

COOPERATIVE REPUBLIC OF GUYANA

MINISTRY OF EDUCATION

**GUYANA STRENGTHENING HUMAN CAPITAL
THROUGH EDUCATION PROJECT (P177741)**

STAKEHOLDER ENGAGEMENT PLAN

**Draft version for appraisal
March, 2022**

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Acronyms

BIT	Board of Industrial Training
CBE	Competency Based Education
CERC	Contingent Emergency Response Component
CTVET	Council for Technical and Vocational Education and Training
CVQ	Caribbean Vocational Qualification
EMIS	Education Management Information System
ESF	Environmental and Social Framework
ESP	Education Sector Plan
ESS	Environmental and Social Safeguards
ESS	Environmental and Social Specialist
GBV	Gender Based Violence
GRM	Grievance Redress Mechanism
GSSs	General Secondary Schools
IDCE	Institute of Distance and Continuing Education
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
PIU	Project Implementation Unit
SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan
SH	Sexual Harassment
TVET	Technical and Vocational Education and Training
UG	University of Guyana

1.0 Introduction

Guyana's education sector has made remarkable progress in the last 15 years and continues to be a priority for Government investment. The Government of 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, with the support of the World Bank, is currently preparing the Guyana Improving Human Capital through Education Project (Project) for further enhancement of the education sector and assist in implementation of the ESP. The Project design is aligned with the Guyana ESP 2021-2025. The Project will support the Government in achieving the goals of the ESP by focusing on expanding access to quality education at the secondary level, as well as on improving labour market-appropriate skills through investments in technical and vocational training. Advancing these goals would improve overall education performance, as the Project would target vulnerable students to reduce inequities, all of which would contribute to lifelong learning and employability for all.

In 2018 the World Bank launched the Environmental and Social Framework (ESF) which enables the Bank and Recipients/Borrowers to better manage environmental and social risks of projects and to improve development outcomes. The ESF offers broad and systematic coverage of environmental and social risks and makes important advances in areas such as transparency, non-discrimination, public participation, and accountability. This is achieved through the implementation by the Borrower of ten (10) Environmental and Social Standards (ESS or Standard) which constitute the ESF, and which set out the requirements that apply to Borrowers in projects funded by the Bank.

ESS10 focuses on Stakeholder Engagement and Information Disclosure. This Standard was deemed relevant to the Project since it is applied to all projects funded by the World Bank. This Standard recognizes the importance of open and transparent engagement between the borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation.

The Ministry of Education (MoE) has prepared this Stakeholder Engagement Plan (SEP) for the Guyana Improving Human Capital through Education Project. This SEP will serve as an instrument to guide stakeholder engagement throughout the life of the Project.

2.0 Project Description

2.1 Project Overview

The Guyana Improving Human Capital through Education Project is to be implemented by the Ministry of Education and is estimated to cost US\$45.9 million and will be implemented over a 5-year period, commencing in 2022. The Project is aimed at the reforming and restructuring of the approach to secondary education in Guyana.

The proposed Project would support the Government's efforts in expanding access and improving the learning environment at the secondary level, while also aligning skills development and provision of technical education to the needs of the labor market. The Project would achieve its development objective through the implementation of four components: Component 1: Expand access and improve the learning environment at the secondary level, Component 2: Strengthening skills development and technical training, Component 3: Contingent Emergency Response Component (CERC) and, Component 4: Strengthening Institutional Capacity and Project Management. The Project will finance construction of General Secondary Schools and improve quality of skills development through investments in Technical and Vocational Education Training.

The Project aligns with the national ESP and will support the implementation of the plan as is outlined in Table 1. The Project is also aligned with other ongoing project being executed by the MoE with support from the World Bank, including the Guyana Secondary Education Improvement Project and the Guyana Education Sector Improvement Project.

Table 1: Project Alignment with ESP 2021 - 2025

Project Component	ESP Objective	Alignment
Component 1: Improve access to quality education and enhance the learning environment at the secondary level	Intermediate outcome 2: Improving performance on all levels	Component 1 is aligned with the ESP objective through teacher training on the new curriculum, provision of mentoring and coaching of teachers at the secondary level, which would improve quality teaching and learning. Subcomponent 1.2 will focus on provision of learning-centered school infrastructure, which is critical to improve performance.
Component 1: Improve access to quality education and enhance the learning environment at the secondary level	Program 4.1: To ensure equitable distribution of education resources and delivery across education districts with specific emphasis on hinterland/riverine areas	Component 1 is aligned with the program under the ESP by expanding access to secondary education through the construction of GSSs in underserved areas, which is informed by needs identified in the school mapping exercise and subsequent school infrastructure strategy. The Project will contribute to the reduction of inequalities between regions, a core objective of the ESP. The component will also finance teacher training and textbooks, which will be adapted to ensure equitable distribution.
Component 2: Strengthening skills development and technical and vocational training	Program 2.4: To ensure secondary school graduates possess matriculation stats and obtain a skills certificate (National/Caribbean)	Component 2 will support the development of a new TVET policy to guide the long-term development of the sub-sector and ultimately improve the quality, access, and relevance of technical training in Guyana.
Component 2: Strengthening skills	Intermediate Outcome 5: Contributing to	Component 2 will finance activities to strengthen the enabling environment for the TVET sector, as well as

development and technical and vocational training	lifelong learning and employability (all programs)	to improve skills development and TVET offerings. The activities will increase gender inclusivity and inclusion of persons with disabilities across the TVET sector, include climate considerations such as climate friendly and green jobs training, and provide equipment to select pilot schools.
Climate change mitigation and adaptation	The ESP refers to climate change and the adverse impact of potential school flooding on school infrastructure, as well as the need for adaptation	The Project will mitigate climate-related risks through the development of an infrastructure strategy and subsequent construction of schools that consider identified risks and incorporate efficient energy use. The Project will also ensure the inclusion of climate awareness in training modules and teaching practices.

Source: Project Appraisal Document

2.2 Project Objectives

The objectives of this project are:

- I. Improve access to quality secondary education, and
- II. improve access to quality technical and vocational education and training to improve skills aligned with labor market needs.

2.3 Project Components

The proposed Project would support the Government’s secondary education reform agenda and its objective of achieving universal secondary education by improving access to quality education at the secondary level and providing labor market relevant skills. The Project would support different trajectories and modalities of obtaining an education by incorporating interventions addressing constraints related to access, quality, and relevance to help youth in Guyana reach their full potential and participate productively in the labor market. The Project would achieve its development objective through the implementation of four components. These are:

- Component 1: Improve access to quality education and enhance the learning environment at the secondary level.
- Component 2: Strengthening skills development and technical and vocational training.
- Component 3: Contingent Emergency Response Component (CERC)
- Component 4: Project Management and Monitoring and Evaluation

Component 1: Improve access to quality education and enhance the learning environment at the secondary level. Component 1 will support the larger secondary education reform agenda in Guyana by helping improve education service delivery through teacher and principal capacity building, financing of textbooks, and targeted interventions addressing capacity and demand driven challenges to access and retention. It would also support the expansion of access and improvement of the learning environment through the development of an infrastructure strategy and the construction of key identified GSSs.

- **Subcomponent 1.1: Improve service delivery to support student retention and learning at the**

secondary level. Subcomponent 1.1 would finance targeted interventions to improve service delivery at the secondary level. Activities will include: (i) teacher training on the new curriculum for grades 7-9 with targeted mathematics training, including teacher coaching and mentoring, and the development and implementation of an instructional leadership program for principals; (ii) financing of learning materials and textbooks to support the rollout of the new curriculum for grades 7-9 and the urgent need for learning recovery following the pandemic for grades 10-11; and (iii) targeted interventions to address capacity and demand driven challenges to support student retention and access.

- **Subcomponent 1.2: Development of an education infrastructure strategy for secondary education and construction of selected General Secondary Schools (GSSs).** Subcomponent 1.2 would finance the development of a comprehensive national infrastructure strategy, including the definition of an evidence-based mechanism to identify school construction and renovation needs across the country to improve the learning environment across the sector. The strategy would enable long-term planning to obtain an optimal education network equipped to support human capital development in Guyana. The strategy would also include a financing mechanism to ensure sufficient funding to maintain infrastructure, as well as incorporate key standards for school development, including learning-centered design, climate risk resilient infrastructure, energy use, and connectivity needs. Improving the learning environment at the secondary level has potential beyond increased access to education. Evidence indicates that quality school infrastructure and learning environment is critical for developing 21st century skills (critical thinking, and socioemotional and digital skills etc.), this implies ensuring that school facilities also i) encourage team and group work; ii) have adequate physical characteristics (air quality, temperature, visual clarity and comfort); iii) efficiently utilize and have ICT solutions; and iv) are safe and inclusive.¹ The activity would be aligned with and build on the ongoing mapping exercise undertaken by the MoE in collaboration with the Inter-American Development Bank (IDB) (school mapping) and UNICEF (mapping of boarding schools, including dormitories). The Project would incorporate student-centered and climate-resilient learning environments into the design of schools, to inform the development of the Strategy and subsequent construction of school facilities. The Project will finance technical assistance and other selected costs associated with the drafting of the strategy, including potential consultation and validation processes.

The subcomponent would finance the construction of key selected GSSs in Guyana, which will be identified through the ongoing school mapping by the MOE. The initial school mapping would identify the geographic locations where additional schools are needed to address immediate access constraints for secondary level education. This would include information on overcrowding in existing GSSs, secondary students enrolled in primary tops, the development of new housing areas, and other demographic shifts. Preliminary indications from the Government suggest that the largest need for additional GSSs is in rural areas. These areas are sparsely populated and may require dormitory construction. Additionally, these areas currently have many secondary level students enrolled in SDs, and provision of adequate infrastructure would allow more students, with a specific emphasis on boys, to enroll in and complete secondary education. In line with the above-mentioned strategy, all GSSs would be constructed with considerations of gender, inclusion, and climate-smart adaptations, in line with regional and national standards and the World Bank Green, Resilient and Inclusive Development (GRID) approach to ensure a safe and green education sector as well as conducive learning environment.

The construction under the Project would also include the extension of connectivity and internet access to GSSs financed under the Project. The connectivity intervention will be captured in the Strategy and piloted in the schools constructed under this Project. Based on current school construction costs in Guyana, the funding envelope would tentatively cover three schools (pending on scope and location). The Project will finance design, supervision and construction works as well as equipment and furniture, and other selected costs associated with the construction process.

Component 2: Strengthening skills development and technical and vocational training. This component aims to increase the provision of labour market-relevant skills in Guyana by strengthening the enabling environment for Technical and Vocational Education and Training (TVET), as well as supporting the improvement of skills and labour-market relevant TVET offerings. Subcomponent 2.1 will address TVET system level challenges and subcomponent 2.2 will focus on the quality and relevance of TVET offerings in secondary vocational schools and post-secondary TVET institutions.

- **Subcomponent 2.1: Strengthening the enabling environment and information system for TVET.** This subcomponent will have six interrelated focus areas aiming to develop a new TVET sector policy and to support the CTVET, identified as the key actor for the TVET implementation. To ensure these planning efforts are based on effective needs, the subcomponent will also aim to increase overall access and availability of timely and relevant information for stakeholders and beneficiaries' decision making. Increase of gender inclusivity and inclusion of persons with disabilities and climate considerations, such as climate friendly and green jobs training will be a central element of the development and implementation of the new TVET Strategy. The sub-component will support the following activities:
 - Elaboration of the new TVET policy for the 2022-2030 period.
 - Strengthening of the Council for TVET, as the body in charge of coordination of TVET provision in Guyana.
 - Preparation of a rapid labor market survey. To better inform short-term policies, a rapid labor market survey will gauge the private and public sectors demand for technical and non-technical skills.
 - Preparation of tracer studies for graduates from different streams of secondary vocational schools and TVET institutions.
 - Support to the establishment of an integrated TVET Management Information System.
 - Support the development of an integrated digital platform on training opportunities.
- **Subcomponent 2.2: Improve skills development and TVET offerings at secondary and post-secondary levels.** This subcomponent will expand access to quality, labour market relevant and enhanced TVET offerings in secondary schools and selected post-secondary TVET institutions. The subcomponent will have four focus areas: (i) update the curriculum of existing course offerings at secondary level, including the delivery methodology; (ii) professional development for TVET teachers and trainers, including digital and socioemotional skills; (iii) development of new post-secondary TVET programs within occupational areas identified as experiencing a shortage of qualified staff by the labor market survey; and (iv) support for students and teaching staff to undertake internships/industry attachments. Support will be focused on vulnerable communities in rural areas, with exact locations to be determined during Project preparation.

Component 3: Contingent Emergency Response Component (CERC). Due to Guyana’s high vulnerability to natural disasters, including those exacerbated by climate change, as well as global vulnerabilities exposed by the current COVID-19 crisis, a CERC component will be included. The CERC is designed as a mechanism for rapid response in the event of an eligible emergency, which can be activated upon request from the Government. This component would not have any initial funding allocation, but in the event of an emergency, uncommitted funds could be reallocated from other components in accordance with an Emergency Action Plan prepared by the Government and the CERC’s implementation modalities.

Component 4: Project Management and Monitoring and Evaluation. Component 4 will support the management of the education system through improved monitoring and evaluation (M&E), as well as overall Project management, including auditing activities.

2.4 Project Beneficiaries

The main Project beneficiaries under Component 1 would be secondary school-aged students and secondary school teachers and principals in Guyana. Direct beneficiaries include secondary level teachers and principals that will receive training on the new curriculum, capacity building, and tools and learning materials to improve teaching practices. Teacher training and strengthened teaching practices are expected to benefit all secondary aged students across the country. Through the inclusion of training and tools aiming to support student retention and learning, as well as the focus on rural areas, the Project is expected to benefit traditionally disadvantaged students along the dimensions of gender, disability, ethnicity, and geography. Following the pandemic, the gap between students based on socioeconomic factors will have increased and the support to teachers and principals will be critical to ensure that they are well equipped to support students’ return to school. Further, the select GSSs to be constructed under subcomponent 1.2 are planned to be located in rural areas. This would generate more available seats in secondary schools in areas where many students are currently in SDs in primary schools, and ultimately benefit vulnerable students.

The main beneficiaries under Component 2 would be students enrolled in programs in the TVET sector and in TVET courses in secondary schools and selected post-secondary institutes. The TVET policy to be supported under the Project will enhance the sector and aim to benefit all students enrolled. Under subcomponent 2.1, TVET trainers will benefit from training and capacity building, including on socioemotional and digital skills. Subcomponent 2.1 will also include the provision of limited equipment and learning material for secondary TVET in select rural schools with limited resources, benefitting teachers and students enrolled in the selected schools. The Project will also directly benefit students and trainers in the two selected post-secondary institutes selected. Indirect beneficiaries will be private companies and public institutions employing the TVET graduates.

The direct beneficiaries under Component 4 would be the MOE, TVET Council, NCERD, and other relevant agencies that will receive support and capacity building. Finally, in the long term, the labour market, employers, and the general public would all benefit from the Project’s activities.

2.5 Project Implementation

The Project will be implemented by the MoE, which will be responsible for the administration of the Project Implementation Unit (PIU). Technical responsibilities for implementation overall would lie with the Chief Education Officer of the MoE. For Components 1 and 2, technical responsibility for

implementation would lie with the Assistant Chief Education Officer (CEO) for Secondary and the Assistant CEO for Technical, respectively. The **National Centre for Educational Resource Development (NCERD)** will lead teacher-training aspects. The Council for Technical and Vocational Education and Training (CTVET) will play an important role under Component 2 to ensure private sector collaboration and linkages with the labour market. The TVET Unit of MoE or CTVET will be the focal point for the labour market survey and the tracer studies. For Components 3 and 4, technical responsibility would reside with the MoE Planning Unit. Fiduciary responsibilities will be managed by the Planning Unit of the MOE, which currently handles all financial management and procurement for the ongoing Bank Projects in Guyana.

The Project would be managed by a PIU housed in the MoE Planning Department. The PIU will consist of a Project Coordinator, a Procurement Officer, a Financial Officer, a Monitoring and Evaluation Officer, an Environmental Officer and a Social Development Officer. The PIU would be responsible for day-to-day management, monitoring, and coordination of implementation, including work planning, procurement, accounting, disbursement, financial management, and other Project-related activities. The Project Coordinator would report to the Chief Planning Officer of the MoE, supervise agreed work plans for each component, and coordinate implementation among MoE departments.

3.0 Objectives of the Stakeholder Engagement Plan

Under the World Bank’s Environmental and Social Framework (ESF), the Environmental and Social Standards (ESS) 10 “Stakeholder Engagement and Information Disclosure” states that the open and transparent engagement of stakeholder is an important aspect of good international practice. This will allow for the improved sustainability of the project’s acceptance and enhancement.

The ESS10 requires that stakeholder engagement is an inclusive process that occurs throughout the project’s life cycle.

The Stakeholder Engagement Plan (SEP) is aimed at providing a program for the engagement of stakeholders and other interested parties. The engagement includes the dissemination of information, consultations, and access to a grievance mechanism during the life of the project. The SEP outlines various lines of communication that will be utilized to achieve optimal public participation, taking into consideration the specific circumstances under the COVID 19 guidelines².

The SEP seeks to:

- I. Provide guidance for stakeholder engagement in line with World Bank standards
- II. Identify key stakeholders
- III. Identify and outline effective dissemination of information, communication methods, timings, processes and structures for stakeholder consultations and feedback
- IV. Establish a formal grievance mechanism
- V. Identify roles and responsibilities for the implementation of the SEP

² For virtual consultations where face-to-face consultations are not feasible, the World Bank (WB)’s Technical Note, “Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings, March 20, 2020” will be taken into consideration. For any face-to-face consultations, proper physical distancing, and hygiene protocols, including, but not limited to, staying 6 ft apart and the wearing of face masks, will be observed. In the administrative regions 1, 7, 8 and 9, where the presence of Indigenous Peoples is significant, the consultations will involve the Toshias and other village-level leaders and representatives of Indigenous communities.

VI. Identify monitoring measures to ensure the effectiveness of the SEP (and budget).

Table 2: Specific objectives for the SEP

Objective	Rationale
Identify all relevant stakeholders for this Project	Involving as many stakeholders as possible will facilitate inclusive communication and capture a wide range of issues and concerns. Identifying the major stakeholders affected by the project either directly or indirectly (including vulnerable groups) as well as those with other interests that could influence decisions about the project.
Stakeholder Engagement Method	Outlines the engagement approach to be undertaken and planned, and articulates a range of strategies for timely, relevant and accessible stakeholder engagement throughout the project life cycle.
Distribute accurate project information in an open and transparent manner, and improve project outcomes through stakeholders' inputs	Ensuring that stakeholders, particularly those directly affected by the proposed development, have information at their disposal with which to make informed comments and enable them to plan for the future, but also influence project design and outcomes, where appropriate. This improves project outcomes. Information should allow affected parties to develop an understanding of potential impacts, risks and benefits and an open and transparent approach is central to achieving this aim
Record and address public concerns, issues and suggestions	Documenting stakeholder issues allows project decisions to be informed by stakeholder input and lets stakeholders see where their input has been incorporated into planning and design. This approach addresses potential concerns that stakeholder engagement may be a token gesture by the developer that meets legislative requirements but that it is not taken seriously in the project planning.
Manage stakeholders' expectations	Ensuring that stakeholders have accurate and timely information so that expectations are managed and to minimize disinformation, disappointment and frustration of directly affected parties at later stages of project implementation. Frustration and unfulfilled expectations are key triggers of conflict and require mitigation and management that might otherwise be avoided.
Fulfill consultation requirements	Ensuring regulatory compliance can avoid potential project delays based on procedural issues rather than substantive ones.

The Project is committed to ensuring that the best practices are applied in the engagement process, and thus is committed to:

- *Openness and life cycle approach:* consultation and the exchange of information will be conducted in an open manner throughout the life cycle of the Project. It is expected that this will be done in a manner free of manipulation, interference, coercion or intimidation.

- *Informed participation and feedback:* information will be made accessible to all stakeholders in a timely manner to ensure that there is good grasp on the Project's aims and objectives. It is expected that there will be adequate time and opportunities for stakeholder to effectively communicate their feedback. Feedback will be analyzed and addressed adequately.
- *Inclusiveness and sensitivity:* there will be equal access to Project information as it relates to stakeholder needs. This will be considered in the selection of stakeholder engagement methods.

At the time of preparation of the SEP it should be noted there are project details which are not yet available which has affected the preparation of the SEP, as it outlined below:

1. The construction of general secondary schools is one of the main activities under the project. However, the number of schools to be constructed, and more importantly, the proposed locations of the school have not yet been determined. As such, details for engagement with specific communities where the schools will be located could not have been included in the SEP. Nevertheless, generalized guidance from engagement with communities were included.
2. The project will be managed by a PIU to be established within the Ministry of Education. This PIU is not yet in place. As such, specific information and contact details for key personnel are not yet available.

4.0 Stakeholder Identification and Analysis

4.1 Project Stakeholders

The Project stakeholders are herein defined as any person who have a role in the project, or could be affected by the Project, or who are interested in the Project.

The project stakeholder are identified as:

- I. **Affected Parties** are the primary stakeholders who are likely to be impacted directly or indirectly, positively or adversely by the Project and who are most likely to be susceptible to change associated with the Project. These stakeholders are to be closely engaged in identifying impacts and their significance, and mitigation and management measures. Affected parties for this Project will include students and recent and prospective graduates, teachers, school administrative bodies, and current and prospective vocational instructors.

As an extension, Non-Governmental Organizations (NGOs) and other facilitation groups, such as the Ministry of Culture, Youth and Sport can be considered as an affected party, in conjunction with the Ministry of Education. These facilitation groups are among the stakeholders that have a well-established presence within the national development agenda.

- II. **Interested Parties** are stakeholders whose interest may be affected by the Project and who have the potential to influence the Project outcomes in any way, but who may not experience the direct impacts of the Project.

Interested parties for the purpose of this stakeholder engagement will include, but not limited to owners and service providers that likely to be interested in the opportunities that project may provide.

- III. **Disadvantage/Vulnerable Individuals or Groups** are any person(s) who may be disproportionately impacted or further disadvantaged by the project as compared with any other group to their vulnerability. This may require special engagement measures that will ensure equal representation in the stakeholder engagement process. Among the vulnerable/disadvantaged groups, identified at this stage of the project are indigenous peoples, women, people living with disabilities, and migrants. Some of the already identified specific groups can be found below in table 3.

The Project is committed to ensuring that the stakeholder engagement attracts the participation of legitimate affected and interested parties, a verification of stakeholders or stakeholder representative will be conducted by an informal assessment of the stakeholder or stakeholder representatives.

4.2 Stakeholder Identification and Analysis

The stakeholder identification analysis is aimed at identifying stakeholder in the three categories and the expected outcome from engagement with them.

Cooperation with stakeholders throughout the Project development will likely involve the identification of persons who are legitimate representatives of stakeholder groups. Community representatives and non-governmental organizations may provide helpful insights into the issues experienced by vulnerable groups and act as conduits for dissemination of the Project-related information. These stakeholders will be legitimate representatives of stakeholder groups. For example, for Indigenous People, stakeholder engagement will continue to be conducted in partnership with Tshaos (traditional authorities, they are also represented through the National Tshaos Council), indigenous recognized NGOs (Guyana Organization of Indigenous Peoples, The Amerindian Peoples Association, the Amerindian Action Movement of Guyana), and the Ministry of Amerindian Affairs.

Table 3: Stakeholder Identification and Expected Outcome

Stakeholder Identification Category	Stakeholder	Expected Outcome
Affected Parties	Students Teachers School Administrations Regional Education Officers	Provide input on the formulation and content of the Project's key components, and recommendations on the implementation techniques.

	<p>Student Welfare Departments</p> <p>Book Distribution Unit –MOE</p> <p>National Centre for Educational Resources Development (NCERD)-MOE</p> <p>Technical, Vocational Education and Training Unit (TVET) –MOE</p> <p>Department of Youth, Ministry of Culture, Youth and Sport</p>	<p>Provide legislative and policy guidance to the Project.</p> <p>Transfer of information regarding the problem areas, and identification of areas of opportunity.</p>
Interested Parties	<p>Kuru Kuru Training Collage</p> <p>Government Technical Institutes</p> <p>Essequibo Technical Institute</p> <p>New Amsterdam Technical Institute</p> <p>Linden Technical Institute</p> <p>Upper Corentyne Technical Institute</p> <p>Hopetown Industrial Arts</p> <p>Guyana Industrial Training Centre</p> <p>Carnegie School of Home Economics</p> <p>Craft Production</p> <p>University of Guyana</p> <p>Cyril Potter Collage of Education</p> <p>Ministry of Public Service</p> <p>Ministry of Human Services and Social Security</p> <p>Ministry of Labour</p> <p>Ministry of Amerindian Affairs</p> <p>Regional Education Officers</p>	<p>A comprehensive outlook of what is expected of students coming out of a secondary school based vocational program into a higher learning or tertiary level program.</p> <p>Solicited advice and recommendation on areas for improvements of the existing and new syllabus, and its application and administration.</p>

	Regional Democratic Councils	
	Parents NGOS and Community Leaders	Provide feedback and recommendation on the Project implementation and execution.
	Prospective subcontractors/suppliers	Business owners and providers of services, goods and materials within the project scope that may be involved in the wider supply chain.
Disadvantage/ Vulnerable Individuals or Groups	Guyana Society for the Blind Deaf Association of Guyana Inc. National Commission on Disabilities People Living with Disabilities Ministry of Human Services and Social Securities International Organization for Migration (IOM)	Provide recommendation on the delivery of the syllabus and teaching techniques for the persons living with disability. Provide feedback and recommendation on the infrastructural design and construction of school for people living with disability.
	Indigenous Village Council and Toshaos Indigenous Communities Indigenous Groups NGOs	

5.0 Stakeholder Engagement Program

The stakeholder engagement program is aimed at providing equitable and timely access to information as it relates to the Project. The engagement program will make adequate facilitation arrangement for maximum participation of stakeholders.

5.1 Engagement Method and Tools

It is the Project's intention to apply various techniques and methods for the engagement of stakeholders, and for the purpose of disseminating of project information. For the process to be impactful, engagement methods and techniques will be tailored to the specific needs of targeted groups.

The consultation exercise will meet the general requirements on accessibility. Consideration will be made of remote, rural, and interior locations that may not have access to, or reliable access to electricity, internet and data service. If necessary, logistical assistance will be provided to the stakeholders that may have difficulty accessing scheduled consultations and engagement.

Consultations will be conducted in an adequate and timely manner. Special attention will be paid to the engagement needs of the disadvantaged/vulnerable groups that may need alternative consultation arrangements and materials. These groups will be consulted using the best practices in accordance with their specific needs.

5.1.1 Description of Engagement Methods

The Project will employ several engagement methods as part of its interaction with the stakeholders. This will ensure that target groups are able to successfully contribute to the decision-making and development of impact management solutions.

To this end, consultation engagement will employ a **free, prior, and informed** approach to the engagement methods as recommend by international standards. This will provide an unconstrained and unreserved process that is supported by a timely provision of relevant and understandable information.

Other parameters of the engagement methods are:

- Advance notification of consultation engagement for the affected parties target group will be done via primary means such as direct emails, calls, and letters. This is notification is inclusive of any project information, agendas, clearly defined scope of issues, and project proposal that might be relevant at the time. Responses such as regrets, and confirmation will be kept on file to for accountability purposes. Other notification measures that maybe utilized for interested parties target groups can include advertisement in public places and domain, such as newspaper advertisement and television sponsored advertisement. The Project staff is expected to provide information readily to any member of the public who wish to seek clarification on the status of the Project. A list of participants of target group will be compiled in advance and agreed to ahead of the consultations
- Selection of the correct communication method for specific target group is a critical aspect of the stakeholder engagement process, and therefore careful consideration will be made in determining the appropriate approach for each. For example, the school administration will be engaged on a technical level, while the NCERD will be engaged on a policy level. The information that will be present to target groups will highlight the main concerns of the group.

- An agenda will be drafted for each consultation/meeting as an opportunity to provide a guided meeting structure as a measure of keeping the meeting in line with the objective the stakeholder engagement plan. The agenda will include meetings' structure, sequence, Project personnel and designation, issues/topics to be discussed, and the format for discussion. Following the formal presentation of the Project, an adequate amount of time will be allocated for a question-and-answer segment with a free speaking format facilitated by the moderator/chairperson to encourage the exchange of ideas and feedback. A record of all comments made during the engagement will be kept by the PIU, to be analyzed and used to action necessary and relevant recommendations and feedback. The recorded comments and outcomes will be used in regular reporting of the Project. For engagements to be conducted prior to the establishment of the PIU assigned personnel from the Ministry of Education will prepare the documentation and reports on the consultations.

- An attendance list will be made available at the commencement of the consultations as a record keeping measure. The attendance list will provide information on the participants, their contact information, and affiliation.

- The introductory comments and project description will be delivered in a clear and concise manner, free from excessive technical terms and jargons. It is recommended that the presentation be conducted using visual aid, such as power point presentation and handout material such as pamphlets where relevant. Whenever technical specifics of the Project's particular activities or solutions are required to be delivered in a greater level of detail, it will be ensured that the information conveyed remains comprehensible to all members of the engagement remains comprehensible to all members of the audience and the description of complex technicalities is adapted to their understanding, thereby enabling productive feedback and effective discussion.

- To accurately capture to output of the stakeholder engagement sessions, proper record keeping will be ensured using the following methods:
 - (i) taking minutes of meeting by an assigned person from the PIU;
 - (ii) recording of meeting held virtually; and
 - (iii) photographs.

See **Annex I** for a template on how to report feedback from stakeholders.

A summary description of the engagement methods and techniques that will be applied by project is provided on Table 4.

5.1.2 Equal Opportunity

The Project seeks to ensure equal opportunity in its stakeholder engagement efforts, thus special consideration will be made for vulnerable/disadvantage communities and people living with disabilities.

Although the areas for project intervention are not yet determined it is very likely that Indigenous communities within Guyana will also benefit from the project. These communities are mainly located in Regions 1,6,7,8, and 9 and are especially disadvantaged owing to the remoteness of the communities and the lack of resources available to them. Indigenous peoples could be at risk of exclusion if communication campaigns are not inclusive, lack culturally sensitive language, or transparent information regarding project activities. As a mitigation measure, the project will ensure that communication campaigns are inclusive. If necessary, some of communication campaign messages will be translated into indigenous languages³ to ensure information regarding project benefits and activities reach indigenous peoples, as well. Through the communications campaign, the project will ensure that all possible affected parties have access to project information, regardless of sexual preferences, gender identification, ethnical, racial, socio-economic condition, or cultural belief.

As such, a special effort will be made 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 will be taken before the consultations:

- I. Toshias and Village Councils will be written to with a brief of the Project, its objective, and the stakeholder engagement plan
- II. An invitation will be issued to the Village Council and other interested parties of the Project
- III. In case of existing language barriers, the Toshias will be asked to assist with the translation of material

The Project will facilitate and provide data allocation and cellular phone credit to relevant disadvantage stakeholders, such as IP groups, people living with disabilities, women and youth, etc. 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.

People living with disabilities are categorized as a vulnerable group in the SEP, and therefore special measures will be considered for the stakeholder engagement with groups and individuals. Advance contact will be made with the administration of the identified groups that represent people living with disabilities as a measure to inform the groups about the Project, and its intention to engage with them as stakeholders. Groups will be asked to recommend the most effective way of communication and consultation to the stakeholders, and following the recommendations, efforts will be made by the Project to incorporate and implement the recommendations. The Project will be responsible for making available special resources, such as equipment and services that maybe

³ Since the secondary student population is mainly the beneficiary of the translations into indigenous languages, and since indigenous languages are mainly transmitted orally as opposed to written, messages in indigenous languages will be disseminated orally through radio or in consultation sessions.

required to effectively communicate to persons living with disabilities, such as a sign language translator.

Table 4: Use of Engagement Methods

Method/Tool	Description and Use	Contents	Dissemination Method	Target Group
Public Consultation	Project representatives, the affected public, authorities, regulatory bodies and other stakeholders for detailed discussion on a specific activity or facility that is planned by the Project and which is subject to the statutory expert review.	Detailed information on the activity and/or facility in question, including a presentation and an interactive Questions & Answers session with the audience.	<ul style="list-style-type: none"> ▪ Wide and prior announcement of the public consultation and the relevant details, including notifications in local, regional and national mass media. ▪ Targeted invitations are sent out to stakeholders. ▪ Public disclosure of Project materials. ▪ Residents in the Project Area of Influence are provided with information in advance of the hearing. ▪ Viewers/readers of the materials are also given free access to a register of comments and suggestions that is made available during the disclosure period. 	<p>Affected Parties</p> <p>Other Interested Parties</p> <p>Disadvantage/Vulnerable Groups</p>
Focus Group Discussions and Round Table Workshops	Used to facilitate discussion on Project's specific issues that merit collective examination with various groups of stakeholders.	Project's specific activities and plans, design solutions and impact mitigation/management measures that require detailed discussion with affected stakeholders.	Announcements of the forthcoming meetings are widely circulated to participants in advance. Targeted invitations are sent out to stakeholders.	<p>Affected Parties</p> <p>Disadvantage/Vulnerable Groups</p>
Site Visits /Progress Meetings	Visits to Project sites and facilities organized for the Project's contractors, Government authorities and the media to demonstrate Project solutions. The Project's staff and specialists to cover various aspects and to address questions arising from the public during the tour accompany visitors. A community representative may also	Demonstration of specific examples of Project's design.	Targeted invitations distributed to selected audience offering an opportunity to participate in a visit to the projects sites or participate in project meetings.	<p>Other Interested Parties</p> <p>Disadvantage/vulnerable groups</p>

	be invited to participate in the construction projects' site meetings.			
Information Centers and PIU	Project's designated venue for depositing Project-related information that also offers open hours to the community and other members of the public, with Project staff available to respond to queries or provide clarifications.	Project-related materials. Any issues that are of interest or concern to the stakeholders.	Information about the Project is available to the public at the PIU, Regional Education Offices or site offices for construction projects within open hours, together with contact details, is provided on the Project's digital space.	Affected Parties Other Interested Parties Disadvantage/Vulnerable Groups
Feedback & Suggestion Box	A suggestion box/designated email address can be used to encourage affected parties such as students and teachers to leave written feedback and comments about the Project. Contents of the suggestion box should be checked by designated Project staff on a regular basis to ensure timely collection of input and response/action, as necessary.	Any questions, queries or concerns, especially for stakeholders that may have a difficulty expressing their views and issues during public meetings	Appropriate location for a suggestion box should be selected in a safe public place to make it readily accessible for the community. Information about the availability of the suggestion box should be communicated as part of Project's regular interaction with local stakeholders.	Affected Parties Other Interested Parties Disadvantage/Vulnerable Groups
Internet/Digital Media	Launch of Project digital space to promote various information and updates on the overall Project, impact assessment and impact management process, procurement, employment opportunities, as well as on Project's engagement activities with the public Project's digital space should have a built-in feature that allows visitors to leave comments or ask questions.	Information about Project operator and shareholders, Project development updates, health and safety, community relations, community updates, employment and procurement, environmental and social aspects	Limitation: Not all parties/stakeholders have access to the internet, especially in the remote areas and in communities.	Affected Parties Other Interested Parties Disadvantage/Vulnerable Groups

5.2 Information Disclosure Strategy

It is the aim of the Project to provide a free and prior informed approach to the engagement with stakeholders and is committed to an open transfer of information between stakeholders, the public, and the Project. However, the project information will be divulged in stages to allow for the effective implementation of recommendations, based on feedback and findings.

To meet best practice approaches, the project will apply the following principles for stakeholder engagement:

- Openness and life-cycle approach: public consultations for the project(s) will be arranged during the whole lifecycle, Consultations would be carried out in an open and transparent manner;
- Informed participation and feedback: information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholders' feedback, for analyzing and addressing comments and concerns;
- Inclusiveness and sensitivity: stakeholder identification will be undertaken to support better communications and build effective relationships. Sensitivity to stakeholders' needs will be the key principle underlying the selection of engagement methods. Special attention will be given to vulnerable groups, in particular women, youth, elderly and the cultural sensitivities of diverse ethnic groups;
- Flexibility: because social distancing is currently making traditional forms of engagement impossible, the methodology will adapt, see Section 3.2 below on the proposed approaches.

The table below outlines the stages of the project and the required information to be disclosed. This information disclosure strategy will prevent any premature public perception and registration of grievances by the stakeholders. The Environmental and Social Specialist of the PIU will follow the proposed strategy for information disclosure as follows:

Table 5: Information Disclosure Strategy

Project Stage	Information to be Disclosed	Engagement Method	Expected Outcome
Project Design	Proposed Project scope and activities	Virtual/in person consultations with project	Feedback on Project scope and design,

		beneficiaries/affected parties	including recommendations
Project Inception	<p>Project scope and timeline</p> <p>Introduction of the ESF Framework and Instruments</p> <p>Presentation of expected policy impacts</p> <p>Disclosure of SEP and GRM</p> <p>Disclosure of other safeguards instruments</p>	<p>Virtual/in person consultations and meetings with affected persons</p> <p>Project presentation to school administration, MOE Dept., and School Administration</p> <p>Summarized project information note to be distributed to students and parents</p> <p>Disclosure of safeguard instruments on the MoE website</p>	<p>Awareness of the project and its expected impacts</p> <p>Informed feedbacks and recommendations</p> <p>Feedback on safeguard instruments including the SEP, Labour Management Plan, Indigenous Peoples Planning Framework, Environmental and Social Management Framework and Resettlement Policy Framework</p>
Review of Initial Engagement	<p>Analysis and findings from stakeholders' feedback and recommendations</p> <p>Updated work program and policy approach</p> <p>Identified challenges to the implementation of the Project</p>	<p>Virtual/in person consultations and meetings with affected persons</p>	<p>Information Sharing and awareness of stakeholders</p>
Project Implementation	<p>Regular updates on project activities and work program</p> <p>Guidance on health and safety practices for schools identified for construction/infrastructural upgrade</p> <p>Information of works to contractors</p>	<p>Virtual/in person consultations and meetings with affected persons</p> <p>Print material for Health, Safety and Environment for schools</p> <p>Advertisement in newspaper, internet, and other social media platforms</p>	<p>Awareness of the project and its expected impacts</p> <p>Equal opportunity and open sourcing of construction and other services and material relevant to the project</p> <p>Ensure and maintain the health and safety of students and</p>

	<p>Advertisement of bids for constructions and other services and materials</p> <p>Information on available GRM</p>	<p>Hotline numbers, direct GRM email address, and suggestion box at the PIU</p> <p>Community representatives attending construction projects progress meetings</p>	<p>teachers during infrastructural upgrade of school and the community for new schools construction</p>
Close of Project	Closing report of the project	<p>Virtual/in person consultations and meetings with affected persons</p> <p>Advertisement in newspaper, internet, and other social media platforms</p> <p>Hotline numbers, direct GRM email address, and suggestion box at the PIU.</p>	Project benefits realisation

The government will ensure that information to be disclosed:

- Is accurate, up-to-date and easily accessible;
- Emphasizes shared social values;
- Includes an indicative timeline for project implementation and/or activities;
- Includes explanation of measures that will be used to ensure access of information by all possibly effected parties and have a means for grievances to be addressed;
- Includes explanation of project activities, including risks impacts and benefits.
- Includes where people can go to get more information, ask questions and provide feedback;
- Is communicated in formats taking into account language, literacy and cultural aspects.

Over time, based on feedback received through the Grievance Mechanism and other channels, information disclosed should also answer frequently asked questions by the public and the different concerns raised by stakeholders.

6.0 Project Resources and Implementation Responsibility

6.1 Stakeholder Engagement Plan Implementation

The SEP will be administered and implemented by the MoE through the Assistant Chief Education Officer. Once established, the PIU through the Environmental and Social Specialist will provide support in the implementation of the SEP.

6.2 Budget

The cost associated with the implementation of the SEP will be covered by the MoE. An estimated budget is presented in Table 4. However, it is expected that there may be adjustments to the budget once additional project details are finalized, such as the locations of the schools to be conducted, since that will determine the areas to be travelled and specific stakeholder groups to be engaged. The budget allows for some movement in the figures due to inflation and any other unexpected operational cost. The estimated budget is presented in Table 4.

Table 4 Budget Allocations for the SES Implementation

Activity	Cost (USD) (Yearly)
Administrative	10,000
<ul style="list-style-type: none"> • Coordination and logistics • Communication • Implementation • Supervision, monitoring, and reporting 	
Health and Safety	5,000
<ul style="list-style-type: none"> • Provision of PPEs for the Stakeholders visit to the sites • Sanitization stations and masks for in person consultations 	
Consultations	25,000
<ul style="list-style-type: none"> • Travel of project personnel to consultation meetings • Provisions for IPs and disadvantage/vulnerable groups to attend consultations 	
Contingency Fund	10,000
<ul style="list-style-type: none"> • Unforeseen future expenses 	
Total	50,000

7. Monitoring and Reporting

The Stakeholder Engagement Plan will be periodically revised and updated as necessary during the course of the project implementation in order to ensure that it remains relevant, and that the identified methods of engagement remain appropriate and effective in relation to the Project context and specific phases of the development. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP.

Stakeholders will be kept informed about the project progress, including reporting on project environmental and social performance and implementation of stakeholder's engagement plan and grievance mechanism. This will be done by disclosing relevant consultations reports in the MoE website. During the consultations, the stakeholders will recapitulate on the feedback provided in the previous consultations, and the E&S specialist will inform them how their feedback was taken into consideration. Also, information relevant to Environmental and Social matters will be highlighted on the MoE website. Information leaflets and brochures will be distributed as well with sufficient physical distancing measures. Public consultations meetings will be also taken into consideration if the situation improves and in accordance with the Government of Guyana measures to contain the spread of COVID-19.

Likewise, monthly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by PIU's Social Personnel and submitted to the Project Coordinator. The monthly summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner.

A number of Key Performance Indicators (KPIs) will also be monitored by the project on a regular basis, including the following parameters:

- Number of public hearings, consultation meetings and other public discussions/forums conducted within a reporting period (e.g. monthly, quarterly, or annually);
- Frequency of public engagement activities;
- Geographical coverage of public engagement activities
- Number of locations and settlements covered by the consultation process, including the settlements in remote areas within the Project Area;
- Number of grievances received within a reporting period (e.g. monthly, quarterly, or annually) and number of those resolved within the prescribed timeline
- Type of grievances received;
- Number of press materials published/broadcasted in the local, regional, and national media

8. Grievance Mechanism

The main objective of the Grievance Mechanism (GRM) is to assist the Project to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and lasting outcomes. It also builds trust

and cooperation as an integral component of broader community consultation that facilitates corrective actions.

Specifically, the GRM:

- provides affected people with avenues for making a complaint or resolving any dispute that may arise during the course of the implementation of projects; and
- ensures that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complainants.

Having multiple stakeholders, the Project could lead to complaints, misunderstandings, conflicts and disputes. The project will provide a grievance mechanism that would provide all direct and indirect beneficiaries, service providers and other stakeholders the opportunity to raise their concerns. Stakeholders would be informed of the grievance mechanism in place, as well as the measures put in place to protect them against any reprisal for its use. This will be done during interactions with stakeholders.

The PIU will be responsible for taking the following steps once a grievance/complaint has been registered:

I. Receiving and registering grievances and complaints

The Assistant Chief Education Officer – Secondary, with support from the PIU, will be responsible for receiving and registering grievances and complaints via the methods provided. All grievances and complaints will be recorded in a register maintained by the PIU. The register will also record other information on the grievance received, such as name, affiliation, and contact information if available (see Annex II). Grievances received at public consultations will be reflected in the minutes and as well as in the register. Grievances received during public consultations, meetings, and outreaches will be acknowledged in the minutes. Grievances received via the PIU telephone line, designated GRM email address, and written correspondence will be acknowledge by written reply to complainant where contact information is provided.

II. Identifying, and outlining of grievance

The PIU will be responsible for identifying and outlying the grievance or complaint within the scope of the project. This exercise will ensure that the grievance is properly understood and presented for assessment and redress. Establishing the validity of grievances (i.e. it is a Project-related grievance) is a necessary step in the GRM process, so that valuable project resources are not wasted or misappropriated. Once that validity of the grievance has been established, it is moved to the next step of the GRM. However, if the PIU finds that the registered grievance has no relevance to the Project, it will be filed away for future reference (with justification and supporting evidence) as a grievance that is not related to the Project and no further follow up will be required by the PIU.

III. Analysis and assign responsibility of the grievance/complaints

Once the grievance has been identified and outlined within the scope of the project, it is then analyzed to address the concerns of the grievance. Once the main issue has been identified, and analyzed, there will be a general consensus on how to move forward with the Project, and the possible method of implementation of the recommendations.

IV. Proposed Response

The Project staff will review the grievance, discuss with the complaint, and a proposed possible response to the grievance will be put forward. This will be done within the scope of the project, while maintaining the aims and objectives of the Project components identified. The proposed response will also be done with a reasonable time to ensure that any changes are made efficiently.

V. Agreement on response

The aim is for there to be a general consensus with the complainant on the response and actions to be taken. If an agreement is reached, the agreement will be implemented. If no agreement is reached, then the case will be reviewed.

VI. Update on the grievances/complaint resolution is effectively communicated to the complainant in timely manner

Monthly case/ grievance reports will be generated from the system by dedicated staff at the PIU and report to the Project Coordinator to inform management decisions as part of the reporting system. Periodic reports will also be generated within a reasonable time frame for stakeholders upon request irrespective of the period.

To aid the effectiveness of the grievances mechanism, there is a designated personnel responsible for overseeing the implementation of the GRM. There are also a telephone number and email address to receive and document the concerns of the stakeholders. The Assistant Chief Education Officer – Secondary Ms. Tiffany F. Harvey will oversee the implementation of the GRM. Ms. Harvey contact information is outlined below. The PIU Social personnel will be responsible for supporting the implementation of the GRM. The personnel and contact information of the personnel to be involved in managing the GRM will be updated once the PIU is established.

Table 5: Assistant Chief Education Officer – Secondary Contact Information

Email Address	aceo@moe.gov.gy
Contact Number	673 2129

In addition to the Project’s GRM, subprojects such as the schools’ construction will be required to prepare and implement a site level GRM. This GRM will be included in the Contractor’s Environmental and Social Management Plan.

The GRM process is activated upon the receipt of a grievance. Grievances are to be received either in writing (printed), or through e-mails/telephone calls/text messages. Each grievance is then recorded in the grievance log, citing the name of the complainant, date of submission, and particulars of the grievance. However, the complainant can also request confidentiality or to remain anonymous. The Assistant Chief Education Officer/Social personnel will review the grievance to determine its merit and proceed to investigate. After submission of the grievance, the complainant will be notified in writing on the status of the grievance and the next steps. Once a grievance is satisfactorily settled this will be indicated in the logbook and the grievance is considered addressed. If no amicable solution is reached, or the affected person does not receive a response, the affected person can appeal to the MOE directly. The procedure for resolving a grievance is further detailed in Table 6.

Table 6: Grievance Redress Procedures

GRIEVANCE PROCEDURES	TIMELINE
Receiving and registering the complaint.	1 day
Determine merit of the complaint and acknowledgement of complaint	2 days
Investigation of complaint	5 days
Determination (and approval) of appropriate solution/response	1 day
Communication on the resolution back to the complainant	1 day
Receive and acknowledgement of appeals by aggrieved party (where solutions are not satisfactory)	2 days
Activate arbitration mechanisms where necessary	1 week
Resolution of Issue	1 week
Updating of Grievance Log	1 day

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) has been established. The PIU Social personnel will be responsible for dealing with any GBV/SEA/SH. GBV/SEA/SH cases will be logged by the PIU Social Personnel in the project's GRM logbook. Survivor's/victims information will be protected by using codes to maintain confidentiality. Specifically, the GRM will only record the following information related to the GBV/SEA/SH complaint:

- The nature of the complaint (what the complainant says in her/his own words without direct questioning).
- If, to the best of their knowledge, the perpetrator was associated with the project; and, if possible, the age and sex of the survivor.
- Any cases of GBV/SEA/SH brought through the GRM will be documented but remain closed/sealed to maintain the confidentiality of the survivor. Here, the GRM will primarily serve to:
 - Refer complainants to the GBV/SEA/SH services provider; and
 - Record the resolution of the complaint
- The PIU will also immediately notify both the MOE and the World Bank of any GBV/SEA/SH complaints with the consent of the survivor/victim. If there is an anonymous compliant, the PIU will share information on the case with the World Bank providing a code number to the case and avoiding disclosing any information that could help to identify the survivor. Notifications will be made to the Bank in line with the confidentiality approach.
- Assistance will be provided to GBV/SEA/SH survivors/victims by referring them to GBV/SEA/SH services provider for support immediately after receiving a complaint directly from a survivor/victim, prior to the survivor consent, and in case they are interested in them.

It is very likely that Indigenous communities within Guyana will also benefit from the project. These communities are mainly located in Regions 1,6,7,8, and 9. To address any grievances relating to Indigenous communities the established system for these communities will be utilized 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 will be utilised.

- District Council, composed of all Toshaos 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 Toshaos Council: comprising all elected Toshaos in the country; or
- Complaints can also be filed directly with the Ministry of Amerindian Affairs.

For project workers, a separate GRM will be established to facilitate the complaints and concern for all project staff. This will be included in the Labour Management Procedure.

9.0 Summary of previous stakeholder engagement activities (Stakeholder Engagement Conducted)

The MoE has commenced consultations with relevant stakeholders as part of the stakeholders' engagement process during the project preparation. The first public consultation was conducted on April 06, 2022. Stakeholders identified in the SEP were invited in advance to participate in the engagement. The consultation was done virtually using Microsoft Teams due to precautions relating to the COVID 19 pandemic. The MoE utilized as guidance the World Bank's Technical Note *Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings, March 20, 2020* to prepare for the engagement.

The consultation was attended by various individuals representing a cross section of stakeholders. The list of participants is included as Annex III. The feedback provided during the consultation is outlined in Table 7. The MoE will take into consideration the feedback provided in the development of the project interventions. The MoE also intends to conduct further engagement with stakeholders during this process, including reporting back to the stakeholders on the issues raised during the initial consultation. The next round of consultation is scheduled for April 21, 2022, where the MoE will provide feedback to the stakeholders on the issues raised during the April 06, 2022, engagement.

Table 7: Stakeholder Feedback during the Initial Stakeholder Engagement Exercise

Name of Organization	Component	Questions/Suggestions from Stakeholders
Component 1-Improve access to quality education and enhance the learning environment at the secondary level (35M USD)		
Ministry of Education	Teacher training on the new curriculum for Grades 7-9	<p>MOE: Are we looking at the curriculum to reflect the changes (TVET, Competency Based Education (CBE) & Caribbean Vocational Qualification (CVQ)) since the Cyril Potter College of Education curriculum is still traditional?</p> <p>MOE: Yes.</p> <p>MOE: Would the construction focus on secondary schools only?</p> <p>MOE: No, the construction will address teacher's living quarters, school dorms and general secondary schools</p>
University of Guyana	SECONDARY: Student Retention in Secondary; Better service delivery, supply of materials, targeted interventions. 35 million proposed	<p>Suggestions from the University of Guyana</p> <p>Support to the University of Guyana for teaching a new curriculum.</p> <p>a) Support for curriculum design for adding technical knowledge for teachers in programmes in new areas in demand.</p> <p>b) Support pilot of a Technology Stream in High School and pilot from Primary as part of targeted interventions.</p> <p>US\$200K a year for four years could begin to support this. (US\$800,000)</p>
Board of Industrial Training (BIT)	Questions	<p>BIT: What is the project's scope regarding training facilities not under the MoE?</p> <p>MOE: The scope intends to improve CVQ at the secondary level and vocational and skill training at TVET</p> <p>BIT: How does the MoE view the industrial attachment in apprenticeship and BIT's training role outlined in the law?</p> <p>CTVET: Industrial attachment is for students in a school setting who need the experiences after training or during the training. Apprenticeship is for trainees already in the industry, e.g. at GUYSUCO, where they are exposed to on the job training.</p>

Name of Organization	Component	Questions/Suggestions from Stakeholders
		<p>MOE: The Ministry intends to collaborate with the BIT and other non-formal training facilities to revise the industrial attachment for secondary and TVET institutions. All education stakeholders supported this.</p> <p>BIT: There is a need to link the training done through MoE and the intention of the Industrial Training Act to connect an individual to education and training in the industry.</p> <p>BIT: How can synergies be built between MoE at the TVET institutions and the role of BIT to implement the national apprenticeship scheme?</p> <p>MOE: The Ministry intends to collaborate with the BIT and other non-formal training facilities to revise the industrial attachment for secondary and TVET institutions.</p> <p>BIT: What specific areas are you implementing to strengthen CTVE as the body in charge?</p> <p>MOE: MoE will assist with stakeholders' consultation, adjusting the existing legislation and governance structure, and build staff capacity at CTVE.</p> <p>BIT: A review of the legislation should be done since the TVET Act 2004 and the Industrial Training Act have overlapping roles and responsibilities. The TVET Act requires regulations on how the CTVE will implement the Act.</p>
Component 2: Strengthening skills development and technical and vocational training (US\$7.0 M)		
University of Guyana	Tertiary: Strengthening Skills Development and Technical Vocational Training (7m)	<p>Suggestions from the University of Guyana</p> <p>Please review the definition of post-secondary/tertiary used in this project since it is completely silent on university-level education which is problematic for reasons outlined above and others that should not be noted here. There could be a timing issue between the rate of approval and development of significant projects and the rate of training and development to support them. Therefore,</p>

Name of Organization	Component	Questions/Suggestions from Stakeholders
		<p>in addition to serious inflows to TVET, support to the University's Institute for Distance and Continuing Education (IDCE) in delivering and developing that specific pre-University and the technical vocational and skills training offerings of the (IDCE), especially in communities that are under-represented across Guyana, complementary to TVET and other institutions is recommended. There are eight such institutions across Guyana. We have isolated nine areas of critical need in this regard.</p> <p>US\$ 100,000 a year for five years (500,000) could begin to support this.</p>
University of Guyana		<p>The project should facilitate critical thinking skills training development and the technical component and see the synergies that can be affected with the applied skills and the necessary thinking skills. Several countries (Singapore, Taiwan, and Malaysia) have successfully implemented this model.</p>
Council Technical Vocational Education Training (CVET)	Question regarding an integrated TVET Management Information System and an integrated digital platform	<p>CTVET: What is the difference between an integrated TVET MIS and an integrated digital platform?</p> <p>MOE: TVET MIS will be linked to the EMIS (Education Management Information System) ecosystem. In contrast, the integrated digital platform is a digital portal that persons can access to see training opportunities for TVET.</p>
Ministry of Education		<p>MOE: Facilitate the inclusion of TVET facilities in the project's construction phase (TVET facilities and retooling of the workshop).</p> <p>MOE: Will again raise this matter with the World Bank to include retooling of TVET workshops.</p>
Council Technical Vocational Education Training (CVET) and SEN Organisation	Presentation of 2.2 Suggestions on gender gap and inclusivity:	<p>CTVET and SEN Organisation: Expand the project to capture broader inclusivity issues, e.g., persons with disabilities, language barriers</p>

Name of Organization	Component	Questions/Suggestions from Stakeholders
University of Guyana	Contingent Emergency Response Component	<p>University of Guyana</p> <p>This is a significant addition and essential. Therefore, it makes some sense to create a CERC (Contingent Emergency Response Component) line in each one of the components akin to a % contingency for activation should a major emergency be required.</p>
	Project Management and Evaluation, Grievance (4.9 m)	<p>University of Guyana</p> <p>This is an essential aspect of any project, and it's good to see it so adequately provisioned at 10% of the entire project cost and averages about 1 million US per year. Might there be some savings here?</p>

10. Conclusion

The SEP is aimed towards open and effective communication and dialogue with the stakeholders, and seeks to ensure that the project is executed in a transparent and open manner. The SEP caters for an informed approach to the delivery of education in Guyana, and thus provide adequate outlet for feedbacks and recommendations. The stakeholders are key factors in the successful completion of this project, and are therefore recognized as an invaluable resource in the Project's SEP. Implementation of the SEP will commence as soon as the plan is approved, and will continue throughout the duration of the project. Updates to SEP may be done periodically to ensure the SEP remains effective. Updates may also be done once the project details are finalized, and based on feedback from engagements with stakeholders.

Annex I: Template to Capture Consultations/Stakeholder Feedback Minutes

I. Background

- Background about the stakeholder engagement/consultation activity (e.g., Is it a follow up from a previous consultation? Did it take place as part of a supervision mission?)
- Objective of the consultation.

II. Description of the Stakeholder Engagement Activity:

- **Who** was consulted?
- **What?** (What is the engagement about? Which sub-project? Which issue?)
- **Where?**
- **When?**
- **How?** Methods used for the stakeholder engagement activity (public meeting, small group discussion via – zoom, WhatsApp, individual consultations by phone, feedback via online survey etc.)

III. Feedback Received from Stakeholders and Project Team’s Response

Question/Feedback/ Comment Received from Participants	Project Team’s Response	Next Steps/ Actions to be taken based on this feedback (if any)	Responsible Entity/Person for the follow-up Action (if any)	Date for Follow-up Action (if any)

IV. Supporting Documents

- List of stakeholders consulted. Contact information.
- Any photos, if available.
- Other relevant documents

Note: Photos and personal contact information of the individuals can be kept in internal records, however, will not be included in publicly disclosed documents for reasons of confidentiality

Annex II: GRM Logbook Example

Date of Complaint	Name of Complainant	Contact of complainant	General Info in the incident	Complaint	How was complaint resolved	Status of complaint	Date complaint was closed	Document that confirms the complaint
		Address: Email: Phone:	Date of incident: Location of incident:					
		Address: Email: Phone:	Date of incident: Location of incident:					
		Address: Email: Phone:	Date of incident: Location of incident:					

Annex III: Participants of Initial Stakeholder Engagement

Total Number of Participants 32
Meeting Title Guyana Human Capital Project Stakeholder Consultation
Meeting Date April 06, 2022
Meeting Start Time 13:00 hrs
Meeting End Time 15:00 hrs
Meeting Id 138ccae3-d713-4fa8-8ef3-0ca1705673c0

Name and Designation	Email	Role
		Presenter
		Organizer
		Attendee
		Attendee
		Attendee
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