



Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 10-Feb-2017 | Report No: PIDISDSA19709



BASIC INFORMATION

A. Basic Project Data

Country Guyana	Project ID P159519	Project Name Guyana Education Sector Improvement Project	Parent Project ID (if any)
Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 10-Feb-2017	Estimated Board Date 26-Apr-2017	Practice Area (Lead) Education
Lending Instrument Investment Project Financing	Borrower(s) Co-operative Republic of Guyana	Implementing Agency Ministry of Education	

Proposed Development Objective(s)

The Project Development Objectives are to: (a) improve student achievement in early grades in Guyana; and (b) build capacity in the Faculty of Health Sciences at the University of Guyana (UG).

Components

Component 1: Integrated Curriculum Reform

Component 2: Capacity Building in Teaching and Improving Learning Environment for the Faculty of Health Sciences at the UG

Component 3: Project Implementation Support, Administration and M&E

Financing (in USD Million)

Financing Source	Amount
Borrower	0.03
International Development Association (IDA)	14.00
Total Project Cost	14.03

Environmental Assessment Category

B - Partial Assessment

Decision

The review did authorize the preparation to continue



B. Introduction and Context

Country Context

1. Guyana is a small, sparsely populated developing country in South America. Some 90 percent of Guyana's multi-ethnic population of 765,000 lives on the narrow Atlantic coastal plain. With a per capita gross domestic product (GDP) of \$4,001¹, the Guyanese economy relies on an abundance of natural resources—including fertile agricultural lands, tropical forests and mineral wealth (primarily bauxite and gold). Despite its vulnerability to adverse weather conditions and price fluctuations, the economy has improved and diversified over the last two decades but, ensuring sustainable medium- to longer-term growth while increasing shared prosperity remains a serious challenge.

2. The country's poverty most recent data indicate serious disparities between urban and hinterland areas: in 2006 poverty rates were 19 and 74 percent in urban and hinterland areas respectively.² The 74 percent poverty rate among Amerindians was more than twice the 33.7 percent poverty rate for the mixed-race population, the next highest-poverty group. Education levels correlated highly with poverty status. The 2006 data show that 41 percent of households with no or incomplete primary education were poor, while primary graduates were less likely to be poor. The significant expansion of education and GDP since 2006 may have helped reduce poverty.

3. A highly educated and skilled workforce is a prerequisite to continued diversification of the economy and harnessing of the country's vast natural and mineral resources in a way that supports sustained growth. Guyana's Low Carbon Development Strategy (LCDS) calls for "transforming the economy to deliver greater economic and social development by following a low-carbon development path." In the education sector, the priority is therefore to raise learning outcomes to prepare students for the less natural resource-intensive jobs of the future.³ Equipping all secondary school graduates with universal basic skills would also help reduce coastal/hinterland and ethnic income disparities by promoting inclusive growth through increased participation of the poor in the labor market. In addition, inclusive growth, made possible through universal achievement of basic skills, has the potential to help address issues of poverty. Tertiary education, especially areas of health, science and technology, is widely recognized as another key generator of development and economic growth.

Sectoral and Institutional Context

4. **Guyana's education sector has made remarkable progress in the last fifteen years and continues to be a priority for government investment.** Guyana has achieved near-universal primary education enrollment, and secondary education is also expanding rapidly. The recovery of the sector from severe underfinancing in the 1970s through to the early 1990s has been maintained, and in recent years the education budget has continued to grow in absolute and relative terms. For the 2016 Fiscal

¹ 2016 Per capita GDP (US\$) at 2006 Base, Guyana Bureau of Statistics.

² The latest household budget survey dates back to 2006.

³ Research shows that the gains from improving the quality of education are three times as large as those from expanding enrolment at the current level of quality. See Eric Hanushek and Ludger Woessmann, *Universal Basic Skills Should Become the Primary Development Goal*, May 24, 2015.



Budget for the Education Sector, the Government has announced allocations of G\$40.3B (equivalent to \$201.5M USD), or 17.5 percent of the total budget, up from \$31.8 billion (16.6 percent) in 2015. The Estimated Education Sector Budget is forecast to grow steadily and reach G\$49.2B in 2018 (Education Sector Plan 2014-2018). The largest share of the education budget goes to secondary education, 28 percent, followed by primary education with 26 percent. The Sector continues to benefit from the contributions of development partners including the World Bank, the Caribbean Development Bank, and UNICEF.

5. **However, low quality of teaching and learning at all levels and inequalities in learning outcomes remain significant challenges.** Although Guyana has achieved near-universal primary education and a rapidly expanding secondary system, learning outcomes have not kept pace. The exam results show that low learning levels and learning inequalities emerge early. Low achievement continues to be a problem at the secondary level, as only about 45 percent of Guyanese students scored 50 percent or more in math in the Caribbean Secondary Education Certificate (CSEC) examinations in 2015. In 2013, 29 percent of boys scored 50 percent or more in math, compared to 26 percent for girls. At the regional level, coastal girls scored 20 and 23 percentage points higher than hinterland girls in math and English, respectively, in 2013. Similarly, coastal boys scored 19 and 23 percentage points higher for Math and English in the same year. The disparities in primary and secondary education are attributable to poverty and limited school resources, including good quality teachers, in hinterland areas.

6. **Teaching practices are also a significant constraint to learning.** Continued low learning levels result partly from teaching styles based on memorization and rote learning rather than critical thinking and conceptual understanding. There is little adaptation of teaching strategies to varying contexts and learning styles (including gender differences, linguistic and sociocultural contexts and students' preparation for learning from their home experiences), which particularly affects the hinterland areas. These challenges are evident at every level of the education system. Until recently, nursery education followed structured, didactic instructional methods instead of open-ended, play-based, and hands-on approaches which are more suitable for healthy child development and acquisition of abstract concepts, especially in mathematics.

7. **The curriculum has become outdated and lacking in coherence.** The curriculum—defined as not only learning standards for children, but also as the expectations for how teachers will deliver content in the classroom—is another key constraint to improved learning levels. The primary and secondary school curricula have not been systematically reformed since independence in 1966. Over time, new subjects, information and communications technologies (ICT), and distance education methodologies have been added in an ad hoc manner. As a result, the curricula have become outdated, grade inappropriate, disjointed between grades and levels, and diverging from more modern Caribbean regional and international standards. The hinterland has suffered most from these curricular deficiencies, since initiatives to meet the learning needs of the indigenous peoples have been inadequate. These flaws have become a major missing part of the package of measures aimed at improving education quality in Guyana.

8. **Curriculum reform has therefore become one of highest priorities in the government's sector development program.** In line with the Government's "Vision 2020: The Good Life in a Green Economy"



policy⁴, the country's Education Sector Plan (ESP) 2014-18 set two priorities: (a) to increase learning outcomes for all levels of education and all sub-groups; and (b) to decrease the differentials in learning outcomes between sub-groups, especially between students in coastal and hinterland schools. The aim now is to reform and benchmark the curriculum to the Caribbean regional and international standards; complement previous and on-going quality improvement reforms in teacher training, textbooks and ICT; and develop new approaches to help the most disadvantaged and hard-to-reach learners.

9. **The government recognizes that higher education also plays a critical role in the production of a highly skilled work force, including health professionals.** The University of Guyana (UG) is the only comprehensive university in the country, and student learning at UG is compromised by poorly compensated and under-qualified staff working in inadequate teaching and learning facilities. These conditions have constrained production of adequately trained professionals, including health professionals. The UG Faculty of Health Sciences is the sole public institution for training health professionals in the country.

10. **Addressing effectively the current health challenges of the country will require a major improvement in both the quality and the quantity of this future health workforce.** The country's triple burden of disease of (a) infectious diseases, (b) non-communicable diseases (NCDs) and (c) its worsening trauma epidemiology (death and long-term disability due to road injuries, self-harm, violence, conflict, etc.) will, if not addressed, compromise Guyana's economic growth potential and outlook. In line with the Bank's and the UN's recent prioritization of health workforce investments,⁵ including higher quality education of significantly larger numbers of health workers, Guyana plans to respond to these challenges improving upon the training and learning of its medical, nursing and other health professional students.

11. **The regional accrediting body, the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP), discontinued the accreditation of the program in medicine in 2013.** In November 2016, a follow-up visit from CAAM-HP noted progress toward reaccreditation, with some improvements remaining to be made and the Faculty's application for provisional re-accreditation is now under review by CAAM-HP, which is premised on additional investments that will be required to obtain, and maintain, a full accreditation in the future not only for medicine but all of the other programs that are being offered by the Faculty of Health Sciences.

12. **Steps toward reaccreditation are underway, but additional work remains to be done on pedagogy and assessment, facilities, and research.** A UG health and medical curriculum review is now underway and 80 percent complete. However, CAAM-HP noted that instruction remains largely traditional discipline-based and centered around didactic/tutorial methods, while the accreditation standards call for more modernized teaching that fosters team-based learning, problem-based patient-oriented curricula, "competency" training, and self-directed study and critical judgment.⁶ Areas of non-

⁴ The new Government is in the initial stages of preparing a medium-term strategic framework, entitled Vision 2020: The Good Life in a Green Economy. A cross-cutting theme in *Vision 2020* is poverty reduction, targeting the most vulnerable groups, such as Amerindian groups and those living in hinterland areas. Expansion of quality education to hinterland areas and the poor would make a significant contribution to poverty reduction.

⁵ See *Addressing the Challenges of Health Professional Education*, Qatar Foundation and the World Bank Group, November 2016; also UN Commission on Health Employment and Economic Growth, New York, September 2016.

⁶ This is in line with the Bank's support for the important 2010 Julio Frenk/Lincoln Chen Lancet Commission Report on Health Professionals Education for the 21st Century, which provided the impetus for major health and medical education reform



compliance in infrastructure include inadequate training and practice laboratories, skill labs by priority fields (e.g. community medicine , anatomy, physiology, pathophysiology , physical diagnosis, obstetrics/gynecology and pediatrics vis-à-vis maternal and child health knowledge and competencies), insufficient clinical and non-clinical practice space, inadequate study areas, missing ramps and other accessibility standards for disabled students, insufficient storage spaces for students and lab supplies (e.g. educational reagents and supplies) and insufficient laboratory and practical space. Future improvements in the Faculty's capacity for scholarship and research are also premised on improvements in physical infrastructure.

13. **Strategies to Address Sector Needs.** Four of the six major interventions identified in the 2014-2018 Education Sector Plan will rely on improved curricula: (a) establishing an accountability system that creates incentives to improve student learning outcomes; (b) further improving the quality of teaching; (c) better alignment of teaching-learning materials/instructional tools/assisted devices to facilitate improved learning outcomes; and (d) increased and better utilization of students' instructional time. Also, the UG has launched a comprehensive strategic program to address overall constraints at the university with support from the international community. The main objective of the plan is to increase the output of high-quality graduates, especially in the fields of science and technology, through: (a) upgrading staff quality and incentives; (b) rehabilitating the physical and ICT infrastructure to ensure properly equipped classrooms and laboratories; and (c) restructuring and reforming the programs offered to meet current and emerging needs of the country as well as to meet regional and international standards.

C. Proposed Development Objective(s)

The Project Development Objectives are to improve: (a) student achievement in early grades in Guyana; and (b) the learning environment in the Faculty of Health Sciences at the University of Guyana.

Key Results

14. The proposed Project would have the following results indicators:

(a) PDO Indicator 1: increase in the percentage of students receiving "approaching standard" or "attained standard" in mathematics in the National Grade Two Assessment.

(b) PDO Indicator 2: progress towards accreditation of the Medicine program at UG.

D. Project Description

Component 1: Integrated Curriculum Reform (US\$5.9 million).

15. The objective of this component is to improve student achievement and reduce achievement gaps across the basic education system. This will be achieved by implementing a phased revision of the

around the world to better address the 21st Century health challenges as they transition from MDG to SDG dimensions. See The Lancet Commission – Health Professionals for a New Century: Transforming Education to Strengthen Health Systems, The Lancet, December 2010.



curriculum, defined not only as the content students are expected to learn in each subject and grade level, but also as the way in which that content is taught, with an emphasis on interactive, student-centered pedagogies. The four subcomponents are (a) development of a learning standards framework and teaching guides, (b) teacher training, (c) strengthening of national assessment capacity, and (d) teaching and learning materials.

16. To build capacity for continuous improvement in the education system, the reforms will be phased in by subject and level. Guided by an overall framework of learning standards, each subject curriculum will be revised— including revised teaching methods, assessments, and materials – and implemented in a set of pilot schools. The pilot schools will represent different regions of Guyana, including schools in Hinterland regions and riverine areas; different levels of student preparation and academic performance; different sizes and mixes of grade levels; and schools with students with disabilities. Results from the pilot schools will inform further revisions before the new subject curriculum is scaled up nationwide. The first subject to be revised will be primary-level mathematics, in view of Guyana’s particular weakness in mathematics and the critical importance of improving early grade outcomes for students’ future success. Drawing on this experience, the project will then repeat the process for secondary-level mathematics and primary-level English, followed in later years by secondary English and other subjects.

17. There are four Subcomponents:

Subcomponent 1.1 – Learning Standards Framework and Teaching Guides (US\$1.234 million).

Subcomponent 1.2 – Teacher Training (US\$2.430 million).

Subcomponent 1.3—Strengthening of National Assessment Capacity (US\$0.314 million).

Subcomponent 1.4 – Teaching and Learning Materials to Support New Curriculum and Teaching Practices (US\$2.0 million).

Component 2: Capacity Building in Teaching and Improving Learning Environment for the Faculty of Health Sciences at the UG (Total: US\$ 6.9 million).

18. This component will support UG Faculty of Health Sciences (FHS) in achieving and maintaining regional accreditation for programs through improved and sustained teaching quality and learning environment. It will build on the UG FHS recently revised curricula and improve conditions for teaching faculty. The two subcomponents will: (a) enhance the capacity of teaching, course delivery, learning, and establish a student performance and evaluation framework, and (b) improve the learning environment by financing the construction of a new health sciences education building with modern training and laboratory facilities.

19. There are two Subcomponents:

Subcomponent 2.1 –Capacity Building in Teaching. (Total: US\$60,000; IDA: US\$30,000; UG: US\$30,000).

Subcomponent 2.2 – Improving Learning Environment at UG FHS. (Total: US\$6.87 million).

Component 3: Project Implementation Support, Administration and M&E (US\$ 1.12 million).

20. This component would support Project coordination, implementation and administration. It would ensure appropriate monitoring and evaluation of Project implementation, as well as of procurement and financial management matters. (The impact evaluation of Component 1 will be built



into that component.) The Project would also finance annual audits and the standard bi-annual Project supervision missions to monitor and support the Project's implementation.

E. Implementation

Institutional and Implementation Arrangements

21. The MOE will be the implementing agency. The MOE already has extensive experience implementing Bank-financed projects, in many cases in collaboration with the UG. For Component 1 (Integrated Curriculum Reform), technical responsibility for implementation would lie with the NCERD and the Examinations Division of MOE. For Component 2 (Capacity Building and Improving the Learning Environment for the Faculty of Health Science), technical responsibilities for implementation would reside with the UG. Fiduciary responsibilities will be managed by the Planning Unit of the MOE, which currently handles all financial management and procurement for the on-going World Bank Projects.

22. The Project Team will consist of: Project Coordinator, Procurement Specialist, Financial Officer, Engineer, M&E Specialist, an Environment Specialist (part time) who will be in charge of the implementation of the environmental management plan during the construction works and a Social Development Specialist (part time) who will be in charge of implementing the Indigenous Peoples Plan and the disability inclusion aspects of the project.

23. The current project core team members implementing the UGSTSP will be responsible for the implementation of the proposed Project. This decision was based on the following reasons:

(a) The UGSTSP will be closed on June 30, 2017. Most of the Project activities have been completed, the remaining ones are well underway to be finished by the closing date, and the Project team will be ready for the implementation of proposed Project.

(b) The Project Coordinator, and core team members have demonstrated skills, capacity, experience and knowledge, and team work spirit required for the task.

F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

Component 1 of the project will be implemented at the national level including the Hinterland areas where the majority of the country's Indigenous Population resides. For Component 2, the location is the University of Guyana's main campus "Turkeyen Campus" which is located in Georgetown, the capital of the country, in the floodplain of the Demerara River, at about 1.5 kilometers inland from the coastline. The campus has a population of about 5,500 students. The UG is divided into several faculties such as: Agriculture and Forestry, School of Earth and Environmental Sciences, School of Education and Humanities, Health Sciences, Natural Sciences, Social Sciences and Technology. Each faculty is further subdivided into several departments. The new Faculty of Health and Science will be located on the western side of the existing FHS access road. It is approximately 1.18 hectares and is the main green space in the area. The lawn is predominantly carpet grass and a few established trees are planted on the periphery. A connecting drainage system approximately 1 m deep borders the four sides of the study area. The area has limited tree cover



and is very disturbed with vehicles and humans traversing on a daily basis.

G. Environmental and Social Safeguards Specialists on the Team

M. Yaa Pokua Afriyie Opong, Ximena Rosio Herbas Ramirez

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The project is Category B given that the environmental impacts of the civil works are moderate and connected with the construction of the Faculty of Health Science. An Environmental Assessment (EA) containing descriptions of the proposed works and the environmental conditions which may be affected and an Environmental Management Plan (EMP) have been prepared and disclosed prior to appraisal.</p> <p>The environmental impacts are expected to be minimal and highly localized and are typical of small to medium scale construction, including the generation of debris, dust, noise, health and safety risks to workers during construction, and the generation of waste and sewage including hazardous waste during the operation of the health sciences facility. Also, as the construction is going to take place during the academic semesters, there could be impacts related to traffic congestion and noise that could affect the academic environment. The Environmental Management Plan contains mitigation measures addressing environmental protection during construction and operation. The stakeholders during the consultation recognized the importance of having a modern and full-furnished building to support the programs offered in the Medical School and related Departments. Reaccreditation of the School was cited as the central and most important benefit that the Faculty and the University will derive from the construction of the building. Various sites were identified for the</p>



building but stakeholders emphasized the need to be cognizant of some environmental and structural issues that can impact the site and situation of the new building. These include flooding, sewage disposal, inadequate drainage, unreliable power supply, dry walls, lack of facilities for physically challenged individuals, and limited space for access and egress. A range of recommendations related to occupational safety and health were put forward to ensure that a safe, secure and comfortable teaching-learning and research environment is provided, which were incorporated in the EMP

Also, in order to ensure the inclusion of persons with disabilities and increase the enrolment of and thus learning by “differently-abled” persons, elevators and ramps will be built in the new Faculty.

Natural Habitats OP/BP 4.04	No	This policy is not triggered because the project does not consider any changes to natural habitats in the zone designated for new construction.
Forests OP/BP 4.36	No	This policy is not triggered because the project does not consider any changes to forest management or any works in forest areas in the zones designated for new construction.
Pest Management OP 4.09	Yes	This policy is triggered given the use of pesticides in small quantities for vector control during the operations of the UG (not inside the Faculty of Health and Science but in its surroundings). The EMP has a procedure in place for pesticide that may be used for vector control during the operations of the UG, specifying that only licensed, authorized pest control specialists may provide these services.
Physical Cultural Resources OP/BP 4.11	No	This policy is not triggered because it will not affect Physical Cultural Resources.
Indigenous Peoples OP/BP 4.10	Yes	<p>The Indigenous Peoples Policy (OP4.10) is triggered since Component 1 of the project will be implemented nationally, including in the Hinterland Regions primarily inhabited by the Indigenous population who represent approximately 9% of the country's population.</p> <p>The indigenous Groups of Guyana are not homogenous and were traditionally separated from each other by the natural environment and their</p>



distinct languages. The groups are the: Arawaks/Lokonas, Makushi, Wapishana, Warau, Akawaio, Patamona, Caribs, Arekuna and Wai Wai. Indigenous communities in Guyana are relatively geographically isolated and have higher rates of poverty vis-à-vis the remainder of the country.

An Indigenous Peoples Plan (IPP), and its associated Social Assessment, has been prepared along with consultations on the most appropriate means of engaging the Indigenous populations in the planned national stakeholder consultations for a shared vision on curriculum reform.

The project enjoyed broad community support from the indigenous communities consulted and the expected impacts of the project are anticipated (by the communities) to be positive given the project's objective to reform the curricula at the preprimary, primary and secondary levels with an ultimate objective of improving education quality at all levels.

Given risks to Indigenous culture and language that might result from curriculum reform, the stakeholder consultations helped identify measures to mitigate these potential impacts and ensure that the reform can incorporate the shared vision of the Indigenous population. The IPP was prepared and consulted prior to project appraisal.

A broad range of issues were identified by the Indigenous Populations including: improved educational standards in the Hinterland; improved access to more and better jobs; improved teacher motivation as well as concerns about the challenges posed by the Hinterlands remote location and impacts if the revised curriculum is poorly delivered.

The main Action Plan incorporates measures to: include indigenous teachers in the establishment of the Framework; annual consultations with Indigenous Groups; Indigenous representatives in the working groups; Hinterland schools included in the pilot schools; Indigenous representatives as Master Trainers; use of mother tongue to support classroom instruction; inclusion of Indigenous



		Language and Culture in the teaching and learning materials.
Involuntary Resettlement OP/BP 4.12	No	The works for Component 2 of this investment will be located in the Faculty of Health Sciences and the Library which are located inside the UG campus. Therefore no involuntary resettlement or land acquisition is expected.
Safety of Dams OP/BP 4.37	No	This policy is not triggered given that the project will not support the construction or rehabilitation of dams nor will support other investments which rely on the performance of existing dams.
Projects on International Waterways OP/BP 7.50	No	This policy is not triggered because the project will not affect international waterways as defined under the policy.
Projects in Disputed Areas OP/BP 7.60	No	This policy is not triggered because the proposed project will not affect disputed areas as defined under the policy.

KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

Social: The social safeguards issues relate to the triggering of OP4.10. The project is expected to have positive long-term impacts on indigenous populations through improving the quality and cultural relevance of the curricula. The Indigenous Groups of Guyana (represent approximately 9% of the Guyanese population) and are relatively geographically isolated. Historically, Indigenous Communities have had higher poverty rates than the remainder of the country. The project received broad community support from the Indigenous Groups consulted, who see the project as a way to improve academic performance and as a pathway to more and better employment opportunities.

Environmental: The Project includes environmental considerations that were developed during Project preparation to ensure the Project’s environmental sustainability and its compliance with Guyana national regulations and The World Bank Group’s Safeguards policies. The Project has been qualified as “Category B,” following OP/BP 4.01 – Environmental Assessment. The main environmental impacts expected from the Project would be those connected to the civil works planned under Component 2. The potential impacts of the civil works are going to be localized, low magnitude and possible to mitigate or prevent by following the mitigation measures, recommendations and guidelines described in the Environmental Management Plan (EMP). Since only civil works are envisioned as part of the activities of Component 2, inside the University of Guyana Campus, the Physical Cultural Resources OP/BP 4.11 was not triggered. The location of the Project site is not part of an international waterway or a disputed area. Thus, the Safeguards Policies of International Waterways OP/BP 7.50 and Projects in Disputed Areas policy OP/BP 7.60 were not triggered. The project does not include any activity related to dams or hydropower development, thus the Safety of Dams policy OP/BP 4.37 was not triggered.



2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

Social: There are no potential indirect and/or long term impacts anticipated.

Environmental: The environmental impacts of Component 2 are expected to be of low magnitude and localized. The construction of the building could have a duration of a couple years. The EMP includes a description of the potential impacts and appropriate mitigation measures to reduce or avoid these impacts.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

Social: N/A

Environmental: N/A

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

Social: The Borrower has developed an Indigenous Peoples Plan (IPP), in consultation with the relevant indigenous communities (in Regions 1, 2, 8 and 9), and the draft IPP has been consulted and disclosed prior to appraisal. The Borrower has a significant amount of experience in the Education Sector triggering OP4.10 and key individuals, who have worked directly on the policy and successfully implemented it in the context of other education projects, will be in the PIU implementing this project. The TOR's for the Project Coordinator and the M & E Specialist will include reference to knowledge and experience of social issues (including Indigenous Peoples). In addition, the project will hire a part-time social development specialist to liaise with the Project Coordinator and the M&E Specialist to implement the Indigenous Peoples Plan (among other tasks).

Environmental: An Environmental Assessment and Environmental Management Plan have been developed to prevent, reduce and mitigate any potential impact related to the construction works of Component 2. Also an Environmental Specialist will be part of the UG Project Team and this person will supervise the implementation of the EMP. Periodic reports will be prepared and will be available for review for the Bank. This is the second project that the UG is implementing with the Bank. The UG core team has knowledge of the Bank safeguards policies and will be the implementing team responsible for this project as well.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

Social: The Borrower developed an Indigenous Peoples Plan (IPP) in consultation with the relevant indigenous communities (in Regions 1,2,8,9). The draft document was then disseminated and discussed with the same communities and then subsequently the IPP was disclosed (at the Bank and in-country) prior to appraisal. Consultations included Toshao's, parents, teachers, students, head teachers, councilors, PTA representatives and school ancillary staff. Participants included men and women and young people. The consultations were led by the Ministry of Education and meetings were organized in order to discuss the project and provide the participants an opportunity to reflect on the projects potential impacts and provide their written and oral feedback. The Borrower has a significant amount of experience in the Education Sector triggering OP4.10 and key individuals, who have worked directly on the policy, will be in the PIU implementing this project. The part time social development specialist will oversee the yearly consultations which will be conducted with the Indigenous Communities in order for the



communities to provide their inputs into the development of the curriculum reform and support the implementation of the IPP Action Plan.

Environmental: Consultations were held with staff and students from the Faculty of Health Sciences, Deans and staff of other Faculties, Senior Administrators, and representatives of the University of Guyana Workers Union (UGWU). The Minister within the Ministry of Social Protection as well as representatives of the Environmental Protection Agency (EPA) and the Institute of Applied Science and Technology (IAST) were also consulted. Altogether, forty-eight (48) persons participated in the consultations. The consultations were done through face-to-face discussions and interviews and took place from October 31, 2016 to November 9, 2016. The EA and EMP which contain the recommendations of the consultation phase are disclosed in the UG webpage <http://www.uog.edu.gy/>

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other

Date of receipt by the Bank	Date of submission to InfoShop	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
27-Jan-2017	03-Feb-2017	

"In country" Disclosure

Guyana
03-Feb-2017

Comments

<http://uog.edu.gy/?q=document/environmental-assessment-ea-and-environmental-management-plan-emp>

Indigenous Peoples Development Plan/Framework

Date of receipt by the Bank	Date of submission to InfoShop
04-Feb-2017	06-Feb-2017

"In country" Disclosure

Guyana
06-Feb-2017

Comments

<http://education.gov.gy/web/index.php/projects/guyana-education-sector-improvement-project>

Pest Management Plan

Was the document disclosed prior to appraisal?	Date of receipt by the Bank	Date of submission to InfoShop



Yes	27-Jan-2017	03-Feb-2017
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"In country" Disclosure

Guyana

03-Feb-2017

Comments

<http://uog.edu.gy/?q=document/environmental-assessment-ea-and-environmental-management-plan-emp>

If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.

If in-country disclosure of any of the above documents is not expected, please explain why:

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?

Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

Yes

OP 4.09 - Pest Management

Does the EA adequately address the pest management issues?

Yes

Is a separate PMP required?

No

If yes, has the PMP been reviewed and approved by a safeguards specialist or PM? Are PMP requirements included in project design? If yes, does the project team include a Pest Management Specialist?

NA

OP/BP 4.10 - Indigenous Peoples

Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?

Yes



If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Yes

If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?

NA

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank's Infoshop?

Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Yes

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes

CONTACT POINT

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