engagement (Guidance on health and safety practices for schools identified for construction/expansion and provision of essential services), Close of Project (Closing report of the project)

Grievance Mechanism: The PIU to facilitate grievance from the stakeholders in accordance with the mechanism provided and in a timely manner

Monitoring and Reporting: Key Performance Indicators should be used to monitor performance based on the parameter including, but limited to - Number of consultation meetings and other public discussions, Number of grievances received, Number of press materials published



24

Grievance Redress Mechanism

- The Supervisory Consultants Project Manager, along with the Contractor's Project Manager/ESHS Personnel, should investigate reported grievances to determine the validity of a complaint and cause for the grievance;
- It should then be determined whether grievance can be resolved by the Project Team or whether outside authorities with regulatory or other responsibilities and relevant skills are to be consulted;
- Or it should be determined if corrective action are to be taken by the Contractor and what those actions are;
- The Supervisory Consultants Project Manager should prepare a grievance report, including supporting materials such as photographs. If necessary, a clear list of tasks and outcomes expected shall be developed
- If grievance is the fault of the Contractor, then the Contractor is to implement corrective action immediately.
- The Supervisory Consultant Project Manager, along with the Contractor's Project Manager/HSSE Personnel should conduct follow-up inspection to monitor the situation and determine whether problem is likely to recur and put measures in place to prevent recurrence.
- In addition to the project level GRM, a safe and ethical process for reporting, investigating, and addressing allegations of Gender Based Violence, Sexual Exploitation and Abuse and Sexual Harassment (GBV/SEA/SH) should be established.

Health and Safety – Impacts

Health and Safety					
Occupational Health and Safety of Project Workforce					
Project construction activities	Accidents at worksites result in injuries or fatalities	Negative, Direct, Short- to Long-Term, Localised	Major	Unlikely	Medium
Public Health and Safety					
Project construction activities	Marginal increases in traffic and increased security risk in local communities	Negative, Direct, Short-Term, Localised	Negligible	Unlikely	Low
Project construction activities	Transmission of COVID-19 among receptors: project workforce, local communities, school populations	Negative, Direct, Long-Term, Regional	Extreme	Unlikely	High
Health, Safety and Security of Students and Teachers					
Project construction activities	Noise and dust nuisance, unsafe conditions around material stockpiles and construction zones, sexual harassment of students and teachers	Negative, Direct, Short-Term, Localised	Minor	Likely	Medium

Workers Health and Safety

- The requirements of the Occupation Safety and Health Act should be complied with.
- Contractors should designate someone with the responsibility of ensuring occupational safety and health.
- Workers should be properly oriented to the safety and health rules and guidelines.
- Adequate training should be provided to workers in the execution of their tasks.
- An Emergency Response Plan should be prepared and made available to all relevant personnel and the necessary training and resources required should be provided.
- Well-equipped first aid kits should be provided at all work sites with at least one personnel trained in first aid.
- Protective gear should be provided to employees and should be worn at all times during operation. Safety rules and guidelines should be posted at strategic locations.
- Adequate signage should be erected, especially in hazardous areas.



27

Public Health and Safety

- Secure work areas from unauthorized persons.
- Demarcate all hazardous areas and cordon off the construction area.
- Install warning signs in areas which present a risk for incidents.
- Inform school administrations, staff, PTA, and visitors of risks and required precautionary measures.
- Store construction materials and waste in an organized and orderly manner.
- Contractors should use separate access.
- Inform school's management prior to undertaking high-risk activities.



28

Emergency Response – Construction Phase

- Prepare an Emergency Response Plan (ERP) as part of the CESMP.
- The ERP should be unique to each of the selected school.
- The ERP should outline measures for emergencies response (spills of hazardous materials, accidents or medical emergencies).
- The ERP should describe the general types of emergency and actions to be followed should an emergency occur during the mobilization and operational phases of the project and should include:
 - Emergency Contact Details
 - Emergency Procedures
 - Authority of Control
 - Emergency Response Equipment
 - Scenario Description and Response
 - Incident Reporting



29

Contractor ESMP

- The contractors should prepare a CESMP to address environmental, social, health and safety issues pertinent to the construction phase of the project.
- Submit CESMP to the Supervisory Consultants, and MoE for approval prior to the commencement of works.
- Prepare the CESMP using this ESMP, relevant national standards and guidelines including those of the MoH and IDB, as a guide.

The CESMP should include:

- | | |
|--|---|
| <ul style="list-style-type: none">• HSSE Policy• Management Structure• Work Programme• Solid Waste Management Measures• Liquid Waste/Wastewater Management Measures• Hazardous Waste Management Measures• Hazardous Materials Management Measures• Erosion and Sedimentation Control• Dust Control | <ul style="list-style-type: none">• Noise Prevention• Workers Health and Safety• Community Safety• Emergency Preparedness and Response Plan• Chance Find Procedure• Training• Site Closure, Decommissioning and Restoration• Grievance Mechanism• Monitoring and Reporting• Budget |
|--|---|



30

Reporting

Pre-Construction

- CESMP prepared for approval of Supervisory Consultants and MoE

During Construction

- Immediate notification to MoE of any incidents or violations.
- Progress meetings of the contractors with representatives of the MoE

Post-Construction

- Submission of Completion Report to MoE.



31

Monitoring Framework (Project Construction)

Environmental and Social Criteria	Frequency	Locations
Air Quality <ul style="list-style-type: none"> • Evidence of dust accumulation and suspended particles through visible observation • Period checks with receptors 	Continuous	<ul style="list-style-type: none"> • Around active construction zones • School buildings or facilities most proximate to active construction zones • School boundaries to immediately adjacent land uses
Noise <ul style="list-style-type: none"> • Decibel levels 	Periodically	<ul style="list-style-type: none"> • Around active construction zones • School buildings or facilities most proximate to active construction zones • School boundaries to immediately adjacent land uses
Water Quality <ul style="list-style-type: none"> • Visual observation for sedimentation and oil and grease 	As needed	After periods of heavy rainfall
Waste Management <ul style="list-style-type: none"> • Compliance with CESMP and waste management practices • Littering and waste accumulation 	Weekly	Waste receptacles, disposal sites and active construction sites.
Health and Safety <ul style="list-style-type: none"> • Use of protective gear by workers • Adequate and appropriate signage • Location of Emergency Procedures • Availability of emergency response equipment • Health conditions of staff. • Stocked First Aid Kit • Demarcation of construction site • COVID-19 Preventative Measures 	Weekly	Active construction work areas
Community Wellbeing/Concerns <ul style="list-style-type: none"> • Employment • Grievances which may arise 	Weekly	Communities in which the schools will be constructed, extended, or those to benefit from other interventions



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Monitoring Framework (Project Operations)

Environmental and Social Criteria	Frequency	Locations
Solid Waste <ul style="list-style-type: none"> Adequate bins are provided Bins are emptied in a timely manner Signs of littering and accumulation of waste 	Weekly	Within and around school compound
Waste Water <ul style="list-style-type: none"> Septic tanks and grease traps installed and are functioning Septic tanks and grease traps are cleaned/emptied regularly Black and grey water are treated and discharged via soak away 	Monthly	Waste water discharge areas
E-waste <ul style="list-style-type: none"> E-waste is managed in accordance with E-waste guidelines Damaged components of solar energy systems are disposed of in accordance with best practices. 	Annually	All schools



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EMP Implementation Framework

Pre-Construction Phase	
MoE	<ul style="list-style-type: none"> Establish PIU and hire Environmental and Social Specialist Hire Supervisory Consultants Engage the EPA on obtaining Construction Permits for new schools
Supervisory Consultants	<ul style="list-style-type: none"> Assign ESHS Personnel as part of the Supervision Team Prepare construction bidding documents to include environmental and social requirements Ensure that the contractor's CESMP is prepared and approved.
Contractors	<ul style="list-style-type: none"> Assign responsibilities for environmental and social compliance to a competent team member Prepare the CESMP Conduct workers orientation and training on health and safety practices to be followed at the construction site
Construction Phase	
MoE	<ul style="list-style-type: none"> General oversight of the project's environmental and social compliance General oversight of the contractors environmental and social performance
Supervisory Consultants	<ul style="list-style-type: none"> Monitor project activities to ensure health, safety, environmental and social compliance Identify non-conformances and recommend corrective actions Participate in stakeholder engagements and take the lead in addressing/responding to stakeholder grievances Convene meetings and discuss status of contractors' compliance with environmental requirements
Contractor	<ul style="list-style-type: none"> Implementation of the CESMP, and environmental, social, health and safety mitigation and management measures and corrective actions Participate in the project's progress meetings to discuss environmental, social, health and safety compliance Monitor for non-compliances and effectiveness of mitigation measures Engaging with stakeholders and addressing any grievances which might arise Conducting regular refresher training for workers on environmental, social and health and safety requirements
Operation Phase	
MoE and Regional Education Departments	<ul style="list-style-type: none"> Prepare guidelines for the management of e-waste. Ensure e-waste and waste generated from the solar energy installation are managed in accordance with the guidelines. Ensure proper management of solid and liquid waste.



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Conclusion

1. The project will finance the construction of four new primary schools at Recht door Zee (Region 3), Tuschen (Region 3), Tabatinga (Region 9) and Wisroc (Region 10), and the rehabilitation/extension of 13 existing primary schools.
2. The project is classified as Category B, which means it is likely to cause mostly local and short-term negative environmental and associated social impacts and for which effective mitigation measures are readily available.
3. The project is not complex and most of the impacts will occur during the construction phase and are short term, localised, and are low to medium risks.
4. Implementation of the recommended management and mitigation measures during pre-construction, construction and operational phases will ensure that potential adverse project impacts are prevented or reduced.