Republic of Rwanda
Ministry of Education

RWANDA QUALITY BASIC EDUCATION FOR HUMAN CAPITAL DEVELOPMENT PROJECT

Updated Environmental and Social Management Framework-ESMF

June-2023

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LIST OF ABBREVIATIONS AND ACRONYMS

Abbreviation / acronyms		
DDE	:	District Director of Education
EA	:	Environmental assessment (EA)
EIA	:	Environmental Impact Assessment
ESIA	:	Environmental and Social Impact Assessment
ESMF	:	Environmental and Social Management Framework
ESMP	:	Environmental and Social Management Plan
GRMC	:	Grievance redress mechanism committee
LODA	:	Local Administrative Entities Development Agency
MINEDUC	:	Ministry of Education
QBEHCDP	:	The Quality Basic Education for Human Capital Development Project
SMART	:	Specific, measurable, achievable, realistic and time bound
SPIU	:	Single Project Implementation Unit
WASH	:	Water Sanitation and Hygiene
TOR	:	Terms of Reference
WB	:	World Bank
RISA	:	Rwanda Information Society Authority

EXECUTIVE SUMMARY

Project description

With the support of World Bank, the Government of Rwanda (GoR) through the Ministry of Education (MINEDUC) is implementing a project entitled "Rwanda Quality Basic Education for Human Capital Development, (RQB)." The project comprises four components, namely; Component 1: Enhancing teacher effectiveness for improved student learning; Component 2: Improving the school environment to support student learning; Component 3: Developing the institutional capacity to strengthen teaching and learning and Component 4: Supporting the national COVID-19 response for continued learning, recovery, and resilience in the education sector (GPE- Grant).

Component 1: Enhancing teacher effectiveness for improved student learning; Aims at improving the quality of instruction in basic education by focusing on those interventions that improve teacher competency and effectiveness. This component has the following subcomponents:

1.1. Improve teachers' English language proficiency and digital skills
1.2. Support professional development of mathematics and science teachers
1.3. Strengthen the preparation of new teachers
1.4. Develop model schools to support innovative instructional practices

Component 2: Improving the school environment to support student learning, with the following subcomponents

2.1. Reduce overcrowding and distance to school
2.2. Enrich early learning environment
2.3. Support gender-sensitive teaching and learning environment

Component 3: Developing institutional capacity to strengthen teaching and learning, that includes subcomponents;

3.1. Support quality assurance systems
3.2. Strengthen project management, implementation, and monitoring capacity

Component 4: Supporting the national COVID-19 response for continued learning, recovery, and resilience in the education sector. This component has two subcomponents, namely;

4.1. Optimizing and implementing remote approaches for continued learning, wellbeing, and resilience
4.2. Supplementing school grants to support safe re-opening, student re-entry, and sustained progression in schools

The Project Development Objective (PDO) is "to improve teacher competence and student retention and learning in basic education in Rwanda."

Project Finance

Rwanda Quality Basic Education for Human Capital Development Project (QBE) was approved in August 2019 and has been effective since November 2019. It is an Investment Project Financing (IPF) funded by International Development Association (IDA) with a credit of US$200 million. In May 2020, a fourth component with a grant of US$9.72 million was added through first additional financing by the Global Partnership for Education (GPE). The second additional

financing is funded by IDA; with both 50% credit and 50% grant of US$100 million, and with a co-financing of US$29.062 million grant from the GPE. The prioritized interventions in this second Additional Financing (2nd AF) are: (i) remedial education; (ii) teacher professional development, especially for pedagogy, English, and digital literacy; (iii) technology solutions for real-time monitoring and tracking of student learning gaps; and (iv) climate change risk adaptation and mitigation for school infrastructures constructed under the support of QBE project. The project aims at strengthening Rwanda's basic education system through investments in preparation of teachers, recruitment, and professional development (to improve teaching practice) as well as in infrastructure and teaching and learning resources (to enhance students' attendance and learning environment). The project will equip Rwanda Children with more foundational skills and competencies required for modernizing the country's economy. Thus, contributing to the efforts of reducing poverty and promoting shared prosperity, thereby enabling Rwanda to realize its goal for Vision 2050 of becoming a high-income country.

Rationale for updating ESMF

The initial QBE project arrangements involved MINEDUC, REB and NESA SPIUs. Rwanda Information Society Authority (RISA) has been included as one of the project implementers as an institution responsible for coordinating National Information and communication technology procurement for commonly procured information and commutation technology goods and technology[1] which were previously proposed to be handled by Rwanda Basic Education Board (REB). Moreso. Under QBE parent project, basic school infrastructure, including rehabilitation of existing classrooms and facilities, construction of additional classrooms and new schools were constructed. Five existing (5) model schools, three (3) existing teachers' training Canters (TTCs) were to be upgraded and one new model school constructed at UR-Rukara campus planned were also to be supported by QBE parent project. However due to financial constraints, these school infrastructures were not constructed. Therefore, QBE second addition financing (2nd AF) will finance these school infrastructures in addition to retaining wall construction, upgrading of more Thirteen (13) TTCs and ten (10) model schools as well as purchase and installation of rainwater harvesting tanks in newly constructed schools under QBE parent project. Therefore, these proposed activities are likely to create potential environmental risks or impacts during different phases of their implementation. The anticipated environmental impact may include sanitation and waste management problems; increased soil erosion; suspended solids and sediments in surface water; increase in brick making and sand mining; impacts related to health risks and safety of workers, students, and teachers; noise pollution; generation of dust emission; and use of lead-based products. Given that these activities, the Environmental Risk Rating (ERR) of AF have been upgraded from moderate to substantial[2]. In order to reflect the new activities and arrangements under the AF, the Stakeholder Engagement Plan (SEP), the Environmental and Social Commitment Plan (ESCP), and the Labour Management Procedures (LMP) have been updated and disclosed on MINEDUC website; https://www.mineduc.gov.rw, and the following sections of ESMF have been updated; Project description (Chapter two) has been restructured to reflect activities to be financed under additional financing Policy, legal and regulatory instruments (chapter 3) as well as the

[1] https://risa.rw/index.php?eID=dumpFile&t=f&f=359&token=04298f059c78214d2bf59ae5ab6ff561b626ac02

[2]Project paper for a second additional financing for the Rwanda quality basic education for human capital development project; May 27, 2022.

Environmental and social risks and mitigation measures (chapter 5) has been also updated to reflect mitigation measures to address the potential risks and impacts of activities to be financed under AF.

According to laws regulating Environmental Impacts Assessment in Rwanda and World Bank Environmental and Social Safeguard Policies, depending on risk classification (High risk / Substantial risk/ Moderate risk / Low). Project aactivities such as construction of new rooms/toilets, extension or rehabilitation of existing classrooms implemented under phase one targeted existing schools, and ESMPs were prepared and cleared by RDB. For activities implemented under phase two, ESMPs were updated for those activities to be implemented on existing sites, while ESIA was conducted for new sites. Planned activities under AF such as construction of retain walls and installation of water tanks will be done on infrastructures constructed under QBE Parent project hence ESMPs will be updated to reflect mitigation measures to address the potential risks and impacts for these activities. ESIA for upgrading and construction of TTCs and model schools were conducted, approved and ESIA certificates provided by RDB.

The Rwanda quality basic education for human capital development (QBE) project activities have both positive and negative socioeconomic and environmental impacts. The most probable positive impacts include but not limited to job opportunities, increase of population revenues and improved learning facilities to pupils, while the possible negative impacts include, land-taking, displacement of people and loss of natural habitats; Increased risks of accident to workers and local communities, Increased risk of pollution to air, land, and water among others. This ESMF therefore provides tools to promote environmental and social sustainability during the implementation of proposed project interventions. With regards to World Bank Environmental and Social Framework (ESF), these tools generally for ESS 1 (Assessment and Management of Environmental and Social Risks and Impacts), ESS2 (Labour and Woking Conditions); ESS3 (Resources Efficiency and Pollution Prevention), ESS 4 (Community and Health Safety), ESS6 (Biodiversity Conservation and Sustainable Management of Living Natural Resources), ESS 8 (Cultural Heritage), ESS10 (Stakeholder Engagement whereas identified, mitigation of potential risks and ESS 5 (Land Acquisition, Restrictions on Land Use and Involuntary Resettlement).

With regards to environmental and social risks ratings for activities financed under QBE parent project and AF, Environmental Risk Rating (ERR) under AF has been upgraded from moderate to substantial, and substantial Social Risk Rating (SRR) has been maintained as it was under parent project. Therefore, the ESMF has been updated to ensure appropriate mitigation of potential negative environmental and social impacts are addressed during the implantation of activities financed under AF.

Project Coordination and Implementation Arrangement

The Ministry of Education, in its capacity of the government body implementing the state policy in education, is responsible, inter alia, for monitoring the status of the physical infrastructure of education institutions and timely maintenance of all engineering systems of their buildings. The status of education including the education facilities are under the responsibility of the Ministry of Education. The Ministry of Education has established a Single Project Implementation Unit (SPIU) within its Investment Projects to monitor and control the implementation of the Project. Currently, all these staff members were recruited. The environmental and social safeguard specialist has been

on board since April/2022, and since June 2022, the environmental and social safeguard Officers (ESSOs) have been on board as well. The SPIU will be responsible for ESMF development and approval and control over its implementation and for advice to MINEDUC and contractor on compliance with WB Environmental and Social Standards and national laws in the field of environmental and social protection during construction of TTCs, model schools, retaining walls, school building construction, extension or rehabilitation and operation. The Single Project Implementation Unit (SPIU) at MINEDUC should carefully analyze the project scope, their availability of staff and their capacity for the successful implementation of the project and its ESMF.

For the successful implementation of ESMF implementation, costs must be incurred. However, currently it is not easy to estimate the total costs for the ESMF implementation accurately till all details of all proposed project activities are established. Therefore, an indicative cost has been provided. The indicative cost for the implementation of this ESMF is estimated at 364,990 USD. The key indicative aspects that would require a cost budget include (1) Training and capacity building for the project SPIU; (2) Training and capacity building for District Environment Officers, School Construction, contractor staff and supervisor staff, including the supporting staff; (3) Trainings and consultation forums with School officials, PAPs and local communities; (4) Preparation of EIA for new School facilities such as TTCs, models school and retaining walls; (5) Preparation of ESMP for replacement of roofs, windows, floors and indoor partitions, repair of basements and sewer systems; (6) Implementation of Environmental and Social Management Plan (ESMP); Monitoring and evaluation of ESMPs; and Implementation of grievance redress mechanism.

Capacity Assessment, Building and Training

The proposed framework presents the training assessment that shows local project partners are not familiar with World Bank Environmental and Social Standards. Majority have not been involved in the implementation of projects implying these standards and have not received related trainings. Therefore, for the successful implementation of the ESMF/ESMPs there is a need to reinforce involvement and participation of all concerned local communities in the implementation of suggested mitigation measures through;

- Environmental and social awareness to key stakeholders and all Project affected communities;
- Training the SPIU staff implementing the project, District environmentalist and School Construction Engineer, School Headteachers, contractors, to implement the ESMF,
- Regularly updating the ESMF to respond to changing local conditions;
- Building capacities for developing appropriate information management systems to support the environmental and social management process;
- Providing the necessary support for the successful implementation of the ESMF,

Disclosure of ESMF/ESMPs

Before the implementation of the project, The ESMPs will be prepared at district levels to guide the project implementation and operation at local administrative entities (District level). As required by WB environmental and social safeguards, the ESMF, ESMP and ESMP checklists are to be disclosed to public stakeholders. If new information arises out of public hearings (may occur in parallel) for the ESMP to be updated, such update shall be made for contracted companies on a

mandatory basis. The ESMP may be adjusted/updated by the successful contractor with due account of the contractor's equipment, technology, status of the facility, baseline conditions etc. These adjustments/updates shall be communicated to the SPIU and be subject to approval from the SPIU/the Bank prior to the implementation. The SPIU/the Bank would decide whether these adjustments/updates are substantial enough to trigger additional public hearings. The final Environmental Management Framework will be disseminated to different key stakeholders Districts, schools, surrounding communities and posted on the website of all project implementing agencies (Ministry of Education, NESA, RISA and REB) for disclosure.

CHAPTER ONE: INTRODUCTION

1.1.Background

The government of Rwanda invests remarkable efforts in improving education sector. The Government of Rwanda (GoR) with the support from the World Bank (WB) is implementing a project entitled "Rwanda Quality Basic Education for Human Capital Development Project (QBE)" through the Ministry of Education (MINEDUC). The RQBE project was approved in August 2019 and has been effective since November 2019. The purpose of this project is to strengthen Rwanda's basic education system through investments in teacher preparation, recruitment, and professional development (to improve teaching practice) as well as in infrastructure and teaching and learning resources (to enhance students' attendance and learning environment). Through this project, further, the Government of Rwanda seeks to equip more Rwandan children with the foundational skills and competencies required for success in the country's modernizing economy. Generally, the project will contribute to efforts of reducing poverty and promoting shared prosperity, thus enabling Rwanda to realize its goal for Vision 2050 of becoming a high-income country.

Initially the project (QBE Parent Project) comprised of three components, namely; Component 1: Enhancing teacher effectiveness for improved student learning; Component 2: Improving the school environment to support student learning; and Component 3: Developing the institutional capacity to strengthen teaching and learning. With additional financing, In May 2020, a fourth component: Supporting the national COVID-19 response for continued learning, recovery, and resilience in the education sector (GPE- Grant) was added. The second Additional Financing (2nd AF) prioritises; (i) remedial education; (ii) teacher professional development, especially for pedagogy, English, and digital literacy; (iii) technology solutions for real-time monitoring and tracking of student learning gaps; and (iv) climate change risk adaptation and mitigation for the new schools and classrooms being constructed under the parent QBE project. According to the Mid-Term Review (MTR) findings of the World Bank on Rwanda Quality Basic Education for Human Capital Development Project held from 17th to 27th August 2021, the project was rated satisfactory across all the performance categories (overall implementation progress, financial management, procurement, monitoring and evaluation and overall environment and social safeguards) towards the overall project development object (PDO).

1.2.The environmental and social management framework-ESMF

Generally, the Environmental and Social Management Framework (ESMF) for the QBEP Project ensures that the project activities are compliant with the relevant requirements of national policies, regulations and legislations as well as the World Bank Group (WBG) relevant environmental and social standards (ESSs). It provides an environmental and social management framework for the design and management of the QBE project and provides a practical processing tool during project formulation, design, planning, implementation, and monitoring to ensure that environment and social aspects are duly considered.

The QBE parent project and additional financing comprise of components activities dealing with school infrastructure constructions and works related with rehabilitating/upgrading school facilities which are aimed at improving delivery of academic services. In all, such works are likely to trigger fairly limited, small-scale, localized and short-term negative environmental and social impacts which are reversible. However, at this stage, the specific locations for all infrastructures are not yet known. Therefore, the ESMF

provides guidelines, principles and protocols for addressing environmental and social risks and impacts of the proposed sub-projects, thus promoting environmental and social sustainability of the overall project. After fully clarifying details of project interventions, site specific environmental and social assessments and respective Environmental and Social Management Plans (ESMPs) shall be prepared before on set of implementations. It is important to note that, during project implementation, all subprojects shall be subjected to environmental and social screening before the start of any works. The ESMF also further provides guidance on resolution of grievances and a mechanism of handling any physical cultural resource that may be encountered during project implementation.

1.3.The objectives and scope of ESMF

The general objective of the ESMF is to provide a holistic framework for effective and efficiency system for the management of both environmental and social issues, concerns and matters by mitigating any adverse impacts during the implementation of QBE project interventions for both QBE parent project and additional financing. It provides detailed guidelines and procedures for assessing potential environmental and social impacts of subprojects, help the implementing agencies in screening subprojects' eligibility; determining their environmental and social impacts; identifying appropriate mitigation measures to be incorporated into the sub-project; and specifying institutional responsibilities for implementing preventive, mitigation and compensation measures, and monitoring and evaluation.

Therefore, this updated Environmental and Social Management Framework (ESMF) ensures that activities financed under AF such as construction of retaining walls, upgrading of TTCs, upgrading of model schools, and installation of rainwater harvesting tanks in several schools are compliant with the relevant requirements of national policies, regulations, and legislations as well as the World Bank Group (WBG) relevant Environment and Social Standards (ESSs). It provides an environmental and social management framework for the design and management of the AF financed project interventions and provides a practical processing tool during designing, implementation, and monitoring to ensure that environment and social aspects are duly considered.

The specific objectives of the updating ESMF include;

- Establish clear procedures and methodologies for the environmental and social screening, detailed assessment, and implementation of activities to be financed under AF;
- Establish relevant environmental and social regulation that will guide the implementation process of all activities financed under AF
- Specify appropriate roles and responsibilities, and outline the necessary reporting procedures, for managing and monitoring environmental and social concerns related to project investments financed under AF;
- Determine the training and capacity building needs; and establish the budget required to implement the ESMF.

1.4. Approach and methodology

Preparing of the Initial ESMF took into considerations consultations with a range of stakeholders such as, Government, Non-Government, Community and faith based organisations, with an aim of developing a common understanding on the project components 'activities, creating awareness to the stakeholders on the proposed project and development of a matrix of likely environmental and social impacts of the project, mitigation measures, capacity building needs and mapping out of responsibilities in the implementation of ESMF. This was achieved through site visits and face-to-face interactions with respondents conducted by the consultant. While updating this ESMF the Environmental and social safeguard team at the SPIU-MINEDUC also held consultations through phone calls and meetings with a range of stakeholders and, conducted site visits to activities for QBE parent project and to those site proposed activities to be implemented additional financing. A list of stakeholders consulted at both stages are provided as annexure. Information collected from stakeholder consolations was supplemented with information from document review of key project reference materials such as Policy documents, Project Appraisal Document (PAD) legislations and plans among other relevant documents were further consulted to enrich to content of updated QBE project ESMF.

CHAPTER TWO: PROJECT DESCRIPTION

7.1 2.1. Project background

Education Sector Strategic Plan (ESSP) (2018-2024) in Rwanda gives priority to improving completion rates and learning outcomes in basic education. The plan aims to achieve these outcomes by a) ensuring that children start school at the right age, acquire literacy and numeracy skills, and complete their schooling; b) promoting continuous professional development (CPD) to enhance teacher skills and competence; c) fostering the system's ability to attract and retain high quality teachers and to manage teachers effectively; d) strengthening governance and accountability by developing school leaders and fostering coordinated education planning between centralized and decentralized entities; e) improving STEM instruction to boost the relevance of education for the labor market; f) promoting information and communication technology (ICT) for teaching and learning; widening access to school readiness programs; h) increasing equity in school participation and achievement for boys and girls, including children and youths with disabilities; and j) expanding and modernizing school infrastructure, facilities, and related resources.

In light of the above, Rwanda received a credit (No: 6475-RW) from the World Bank equivalent to US$ 200 million for the Rwanda Quality Basic Education for Human Capital Development Project (QBE) in order to improve teacher competence and student retention and learning outcomes in basic education. It also received an additional grant equivalent to US$ 9.72 million from the Global Partnership for Education (GPE) through the World Bank as Rwanda COVID-19 Education Response. The parent QBE project was approved in August 2019 and has been effective since November 2019. Designed as an Investment Project Financing (IPF) funded by an International Development Association (IDA) credit of US$200 million, the Project aims to improve teacher competency and student retention and learning in basic education. The original design entailed three components targeting teacher effectiveness, school environment, and systemic efficiency. In May 2020, a fourth component (US$9.72 million) was added through the first additional financing grant supported by the Global Partnership for Education (GPE) COVID-19 Fund. The second additional financing will be funded by an IDA credit (50%) and grant (50%) of US$100 million with co-financing of US$29.062 million grant from the GPE.

The Additional Financing to Rwanda Quality Basic Education for Human Capital Development Project (QBEP) is a continuation of support for the Government of Rwanda's Vision 2050 agenda. Transforming the quality of human capital through education requires sustained efforts. It requires strategic alignment of short and medium-term investments without losing sight of the long term goals the country has set out for its socio-economic development and global positioning. In doing so, this Project builds on the success and recommendations of the previous and ongoing human development operations and advisory services. It also complements the rapidly changing and evolving landscape of education policy and investments in Rwanda. It aims to support the path to recovery and resilience, building on the challenges and opportunities realized from the impact of the COVID-19 pandemic on the sector and on the lives of Rwandan children, teachers, and parents. To enable the sector to withstand such pressures, the AF will enhance the scope and comprehensiveness of key human resource capacity and systems development interventions under QBEP with targeted efforts for greater and more equitable opportunities for students and teachers.

The main areas of change prioritized in this second Additional Financing (2nd AF) include: (a) remedial education; (b) teacher professional development, especially for pedagogy, English, and digital literacy; (c)

technology solutions for real-time monitoring and tracking of student learning gaps; and (d) climate change risk adaptation and mitigation for the new schools and classrooms being constructed under the parent QBE project.

According to the Mid-Term Review (MTR) findings of the World Bank on Rwanda Quality Basic Education for Human Capital Development Project held from 17th to 27th August 2021, the project was rated satisfactory across all the performance categories such as progress towards PDO, overall implementation progress, financial management, procurement, monitoring and evaluation and overall environment and social safeguards. However, during the Mid-Term Review, the Implementation entities brought to project funder's attention the shortfalls of the budget in implementing some of the components of the project. This was primarily on the grounds of five significant changes in the project context.

The five changes in question emanated from the loss of learning due to COVID-19 school closure. Rwanda was already grappling with the issue of poor learning levels demonstrated in data such as for the Human Capital Index which indicated that after factoring in what children learn, expected years of schooling in Rwanda is only 3.9 years. Projections for post-COVID-19 school closure indicate that learning adjusted years of schools is expected to decline by 0.2 to 0.7 years on a scale of optimistic to pessimistic scenario (World Bank, 2021). The associated productivity losses are significant and important to consider as necessary investments to secure learning and school progression can prevent generations of low economic outcomes in years to come. The task team concluded a national learning assessment for grades 3, 6, and 9 on school reopening and this assessment preliminary findings revealed that the majority of the children at the age of 10 and under cannot have difficulties in reading Kinyarwanda text and respond to relevant questions, and about 10.09% of the students meet the proficiency benchmarks for English (LARS-IV, 2021).

Table 1. Estimated Learning Losses and corresponding income losses in Rwanda

HCI Education indicators	Baseline (2020)	**Post-COVID-19 (Scenarios)** [3]		
		Optimistic	Intermediate	Pessimistic
Expected Years of Schooling (EYS)	6.9	6.6	6.4	6.2
Harmonized Test Scores (HLO)	358	349	341	332
Learning-Adjusted Years of Schooling (LAYS)	3.9	3.7	3.5	3.3
Average annual earning per student (2017 PPP US$)	2,460	2,416	2,375	2,334
Present value of lifetime earnings for all students (US$ trillions)	0.058	0.057	0.056	0.055

Source: WBG staff estimates published in the 16th Rwanda Economic Update, January 2021

Some of the strategies to cope with the pandemic effects on the education sector were remedial or catch-up programs for students at risk of repetition and dropping out and providing textbooks to schools to meet the ratio of 1:1 through Rwanda Quality Basic Education for Human Capital Development Project. The five

[3] The three scenarios assume different levels of mitigation and remediation effectiveness. Mitigation is the level of government responses effectiveness while schools are closed considering two main parameters—what the government is offering and the ability of households to take up what is on offer. The simulations use the UNESCO-UNICEF-WB-Government information and complementary household-level data. Remediation reflects policies that might be implemented when schools reopen.

changes in the project context which have been the key driving factors for the project additional financing are the following:

Loss of learning due to COVID19 school closure. Rwanda was already grappling with the issue of poor learning levels demonstrated in data such as for the Human Capital Index which indicated that after factoring in what children learn, expected years of schooling in Rwanda is only 3.9 years. Projections for post-COVID19 school closure indicate that learning adjusted years of schools is expected to decline by 0.2 to 0.7 years on a scale of optimistic to pessimistic scenario (World Bank, 2021). The associated productivity losses are significant and important to consider; necessary investments to secure learning and school progression can prevent generations of low economic outcomes in years to come. The national learning assessment for grades 3, 6, and 9 on school reopening was conducted and revealed that the majority of children at the age of 10 and under cannot have difficulties in reading Kinyarwanda text and respond to relevant questions, and about 10.1% of the students meet the proficiency benchmarks for English (LARS, 2021). The Project target for 60% of P3 students to achieve grade level proficiency by 2024 seems to be difficult to achieve. Some of the strategies to cope with the Pandemic effects on education sector was Remedial or catch-up programs for students at risk of repetition and dropping out (drawing additional resources from other ongoing learning support projects) and providing textbooks to schools to meet the ratio for 1:1 through Rwanda Quality Basic Education for Human Capital Development Project.

Change in Language of Instruction Policy. The Project was designed before the policy was announced. While efforts were made to adapt the existing components to this change, this shift has brought forward various contextual needs that the Project is not yet sufficiently responding to. Most important need relates to teacher preparation and professional development to teach English and in English. Effective implementation of the new policy requires a more comprehensive plan for teacher training such that risks of learning losses during transition are minimized. This also includes training on pedagogy to equip teachers to teach other subjects such as Maths in English ensuring that children can grasp mathematical concepts well even when taught in a language they are still learning to speak.

Increase in teacher workforce. With rapid expansion in the workforce, there are increased needs for professional development investments. The sector placed new teachers to train faster, adapt fluidly, and recover learning losses and to teach children at the right but varying levels. Given the intermittent nature of online and offline learning, teachers are now expected to integrate new modes of instruction for both in-classroom and remote teaching. The project needs adaptations to be more comprehensive and resilient in its approach to professional development and to ensure greater impact on student learning outcomes.

Unprecedentedly rapid expansion of school infrastructure. The school construction plan was fast-tracked to be completed in two years of project implementation as opposed to the previous plans of completing in four years. In this process, various environmental safeguards in need of urgent attention, emerged. Inability to do so could pose risks to the existing construction sites and endanger people nearby. Further, for the project to be approved at completion it must ensure compliance with national and World Bank standards for environmental and social safeguards.

Strengthening Science and Technology. With the sudden shift away from the classroom in many schools of Rwanda (including broadcasting recorded lessons through Television and Radio) to the adoption of online learning due to the Covid-19 pandemic worldwide, it is vital to focus on strengthening science and technology capabilities. The Ministry of Education embarked on the process of providing ICT devices to

all teachers (one laptop per teacher), increasing the training of teachers on ICT Skills in order to cope with the effects of pandemic and integrate science and information technology in education through online teaching and learning with significant benefits to the education sector. In addition to strengthening the learning and teaching of sciences in basic education, the Ministry of education intends to construct modern science laboratories to facilitate smooth learning or teaching with more practices to identified schools with gaps of science labs infrastructure.

To cater for the above-mentioned changes, the Government of Rwanda through the Ministry of Education engaged the World Bank for provision of additional funds equivalent to US$ 100 million (50% credit and 50% grant) from the International Development Association (IDA) and US$ 29.062 million (100% grant) from the Global Partnership for Education (GPE).

2.2. Project Development Objective

The Project Development Objective (PDO) for Rwanda Quality Basic Education for Human Capital Development Project is "to improve teacher competence and student retention and learning in basic education in Rwanda."

2.3. Project Components and Beneficiaries

The AF was designed to strengthen the QBE project alignment to sector needs and developments. More specifically, it will (a) help the education system to address barriers to equity and quality in learning, (b) support a more robust and comprehensive plan for teacher competency development with additional efforts targeting newly recruited teachers, (c) address financial deficit in existing activities to accommodate changes in scope and pricing, and (d) adopt more feasible results targets given the drastic changes in the context since the parent project approval. The following considerations of the evolving sector underscore the rationale for additional resources as well as the project restructuring:

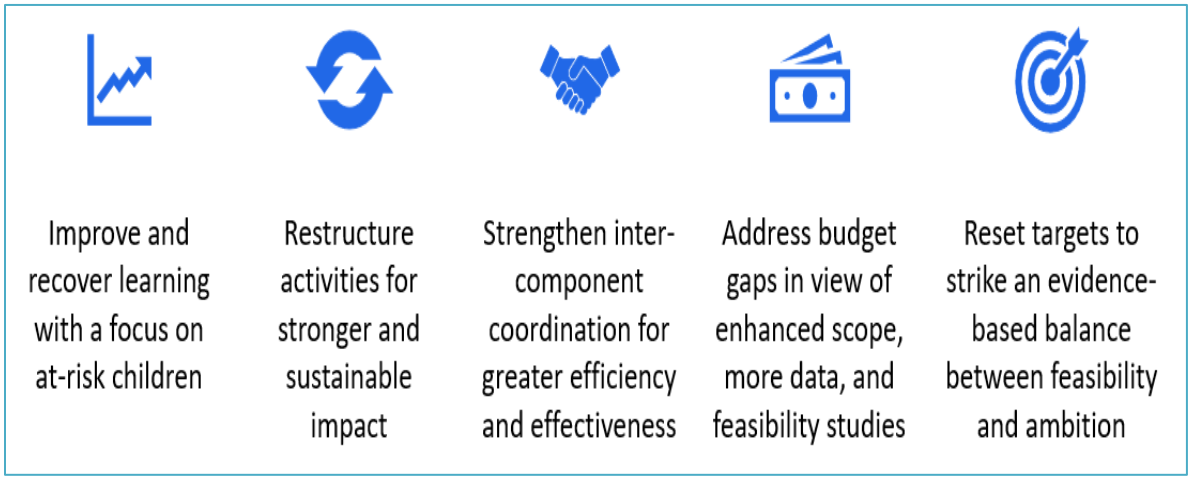

Figure 1. Guiding principles for QBEP restructuring with additional financing.

The project is designed to deliver on 4 components and 13 subcomponents. The subcomponents under the same component are interrelated as per the component overall intent. Regarding beneficiaries, the project beneficiaries range from in-service and pre-service teachers and students for pre-primary up to upper

secondary level. The table 1 below describes the summary of all project components, subcomponents, and corresponding beneficiaries:

Table 2. Project components, subcomponents, and corresponding beneficiaries.

Components	**Coverage**		
	Beneficiary	**Grade Level**	**Geographic**
Component 1: Enhancing teacher effectiveness for improved student learning (US$66 million equivalent AF) This component aims to improve the quality of instruction in basic education by targeting interventions to improve teacher competency and effectiveness. The set of four subcomponents are designed to support the current and upcoming needs of the teacher workforce, as well as to create communities of practice and generate local capacity for research and training. This component will continue to focus on teacher effectiveness for improved student learning, with enhanced focus on pedagogical skills of the newly recruited teacher workforce and with a more comprehensive plan for improving teachers' competence in English language and integration of ICT in teaching.			
Subcomponent 1.1: Improve teachers' English language proficiency and digital skills **(US$26 million equivalent AF)**	In-service teachers	Pre-P to S3	National
Subcomponent 1.2: Support professional development of math and science teachers **(no AF)**	Students and teachers	P4–S3	National (with teacher trainings in 16 districts)
Subcomponent 1.3: Strengthen the preparation of pre-service teachers and develop model schools to support innovative instructional practices **(US$36 million equivalent AF)**		Pre-P to S6	National (all TTCs and model schools)
Subcomponent 1.4: Strengthen pedagogic competence of newly recruited teachers **(US$4 million equivalent)**		Pre-P to S6	National
Component 2: Improving the school environment to support student learning (US$25 million equivalent AF) This component focuses on providing students with an environment that facilitates quality learning and effective teaching. By reducing overcrowding and distance to schools, and by facilitating a significant swing in the sector from double-shift to single-shift, the project is enhancing the effectiveness of teaching.			
Subcomponent 2.1: Reduce overcrowding and distance to schools **(US$24 million equivalent AF)**	Students and teachers	Pre-P to S6	National
Subcomponent 2.2: Enrich early learning environment **(US$ 1 million equivalent AF)**		Pre-P to P3	National

Subcomponent 2.3: Support gender sensitive teaching and learning environment **(No AF)**		S1–S6	National but with model school focus
Component 3: Developing institutional capacity to strengthen teaching and learning (US$ 9 million equivalent AF)			
Subcomponent 3.1: Support quality assurance systems **(US$ 4 million equivalent AF)**	Systemwide		
Subcomponent 3.2: Strengthen project management, implementation, and monitoring capacity **(US$ 5 million equivalent AF)**	Systemwide		
Component 4: Accelerating learning and building resilience (US$ 29.062 million equivalent AF) While this component was added through the first AF in May 2020 as a two-year long COVID-19 resp econd AF will strengthen efforts to accelerate learning with remediation efforts to recover and rebuild the s			
Subcomponent 4.1: Optimize and implement remote approaches for continued learning, wellbeing, and resilience **(No AF)**	Students and teachers	Pre-P to S6	National
Subcomponent 4.2: Supplement school grants to support safe re-opening, student re-entry and sustained progression in schools **(No AF)**		Pre-P to S6	11 poorest districts
Subcomponent 4.3: Accelerate learning with remedial support and necessary teaching-learning materials **(US$ 29.062 million equivalent AF)**		Pre-P to P6	National

2.4.Project Cost and Financing

The project will use an Investment Project Financing modality with Performance-Based Conditions (IPF-PBC), whereby part of the disbursement is conditional on the achievement of PBCs. The QBE parent project and Additional Financing (AF) combined, is worth US$ 338.595 Million in total. The US$ 209.72 million of this amount is for the parent project and the first AF while the rest (US$ 129,062 million) is for the second Additional Financing. The cost for the parent QBE is US$ 200 million from the International Development Association (IDA) credit and US$ 9.72 million (first AF) from GPE grant. On the other hand, the cost for the second AF comprises US$ 100 million from IDA, of which US$ 50 million is Credit and US$ 50 million is Grant, and US$ 29.062 million from GPE Multiplier. The IDA and GPE co-financing arrangement will be a parallel modality and will finance different goods, services, and other contracts. The reimbursements under the project will be mainly based on planned expenditures but the reimbursements equivalent to 9.00$ million from the GPE multiplier grant will be conditional on achievement of PBCs. The table below portrays the breakdown of the project cost by project components and subcomponents.

Table 3. Project cost allocation per component and subcomponent

Project Components	**Parent QBEP including 1st AF**		**2nd AF to QBEP**			
	QBEP-IDA Credit (in Million USD)	**AF - GPE COVID19 (in Million USD)**	**AF - IDA Credit (in Million USD)**	**AF - IDA Gran (in Million USD)**	**AF – GPE (in Million USD)**	
	Fixed Financing	Fixed Financing	Fixed Financing	Fixed Financing	Fixed Financing	Variable (PBC)
Component 1	46.5	0	26	26	11	3
1.1	7.5	0	8	8	7	3
1.2	12.5	0	0	0	0	0
1.3	26.5	0	17	17	2	0
1.4	0	0	1	1	2	0
Component 2	140.5	0	12	12	0	1
2.1	126	0	12	12	0	0
2.2	13.5	0	0	0	0	1
2.3	1	0	0	0	0	0
Component 3	13	0	3	3	0	2
3.1	5	0	1	1	0	2
3.2	8	0	2	2	0	0
Component 4	0	9.72	9	9	8.875	3
4.1	0	2.2	0	0	0	0
4.2	0	7.52	0	0	0	0
4.3	0	0	9	9	8.875	3
Subtotal 1	200	9.72	50	50	19.875	9
Subtotal 2	209.72		100		28.875	
Total	338.595					

2.5. Additional Financing Activities

This ESMF has been updated to reflect activities to be financed under additional financing. These activities are reflected under the following project components.

Component 1: enhancing teachers' effectiveness for improved student learning.

Under this component, additional financing targets ssubcomponent 1.3 (Strengthen the preparation of pre-service teachers and develop model schools to support innovative instructional practices), activity 4 (improving infrastructure and facilities for 16 TTCs and 17 model schools. Each TTC and Model School will be equipped with a set of materials for students with special needs (including braille books, large print books, touch and feel learning materials, abacus, number lines, wheelchairs, white-canes, pencil holders etc.) and teachers will be trained on how best to use those materials to enhance student learning. Additional facilities will include infrastructure such as classrooms, resource canters, libraries, smart classrooms, science laboratories, latrines, accommodation facilities and girls' rooms. Model school labs will be accessible to TTCs and nearby schools.

Table 4. List of infrastructure and facilities to be constructed for TTCs and Model Schools.

For TTCs	For Model Schools
Classrooms	Classrooms
Science laboratories	Science laboratories
Language laboratories	Language laboratories
Smart classrooms	Smart classrooms
Libraries	Libraries
Teacher resource centers	Teacher resource centers
Dormitories	Dining halls & kitchen
Dining halls & kitchen	Latrines
Latrines	Nursery section
Volunteer houses	Model Schools
Sick Bays	Girls' rooms
Model Schools	Conference halls
Bathrooms	Piano rooms
Girls' rooms	Different types of playgrounds
Conference halls	Fences
Piano rooms	Administrative Offices
Different types of playgrounds No consideration	Staff rooms
Fences	Rehabilitation works
Administrative Offices	Renovation works
Staff rooms	Water harvesting system
Rehabilitation works	Equipment
Renovation works	
Water harvesting system	

Component 2: Improving the school environment to support student learning.

Under this component, activities to be financed belong to subcomponent 2.1(Reduce overcrowding and distance to schools). Under QBE parent project, this sub-component supported primary school construction program to improve the learning environment for children in Rwanda. It consists of three main activities, namely; (i) construction of additional classrooms, (ii) construction of new primary schools including pre-primary, and (iii) Construction of latrines. With additional financing support, the project will supply and install rainwater harvesting tanks to supply non-potable water for schools and to address the risks of heavy rain and floods respectively. Rainwater harvesting (RWH) practices in schools save money on water bills, educate school children on the impact of climate change on water resources and on the methods used to adapt to climate change and help to raise awareness among the general public on climate change impacts on human livelihoods. Rainwater harvesting will also help to reduces the issues of runoff from school buildings that have always caused erosion in the neighbourhood communities as well as at schools' premises during heavy rains most especially in the Northern regions of Rwanda. For those schools that experience prolonged dry seasons such as those in the Eastern regions of Rwanda, Rainwater harvesting will reduce issues of water scarcity in schools. Therefore, with support of the Ordinary Budget, about 1,569 new classrooms have been provided with these tanks. This Additional Financing is targeting the installation of additional 4,899 rainwater-harvesting tanks for targeted 1,577 school sites spread across all 30 districts with 4899 tanks. The Ministry of Education has completed a detailed site screening for specific details of climate vulnerability, soil and topography, and related costs and recommended size (10,000L, 5,000L and 3,000L) of the tanks for each site.

In addition, the project will support 1,435 school sites with retaining walls with a minimum height of 1.5 m and maximum heigh 8 m to mitigate flood- and rainstorm-related landslides and related risks to communities and their assets living downstream from the school location. The sites were selected with priority to most vulnerable areas related to their topography and climate impact. Implementation arrangements for these civil works will remain the same as the parent QBEP. The Home-Grown School Construction Approach (HGSCA) will be used for simple operations, while the conventional contractual approach will be adopted for more challenged topographies. Procurement will be done at district level with funds transferred to the districts as per the District Implementation Agreement signed between MINEDUC and the Districts. MINEDUC will supervise and monitor the activity with the support of the WB task team. The table below describes the number of construction sites for retaining walls and installation of water tanks that will be implemented using Home Grown School Construction Approach (HGSCA) and those which will implemented using Conventional Approach:

Table 5. Approaches to be used in constructing retaining walls and installing water tanks in schools

Activity	Construction Approach	Number of confirmed sites under QBE Project (Program B)	Number of confirmed sites under Ordinary Budget (Program A)	Implementation Notes
Construction of Retaining Walls	Home Grown School Construction Approach (HGSCA)	421	237	A total of 658 sites will be implemented using HGSCA and those sites were selected from both programs (QBE and

				Program A) sites which are in critical conditions.
	Conventional Approach (CA)	390	387	A total of 777 sites will be implemented using Conventional Approach and the sites were selected from both programs (QBE and Program A) sites which are in critical conditions.
Installation of Rainwater Harvesting (Water Tanks)	Home Grown School Construction Approach (HGSCA)	0	0	
	Conventional Approach (CA)	1,577	0	Installation of rainwater harvesting for 1,577 sites will be implemented using conventional approach through procurement and they will be installed on QBE sites only

Component 3: Developing institutional capacity to strengthen teaching and learning.

Subcomponent 3.2. Strengthen project management, implementation, and monitoring capacity. This subcomponent aims to finance and support project management and build implementation capacity in the Single Project Implementation Units (SPIUs) at the Ministry of Education (MINEDUC), the Rwanda Basic Education Board (REB) and the National Examination and School Inspection Authority (NESA) to ensure effective execution of the project. This subcomponent embodies the following activities.

Activity 1. Support project management and implementation

The project will support the staffing of SPIUs at MINEDUC, REB and NESA. It will finance QBE project staff in SPIUs throughout the project implementation period. During the preparation of QBE parent project, staffing needs assessment for the project implementation was conducted for both MINEDUC and REB before the parent project effectiveness date and the two SPIUs structures were developed and approved.

With the QBE additional financing, additional SPIUs staff are to be brought on board, including staff to form NESA SPIU to be newly established. The staff in SPIUs mainly include SPIUs Project Managers, support staff, functional staff. The project will also finance the acquisition of equipment, furniture, vehicles and motorcycles required to make SPIUs fully functional. The equipment and furniture include IT equipment and accessories (laptops, printers, projectors, and tablets), office furniture (chairs, desks, filing cabinets, and tables) and office consumables (papers, water, pen, etc.). The operational cost as required for

the implementation of the project interventions will be financed by the project. This operational cost will cover the SPIUs QBE project staff salaries, mission allowances, equipment maintenance, office stationery, motor vehicles and motorcycles fuel and maintenance, communication, internet, etc.

Activity 2. Enhance capacity for project implementation

The staff capacity for the implementation of the project is built and enhanced through the implementation of its constituting activities and milestones. This project will finance the project planning activities such as surveys to determine the project indicators; workshops for project data validation, annual work plans, procurement plans, and M & E reports preparation. It will also support M&E activities such as training workshops for project stakeholders to understand project planning, M&E, FM, procurement, and reporting requirements. The regular field visits, steering committee and technical committee meetings, mid-term and end-term evaluations, and periodic validation workshops will also be financed by the project. Under the project financing, MINEDUC, REB and NESA SPIUs staff will be trained in areas of project management, M & E, FM, procurement, environmental and social safeguards and other areas. Training and sensitization of stakeholders for raising their awareness on gender, citizens' engagement, environmental and social issues, and other relevant aspects will also be financed by the project.

Moreover, the project will support the technical assistance to build Rwanda's capacity in specific technical areas of potentially high relevance to this project, including data management for planning, monitoring and evaluation (M&E), rigorous robust simulation models to project future student enrollment, audit and presentation of the findings on audited SPIUs, teachers' recruitment and infrastructure needs, empirical analysis of the impact of repetition on student's learning and drop out. Environmental and Social Safeguards documents required for this project will be developed through the financing of this project. The documents to be developed mainly include ESMF, RPF, ESMPs, ARAPs, RAPs, etc. In the same regard of ensuring that the project is compliant to ESS requirements, the project will finance the establishment and operations of Grievance Redress Committees, especially in terms of covering the sitting allowances.

Considering the nature of the activities to be implemented under components one and two, the project's Environmental Risk Rating (ERR) has been upgraded from moderate to substantial, and substantial Social Risk Rating (SRR) maintained as it was for QBE parent project. Therefore, the ESMF sets measures for identification and management of environmental and social impacts of the activities to be financed under AF. After fully clarifying details of these interventions, site specific environmental and social assessments and respective Environmental and Social Management Plans (ESMPs) shall be prepared before on set of implementations. It is important to note that, during implementation, all subprojects shall be subjected to environmental and social screening before start of any works. The ESMF further provides guidance on resolution of grievances that may arise be during project implementation.

CHAPTER THREE: REVIEW OF NATIONAL POLICY INSTITUTIONAL AND REGULATORY FRAMEWORK.

Review of national policy institutional and regulatory framework applicable to education and environment and world bank requirements for ESMF related to education and environment. Considering the review of National policy institutional and regulatory framework applicable to QBE parent project, activities planned under QBE project additional finance ensure the continuity of QBE Parent project activities. For this case the following National institutions and regulatory instruments will be applicable.

3.1.Legal Framework

3.1.1. The constitution of the Republic of Rwanda

The constitution of the Republic of Rwanda as revised in 2015; under Article 20, Every Rwandan has the right to education. Freedom of learning and teaching is guaranteed in accordance with conditions determined by law. Primary education is compulsory and free in public schools. Conditions for free primary education in schools subsidized by the Government are determined by law. A law also determines the organization of education. Article 21 all Rwandans have the right to good health. Article 22 specifies that everyone has the right to live in a clean and healthy environment, while Article 53 specifies that everyone has the duty to protect, safeguard and promote the environment. The constitution gives ways a number of laws, policies, and strategies for protecting, safeguarding and promoting the environment. Article 34 determines the rights to private properties and stipulates that every person has right to hold a private property whether individually or collectively owned. The private property, individual or collective is inviolable. The right to private property shall not be encroached upon except in public interest and in accordance with the provisions of law. Article 35 specifies the right to private ownership of land and other rights that are related to land are granted by the State. A law determines the modalities of concession transfer and use of land.

3.1.2. Environmental Law Nº 48/2018 of 13/08/2018

The most relevant legislation for this study is the Environmental law. This is the law that regulates the protection of environment in Rwanda. The law sets out the general legal framework for environment protection and management in Rwanda. It also constitutes environment as a one of the priority concerns of the Government of Rwanda. The fundamental principle on national environmental protection policy develops national strategies, plans, and programs, aiming at ensuring the conservation and use of sustainable environmental resources. The law gives right to every natural or legal person in Rwanda to live in a healthy and balanced environment. They also have the obligation to contribute individually or collectively to safeguard country's natural, historical, and socio-cultural heritage. The framework of the law on the protection and management of natural resources centres on avoiding and reducing the disastrous consequences on environment. It measures result from an environmental evaluation of policies, programs, and projects, aimed at preventing the consequences of such activities. The principle of sustainability of environment and equity among generation emphasizes human beings at the core of sustainable development. They, therefore, have a right to a healthy and productive life in harmony with nature. They must so as to equitably meet the needs of the present and future generation. The protection and management

of environment is currently registered in the environmental law that has been published in the official Rwanda Gazette in September 2018. Article 65 puts in place Rwanda Environment Management Authority (REMA) as an institution charged with the responsibility of ensuring environmental protection by demanding for EIA studies to be undertaken before projects are executed. The present organic law has the following objectives.

- To protect human and natural environment.
- To establish fundamental principles of management and protection of environment against all forms of degradation so as to develop natural resources and to fight all kinds of pollutions and nuisances;
- To improve the living conditions of the population while preserving ecosystems and available resources;
- To ensure sustainable environment and resources as well as rational and sustainable use of resources, considering the equality between the present and future generations;
- To guarantee to all Rwandans an economically viable, ecologically rational, and socially acceptable development;
- To establish the precaution principle in order to reduce the negative effects on Environment and ensure the rehabilitation of degraded areas.

Article 3: States that every person has the duty to protect safeguard and promote environment. The State shall protect, conserve, and manage the environment. Article 30 clearly calls for the need to subject projects to mandatory Environmental Impact Assessment. Article 33 states that the review and approval of environmental impact assessments, environmental audit, and strategic environmental assessment must be approved by the Authority. Article 34 stipulates that consultancy cost for environmental audit and environmental Assessment are borne by the project initiator. The implementation of the proposed project activities will be done with provision of this Law.

3.1.3. Ministerial Order Nº 001/ 2019 of 15/04/2019 establishing the list of projects to conduct environmental impact assessment.

Under Ministerial Order No 001/ 2019 of 15/04/2019 establishing the list of projects that must undergo environmental impact assessment, instructions, requirements and procedures to conduct environmental impact assessment, projects with identified adverse impacts on environment are recommended to undergo full EIA process and to indicate mitigation measures. The order specifies the works, activities and projects that have to undertake an environmental impact assessment. The list of works, activities and projects that must undergo a full environmental impact assessment before being granted authorisation for their implementation is found in Annex I of the Ministerial Order. The project related works, and activities that have to undertake an environmental impact assessment are the educational buildings, fulfilling at least two of the following conditions:

- having capacity to host more than five hundred (500) people;
- having a total floor area exceeding one thousand and five hundred square meters (1500 sqm);
- built in plot size exceeding one thousand square meters (1000 sqm).

The list of works, activities and projects that must undergo a partial environmental impact assessment before being granted authorisation for their implementation is found in Annex II of the Order. The project

works, activities and projects that have to undertake a partial environmental impact assessment are the educational buildings, fulfilling at least two of the following conditions:

- with a capacity to host more than two hundred (200) people but not exceeding five hundred (500) people,
- with a total floor area exceeding one thousand and five hundred square meters (1500 sqm);
- built in a plot size exceeding one thousand square meters (1000sqm).

Projects, works and activities which are not listed on the Annex I and II to the Order are not subject to the environmental impact assessment. However, when it is evident that work, activity, or project not listed on the Annex I and II to this Order has a negative and irreversible impact on the environment and is similar in nature to the work, activity or project listed in Annex I and II of this Order, the Authority or authorized organ may request the developer to conduct an environmental impact assessment. In this category, there are those small classrooms with a low capacity, toilets, and kitchens. Depending on the location of classrooms, toilets and kitchens and sensitivity and likelihoods for contamination of the surrounding environment, these building may require the environmental and social impact assessment.

QBE parent project activities involved construction of new rooms/toilets, extension or rehabilitation of existing classrooms and may include replacement of roofs, windows, floors and indoor partitions, repair of basements and sewer systems, With additional financing retaining walls will be constructed in addition to school infrastructures such as Model schools and TTCs. It is therefore anticipated that the construction of such infrastructures will be done on a total floor area exceeding one thousand and five hundred square meters (1500 sqm), hence subject to a full environmental impact assessment. It is also anticipated that the construction of classrooms with a capacity to host more than two hundred (200) people but not exceeding five hundred (500) people and with a total floor area exceeding one thousand and five hundred square meters (1500 sqm) will be subject to a partial environmental impact assessment.

3.1.3.1. Project brief submission and registration

As a first step in the EIA process, a developer proposing to start a project shall notify Rwanda Development Board (RDB) in writing by submission of a Project Brief. The purpose of a Project Brief, which should be prepared as prescribed in this regulation, is to provide information on the proposed activity so as to enable RDB and Lead Agencies establish whether or not the activity is likely to have significant impact on the environment, and thus determine the level of EIA necessary. The project brief submitted to RDB by a developer will be registered as the formal application for an EIA.

3.1.3.2. Screening

Screening refers to the process a decision making on whether or not and at which level an EIA is required. This is based on the Ministerial Order N° 001/ 2019 of 15/04/2019 discussed in the previous section. It is through screening a project is classified as either of impact level (IL) 1, 2 or 3. Note that impact Level (IL) 1, 2 or 3 are respectively equivalent to category C, B or A**.** The responsibility for scoping shall be that of the developers (or their EIA experts) in consultation with Lead Agencies and all relevant stakeholders. Scoping is intended to establish important issues to be addressed in the environmental impact and eliminate the irrelevant ones. After scoping, RDB approves the terms of reference that would be used for carrying out the environmental impact study.

3.1.3.3. Baseline data collection and Analysis of Initial State

Baseline data describes status of existing environment at a location before intervention of the proposed project. Site-specific primary data on and around a proposed site should be collected by experts conducting the environmental impact study to form a basis for future environmental monitoring.

3.1.3.4. Impact prediction and analysis of alternatives

Impact prediction is a way of forecasting the environmental consequences of a project and its alternatives. This action is principally a responsibility of an EIA expert. For every project, possible alternatives should be identified, and environmental attributes compared. Alternatives should cover both project location and process technologies. Alternatives should then be ranked for selection of the most optimum environmental and socio-economic benefits to the community. Once alternatives have been analysed, a mitigation plan should be drawn up for the selected option and is supplemented with an Environmental Management Plan (EMP) to guide the developer in environmental conservation.

3.1.3.5. EIA Report

An environmental impact study culminates into preparation of a report by the EIA experts. An EIA report should provide clear information to the decision-maker on the different environmental scenarios without the project, with the project and with project alternatives. The developer is also required to produce an environment management plan (EMP). Any modifications made by a developer to the EIA report should be presented in form of an Environmental Impact Report Addendum. All these three documents should then be submitted to REMA by the developer.

3.1.3.6. Public hearing

After completion of EIA report the Environmental Law requires that the public must be informed and consulted on a proposed development. REMA may, if it deems necessary, conduct a public hearing before EIA reports are appraised by its Technical Committee. Any stakeholders likely to be affected by the proposed project are entitled to have access to unclassified sections of the EIA report and make oral or written comments to RDB. RDB shall consider public views when deciding whether or not to approve a proposed project.

3.1.3.7. Decision-making

During the decision-making and authorization phase, EIA documents submitted to the Authority shall be reviewed by two decision-making committees: a Technical Committee and an Executive Committee constituted by RDB. If the project is approved, the developer will be issued with an EIA Certificate of Authorization, which permits implementation of the project in accordance with the mitigation measures in the EIA Report and any additional approval conditions.

3.1.3.8. Environmental Monitoring

Monitoring should be done during both construction and operation phases of a project. It is done not just to ensure that approval conditions are complied with but also to observe whether the predictions made in the EIA reports are correct or not. Where impacts exceed levels predicted in the environmental impact study, corrective action should be taken. Monitoring also enables RDB to review validity of predictions

and conditions of implementation of the Environmental Management Plan (EMP). During implementation and operation of a project, monitoring is a responsibility of the developer and RDB.

3.1.4. Law Nº 27/ 2022 of 10/06/2021 governing the land in Rwanda

This Law determines modalities of acquisition, registration, allocation, possession, transfer, management and use of land. Article 5 of states that any form of discrimination in relation to access to land and enjoyment of real rights to land is prohibited. Article 41, further stresses that a holder of land rights enjoys full rights in exploiting his or her land in accordance with legal provisions. Article 44 concerns about the obligations for protection, conservation and exploitation of lands and states that a holder of land rights has obligations of protection, conservation, and exploitation of lands in accordance with their intended use. Article 54 also concerns about planning of land use and development and states that the planning of land use and development is governed in accordance with this Law. The use of land is guided by the land use master plan of the area where the land is located. While Article 61tals about compliance with the land use and development master plan and states that a person or organ using land have an obligation to comply with the land use and development master plan. It further states that a permit related to land use is granted in accordance with the land use and development master plan and standards set by a Prime Minister's Order. Activities planned under QBE Project additional financing that will require land will be carried out in accordance with this law. Among such activities included but not limited to construction of Models schools and TTCs.

3.1.5. Law Nº 32/2015 of 11/06/2015 relating to expropriation in the public interests.

The Expropriation Law provides for public dissemination on the importance of the project to be established and the need for expropriation. Article 11 of the Expropriation Law stipulates that the relevant organ, after receiving the request for expropriation, shall examine the basis of that project proposal. In case it approves the basis of the project proposal, the relevant Land Committee shall request, in writing, the District Council concerned to convene a consultative meeting of the population where the land is located, at least within a period of thirty (30) days after receipt of the application for expropriation, and indicating the date, time and the venue where the meeting is to be held. The relevant competent authority shall take a decision within a period of at least fifteen (15) days after the consultative meeting with the population.

Article 9 stipulates that it is only the Government that shall order expropriation in the public interest and must be done with prior and fair compensation. The law also bars anybody from interfering of stopping expropriation "on pretext of self-centred interests". Accordingly, Article 3 provides for any underground or surface activity carried out with in public interest on any land but with due and fair compensation to the landowner. Article 4 requires that any project, at any level, which intends to carry out acts of expropriation in the public interest, must budget and provide funding for valuation of the property of the person to be expropriated and for fair compensation. It is important that the expropriation of properties and lands be based on the WB Environmental and Social Standard (Land Acquisition, Restrictions on Land-use and Involuntary Resettlement), National and districts expropriation procedures. In case of mismatch between the national law and WB policy, the WB policy will supersede.

3.1.6. Law N° 66/2018 of 30/08/2018 regulating labour in Rwanda

This law regulates labour in Rwanda. The law provides for the rights and duties of employers and workers; guarantees trade unions and freedom of associations and establishes the Labour Commission to mediate and act in respect of all labour issues. Chapter V (Occupational Health and, Safety), prescribes the duty of an employer to ensure that every worker works under satisfactory, safe and healthy conditions. This law will be relied on extensively to cater for workers at both construction and operation phase of the project

3.1.7. Ministerial Order Nº2 of 17/05/2012 determining conditions for occupational and health safety

This order aims to improve health, safety, and general wellbeing of workers and workplaces by promoting occupational health and safe practices in order to eliminate occupational accidents and diseases, hence achieve better productivity in the workplaces. In addition, it provides for the protection of persons other than those at work against hazards to health and safety arising out of or in connection with activities of persons at work. For instance, article, 24 which is related to the passage for people living with disabilities specifies that every workplace including schools shall have specific passage for person with disabilities such as the passage for wheelchairs, guardrails, and other devices that may serve as support. Environmental and health risks, article 29 which related to the control of air pollution, noise and vibration stipulates that when there is any dust, fume or other impurity which are harmful to persons employed, protected measure shall be taken to protect employee against inhalation of dusts or fume or its accumulation on the workplace. For noise and vibration, the article indicates that all practicable protective measures shall be taken by the employer to protect the safety of workers and against the noise by reducing elimination or control of such sound or protecting them against the vibration.

3.1.8. Law N° 064/2021 of 14/10/2021 governing biological diversity in Rwanda

The purpose of this Law is to conserve, manage, protect, and promote biological diversity in Rwanda. Article 4 of this law categorises wildlife species are classified in the following three (3) categories: category I is composed of critically endangered species, found in Annex I of this Law; category II is composed of endangered species, found in Annex II of this Law; and category III is composed of vulnerable species, found in Annex III of this Law. Article 32: Conservation of wildlife species and their habitats For the purpose of conservation of wildlife species and their habitats, the following acts are prohibited: 1)taking or destroying an egg or a nest of any wild animal; 2)capturing, stressing or removing animal species from their habitat, harming them, transporting, hawking, utilising, possessing, selling or purchasing them; 3) destroying, cutting, mutilating, collecting or removing any wild plant species, picking fruits, transporting, hawking, utilising, possessing, selling and purchasing, or seedlings or of wild plant species; 4) destroying, altering or degrading natural habitats of wild animal and plant species; 5) erecting infrastructure in protected areas. The article further states that, the acts cited in items 2, 3, 4 and 5 may be carried out upon a permit of the Authority. QBE project additional financing activities must be carried out in accordance to this law.

3.1.9. Presidential order N° 058/01 of 23/04/2021 establishing the national land use and development master plan

This Order establishes the National Land Use and Development Master Plan. The National Land Use and Development Master Plan (NLUDMP) is one of the most prioritized plans stemming from Vision 2050. It is a national spatial plan (location/space-based) that is structured around the following thematic areas such as Public Services such as Health, Education, Public Administration, Religious, Recreational facilities, etc. NLUDMP is a spatial/land-use plan and its principal function is to identify land demands for the education sector based on lessons from the current situation. Education facilities planned under additional financing will be planned and implanted in accordance with the Presidential order N° 058/01 of 23/04/2021 establishing the national land use and development master plan.

3.1.10. Regulation N°002 of 26/4/2018 governing e-waste management in Rwanda.

The goal of this regulation is to create a legal framework for electrical and electronic waste management in Rwanda. This regulation is established to the environment and human health by preventing or reducing the negative impacts of the generation and management of waste from electrical and electronic equipment, as well as to promote resource efficiency through reuse, recycling, and other forms of recovery of E-waste in environmentally friendly manner[4]. In accordance with the aforementioned regulations, RISA will establish a working framework with e-waste management service provider for services for the management of electrical and electronic wastes that could result from all QBE project's interventions or investments.

5.1. Policy Framework

5.1.1. Rwanda Vision 2050

Vision 2050 has a target for Rwanda to become an upper middle-income country by 2035 and a high-income country by 2050. For Rwanda to achieve these aspirations, education sector is believed to lay foundations for the country to join most advanced economies in 2050 with a market driven education system. Transforming the quality of human capital through education requires sustained efforts. It will require strategic alignment of short and medium-term investments without losing sight of the long term goals the country has set out for its socio-economic development and global positioning. Therefore, The Second Additional Financing to Rwanda Quality Basic Education for Human Capital Development Project (QBEP) is a continuation of support for the Government of Rwanda's Vision 2050. Project builds on the success and recommendations of the previous and ongoing human development operations and advisory services. It also complements the rapidly changing and evolving landscape of education policy and investments in Rwanda, QBE additional financing will enhance the scope and comprehensiveness of key human resource capacity and systems development interventions under QBEP with targeted efforts for greater and more equitable opportunities for students and teachers.

5.1.2. The Rwanda National Strategy for Transformation (NST1)

The Rwanda national strategy for transformation (NST1) considers environment and climate change as key strategic areas. With regard to environmental management, the focus is on improving cross sectoral coordination to ensure smooth implementation of environmental policies and regulations. In this regard,

[4] Regulation N°002 of 26/4/2018 governing e-waste management in Rwanda

critical sectors identified for strengthening include agriculture, urbanization, infrastructures, and land use management. Additional emphasis will be put on strengthening monitoring and evaluation. High impact areas selected include implementation of: Environmental and social Impact Assessments, biodiversity and ecosystem management, pollution, and waste management. With regard to disaster management, interventions are focused on the sectors of agriculture, infrastructure, education, environment and natural resources, information and communication technology, health, the private sector and youth and social protection.

In the area of education, the NST1 recognises education as one of key strategic interventions for social transformation. In this regard, the government set a strategic objective aimed at enhancing demographic dividend through improved access to quality education by focusing on strategic investments in all levels of education (from pre-primary, basic to tertiary) and improved teachers' welfare. Therefore, developing Rwandans into capable and skilled people with quality standard of living and stable and secure society will need to ensure quality of education for all aiming at building knowledge-based economy. Interventions to achieve this pillar will focus on the following strategies:

- Ensure access to pre-primary education so as to increase pre-primary net enrolment rates from 17.5% (2016) to 45% by 2024
- Upgrading and increasing school infrastructure and ensuring access to adequate equipment including modern laboratories, and appropriate teaching and modern learning materials
- Increase the number of qualified teachers and improve their welfare. This will be done through in-service education in learner-cantered trainings, provision of incentives will be undertaken to attract brilliant students to join the teaching profession and retain high performing staff.
- Increase the use of ICT in teaching and learning through scaling up SMART classrooms and ICT devices as well as use of the new competence-based curriculum
- Increase effort to reduce dropout in primary, lower secondary and upper secondary from 5.6%, 6.3% and 3% in 2017 to 1.2%, 1.7% and 1% respectively by 2024

5.1.3. The National land policy[5]

In the perspective of the National Strategy for Transformation (NST-1), the overall objective of the national land policy is to strengthen land administration and management to ensure optimal allocation and use of land. Specifically, the policy shall address existing gaps or deficiencies in land use planning and mapping, land utilization by various sectors, and land administration and management. The policy is further expected to:

- Guide, develop, and monitor the implementation of land use plans.
- Ensure effective and efficient land utilization and management across various sectors such as agriculture, industry, forestry, livestock, human settlement, mining, and other public investment.
- Support investment promotion through allocation of land for strategic investment
- Strengthen the current land administration system for enhanced land-based service delivery.

[5]Revised National Land Policy of June 2019
https://www.environment.gov.rw/fileadmin/user_upload/Moe/Publications/Policies/Revised_National_Land_Policy-Final_Version_2019.pdf

- Strengthen mechanisms for effective administration of land fees and real property taxes (e.g. proper and up-to-date land records, maximization of real property tax and lease fees collection, and capacitate decentralized administrative entities in tax administration), and
- Enforce land sub-sector coordination to ensure an integrated approach for efficient cross-sectorial land utilization and collaboration towards sustainable land use and management.

Therefore, for efficient and effective planning, TTCs and Model schools planned under additional financing will be implemented based on National Land use master plan. This will also ensure long-term efficient use and management of school facilities in Rwanda.

5.1.4. Water and sanitation policy

The sectoral policy on water and sanitation is based on Vision 2020, Millennium Development Goals (currently the Sustainable Development Goals) and poverty reduction strategy. The policy provides for decentralization in line with the national decentralization policy, institutional aspects, integrated watershed management, monitoring and assessment and participatory approach to water and sanitation among other sectoral reforms in Rwanda.

The policy identifies the sub sector constraints and proposes measures to achieve policy objectives of improving the living conditions of the population through optimal use of water resources and access of all to water and sanitation services.

One of the programs of this policy is on water supply and sanitation program in rural area In order to achieve the millennium goals and the 2020 Vision, the Government of Rwanda launched 15 years water and sanitation program in rural area. This program aims to improve the population rate with access to water, presently at 44%, and increase the sanitation rate, presently at 8%, to 66% in 2010, to 80% in 2015 and 100% in 2020. In its objective 7, the policy recommends to enhance storm water management to mitigate impacts on properties, infrastructure, human health and the environment. Some schools' buildings may be the sources of storm water that can cause negative impacts on human health and environment. This project will contribute to improvement in sanitation issues and storm water management as it tends to build new pit latrines to comply with WHO standards which stipulate a ratio of 30 students per pit latrine. In addition, water harvesting from roof will improve storm water management.

5.1.5. The national biodiversity strategy and action plan

This strategy defines the objectives and priorities for the conservation and sustainable management of biodiversity. The plan includes hillsides and wetlands and protected areas as some of the areas that need to be conservation. The strategy focuses on five major areas i.e. improved conservation of protected areas and wetlands; sustainable use of biodiversity in natural ecosystems and agro-ecosystems; rational use of biotechnology; development and strengthening of policy, institutional, legal and human resources frameworks; and equitable sharing of benefits derived from the use of biological resources. The Action Plan consists of urgent and priority actions which are attainable in a period of five years. The implementation of the project components will avoid activities that threaten sensitive biodiversity area such as protected area, or protected wetland and lakes. In case of the expansion, construction of new schools' establishments, latrines and kitchens threaten or are located in these areas, the alternative site will be chosen.

5.2. Institutional framework for environmental management

The responsibility for formulation and implementation of environmental policies and laws fall with the Ministry of Environment (MOE) as the key institutions with this mandate. The other aspects of environmental management related to education projects are dealt with several other institutions, among which the most prominent are the Rwanda Environment Management Authority (REMA); Rwanda Development Board (RDB); Rwanda Land Use and Management Authority (RLMUA), Rwanda Water and Forest Authority (RWFA) Rwanda Natural) among others. In case of any technically or circumstantially perceived environmental risk or threat, the proprietor is obliged to request from REMA the opinion of the need and, if necessary, the conditions for undertaking EIA. Depending upon the assessment of potential significance of environmental impacts, REMA can decide if there is a need to apply partial or full EIA procedure for the relevant education projects.

5.2.1. Ministry of Education (MINEDUC)

The mission of this ministry is to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive value. The main of objective of this ministry is to develop review and guide the implementation of education sector policies and strategies geared towards achieving vision 2020 through the elaboration, dissemination, and coordination of the implementation of education sector policies, strategies and programs regarding basic education, post basic and higher education, literacy, special programs and information and communication technology in education. The Ministry has a unit for the project management, called the Single Project Implementation Unit (SPIU). The role of SPIU is to manage and oversee the implementation of all projects components by providing strategic leadership to ensure the achievement of projects goals and the sustainability of expected outcome. This unit shall establish mechanisms to monitor and evaluate whether construction, safety and environmental standards are respected in school construction projects.

5.2.2. The Ministry of Environment (MOE)

The Ministry of Environment is the coordinating institution of Environment and Natural Resources Sector in Rwanda. The ministry ensures the development of the environment, ensures the safeguard of green and climate resilient for growth of the economy and ensure optimal and rational utilization of Water Resources, Lands and Forests for sustainable national development. Among the responsibilities of the Ministry of Environment (MoE) includes the following responsibilities:

- To develop and disseminate the environment and climate change policies, strategies and programs through the following activities:
- To develop strategies to promote partnership and enhance capacity of private sector to invest in activities of environment and climate change for sustainable economic development;
- Develop laws and regulations to ensure protection of the environment and conservation of natural ecosystems;
- To develop institutional and human resources capacities in environment and climate change;
- To monitor and evaluate the implementation and mainstreaming of environment and climate change policies, strategies and programs across all sectors, especially productive sectors;

- To oversee and evaluate institutions under its supervision by providing guidance on the implementation of specific programs to be realized by the institutions under its supervision and local government;
- To mobilize necessary resources for the development, protection and conservation of the environment for the climate change adaptation and mitigation
- Mobilizing bilateral and multilateral cooperation for the sake of development through re-invigorating good relations with other countries, regional and international organizations;

5.2.3. Rwanda Environmental Management Authority

The overall responsibility of the management of the bio-physical environment lies with the Rwanda Environment Management Authority as stipulated by its establishing law of 2003, promulgated by the Government of Rwanda. The functions of REMA include:

- Advise the Government on environmental legislative matters or the implementation of relevant international conventions, treaties, and agreements in the field of environment, as the case may deem necessary;
- To take stock and conduct comprehensive environmental audits and investigations, to prepare and publish biannual reports on the state of natural resources in Rwanda;
- To undertake research, investigations, surveys, and such other relevant studies in the field of environment and disseminate the findings;
- To ensure monitoring and evaluation of development programs in order to control observance of proper safeguards in the planning and execution of all development projects, including those already in existence, that have or are likely to have significant impact on the environment;
- To participate in the setup of procedures and safeguards for the prevention of accidents and phenomena which may cause environmental degradation and propose remedial measures where accidents and those phenomena occur;
- To render advice and technical support, where possible, to entities engaged in natural resource management and environmental protection;
- To provide awards and grants aimed at facilitating research and capacity building in matters of environmental protection.

5.2.4. Rwanda Development Board (RDB)

This is a one stop institution bringing together several government bodies in Rwanda focussed on promoting investment in Rwanda. RDB has a department responsible for EIA processes including reviewing all projects EIA reports before approval of the implementation of the projects, a duty that was previously undertaken by REMA.

5.2.5. Rwanda Information Society Authority (RISA)

Among the responsibilities of RISA include coordinating national Information and Communication Technology procurement for commonly procured Information and Communication Technology goods and services. As a result, RISA will oversee of all procurement arrangements for information and communication technology goods and services planned under the QBE project.

5.3. World Bank Environmental and Social Framework (ESF)

The preparation of this ESMF has been proposed so that the project complies with World Bank Environment and Social Framework (ESF). This ESMF demonstrates and ensures that the project preparation and implementation meet the applicable requirements of the World Bank ESSs;

- Environmental and Social Standard 1: Assessment and Management of Environmental and Social Risks and Impacts;
- Environmental and Social Standard 2: Labour and Working Conditions
- Environmental and Social Standard 3: Resource Efficiency and Pollution Prevention and Management
- Environmental and Social Standard 4: Community Health and Safety
- Environmental and Social Standard 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement
- Environmental and Social Standard 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources
- Environmental and Social Standard 7: Indigenous Peoples
- Environmental and Social Standard 8: Cultural Heritage
- Environmental and Social Standard 9: Financial Intermediaries
- Environmental and Social Standard 10: Stakeholder Engagement and Information Disclosure.

The anticipated project environmental and social risks and impacts are site specific and mitigation measures can readily be designed, and the following ESSs are applicable;

- ESS1: Assessment and Management of Environmental and Social Risks and Impacts
- ESS2: Labour and Working Conditions
- ESS3: Resource Efficiency and Pollution Prevention and Management
- ESS4: Community Health and Safety
- ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement
- ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources
- ESS10: Stakeholder Engagement and Information disclosure

It's worth noting that in case of mismatch between the National environmental and social regulatory instruments and the WB Environmental and social standards, the latter will prevail.

5.3.1. Application of environmental and social standards

5.3.1.1. Environmental and Social Standard 1: Assessment and Management of Environmental and Social Risks and Impacts

The World Bank (Bank) requires environmental assessment (EA) of projects proposed for Bank support to ensure that they do not have or mitigate environmental impacts. The EA is a process whose breadth, depth and type of analysis depend on the nature, scale, and potential environmental impacts of the projects. The objectives of ESS1 is to (1) identify, evaluate and manage and social risks and impact of the project in manner which is consistent with ESSs, and adopt mitigation hierarchy approach to anticipate and avoid, minimize, mitigate, and compensate or offset risks and impacts, adopt differentiate measures so that adverse

impacts do not fall to disadvantaged or vulnerable and they are not disadvantaged in sharing development benefits, to utilize national and social institutions, systems laws and regulations in the assessment, development and implementation of projects whenever appropriate, to promote environmental and social performance in a ways which recognise and enhance the borrower capacity.

The Environmental and Social Assessment will be based on current information, including accurate delineation of the project and any associated aspects, and environmental and social baseline data at appropriate level of detail sufficient to inform characterisation and identification of risks, impacts and mitigation measures. The assessment will therefore evaluate project potential social and environmental risks and impacts, examine project alternatives, identify ways of improving project selection, siting, planning, design, and implementation in order to apply mitigation hierarchy for adverse social and environmental impacts and seek to enhance positive impacts of the project. The Bank classifies all projects (including projects involving Financial Intermediaries (FIs)) into one of the four classifications: High Risk, Substantial Risk, Moderate Risk or Low Risk[6].

Table 6. Project Classification according to level of impacts.

Category	**Definition**
High Risks	a) Project/program likely to have adverse environmental and social impacts significant in terms of scale or irremediable character, or b) Certain social groups are likely to be disproportionately affected, or c) Project/program fits within Presumptive High/Substantial Risk List. Examples of these activities includes project affecting highly sensitive ecosystems services, project with large resettlements components, projects with serious occupational and health risks, projects with poses serious socio-economic concerns
Substantial Risks	– Project/program may have adverse environmental and social impacts significant in terms of scale or irremediable character, or – Certain social groups may be disproportionately affected, or – c) Project/program fits within Presumptive High/Substantial Risk List. Examples of these projects include small scale agricultural initiative, hospital construction, forest management activities etc
Moderate Risk	a) Projects/Program do not pose risk of adverse environmental and social impacts significant in terms of scale or irremediable character, b) Project/program may have adverse social impacts, but feasible, appropriate, and sufficient avoidance and minimization measures can readily be designed and implemented to prevent them, and the impacts which cannot be avoided through design alternatives would be readily remediable if they were to occur.
Low Risk	Project with little or no risk of adverse environmental or social impacts Project/Program poses little or no risk of adverse environmental and social impacts or adverse impacts on the realization of human rights. For example, capacity building/training.

Under AF, Environmental Risk Rating (ERR) has been upgraded from moderate to substantial, and substantial Social Risk Rating (SRR) maintained as it has been under QBE parent project. Proposed

[6] [2016. "World Bank Environmental and Social Framework." World Bank, Washington, DC.]

activities include, retaining wall construction, supply and installation of rainwater harvesting tanks, upgrading TTCs and Models schools. Article30 of the Rwandan Law N°48/2018 of 13/08/2018 on environment provides for projects that must undergo an environmental impact assessment and its procedure and stipulates need to establish the list of projects that must undergo an environmental impact assessment before they obtain authorization for their implementation by an Order of the Minister. With regards to this, the Ministerial Order No 001/ 2019 of 15/04/2019 establishing the list of projects that must undergo environmental impact assessment, instructions, requirements, and procedures to conduct environmental impact assessment. Construction of retaining walls and installation of rainwater harvesting facilities will be done on classroom sites constructed in Phase 1 and two. Environmental and social impact assessment was done on news sites while ES audit conducted to exiting sites. Therefore, during the implementation of these activities, District ESMPs will be updated to cater for environmental and Sosial issues that may occur during implementation. For activities of TTCs and Model schools, Environmental and social impact assessment were conducted and approved by Rwanda Development Board (RDB).

5.3.1.2. Environmental and Social Standard 2: Labor and working conditions

This standard covers different compliance aspects related fair treatment of workers and provision of safe and healthy working condition. The first aspect aims at improving working conditions and management of workers relationships by providing workers with information and documentation that is clear and understandable on terms and conditions of employment on aspects related to rights under national labour and employment law with regard to rights related to working hours, compensation, wage, and benefits. The second aspects are related to protecting the workforce by avoiding the child labour by setting up the minimum age and setting conditions that they employability of people below or above minimum working age is not hazardous and interfere with children education or is not harmful to the child health, mental or physical social development. It also prohibits forced labour. The third aspects related to the creation of grievance mechanism for the employee in order to promptly address workers concerns but without impeding their access to judicial or administrative remedies that are provided by the law to address workers grievances. The fourth aspects aim to set up and application of health and safety measures to the working place.

To comply with this standard, this ESMF sets the framework for identification of the potential risks and accidents that may occur during schools, toilets, and kitchen construction and propose mitigation measure to protect the workers either direct or contractual, establish safety measures. The ESMF sets up measure for the contractor selection during the bidding exercises at the district level. These criteria will include safety and emergency plan, worker insurance against accident and risks. In addition, school operation will require protection against fire and thunderstorms. The operation of kitchens will also require the installation of fire extinguishers. The district and contractor should agree to avoid the employment of underage children or schooled children to avoid school drop-out. A registry of staff their gender and age should be established by the contractor through the compliance to the Rwanda Labour Law. Local contractual format should incorporate specifications provisions to prevent air pollution and limit noise to acceptable levels, construction vehicles speed limit specification. Traffic education for communities will be included in community mobilisation activities as it is specified in this ESMF.

5.3.1.3. Environmental and Social Standard 3: Resource efficiency and pollution prevention and management

This standard aims at efficient use of resources, pollution preventions and Green House Gases emission avoidance and adoption of mitigation technologies and practices which are achievable. In this regard, project support by the Bank will implement technically and financially feasible for improving efficient consumption of energy, water and as well other resources. The standard recommends the avoidance and minimization of pollutants, generation of hazardous and non-hazardous e wastes. It also recommends the reuse, recycling and recovery of waste where possible. This ESMF will identify potential sources of pollution. In addition, specification in the contract should be concise and diligent to recommend the contractor to use and recycle waste, to avoid the use hazardous materials as specified by the Environmental Law N°48/2018 of 13/08/2018, specifically articles 17, 18, 19 on management of liquid, solid and hazardous wastes.

5.3.1.4. Environmental and Social Standard 4: Community health and safety

This standard aims at addressing the health, safety, security and impacts on project-affected communities and recommends avoidance and minimization of risks and impacts focusing on people who may be vulnerable because of their particular circumstances. This requirement covers the mitigation of risks and impacts on aspects of infrastructures, equipment design and safety, safety in the provision of services to anticipate and minimize the risks and impacts that such services may have on the community. The standards also aim at mitigating by avoidance and or minimization of risks related to community exposure to health issues such as exposure to water borne disease, water based, water related and vector borne diseases, communicable and non-communicable diseases. The Bank recommends the mitigation of the impacts on ecosystems services and mitigate their effect on communities using those services. The Bank stresses the importance and having an emergency and preparedness plan included in the environmental and social assessment. The standard also ensures safeguarding of personnel and property is carried out in a manner that avoids or minimizes risks to the project-affected communities. To avoid adverse impacts on the health and safety of all persons involved in the implementation of AF activities World Bank General environmental, health, and safety (EHS) guideline will be followed. Ccommunity health and safety, occupational health and safety, construction and decommissioning retaining wall construction, Supply and installation of rainwater harvesting tanks as well as upgrading TTCs and Model villages would be compliant with this ESS. In addition to the Regulations on occupational Safety and health in construction issued on 11/10/20219 by the Ministry of labour, The Government of Rwanda also has also issued a Ministerial order N° 02/MIFOTRA/22 of 30/08/2022 on occupational safety, employees' and employers' organizations, child employment, employment of a foreigner, the child and circumstantial leave. The implementation of all activities under AF, will further comply with these regulatory instruments.

5.3.1.5. Environmental and Social Standard 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

The objective of this standards is to avoid involuntary resettlement when unavoidable minimize involuntary resettlement by exploring alternative project design, avoid forced eviction, and mitigate unavoidable adverse social and economic impacts from land acquisition or restriction on land use by providing timely compensation, assisting displaced persons, conceive and implement resettlement activities and ensure that resettlement activities are done with appropriate information disclosure. The essence of this standard is that

involuntary settlement may cause severe long-term hardship, impoverishment, and environmental damage unless appropriate measures are carefully planned and carried out. The objective of this policy is to mitigate resettlement by avoidance and minimization through all possible viable alternative project design and where resettlement is not possible conceive and executive resettlement through fair compensation supported by public participation of affected people in manner that allow them to have opportunities in planning and implementation of resettlement programme and assist resettled communities in livelihoods improvement and standards of living which are better than those prior to the resettlement. The implication of this policy is that some project subcomponents will require land for school construction and expansion. Therefore, to mitigate the impacts of land acquisition and related displacement, the extension and construction of new school or school block will try to minimize the land acquisition. In case the insufficiency of land for land acquisition from private owners, a resettlement a Resettlement Policy Framework (RPF) has been prepared in parallel with this ESMF. This RPF established standards and procedures for identifying the project affected persons, mechanisms and processes for contested the developed list, land valuation and property thereon, communication of process and results and elaborate grievances redress mechanisms and Resettlement Action plans (RAPs), as required. The RAPs will be prepared by the project management unit (SPIU), and it's implementing partners (districts).

5.3.1.6. Environmental and Social Standard 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources

The aim of standard is to support the protection and conservation of biodiversity and habitats. In this regards, mitigation hierarchy and precautionary approach will be applied in the design and implementation of project that could have an impact on biodiversity. The Bank financed project will promote sustainable management of living natural resources and support the livelihoods of local communities including indigenous people through the integration of communities needs with conservation.

The project will comply with this requirement avoiding constructing or expanding classroom, toilets in critical habitat such as national parks or wetland of international importance. In addition, raw material for confecting school furnishing material such as student desks, teachers' tables, and shelves will not be outsourced from national parks or protected areas. For wetland and river course, the site selection will consider the environmental law and wetland management statutes that stipulate that any activities should respect 50 m buffer zone around the wetland. School located in the buffer zone of natural parks will be located to alternative sites.

5.3.1.7. Environmental and Social Standard 7: Indigenous Peoples/ sub-Saharan African Historically Undeserved Traditional Community.

This standard aims to avoid or minimize impact on indigenous peoples who are defined as marginalized people with distinct characteristics such as self-identification, collective attachment to geographically distinct habitats or territory, customary, economic, social, or political institutions that are separate from those of the mainstream society or culture; or distinct language or dialect. This social standard is not applicable to this project as Rwanda does not have indigenous people.

5.3.1.8. Environmental and Social Standard 8: Cultural heritage

This standard seeks to protect cultural heritage from adverse impact of the project activities and support its preservation, address cultural heritage as integral aspect of sustainable development, promote meaningful consultation with stakeholders regarding cultural heritage and promote specifically the equitable sharing of benefits from the use of cultural heritage. To comply with this performance requirement, this ESMF team has tried to identify whether the school construction will have significant impacts that affect cultural heritage such as archaeological sites, unique natural features that signifies natural values like sacred rocks, sacred trees or waterfalls, and cemetery. It is also necessary to consult the affected communities and relevant government agencies in order to identify cultural heritage of importance. Mitigation measures shall be developed to protect cultural heritage from being relocated by construction activities.

5.3.1.9. Environmental and Social Standard 9: Financial Intermediary

This ESS applies to Financial Intermediaries (FIs) that receive financial support from the Bank FIs include public and private financial services providers, including national and regional development banks, which channel financial resources to a range of economic activities across industry sectors. Financial intermediation also includes provision of financing or guarantees by FIs to other FIs. For the purposes of this ESS, the term "FI subproject" refers to projects financed by FIs with support from the Bank Where the project involves on-lending by the FI to another FI, the term "FI subproject" will include the subprojects of each subsequent FI. The project sub-components activities will not trigger this ESS because not financial intermediary exist between the Bank and Government of Rwanda in the financing of this project.

5.3.1.10. Environmental and Social Standard 10: Stakeholder Engagement and information disclosure

The objective of this ESS is to engage stakeholder effectively in order to improve environmental and social sustainability of the project, enhance acceptance, and make significant contribution to successful project design and implementation. For this purpose, the project supported by the Bank must identify stakeholders and construct and build good working relationships with them in order to avoid conflicts that may arise, assess the level of stakeholder interests, support and concerns, take stakeholders views, concerns into account during project implementation. In this identification, stakeholders included Project Affected People (PAPs), these are individuals or organisation whose properties (land, houses, infrastructures, business, cultural features) and other aspects that will be affected by the project and other who may be interested in the project implementation. In addition, this ESS, will aim at promoting and providing means for stakeholders' engagement in the whole project cycle, and inform stakeholders on the project objectives, environmental and social risks in appropriate manners.

The project will comply with this ESS through the development of this ESMF. Major stakeholders such as director of one stop centres, directors of education, head teacher were consulted and provided with information on project objectives and components. During the implementation of the ESMF recommendation a stakeholder engagement plan will be established in the project sites specific environmental assessment or environmental management. During the preparation of RPF and related site-specific RAPs, PAPs will be identified and consulted on different resettlement modalities as stipulated by the Law N° 32/2015 of 11/06/2015 relating to expropriation in the public interests. In addition, the ESMF

and RPF have recommended the established of grievance redress mechanisms from project site level and their composition to the district and ministerial levels.

Table 7. World Bank Environmental and Social Standard are applicable to QBE project

ESS triggered by the project	Yes	No
ESS 1: Assessment and Management of Environmental and Social Risks and Impacts	X	
ESS2: Labour and Working Conditions	X	
ESS3: Resource Efficiency and Pollution Prevention and Management	X	
ESS4: Community Health and Safety	X	
ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	X	
ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	X	
ESS 7: Indigenous Peoples/sub-Saharan African Historically Undeserved Traditional Community.		X
ESS 8: Cultural heritage		X
ESS9: Financial Intermediary		X
ESS10: Stakeholder Engagement and information disclosure	X	

Environmental and Social Framework vs Rwanda Environmental and social regulatory instruments

Table 8. Measures to bridge the gap between World Bank Environmental and Social Standards and Rwanda environmental and Social Safeguard regulatory instruments

Environmental and Social Standard	Summary of Core Requirements	Environmental and Social Assessment	Measures to Bridge Gap
ESS1: Assessment and Management of Environmental and Social Risks and Impacts	ESS1 sets out the Borrower's responsibilities for assessing, managing, and monitoring environmental and social risks and impacts associated with all stages of a project supported by the Bank	The constitution of the Republic of Rwanda as revised in 2015; Article 21 ensures the right to good health; Article 22 ensures the right to live in a clean and healthy environment and Article 53 ensures the duty to protect, safeguard and promote the environment. Law N°48/2018 of 13/08/2018. On environment; Article 31: requires every policy, strategy, plan and programme to undergo a strategic environmental assessment and procedures for conducting strategic environmental assessment are	Clear guidelines should be provided for the need for timely and effective consultation, timely and responsive grievance mechanism and adequate consideration of project affected persons and communities in stakeholder engagement

		determined by an Order of the Minister; Ministerial order No 001/2019 of 15/04/2019 establishing the list of projects that must undergo environmental impact assessment, instructions, requirements and procedures to conduct environmental impact assessment	
ESS2: Labour and Working Conditions	ESS 2 recognizes how Borrowers can promote sound worker-management relationships and enhance the development benefits of a project by treating workers in the project fairly and providing safe and healthy working conditions	Law N° 66/2018 of 30/08/2018 regulating labour in Rwanda. The law provides for the rights and duties of employers and workers; guarantees trade unions and freedom of associations and establishes the Labour Commission to mediate and act in respect of all labour issues. Chapter V (Occupational Health and, Safety) prescribes the duty of an employer to ensure that every worker works under satisfactory, safe and healthy conditions. This law will be relied on extensively to cater for workers at both construction and operation phase of the project	There is a need to strengthen Workers organization to ensure that grievance mechanism systems are set up. More focus should be given to industry standards for occupational health and safety of workers as well as issues of child labor and forced labor. Develop Labour Management Procedures and Grievance Redress Mechanism for workers. Also, there should be a signed Code of Conduct (CoC) by all workers, and the contractor. The CoC should include strong wording regarding Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH) and should be translated into local language. Also, training should be provided on SEA and SH to all workers, including the contractor by an experienced GBV Specialist engaged by the MINEDUC in order to prevent SEA and SH cases, which could if they happen stop the project
ESS3: Resource Efficiency and Pollution Prevention and Management	This ESS sets out the requirements to address resource efficiency and pollution prevention and management throughout the project life-cycle since economic activity and urbanization often generate pollution to	Law N°48/2018 of 13/08/2018. On environment; Chapter ii: (Fundamental principles that govern environmental conservation) Article 3 ensures application of precautionary principle. Article 4 ensures the principle of environmental sustainability while article 5 ensures application of polluter pays principle Law N°49/2018 of 13/08/2018 determining the use and	Though there are regulatory instruments to promote resource efficiency, address pollution and waste management issues in Rwanda, there are challenges in the effective implementation of these regulatory instruments. More focus must be put on effective waste management, water management, efficient use of natural resources and prevention of water pollution by runoffs.

	air, water, and land, and consume finite resources that may threaten people and ecosystem services.	management of water resources in Rwanda (Chapter iv: protection of water resources); Article 24; requires protecting water quantity and quality, and ensures that except activities related to the protection of the perimeter, any other activity is subjected to prior authorization of the Minister	
ESS4: Community Health and Safety	ESS4 address the health, safety, and security risks and impacts on project-affected communities and the corresponding responsibility of Borrowers to avoid or minimize such risks and impacts, with particular attention to people who, because of their circumstances, may be vulnerable.	The constitution of the Republic of Rwanda as revised in 2015; Article 21 ensures the right to good health; and Article 22 ensures the right to live in a clean and healthy environment Law N° 66/2018 of 30/08/2018 regulating labour in Rwanda; Chapter V (Occupational Health and, Safety), prescribes the duty of an employer to ensure that every worker works under satisfactory, safe and healthy conditions.	Beyond ensuring good health and safety for the project affect persons there is a need to pay much attention to vulnerable groups in project communities
ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	This ESS emphasizes that involuntary resettlement should be avoided. Where involuntary resettlement is unavoidable, it will be minimized and appropriate measures to mitigate adverse impacts on displaced persons (and on host communities receiving displaced persons) will be	Law No 27/ 2022 of 10/06/2021 governing the land in Rwanda; Article 5 prohibits any form of discrimination in relation to access to land and ensures enjoyment of real rights to land is prohibited. Article 41 guarantees a holder of land rights to enjoy full rights in exploiting his or her land in accordance with legal provisions. Law N° 32/2015 of 11/06/2015 relating to expropriation in the public interests; Article 3 provides for any underground or surface activity carried out with in public interest on any land but with due and fair compensation	Clear guidelines should be provided for timing of compensation payment (based on full replacement costs and not on market value), calculation of compensation and valuation, livelihood restoration and assistance, vulnerable groups, squatters, information disclosure, and the use of resettlement instruments such as RPF, RAP

	carefully planned and implemented	to the landowner, and Article 4 requires that any project, at any level, which intends to carry out acts of expropriation in the public interest, must budget and provide funding for valuation of the property of the person to be expropriated and for fair compensation	
ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	This ESS recognizes that protecting and conserving biodiversity and sustainably managing living natural resources are fundamental to sustainable development. It addresses sustainable management of primary production and harvesting of living natural resources and recognizes the need to consider the livelihood of project-affected parties, including Indigenous Peoples, whose access to, or use of, biodiversity or living natural resources may be affected by a project	Law N° 064/2021 of 14/10/2021 governing biological diversity in Rwanda; Article 4 of this law categorises wildlife species into three (3) categories: category I is composed of critically endangered species, found in Annex I of this Law; category II is composed of endangered species, found in Annex II of this Law; and category III is composed of vulnerable species, found in Annex III of this Law. Article 32:ensures conservation of wildlife species and their habitats and prohibits the following acts: 1)taking or destroying an egg or a nest of any wild animal; 2)capturing, stressing or removing animal species from their habitat, harming them, transporting, hawking, utilising, possessing, selling or purchasing them; 3) destroying, cutting, mutilating, collecting or removing any wild plant species, picking fruits, transporting, hawking, utilising, possessing, selling and purchasing, or seedlings or of wild plant species; 4) destroying, altering or degrading natural habitats of wild animal and plant species; 5) erecting	Screening should involve the determination of critical or Natural Habitat. More attention should be given to the protection of livelihood sources for project affected parties during the implementation of project activities.

		infrastructure in protected areas. The article further states that, the acts cited in items 2, 3, 4 and 5 may be carried out upon a permit of the Authority. QBE project additional financing activities must be carried out in accordance to this law.	
ESS10: Stakeholder Engagement and Information Disclosure	This recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice.	Law Nº 32/2015 of 11/06/2015 relating to expropriation in the public interests; Article 11 of the Expropriation Law stipulates that the relevant organ, after receiving the request for expropriation, shall examine the basis of that project proposal. In case it approves the basis of the project proposal, the relevant Land Committee shall request, in writing, the District Council concerned to convene a consultative meeting of the population where the land is located, at least within a period of thirty (30) days after receipt of the application for expropriation, and indicating the date, time and the venue where the meeting is to be held. The relevant competent authority shall take a decision within a period of at least fifteen (15) days after the consultative meeting with the population. Ministerial order Nº001/2019 of 15/04/2019 establishing the list of projects that must undergo environmental impact assessment, instructions, requirements and procedures to conduct environmental impact assessment; Article 10: ensures public participation during the	The use of the Stakeholder Engagement Plan is an add on to the public information and consultation process which should be focused on. Additionally, a Grievance Redress Mechanism must be developed for affected / host communities

		process of environmental impact assessment.	

In addition to the above ESSs, the World Bank Group General Environmental, Health and Safety (EHS) Guidelines will also be important to this Project, and they will act as technical reference documents containing information on cross-cutting environmental, health and safety issues potential. These World Bank Group General Environmental, Health and Safety Guidelines will provide guidance when dealing with EHS issues. The General guidelines applicable to potential development projects are:

- Environmental; Occupational Health and Safety;
- Waste Management;
- Community Health and Safety;
- Construction and Decommissioning;
- Chemical Hazards

In the view of the ongoing COVID-19 Pandemic, Rwanda Biomedical Centre (RBC) issued guidelines to be adhered to at workplaces, therefore, various RBC advice and guidance will apply. These guidelines will be be used in will be used in conjunction with the following WHO interim guidance; Prevention, identification and management of health worker infection in the context of COVI19.

CHAPTER FOUR: ENVIRONMENT AND SOCIAL BASELINE OF THE PROJECT

Rwanda, known as the "land of a thousand hills", is a fertile land-locked country lying within an altitude ranging from 900m to 4,500m above mean sea level (AMSL). The country has a temperate climate and average annual rainfall of 1,200mm. The majority of the population are youths, estimated at the population of 11 million people. The country's population growth is at 2.8% per year and is the most densely populated country in Africa. The majority of the population farm and live in the rural areas. Urbanization rate is at is 4.4% per year. Currently 20% of people live in urban areas, nearly half of whom live in Kigali. Much effort has been made to improve education, health and family planning over the past decade, and universal access to basic education (MDG2) is nearly a reality, with 2.3 million children attending primary school in 2010, 51% of them girls.

4.1.Environmental issues at project site

4.1.1 Classrooms environment

In 2017, the average pupil per classroom ratio (PCR) in public school was 85. Moreover, the ratio of 96 for primary classrooms is used in double-shifting to keep the average class-size at 43 pupils, and the ratio is 100 in the early grades. The enrolment bulge in grade 1 is exacerbated by a large influx of under-age children due to lack pre-primary classes. Overcrowding of early-grade classrooms often reaches more than 60 pupils after double-shifting. The learning conditions worsen when pupils learn in sub-quality classrooms. Half of the classrooms are old and substandard. Some classrooms are small 3(5 square meters) and are often built with nondurable clay bricks (adobe). Moreover, the lack of local school forces pupils to walk long travels. (MINEDUC, February 2019)

From field observations, most of primary classrooms were overcrowded regardless of double shifting. In some instances, some classrooms in most schools had more than 50 pupils. The average number of pupils in classroom for Primary 1, 2, and 3 grades in public schools was 92 (Figure 2). This negatively affects the learning performance.

Figure 2. Internal view of Primary School in Nyagatare (a) and Kayonza Districts (b), showing overcrowded students in classroom

A significant proportion of walls of visited schools were not clean. Dirty walls are not only unappealing but also a distraction to the learners, therefore, affecting their performance. Furthermore, over half (50%) of the classroom floors were dirty. A significant percentage of the floors had cracks and/or potholes. There was a correlation between the cleanliness of classroom floors and water supply. It was observed that schools that had adequate piped water and rainwater supply had clean classroom floors while those with boreholes had dirty classroom floors (e.g. Gikaya in Kayonza District). It meant that water availability was a contributory factor in the cleanliness of classrooms. Dirty floors are source of dust particles which increase with overcrowding in the classroom. Such conditions put the primary learners in danger of respiratory diseases. Some schools were very old with damaged roof sheets/tiles and walls. All school classrooms visited do not have appropriate pathways for people or learners with physical disabilities. In line with the construction of school buildings, there must be provisions walk ways facilitating easy access for all including people with sensitive disability.

4.1.2 Hygiene and sanitation

Sanitation and hygiene remain a challenge in many parts of the world especially in developing countries. In Rwanda, most of visited schools did not have improved sanitation facilities (clean latrines, water availability and toilet papers). There is a need to upgrade the sanitation to improve living condition in schools. This will foster a healthy learning environment and improve performance in public primary schools.

4.1.3 Latrines

The structures and conditions of latrines were observed to determine their suitability in their functioning. Lack of space to construct new latrines was a problem in some schools (GS Matimba Demonstration School). The field visits showed that most of schools had latrines for both girls and boys with hand washing facilities next to the latrines. Most of the schools were not compliant with the recommended standard ratio pit latrine/number of pupils of 1:30 for boys and 1:25 for girls. The ratio toilet/pupils was 1:58-68 per boy and girl learners was very common in many visited schools. Extremely high ratios of 1:94 for boys and 1:98 for girls were recorded in GS Gatebe in Nyagatare District. High pressure on sanitation facilities (high ratio pit latrine/pupils) and lack of water explained the poor sanitation in observed in many schools.

4.1.4 Hand Washing Facilities

Most of visited schools had hand washing facility which was installed outside the latrines rooms. The washing facilities had water but not soap. It happened that some learners forgot to wash their hands when the hand washing facilities located far away from the latrines. Most of schools source their water from piped water system while some sourced their water from rainy water harvesting facilities. Many visited schools that had tanks and piped water as their main source of water. In many schools water harvesting facilities cover 60% of the roof. This poor drainage causes erosion downstream.

4.1.5 Access to water, electricity and sanitation

Some of visited schools have been constructed with rooftop rainwater harvesting system (plastic tanks connected to the metal gutters) (Figure 3). Others had PVC gutters and pipes connected to ferro-cement water tanks constructed by a project by the "Collecte et Utilisation des Eaux de Pluie (CUEP)". However, we noted that the quality of rainwater harvested from rooftop did not meet the National and WHO

guidelines for drinking water quality, particularly for bacteriological quality. Water from rooftop was contaminated by pollutants such as dust, leaves, birds droppings, etc., that accumulate on the rooftop. To be potable, the system should have a system for first flush, tank cleaning and a regular programme of maintenance of the roof surface and gutters.

Figure 3. Rainwater harvesting system in one of the Primary School in Gatsibo District

Access to water and electricity is a challenge to good school environmental in the area of sanitation and lighting in the classroom. The survey conducted by the Ministry of education shows that only 57 % of schools in which the project will be implemented have access to electricity. With regard to access to water, 68% of the survey school have access to water. Majority of visited Schools lack funds to improve sanitation. For instance, toilets are not well maintained. The doors are always open because the closing handles broke down. Cleaning of toilet floor is problematic due to the lack of soap or detergents. Some schools do not view the importance of using cleaning detergents and soaps in toilet cleaning. The drainage from school floor is oriented to downstream wetland where water sources are found. This can cause diseases outbreak. In case of lack of clean water, rainwater harvesting would provide cheap drinking water supply to school children. There is a huge potential in water conservation in schools due to the large roof area provided by buildings. Rainwater harvesting could meet their water demands and reduce the costs of water in schools.

Figure 4. Poor maintained toilets in Kirambo Primary School, Burera District and Musero Primary School, Musanze District

4.1.6 Solid waste management

Most of Schools' buildings have a waste management system. Solid wastes are collected using waste bins and disposed in a pit. The bins are placed outside the main entrance of the corridors.

4.1.7 Solid Waste Collection Systems

Many different types of waste are produced in schools, and it is vital that the schools know what can be recycled and what cannot. Schools could have different bins for different types of rubbish, for example, a paper bin, a food waste bin, cardboard waste bins and general rubbish bins, Unfortunately, many schools visited struggle to think of imaginative ways to implement effective waste management in schools. Most visited schools put wastes in baskets, sacks, plastic bags or other suitable materials at the door side so that the collectors bring wastes to common temporary storage points (composts) or to pick up in the pit or transported to the municipal disposal sites by the authorized companies.

4.1.8 Solid Waste management

In urban areas, large amounts of wastes is collected by private companies and employees from the city administration or the local administration. In urban areas, wastes are evacuated or transported by private cleaning services companies from the collecting zone to the disposal sites (landfills). However, solid waste management companies transport the collected wastes to the disposal site. In rural area, the majority of schools are dumping solid wastes are in open dumping sites, where flies and scavengers breed on them, with high risk of contamination of land, water, land and public health. The majority of waste material included paper, pen waste, detergent, used girls pad. Food wastes are used as fertilisers in open composts whereas cooked food waste is collected by the surround community to feed pigs.

Figure 5. Open waste dumping pit in Musero Primary School, Musanze District

4.1.9. Land use and availability for the project activities

The land use around project is site is dominated by seasonal crops such as beans, maize and potatoes. However, permanent crops such as banana and woodlots are found. The exception is the Nyirabitside School which is located in the buffer zone of Volcanoes National Park. Information from the field work indicated that the majority of schools (84%) don not have land for construction of the new buildings or extension of the existing rooms. They will be acquiring land from the nearby landowners and make expropriation. The Districts officials (School construction Engineer, Director of Education or in Charge of Education, Director of one stop centre or Land administration/valuation officer, District Environmental Officer) and visited schools Headmaster) informed the consultant that in case the school does not have the sufficient land, it will be acquired from the nearby people who are ready to leave the land, in exchange of fair compensation of their land and properties. The issue of fair compensation was discussed with the nearby school communities. They expressed the need to follow the Law on expropriation and Real Property Valuation that insists that compensation should be based on the prevailing market prices (Gazette, no 20 of 17/05/2010). They also insisted on the need for payment in time, instead of waiting for several years.

4.1.10. Land use incompatibility with the surrounding environment

Since children spend much of their daily activities within school environment during critical developmental stages, it is crucial that the same environment is kept clean. Most schools had clean compounds with adequate systems to collect and dispose wastes. In some schools, pits were filled up, and resulted in piles of solid wastes, indicating poor solid waste management. Since children lack the experience to determine risks associated with their exposure behaviours, the presence of waste pose health risks to them. The exposure behaviours include playing with waste, placing their fingers and other objects in the mouth and not washing hands before eating and after visiting the latrine. Preventing childhood exposure to wastes may significantly prevent health risks associated with them (respiratory infections and diarrhoeal diseases). The fence perimeter was available in few schools but most of them do not have fence. A fence in a school helps avoiding unauthorized access and keeps pupils safe from outside dangers. It prevents them from wandering away from the safety of the school environment. This notwithstanding, most schools provided an ambient physical environment for the learners. It is important to note that the school activities can also negatively the natural environment in such a way that it causes health hazards for the community at large. It is, therefore, crucial that schools have proper sanitary facilities. Some schools are located in central residential or commercial houses. Others are found near unstable slope, ravines or even in wetlands, commonly known as high risky zone. Some schools without the perimeter fence face problems of illegal access to unauthorized animals, individuals including learners who can illegally go in and out. This minimises the school surveillance, learners' concentration, and performance. Some schools are exposed to regular landslides and floods. For instance, GS NZOVE (Nyarugenge) and Buhande Primary School (Rulindo) are located in Nyabarongo and very common). During the heavy season, the worst-ever floods in the Valley of Nyabarongo could fully destroy school buildings. It is important during the project implementation to relocate schools found in incompatible environment or high-risk zones.

Figure 6. Privately owned woodlot inside the school compound in GS Jean de la Manaie, Burera District

CHAPTER FIVE: PROJECT ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS

As it was the case with the QBE parent project, the implementation of the activities planned under the AF financed is expected to yield overwhelmingly beneficial to the socio-economic results lives of people in the beneficiary communities and districts as well as the entire nation, without necessarily posing many significant potential adverse impacts and risks. Under QBE parent project, several positive impacts for example 11004 additional classrooms were constructed and equipped,14680 latrines were constructed. These additional classrooms have reduced overcrowding of students in classrooms. 99,720 people were employed, signed contract, code of conduct and registered in RSSB. Employed labour force managed to cater for their day-to-day livelihood needs. The First additional financing enables schools to cope with the impacts of COVID19 through support in construction of group hand washing facilities, provision of scholastic materials, school feeding, back to school campaigns and delivering remedial and catch-up programs, Additionally, the following positive impacts are also anticipated under AF.

5.1. Positive Impacts

5.1.2. Improved Infrastructure for Learning:

Buildings, classrooms, libraries, and equipment- education infrastructure - are crucial elements of learning environments in schools. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, reduces school absenteeism particularly for girls among other benefits. The quality of educational facilities is linked to education outcomes for students and teachers. Infrastructure helps deliver positive outcomes for both students and teachers. So, the quality of training facilities plays a significant role.

5.2.3. Improved Students and Teachers Wellbeing:

The project will provide well planned, good value infrastructure that meets the needs of users and contribute to better students and teacher's well-being. It will reduce or remove overcrowding in classrooms and offices due to inadequate provision of highly spacious and very comfortable infrastructure; improve the total number of worker spaces availability and space including adequate seating and waiting places. The provision of additional working space will enhance the efficiency delivery of services.

5.2.4. Creation of Employment Opportunities:

The project is expected to create employment for local artisans and manual laborer in the vicinity of where the facilities would be renovated or refurbished. The project will be expected to boost trade in construction materials such as cement, iron rods, lumber, etc.

5.2.5. Enhance the climate change resilience of the school infrastructures

This AF will enhance the climate change resilience of the school infrastructure support under the parent project. Project include the supply and installation of rainwater harvesting tanks and retaining walls to supply non-potable water for schools and to address the risks of heavy rain and floods respectively. Additionally, the Project will support 1,367 school sites with retaining walls to mitigate flood- and rainstorm-related landslides and related risks to communities and their assets living downstream from the school location.

5.2. Negative Impacts

5.2.1. Pre-construction Phase

5.2.1.1. Preparation of bidding documents

Three major issues to consider would be; The preparation of the bidding documents; election of contractors and Timing of renovation works. During the preparation of bidding documents, the main risks would be the neglect of environmental and social aspects and their low consideration premised on the assertion that there would be minor civil works for the project that could easily be mitigated. Selection of contractors with poor environmental and social records will have adverse consequences on the E&S performance of the works. It is important therefore that the project selects good contractors with good environmental and social performance records demonstrated by their ESHS Policies, competence of staff, accident rate, etc. Wrong timing of re construction works may disrupt school programmes and also increase the potential impacts of the project on students and teachers.

5.3.2. Construction Phase

5.3.2.1. Generation of construction wastes

Upgrading TTCs and Model schools and retaining walls construction activities will lead to generation of construction wastes from the civil works and operations on the materials involved in the processes. These wastes include metal shavings, wood shavings, food wastes, plants, stone shavings, bricks, glass, cardboard, soil, cement, sand, concrete, paint among others. Some of these wastes could be hazardous e.g., vehicle batteries (from construction machinery), paints and asbestos. Upgrading TTCs and model school; works are not envisaged to involve asbestos material, but it is possible that some of the existing school facilities to be upgraded may have asbestos roofing or construction material which requires special care. The site-specific Waste Management Plan will assess potential use or occurrence of asbestos material and other hazardous waste and propose mitigations. When disposing off these materials, permission must be sought from competent authority.

5.3.2.2. Increase in soil water erosion and water contamination

Gravel/soil brought for any filling purposes and soil removed during site preparation (terracing)if not properly stored and is exposed to the natural elements can be washed off to nearby streams, wetlands, rivers and low-lying areas causing sedimentation. Storm water congestion on site can create inconveniences to school activities and construction work and create rills and gully on the hillsides since many schools are located on hilltops and summits of mountains. In additions soil erosion may lead to sedimentation in rivers and wetland located downstream. Improper placement and construction of latrines can cause groundwater contamination to stream and drinking water sources. Also waste water generated during construction and from labour camps can also contaminate drinking water sources if not properly treated.

5.3.2.3. Deterioration of sources of construction materials

Classroom construction sparked a high demand for supply of construction materials such as sand, bricks, stones etc requiring putting in place strict measures to make sure the whole chain of acquisition and supply construction materials complies with National regulatory instruments especially those related with mining, environment and social protection. It was mandatory for all suppliers to sources construction material from

licensed operators. Similarly, retaining wall construction, installation of rain water harvesting tanks, upgrading TTCs and Model schools are likely to create a huge demand for construction materials such as sand and bricks. opening of sand and burrow areas to extract construction materials like sand and gravel for the civil works may lead to the creation of pits. Rainwater will collect in the burrow pits and depressions, creating pools of stagnant water, if they are not re-instated. Stagnant water provides a suitable habitat for the breeding mosquitoes and snails that are vectors for diseases. The excavated trenches and pits could serve as a trap for animals and human beings in the vicinity of the sand and burrow pits.

Quarry Management: The project is not expected to directly operate a quarry site but rather solicit construction materials from accredited companies. Potential risks and impacts at quarry sites could include potential drowning of children from water-filled-pits which could be mistaken as swimming pool; the stagnant water in pits could breed mosquitoes and other insect borne vectors; sites may be prone to erosion, flying objects etc. The project will ensure that such companies have relevant permits regarding the operation of quarries and that they properly undertake reclamation, landscaping, and soil protection as part of their operations. Additionally, the quarry companies should have a Reclamation and Quarry Closure Plans in place before being engaged by the project. To ensure harm across project points are abated, the site will be fenced, locked and access limited to authorized personnel only in order to safeguard community health and safety. Pits in the area that are filled with water will be marked with relevant signs to prevent children in the community from abusing it for a swimming pool or any other purposes and to also limit drowning risk. In the unlikely event that a contractor affiliated to the project opens borrow pits or undertakes quarry activities, the project will ensure that the above mitigation measures are adhered to prior to commencement of such activities.

5.3.2.4. Impacts related to health risks and safety of workers/ students and teachers

Construction related operations will generate safety risks to workers. During retaining wall construction, installation of rainwater tanks and upgrading of TTCs and model schools, there could be excavation of trenches on site. If the site is not hoarded, safety signs are not provided, and trenches are not covered quickly and/or well protected, then the general public will be at risk of accidental falls, being hit by falling objects or cuts. These accidents can cause injuries and fatalities. Trucks supplying materials to the site may also be involved in accidents which may involve residents of the communities along the haulage routes. Such accidents can cause injuries, fatalities, loss of property and/or traffic disruptions along the haulage routes. If the COVID-19 pandemic still pertains during the period of construction, there could be potential transmissions from construction workers to community members and vice versa including teachers and students. Such incidents can further heighten tensions between contractors and community members.

5.3.2.5. Generation of noise pollution

Upgrading or construction activities and processes may also generate noise. Increased noise levels are expected from clearing equipment and construction machinery. The primary noise source associated with site preparation and construction works will be noise from operation of construction machinery such as excavators, compactors, trucks etc., as well as noise from construction activities and workers. Increased noise levels have the potential of causing auditory fatigue, temporary and permanent loss of hearing ability, sleep disorders, and can even contribute to learning problems in children. One of the risks of the noise would be to the surrounding areas where they may create a nuisance or disturbance to students and teachers. As per World Bank Environmental, Health, and Safety (EHS) Guidelines on noise management, the permissible ambient noise levels in residential, institutional, and educational areas are 55 decibels (dBA) during the day and 45 dBA at night. Those for industrial commercial areas are 70 dBA during the day and

night. Loud noises pose a risk to the workers and site personnel since loud noises increase the risk of ear damage and deafness, and there may be an increase in the levels of noise in the construction site owing to the nature of machinery in use and the activities such as excavation. The normal levels of 55 decibels recommended by World Bank Environmental, Health, and Safety (EHS) Guidelines on noise management may be surpassed in the duration of the construction process.

5.3.2.6. Emission of air pollutants

The retaining wall construction, upgrading TTCs and Model schools' activities will also emit various air pollutants which can have negative effects on both human and environmental health. Exposure to cement dust, emission from paints, and chemicals for treating wood and the solvents as well as delivery vehicles can reduce ambient air quality and put site workers at the risk of respiratory tract diseases. Dusts from the soil excavation, carving of bricks and movement of trucks on loose topsoil after the land has been cleared can pollute the air. Excavations and the use of cement and sand among other like materials are bound to increase the dust and particle levels in the air around the development area. Such effects should be avoided through the use of dust screens.

5.3.2.7. Generation of Wastes

These will include waste streams that will be generated by project workers, and visitors during construction phase of the project, and may have significant environmental and social consequences if not properly managed. Wastes to be generated include but not limited to Paper and cardboard packaging, wood, concretes, bricks, tiles and ceramics, as well as metallic wastes such pipes. Disposal of wastes have to be carefully planned through proper collection, accumulation, transportation, recycling, composting and any other legally and environmentally approved method. The waste management hierarchy through reduce, reuse, recycle, dispose needs to be emphasised through the construction phase of the project.

5.3.2.8. Loss of Flora and Faunal Habitats.

The project areas are not likely to be within sensitive areas, habitats, or spawning ground for any threatened, rare or endangered species. However, the clearing of site during upgrading of TTCs and model schools and construction retaining wall activities could have minimum adverse impacts on fauna and flora within or near the corridor of influence. The potential loss of flora and fauna could be easily mitigated through landscaping after completion of the construction activities. This will additionally contribute towards preventing soil erosion.

5.3.2.9. Fire Risks:

Construction areas prone to spontaneous fire combustion activities will include; fuel storage, mechanical workshop with welding and steel cutting facilities, smoke from burning garbage/refuse, cigarette smoking sections and carpentry shops. Smoking will generally be prohibited at the construction stage and will only be permitted at designated areas. Potential impacts from spontaneous fire combustion are significant, direct, and non-beneficial. Mitigation measures are required.

5.3.2.10. Increase in the spread of STDs, HIV/AIDS and COVID-19 infection concerns

The COVID-19 pandemic, STD and HIV/AIDS continuously presents threat to schools, pupils and communities. Workers and local population will be sensitized on STD and HIV/AIDS and lack of disinfectants and WASH facilities at schools could present peculiar challenges to the prevention and control of COVID-19 as they could potentially be the main sources of infection. These could potential contribute to the spread of the disease and make prevention difficult.

5.3.2.11. Disruption of traffic and public utilities deliveries

The construction will involve the supply of materials and few traffic. In case the constructions site is located in the proximity of the main road, the entry and exist of material supplying trucks may disrupt the traffic. Transportation of material to and from the site will also create disturbances during school hours in the area. This traffic my result into increased road accidents among students, teachers, workers/ project staff and other road uses. In addition, site preparation may disrupt the supply of public utilities such as water and electricity during excavation and terracing, electrical cables and water pipe passing through the site may be unearthed, and this may disrupt the supply of these services.

5.3.2.12. Land Acquisition and Restriction of Land Use

Construction activities may require land acquisition, and people's displacement. The project is expected to use school or government lands, but in many cases, unused or underused state land is subject to occupation, sometimes by “squatters”. The utilization of state land may therefore impact on livelihoods of people legally or illegally encumbering unused state land. Boundary demarcation will need to be done and appropriate mitigation measures.

5.3.2.13. Occupational Health and Safety (OHS) Risks:

Exposure to dust/emission during site clearing as well as mixing of concrete and elevated noise level within the work environment could also have negative implications on the health of the site workers during the construction phase of the project. Work related accidents such as burns, falls and cuts may also occur due to human errors, workers not wearing appropriate PPE required for their assignments and mechanical faults of equipment. Accidents may also result from improper storage of equipment, paints and other solvents and construction materials as well as poor management of construction waste. Another source of accidents during the construction phase of the project is human-vehicular conflicts as equipment and supplies are transported to the site and waste is hauled from the construction site to designated disposal site. Accidents of this nature can result in spills, destruction of property, injuries and fatalities on site. Several OHS risks may occur from the activities, processes, materials, and equipment involved in the construction phase of the project. These risks are listed in the table below alongside their source.

The outbreak of COVID-19 pandemic has also created a new phase of health risk for construction workers. Workers can be exposed to the spread of the coronavirus if adequate procedures, preventive and protective measures are not put in place to avoid and minimize the exposure of workers to the virus.

Table 9. Construction Phase OHS Risks

OHS Risk	Source
Injuries or injurious substances, materials and equipment	• Moving parts of equipment e.g. saws, tractors, grinders etc.; • Moving heavy materials; • Open foundation pits; • Raised building materials and equipment e.g. bricks, saws, hammers, Steel pipes & fittings etc.; • Sharp edges of nails, knives, saws, glass; • Open flames, heat generating or using processes; • Working at heights; • Emission of radiation from electrical equipment and bright lights from welding operations; • Corrosive chemicals; • Wet/slippery and uneven floors resulting in slips, trips and falls
Fire	• Flammable liquids & gases, chemicals, electricity, welding, open flames, heated materials and heat producing processes such as
Intoxication	• Toxic substances, corrosive chemicals, adhesives, waste gases, smoke, dusts and emitted particulate matter.
COVID-19	• With the advent of COVID-19, there is a risk of virus spread among construction workers and within project communities from contact with infected people, items, materials, equipment etc:

5.3.2.14. Labour camps and labour Influx

Construction works will be conducted in most cases on school premises. Currently no labour camps are planned. However, if labour camps are required, location of the camps and the interactions of the workers with students can create negative social impacts. In addition, the condition and treatment of workers in labour camps can directly impact the communities and the sub-projects and result in negative media attention and potential safety risks to the public.

Labour influx is not expected to be a major concern as the civil works are spread countrywide and will involve the use of the local workforce. However, it is likely that ongoing upgrading and construction works will attract food vendors and petty traders to the construction area. Waste from such commodities might pollute the area if appropriate dump bins are not provided for collection and onward disposal at approved dumping sites. No work camp will be constructed and therefore, the project does not envisage accommodation of workers at the construction sites.

5.4. Occupancy and Maintenance Phase Impacts

Occupancy and Maintenance phase impacts may include Waste generation (both solid and liquid waste); Security and safety issues; COVID-19 infection concerns; and poor sanitation at WASH facilities

5.4.2.1. Generation of solid and liquid Wastes:

These will involve waste streams that will be generated by school workers, students and clients who visit the school, and such wastes may include paper, waste water from sanitary facilities, packaging material, and food residue, e waste from IT infrastructure upgrade or depreciation, among others. These wastes will have significant impacts on the environment and health of students, teachers, and the surrounding

communities. Generation of solid and liquid waste during the operational phase of the project furthermore, may result into water-related diseases such malaria and cholera, hence the need to establish measure such as constructing septic tanks, drainage and sewage systems to correctly handle and manage these waste.

5.4.2.2. Electronical and electrical Waste (e-waste)

E-waste is any electrical or electronic equipment that has been discarded by its owner because it is no longer considered valuable. Such equipment includes televisions, computers and their accessories, cell phone devices and printers etc. E-waste is one of the expected environmental impacts of the project because the project will purchase and supply a significant number of IT equipment such as computers. As a result, e-waste management arrangements must be put in place to safely handle old equipment. However, the country has already made strides in e-waste management, supporting the establishment of -waste Recycling Facility with e-waste collection points at various locations throughout the country.

E-waste generation is also an expected impact from the project because the project will purchase and supply ICT equipment such as computers to different schools. REB has already a working framework[7] with Enviroserve Rwanda for;

- Collection of unwanted computer equipment from schools, higher learning institutions and other government institutions;
- The refurbishment of computer equipment under the e-waste management project;
- Training of secondary schools' ICT teachers and technicians in computer refurbishment, and
- Redistribution of computer equipment to schools in order to increase the penetration and usage of ICT in teaching and learning.

Enviroserve Rwanda Green Park is a private company dedicated to electronical wastes, green growth, and the circular economy.

5.4.2.3. Security and Safety Issues:

At the operational phase, security issues like thoroughfares, encroachment, theft etc may arise. The risk of fire outbreaks and other related incidents on the facility could present challenges to the safety and security of the school facilities. Security is also needed to keep students safe from SEA/SH whiles on campus especially at night. Hence a proper SEA/SH education, sensitization, trainings and identification mechanisms is needed.

5.4.2.4. COVID-19 infection Concerns

The COVID-19 pandemic continuously presents threat to schools, pupils, and communities. Improper use, cleaning, disinfection, and maintenance of WASH facilities at schools could present peculiar challenges to the prevention and control of COVID-19 as they could potentially be the main sources of infection. Pupils using such facilities, for privacy reasons, are usually without direct supervision from their teachers and that gives them the opportunity to exhibit bad behaviour e.g. inappropriate touches of sanitation facilities, improper hand washing, removal of nose masks, etc. These could potential contribute to the spread of the disease and make prevention difficult.

[7] MoU between REB and Enviroserve for e-waste management

5.4.2.5. Poor Sanitation issues

Poor sanitation facilities could potentially pose health and safety risks and impacts in the school environment and the communities. Potential risks and impacts could include odour; proliferation of disease-borne vectors; outbreak of diseases e.g. cholera, typhoid; unsightly scenes etc. This could create a backlash between the school authorities and the communities.

CHAPTER SIX: PROJECT ENVIRONMENTAL AND SOCIAL MITIGATION MEASURES

7.2 6.1. Project Environmental and Social mitigation Measures

The environment and social mitigation measures are designed with an aim to outline actions necessary to prevent, mitigate and control possible negative impacts during the sub-projects. Table below summarizes some identified potential environmental and social impacts and their proposed mitigation measures at the various phases of the project.

Table 10. Potential environmental and social impact mitigation measures

Activity /Potential Impact	Description of Impact	Proposed Mitigation Measures
Pre-construction Phase		
Preparation of bidding documents	Neglect of Environmental and Social issues during implementation	• Use National /World Bank's standard bidding documents. Incorporation of all environmental and social issues. Provide clear implementation arrangement for E&S implementation particularly at the local level. • The design contracts should include sustainability considerations especially on use of energy and water as much as possible • The design, construction, operation and decommissioning of the project activities should follow the national legal requirements, the WBG EHS guidelines and other good international industry practice
Selection of contractors	Poor ESHS performance	• Assess contractor health and safety policy; • Review contractor's ESHS records of previous similar assignment; • Ensure contractor presents competent staff; • Review contractor's accident/incidents records; • Conduct due diligence on claims and penalties issued to the contractor as a result of ESHS infractions
Construction Phase		
Loss of flora and faunal habitats	Environmental Degradation	• Landscape with indigenous species on completion of construction. • Maintain landscaped gardens, terraces, conservation and management of the vegetation and gardens.

		• Clear vegetation only in construction areas and demarcate areas where no clearing will happen.
Changes in soil characteristics	Soil Degradation	• Sprinkle water on the soil to prevent dust from rising. Create specific paths for the trucks. • Ensure there is enough space for normal percolation of water. • Prevent pollution from construction wastes by having specific sites for collection, sorting and transport of wastes. • Proper installation and configuration of drainage structures to ensure their efficiency. • The period of exposure of excavated soils to weather conditions will be limited to minimize the possibility of sediment transport as a result of storm water/runoff • Install cascades to break the impact of water flowing into the drains. • Compact areas with loose soil • Provide soil erosion control structures on the steeper areas of the site and control activities during the rainy season. • Use light weight construction machinery.
Deterioration of source of building materials		The project is not anticipated to operate a quarry site or open up burrow pits. As a general practice in under QBE parent project, the contractor will solicit or outsource construction materials from accredited companies/individuals. To ensure that the materials emanate from good sources, the project will ensure the following among suppliers: • Presence of valid environmental permit. • Well protected site. • Company avoids storing of soil or materials near water ways and on slopes. • Exposed soil and material stockpiles are protected against wind and water erosion. • Material loads are suitably covered and secured during transportation to prevent the scattering of soil, sand, materials, or dust. • Company backfills shallow pits with excavated material once investigation is over.

		• Burrow and/or quarry site are fenced, locked and access limited to only authorized persons.
Air quality impacts	Dumping of spoilt material, Compaction, Haulage of materials Carpentry works and chiseling of walls Dust and exhaust emissions on health of students and public	• Sprinkle water on soil before excavation and periodically when operations are under way to prevent raising of dusts. • Enclose the structures under construction with dust proof nets. Using efficient machines with low emission technologies for the ones that burn fossil fuels. • Control the speed and operation of construction vehicles.
Noise and vibrations	Compaction with machinery Haulage of materials Use of implements Chiseling of walls Health hazard to students, teachers and general public	• Regular maintenance of machinery and equipment • Use equipment with noise suppressing technologies. • Provide workers with PPE against noise e.g. ear plugs. • Place signs around the site to notify people about the noisy conditions. • Regular maintenance of equipment to ensure they remain efficient and effective.
Solid waste management	Compaction with machinery Haulage of materials Use of implements Chiseling of walls Inappropriate waste disposal with accompanying health risks and hazards	• Earthen material will be used to fill unlevel grounds and landscaping. • Waste skips or bins will be provided to collect waste for appropriate disposal. • Employ a waste management plan. • Use waste minimization techniques such as buying in bulk. • Allocate responsibilities for waste management and identify all sources of wastes, and ensure wastes are handled by personnel licensed to do so. • Make available suitable facilities for the collection, segregation and safe disposal of the wastes. • Create waste collection areas with clearly marked facilities such as colour coded bins and provide equipment for handling the wastes. The bins should be coded for plastics, rubber, organics, glass, timber, metals etc. • Ensure all wastes are dumped in their designated areas and through legally acceptable methods and that the bins are regularly cleaned and disinfected.

		• Assess and create opportunities for regulation, reducing, reusing, recycling, recovering, rethinking and renovation. • Create adequate facilities for the storage of building materials and chemicals and controlling access to these facilities. • Ensure bins are protected from rain and animals. • Handle and dispose of asbestos from building material in case it arises in accordance with the national standards, World Bank Group EHS Guidelines, and Good International Industrial Practices (GIIP)
Liquid waste management	Washing of equipment haphazardly on site Pollution water courses and ground water contamination	• Equipment washout will be discharged away from water courses and in drains. • Provide mobile or temporary toilets for both male and female workers.
Fire risk	Damage to property Potential loss of life	• Provide firefighting equipment and in easily accessible areas as well as ensure site personnel are well trained to use them. Also, maintain them regularly. • Create safe and adequate fire and emergency assembly points and make sure they are well labeled. • Provide adequate signages at fire risk areas to caution and inform workers. • Prohibit smoking and naked fires around easily combustible materials such as paints, fuel, wood shavings etc.
Occupational health and safety issues	Health hazards (injuries and accidents)	• Employ an OHS plan that will outline all OHS risks and provide a strategy for their management. • Ensure all potential hazards such as movable machine parts are labelled. • Raise awareness and educate workers on risks from equipment and ensure they receive adequate training on the use of the equipment. • Provide the workers with adequate PPE and monitor regularly to ensure they are replaced on time when they wear out. • Place visible and readable signs around where there are risks.

		• Ensure there is security in and around the site to control the movement of people. • Provide safe and secure storage for equipment and materials in the site. • Proper site sanitation and housekeeping. • Strict adherence to safety precautions • Contractors will be required to prepare guidelines or plan to avoid worker exposure to COVID-19 pandemic. Such plan will include provision to provide face mask, hand grove and other protection materials for workers, facilities for regular hand washing and adjustment of work to contain appropriate social distancing. • The design of the buildings should comply with Rwanda building control regulations, issued by Rwanda Housing Authority
Labour influx	Risk of social tensions	• Recruit labour from sub-project community as much as possible. • Workers to be issued with jobs cards to monitor their movements in the site area. • Only authorized personnel should be allowed entrance to the site. Provide a work registry book for workers to sign in and out. • Educate the workers on proper sanitation methods. • Sensitize the worker on HIV/AIDS. • Make available suitable facilities for the collection, segregation, and safe disposal of wastes. • Ensure all waste is dumped in their designated areas following legally acceptable methods.
Increase in crime and conflict		• Use the Project's Grievance Redress System to resolve localized conflicts. • Crimes such as theft, rape and defilement will be reported to the nearest police station directly or through the grievance redress system.
Community health and safety	Accidents and injuries	• Cordon off pits and excavations and provide appropriate directional signs. Signage could include no swimming, no drinking especially where the pits are filled with water. • Isolate the construction site with appropriate fencing, labels and only authorized persons should be allowed access to the construction site. • As a precaution to minimize the spread of COVID-19, contractors will be required to

		minimize interface between workers and communities members.
Social protection of vulnerable sections of school children and community and Gender-Based Violence	Risks of sexual harassment, underage sex, child labour etc.	• Strong and sanctions embedded clauses in contractors' agreements on child labour, sexual harassment etc. • Include clauses in work contracts to as far as practicable utilize local labour and give equal opportunities to women and should not discriminate against vulnerable groups who have the capacity to work; • Conduct background check on workers before employment; • Require signed Code of Conduct from contractors, sub-contractors, workers, and supervising consultants as part of contract. • Sensitize contractors, supervising consultants, schools on issues of GBV.
Employment and income (labour conditions)	Improve living standards of workers	Include Labour management procedures in ESMP.
Occupancy and Maintenance Phase		
COVID-19 infections	Risk of construction work leaving traces of COVID-19 in the school environment	• Provide PPE for the workers and ensure compliance with appropriate national, WHO and World Bank COVID-19 safety protocols. • Provide hand washing facilities and ensure regular flow of quality water for users of WASH facilities and also for the general use of workers, students, teachers, visitors etc.
Generation of waste	Risks associated with waste generation	• Allocate responsibilities for waste management and identify all sources of wastes, and ensure wastes are handled by personnel licensed to do so. • Make available suitable facilities for the collection, segregation and safe disposal of the wastes. • Create waste collection areas with clearly marked facilities such as colour coded bins and providing equipment for handling the wastes. The bins should be coded for plastics, rubber, organics, glass, paper, electrical equipment etc. • Ensure all wastes are dumped in their designated areas and through legally acceptable methods and that the bins are regularly cleaned and disinfected. • Assess and create opportunities for reducing, reusing, recycling, recovering, rethinking and renovation.

		• Create adequate facilities for the storage of materials and chemicals and control access to these facilities. • Ensure bins are protected from rain and animals.
Land acquisition and restriction of Land use:	While the project is expected to use school or government lands, in many cases, unused or underused state land is subject to occupation, sometimes by "squatters". The utilization of state land may therefore impact on livelihoods.	Prepare Resettlement Action Plan, Abbreviated Resettlement Action Plan or Livelihood; Restoration Plan as may be required.
Poor sanitation facilities and health and safety matters	- Sanitation related ill-health - Potential ground water contamination - Accessibility issues for people with disability - Gender issues	• Ensure regular cleaning and disinfection of WASH facilities. • Water for flushing and hand washing should be of good quality as that could be a source of infections. • Ensure universal access of WASH facilities and latrines for students with disabilities. • Separate latrines should be provided for girls and boys. • The WASH technology should avoid or effectively separate human and excreta contact. • Handling and disposal of excreta from septic tanks should be properly done by accredited waste companies. • WASH facilities must be properly maintained to avoid leakages of excreta, odor and proliferation of disease-borne vectors. • Investigate ground conditions and use appropriate latrine technology which avoids ground water contamination. • The design of WASH facilities must be efficient in the use of water and energy. Technologies with low water consumption and those • The design, construction, operation and decommissioning of the project activities should follow the national legal requirements, the WBG EHS guidelines and other good international industry practice
Increased generation of e-waste and their associated hazards	The supply of ICT equipment such as computers in schools will increase the amount of e-	• Put in place a collaboration agreement with-waste management service provder for collection and recycling of e-waste.

	waste and human exposure to e-wastes and their associated hazards.	• Conduct public awareness campaign about the safe handling and use electronical equipment and as well as e-waste exposure.

Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH)

SEA/SH risks including sexual exploitation and harassment, underage sex, rape, defilement etc. may arise from interaction between construction workers and school children. SEA/SH might also be of concern during operation from stakeholders such as teachers or students. Search for jobs and procurement opportunities from the project could provide grounds for sexual harassment and exploitation of girls and women. Therefore, proper SEA/SH education, sensitization, trainings and grievance redress mechanisms such as worker profiling will be identified and implemented with strong sanctions embedded clauses in contractors' agreements on child labour, sexual harassment. Again, regarding SEA/SH related to workers, a Code of Conduct will be signed by the workers and will be posted in a visible place on site/workplace.

CHAPTER SEVEN. ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK IMPLEMENTATION AND MITIGATION STRATEGY

The ESMF provides a general impact identification framework and guidance on procedures to be followed and standards to be met in implementing activities to be financed Under AF which should be in agreement with national and World Bank safeguard provisions. The ESMF will ensure the screening of sub-project activities during implementation to inform the need to prepare appropriate environmental and social assessment instrument such as ESIAs, ESMPs, etc. On issues of land acquisition, restriction on land use and involuntary resettlement, the Project has prepared a standalone RPF to guide implementation and mitigation of such issues.

7.1. Screening of Sub-Projects and Potential Environmental/Social Impacts

Screening is a vitally important tool for predicting and understanding potential environmental and social impacts, as it can help determine whether environmental and social issues will be significant for a project. Screening of sub projects will be an important task during implementation. In doing this, it is imperative to take into consideration the adjoining land uses within and outside a school compound. Among issues to be considered during screening include the following; Basic information on the sub project; land uses; Site specific characteristics; Sanitary facilities available and their user friendliness; Level of environmental awareness; Potential environmental, social, health and safety risks and impacts; Security issues; and Reviewer recommendations. A detailed checklist for sub project screening is provided in Annex 1 of the ESMF.

7.2. Environmental and Social Mitigation, Monitoring and Reporting

Monitoring is a key component of the ESMF during project implementation. Monitoring should be undertaken regularly to verify the effectiveness of impact management, including the extent to which mitigation measures are successfully implemented. Monitoring should involve three areas:

- Compliance monitoring;
- Impact monitoring; and
- Cumulative impact monitoring.

The aim of monitoring will be to:

- Improve E&S management practices;
- Check the efficiency and quality of the EA processes;
- Establish the scientific reliability and credibility of the EA for the project; and
- Provide the opportunity to report the results on safeguards and impacts and proposed mitigation measures implementation.

7.3. Compliance Monitoring

This is to verify that the required mitigation measures as set out in the appropriate E&S safeguard instrument are implemented. Compliance monitoring will involve inspections during renovation, refurbishment or construction works. The operational phase of the sub-projects will also be monitored, and compliance monitoring will be done by competent authority.

7.4. Impacts Monitoring/Reporting

Monitoring of sub-projects impacts mitigation measures should be the duty of the Environmental and Social Focal persons/ District environmental management officers and Environmental and social safeguards officers. They will monitor activities to ensure that works are proceeding in accordance with the laid down mitigation measures. The MINEDUC safeguards team and supervising contractor should ensure that the contractor submits quarterly report on work progress and any challenges in observing the E&S safeguards.

Table 11. *Indicative Environmental and Social Mitigation Measures, Monitoring Indicators and Responsibilities*

Impact issue	**Proposed Action/ Measures**	**Implementation tool/ criteria**	**Monitoring/ indicators**	**Verification and Frequency**	**Project stage**	**Budget**	**Responsibility**
Neglect of Environmental and Social issues	Environmental and social safeguard clauses integrated in the bidding documents	Tender documents and contracts	Environmental and social safeguard clauses in the bidding documents	During preparation of tender documents	Design/Pre-construction	As part of duties of E&S safeguard and procurement team	Procurement team and Environmental and Social Safeguard specialists
Solid and liquid waste disposal	-Provide adequate waste reception facilities at construction/work camp sites. The bins should be well labelled and workers should be sensitized to appropriately deposit waste. -Dispose of waste at District approved waste dump sites -Contract certified companies to	-Waste Management Plan/Construction site management plan	Number of site waste bins Final disposal records Records of Hazardous waste disposed quantity and method of disposal	Weekly checks by project engineers	Construction Operation	Included in Contractor's BoQ As part of duties of Contractor, Supervising Engineer, and E&S Safeguards team	Contractor's Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists

	handle and manage hazardous waste (such as empty paint containers, empty chemical containers used for sanitization etc.); -Asbestos is not anticipated. However, in case it is found on the contruction site, a certified hazardous waste management should be contracted to handle and appropriately dispose them; - Use certified companies to handle and dispose of septic waste generated during construction;					Aper per contract conditions As part of duties of Contract, Construction Supervisor and E&S	

	- Ensure septic tanks do not leak					safeguard team	
Waste oil/fuel disposal	- Provide drums or containers for temporarily storage of spent or waste oil from vehicles and equipment - Dispose of waste oil through recognized oil marketing company or approved agent	Spill prevention and control plan	Waste oil drums or containers on site Waste oil collection and disposal records	Monthly checks by project engineers	Construction	Included in Contractor's BoQ As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors' foreman, Project engineers contractor's Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists

Air/noise pollution	- Provide sound equipment/ machinery for project - Operate well maintained engines, vehicles, trucks and equipment. -Use good quality fuel and lubricants -Suppress dust generation at project sites -Reduce traffic speed on unpaved roads through communities and at project sites -Switch off engines of vehicles/trucks and earth-moving equipment when not in use.	-Part of contract agreement with contractor -A routine maintenance program or plan for equipment/ machinery	-Maintenance plan implementation -Grievances recorded	-Daily independent checks by project engineers Maintenance records verified by project engineers -Self check by contractor	Construction	Included in Contractor's BoQ As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors / Project engineers, contractor's Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists

Impacts on landscape including quarry sites and visual receptors	Project sites should be boarded off from public view and ensure good housekeeping at construction sites	Construction site management plan	Implementation of ESMP and end of project land restoration and reclamation plan	-Weekly self-check by contractor	Construction	As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors / Project engineers, contractor's Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists
Impact on traffic	-Use only road worthy vehicles and trucks -Use experienced drivers	Purchase sound vehicles and trucks /machinery for project Driver qualification	-Traffic incidence records -Grievances recorded	Project engineers to verify weekly; Weekly self-check by contractor	Construction	As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors / Project engineers; contractor's Environmental and Social Safeguard staff, Environmental and social safeguard

							officers, District Environmental Management Officers, Environmental and Social Safeguard specialists
Water pollution	-No garbage/refuse, oily wastes, fuels/waste oils should be discharged into drains or water bodies -Fuel storage tanks/sites should be properly secured -Maintenance and cleaning of vehicles, trucks and equipment should take place offsite.	EHSP/ waste management plan Spill prevention and control plan/EHSP Construction site management plan	-Visibility of oil on water bodies -On site erosion features Proposed actions implemented	-Daily self-checks by contractors -Periodic reports on performance by contractor to project engineers -Spot checks/audits by project engineers	Construction Operation	As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists

	-Provide toilet facilities for construction workers -Prevent soil, water, groundwater contamination as a result of latrines wastewater -Design WASH facilities in a way to ensure resource efficiency and pollution prevention -Proper handling and disposal of wastewater generated during operation of latrines						
Impact on fauna and habitat	-Avoid unnecessary exposure or access to sensitive habitat.	If a sensitive habitat is discovered in the work area or vicinity, Project activities should	Presence of sensitive habitat at project area/beach	-Regular self-checks by contractor -	Construction	As part of duties of Contract, Construction Supervisor and E&S	REMA, Contractors, Project engineer, Environmental and Social

	-Regular inspection or monitoring should be carried out in sensitive areas e.g. swamps/ wetlands the area prior to start of work.	cease. The contractor should notify project engineers who will consult Wildlife Division to determine the appropriate course of action.				safeguard team	Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists
Impacts on inland water bodies and Fauna/ habitat	-Ensure proper storage and handling of fuels, oil, wastes, and other potentially hazardous materials. -Regular monitoring of suspected or known sensitive areas should form part of the project activities.	-Hazardous material management plan/ oil spill prevention and control plan -Regular fauna observation report -Awareness raising for contractor personnel	Implementation tools Water accidents/incidents recorded	-Daily self-checks by contractor -Periodic reports on performance by contractor to client -Spot checks and audit by project engineers - Grievances recorded	Pre-construction, construction and maintenance	As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social

	-Project activities should avoid disturbance of habitat or						Safeguard specialists
Physical displacement of PAP	For acquired sites, the affected persons to be given relocation assistance (cash or kind). For acquired sites, to relocate communities and properties	RPF Resettlement Plan (RAP or ARAP)	PAPs relocated and absent from site	Records to confirm PAPs received or provided with relocation assistance Resettlement plan implemented	Pre-construction	As per prepared (RAPor ARAP)	MINEDUC, Districts, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists
Employment and loss of livelihood	PAPs provided with livelihood assistance or assisted to get new jobs	RPF	Caretaker complaints	PAPs employed elsewhere or evidence of	Pre-construction	As per prepared ARAP/ARAP	Environmental and Social Safeguard staff, Environmental and social

	immediately without any			assistance provided.			safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists, MINEDUC, Districts
Loss of income	Contractor labour policy Use local labour as much as possible and where readily available.	Complaints from local communities	livelihood assistance given Project engineers to verify quota to locals prior to recruitment of construction workers		Construction		Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social

							Safeguard specialists
Deprivation of use of land	Compensation or replacement land	RPF/ Resettlement Action Plan	Resettlement Action Plan implementation	Evidence of acceptable compensation paid Resettlement plan implemented	Pre-construction	As indicated by ARAP/RAP	Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists, MoE

Loss of structures/ properties	Compensation for loss of permanent structures and assist to relocate other properties.	RPF/ Resettlement Plan	RPF implementation Resettlement Action Plan implementation	Evidence of acceptable compensation paid Evidence of Resettlement Action plan implemented	Pre-construction	As indicated by RAP/ARAP	Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists, MoE
Impacts on recreation and public areas	Place notices and warning signs at working areas	Grievance logbook	Grievance records	Warning signs/ notices in place Monthly checks	Construction	As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers,

							District Environmental Management Officers, Environmental and Social Safeguard specialists
Impacts on human health/ safety and sanitation	-Cover buckets of trucks carrying construction materials such as sand, quarry dust, etc. -Use road worthy vehicles/trucks and experienced drivers/operators -Active construction areas to be marked with high-visibility tape	Vehicle maintenance programme/plan in place Construction site management plan	-Health and safety incident register -Grievance records	Health and safety plan under implementation -Daily self-checks and verification by contractor -Spot checks -Periodic reports	Construction	As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social

	-Backfill and or secure open trenches and excavated areas.						Safeguard specialists
Sexual Exploitation and Abuse /Sexual Harassment	- Contractor ESMP includes actions to prevent SEA/SH - Contractor management and workers sign SEA/SH code of conduct - Clear referral pathway to access service providers in place. - SEA/SH sensitive GRM in place.	SEA/SH Action Plan; code of conduct signed by workers as part of their contracts	Compliance to contractor SEA/SH action plan Referral pathway functioning	Periodic Checks by project safeguards officers,	Bidding stage Pre-construction Construction	As part of duties of Contract, Construction Supervisor and E&S safeguard team	Contractors, Project engineer, Environmental and Social Safeguard staff, Environmental and social safeguard officers, District Environmental Management Officers, Environmental and Social Safeguard specialists
Increase of E-waste generated	- Put in place a collaboration agreement with e-waste management	A signed contract on collection and recycling of e-wastes between RISA and with e-	Compliance with contract for collection and	Periodic Checks by project	Operational phase	Aper per contract conditions	RISA, REB, Contractor and project's safeguard team

	service provider - Conduct public awareness campaign about the safe handling and use electronical equipment and as well as exposure to e-waste exposure.	waste management service provider Plans for Public awareness campaign about the safe handling and use electronical equipment and as well as exposure to e-waste exposure in place	recycling of e-wastes Number for Public awareness campaign about the safe handling and use electronical equipment and as well as exposure to e-waste exposure conducted	safeguards team, Periodic reports	Operational phase		

7.5. Potential cumulative impacts

Generally, QBE project (parent and additional financing) interventions have minimal adverse environmental and social risks and impact. However, several sub-projects in combination with each other or with other government or private sector activities, could have a larger and more significant cumulative impact. This is likely to be true in the case of potential vegetation clearing, Soil erosion, groundwater depletion, or surface water pollution that could result from runoffs from school facilities and water demand for construction. This is particularly likely to be the case for:

- Deforestation due to the exploitation of forest resources, owing to the use of timber and poles for construction. QBE project will take necessary measures to ensure that deforestation and use of forest resources which are not sourced from certified sustainable forests is avoided and minimized to the extent possible, Soil erosion due to Ruoff from school facilities, and groundwater depletion owing to the demand for water for construction; and Surface water depletion, for the same reasons as above.

In addition, resettlement due to the acquisition of land may combine with the induced migration of people (for labor, services etc.) and place greater pressure on natural resources in particular areas. The avoidance and mitigation of cumulative impacts requires: (i) avoidance and mitigation of the impact of individual projects; and (ii) careful planning based on sound technical knowledge, of the location, size, and material requirements of infrastructural projects.

7.6.Integrating Climate change concerns into project activities

Climate change adaptation and mitigation should one of the prioritized issues under both parent QBE project and additional financing (AF). To minimize anticipated risks from climate changes and to prepare pro-environment systems, teachers and students for conservation and sustainability a number of step should be taken into considerations.

The Supply and installation of rainwater harvesting tanks and supply non-potable water for schools and to address the risks of heavy rain and floods respectively. Rain water harvesting (RWH) practices in schools save money on water bills, educate school children on the impact of climate change on water resources and on the methods used to adapt to climate change and help to raise awareness among the general public on climate change impacts on human livelihoods. Rain water harvesting will also help to reduce the issues of runoffs from school buildings that have always caused erosion in the neighborhood communities as well as at schools' premises during heavy rains most especially in the Northern regions of Rwanda. For those schools from regions that experience prolonged dry seasons such as those in from the Eastern regions of Rwanda, Rain water harvesting will reduce issues of water scarcity in schools. Therefore, with the support of the Ordinary Budget, about 1,569 new classrooms have been provided with rain water harvesting systems tanks. AF is targeting the installation of additional 4,899 rainwater-harvesting tanks for targeted 1,577 school sites spread across all 30 districts. Recommended size of the tanks will vary between 10,000L, 5,000L and 3,000L. Rainwater harvesting tanks will collect water falling on roofs, through gutters and tanks. The collected will be used in schools for cleaning, irrigation of gardens including school kitchen gardens, and for sanitary purpose at the school premises. Installation of rainwater harvesting

systems in schools is expected to reduce water bills for schools. This practice will also strengthen the resilience of schools to impacts of heavy rains and impacts of prolonged dry seasons.

Ensuring that schools and toilets have adequate access to water for sanitation and hygiene is an important gender response consideration of the school infrastructure expansion plan. Thus, the Ministry Education with the support of its SPIUs should mobilize multisectoral coordination towards seeking complementary support from the Ministry of Infrastructure (MININFRA) and the Water and Sanitation Corporation (WASAC) to ensure that all new schools constructed under Program A and Program B are provided with access to drinking water.

The Ministry has completed a detailed site screening for specific details of climate vulnerability, soil and topography, and related costs and retaining walls will be constructed on 1367 sites. This activity will comply with environmental and social requirements as laid down in Environment and social standards especially ESS 1 and ESS 5. The design for new classrooms construction has been designed in respect ESS3, (resource efficiency and pollution prevention and management). School layouts ensure use of natural illuminations (adequate light and ventilation). This will reduce budget expenditure for electricity use in schools. Concerns about seismic chocks were also taken into account while carrying out site screening and so far, some newly constructed schools and classrooms have proved resilient to the seismic shocks generated some of the neighboring areas such those from Democratic Republic of the Congo (DRC) generated by the Nyiragongo volcano eruption which occurred in May 2021. A lot of damage to many public and private school construction facilities in the border district of Rubavu occurred. Furthermore, School construction drawings guidelines emphasize adequate reinforced concrete structure for resilience to seismic shocks and soil risks. The construction of related works of model schools and TTCs will continue to demonstrate eco-friendly and risk-resilient infrastructure including rainwater harvesting, retaining walls, and seismic resilience

In respect of climate change response, the QBEP Construction Operational Manual (COM) and the budgeted School Construction Planning and Maintenance Strategy will include technical and operational guidance on climate change resilient structures and green landscaping of schools to promote planting of trees (of recommended varieties and in recommended locations) with a sustainable expansion guidance for school kitchen gardens. Furthermore, in alignment with the country's Environmental Education for Sustainable Development (EESD) Strategy, TTCs and model schools will pilot teacher guides and modules on climate change and energy conservation which will be considered for the model lessons to be disseminated nationally. To enhance students' understanding of climate change, preservice teachers in TTCs and model schools and those in education entertainment will be trained how to incorporate climate change content in the delivery of foundational numeracy and literacy content for young children. Students will be taught how climate change affects their daily life and equipped with knowledge on what to do in case of heavy rain, floods, and landslides caused by the climate change. This is consistent with the new Competence Based Curriculum: Curriculum Framework from Pre-primary to Upper Secondary which includes environmental sustainability and climate change as mandatory topics for all learners. This framework emphasizes environment and climate change related topics to be integrated in all subjects taught from pre-primary to upper secondary level.

The Project has several soft components in the design to mitigate the impact of climate change, including preservice teacher training in TTCs and model schools and educational entertainment where climate change subjects will be incorporated. The subcomponents 1.2 on professional development of mathematics and science teachers and on model schools include materials to enhance students' understanding of climate change. Under subcomponent 1.4, teachers will be trained to incorporate climate change content in the delivery of foundational numeracy and literacy content for young children.

Students will learn how climate change affects their daily life and be equipped with knowledge on what to do in case of heavy rain, floods, and landslides caused by the climate change. This is consistent with the new Competence Based Curriculum: Curriculum Framework from Pre-primary to Upper Secondary which includes environmental sustainability and climate change as mandatory topics for all learners. The framework indicates that 'environment' and 'climate change' related topics should be integrated in all subjects taught from pre-primary to upper secondary level.

Hence, the selection of supplementary books to be procured under component 4 for young readers will also include criteria for inclusion of relevant climate change and preservation topics. By facilitating a sectoral shift in training modality from Face-to-Face to blended learning, the Project will reduce the anthropogenic carbon dioxide emissions (related to transportation, food, stationary, etc.) contributing to global climate change. All education facilities being constructed are reinforced with additional flood defense mechanisms to improve resilience. The current set of standard drawings guiding all construction activities include adequate reinforced concrete structure for resilience to seismic shocks and soil risks. While there is national coverage of all activities, a targeted approach has been adopted for civil works related to rainwater harvesting and retaining walls based on a detailed site screening of locations most vulnerable to environmental shocks such as heavy rainfall and landslides.

Special attention is provided to selection of vulnerable sites in the northern and western provinces where rainy seasons are becoming shorter and more intense, which has resulted in increased erosion risk in these mountainous areas of the country. The planned civil works are important climate change risk adaptation and mitigation efforts to secure the school sites and the communities around them. With regards to the school infrastructure expansion program, all completed and ongoing classroom construction activities have followed climate change and energy conservation considerations in their layouts to reduce electricity consumption by ensuring adequate light and ventilation. The upcoming constructions related to model schools and TTCs will continue to demonstrate eco-friendly and risk-resilient infrastructure including rainwater harvesting, retaining walls, and seismic resilience.

The Project is supporting a significant procurement of laptop devices (over 31,000 devices with combined QBEP and AF support). As part of the systems strengthening and sustainability measures, the Project will support the development of a device repair, maintenance, and disposal strategy that will follow REB's 2018 agreement with Enviroserve. The Project will promote and support mechanisms and capacity for longer-term use and re-use of devices given that more than half of the total greenhouse gas (GHG) emissions of a laptop are in the production phase and repairing and upgrading laptops can help curb GHG emissions.

As per the Enviroserve framework, REB will refurbish old electronic equipment including computers to be reused, and if need be, dispose and re-use equipment in a fashion that does not degrade the environment. Also, the strategy will include a disaster recovery plan to make sure that measures are in place in case of any emergency caused by heavy rain, floods, landslides, and other climate risks. The Project is supporting the strengthening of an e-learning platform for teachers; a disaster recovery plan of the platform is being prepared to prevent any potential loss of materials and data due to a natural disaster. TA will be supported by the WB for remote capacity building of education policy makers and ministry officials in disaster risk management, and on the value of training of teachers and educational personnel on climate disaster preparedness and response.

7.7.Grievance redress mechanisms

The MINEDUC project SPIU is expected to establish a grievance redress mechanism (GRM) to address complaints arising during the project implementation (Figure 4). Provisions in law N° 66/2018 of 30/08/2018 regulating labor in Rwanda will be applied for Grievance Redress Mechanism for workers. Grievances are issues that may be raised by stakeholders in general and local people in particular. Grievances may include dissatisfaction in land expropriation issues and compensation arrangement, landowners whose land will be affected by different forms of erosion including rills and gullies caused by uncollected roof water, stinking emission from toilettes and kitchen and noises from construction sites, uncompensated injuries and accidents from the construction sites, payment arrears etc. In addition, grievances may arise from other schools that will not be selected for the project implementation.

Therefore, a system that permits the affected stakeholders to lodge complaints will be established. Stakeholders will be informed of the intention to implement the grievance redress mechanisms, and the procedures will be communicated at the time that the site specific ESMPs and RAP are completed or finalized. A grievance redress mechanism committee (GRMC) will be established at district level. This committee will comprise the District Director of Education (DDE) as the chairman, the Environmental Officer (Vice-chairman) the School Construction Engineer (Secretary), The Director of One Stop Centre (member) and the property valuators (member), the Sector land officers and education officers, Head teachers of concerned schools, and elected community representatives from sectors where the activities will be taking place. A complaints registry will be established at each district for people to lodge complaints. After receiving complaints, the CRMC chairman will convene the committee and shall make sure that all complaints are responded. In case the response to the complaints is not satisfactory, the complainer will lodge his complaints to the higher level (Project Implementation Unit at Ministerial Level). The decision outcome of grievance redress mechanisms by GRMC will be community and approved by the District Mayor who will report also report to the Ministry of Education to ensure accountability and transparency. The report will also be put on the district notice board.

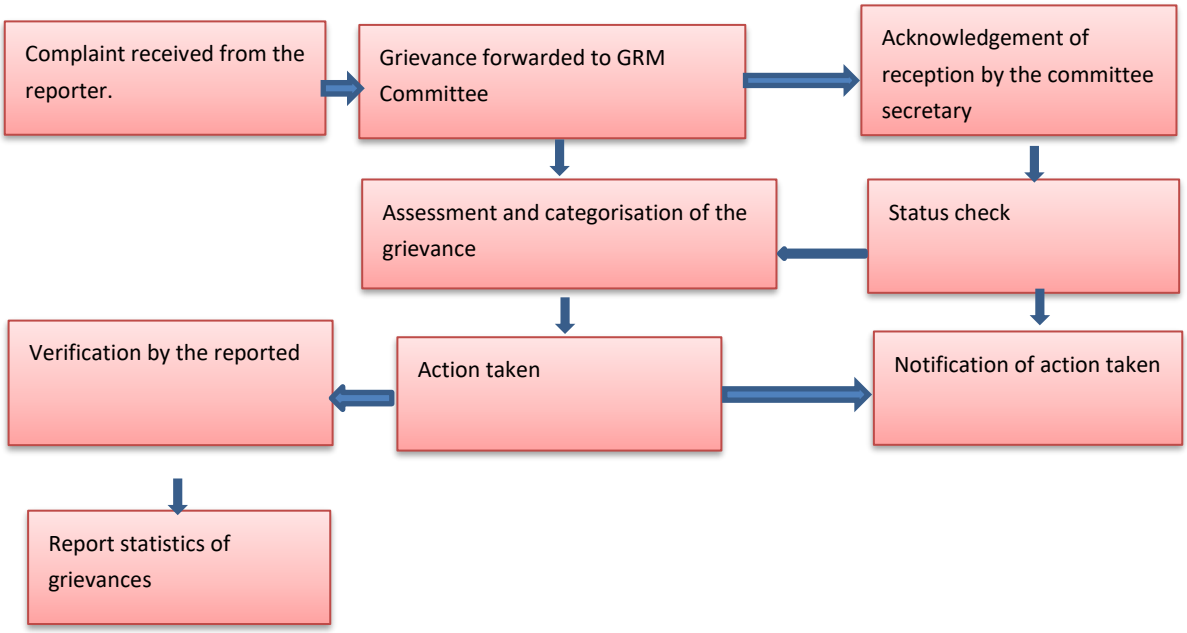

Figure 7. Grievance redress mechanism process

7.8. Resettlement Action Framework

In case the Environmental and Social Standard 5 (Land Acquisition, Restrictions on Land Use and Involuntary Resettlement) has been triggered, an abbreviated Resettlement Action Plan should be prepared in parallel ESMP, which the project will follow in order to restore housing and issue economic compensation for loss of land and livelihood through a consultative and mutually agreeable process where applicable

7.9. Protecting the Work Force

Child Labour: The project will not employ children in any manner that is economically exploitative or is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral, or social development. Under the new Labour Law N° 66/2018 of 30/08/2018, in Rwanda the minimum age for admission of children into employment is sixteen (16). However, children may be employed at the age of thirteen (13) to do light work. The minimum age for employment or engagement set out in the World Bank's Environmental and Social Standard 2 is age 14. The project will comply with the National Labour Law and children under the age of 16 will not be employed under this project. The project will also ensure that children under the age of 18 are not to be employed in hazardous work. All work of persons under the age of 18 will be subject to an appropriate risk assessment and regular monitoring of health, working conditions, and hours of work.

Forced Labour: The project will not employ forced labour, which consists of any work or service not voluntarily performed that is exacted from an individual under threat of force or penalty. This covers any kind of involuntary or compulsory labour, such as indentured labour, bonded labour, or similar labour-contracting arrangements. The project will not employ trafficked persons.

7.10. Occupational Health and Safety

The project will provide a safe and healthy work environment, taking into account inherent risks in its particular sector and specific classes of hazards in the client's work areas, including physical, chemical, biological, and radiological hazards, and specific threats to women. The project will take steps to prevent accidents, injury, and disease arising from, associated with, or occurring in the course of work by minimizing, as far as reasonably practicable, the causes of hazards. The project through site specific ESMPs and contractor's ESMPs will address areas that include the:

- identification of potential hazards to workers, particularly those that may be life-threatening;
- provision of preventive and protective measures, including modification, substitution, or elimination of hazardous conditions or substances;
- training of workers;
- documentation and reporting of occupational accidents, diseases, and incidents; and
- emergency prevention, preparedness, and response arrangements.

In light of the COVID-19 pandemic, contractors will be required to as part of their Environmental, Social, Health and Safety (ESHS) Management Plans, incorporate with detail procedures, standards, and hierarchy of controls to manage the COVID-19 situation, especially to avoid the exposure of workers to the coronavirus.

7.11. Workers Engaged by Third Parties

With respect to contracted workers, the project will make reasonable efforts to ascertain that the third parties who engage contracted workers are reputable and legitimate organizations and have an appropriate labour management procedure. The project will establish policies and procedures for managing and monitoring the performance of such third-party employers in relation to the requirements of the ESS 2. In addition, the project will incorporate these requirements in contractual agreements with such third-party. Contracted workers will have access to a grievance mechanism. In cases where the third party employing or engaging the workers is not able to provide a grievance mechanism to such workers, the project's grievance mechanism will be available to the contracted workers.

CHAPTER EIGHT: PROJECT COORDINATION AND IMPLEMENTATION ARRANGEMENTS

8.1.Project Administration and Coordination

In Rwanda, each ministry and independent agency have a unique SPIU in charge of implementation of the project activities. This arrangement avoids the multiplication of development partners led SPIUs within one ministry implementing projects. SPIU staffs are civil servants supported by national technical assistance recruited, as needed.

The project Implementation will be guided by the Project Operations Manual (POM) and the budgeted Annual Work Programs (AWPs). The POM is in draft status but remains an effectiveness condition until approved by the World Bank. The manual describes how the implementation of project activities and the relations, roles and responsibilities of each contributing department and/or implementing agencies.

The overall organization of the project implementation and monitoring comprises a Steering Committee (SC); the ministerial departments and agencies, including Rwanda Education Board (REB), University of Rwanda (UR), Rwanda Development Board (RDB); and districts. The three agencies (REB, MINEDUC, NESA and RISA) will be responsible for project implementation through their SPIUs, with support from the districts at the regional level (mainly for construction activities). The different entities will interact as follows:

A. Project Steering committee (PSC). This committee will oversee project implementation and review progress of activities. The SC will be chaired by the Minister or the Permanent Secretary. This committee is comprised of all the implementation agencies and heads of departments (Director Generals). The PSC will meet on a monthly basis on project activities or more frequently, as needed. The PSC will provide overall strategic guidance for effective and timely project implementation, ensuring sectoral coordination and consistency of project activities with sector policies and strategies. In addition, it will approve Annual Work Programs (AWPs), review project progress reports and audits. The SC will also decide actions for facilitating implementation, particularly in troubleshooting cases of slow implementation, bottlenecks, or conflicts. It will propose corrective actions, as needed.

B. Single Project Implementation Unit at Rwanda Basic Education Board (REB-SPIU).
REB-SPIU will be responsible for implementation of all project components (1 up to 4) under Rwanda Basic Education Board (REB) and co-chair the Project Management Committee (PMC) meeting.

C. Rwanda Information Society Authority (RISA): As an institution responsible for coordinating national Information and Communication Technology procurement for commonly procured Information and Communication Technology goods and service, RISA will oversee of all procurement arrangements for information and communication technology goods and services planned under the project and be a member of the Project Management Committee (PMC) meeting as well.

Rwanda Information Society Authority (RISA) is one of the implementing agencies responsible for procuring ICT equipment for the upcoming large-scale purchase under the QBEP. RISA serves as the central purchasing body for ICT equipment and systems in Rwanda. The updated Environmental and Social Management Framework (ESMF) addresses the potential environmental and social risks and impacts associated with electronic waste generated by the expected ICT equipment under the QBE project, along with proposed measures for their management. RISA, in collaboration with REB, takes responsibility for managing the environmental and social risks and impacts associated with electronic waste generated by the expected ICT equipment under the QBE project.

D. Single Project Implementation Unit at National Examination and School Inspection Authority (NESA- SPIU).

NESA-SPIU will be responsible for implementation of project components (subcomponent 3.1) under National Examination and School Inspection Authority (NESA) and be a member of the Project Management Committee (PMC) meeting.

E. Single Project Implementation Unit at the Ministry of Education **(MINEDUC-SPIU)**

The MINEDUC Single Project Implementation Unit (SPIU) is in charge of day-to-day coordination and management of the project. MINEDUC-SPIU**.** The MINEDUC-SPIU will update the POM on a regular basis, and prepare budgeted AWPs supported by implementation and procurement plans on an annual basis.

- **Annual Work Programs (AWPs),** with line-item budgets, will be initiated and consolidated by the MINEDUC-SPIU following inputs from all agencies and departments. A standard format discussed and approved at appraisal will be used. AWPs consolidated by MINEDUC-SPIU will be submitted annually to SC for endorsement two months prior to the start of the fiscal year (July 1) and approved by the World Bank prior to implementation. These approved AWPs will be monitored monthly by the agencies in charge of implementation, with support from MINEDUC-SPIU. AWPs will be used by Ministry and World Bank to monitor progress during the year.
- **Progress Reports** will be submitted as follows: using a standard format discussed at appraisal, MINEDUC SPIU will prepare semi-annual reports summarizing progress on project activities of the last 6 months, indicator values, and proposing the planning of new activities for the next 6 months. Progress reports will be sent to the SC for approval and onward transmission to the World Bank.

MINEDUC has hired Environment and Social safeguards specialists at Central/National level and environmental and social safeguards officers at District levels as part of the project management team who will take lead in guiding and implementing environmental and social requirements of the project, working in close collaboration with District Environmental management Officers. The specific roles and responsibilities of MINEDUC Environment and Social Specialists include;

- Oversee the production/updating of the ESMF, update the SEP and LMP and project specific ESMPs,) and other instruments.
- Ensure the implementation of the instruments and the Environmental and Social Commitment Plan (ESCP).
- Undertake overall coordination and oversight for all the Environmental and Social safeguards activities;
- oversee the implementation of provisions of the Contractor's ESMP through the Public health works Engineer; v) MoH E&S specialist will review the ESMP/ICWMP and submit to WB for review and clearance, vi) Take overall responsibility of ensuring that the mitigation measures proposed in the Environmental and Social Impact Assessment (ESIA) and Environmental and Social Management Plan (ESMP), Environmental and Social Commitment Plan (ESCP) are implemented by the contractors.
- Ensure that environment and social risks and impacts related to the project are monitored and mitigated including: management of highly infectious medical waste; threats to human security through the escalation of personal or communal conflict, crime or violence; risks that project impacts fall disproportionately on individuals and groups who, because of their particular circumstances, may be disadvantaged or vulnerable; any prejudice or discrimination toward individuals or groups in providing access to development resources and project benefits, particularly in the case of those who may be disadvantaged or vulnerable; impacts on the health, safety and well-being of workers and project-affected communities and other risks as outlined in the World Bank's Environmental and Social Framework; Ensure inclusive and genuine stakeholder engagement and feedback mechanism, including a functional grievance redress mechanism for the project both at national and county level.
- Ensure the functioning of the GRM and follow-up on all social issues as reported on the GRM and/or as gleaned from other sources including the media.
- Environmental and Social Safeguards Field Officers will regularly monitor and report on environmental and social issues at District levels.

Note that the Environmental and social safeguards officers (15 staff country wide or two by district) are coordinated by Environmental Safeguards Specialist and Social Safeguards Specialist stationed at the Central Level, and these will be the ones to consolidate reports to be submitted to the World Bank. The Environmental and Social Safeguards Specialists and Field Officers will be provided with the Capacity Building Training for improvement of their capacity to follow up on environmental and social safeguards matters.

8.2.Contractors

- The contractors will be responsible for planning, implementation and reporting on implementation of mitigation measures during the execution of civil works. The contractor will also be required to apply standard quality assurance procedures in full compliance with the approved project specific ESMP.

- Contractors shall have a team with a full time Environmental and Social safeguards specialist for the day-to-day guidance of the project on matters of environmental and social compliance;

- The contractor is required to develop a Contractor's Environmental and Social Management Plan (C-ESMP) that was to include the following:

    a)) Occupational Safety and Health Plan;
    b) HIV/ AIDS management Plan;
    c) Waste Management Plan;
    d) Gender Management Plan;
    e) Labour management Plan;
    f) Emergency Response Plan and others.

- The contractor will be responsible for the relevant training of staff and ensuring that they are fully qualified, sufficiently experienced and certified in accordance with contractual requirements for the work contracted to undertake;

- The project's Monthly Progress Reports shall contain a section referring to environmental and social matters, which summarizes the results of site monitoring, remedial actions, which had been initiated from the previous months, and whether or not resultant action is having the desired outcome. The report will also identify any unforeseen environmental and social related challenges and will recommend a suitable additional action;

- Progress site meetings with the contractor will also include a review of environment and social safeguards and a section will be presented on the progress of implementation of safeguards in the monthly site meetings;

- The Contractor's Environment and Social Safeguards staff shall also be in constant engagement with local leaders and community, and also ensure that any arising environment and social grievances are addressed.

CHAPTER NINE: CAPACITY BUILDING AND TRAINING OF SAFEGUARDS FRAMEWORK IMPLEMENTATION

The MINEDUC, NESA, REB and RISA are the Project Implementing Agencies (AIs). RISA has also been implementing a world Bank Funded project called Rwanda digital acceleration project (P173373 since 2021 while MINEDUC, NESA and REB have been implementing QBE project since 2019. All implementing agencies are knowledgeable about implementing World Bank funded projects. In addition to induction trainings, the environmental and social safeguard team has had trainings on Environmental and Social Framework - ESF Fundamental, the environmental and social framework in practice- Rwanda training and occupational health and safety, and the GRCs from all 30 districts were trained. The capacity of safeguard team at the district and Central levels will continue to be built. The principal objective of the training will be to enhance staff capacity to implement the specific safeguard instruments e.g. ESMP and RAP, which will be prepared during project implementation. Training workshops led by the national environmental and social safeguards team will be organized for Field environmental and social safeguard officers and District environmental management Officers. This Workshop will focus on identifying and discussing environmental and social issues that arise during the implementation of the ESMF and RPF. Participants will be sensitized about environmental of environmental and social standards (ESS) as indicated in the ESF of the World Bank.

9.1. Human Resource Capacity Requirements

Human capacity requirements for stakeholders of this ESMF are related to "low technical capacity", and "Inadequate staffing" in the area of environment. This means the implementation of this ESMF requires the right number of trained and dedicated staff for environmental management purposes at all levels (MINEDUC, Districts and Schools). It is very important to build the capacity of staff that will be assigned duties related to environmental management. The implementation of ESMF and related ESMPs requires dedicated staff with sufficient knowledge on environmental management principles, project screening, impact mitigation, monitoring and follow-up action. Therefore, we suggest the SPIU should get a staff with extensive knowledge and experience in environmental assessment. Training and awareness creation should be undertaken at different levels of ESMF implementation. These levels will entail the central Government (MINEDUC SPIU), Districts, local authorities, private sector, NGOs, and grassroots stakeholders. The exercise will be customized according to each level's needs to ensure adequacy in implementation of the ESMF. Therefore, technical Capacity Enhancement Awareness creation, training and sensitization will be required for the following personnel:

- MINEDUC SPIU members;
- District Environment Officers;
- District School Construction Engineers;
- District Land Officer;
- School head teachers.

Training will give more focus on the following issues:

- Content of ESMF, ESMF requirements (responsibilities and actions to be taken), ESMF checklist documents;
- Content of the ESMPs/ ESMP Checklists;

- Need for ESMPs,
- National and World Bank requirements for the content and quality of ESMPs;
- Stakeholder engagement and awareness to Environment protection;
- Occupational health and safety;
- Waste minimization and management including e-waste
- Sustainable practices in construction management.

Screening procedures will be an integral part of the participatory planning processes for each type of activity. Training on awareness of environmental issues and community engagement will be part of the preparation for participatory planning activities, and their implementation will be overseen by the project proponent. Training on specific approaches to mitigate potential environmental or social impacts, will be conducted as part of the capacity for those activities.

9.2. ESMF Implementation Activities and Budget

Given nature of the activities planned under AF, it is important that the safeguard team of MINEDUC screen sub-project activities, advise appropriately and ensure that relevant safeguard instrument e.g., ESIA, ESMP, RAP, ARAP, etc. are prepared and cleared by the Bank before commencement of activities. The estimated total costs for ESMF implementation cannot accurately be estimated because some information was not yet available at the time of ESMF study. The total budget is highly influenced by the number of schools that would require a full or partial environmental assessment in each district and actions to be undertaken before and during the project implementation. The budget for the implementation of the project environmental and social enhancement measures will be detailed while preparing the project EIAs or ESMPs. The ESMPs are site-specific and will be prepared at each project site in consultation/supervision of the district trained officials.

ESIA for Model school and TTCs have been prepared and certificate provided by RDB. For any other proposed activity, screening will be done, and EIA expert hired to conduct EIA following the EIA guidelines in Rwanda. The Table 10 highlights the key indicative aspects that would require a cost budget for ESMF implementation. Actions to be undertaken before and during the project implement include (1) Training and capacity building for the project SPIU; (2) Training and capacity building for District Environment Officers, School Construction, contractor staff and supervisor staff, including the supporting staff; (3) Trainings and consultation forums with School officials, PAPs and local communities; (4) Screening and preparation of EIAs/ESMPs; Monitoring and evaluation of ESMPs; and Implementation of grievance redress mechanism. (5) The cost associated with these activities is shown in the table below.

Table 12. *Indicative ESMF Budget for the ESMF implementation*

No	Activity	Number (Districts)	**Unit cost (USD$)**	**Unit cost (USD$)**
1	Capacity building on environmental and social safeguards for SPIU Team.	ff	ff	15,000
2	Training and capacity building for District Environment Officers, School Construction, contractor staff and supervisor staff, including the supporting staff	30 (4 staff by district)	500	15,000
3	Consultation with School officials, PAPs and local communities (Updating ESMF)	30	2,000	50,000
4	Preparation of EIA/ESMPs (Additional financing)	ff	ff	50,000
5	Updating ESMPs for Parent project[8]	ff	ff	0
6	Implementation of Environmental and Social Management Plan (ESMP)/Additional financing	30	5,000	150,000
7	Monitoring and evaluation of ESMPs (QBE parent project and additional financing)	30	1,000	30,000
8	Implementation of grievance redress mechanism (Additional finacing)	30	1,000	30,000
9	GRC training for TTC and Model Schools	17	1470	24990
	Total			364,990

[8] The ESMP will be updated by MINEDUC-SPIU Environmental and Social Safeguards team

CHAPTER TEN: PUBLIC CONSULTATIONS AND PARTICIPATION AND INFORMATION DISCLOSURE

Stakeholder consultations will continue to be crucial in the preparation and implementation of the ESMF, with an aim to achieve the following objectives:

- To provide information about the project and its potential impacts to those interested in, beneficiaries of, or affected by the project, and solicit their opinion in that regard;
- To educate and solicit views from all stakeholders to enhance project implementation mechanisms and processes;
- To manage expectations and reduce misconceptions regarding the project;
- To ensure participation and acceptance of the project by all relevant stakeholders.

Initially, one-on-one consultation was held with government institutions, district officials, school head teachers and a few members of local communities at the preparatory stage of the Project. This consultation was carried out during the development of RPF from March 01st, 2019 to April 04th 2019. This was followed by other series of consultation meetings held at provincial levels from September 30th, 2019, to October 04th 2019 on financial and procurement arrangement and environmental and social consideration during the implementations of QBE project activities. Those meetings were attended by Governors, Mayors, Vice Mayors in Charge of Social Affairs, Provence, district and sector Executive Secretaries, Directors of Education at District level, Directors of Finance at District Level, School Construction Engineers and District Environmental Officers and District Procurement Officer. Additionally, stakeholders during the preparation of and the revision of this ESMF have been undertaken. MINEDUC conducted consultation meeting with its implementing partners namely REB, NESA and UR-CE to discuss key priorities to be on 20th October 2021 at Lemigo Hotel, on 12th January 2022, a meeting with project steering committee members was held virtually and a series of consolation meetings with school teachers from different Districts were conducted. The project has prepared a standalone Stakeholder Engagement Plan (SEP) including a Grievance Redress Mechanism (GRM).

The major activities undertaken during consultation include; Sensitization of participants on the QBE project, AF and what the project intends to achieve, Presentation on environmental and social safeguards issues with regards to the project; and soliciting views from participants on the project. The following views and suggestions concerning the ESMF were expressed during the consultation process;

- Poor sanitary facilities in schools need rehabilitation;
- Provision of facilities for pupils with disabilities (PWD);
- Consider inclusive education.
- Provision of appropriate PPE for workers and ensuring that all standards relating the work on site are complied with by contractors;
- The project should consider the site-specific issues when preparing bill of quantities
- project should consider renovation of facilities to enhance learning conditions;
- Provision of water harvesting facilities, electricity, etc.
- Consider climate change impacts in education sector

A Stakeholder Engagement Plan has been prepared and publicly disclosed. The plan has been prepared and has identified the key stakeholders for the project and their needs. It has included an elaborate communication plan which is aimed at ensuring that the stakeholders are consulted and have access to information on a regular basis. Stakeholder consultation should be carried out throughout the project lifecycle with reference made to the Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings.

Disclosure of the ESMF

World Bank policies require continuous engagements with stakeholders during the preparatory and implementation stages of all projects. After incorporating stakeholders' views in all environmental reports for projects, they are made available to project affected groups, local, and the public at large. Public disclosure of ESIA documents or environmental reports is also a requirement under the general guidelines and procedures for Environmental Impact Assessment in Rwanda. It was under QBE parent project; stakeholder consultations have been undertaken in the preparation of AF as well as updating the ESMF. The key issues and suggestions from the consultation process has been documented and reflected in this ESMF to the extent possible. The final ESMF will be re-disclosed on the website of MINEDUC, NESA, REB, RISA and in the World Bank Infoshop.

REFERENCE

Republic of Rwanda (2017). 7 Years Government Programme: National Strategy for Transformation (NSTP 1) 2017-2024. Kigali: Republic of Rwanda

MINEDUC (2018) Education sector strategic Plan 2018/19 -2023/24

Official Gazette of the Republic of Rwanda, Law relating to expropriation in the public interest, No. 32/2015 of 11/06/2015.

Republic of Rwanda (2021). Ministerial Order no 001/2021 of 08/02/2021 establishes the list of projects that must undergo an environmental audit, instructions and procedures for conducting an environmental audit

Office of Environmental Affairs. Occupational health and safety guidelines
(English). Washington, D.C. : World Bank Group.
http://documents.worldbank.org/curated/en/966921468765606279/Occupational-health-and-safety-guidelines

Guidelines

Regulation on occupational safety and health (OSH)in construction issued on 11/10/2019 by the Ministry of Public Service and labour.

COVID-19: Occupational health and safety for health workers: interim guidance, 2 February 2021; WHO guidelines

ANNEXES

Annex 1: Environmental and Social Screening Checklist.

Environmental and social screening checklist for Rwanda Quality Basic Education Project (QBE)-AF

Environmental and Social Screening Checklist (ESSC) for Component 1&2 subprojects

Note: The Environmental and Social Screening Checklist (ESSC) is designed to avail information to the decision makers during project implementation. It identifies impacts and mitigation measures and recommends further environmental analysis if required. This form will be filled for each sub-project and will also be used to apply to RDB (in addition of the project brief) to obtain EIA certificate of authorization or EIA clearance.

Sub-project Activity Name: ……
District: ……
Sector: ……..
Cell: ……..
Villages: ……
Date of Screening: ……..

Environmental and Social screening guiding questions

1. Resource use and socio-economic impacts (Yes or No)

a) Does local communities rely on the use of natural resources? .....
If yes, explain how will the sub-project affect people's use of natural resources (e.g., drinking and washing water, land cultivated for food, wood fuel, traditional medicines plant, and extraction of building materials, etc.)?
……
……

b) Will be there additional demands on natural resources as a result of the sub-project? .....
If yes, explain……

c) Will the sub-project restrict people's access to natural resources at any time before, during, or after construction? .....
If yes, what plans are available to provide additional resources to meet increased permanent and-temporary needs of local populations? .....
……
d) Will the sub-project affect downstream users of resources, especially water resources? .....
If yes, how will those resources be protected? .....
e) Are future natural resource use opportunities being cut off? ……..
If yes, what measures will be undertaken? .....
f) Will the sub-project affect land or water use, or require leases, or changes in tenure? .....
If yes, what measures will be undertaken? .....

g) Will the sub-project require resettlement of any residents? .....
If yes, what measures will be undertaken? .....
h) Will the sub-project result in construction workers or other people moving into or having access to the area? .....
If yes, how many people and how will this affect the availability of local resources? .....
i) Will the sub-project create jobs locally? .....
If yes, will this include what percentage (%) of work for local women and the youth? ……
j) Will the sub-project provide a safe working environment? .....
k) Will the sub-project outputs be targeted to meet the needs of vulnerable groups in the community (e.g., women, youths, elderly, or PWDs)? .....
If yes, provide more details per group……
l) Is the sub-project site culturally or archaeologically sensitive? ……
m) Are rock shelters present in the sub-project site? …….....
n) Are caves present in the sub-project site? .....
o) Is the sub-project site a place of worship? .....
p) Does the sub-project site have any cultural value for the community? .....
If yes, provide more details……
q) Is it a sub-project site located in or nearby a cemetery or memorial area? .....
If yes, how far it is from the project site (m/km)? ……
r) Will the sub-project result in destruction of assets (structures and crops, etc.)?
If yes, what measures will be undertaken? .....
s) Will the sub-project result in the loss of primary residential structures and consequently involuntary resettlement? .....
If yes, what measures will be undertaken? .....
t) Is the available land for the additional classroom construction in the first year of the project, government, private or church land?……
Is this land enough for additional classroom construction in year one of the project implementation or more land will be acquired ……?

Is the land available land for additional classroom construction or new schools under any formal use such as agriculture (specify the crops) or settlement for instance houses or shops?.....

u) Is the identified land for the construction of new schools' part of government, private or church land? Please specify……..……

2. Biophysical/ landscape impacts (Yes or No)

a) Is the local vegetation at sub-project site mainly forest, swamp vegetation, or farmland? .....
If yes, provide more details……
b) Will the immediate or downstream effects of the sub-project change the vegetation cover? .....
If yes, provide more details……..
c) Will the sub-project affect important species, habitats, or ecosystems in the area?
If yes, provide more details……..
d) Is the sub-project site environmentally classified as sensitive area? Check the list of environmentally sensitive environments for Rwanda.

If yes, provide more details……..

e) Is the sub-project site located on a steep slope or very-gently-sloping land?

If yes, provide more details……..

f) Are there areas of limestone karst or wetlands? …….

If yes, have special consideration been given to their management?

.....

g) Will vegetation be removed or any surface left bare? ..... ……

If yes, what will be the impact of clearance?

.....

h) Will sediments or sand be prevented from entering streams? .....

i)Will slope or soil stability be affected by the sub-project (e.g., by using heavy machinery)?

.....

If yes, what measures will be undertaken? .....

j)Will a large land area or a high proportion of a community's land be affected? .....

If yes, what measures will be undertaken? .....

k) Will quarries or borrow pits be developed or operated under the sub-project?

.....

If yes, provide details on the location of the selected site and proof of necessary authorization?

.....

l) Will the present landscape be altered (e.g., by rock or soil removal, spoil dumping, or timber removal)? .....

If yes, what measures will be undertaken? .....

3. For projects affecting vegetated areas (Yes or No)

m) Is the local vegetation at sub-project site mainly savannah, savannah woodland, planted trees, tropical forest? .....

If yes, provide details……

n) Are there important species, habitats, or ecosystems in the sub-project site (in the immediate area or off site) or is the area environmentally sensitive or fragile? For e.g.: birds, bats, bees, etc……..

If yes, provide details……..

o) Will vegetation be removed or any surface left bare?

If yes, provide details……..

4. Impacts on water and air quality (Yes or No)

p) Will the sub-project generate waste products (including increased sewage or solid wastes)? .....

If yes, provide details and what measures will be undertaken? ……..

……..

q) Are there any identified dumping sites for solid and liquid wastes? …….

If yes, where will be the dumping sites? .....

r) Is there are any site-specific-erosion plans and sediment-control plans for the sub-project site?

…….

If yes, provide more details……..

s) Will the sub-project or its waste disposal affect the quality of local streams or the groundwater? …….

If yes, what steps are planned to minimize sedimentation and siltation in streams and contamination of groundwater? .....

t) Will toxic chemicals (e.g., herbicides, tar, oils spills, paints, and other hazardous chemicals) be used or disposed of along the route of sub-project? .....

If yes, what the measures will be undertaken…….

……

u) Will hazardous substances (e.g., large quantities of fuels) be used or stored in the sub-project area? ……..

If yes, what plans are there to contain these substances? How will fuel, oil, or other hazardous chemicals be delivered, transferred, and stored to prevent leaks from contaminating the soil, streams or beaches?.....

……..

v) Will the sub-project create dust or noise problems? .....

w) Will the sub-project reduce safety for pedestrians, including children and old people?

If yes, what plans are there to minimize these impacts? .....

……

……

x) Will the batching areas (for concrete or bitumen) produce some waste and spillage?

……

y) Will these and other construction sites be contained while in use and cleaned and rehabilitated after use?

If yes, what plans are there to minimize these impacts? .....

……

……..

z) Will there be serious dust problems in settled areas during sub-project operation? ……

If yes, what measures will be taken to reduce this impact? ……..

5. Environmental health, natural hazards, and construction hazards (Yes or No)

a) Will there be a water logging problem at the sub-project site? ……

If yes, what steps will be taken to control disease vectors, especially mosquitoes? .....

……

b) Is the environment at the sub-project site naturally unstable (i.e., in an area prone to erosion, in an area of known earthquake or landslip activity, in an area prone to severe storms, floods, or droughts, thunderstorms)? ……

If yes, what plans are there to protect the development against these natural hazards?

……

c) Are safety measures in place to protect the workforce and will all workers have the necessary Person Protective Equipment and be trained to use of safety equipment? .....

d) Is there a contingency plan to deal with spills of hazardous chemicals (including oil products) in the sub-project area? .....

If yes, ……

e) Are firefighting and spill-clean-up materials / chemicals available for use at the sub-project site (e.g., water, sand, detergent, acid, or alkali)? .....

f) Are measures being taken to ensure safety to road users after project completion (e.g., speed bumps and adequate road furniture)? .....

Is the sub-project found in the list of projects that require EIA or partial EIA as per the Ministerial Order Nº001/2019 of 15/04/2019 establishing the lists of projects that must undergo environmental impact assessment, instructions, requirements, and procedures to conduct environmental impact assessment? …….

If the answer to any of the questions is "yes", Environmental Management Plan (EMP) is required

If the answer to any of the questions related to land acquisition is "yes", please consult the RPF and prepare the Resettlement Action Plan (RAP) or Abbreviated Resettlement Action Plan (ARAP)

DECISION MAKING:

Refer to Annex E.2

- Sub-project categorization: ……

Refer to Ministerial Order Nº001/2019 of 15/04/2019

- EIA required :…….(✓Yes)…… (✓No)
- EMP required: ……. (✓Yes)…….. (✓No)

CERTIFICATION

We certify that we have thoroughly examined all the potential adverse impacts of this sub-project as described in the sub-project brief. To the best of our knowledge, the associated safeguard instruments (EIA, EMPs, RAP) if any, will be adequate to avoid or minimize all adverse environmental and social impacts.

Cell Authority Name: Position: Telephone:	**Sector Authority** Name: Telephone: Signature:
District Environmental Officer (DEO) Name: Telephone Signature:	**QBE- District Environmental and Social Safeguards Officer** Name: Telephone: Signature:
QBE- Environment Safeguards Specialists Name: Telephone: Signature:	**QBE- Social Safeguards Specialists** Name: Telephone: Signature:

Annex 2: Environmental and Social Management and Monitoring Guidelines

Aspect to monitor	Comment/Remarks
Air Quality Concerns (1) Carryout dust and emission producing activities (Operating machinery, loading/offloading materials) preferably after school hours to minimize exposure to schoolchildren (2) Keep machinery and vehicles adequately tuned up and well serviced (3) Use only new and unadulterated fuels and lubricants. Do not use spent oil (4) Avoid operating machinery and equipment in windy conditions (5) Cover loose materials (e.g., sand, soil) with canvas/plastic sheets while stacked onsite or transporting on a vehicle. If sheeting is not possible, then lightly sprinkle the surface with water (6) Instruct the vehicle drivers to lower down the speed on earthen and narrow rural roads and road bends to reduce blowing of drag dust (7) Obscure and isolate the active construction zone by vertical shields / blinds	
Water and Wastewater (1) Do not draw water from a shared community water source without consent of the community (2) Dispose of the wastewater by draining into the nearby drain or through a soaking pit (3) Avoid throwing liquids/chemicals/paints into nearby water bodies or on land (4) Avoid washing machinery, vehicles, construction implements in nearby surface waters (5) Wastewater pipeline from toilets and lavatories be buried and well secured into the ground to avoid its damage by vehicles, animals, and miscreants (6) Provide containment structures or water diverting barriers in front of low lying rooms	
Noise Pollution (1) Operate noise producing construction machinery preferably after school hours (2) Avoid operating construction machinery at night time (3) Carryout fabrication and loading /unloading activities preferably after school hours	
Public Utilities (1) Carryout excavations / diggings after referring the local utilities layout map (2) Devise a standard operating procedure for dealing with accidental damage to utilities along with an immediate restoration plan (3) Relocation of any public utility or facility be carried out well ahead of start of construction	

Social Environment / Worksite Safety (1) Make working staff aware of risks of personal injuries and the ways of avoiding (e.g., wearing helmets, dust masks, earmuffs, safety goggles, gloves, etc.) (2) Keep a first-aid box handy at the construction site (3) The Site supervisor should know the standard operating procedures (4) Keep schoolchildren off the active construction spots (5) Use indicative signage and warning boards (6) Stockpile the waste materials at a single spot preferably on one side the premises (7) Reuse the demolition waste, debris, and excess soil for filling depressions and for making pavements etc. (8) Do not leave the excavated foundations unfilled for long periods (9) Pay wages according to Government's notified minimum wage rates (10) Pay same wages to women as to men for equal hours of work (11) Avoid child and force labour (12) Keep firefighting arrangements ready at the site (13) Do not allow cigarette smoking and lighting of fire near work places and near inflammable materials (14) Store the ignitable and inflammable materials separately and at a safe place away from any source fire	
Land Acquisition and Restriction of Land Use (1) Prepare a RAP, ARAP or RPF as may be required (2) Seek clearance of document from World bank and disclose (3) Pay all compensation or implement provisions in the safeguards document before commencing any civil works	
Sexual Harassment and Exploitation (1) Sensitization of workers, school teachers and children on SEA/SH risk and mitigation plan under the project. (2) Contractor management and workers sign SEA/SH code of conduct (3) Identify SEA/SH service providers in the project area Have clear referral protocol for SEA/SH response (4) Work site should clearly have posters against sextual harassment and exploitation. (5) Have confidential reporting channels for SEA/SH complaints	

Annex 3. Suggested Format for a Simple Environmental and Social Management Plan (ESMP)

The ESMF emphasizes that an Environmental and Social Management Plan (ESMP) should fit the needs of a subproject and be easy to use. The basic elements of an ESMP are:

- A description of the subproject activity
- A description of potential Environmental and social impacts;
- A description of planned mitigation measures;
- An indication of institutional/individual responsibility for implementing
- Mitigation measures (including enforcement and coordination);
- A program for monitoring the Environmental and Social effects of the subproject both positive and negative (including supervision);
- A time frame or schedule; and
- A cost estimate and source of funds.

Table below is a matrix to be filled out for each subproject that will have a separate ESMP according to its impact level.

Subproject Activity	Potential Environmental or Social Impacts	Proposed Mitigation Measures	Responsibility (Including enforcement and coordination)	Monitoring Requirements (Including supervision)	Time Frame or Schedule	Cost Estimate

Annex 4: Content of the Environmental and Social Impact Assessment

Executive Summary

The executive summary should briefly discuss the ESIA/EIA Study content. It must define the study objectives and scope, need or rationale for the study, describe the project and gives the baseline information, discuss key project impacts and mitigation measures.

Introduction

The introduction should talk about the developer and the consultant (EIA expert recognized and authorized by REMA to undertake the study), defines the study objectives and scope and describe the methods used to achieve the study objectives.

Project Description

This chapter should provide a description of proposed project and any alternatives being considered in sufficient detail to benefit stakeholders and decision-makers. Policies, legislation, regulations directly relevant to the proposed project should be discussed in the EIA report.

Analysis of Relevant Policy, Legal and Institutional Framework

This chapter should analyze policies, laws and implementation institution relevant to Environmental and Social Impact Assessment at national and international levels.

Baseline Information

This chapter should provide detailed information on the project location, biophysical and chemical characteristics, and social economy of the area (landscape, hydrology, climate, land use, fauna, flora, water quality, soil and air characteristics, etc.).

Public Involvement

This chapter discusses the information collected from and disseminated to stakeholders and gives more attention on stakeholder's concerns, views and suggestions to the projects during the project implementation.

Analysis of Alternatives to The Proposed Project

The chapter should describe the project alternatives in terms of project or no project, location, construction materials and waste management options. The analysis should be able to explain the best and recommended alternatives.

Project Impact and Mitigation Measures

The chapter should identify the major socio-economic, ecological as well as public health issues of concern and indicate their relative importance to the project implementation. After a comprehensive identification and discussion of the project anticipated impacts, measures or approaches for combating or mitigating the anticipated negative impacts of the project to the surrounding environment should be proposed. For ensuring sound environmental management, every negative impact should have a designed approach to mitigate its anticipated impacts. This may further be elaborated in an Environment Management Plan (EMP).

Contingency Plan

This chapter elaborates more about Occupational Health and Safety Management, contingency measures for spills, hazardous waste and different types of pollutants, soil erosion/sedimentation control plan, training requirement, roles and responsibilities and Monitoring & Reporting.

Environmental and Social Management Plan

This chapter completes the information given for the environmental impacts and the mitigation measures. It proposes the institutional responsibilities for the implementation of the mitigation measures, the monitoring indicators, and the estimated cost to implement the activities.

Compensation Measures and Grievance Mechanisms

This chapter discusses the procedures for compensation and grievance mechanism to ensure the process is performed according to compensation rules and regulations.

Annex 5: Technical Guidelines

These guidelines illustrate the required mitigation measures that correspond to the specific environmental and social impacts and should be referred to when preparing the ESIAs/ESMPs that respond to the issues identified in the E&S Screening Form. This Annex contains the following guidelines:

- Technical Guideline 1: Prevention of and protection from soil erosion.
- Technical Guideline 2: Use of quarries

In addition, it is recommended that best practice guidelines for OHS as outlined in IFC's OHS Guidelines be applied.

Technical Guideline 1: Prevention of and protection from soil erosion

Description of Impact
Soil erosion is the state of land surface disturbance caused mainly by water and wind or other anthropogenic activities. The objective of this guideline is to minimize the quantity of soil lost during construction due to land-clearing. In dealing with soil erosion the priority should be given to prevention rather than treatment measures. QBE project implementation may project 'low' to 'moderate' scale soil erosion is expected which may be induced by vegetation clearing. Some generic guidelines which may apply in this project are: - Natural vegetation shall be retained, protected, or supplemented to the extent practical. The stripping of vegetation shall be done in a manner that minimizes soil erosion. - Large construction equipment shall not be placed in the base of an infiltration area during construction. Construction vehicles (if any) shall not be placed in the root zone area of trees to be retained during construction. - Onsite waste generated during the construction phase, including, but not limited to discarded building materials, concrete truck washout, chemicals, litter, and sanitary waste shall be removed from the site daily to the extent feasible or at a regular interval. - No ground disturbed as a result of site construction and development shall be left as exposed bare soil. All areas exposed by construction, with the exception of finished building, structure, and pavement, shall be de-compacted (aerated) and covered with a minimum thickness of six inches of non-compacted topsoil, and shall be subsequently planted with a combination of living vegetation such grass, groundcovers, trees, and shrubs, and other landscaping materials such as mulch, loose rock, gravel, or stone.

Mitigation Measures		
Issue	Drivers of impact	Mitigation Measures
Soil erosion	Erosion due to cut and fills, and clearing vegetation/trees for construction	- Limitation of earth moving to dry periods - Protection of most susceptible soil surfaces with

		- Preserve vegetation by physically marking and building sturdy fence - Re-vegetate stockpiles to protect the soil from erosion
	Erosion due to slope	- Slope stabilization manually or via machines - Avoid soil surface work under aggressive rain and strong winds conditions - Establishment of vegetative cover on erodible surface as early as possible
	Erosion due to construction drain water	- Proper drainage outlets must be installed connected to main sewer system or local drainage. - Program construction activities so that the area of exposed soil is minimized during times of the year when the potential for erosion is high, for example during summer when intense rainstorms are common. - Cultivating the cut surface will increase infiltration of rainfall and decrease the velocity of water across the slope during rain and therefore reduce erosion
	Erosion due to movements (Heavy vehicles etc.), which causes compact soil, changing surface and groundwater flows and damaging future use for agriculture	- Stabilize the site and install and maintain erosion controls so that they remain effective during any pause in construction - Keep vehicles to well-defined haul roads, mark areas for preservation and instruct workers to honour those areas - Keep haul roads off sloping terrain wherever Practical - Minimize the use of heavy equipment's to the extent possible
	Erosion due to wind	- Ensure that smooth surfaces are deep ripped and left rough and cloddy to reduce the wind velocity at the soil surface. - Construct wind fences if this is appropriate for the site.

Technical Guideline 2. Use of Quarries

Description of Impact		
The construction work is likely to create a huge demand for construction materials such as sand, clay for bricks and timber which will place a burden on resources. Therefore, there will be impact related to sand mining and extraction of gravel from burrow pits/quarries. The contractor shall ensure that all raw material such as sand, stone, metal, timber etc. required for the construction of the building are sourced from licensed sources. If the contractor himself wants to operate his own quarry/ sandpit, all necessary approvals from the relevant authorities shall be obtained. Contractor will need to submit copies of such approvals to the relevant school in-charge.		
Mitigation measure		
(Driver of) Impact		Mitigation Measures
Degradation of land and Degradation of land and stone / sand reserve stone / sand reserve	Uncontrolled stone quarrying techniques	- Put in-place licensing agreement between the district level representative of department of the mines and minerals and Transportation Company. - Limit the issuance of license to those who are experienced in quarrying - Improve the technologies used in quarrying work - Method of cutting stone through improved technology instead blasting
	Lack of regulations on quarrying land	- Include the extraction of the building material such as sand, clay, and concrete blocks in the mining law/Regulatory instruments.
	Lack of designated land for quarrying	- The Government/ District should designate specific site and land for quarrying use. - The site should be approved by the district to ensure sustainable use of the land

Annex 6. Grievance Redress Mechanism

The Grievance Redress Mechanism is a set of arrangements that enables local communities, employees, and other affected stakeholders to provide feedback, raise grievances to the project management and seek redress whenever they perceive a negative impact arises from the project's activities.

The Grievance Redress Mechanism is intended to be accessible, collaborative, expeditious, and effective in resolving concerns through dialogue, joint fact-finding, negotiation, and problem-solving. It is generally designed to bethe "first line" of response to stakeholders' concerns that have not been prevented by proactive stakeholder engagement.

The GRM of Rwanda Quality Basic Education for Human Capital Development Project will receive any type of community feedback, but some will be referred to other mechanisms for resolution. For example, grievances regarding corruption, GBV, coercion, or other major and systematic violation of rights and/ or policies are normally referred to organizational accountability mechanisms, administrative or judicial bodies for formal investigation, rather than to the GRM for collaborative problem solving.

The GRM is intended to complement, not to replace, formal legal channels for managing grievances (e.g., the court system, organizational audit mechanisms, etc.). Therefore, stakeholders always have the option to use other more formal alternatives including legal remedies.

1.1 Objectives of the Grievance Redress Mechanism

The objective of this GRM is to receive, record, track and address complaints or feedback that may arise during the implementation phase of the project and/or any future operational issues that have the potential to be designed out during implementation phase. The GRM is designed to address concerns and complaints promptly and transparently with no impact (cost or discrimination) for any reports made by project affected people (PAP) or stakeholders.

Specific objectives of the GRM are:

- ✓ Receive, record, categorize and prioritize the grievances/feedback;
- ✓ Find facts, and settle grievances promptly and transparently via consultation with stakeholders then inform the latter on the outcomes;
- ✓ Refer any unresolved grievances to relevant levels (higher committee or relevant authority).
- ✓ The GRM will also capture data on vulnerabilities in the project implementation to inform refinements and improvements and empower communities to oversee and ensure accountability in project implementation.

1.2 Types of Grievances/Feedback

There are various grievances that are likely to occur during the implementation of development project. In accordance with Rwanda Quality Basic Education for Human Capital Development Project, grievances or forms of feedback that might arise inde the following:

A) Misunderstandings between affected households and the Contractor regarding access arrangements;
B) GBV related grievances and other social issues;
C) Grievances arising from construction work including nuisances generated during construction such as noise, dust, vibration, workers' disputes, etc….;
D) Grievances related to land acquisition, land boundaries, valuation/compensation, income or livelihood loss;
E) Misuse of funds;
F) Complaints about project staff;
G) Complaints about procurement by contractors;
H) Complaints about Contractor performance;
I) Access to benefits from the infrastructures (classrooms and/or latrines) put in place by project.

1.3 Grievance Redress Process

Following are procedures for initiating, handling, monitoring and providing feedback or complaints that may rise during the implementation of Rwanda Quality Basic Education for Human Capital Development.

1.3.1 Initiation

This step refers to the methods by which the project will collect grievances or feedback. It includes uptake locations and channels, language for submission, form for filing grievances as well as filer and receiver of the grievances.

Location for filing complaint or feedback

Communities and/or individuals who believe that they are adversely affected by the project or have other questions or suggestions may submit their grievances/feedback at any level of the project implementation structure:

(i)At cell, sector and district levels where project is being implemented;
(ii) At Ministry of Education.

Channels for raising complaints or feedback

All complaints or feedback can be channelled via:

i. Phone calls,
ii. Text messages,
iii. Meetings,
iv. Proactive outreach,
v. Letters,
vi. Verbal narration,

vii. Emails,

viii. Suggestion boxes,

ix. Reports on visits to project sites by project staff, independent monitors, supervision team, government

x. Findings of World Bank supervision and implementation support missions

xi. WB's Grievance Redress Service (GRS) as well as WB's independent Inspection Panel

xii. Call in questions, comments, or complaints from radio programs

xiii. Media articles or other publications

a) Language for raising/submission of complaint or feedback

Individuals and community members may submit feedback/grievances in the language of their choice.

b) Form for filing the complaint/feedback

The feedback or grievance can be given orally or in writing (soft or hard copies). Whenever possible and for documentation purposes, grievance redress form will be used.

c) Transmitter of the complaint/feedback

Communities and individuals who believe that they are adversely affected by the project or have any questions or suggestions shall be able to submit a complaint or feedback. Affected persons can also report their concerns through third parties and provided communication channels should not inhibit the lodgement of any complaint.

Here are some tips that can be used by the GRC in order to encourage community members to submit complaints:

- ✓ Ensuring that communication materials are prepared and distributed widely to raise awareness of the existence of the GRC and GRM;
- ✓ Ensuring that it is free to report a complaint;
- ✓ Members of the GRC are good listeners;
- ✓ Confidentiality of complainants is observed;
- ✓ GRC members should help potential complainants write their grievances if needed.

d) Receiver of the complaint/feedback

Generally, Grievance Redress Committees and all project staff are authorized to receive grievances. Particularly, grievances that will be sent via:

(i) emails will be received by the staff involved in project implementation;
(ii) hotline will be received by the Communication team of MINEDUC.

1.3.2 Sort and Process

Various types of grievances/feedback typically require different follow-up actions—for example, some can be resolved by means of a simple explanation or apology, while others may require more

extensive investigations. Therefore, this is the step where GRC categorize grievances, assign priority, and route them to the appropriate entity. However, all forms of grievance have to be recorded with specific dates and how they were resolved and reported to the MINEDUC – SPIU.

Categorization

Grievances and feedback can be categorized in four main types:
(a) comments, suggestions, or queries;
(b) complaints relating to non-performance of project obligations;
(c) complaints referring to violations of law and/or corruption; and
(d) complaints against project staff or community members involved in project management.

Prioritization

There is a need to assess urgency and prioritize the complaints to know which need to be addressed immediately or if they can follow the provided timeframe for redress. Cases that need to be addressed immediately include GBV cases, health incidents, etc.

Issues to consider may include:

- What effect does it have on an individual's or a group's welfare and safety?
- Does it have the negative impact on the implementation timeframe of the project?
- Is it attracting much public attention?

Assigning appropriate entity

After prioritization, grievances should be directed to the appropriate entity/GRC for resolution.

1.3.3 Acknowledge and follow up

When a complaint is made, the GRC should acknowledge its receipt in a communication that outlines the grievance process; provides contact details and, if possible, the name of the contact person who is responsible for handling the grievance; and notes how long it is likely to take to resolve the grievance. Complainants will then receive periodic updates on the status of their grievances in the stipulated time for resolution as per the duration provided.

1.3.4 Acknowledge and follow up

This step involves gathering information about the grievance to determine its validity and resolvingthe grievance.

a) Verification and Investigation

This step includes gathering of facts and clarifying information in order to have a clear picture of the circumstances surrounding the grievance or complaint. In this regard, the GRC should decide which team members will be responsible for fact-finding and should ensure that they are neutral and do not have any stake in the outcome of the investigation.

The selected members should try to:

- Identify the parties involved in the case
- Clear issues and concerns raised by the complaint
- Collect views of other stakeholders, including those of Rwanda Quality Basic Education for Human Capital Development Project if needed

b) Taking action

This step reflects the action and decision-making process that will be done at different levels. The GRC should be open to looking at diverse ways to addressing grievances. In general, the GRCs should review existing resolution methods when deciding on which way to appropriate response. Where applicable, even traditional methods that are fair should be applied.

Potential action includes either:

- Responding to a query, comment or suggestion, imposing sanctions or
- Referring the grievance to an appropriate level of the system

Note that the GRCs should resolve a complaint when it is straightforward, the issue is clear and that it can be resolved at that level.

1.3.5 Monitor and Evaluate

This step refers to the process of tracking grievances and assessing the extent to which progress is being made to resolve them. In order to assess the extent to which the desired objectives of GRM are being realized and inform decision making in case adjustments that might be needed in handling complaints raising due to Rwanda Quality Basic Education for Human Capital Development Project, the key performance indicators are: (i) number of grievances received, (ii) percentage of grievance resolved, and (iii) Percentage of grievances redressed within stipulated time period.

In order to measure those indicators, a Complaints/Feedback Register will be maintained by the committees and safeguards staff, who will log the: i) details and nature of the complaint; ii) the complainants' names and their contact details; iii) date; and iv) corrective actions taken in response to the complaint.

Specifically, the following indicator of the project's results framework will be utilized:

Grievances registered related to delivery of project benefits that are addressed. This indicator will measure the utilization of GRM by reporting on percentage of number addressed grievances in comparison to number of grievances received. MINEDUC will report on the indicator semi-annually as part of the quarterly progress reports and annual reports.

1.3.6 Provide feedback

This step refers to the process of informing the complainant or aggrieved party about the status ofthe complaint or provision of information required by the project stakeholder. Any questions, procedures, findings and proposed actions should be translated into a language that the complainant understands. Depending on the nature of complaints, the GRC should decide on the appropriate means of communication. If the complainant is known, feedback can be provided directly.

GRM users will be informed about their right to an appeal if they are dissatisfied with the decision. The complainant may file an appeal to the next higher level of the grievance redress system or to an appropriate office. The national Grievance Redress Committee is the highest level in the GRM and their decision is final, unless the complainant wishes to take their grievance to other relevant government agencies (e.g., courts, Office of the Ombudsman, etc.)

Confidentiality in Grievance Documentation

Records of grievances including information such as gender, age and location, makes grievance management easier. This information, however, should be protected from unauthorized people and the GRCs should always protect complainants' confidentiality.

PROCESS FOR ESTABLISHMENT OF GRIEVANCE REDRESS COMMITTEES

2.1 National Level Grievance Redress Committee

Development projects of different scales are carried out an ultimate goal of enhancing their socio-economic and environmental conditions and the overall well-being of their populations. However, such projects do not always engender positive changes in the lives of all the people intended to benefit from them. They can place some people at high risk and in adverse and some of them may not be satisfied with the benefits that they expected to gain from the project. This is the same for the Rwanda Quality Basic Education for Human Capital Development Project. People may be affected during the project implementation or not gain the benefits that they were expected to obtain from the project. It is from that background that it is planned to establish a grievance redress mechanism with a purpose of resolving complaints and dissatisfaction of project affected people in a timely manner.

A part from the subcomponents regarding school construction and upgrading TTCs and Models School that must have a specific grievance redress mechanism, it must be created a grievance redress mechanism for the whole project that will handle complaints and dissatisfaction resulting from any of the four components of Rwanda Quality Basic Education for Human Capital Development Project through a grievance redress committee put in place and made of members from the Ministry of Education and its implementing partners.

Complainant will submit their complaints at the head office of MINEDUC, REB or NESA and/or through their social media:

The Ministry of Education (MINEDUC)

- Email: info@mineduc.gov.rw
- Hotline: 2028
- Twitter: @ Rwanda_Edu
- Po Box: 622 Kigali

Rwanda Basic Education Board (REB):

- Email: info@reb.rw
- Hotline: 3020

- Twitter: @ REBRwanda
- Po Box: 3817 Kigali

National Examination and School Inspection Authority (NESA):

- Email: info@nesa.rw
- Hotline: +250000
- Twitter: @ NESA-Rwanda
- Po Box: 1382 Kigali

This grievance redress committee will be composed of the following members:

i) President:

The president of the committee is the SPIU Coordinator from the Ministry of Education and has the following responsibilities:

- Invite and chair meetings of the committee,
- Communicate the action required from responsible parties for effecting the agreed upon responses;
- Serve as the spokesperson of the committee and report to the Ministry of Education authorities and partners.

ii) Vice President

The vice president of the committee is the SPIU Coordinator from Rwanda Basic Education Board and has the following responsibilities:

- Invite and chair the meeting in the absence of the President;
- Assist the President in giving directions during meeting discussions;
- Serve as the spokesperson of the GRC and report to the Ministry of Education and its partners in the absence of the President.
-

iii) Secretary

The secretariate of the committee is made of the safeguard staff from the SPIU of the Ministry of Education in collaboration with Communication team from MINEDUC, REB and NESA

- Safeguard staff (Social Safeguard Specialist and Environmental Safeguard Specialist):Serve as minutes taker during the meetings and filing all documents related to the GRM
- Communication staff: To receive and record grievance received through social media in a logbook

iv) Other Members

-Gender Representative (female to be selected from the MINEDUC, REB or NESA SPIUs Staff)

-School Construction Program Manager in MINEDUC SPIU

-Staff from Teacher Development & Management and Career Guidance & Counselling Department in REB

-Staff from Basic Education and TVET Quality Assurance department in NESA

Note:

- The President of GRC could invite any staff whose responsibilities matches with the complaints and dissatisfaction raised
- The maximum number of days for resolving a complaint or dissatisfaction is 14 days from its reception if it doesn't compromise the judicial process.
- If the complaint is not addressed to within 14days, the complainant is advised to seek Justice from the court of law.
- GRC members meet when there is complaints or dissatisfaction to be addressed. Some of complaints and dissatisfaction can be addressed immediately without conducting a meeting if possible.
- GRC meeting can be hold face to face or online

2.2 The Grievance Redress Committees for upgrading 16 Teacher Training Centers and 16 Model Schools and Construction of New Model School

2.2.1 Level One: Cell Level GRC

The Grievance Redress Committee is elected during community consultation meetings held between the District/Sector/Cell officials and the Project Affected People (PAPs). The PAPs will select and vote 3 candidates: President, Vice President, and a Woman Representative (who will also represent the youth and vulnerable groups). The woman representative will serve as the ***Committee Secretary***. The Head Teacher of TTCs or Model School or any other school representative, Village Leader and the cell Executive Secretary of where TTCs or Model Schools are located will be part of the cell level Grievance Redress Committee. Project representative, contractor representative, supervising farm representative and representative of District Isange One Stop Centre will also attend GRC meetings whenever deemed necessary, ***acting in advisory role.***

Note**:**

- In case TTC and Model School are in the same cell but in different villages, the cell executive secretary will select among two village leaders the one who will join the cell level Grievance Redress Committee.
- GRCs members will be chosen respectively to the guidelines to fight against COVID-19 that will be in place at the time of their establishment.

2.2.2 Level Two: Sector Level GRC

The GRC at sector level will comprise 5 members; the Sector Executive Secretary who will be the President, the Social Protection Officer who will be the Vice President, the Sector Education Inspector who will be the Committee's Secretary, the Sector Land Officer and a woman representative from the Sector Staff and will also represent youth and vulnerable groups. Project representative, contractor representative, supervising farm representative and representative of District Isange One Stop Center will also attend GRC meetings whenever deemed necessary, ***acting in advisory role.***

2.2.3 Level Three: District Level GRC

The committee will be composed of the following members namely the Vice Mayor in charge of Social Affairs who will be the President, District Director of One Stop Centre who will be the Vice President, District Director of Education who will be the Secretary, the District Environmental Officer, the School Construction Engineer , a Women Representative from the Unit of Social Protection or Unit of Education or Unit of One Stop Centre who will also represent youth and vulnerable groups, Project representative (Environmental and Social Safeguards Officer or School Construction Field Officer), contractor and supervising farm representatives. Though not part of the committee, District Property Valuation Officer, Land and GIS Officer, Social Protection Officer, Isange One Stop Centre Representative will participate in District GRC meetings whenever deemed necessary.

Note: The committee at each level has rights to invite any resource person to the meeting but this doesn't participate in voting.

3.The Grievance Redress Committees for school construction through unconventional approach

3.1 Level I: Cell Level GRC

The Grievance Redress Committee is elected during community consultation meetings held between the District/Sector officials and the Project Affected People (PAPs). The PAPs will select and vote 3 candidates: President, Vice President and a Woman Representative (who will also represent the youth and vulnerable groups). The woman representative will serve as the ***Committee Secretary***. The Village Leader representative and the cell Executive Secretary of where construction activities are implemented will be part of the elected Committee. The head teacher of the school where construction activities are undertaken, the MINEDUC Environmental and Social Safeguards Officer designated to the District and the Representative of District Isange One Stop Center will also attend GRC meetings whenever deemed necessary, ***acting in advisory role.***

Note: In case there are more than one site in the cell, the village leaders will select among themselves the one to represent them, preferably the one leading a village with more construction activities and the most active than others.

3.2Level II: Sector Level GRC

The GRC at sector level will comprise 5 members; the Sector Executive Secretary who will be the President, the Social Protection Officer who will be the Vice President, the Sector Education Inspector who will be the Committee Secretary, the Sector Land Officer and a woman representative from the Sector Staff and will also represent youth and vulnerable groups. The head teacher of the school where construction activities are undertaken, the MINEDUC Environmental and Social Safeguards Officer designated to the District and the Member of District Isange One Stop Center will also attend sector level GRC Meetings whenever deemed necessary, acting in advisory role.

3.3 Level III: District Level GRC

The committee will be composed of seven members namely the Vice Mayor in charge of Social Affairs who will be the President, District Director of One Stop Centre who will be the Vice President, District Director of Education who will be the Secretary, the District Environmental Officer, the School Construction Engineer , a Women Representative from the Unit of Social Protection or Unit

of Education or Unit of One Stop Centre who will also represent youth and vulnerable groups and MINEDUC Environmental and Social Safeguards Officer at District level. Though not part of the committee, District Property Valuation Officer, Land and GIS Officer, Social Protection Officer, Isange One Stop Centre Representative will participate in District GRC meetings whenever deemed necessary. Though not part of the committee, District Property Valuation Officer, Land and GIS Officer, Social Protection Officer, Isange One Stop Centre Representative will participate in District GRC meetings whenever deemed necessary.

Note: The committee at each level has rights to invite any resource person to the meeting but this doesn't participate in voting.

The table below summarizes roles and responsibilities of GRCs at all levels and timeframe for resolving complaints:

No	GRC Levels	Roles and responsibilities	Timeframe for resolving complaints
1	Level I: Cell Level GRC	• Receive and handle complaints from the Project Affected People (PAPs) • Organize consultation meetings for parties involved in the Grievance; • Provide responses to received grievances and request concerned parties to implement recommended actions; • Follow up on the implementation of recommended actions to attended complaints; • Provide minutes to the grievances received and resolved to the Sector level; • Organize and participate in community meetings. • Submit to the Sector level the GRM report on monthly basis	The maximum number of days for resolving a complaint at the cell level is 14 days. These days comprise the day on which the GRC has received the complaint/grievance. Depending on the nature of the complaint, some are resolved immediately while others may require field visits. The required quorum for the GRC meeting to convene is at least presence of 2/3 of the total members. The GRC Meeting is convened every month (Even when there are no grievances received, the committee can sit to review the implementation of previous meetings resolutions). On basis of a genuine reason, the Ministry of Education in collaboration with the District can temporarily or permanently terminate the operations of a GRC through a notice of 30 days prior to decision

			effectiveness. In case of temporary termination, the Ministry of Education in collaboration with the District will issue a notice for reoperation of a GRC, 5 days before the effective time.
2	Level II: Sector Level GRC	• Receive and handle grievances referred to them from the cell elected GRC; • Organize consultation meetings with parties involved in the Grievance; • Follow up on the implementation of recommended actions to grievances raised; • Minute the GRC Meetings proceedings and resolutions and produce reports to District level; • Organize community meetings for sensitization on prevention of general community-based complaints.	The maximum number of days for resolving a complaint at the Sector level is 14 days. These days will comprise of the day which the Sector has received the complaint from GRC. The Sector level GRC Meeting is convened when there are grievances to be resolved through it. The Sector executive Secretary will call for a meeting with the PAP complaining, carry out field verifications and come up with the decision on the action to be taken in case both parties have agreed with the decision. The required quorum for the GRC meeting to convene is at least presence of three (3) out of five (5) members. The Ministry of Education can provide a notice of 30 days to terminate the GRCs term if necessary.
3	Level III: District Level GRC	• Receive and handle complaints referred by the Sector Level GRC • Organize consultation meetings for parties involved in the Grievance; • Provide responses to received grievances and request concerned parties to implement recommended actions; • Follow up on the implementation of recommended actions to attended complaints raised;	In case the PAP doesn't agree with the Sector's decision, they are advised to go to the District level. The District will receive the complaint and will call for a combined meeting with the GRC and the Sector representatives together with the PAP and PIU staff. Several field visits are conducted, and the community will be involved. However, if the complaint is not addressed to within 14days, the PAP

		• Provide minutes to the grievances received and resolved to the Ministry of Education; • Organize and participated in community meetings. • Submit to the Ministry of Education GRM report on monthly basis	is advised to seek Justice from the court of law. The District level GRC Meeting is convened when there are grievances to be resolved through it. The required quorum for the GRC meeting to convene is at least presence of four (4) out of six (7) members. Ministry of Education can provide a notice of 30 days to terminate the GRCs term if necessary.
	Level VI: National Level GRC	• Receive and handle complaints that don't involve the Local Government. • Organize consultation meetings for parties involved in the Grievances; • Provide responses to received grievances and request concerned parties to implement recommended actions; • Follow up on the implementation of recommended actions to attended complaints raised; • Be responsible of the overall coordination of Grievance Redress Mechanism countrywide. • Ensure the smooth communication with funder on the matter related to GRM of the project	The National Level GRC handle grievance that does not involve the Local Government such as grievances related to procurement done at Central Level. The National Level GRC will receive grievances from the complainants and address them accordingly. However, if the complaint is not addressed to within 14days, the PAP is advised to seek Justice from the court of law. The National level GRC Meeting is convened when there are grievances to be resolved through it.

4 ROLES AND RESPONSIBILITIES OF THE GRIEVANCE REDRESS COMMITTEE MEMBERS

4.1 Role and Responsibilities of grievance redress committees at Cell level

The President

- Invite and chair meetings, acknowledge grievance receipt and outline how grievance will be processed, request committee members for proposing alternative responses and lead the committee members' voting towards an agreeable response (*Each decision of the committee should be on basis of votes without compromising the laws in force*);
- Communicate the action required from responsible parties for effecting the agreed upon responses;
- Serve as the spokesperson of the GRC and report to the Cell, Sector and District.
- The GRM president is also in charge of referring cases to implementing agencies and stakeholders and agree on the response to be given on some of the complaints raised.
- It is the duty of the president to report and update the District, Sector and Cell leader on how grievances are being resolved.

The Vice President

- Chair the meeting in the absence of the President;
- Receiving and register the grievance, log it and use the common agreed protocol of means of recording the grievance received and provide a timely communication back to the complainants.
- Assist the President in giving directions during meeting discussions;
- Serve as the spokesperson of the GRC and report to the cell and the sector leaders in the absence of the President.
- Maintain logbooks that has records of complaints, inquires and suggestions received
- Ensure privacy of the complainant where necessary and use a unique ID number to record the complaint

Woman Representative

- The role of the women representative is to represent the women in the community and promote the interests of women and girls within the community and advocate for equity and equal opportunities.,
- Report and resolve any grievance related to sexual harassment and any gender domestic violence that may arise during the project implementation and to mobilize women to be active in income generating activities specifically for opportunities in the projects intervention areas
- Offers guidance on referral pathways in relation to GBV cases where necessary
- Woman representative serves as the Committee Secretary

Village leader

Represents all the village leaders in the cell, ensures that repeated or low-level grievances are being noted in the system, the village leader is also in charge of sending out notices for meetings the village leader is also a representative of the local government at the village level, he masters all the grievances raised and has all the records to report to the hierarchy.

Cell executive secretary

The role of the executive secretary of the cell in the GRM committee is mainly to propose a response and recognize that many complaints may be resolved and informally by relevant authorities, chairs sensitization meeting at the cell level during public consultations meetings. The cell executive

secretary signs on the minutes of the GRC resolutions and on the GRC reports that are sent to the Sectors and Districts.

Project Representative

The role of project representative is to ensure that all grievances raised have been responded to, ensure that the contractor responds to the complaints raised concerning them, attend community meetings and compile monthly reports from committees.

He/she also works with the independent certified valuer to make sure that there fair compensation to real PAPs is timely provided.

The role of the Project representative is to attend meetings, respond and react to PAPs complaints raised concerning the contractor.

Contractor Representative

The role of contractor representative is to ensure that all grievances to be addressed by contractor are timely responded to.

He/she also works with project representative and the independent certified valuer to make sure that their fair compensation to real PAPs is timely provided.

4.2 Roles and Responsibilities of the Grievance Redress Committee members at Sector level

The President

- The president of the GRC at Sector level is the Executive Secretary of the Sector
- He/she invites and chair meetings, acknowledges grievance receipt and outline how grievance will be processed, requests committee members for proposing alternative responses and lead the committee members' voting towards an agreeable response (Each decision of the committee should be on basis of votes without compromising the laws in force);
- He/she communicates the action required from responsible parties for effecting the agreed upon responses;
- He/she serves as the spokesperson of the GRC and report to the District.
- The GRM president is also in charge of referring cases to implementing agencies and stakeholders and agree on the response to be given on some of the complaints raised.

The Vice President

- The vice president of the GRC at Sector level is the Social Protection Officer
- He/she chairs the meeting in the absence of the President;
- He/she assists the President in giving directions during meeting discussions;

The Secretary

- The Secretary of the GRC at Sector level is the Sector Education Inspector
- He/She receives and registers the grievance, logs it and uses the common agreed protocol of means of recording the grievance received and provides a timely communication back to the complainants.
- He/she maintains the logbooks that have records of complaints.

Woman Representative

- The role of the women representative is to represent the women and girls during decision making, promote their interests and make advocacy for their equity and equal opportunities in the project intervention areas.,
- Report and resolve any grievance related to sexual harassment and any gender domestic violence that may arise during the project implementation and to mobilize women to be active in income generating activities specifically for opportunities in the projects intervention areas
- Offers guidance on referral pathways in relation to GBV cases where necessary

Sector Land Officer

- To attend sector level GRC Meetings and participate in the PAPs complains resolution through their voting rights.

4.3 Roles and Responsibilities of the Grievance Redress Committee at District level

The Secretary

- The Secretary of the GRC at District level is the District Director of Education
- He/She receives and registers the grievance, logs it and uses the common agreed protocol of means of recording the grievance received and provides a timely communication back to the complainants.
- He/she maintains the logbooks that have records of complaints.

Woman Representative

The role of the women representative, who is selected among female staff form the Unit of Social Protection or Unit of Education or Unit of One Stop Centre, her responsibilities are the following:

- Report and resolve any grievance related to sexual harassment and any gender domestic violence that may arise during the project implementation and to mobilize women to be active in income generating activities specifically for opportunities in the projects intervention areas
- Offers guidance on referral pathways in relation to GBV cases where necessary

The President

- The president of the GRC at District level is the Vice Mayor in charge of Social Affairs
- He/she invites and chair meetings, acknowledges grievance receipt and outline how grievance will be processed, requests committee members for proposing alternative responses and lead the committee members' voting towards an agreeable response (*Each decision of the committee should be on basis of votes without compromising the laws in force*);
- He/she communicates the action required from responsible parties for effecting the agreed upon responses;
- He/she serves as the spokesperson of the GRC and reports to the Ministry of Education.

The Vice President

- The Vice President of the GRC at District level is the District Director of One Stop Center

- He/She chairs the meeting in the absence of the President;
- He/She assists the President in giving directions during meeting discussions;

Other GRC Members

- To attend District level GRC Meetings and participate in the PAPs complains resolution through their voting rights.

4.4 Roles and Responsibilities of the Grievance Redress Committee at National Level

This grievance redress committee will be composed of the following members:

v) President:

The president of the committee is the SPIU Coordinator from the Ministry of Education and has the following responsibilities:

- Invite and chair meetings of the committee,
- Communicate the action required from responsible parties for effecting the agreed upon responses;
- Serve as the spokesperson of the committee and report to the Ministry of Education authorities and partners.

vi) Vice President

The vice president of the committee is the SPIU Coordinator from Rwanda Basic Education Board and has the following responsibilities:

- Invite and chair the meeting in the absence of the President;
- Assist the President in giving directions during meeting discussions;
- Serve as the spokesperson of the GRC and report to the Ministry of Education and its partners in the absence of the President.

i) Secretary

The secretariate of the committee is made of the safeguard staff from the SPIU of the Ministry of Education in collaboration with Communication team from MINEDUC, REB and NESA
-Safeguard staff (Social Safeguard Specialist and Environmental Safeguard Specialist):Serve as minutes taker during the meetings and filing all documents related to the GRM
-Communication staff: To receive and record grievance received through social media in a logbook

ii) Other Members

-Gender Representative (female to be selected from the MINEDUC, REB or NESA SPIUs Staff)
-Staff from Teacher Development & Management and Career Guidance & Counselling Department in REB
-Staff from Basic Education and TVET Quality Assurance department in NESA
Note:

- The President of GRC could invite any staff whose responsibilities matches with the complaints and dissatisfaction raised

- The maximum number of days for resolving a complaint or dissatisfaction is 14 days from its reception if it doesn't compromise the judicial process.
- If the complaint is not addressed to within 14days, the complainant is advised to seek Justice from the court of law.
- GRC members meet when there is complaints or dissatisfaction to be addressed. Some of complaints and dissatisfaction can be addressed immediately without conducting a meeting if possible.
- GRC meeting can be hold face to face or online

4.5 Particularity on some members of Grievance Redress Committees

Environmental and Social Safeguards Officer (Project representative at District Level)

- Environmental and Social Safeguards Officer (Project representative at District level) is the permanent member of the Grievance Redress Committee at District level but can attend the GRCs meetings at Sector and Cell levels whenever deemed necessary, *acting in advisory role,*
- Conduct trainings to the elected GRCs on resolving complaints.
- Make a follow up to ensure that all grievances raised have been responded to in a timely manner.
- Ensure that the contractor responds to the complaints raised by employees/workers;
- Attend community consultation meetings and GRCs Meetings to provide guidance on how complaints will be resolved.
- Compile monthly reports from committees and make the District consolidated report and submit it to the Ministry of Education;
- Participate in community meetings with the GRCs whenever deemed necessary
- Verify the proper record keeping of logbooks and proper recording of the complaints

Head Teacher

- Attend the GRC meetings at all levels whenever deemed necessary and serve as a resource person in terms of providing information and resolutions to complaints.
- React and take action to PAPs complaints concerning the project under his/her responsibilities.

Isange One Stop Center Representative

- Attend and provide guidance to the GRCs meetings at all levels where there is a case of Gender Based Violence (GBV), Sexual Harassment or Violence Against Children (VAC).
- Conduct awareness campaigns on GBV and VAC at the community level.

INFORMATION TO BE FILLED IN THE GRIEVANCE LOG BOOK.

The Grievance Redress Mechanism Committee will ensure that each complaint has an individual reference number and is appropriately recorded and tracked. The log book will contain the following information:

a) Grievance Reference Number
b) *Names and ID of complainant*
c) *Date for grievance reception*
d) *Means of grievance reception (SMS, Phone call ,letter, email,…)*
e) *Location of grievance reception*

f) *Type of issue raised (Grievance, Concern, request,…)*
g) *Summarized description of the complaint*
h) *Action undertaken*
i) *Date of action*
j) *Status+30 days*
k) *Status+60 days*
l) *Status+90 days*

The log form to be filled by grievance redress committees:

Grievance Reference Number	Names and ID of complainant	Date for grievance reception	Means of grievance reception (SMS, Phone call,letter, email, verbal,…)	Location of grievance reception	Type of issue raised (Grievance, Concern, request,…)	Summarized description of the complaint	Action undertaken	Date of action	Status+30 days	Status+60 days	Status+ 90days

Annex 7. List of Consulted People

Eastern and Northern Province

Kayonzo District 13/03/2019

1. **List of consulted People during the preparation of RPF/ESMF**

No	Name	Institution	Position	Phone number	Email	Signature
1	MUGABO Namara Charles	Kayonza	STEO	0788603310	namara charles @yahoo.com	[illegible]
2	NZABAHABWA Alphonse Marie	Kayonza	DEO N&Primary	0788563768	nzabahabwa @[illegible]	[illegible]
3	BISANGWA Emmanuel	KAYONZA	DDE	0788671298	bisemmanu@yahoo.fr	[illegible]
4	NIYONSENGA Josephine	GS Nyagahandagaza	Discipline Mistress	0783057893	Nyajosephine2019 @gmail.com	[illegible]
5	GAPARANI Patron	G.S Nyagahandagaza	Teacher	0785248728	S.patron2020 @gmail.com	[illegible]
6	NDAGIJIMANA Benjamin	GS Nyagahandagaza	Teacher	0788604538	benda029@gmail.com	[illegible]
7	NKURUNZIZA J.Paul	G.S NYAGAHANDAGAZA	Teacher	0783041157	[illegible]2015@yahoo.com	[illegible]
8	NDORA Desire	-11- 11	DOS	0788753073	desirendora@gmail.com	[illegible]
9.	NIYIRORA Bertholde	G.S. KAYONZA	Head Teacher	0788408709	[illegible]@gmail.com	[illegible]
10	KAMBARI Vincent	G.S KAYONZA	Teacher	0788900614	kambarivincent @gmail.com	[illegible]
11	Sebagabo Rumenge	GS Gikaya	DOS	0783840750	Seba1996@gmail.com	[illegible]
12	NZEYIMANA J.PETER	GS GIKAYA	H TEACHER	0788778657	[illegible]	[illegible]

Gatsibo District

List of consulted People during the preparation of RPF/ESMF

date: 12/03/2019

#	Name	Institution	Position	Phone number	Email	Signature
1	NDAHIRO SAKURE Eduard	GS BIHINGA	HEAD TEACHER	0788840932	[illegible] @gmail.com	[signature]
2	BAGABA Denis	G.S BIHINGA	D.O.S	0788667387		[signature]
3	INGABIRE Yvette Marie Angelique	G.S BIHINGA	Bursar	0788823654		[signature]
4	MUKABEKAZI Egidie	G.S BIHINGA	Secretary	0788401653		[signature]
5	SIBOMANA Emmanuel	G.S NYAMIRAMA	Head teacher	0788555894	esibomana78 @gmail.com	[signature]
6	NTIDENDEREZA Jeannine	G.S NYAMIRAMA	D.O.S	0788740182	ntidenderezajeannine @gmail	[signature]
7	MPAGAZEHE Innocent	G.S Nyamirama	Teacher	0782648026	mpagazeinnocent @gmail.com	[signature]
8	UKURIKIYEYEZU J. Eddy	G.S NYAMIRAMA	Teacher	0782228369	[illegible]	[signature]
9	A. Emmanuel NIZEYIMANA	GS KIZIGURO	Head teacher	0782509036	nimabudi@yahoo.fr	[signature]
10	TUMUSENGE Paulin	GS KIZIGURO	DOS	0788668732	tumusengepaulin @gmail.com	[signature]
11	Uwazigira Clarisse	G.S Kiziguro	Comptable	0784700254		[signature]
12	MITAKO F. Xavier	SEO KABEYO	SEO	0788169661	omitekof-xavier @ymail.[illegible]	[signature]
13	NSHIMIYIMANA J. Claude	H Teacher GATORE P/S	H Teacher	0783555137	nshimiyimana.jean claude@yahoo	[signature]
14	MATSIMBERE Narcisse	KIRAMURUZI	SEO	0788940248	[illegible] @yahoo	[signature]
15	IRIGENERA Dieudonné	NGARAMA	HT Nyarubungo	0788684824	irigeneradieu @gmail.com	[signature]
16	RUZIGAMANZI Martin	Rwimbogo	SEO	0788896089	martinruzigamanzi @yahoo.	
17	Abed B' Felisphore	Kiziguro	SEO	0786300356		[signature]
18	NZEYIMANA Anaclet	Remera	SEO	0788666133	[illegible] @yahoo.fr	[signature]

Nyagatare District

List of consulted People during the preparation of RPF/ESMF date: ../03/2019

#	Name	Institution	Position	Phone number	Email	Signature
1	ULAYENEZA dieudonne	MINEDUC/GS NYAGATARE	Headteacher	0788471523		
2	UMUHIRE marie claire	G.S Nyagatare	Teacher	0788858221		
3	MIKEMPE Joy	G.S. Nyagatare	Teacher	0788212358		
4	GATARE jacques	ES MATIMBA	Headteacher	0788[illegible]844		
5	NZARAMBA Theogene	ES MATIMBA	Dupty/Headteacher	0788477821		
6	MUGWANEZA JACKLINE	G.S MATIMBA	Teacher	0782581746		
7	MWIZERWA Appolinaire	G.S MATIMBA	Teacher	0783382062		
8	BASENYA Charles	NTOMA PRIMARY	HEAD TEACHER	0788648501		
9	SAFALI Mubaraka	MATIMBA SECTOR	UNIVERSITE	0788996729		
10	HABIYAREMYE Théoneste	GS RYABEGA	Headteacher	0788641531		
11	NIYIBIZI Antoinette	GS RYABEGA	Bursar	0783281603		
12.	NTEZIMANA Jean Désiré	G.S RYABEGA	Teacher	0788922437		
13	HABYARIMANA Paul	G.S RYABEGA	Teacher	0783260910		
14	UWASIMIRE Alice	Karangazi	Umuburage	0781777[illegible]		
15	BAYINGANA Edith	Nyagatare district	DDE	0788[illegible]110		
16						
17						
18						

List of consulted People during the preparation of RPF/ESMF date: ………../…………../2019

#	Name	Institution	Position	Phone number	Email	Signature
1	MUSABYEMARIYA M. Claire	G.S MURAMBI	Head teacher	0788821117	clairemusab@gmail.com	
2	SEWASE Jean Claude	G.S BUSANZA	Head teacher	0788449977	sewaclaude1@gmail.com	
3	J Paul FURAYIDE	GS [illegible]	Headteacher	0788733152	fuypo13@gmail.com	
4	MURASANYI KAZIMOTO Edmond	G.S Mayange A	Head teacher	0788557658	edmond.murasanyi@gmail.com	
5	TUYAMBAZE Beathe	G.S MVRAMA	Head teacher	0788671061	tuyambeatty@gmail.com	
6	KARUMUHINZI Jean Christophe	G.S AKANZU	Headteacher	0788453073	kchristo1@yahoo	
7	BUCYENYISENGE Martin	EP KIGARAMA	Headteacher	0788785067	bucyenmartin@yahoo.com	
8	HABYARIMANA Camisius	G.S NYAGASAMBU	Headmaster	0788810172	habyamacamisius@yahoo.com	
9	NSHIMIYIMANA Jean Bosco	E.P NYAMIRAMA	Headteacher	0788791666	jbnshimiye@gmail.com	
10	NDAGIJE Jean Damascène	G.S GAHURIRE	Headteacher	0788430960	ndadamaso7@yahoo.fr	
11	NSENGIYUMVA Célestin	G.S ZAZA "A"	Head teacher	0788886716	nsengcel@gmail.com	
12.	NDAKEREKWA Straton	EP Ngara	Head Teacher	0788618719	ndakerewa@gmail.com	
13	NTARE Jn Claude	GS NYAKARAMBI	Headteacher	0788572860	ntarejeanclaude@gmail.com	
14	GASIRABO Jean Pierre	G.S NYARUBUYE A	Headteacher	[illegible]	jeanpierregasirabo@gmail.com	
15	KAMANUGIRE Pierre-Claver	G.S GATARAMA	Headteacher	0788648553	kanapiel@gmail.com	
16						
17						
18						

List of consulted People during the preparation of RPF/ESMF date: 15/03/2019

#	Name	Institution	Position	Phone number	Email	Signature
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List of consulted People during the preparation of RPF/ESMF

date: 13 / 03 /2019

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List of consulted People during the preparation of RPF/ESMF

date: 14 / 03 /2019

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7	HABUMUREMYI Elie	GS MUHONDO	Headteacher	0783190[illegible]	[illegible]@gmail.com	
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List of consulted People during the preparation of RPF/ESMF date: 14/03/2019

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10	NDUWAYEZU Evariste	GS JEAN DE LA MENNAIS KIRAMBO	Head teacher	0788888362	nduwaeva@yahoo.fr	[signature]
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Southern and Western Provinces

List of consulted People during the preparation of RPF/ESMF date: ..../............./2019

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List of consulted People during the preparation of RPF/ESMF date: 11/03/2019

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G.S CAMP Nyamagabe District

List of consulted People during the preparation of RPF/ESMF date: 15/03/2019

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A list of individuals consulted.

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HITUMUKIZA Robert	KARONGI District	Director of Education	0788837308	rniragire@gmail.com

A consultation meeting with head head teachers from various schools held at Gs Rususa, Ngororero sector/Rususa Cell/ Ngororero District

(1) URUTONDE RW'ABAYOBOZI B'IBIGO BITABIRIYE INAMA N'ABAKOZI BA MINEDUC. KU WA 24/04/2022

Nº	AMAZINA	IKIGO	ICYO ASHINZWE	UMUKONO
01	SINDAYIGAYA Alexis	GS RUBONA	Headteacher	
02	INGABIRE M Chantal	G.S MURAMBA	H.T	
03	NYIRANEZA Emerithe	C.S KIRENGO	H.T	
04	INGABIRE christine	C.S miduha	H.T	
05	UZAMURANGA Claudette	G.S BAYI	HT	
06	KAGIRANEZA Alfred	CS BUKUNZI	H.T	
07.	NANIRAGABA Laurent	GS RUHUNGA C	HT	
08	NDIKUZA Alexis	GS KIZIGURO	HT	
09	HABIMANA Jean Claude	GS [illegible]	HT	
10	MUSABYIMANA Innocent	G.S Mpurugunzu	H.T.	
11.	SETURATSINZE Emmanuel	GS KAMASHI	H.T	
12	MUKAKARANGWA Donatille	C.S GITEGA	H.T	
13	NGAYABURIKO Auguste	EP MUGANZA	HT	
14	UWAMBAJIMANA Winifred	GS MUNINI	HT	
15.	MUNEZERO Aimé Paulin	G.S KAGESHI	H.T	
16	UMUTONI Sylvie	GS MPARA	HT	
17	GAFARANGA Théoneste	GS GITWA	HT	
18	UWINGABE Dieudonné	C.S NYAGISABARA	H.T.	
19	NTAGANIRA J. Baptiste	C.S GASHONYI	HT.	
20	N[illegible]ANGIRIMANA Christine	G.S RUSUSA	HT	
21	MUKAKAMANA Théodosie	C.S KIRWA	H.T	
22	NYIRAMBUHURA Immaculée	GS HINDIRO	HT	
23	NSHIMIYIMANA Védaste	EP CYAHAFI	HT	
24	HAKIZAMUNGU Herman	CS GASOVU	HT	
25.	NZABANDORA Théoneste	C.S. GASURA	H.T	
26	SINAYOBYE J Bosco	CS CYUMBA	HT	
27	KURAMUSENGE J. delacroix	CS Rubyiro	HT	
28	NSABAGASANI Paul	CS NYAMUGEYO	HT	
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(2) N'ABAKOZI BA MINEDUC YO KUWA 24/04/2022

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3.	BUNANI JMV	GS KARIHA	HT	
4.	NDAYISABA Justin	C.S Rongi	Act H.T	
5	SIBOMANA Frederic	GS NYAMPINGA	HT	
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8.	NYIRAHIRWE Claudine	CS BIKONDE	H.T	
9.	BAZIMAZIKI Pierre Celestin	CS GISEBA	HT	
10	HABAMUNGU J.B	C.S MBONABO	HT	
11	NARAME Eugénie	GS Kanogo	HT	
12	J. Paul KAYOBOTSI	GS MUKORE	HT	
13.	HABIYARENYE J. Claude	GS GITWA	Ag HT	
14	KAYITAMBA Alexandre	CS GATIKABISI	H.T	
15.	Nyirampabarushye Florida	CS Kotabe	HT	
16	KAZIRWANDA J Baptiste	C. Butezi	HT	
17	RUKUNDO Epimaque	CS MURAGO	H.T	
18	MUKAMANA Florence	CS TURAMBIGINA	HT	
19	NDAYAMBAJE James	CS MWENDO	ACT HT	
19.	HAKIZIMANA Gratien	GS Kinazi	H.T	
20.	BAHUNDAMATE Jean Berchmans	GS MURAMBA - B	H.T	
21	NDORIMANA Fabien	CS MANDERA	HT	
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23	NIWENSHUTI Frodouard	CS GITARAMA	HT	

END