

**REPUBLIC OF RWANDA  
NOTHERN PROVINCE  
GICUMBI DISTRICT**



**Figure 1: Administrative map of Gicumbi**

UPDATED ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP) FOR  
SECOND ADDITIONAL FINANCING FOR THE RWANDA QUALITY BASIC EDUCATION  
FOR HUMAN CAPITAL DEVELOPMENT PROJECT IN GICUMBI DISTRICT

**List of Abbreviations and Acronyms**

AIDS: Acquired Immune Deficiency Syndrome

EDPRS: Economic Development and Poverty Reduction Strategy

EIA : Environmental Impact Assessment

EMP : Environmental Management Plan

ESIA: Environmental and Social Impact Assessment

ESMP : Environmental and Social Management Plan

GOR: Government of Rwanda

HIV: Human Immunodeficiency Virus Infection

MININFRA: Ministry of Infrastructure

NST1: National Strategy for Transformation

RAPs: Resettlement Action Plans

RDB: Rwanda Development Board

REMA: Rwanda Environmental Management Authority

RHA: Rwanda Housing Authority

RLMUA: Rwanda Land Management and Use Authority

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## **Introduction**

The Government of Rwanda (GoR) continues implementing the Rwanda Quality Basic Education for Human Capital Development (QBE) project with the intention of improving teachers' competency and student retention and learning in basic education. The project governance is led by the Ministry of Education (MINEDUC). The project has been effective since November 2019. The project further seeks to support the ongoing government program of phasing out double-shift and reducing class overcrowding of pupils in classrooms. Initially, the project started with three components; (1) Enhancing teacher effectiveness for improved student learning, (2) Improving the school environment to support student learning, and (3) Developing the institutional capacity to strengthen teaching and learning. In May 2020, a fourth component of; Supporting the national COVID-19 response for continued learning, recovery, and resilience in the education sector (GPE-Grant) was added as the first additional financing.

The Project is 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. A fourth component was added with a US\$9.72 million Additional Financing (AF) grant supported by the GPE COVID-19 fund and the project also received third additional credit equivalent to US\$129.062 million through the IDA Credit (7158-RW) of US\$50 million, IDA Grant (E084-RW) of US\$50 million and a grant of US\$29.062 million from the Global Partnership for Education (GPE) Fund. Table 1 indicates the project components and their corresponding budget.

**Table 1. Project components and allocated budget.**

No	Component	Amount (US\$ million)		
		Parent+1st AF	2nd AF	Both
1	Enhancing teacher effectiveness for improved student learning	46.5 (22%)	66 (51%)	112.5 (33%)
1.1	Improve teachers' English language proficiency and digital skills	7.5	26	33.5
1.2	Support the professional development of math and science teachers	12.5	0	12.5
1.3	Strengthen the preparation of pre-service teachers and develop the model schools to support innovative instructional practices	26.5	36	62.5
1.4	Strengthen pedagogic competency of newly recruited teachers	0	4	4
2	Improving the school environment to support student learning	140.5 (67%)	25 (19%)	165.5 (49%)
2.1	Reduce overcrowding and distance to schools	126	24	150
2.2	Enrich early learning environment	13.5	1	14.5
2.3	Support gender sensitive teaching and learning environment	1	0	1
3	Developing institutional capacity to strengthen teaching and learning	13 (6%)	9 (7%)	22 (6.5%)
3.1	Support quality assurance systems	5	4	9
3.2	Strengthen project management	8	5	13
4	Accelerating learning and building resilience	9.72 (5%)	29.062 (23%)	38.78 (11.5%)
4.1	Optimize and implement remote approaches for continued learning, wellbeing, and resilience	2.2	0	2.2
4.2	Supplement school grants to support safe re-opening, student re-entry and sustained progression in schools	7.52	0	7.52
4.3	Accelerate learning with remedial support and necessary teaching-learning materials	0	29.062	29.062
	Total	209.72	129.062	338.782

Among activities prioritized under second Additional Financing (2<sup>nd</sup> AF) include climate change risk adaptation and mitigation for the new schools and classrooms constructed under the parent QBE project<sup>1</sup>, and in Gicumbi district, retaining walls and installation of water harvesting tanks will be financed to strengthen the resilience of constructed school infrastructures to climate risks and impacts. Therefore, This Environmental and Social Management Plan (ESMP) has been updated in conformity to the requirements of QBE Project's Environmental and Social Management Framework (ESMF) which recommends updating the existing prepared QBE project's environmental and social management instruments to include the activities to be funded under additional financing.

<sup>1</sup> Project paper for second additional financing for the Rwanda quality basic education for human capital development project; May 27, 2022.

## **1.1. Environmental and social impact assessment**

The initial phases (phase I&II) of the project implementation dealt with construction of additional classrooms, creation of new schools and construction of latrines purposely to reduce the overcrowding in primary schools and long distance from schools to pupils' homes. 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 project development objective (PDO), overall implementation progress, monetary management, procurement, monitoring and evaluation and the overall environment and social safeguards. The purpose of updating this Environmental and Social Management Plan (ESMP) is to reduce, minimize or avoid any adverse Environmental and Social (E&S) impacts that could result from the implementation of activities planned under additional financing. This ESMP presents potential environmental and social impacts and risks of the planned activities, and measures to address these impacts and risks, and will be updated regularly as the activities proceed to reflect the results of discussions with stakeholders and to include details of any other E&S developments.

## **1.2. Implemented projects activities**

Under QBE parent project, Eighty-six sub-projects consisting of 470 classrooms and 601 latrines located in twenty one (21) sectors of Gicumbi district namely: BUKURE, BWISIGE, BYUMBA, CYUMBA, KANIGA, KAGEYO, GITI, MANYAGIRO, MIYOVE, MUKARANGE, MUKO, MUTETE, NYAMIYAGA, NYANKENKE, RUBAYA, RUKOMO, RUVUNE, RUTARE, RWAMIKO, RUSHAKI and SHANGASHA in which overcrowding and long distances to schools were noticed as major factors hindering school attendance, teaching and learning in the District were financed. These sub projects were fully implemented and are put into use. During construction of classrooms and latrines, the following activities were conducted; Site clearing, land preparation for classrooms and latrines, extraction of construction materials, excavation works, foundation works, concrete works, elevation of walls, roof trusses, roof covering, fixing windows and doors, internal and external finishing, painting, pavement.

**Table 2: Sub-projects implemented in Gicumbi District under QBE Parent project.****Phase I&II respectively.**

<b>S/N</b>	<b>School name</b>	<b>Sector</b>	<b>Cell</b>	<b>Village</b>	<b>Number of classrooms</b>	<b>Latrines</b>
1	GS Bukure	Bukure	Karenge	Kagarama	6	12
2	EP Ndayabana	Bwisige	Mabare	Ryandinda	3	0
3	GS Mukono	Bwisige	Mukono	Rwebisheke	3	8
4	GS Byumba Inyange	Byumba	Gacurabwenge	Rubyiniro	3	0
5	EP Nyande	Byumba	Nyarutarama	Nyande	3	0
6	GS Byumba Ear	Byumba	Gacurabwenge	Rubyiniro	5	8
7	EP Gacurabwenge	Byumba	Gacurabwenge	Ruyaga	3	0
8	GS Kibali	Byumba	Kibali	Rugarama	6	0
9	GS Cyumba	Cyumba	Muhambo	Rugerero	4	8
10	GS Gatobotobo	Giti	Gatobotobo	Kabacuzi	4	8
11	GS Giti	Giti	Gatobotobo	Kababito	4	0
12	GS Tanda	Giti	Tanda	Tanda	6	8
13	GS Kaniga	Kaniga	Nyarwambu	Kinnyogo	4	0
14	GS Manyagiro	Manyagiro	Kabuga	Kigarama	5	12
15	EP Rugaragara	Muko	Cyamuhinda	Rugaragara	5	12
16	GS Muko	Muko	Rebero	Karundi	5	12
17	GS Nyinawimana	Nyamiyaga	Kiziba	Rwingwe	6	0
18	GS Kagamba	Nyamiyaga	Kabuga	Kabeza	8	8
19	EP Cyankaranka	Nyankenke	Yaramba	Cyankaranka	3	0
20	EP Kinishya	Nyankenke	Kinishya	Nyagafunzo	5	0
21	EP Rumarangoga	Rukomo	Nyabushingitwa	Gahondo	3	0
22	EP Murehe	Rutare	Nkoto	Bwangamwanda	4	12
23	GS Nyagatoma	Rutare	Nkoto	Nyagatoma	5	12
24	GS Kabira	Rutare	Gasharu	Kabusunzu	4	12
25	EP Kirwa	Rutare	Kigabiro	Rugarama	6	12
26	EP Bushwagara	Ruvune	Gasambya	Nyamirama	3	8
27	EP Burambo	Ruvune	Rebero	Burambo	3	10
<b>TOTAL</b>					<b>119</b>	<b>162</b>

S/N	School name	Sector	Cell	Village	Classroom	Latrines
1	EP Sancta Maria Karambo	Bukure	Kivumu	Karambo	4	-
2	EP Ruyange	Bukure	Kivumu	Ruyange	9	12
3	E.P Gasharu	Bukure	Karengye	Gasharu	9	12
4	EP Ruhuha	Bwisige	Nyabushingitwa	Ruhuha	6	6
5	EP Nyamugali	Bwisige	Gihuke	Nyamugali	3	-
6	GS Gihuke	Bwisige	Gihuke	Kumunini	3	-
7	EP Rugandu EAR	Byumba	Nyarutarama	Rugandu	12	12
8	GS Byumba EAR	Byumba	Gacurabwenge	Rubyiniro	2	6
9	EP Mukono Catholic	Cyumba	Nyakabungo	Gashinja	3	6
10	EP Mukono EAR	Cyumba	Nyakabungo	Remera	3	6
11	G.S Cyumba	Cyumba	Muhambo	Rugerero	9	-
12	GS Kagogo	Giti	Murehe	Cyamabano	2	8
13	EP Kogere	Giti	Murehe	Kigabiro	10	16
14	EP Horezo	Kageyo	Horezo	Kigoma	9	12
15	G.S Mulindi	Kaniga	Bugomba	Kajevuba	3	8
16	EP Muyange	Kaniga	Nyarwamba	Kabeza	-	12
17	E.P Gatoma	Kaniga	Gatoma	Nyakara	6	12
18	EP Bushingamuheto	Manyagiro	Remera	Bushinga	5	8
19	GS Manyagiro	Manyagiro	Kabuga	Kigarama	5	-
20	EP Mugeru	Manyagiro	Kabuga	Mugeru	15	18
21	GS Nyiravugiza	Manyagiro	Nyiravugiza	Kajevuba	15	20
22	EP Mukaka	Miyove	Miyove	Mukaka	7	-
23	EP Rumuli Catholic	Miyove	Gakenke	Rugandu	8	8
24	EP Mubuga	Miyove	Mubuga	Kivumu	7	6
25	EP Tetero	Miyove	Mubuga	Tetero	12	18
26	EP Mugina	Mukarange	Gatenga	Mugina	4	8
27	G.S Kiruhura	Mukarange	Kiruhura	Gacwamba	6	8
28	EP Cyamuganga	Mukarange	Cyamuganga	Nyakabungo	12	16
29	EP. Mutarama	Mukarange	Mutarama	Kaziba	12	16
30	EP Ngange	Muko	Ngange	Kabare	5	8
31	EP Ntonyanga	Muko	Cyamuhinda	Ntonyanga	9	12
32	EP Mutete	Mutete	Musenyezi	Karambi	4	6
33	G.S Nyamabuye	Mutete	Kabeza	Nyagasozi	4	-
34	GS Mutandi	Mutete	Nyarubande	Mutandi	5	8

35	EP Ngando	Mutete	Gaseke	Ngando	12	18
36	E.P Kigwa	Nyamiyaga	Kabeza	Rugari	5	6
37	E.P Runanga	Nyamiyaga	Mataba	Buyaga	2	-
38	GS Mugina	Nyamiyaga	Gahumuriza	Majyambere	5	-
39	GS Kigogo	Nyankenke	Kigogo	Kiyovu	2	12
40	GS Rwagihura	Nyankenke	Rwagihura	Kagogo	3	-
41	EP Rusasa	Nyankenke	Rusasa	Ruhoho	4	8
42	GS Gishambashayo	Rubaya	Gishambashayo	Karambo	4	8
43	GS Munyinya	Rukomo	Munyinya	Munyina	5	-
44	EP Kabeza	Rukomo	Munyinya	Kabeza	8	12
45	G.S Gitega	Rushaki	Gitega	Gitega	5	8
46	G.S Muyumbu	Rushaki	Karurama	Rwaranda	4	-
47	G.S Nyagatoma	Rutare	Nkoto	Nyagatoma	5	-
48	E.P Kinjojo	Rutare	Bikumba	Karugeyo	7	13
49	GS Ruhondo	Ruvune	Ruhondo	Gatoki	3	-
50	EP Nyabihu	Ruvune	Kabare	Nyarusange	3	12
51	EP Burambo	Ruvune	Rebero	Buramba	3	-
52	EP Nyarwina	Ruvune	Gashirira	Nyarwina	9	12
53	GS Nyarurama	Ruvune	Gashirira	Rugerero	2	-
54	EP Muti	Ruvune	Cyandaro	Rugarama	3	-
55	GS Rebero	Ruvune	Rebero	Gatare	3	-
56	E.P Nyanza	Rwamiko	Nyagahinga	Ntarembe	8	12
57	E.P Rugarama EAR	Rwamiko	Cyeru	Rugarama	9	12
58	EP Bushara	Shangasha	Bushara	Gasura	3	6
59	EP Jeunesse	Shangasha	Nyabishambi	Karambo	6	12
<b>TOTAL</b>					<b>351</b>	<b>439</b>

During the implementation of these sub-projects, construction sites were insured, workers were given Personal Protective Equipment (PPEs), and all of them had medical insurance. For those individuals/Workers who could not afford to pay for medical insurance, the contractor, supported

them to pay during recruitment, and workers paid in installments during their course of providing labor. Since the QBE project activities were implemented in all thirty Districts of Rwanda no issues of labor influx were noted. Besides this, the contract had clauses ensuring prioritization of local labor as much as possible, especially for those activities that did not require skilled labor.

### **1.3. Proposed additional Project's activities**

#### **1.3.1. Supply and installation of water harvesting tanks**

Activities to be supported under additional financing support will include the supply and installation of 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 83 schools (Table 3) will help to save money spent 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 reduce the issues of runoff from school buildings that have always caused erosion in the neighboring 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.

#### **Description of activities:**

##### **i. Selection of site**

Prior to site selection, the following will be considered:

- The site should not be near a toilet, compost or any other hole.
- The site must be near the building to reduce spending on connecting materials from the rooftop to the water tank.

##### **ii. Preparation of the tank base - Concrete base**

This will involve,

- Digging the foundation whose depth will depend on soil resistance to avoid the collapse of the water tank.
- Introduce rubble and mix it with crushed concrete for solidifying the soil, construction of foundation with stones.
- Concrete slab that is exactly levelled and flat in all directions and is larger than the diameter/base dimensions of the vertical tank. Ensure that the soil base is suitably compacted before pouring the concrete.

iii. **Fitting the overflow drainage pipe**

Piping will be connected from the fitting into the available stormwater drainage system or taken to a point well clear of the tank where it will not undermine the base.

iv. **Installation of fill pipes from building roof.**

Fitting the pipe that goes from the roof to the tank lid. Measures will be taken to ensure that a filter basket is placed on the lid of the water tank.

- **Materials:** Plastic tank, Stones, Big sand, Small sand (fine), Gravels, Cement, Water tanks annexes (tap, overflow, cleaning van...), Gutters, connection and filtering system.

**Table 3.** Sites for rainwater harvesting (RWH) tanks.

S/N	SCHOOL NAME	SECTOR	CELL	VILLAGE	NUMBER OF WATER TANKS TO BE SUPPLIED & FIXED		
					10 CM	5CM	3CM
1	GS BYUMBA INYANGE	BYUMBA	GACURABWENGE	RUBYNIRO	2	1	-
2	GS NYINAWIMANA	NYAMIYAGA	KIZIBA	RWINGWE	-	2	-
3	EP NYANDE	BYUMBA	NYARUTARAMA	NYANDE	-	1	-
4	EP NDAYABANA	BWISIGE	NYABUSHINGITWA	GAHONDO	-	1	-
5	EP RUMARANGOGA	RUKOMO	MABARE	RYANDINDA	-	1	-
6	EP RUGARAGARA	MUKO	CYAMUHINDA	RUGARAGARA	-	2	1
7	EP MUREHE	RUTARE	NKOTO	BWANGAMWANDA	1	-	1
8	EP CYANKARANKA	NYANKENKE	YARAMBA	CYANKARANKA	-	1	-
9	GS GATOBOTOBO	GITI	GATOBOTOBO	KABACUZI	1	-	1
10	GS KANIGA	KANIGA	NYARWAMBU	KINNYOGO	1	-	-
11	GS MUKONO	BWISIGE	MUKONO	RWEBISHEKE	-	1	1
12	GS BYUMBA EAR	BYUMBA	GACURABWENGE	RUBYNIRO	1	1	2
13	GS CYUMBA	CYUMBA	MUHAMBO	RUGERERO	1	-	1
14	GS NYAGATOMA	RUTARE	NKOTO	NYAGATOMA	-	2	1
15	GS GITI	GITI	GATOBOTOBO	KABABITO	1	-	-
16	GS KABIRA	RUTARE	GASHARU	KABUSUNZU			

					1	-	1
17	GS KAGAMBA	NYAMIYAGA	KABUGA	KABEZA	2	-	1
18	GS BUKURE	BUKURE	KARENJE	KAGARAMA	-	2	1
19	GS MANYAGIRO	MANYAGIRO	KABUGA	KIGARAMA	1	2	1
20	EP KINISHYA	NYANKENKE	KINISHYA	NYAGAFUNZO	-	2	-
21	EP GACURABWENGE	BYUMBA	GACURABWENGE	RUYAGA	-	1	-
22	EP BUSHWAGARA	RUVUNE	GASAMBYA	NYAMIRAMA	1	-	1
23	GS KIBALI	BYUMBA	KIBALI	RUGARAMA	-	2	-
24	GS TANDA	GITI	TANDA	TANDA	-	2	1
25	EP BURAMBO	RUVUNE	REBERO	BURAMBO	-	2	1
26	GS MUKO	MUKO	REBERO	KARUNDI	-	2	1
27	EP KIRWA	RUTARE	KIGABIRO	RUGARAMA	-	2	1
28	EP RUYANGE	BUKURE	KIVUMU	RUYANGE	-	3	1
29	E.P GASHARU	BUKURE	KARENJE	GASHARU	-	3	1
30	EP RUGANDU EAR	BYUMBA	NYARUTARAMA	RUGANDU	3	1	1
31	EP KOGERE	GITI	MUREHE	KIGABIRO	1	2	2
32	EP HOREZO	KAGEYO	HOREZO	KIGOMA	-	3	1
33	E.P GATOMA	KANIGA	GATOMA	NYAKARA	-	2	1
34	EP MUGERA	MANYAGIRO	KABUGA	MUGERA	2	2	2
35	GS NYIRAVUGIZA	MANYAGIRO	NYIRAVUGIZA	KAJEVUBA	2	2	2
36	EP TETERO	MIYOVE	MUBUGA	TETERO	3	-	2
37	EP CYAMUGANGA	MUKARANGE	CYAMUGANGA	NYAKABUNGO	3	-	2
38	EP. MUTARAMA	MUKARANGE	MUTARAMA	KAZIBA	-	4	2
39	EP NTONYANGA	MUKO	CYAMUHINDA	NTONYANGA	-	3	1
40	EP NGANDO	MUTETE	GASEKE	NGANDO	2	4	2
41	EP NYARWINA	RUVUNE	GASHIRIRA	NYARWINA	-	3	1
42	E.P RUGARAMA EAR	RWAMIKO	CYERU	RUGARAMA	-	3	1

43	EP SANCTA MARIA KARAMBO	BUKURE	KIVUMU	KARAMBO	1	-	-
44	EP RUHUHA	BWISIGE	NYABUSHINGITWA	RUHUHA	-	2	1
45	EP NYAMUGALI	BWISIGE	GIHUKE	NYAMUGALI	-	1	-
46	GS GIHUKE	BWISIGE	GIHUKE	KUMUNINI	-	1	-
47	EP MUKONO CATHOLIC	CYUMBA	NYAKABUNGO	GASHINJA	-	1	1
48	EP MUKONO EAR	CYUMBA	NYAKABUNGO	REMERA	-	1	-
49	G.S CYUMBA	CYUMBA	MUHAMBO	RUGERERO	-	3	-
50	GS KAGOGO	GITI	MUREHE	CYAMABANO	-	1	1
51	G.S MULINDI	KANIGA	BUGOMBA	KAJEVUBA	-	1	1
52	EP MUYANGE	KANIGA	NYARWAMBA	KABEZA	-	1	1
53	EP BUSHINGAMUHETO	MANYAGIRO	REMERA	BUSHINGA	-	2	1
54	EP MUKAKA	MIYOVE	MIYOVE	MUKAKA	-	2	-
55	EP RUMULI CATHOLIC	MIYOVE	GAKENKE	RUGANDU	2	-	1
56	EP MUBUGA	MIYOVE	MUBUGA	KIVUMU	1	1	1
57	EP MUGINA	MUKARANGE	GATENGA	MUGINA	1	-	1
58	G.S KIRUHURA	MUKARANGE	KIRUHURA	GACWAMBA	-	2	1
59	EP NGANGE	MUKO	NGANGE	KABARE	-	2	1
60	EP MUTETE	MUTETE	MUSENYI	KARAMBI	1	-	1
61	G.S NYAMABUYE	MUTETE	KABEZA	NYAGASOZI	1	-	-
62	GS MUTANDI	MUTETE	NYARUBANDE	MUTANDI	-	2	1
63	E.P KIGWA	NYAMIYAGA	KABEZA	RUGARI	-	2	1
64	E.P RUNANGA	NYAMIYAGA	MATABA	BUYAGA	-	1	-
65	GS MUGINA	NYAMIYAGA	GAHUMURIZA	MAJYAMBERE	-	2	-
66	GS KIGOGO	NYANKENKE	KIGOGO	KIYOVU	-	1	1
67	GS RWAGIHURA	NYANKENKE	RWAGIHURA	KAGOGO	-	1	-
68	EP RUSASA	NYANKENKE	RUSASA	RUHOHO	1	-	1
69	GS	RUBAYA	GISHAMBASHAYO	KARAMBO			

	GISHAMBASHAYO				1	-	1
70	GS MUNYINYA	RUKOMO	MUNYINYA	MUNYINA	-	2	-
71	EP KABEZA	RUKOMO	MUNYINYA	KABEZA	2	-	1
72	G.S GITEGA	RUSHAKI	GITEGA	GITEGA	-	2	1
73	G.S MUYUMBU	RUSHAKI	KARURAMA	RWARANDA	1	-	-
74	G.S NYAGATOMA	RUTARE	NKOTO	NYAGATOMA	-	2	-
75	E.P KINJOJO	RUTARE	BIKUMBA	KARUGEYO	1	1	1
76	GS RUHONDO	RUVUNE	RUHONDO	GATOKI	-	1	-
77	EP NYABIHU	RUVUNE	KABARE	NYARUSANGE	-	1	1
78	GS NYARURAMA	RUVUNE	GASHIRIRA	RUGERERO	-	1	-
79	EP MUTI	RUVUNE	CYANDARO	RUGARAMA	-	1	-
80	GS REBERO	RUVUNE	REBERO	GATARE	-	1	-
81	E.P NYANZA	RWAMIKO	NYAGAHINGA	NTAREMBA	2	1	1
82	EP BUSHARA	SHANGASHA	BUSHARA	GASURA	-	1	1
83	EP JEUNESSE	SHANGASHA	NYABISHAMBI	KARAMBO	2		1
	<b>TOTAL</b>				<b>46</b>	<b>109</b>	<b>63</b>

### 1.3.2. Construction of retaining walls

The project will support 45 school sites (Table 4) with retaining walls (Masonry) 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.

#### Description of activities:

##### i. Site investigation

To allow the structural engineer to design the retaining wall, the following information will be investigated: the ground bearing capacity, the type of retained material, the height of the water table and any loads being applied on top of the wall.

##### ii. Excavation and Formwork

The excavation of the surrounding area in preparation for the retaining wall will be done in ensuring the formation of a ground firm. A concrete base will be laid over the formation to give a flat and level surface. This will prevent any contamination of the reinforcement.

**iii. Reinforcement**

Fixing the starter bars in position accurately.

**iv. Concrete:**

Pour concrete into the formwork while ensuring the started bars are not moved. Levelling the concrete to the top of the formwork and leaving with a light tamp finish. The strength of the concrete will be given by the design.

**v. Constructing the first layer**

Laying the first layer of blocks by placing them over the started bars. On completion of the first layer, lay the back drainage pipe. Water behind the wall will be taken away to stop hydrostatic pressure from building up through laying a perforated pipe and backing filling with clean stone to act as a filter. The clean stone fill will be wrapped in geotextile to filter out any fine particles from the soil that will eventually block the stone filter.

**vi. Completing the construction works.**

The Wall will be built to full height and backfilling done with clean stone and retained earth. Fitting the vertical rebar to the design and grout in using a non-shrinkable grout to ensure structural stability of the completed wall and stops the rebar from corrosion.

Barriers will be fixed after the construction of retaining walls to prevent risks from falling of students and other school communities/ hosts of the school.

**Table 4.** Sites for retaining walls.

**List of schools with retaining walls to be constructed in common sites using home grown school construction approach (Unconventional approach).**

S/N	SCHOOL NAME	SECTOR	CELL	VILLAGE	CLASSROOMS		LATRINES	
					QBEP	OB	QBEP	OB
1	GS MABARE	RUKOMO	MABARE		--	12	-	12
2	GS MAFUREBO	MANYAGIRO	NYIRAGIFUMBA	MURAMBO	5	-	8	-
3	GS NYINAWIMANA	NYAMIYAGA	KIZIBA	RWINGWE	6		-	-
4	GS MUKO	MUKO	REBERO	KARUNDI	5	--	12	-
5	EP KOGERE	GITI	MUREHE	KIGABIRO	10	--	16	-
6	E.P GATOMA	KANIGA	GATOMA	NYAKARA	6	-	12	-
7	EP NGANDO	MUTETE	GASEKE	NGANDO	12	-	18	-

8	EP MUKAKA	MIYOVE	MIYOVE	MUKAKA	7	-	-	-
9	G.S NYAMABUYE	MUTETE	KABEZA	NYAGASOZI	4	-	-	-
10	GS MUTANDI	MUTETE	NYARUBANDE	MUTANDI	5	--	8	-
11	E.P RUNANGA	NYAMIYAGA	MATABA	BUYAGA	2		-	--
12	EP KABEZA	RUKOMO	MUNYINYA	KABEZA	8	-	12	-
13	EP NYABIHU	RUVUNE	KABARE	NYARUSANGE	3	-	12	-
14	GS MUNYINYA	RUKOMO	MUNYINYA	MUNYINYA	20	--	12	-
15	EP MUTI	RUVUNE	CYANDARO	RUGARAMA	3	-	-	-
16	E.P NYANZA	RWAMIKO	NYAGAHINGA	NTAREMBA	8	-	12	-
17	EP JEUNESSE	SHANGASHA	NYABISHAMBI	KARAMBO	6	-	12	--
	<b>TOTAL</b>				<b>110</b>	<b>12</b>	<b>134</b>	<b>12</b>

**List of schools with critical sites where to conduct a feasibility study in Phase I, prior to the construction works of retaining walls and estimate the related costs.**

S/N	SCHOOL NAME	SECTOR	CELL	VILLAGE	CLASSROOMS		LATRINES	
					QBEP	OB	QBEP	OB
1	EP RUMARANGOGA	RUKOMO	MABARE	RYANDINDA	3	-	-	-
2	GS NYAGATOMA	RUTARE	NKOTO	NYAGATOMA	5	-	12	-
3	EP KINISHYA	NYANKENKE	KINISHYA	NYAGAFUNZO	5	-	-	-
4	EP RUYANGE	BUKURE	KIVUMU	RUYANGE	9	-	12	--
5	EP MUGERA	MANYAGIRO	KABUGA	MUGERA	15	-	18	-
6	EP CYAMUGANGA	MUKARANGE	CYAMUGANGA	NYAKABUNGO	12	--	16	-
7	EP NTONYANGA	MUKO	CYAMUHINDA	NTONYANGA	9		12	-
8	EP NYAMUGALI	BWISIGE	GIHUKE	NYAMUGALI	3	-	-	-
9	EP RUMULI CATHOLIC	MIYOVE	GAKENKE	RUGANDU	8	--	8	-
10	EP MUBUGA	MIYOVE	MUBUGA	KIVUMU	7	-	6	-
11	G.S KIRUHURA	MUKARANGE	KIRUHURA	GACWAMBA	6	-	8	-
12	EP NGANGE	MUKO	NGANGE	KABARE	5	--	8	-
13	GS KIGOGO	NYANKENKE	KIGOGO	KIYOVU	2	-	12	-
14	EP RUSASA	NYANKENKE	RUSASA	RUHOHO	4	-	8	-
15	GS GISHAMBASHAYO	RUBAYA	GISHAMBASHAYO	KARAMBO	4	-	8	--
16	GS RUGARAGARA	MUKO	CYAMUHINDA	RUGARAGARA	11	-	28	--
17	GS RWAGIHURA	NYANKENKE	RWAGIHURA	KAGOGO	3	--	-	--
18	GS KIRWA	RUTARE	KIGABIRO	NYAKAVUNGA	13	-	20	-
19	E.P.Rukizi	KANIGA	MURINDI	RUKIZI	-	7	-	10
20	GS NYAGAKIZI	MUKARANGE	RUSAMBYA	RUSAMBYA	-	10	-	12
21	GS RUKIZI EAR	CYUMBA	RWANKONJO	RUKIZI	-	9	-	24
22	EP RUSUMO	RUKOMO	GISIGA	RUSUMO	-	8	-	-
23	EP NYANKENKE	NYANKENKE	RUTETE	RUHINGA	-	12	-	16

24	EP KAGUGO	RUBAYA	KAGUGO		-	3	-	8
25	EP GACURABWENGE	BYUMBA	GACURABWENGE	NYARWAMBU	3	5	--	8
26	GS MULINDI	KANIGA	BUGOMBA	KAJEVUBA	3	-	-	-
27	GS KAGOGO	GITI	MUREHE	CYAMABANO	2	-	12	-
28	EP RUGANDU EAR	BYUMBA	NYARUTARAMA	RUGANDU	12	-	12	--
	TOTAL				<b>144</b>	<b>54</b>	<b>200</b>	<b>78</b>

#### 1.4. Implementation arrangements of additional project activities

Implementation arrangements will be through Home-Grown School Construction Approach (HGSCA). Procurement will be done at the district level with funds transferred to the districts as per the District Implementation Agreement signed between MINEDUC and Gicumbi District. MINEDUC will supervise and monitor the activity with the support of the WB task team. Gicumbi District with the support of the districts based Environmental and social safeguard officer will further supervise and monitor the activity at the sector level. Thus, the ESMP seeks to promote environmental and social sustainability during the implementation of the above additional project's activities in Gicumbi District by setting out measures for identification and management of environmental and social impacts.

#### 1.5. The objective of the ESMP

The objectives of the ESMP include:

- To reduce environmental and social impacts associated with the construction of retaining walls and installation of water harvesting tanks.
- To minimize risk to the workers, students, teachers and community during the construction works; and
- To ensure Health, Safety, Security & Environmental (HSSE) obligations are implemented **throughout the construction activities.**

## 2. Baseline data

### 2.1. Overview of Gicumbi District

Gicumbi District is one of the beneficiaries of QBE project, and it is one of the five districts that make up the Northern Province. It is made up of twenty-one (21) administrative sectors which are BUKURE, BWISIGE, BYUMBA, CYUMBA, KANIGA, KAGEYO, GITI, MANYAGIRO, MIYOVE, MUKARANGE, MUKO, MUTETE, NYAMIYAGA, NYANKENKE, RUBAYA, RUKOMO, RUVUNE, RUTARE, RWAMIKO, RUSHAKI and SHANGASHA, a hundred and nine cells (109) and six hundred and thirty (630) villages (Imidugudu). It is bordered by Burera district in the North, Nyagatare, Rwamagana and Gatsibo in the East, Gasabo and Rwamagana in the South and in the West, it borders Gasabo, Burera and Rulindo (*DDS 2018-2024*). Gicumbi District (Figure 1)

extends over a total surface area of 829 km<sup>2</sup>, a population of 448,824, male 216,389 and female 232,435(*Fifth Rwanda Population and Housing Census 2022, NISR*). The Eastern part of Gicumbi is not hilly and it is composed of valleys with altitudes ranging from 1,500 and 1,800m. In the Southern part of the district, there is lake Muhazi located at an altitude of 1,500m. Agriculture is the leading sector in Gicumbi district that provides 80% of employment to the population of the district. The population mainly grows beans, potatoes among other food crops. Tea is the leading cash crops produce though coffee, horticulture grow in some area of the district (*DDS 2018-2024*). Dairy farming is also an important productive sector of the district. A total of 62,452 households out of 88,067(70.76%) are dairy farmers.

The economy of the district is mostly dependent on agriculture which is the leading sector in Gicumbi District that provides nearly 80% of employment to the population of the district (*DDS 2018-2024*).

School attendance among children varies across gender, age groups and residence as indicated in tables below:

Percentage of children aged between 7-12 years are currently attending school by sex and residence.

District	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Gicumbi	93.4	92.3	94.5	95.3	95	95.5	93.3	92.1	94.4

Percentage of children aged 6-11 currently attending school by sex and residence.

District	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Gicumbi	91.5	90.5	92.4	94.4	94.3	94.5	91.3	90.3	92.3

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Percentage of children aged 13-18 years currently attending school by sex and residence.

District	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female

Gicumbi	64	59.8	68.2	72	70.3	73.5	63.5	59.2	67.9
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Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

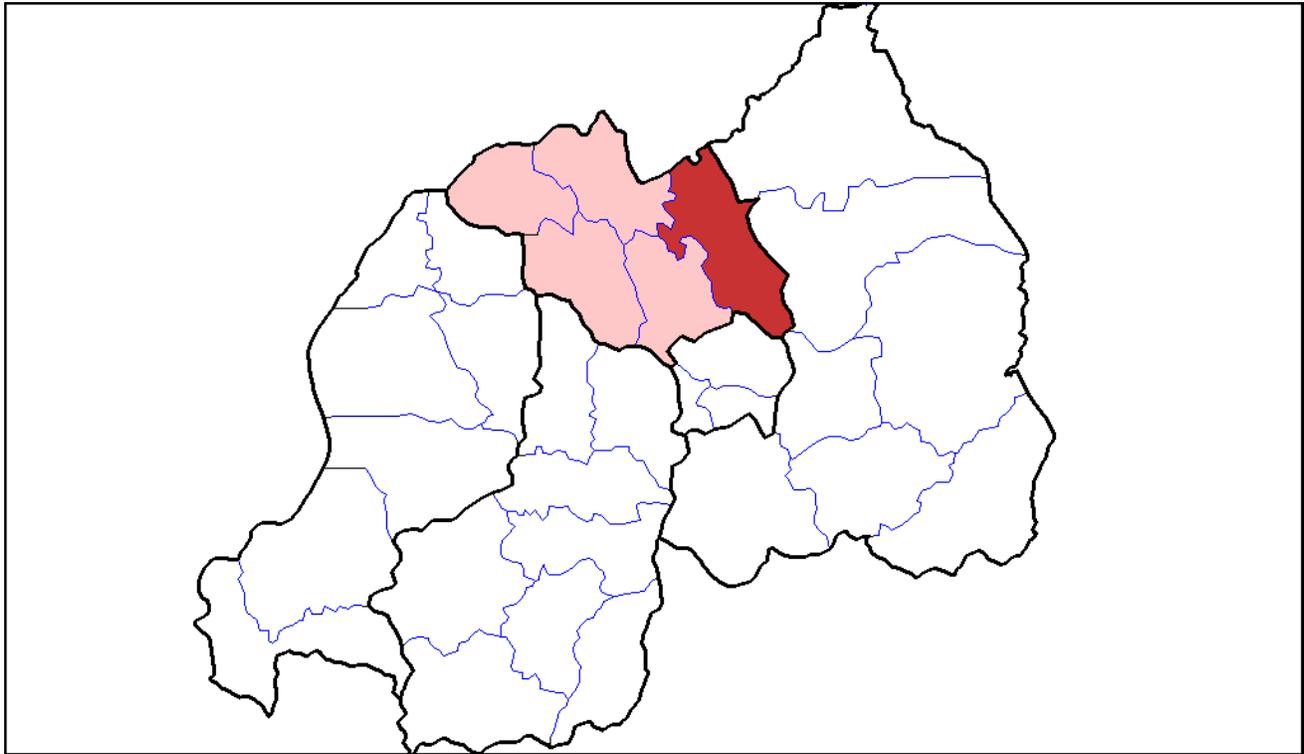


Figure 1: Gicumbi District Map

### **Climate and Topography**

The relief of the district is characterized with steep slopes and a mountainous topography. The plateau is surrounded by steep ravines with small valleys segmented by multiple swamps. It is a succession of steep hills giving rise to multitude of watersheds all converging towards the Great Basin of the Nile. Gicumbi district area is hilly characterized with lateritic soils and granites which leads to high rates of soil erosion during the long and heavy rain.

Gicumbi district has four seasonal climates: 2 rainy seasons and 2 dry seasons. Ordinary the minor rainy season begins in September to December and the short dry season extends from January to February while the long rainy season extends from March to May when the long dry seasons begins June to August. But nowadays, the climate is changing, and seasons have become irregular. Nevertheless, the district has a tropical climate with a rainfall ranging between 1200mm and 1500mm; therefore, agriculture is favored by the presence of humid soils.

### **Hydrography, Fauna, and Flora**

The hydrographic network of the district consists of many rivers and streams. These rivers and streams lie in the plains forming swamp. Such rivers include Mwange, Mulindi, Mutulirwa, Walufu, Muyanaza and Gaseke among others. Hydrography of the district is also characterized by the wetlands of Rugezi and Lake Muhazi whose waters are shared with Burera district in the North and Rwamagana in the eastern region and Gasabo. Gicumbi falls in the catchments of Muvumba and Nyabarongo and 60% of its land area is situated in the degraded Muvumba watershed located in the Kagera sub-basin part, the upstream section of the Nile Basin, with its ultimate outflow into the Mediterranean Sea.

In Gicumbi district, 90% of population live in rural areas and depend on land on which they grow crops for subsistence and sale, collect grass for their animals, collect water and obtain wood for cooking, lighting, and construction of buildings. Much of areas of the district are characterized by steep topography and shallow soils with limited integration of trees and shrubs within the landscape which have led to high soil erosion, floods, and landslides during heavy rains. The hilly nature of the district attracts high intensity levels of environmental degradation of any kind and with many forms of development process, the environment may be tampered with, and this should not be ignored as a matter of fact. Therefore, the district will extensively protect the environment by protecting watersheds, wetlands, and river and lake banks rehabilitation. There will be integration of Environmental Protection tools like Environmental Impact Assessment, Strategic Environmental Assessment among other tools in all development endeavors within the district (*DDS 2018-2024*).

### **Socio- economic environment**

The incomes of the population in Gicumbi district depends on the production of food crops and little is earned from cash crops led by Tea, coffee, horticulture, etc. One of the main achievements is that poverty has been reduced in Gicumbi district. According to EICV4, extreme poverty reduced from 33.9% to 24.7% in 2012 (*DDS 2018-2024*).

### **Labor force**

The official working age group in Gicumbi District is 16 years and above. The females are more engaged in farm activities than male. The percentage of male in off-farm activities is 41.7% against the female percentage of 6.1%. The big number of females is in small scale farming with a percentage of 73.3% against 36.9% of male (*DDS 2018-2024*).

### **Infrastructure**

In Gicumbi district, transport sector is important as it links sectors with cells, sectors with the district and the district with other districts. According to EICV4, households in Gicumbi are less satisfied with the use of public transport than at the national level (26.5% against 81.7% respectively). 8.2% of households in Gicumbi district argue that the public transport is too far to be used, compared to 7.5% having the same complaint at national level. This has pulled effort together to promote and develop the transport system in Gicumbi district at all levels. Roads will be constructed in sectors and cells

and roads linking to the main highway will be constructed to facilitate access to markets by farmers. Inadequate roads raise transport costs, which limits the poor people to sell and purchase on local market. The highway network in rural areas needs to be improved to facilitate the co-relation between the rural sectors and the urban centers especially regarding trade and transfer of agricultural inputs. The asphalted road between Kigali-Gatuna going to Uganda crosses through the District of Gicumbi and the Base-Gicumbi-Nyagatare roads represent big assets for road transportation. At the aggregate level, the district of Gicumbi possesses a network of farming tracks connecting different cells, the sectors and the office of the district, and reaching other important centers such as the schools and the health centers (DDS 2018-2024).

## **Energy**

Energy in Gicumbi district is fundamental to the development of the district and a catalyst to other sectors as well. Therefore, the district needs to emphasize the distribution in terms of quantity and quality of energy to facilitate the functioning of other sectors. The data from EICV4 report indicates that Gicumbi district has limited usage of energy at all levels. Only 8.9% of the district population uses electricity as source of lighting. Increasing electrification rates and generation capacity of energy in the district and equal distribution among all categories of people will be considered within six years (DDS 2018-2024).

### **3. Policy, legal and institutional framework**

This section describes the Policy, legal and institutional framework relevant to the project, including national requirements, and the World Bank environmental and social safeguards requirements.

#### **3.1. Policy Framework.**

##### **3.1.1. Rwanda Biodiversity Policy, 2011**

The goal of this Policy is to conserve Rwanda's biological diversity, to sustain the integrity, health and productivity of its ecosystems and ecological processes, whilst providing lasting development benefits to the nation through the ecologically sustainable, socially equitable, and economically efficient use of biological resources.

#### **Relevance**

The project falls in an area with no protected habitats. However, there are some wildlife outside the protected areas, and should the project encounter endangered flora and fauna then their conservation is of primary importance.

##### **3.1.2. National land policy, 2019**

The overall objective of the national land policy is to strengthen land administration and management to ensure optimal allocation and use of land. 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 the allocation of land for strategic investment
- Strengthen the current land administration system for enhanced land-based service delivery.
- Strengthen mechanisms for the 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.

### **Relevance**

National land policy Planning is one for the tools that guide plans for school infrastructure establishment and retaining walls will be constructed to protect the already established schools.

#### **3.1.3. National Environment and Climate Change Policy,2019**

The goal of the Environment and Climate Change Policy is for “Rwanda to be a nation that has a clean and healthy environment, resilient to climate variability and change that supports a high quality of life for its society.

Among the principles that the police ensure include:

Precautionary Principle: to minimize activities that have the potential to negatively affect the integrity of the natural environment.

Assessment of environmental risks and impacts for development projects and strategic environmental and social assessment for national policies, plans, programs, and strategies.

The ecosystem approach to conserving environmental resources will be adopted and enhanced to ensure that all ecosystems are managed in an integrated manner while also providing a range of benefits to the citizen.

Polluter Pays Principle: Those responsible for environmental damage must be held liable for the repair caused to both the physical and human environments. They must also be held responsible for the costs of preventive measures to reduce or prevent further pollution and environmental damage.

### **Relevance**

This ESMP has been developed to

- To outline mitigation measures against the possible degradation of the areas;
- To enhance positive aspects brought by the project;

- To ensure that the project activities comply with relevant environmental and social legislation
- To propose mechanisms for monitoring compliance;
- To provide adequate channels of input for the different stakeholders throughout the project activity; and
- To establish mechanisms to correct or adjust on the findings resulting from the monitoring activity and to include the input received throughout the project activity

This ESMP will function as a quick guide for the implementers of the proposed project activities to enhance positive impacts and eliminate or minimize the occurrence of negative impacts through proposed mitigations measures. The ESMP will be a live document for project activities. Thus, it will be updated as and when required and will rely on the above on a number of principles as indicated in the Nation environment and climate change policy.

### **3.1.4. National Policy on Occupational Safety and Health,2020**

The policy has the following objectives:

To reduce the number of work-related accidents and diseases in Rwanda. This requires the adoption and implementation of a culture of prevention by Government, employers, and workers. The effective prevention of work-related accidents and ill-health will have enormous social and economic benefits. These include improvements in productivity and competitiveness and the quality of life of the working population.

The secondary objective of the Policy is to provide equitable compensation benefits to those who may get injured in work-related accidents or contract Occupational diseases. These compensation benefits include medical aid, financial compensation, and access to rehabilitation services. The compensation system, in particular the contributions paid by employers, must be sensitive to an employer's OHS performance so as to function as an incentive for improved performance.

The policy is guided by the following core principles:

Universal coverage: OHS legislation must cover workers and employers in all sectors of the economy and in all forms of employment relationships.

Universal application of core rights and duties: the core rights and duties of employers and workers in relation to OSH must be spelt out in legislation.

Prioritization of prevention and the promotion of a culture of prevention: all accidents and Health incidents are preventable.

Appropriate and fair compensation and rehabilitation benefits: the provision of meaningful, accessible and equitable compensation and rehabilitation to workers in all sectors of the economy and in all forms of employment relationships.

Application of the “polluter pays” principle: employers bears the cost of accidents and disease in their workplaces, including the cost of medical treatment, compensation and rehabilitation.

## **Relevance**

School that are to be supported with retaining walls are currently operational, student attend class and lessons conducted by teachers. During the construction of retaining walls, there will be involvement of workforce. The project will ensure that it covers the health and safety to assure the health, safety and welfare of persons employed in workplaces, and for matters incidental thereto and connected therewith.

### **3.2. National Legal Framework**

#### **3.2.1. The constitution of the Republic of Rwanda as revised in 2015**

The constitution of the Republic of Rwanda as revised in 2015; Its article 20 ensures that every Rwandan has the right to education. Article 21 ensures that, 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.

Application in the project	Sub project phase of application
All the project activities will be implemented in accordance with the Constitution as well as adherence to the entitlement of every individual to a clean and healthy environment, as envisaged in the Constitution. The ESMP ensures that prior identification and adoption of mitigation strategies against impacts to ensure the protection of citizens’ right to a clean and healthy environment. sub project must therefore comply with all the provisions of relevant constitutional clauses.	Planning, construction and operational

### 3.2.2. Law N° 48/2018 OF 13/08/2018 on Environment<sup>2</sup>

The determines modalities for protecting, conserving and promoting the environment. The following articles of the law highlight the fundamental principles to govern environmental conservation;

Article 3; Precautionary principle. The principle contributes to preventing or reducing the disastrous consequences on the environment and ensures that activities considered or suspected to have negative impacts the on environment must not be implemented pending results of a scientific assessment ruling out the potentiality of such impacts. Article 4; Principle of environmental sustainability. The principle of environmental sustainability matters for present and future generations in enjoying equal opportunities by ensuring that the right to development is achieved in consideration of the needs of present and future generations. Article 5; Polluter pays principle. The polluter pays principle aims to deter activities impairing environment and punish any person who violates regulations. The principle provides that any person who demonstrates behavior or activities that cause, or which may cause adverse effects on the environment is either punished or ordered to make restitution, and if the restitution is not possible, he/she is also ordered to rehabilitate it. Article 6; Principle of information dissemination and incentives for environmental conservation. The principle of information dissemination and incentives for environmental conservation contributes to fostering awareness about the usefulness of environment and its conservation. Every person has the right to be informed of the state of the environment and to take part in strategies and activities aimed at conserving the environment. Article; Principle of cooperation. The principle of cooperation helps consolidate efforts towards the conservation of the environment. The government through its environmental policy emphasizes the promotion of international cooperation. Authorities, national and international non-governmental organizations, associations, and private individuals are required to cooperate in protecting the environment.

The following articles of the law are reflected in relation to the conservation and protection of natural environment.

Article 8: Soil and subsoil conservation; The soil and subsoil constitute the natural resources to be protected from all kinds of degradation and they must be used in a sustainable manner in accordance with relevant laws.

Article 9 (Use and management of soil and subsoil) requires that any land exploitation project for research, industry, urbanization, rural settlement, infrastructure, intensive farming, or extraction is subject to an authorization issued in accordance with relevant laws. Article 10 (Prerequisites for granting soil and subsoil exploitation license) states that for the purposes of the protection of the environment, the soil and subsoil exploitation license is issued after consideration of the following:

- the significance and effectiveness of measures to prevent environmental degradation;
- the considerations of interests of the local community in the vicinity of the project;

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<sup>2</sup> [https://rema.gov.rw/fileadmin/templates/Documents/Law\\_on\\_environment.pdf](https://rema.gov.rw/fileadmin/templates/Documents/Law_on_environment.pdf)

- the obligation to rehabilitate the damaged area in any possible way in order to restore the beauty of the landscape or the natural systems modified by human activity in accordance with a preestablished rehabilitation plan approved by the competent authority

Article 11 requires that use of water resources Rivers, streams, underground water, springs, ponds, swamps, and lakes are part of the State’s public domain must be governed by law. Article 12 ensures Water resources protection Water resources must be protected from any source of pollution and requires that swamps with permanent water and full of swamp vegetation must be given special protection considering their role and importance in the preservation of the biodiversity. Article 13 requires that the introduction into Rwanda, import and export of any animal or plant species take Place in accordance with relevant laws. Article 15 concerns the protection and conservation of the atmosphere and requires that any installation likely to create risks or cause pollution, vehicles and engine driven machines, commercial, craft or agricultural activities must be conducted in accordance with technical principles established by competent authorities in order to protect and preserve the atmosphere.

With relation to conservation and protection of built environment; Article 17: Liquid waste management ensures that the collection, transport, and disposal of wastewater are conducted in accordance with special regulations and guidelines issued by the competent authority. Article 18 (on Solid waste management); provides that no person is authorized to discard solid waste in an inappropriate place. Solid waste must be sorted, collected, and transported to appropriate destination in accordance with relevant laws. Solid waste must be disposed of in appropriate landfill or in a waste processing factory for production purposes. Article 19 (Management of hazardous and toxic waste) provides that any waste, especially from hospitals, health centers and clinics, research centers equipped with laboratories, industries and any other hazardous or toxic waste must be collected, treated, and changed in a manner that does not degrade the environment in order to prevent, eliminate or reduce their adverse effects on human health, natural resources and environment. Article 20 which concerns with the management of electronic waste states that any electronic waste must be collected, treated, and changed in a manner that does not degrade the environment in order to prevent, eliminate or reduce their adverse effects on human health, natural resources and environment. And no person is allowed to carry out activities of collecting, transportation, trading, import, dismantling and recycling electronic waste unless he/she holds an authorization issued by a competent authority.

Application in the project	Sub project phase of application
This law is relevant in that all modalities for environmental and natural resources protection, exploitation and conservation during the whole project life cycle will be done in accordance with its provisions.	Planning, construction and operational

### 3.2.3. Law N° 064/2021 of 14/10/2021 Law governing biological diversity.

The purpose of this Law is to conserve, manage, protect, and promote biological diversity in Rwanda. Article 4 of this law categorizes wildlife species are classified in 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) states that 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, utilizing, possessing, selling or purchasing them; 3) destroying, cutting, mutilating, collecting or removing any wild plant species, picking fruits, transporting, hawking, utilizing, 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.

Application in the project	Sub project phase of application
The proposed sub projects are required to meet and address the requirements of all the relevant constitutional clauses. The project falls in an area with no protected habitats. However, should the project encounter endangered flora and fauna then their conservation will be of primary importance.	construction

### 3.2.4. Law N° 27/2021 of 10/06/2021 governing 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 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 61 (compliance with the land use and development master plan) requires that a person or organ using land have an obligation to comply with the land use and development master plan and ensures 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.

Application in the project	Sub project phase of application
Though the activities will be implemented on school land, it is so much likely that during the construction of retaining walls, there could be encroachments on private land. The subproject will comply with all the requirements of this law in all case involving land acquisition.	Planning and construction

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

This law regulates labor in Rwanda. The law provides for the rights and duties of employers and workers; guarantees trade unions and freedom of associations and establishes the Labor Commission to mediate and act in respect of all labor 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.

Application in the project	Sub project phase of application
Though the activities will be implemented on school land, it is so much likely that during the construction of retaining walls, there could be encroachments on private land. The subproject will comply with all the requirements of this law in all case involving land acquisition.	Planning and construction

### 3.2.6. Law N° 58/2018 of 13/08/2018 on mining and quarry operations

This Law governs mining and quarry operations in Rwanda. Chapter Five provides for environment protection, health and safety and requires compliance with the following articles; article 39 requires compliance with environmental laws, article 40 rehabilitation of damaged areas. article 41 (Rehabilitation plan) requires the holder of an exploration, mining or quarry license must have a rehabilitation plan which shows the planned activities and related budget. A holder of a license remains liable for environmental protection until a final rehabilitation certificate is issued by the authority in charge of environmental protection. Article 42 concerns the environmental rehabilitation guarantee, and an exploration, mining or quarry license holder is required to provide an environmental rehabilitation guarantee. Article 43 (Health and safety of workers and other persons) requires a holder of a license to (i) ensure that the mine is commissioned, maintained and decommissioned in a manner that does not compromise the health and safety of workers and other people and (ii) ensure that all persons working at the mine have the necessary skills, competence and resources to carry out their work safely and to ensure the safety of others.

Application in the project	Sub project phase of application

Retaining wall construction works are expected to place a lot of demand on natural resources to be mined at quarries and borrow sites. These activities are regulated by the law N° 58/2018 of 13/08/2018 on mining and quarry operations in Rwanda. During the construction of retaining walls under unconventional approach, raw materials will be sourced from authorized dealers/operators.	construction
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### 3.2.7. Law N° 32/2015 of 11/06/2015 relating to expropriation in the public interest

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-centered interests.” Accordingly, Article 3 provides for any underground or surface activity conducted 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 conduct 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.

Application in the project	Subproject phase of application
The law provides any underground or surface activity conducted with in public interest on any land but with due and fair compensation to the landowner, and requires that any project, at any level, which intends to conduct 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. Retaining wall construction activities will comply with the requirements of this Law.	Planning, construction

**3.2.8. 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.

Application in the project	Sub project phase of application
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. Education facilities are planned and implemented in accordance with the Presidential order N° 058/01 of 23/04/2021 establishing the national land use development master plan.	Planning, construction

**3.2.9. Ministerial Order N° 001/ 2019 of 15/04/2019 establishing the list of projects that must undergo environmental impact assessment, instructions, requirements, and procedures to conduct an environmental impact assessment.**

This Ministerial order provides the list of Works, activities and projects that are subject to a full EIA and partial EIA. Provisions of this Ministerial Order will be taken into consideration during the screening process of activities to be financed under additional financing.

Application in the project	Sub project phase of application
The order specifies the works, activities and projects that have to undertake an environmental impact assessment. It is for this reason that ESIA was done during the construction of classrooms as well as the basis for preparation of this and updating of the ESMP	Planning, construction, Operational

**3.2.10. Ministerial Order N° 02/MIFOTRA/22 of 30/08/2022 on occupational safety, employees’ and employers’ organisations, child employment, employment of a foreigner, the child and circumstantial leave.**

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, twenty-four 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 is related to the control of air pollution, noise and vibration and requires that when there is any dust, fume or other impurity which are harmful to persons employed, protected measure will be implemented 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.

Application in the project	Sub project phase of application
<p>During the implementation, there will be a need for mobilization of equipment and recruitment of construction workforce. Specific health, safety and welfare measures be put in place. Measures are:</p> <ul style="list-style-type: none"> <li>- Train all workers on OHS measures;</li> <li>- Provision of First Aid kits, and training of First Aiders</li> <li>- Establishing the Safety and Health Committees</li> <li>- Avail required personal protective equipment (PPE) at workplaces such as hand gloves, safety boots, reflective jackets, nose mask and helmet.</li> <li>- Inspection of construction equipment to ensure that they are in good working condition before beginning a job. In addition, the contractor will ensure that regular inspections and maintenance of the equipment are conducted accordingly</li> </ul>	<p>construction</p>

**3.3. Institutional framework**

**3.3.1. Ministry of Education (MINEDUC)**

The mission of this ministry is to transform the Rwandan citizen into skilled human capital for socioeconomic 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.

### **Relevance**

The ministry is the overall project implementer and will make sure that the project complies with all relevant environmental and social regulations throughout the whole project life cycle.

#### **3.3.2. 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.

### **Relevance**

Ensuring that civil activities comply with environmental and social requirements is relevant during the construction of resting walls.

#### **3.3.3. 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. Some functions of REMA include:

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, which have or are likely to have significant impact on the environment.

### **Relevance**

Regarding this project, this REMA will play a key role in setting standards for compliance with the Environment and Social Audit and participating in site monitoring and supervision of the ESIA/ESM.

#### **3.3.4. Rwanda Development Board (RDB)**

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.

## **Relevance**

During classroom and latrine construction, RDB approved the project through issuance an ESIA license before implementation. It will also participate in the project supervision and environmental audits review.

### **3.3.5. Rwanda Water Resource Board (RWB)**

This institution is responsible for regulation of water resources through water allocation, source protection and conservation, water quality management and pollution control and international waters.

## **Relevance**

Where substantive water inputs may be required during retaining wall construction, water extraction permit will be thought from RWB to abstract any underground or surface water resources.

### **3.3.6. Rwanda Mining Board**

The Board has the following main mission:

- To implement national policies, laws and strategies related to mines, petroleum and gas;
- To advise the Government on issues related to mines, petroleum and gas;
- To monitor and coordinate the implementation of strategies related to mines, petroleum and gas;
- To conduct research in geology, mining, petroleum and gas and disseminate research findings;
- To carry out mineral, petroleum and gas resources exploration operations in the country;
- To provide advice on the establishment of standards and regulations in Mining, Petroleum and Gas;
- To supervise and monitor public or private entities conducting mining, trade and value addition of minerals operations;
- To assist the Government in valuing mining and quarry concessions;
- To cooperate and collaborate with other regional and international institutions carrying out a similar mission

## **Relevance**

Activities of retaining wall construction are expected to place a lot of demand on natural resources to be mined at quarries and borrow sites. The mining of these natural resources is regulated by RBW.

### **3.3.7. Rwanda Housing Authority (RHA)**

Rwanda Housing Authority (RHA) is a public institution established by the Law N°40/2010 of 25/10/2010 overseen by the Ministry of Infrastructure. It was established in a bid to improve the quality of life of Rwandans through planning, organizing, and spearheading rural settlement, urban settlement, public building construction, affordable housing; management of public office space and Government Assets; and regulation of the construction industry.

### **Relevance**

RHA will be involved in the monitoring of retaining walls construction as well as the installation of water tanks.

#### **3.3.8. Gicumbi District**

Through the combined efforts of all stakeholders in the District (including citizens through their participation in the classrooms construction for nine and twelve years basic education), steps have been undertaken to ensure that appropriate, affordable and easily accessible education is availed to the population. But still much effort has to be mobilizing in terms of secondary school enrolment and literacy. In the compliance with NST1, for the next 6 years, much emphasis will be put on the following priority areas: (i) Equitable access to education, (ii) Quality of teaching and learning at all levels of education, (iii) Technical and Vocational education and Training, (iv) Adult literacy, (v) Equitable opportunities to all levels of learning irrespective of gender, socio-economic or other status (Gicumbi DDS 2018-2024).

### **Relevance**

In partnership with the Ministry of education, Gicumbi district will assume the overall coordination of the project implementation at sector, cell and village levels making sure that implementation activities comply with all relevant environmental and social regulations throughout the whole project life cycle.

#### **3.4. World Bank Environmental and Social Standards**

As part of the World Bank Environmental and social framework, the Environmental and Social Standards (ESS) help the project MINEDUC to manage environmental and social risks and impacts associated with all QBE project investments and improve environmental and social performance, through risk and outcomes based approach<sup>3</sup>. The following World Bank Environmental and Social Standards will be applicable during the lifecycle of QBE project financed investment in Gicumbi District.

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<sup>3</sup> [2016. "World Bank Environmental and Social Framework." World Bank, Washington, DC.]. License: Creative Commons Attribution CC BY 3.0 IGO.

<https://www.worldbank.org/en/projects-operations/environmental-and-social-framework>

Environmental and Social Standards (ESS)	Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
<p>ESS1: Assessment and Management of Environmental and Social Risks and Impacts</p> <p>This Standard sets out Borrower’s responsibilities for assessing, managing, and monitoring Environmental and social risks and impacts related with each phase of the project supported by the World Bank through Project Investment Financing (IPF), so as to accomplish environmental and social results consistent with the Environmental and Social Standards (ESSs). ESS1, paragraph 26 states that all relevant environmental and social risks and impacts as the result of the project should be covered in the assessment, including:</p> <p>Environmental Risks and Impacts covering the following issues:</p> <p>The ones defined by</p>	<p>Identification of adverse Impacts and respective mitigation measures</p> <p>Enable screen and follow-up of remedies achieved through application of prevention, mitigation, and compensation measures.</p> <p>Enable allocation of responsibilities and resources to implement required mitigation measures.</p> <p>Conduct monitoring and reporting on the environmental and social performance of the project against the ESS’s.</p> <p>Develop an ESCP, and</p>	<p>The project will generate environmental and social risks and hence they will be screened, identified and prevention and</p> <p>Mitigation measures implemented to prevent, reduce, mitigate, and address these impacts.</p>	<p>Planned activities have minimal adverse environmental and social risks, Proposed construction activities will be located within the existing schools and environmental and social risks and impacts from the proposed activities are temporary in nature and limited to the construction period and can be readily mitigated by the standard mitigation measures. An environmental and social assessment has been conducted and presented in this ESMP.</p> <p>The activities will apply the relevant requirements of the Environmental Health and Safety Guidelines (EHSs).</p> <p>Environmental and Social Specialists and Environmental and social field Officers will conduct regular monitoring of actions proposed in the ESMP</p>

Environmental and Social Standards (ESS)	Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
<p>Environmental Health and Safety Guidelines (EHGS)</p> <p>Community safety</p> <p>Climate change and other transboundary or global risks and impacts</p> <p>Materials threat to the protection, conservation, maintenance and restoration of natural habitats and biodiversity</p> <p>Ecosystem services and the use of living natural resources (fisheries, forests etc.)</p> <p>Social Risks and Impacts covering the following issues.</p> <p>Threats to human security</p> <p>Risks that project impacts fall disproportionately on individuals or groups who, because of their particular</p>	<p>implement all measures and actions set out in the legal agreement including the ESCP.</p>		<p>and ESCP.</p> <p>QBE project will prepare quarterly monitoring reports and to submit it to the World Bank</p> <p>The Project has developed an Environmental and Social Commitment Plan (ESCP) and will implement all actions proposed in the ESCP.</p> <p>Contractor will have in place its own C- ESMP, with mitigation measures derived from Project's ESMP</p>

Environmental and Social Standards (ESS)	Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
<p>circumstances, may be disadvantaged or vulnerable.</p> <p>This Standard sets out Borrower's responsibilities for assessing, managing and monitoring Environmental and social risks and impacts related with each phase of the project supported by the World Bank through Investment Project Financing (IPF), so as to accomplish environmental and social results consistent with the Environmental and Social Standards (ESSs). ESS1, paragraph 26 states that all relevant environmental and social risks and impacts as the result of the project should be covered in the assessment, including:</p> <p>Environmental Risks and Impacts covering the</p>			

Environmental and Social Standards (ESS)	Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
<p>following issues:</p> <p>The ones defined by Environmental Health and Safety Guidelines (EHGS)</p> <p>Community safety</p> <p>Climate change and other transboundary or global risks and impacts</p> <p>Materials threat to the protection, conservation, maintenance and restoration of natural habitats and biodiversity</p> <p>Ecosystem services and the use of living natural resources (fisheries, forests etc.)</p> <p>Social Risks and Impacts covering the following issues</p> <p>Threats to human security</p> <p>Risks that project impacts</p>			

Environmental and Social Standards (ESS)	Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
<p>fall disproportionately on individuals or groups who, because of their particular circumstances, may be disadvantaged or vulnerable</p>			
<p>ESS2: Labor and Working Conditions</p> <p>This standard describes the importance of creating employment and income for comprehensive financial development and poverty reduction. 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.</p>	<p>Ensure a healthy and safe working environment during projects implementation.</p> <p>Ensure the provision of fair working conditions.</p> <p>A child under the minimum age will not be employed or engaged in connection with the project.</p>	<p>The project will engage community and contracted workers. The standard will promote the health and safety of these workers and ensure fair working conditions</p>	<p>This ESMP has included measures related to the occupational health and safety of the construction workers. These measures have been prepared to incorporate the mitigation measures proposed in the World Bank Group's General EHSGs and EHSGs for construction.</p> <p>The Project will not employ a child under the age of sixteen. Youth under the age of eighteen will not be engaged in any high-risk construction activities.</p>

Environmental and Social Standards (ESS)		Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
ESS3: Resource Efficiency and Pollution Prevention and Management	This standard points out the requirements to highlight resource efficiency and pollution prevention and management with a holistic approach to project implementation. The aim is to minimize pollution arises from the project with sustainable use of resources.	<p>To promote the sustainable use of resources including energy, water and raw materials.</p> <p>To avoid or minimize the generation of hazardous and non-hazardous wastes.</p>	The project will use raw materials for construction, hence needs to be managed sustainably. The project will reduce pollution and prevent contamination of the environment.	<p>Pollution prevention and management measures are included in the ESMP.</p> <p>The proposed reconstruction activities in the Project are not expected to generate any hazardous waste. The waste and debris to be generated will be managed in accordance with the national regulations on waste management.</p>
ESS4: Community Health and Safety	This standard addresses the health, safety and security risks and impacts on project-affected communities and the corresponding responsibility of Borrowers to avoid and minimize such risks and impacts with particular attention to people who, because of their particular circumstances, may be	To manage potential risks to the community during construction and operation of school infrastructure	The project will prevent potential risks, impact and promote security of the community during construction.	The ESMP identified potential risks and impacts of the construction activities on students, workers, teacher and other communities and included measures to address these risks

Environmental and Social Standards (ESS)	Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
vulnerable.			
<p>ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</p> <p>This standard requires avoiding compulsory resettlements, if not avoided, taking necessary measures to reduce negative impacts on displaced people (and on host communities receiving displaced persons).</p>	<p>To avoid or minimize involuntary resettlement and to avoid forced eviction.</p> <p>To mitigate unavoidable adverse impacts from land acquisition and restrictions on land use.</p>	<p>The project may require the acquisition of land for the construction of new schools which is likely to lead to resettlement. For any given school this is likely to be limited in nature.</p>	<p>The project activities will be conducted within the existing boundaries of the school and hence no land acquisition and resettlement will be required</p>
<p>ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources</p> <p>This standard recognizes that protecting and conserving biodiversity and sustainably managing living natural resources are fundamental to sustainable development and it recognizes the importance of maintaining core ecological functions of habitats, including forests, and the biodiversity they support. ESS6 also</p>	<p>Will avoid adverse impacts on biodiversity, habitats, and ecosystem services. When avoidance of adverse impacts is not possible, the Borrower will implement measures to minimize adverse impacts and restore biodiversity in accordance with the mitigation hierarchy</p>	<p>The project will use raw materials for construction. It is important these materials are sustainably used. The project will restore affected areas with native species. If subprojects near protected areas, MINEDUC will coordinate actions with the Ministry of Environment.</p>	<p>The project activities will be conducted within the existing boundaries of the school and hence will not affect any biodiversity.</p>

Environmental and Social Standards (ESS)	Summarized objective of the ESS	Action taken or to be taken to comply with the requirements of this ESS	
addresses sustainable management of primary production and harvesting of living natural resources and recognizes the need to consider the livelihood of project-affected parties.	provided in ESS1 and with the requirements of the ESS6.		
ESS10: Stakeholder Engagement and Information Disclosure Importance of open and transparent engagement between Borrower and stakeholders are emphasized as it is a necessary element of good international practice. Effective stakeholder engagement contributes to the projects in terms of improvement of environmental and social sustainability, enhancement of project acceptance and successful project design.	To develop a systematic approach to stakeholder engagement to develop good relationships and gather views on issues that could affect them.  To provide stakeholders with a mechanism through which to raise grievances.	The project will involve various Stakeholders including vulnerable people. These will be consulted to get their views throughout the project life. In addition, a mechanism will be in place to address grievances.	QBE has an existing stakeholder engagement mechanism in place.  QBE Project has existing Grievance Redress Mechanisms in place to receive concerns and grievances from the stakeholders.  This ESMP will be disclosed on the MINEDUC and District websites.

## **4. Environmental and social impacts**

All the civil works are located on existing sites and government/School-owned land, and the implementation activities will not have any impacts on land acquisition and resettlement. Access to the project sites is through a public right of way (ROW) and existing roads hence, land acquisition and encroachment on private property will not occur as well. There are no anticipated impacts on encroachment on ecologically and culturally protected areas because the civil works are located on the existing Schools' land and there are no culturally protected areas in the location of the Project.

### **4.1. Positive Impacts**

The following is a summary of the positive benefits anticipated from the implementation of the proposed Sub-project activities.

- i. Provision of employment opportunities during both the construction and operation phases of the project.
- ii. Development of the area due to anticipated infrastructural improvements.
- iii. Creating business opportunities for local residents
- iv. National cohesion due to intermingling with students from other parts of the country.
- v. Protection of the schools and neighbourhoods from runoffs that cause erosion.

### **4.2. Potential risks and impacts**

The civil works anticipated during the construction activities are; (i) site clearing and earthworks such as excavation and site grading; (ii) laying of foundations; (iii) casting of ground floor slab; (iv) Installation of water harvesting tanks (v) construction of embankments, (vi) Transportation of materials to, from and within the site, and (vii) labour recruitment. The anticipated impacts on the physical and biological environment are temporary, localized, in small areas and can be easily avoided or minimized with the implementation of mitigation and monitoring measures which are detailed in the environmental and social management plan (ESMP). There are no impacts that are significant in nature.

Though there will be no impacts during the bidding phase of the Project, the effective implementation of mitigation plans in this ESMP will start from the Pre-construction Stage Risks and Impacts and their Management.

#### **Bidding Stage: Procurement of Contractor**

The following Environmental, Social, Health and Safety (ESHS) Conditions will be included in the bidding documents to ensure all the mitigation measures proposed in this ESMP are effectively implemented:

- Past performance of the Contractor on ESHS aspects including sexual exploitation and abuse and gender-based violence;

- ESHS Staff with the Contractor;
- Mitigation measures to address construction impacts,
- Code of conduct of Contractor's Personnel,
- Management Strategies and Implementation Plans (MSIP) to manage the ESHS Risks.

### **Vegetation Loss**

Civil work construction will lead to clearing of natural vegetation in some sections. However not protected world life will be affected, but some vegetation will be cleared allow for construction of the retaining walls.

#### Mitigation Measures

- Restrict vegetation clearing to project sites by clear demarcation of areas to be used,
- Compensate for the valuable trees to be felled,
- Consultations with the local people should be done to ensure that trees with historical, cultural, or ornamental values are preserved.

### **Noise pollution - Excessive Noise and Vibration**

The main source of noise pollution will be from workers, and vehicles transporting construction materials and equipment. The main receptors identified will be workers, school institutions and administrators, who will most be affected by the noise generated from the construction works.

#### Mitigation Measures

- Monitor environmental and occupational noise levels.
- The noise emission characteristics should be considered during selection and mobilization of construction equipment;
- Sensitize construction workers to switch off machinery and vehicles when not in use;
- Staff on active project sites with continuous exposure should be provided and encouraged to fit in their Personal Protective Equipment (PPEs);
- Locate noisy operations like batching plant away from the densely working areas;
- Where noisy activities must be undertaken near sensitive receptors, the neighbouring occupants must be informed in advance and works limited today timey.

### **Air quality**

Air quality will be affected during construction during;

- Earthworks, grading, ground levelling and soil compaction;
- Frequent truck movements on the earth roads;
- Wind blows on uncovered or partially covered trucks delivering borrow material and ferrying out cut-to-spoil material;

- Wind blows on stockpiled mounts of soil for reuse or disposal from the site.
- The construction dust may cause reduced visibility, and respiratory problems to exposed Workers, school children, teachers and community members and discolouration of adjacent vegetation and buildings. In addition, construction machinery will emit exhaust fumes contributing to air pollution.

#### Mitigation Measures

- Unnecessary vegetation clearance to be avoided through clear demarcation of construction areas;
- Where practicable, re-vegetate disturbed areas to minimize ground exposure;
- Sprinkling water (at least twice a day) on the accesses and excavated surfaces during the construction period to suppress dust generation within settled areas;
- Provision of appropriate protective personal equipment (PPEs) including respirators dust coats to exposed workers;
- Covering loaded trucks during the transportation of material;
- Maintenance of vehicles and machinery in accordance with the equipment specifications and manufacturer's standards;
- Demolition of existing structures shall be done in a manner that the dust from demolitions can be controlled;

#### Generation of Solid Wastes

A range of solid waste, both hazardous and non-hazardous, are likely to be generated during retaining wall construction. Wastes emanating from construction phase will come from:

- Site clearance (vegetation) and excavation works (cut-to-spoil);
- Construction support activities and machinery maintenance and repair works such as used lubricant cans, packaging wrapper, worn-out tyres, and replaced equipment parts;
- Consumables (such as wood formwork, metal cuttings);
- Material testing and trial laboratories such as lab material rejects, test specimens for disposal, excess lab sample materials and grounded equipment or spares;
- Discarded material from handling losses;
- Residential site wastes such as leftovers/food scraps, bottles, cans, clothing, food packaging, newspapers, and magazines.
- Improper waste disposal is likely to affect the aesthetic value of the surrounding as well as the local community.
- The waste may attract scavengers and breeding pests, informal recycling, or pollution of sensitive resources (such as water sources) triggering community health and safety issues.
- Improperly managed waste (unattended landfills or pile of waste on site) may pose risk to resident wildlife. Scavenging wildlife (in dire search of food) may be attracted to or stray on

heaps or landfill with used plastics and tin cans, wrappers and/or containers causing spillages of contained fluid substances or chemicals. Animals poisoning may occur as they sniff or leak substances in the containers or bags. Contamination of surfaces/habitats may incidentally occur as fluids flow away from the source.

#### Mitigation Measures

- Manage and control waste generation at the various project sites and stations through standard operating procedures (SOPs) and Solid Waste Management Plan;
- Reduce generation of solid waste at the source through proper planning and procurement of construction materials;
- Segregation of solid wastes and provision of suitable and well labelled waste receptacles within the camp and at other active construction sites
- Reuse excavated topsoil for landscaping of the site as far as practical;
- Disposal of solid waste at designated sites through licensed waste handlers;
- Prioritize options of waste reduction, reuse, and recycling, particularly papers and containers as well as other materials that can be recycled; and
- Sensitize resident workers and visitors (especially those operating food catering services) at project sites on proper waste management practices especially hazardous materials and risks of contaminations.

#### **Increased Soil Erosion Incidences**

Some neighbouring communities around the school have already been affected by erosion an indication of high erosion potential of soils. Soils comprise of high proportions of sandy, silty and gravel that are loosely detached and carried away during runoff, especially in bare and sloppy terrains. Project implementation activities such as material borrowing and earthworks (surface scarring) will loosen soil material, which will expose to agents of soil erosion, especially in sloppy and bare areas. Active construction sites may have piled batches from borrow areas as fill material.

#### Mitigation Measures

- Excavated material should be properly piled, sprinkled with water, and covered (where possible) to prevent possible wash-out into seasonal watercourses. Stock piling areas should have levelled ground and away from sensitive areas like slopes, water courses;
- Material excavation should be minimized and restricted to designated locations;
- The contractor should ensure that construction related impacts like erosion and cut slope destabilization should be addressed through rock pitching;
- Re-vegetation should be done in tandem with construction activities to avoid exposure of bare ground to agents of erosion;
- Enforce landscaping and restoration of the construction site prior to decommissioning of the construction site.

## **Habitat Loss and Disturbance**

Construction activities such as vegetation clearing, access to/operation of material sites and excavations along will lead to wildlife displacement from their natural habitat. Some of the wildlife will have to abandon the disturbed habitats and re-establish elsewhere leading to increased inter and intra-species competition for preferred sites.

### **Mitigation Measures**

- Where practical, locate project temporary features like camps and batching plants in areas already disturbed or outside of wildlife habitat. Construction activities should be confined on the demarcated corridor and discourage movement or intrusion into wildlife habitats;
- Throughout the construction cycle, project staff should be sensitized regularly on nature conservation. Local conservation agencies can occasionally be engaged to conduct the sensitization;
- The Contractor policy should discourage unauthorised intrusion or destroying of the wildlife habitats through signed code of conduct;
- Native vegetation should be replanted as restoration measures.
- To avoid random off-road driving that leads to trampling of vegetation in sensitive habitats, vehicles should be provided with designated routes. Existing diversions and diversions should be considered before opening up new ones during construction.

### **Impacts on Quarries and Borrow Sites**

During the construction phase, the project will have to source construction materials from various material sources. While potential material sites have been identified in the project design report, the actual sites to be exploited will be decided by the appointed contractor. Cases of over extracting these materials from few sites beyond their regenerative capacity may arise if not done in a sustainable manner. The contractor will thus be expected to undertake detailed environmental and social impact assessment before commissioning the selected individual material sites.

#### Mitigation measures

- Selection of material sites will ensure that the handover will not cause any social conflict within the communities;
- All material sites shall be selected in consultation with the local governments and rehabilitation plan agreed. If borrow sites will be converted to water pans, proper communities and stakeholder engagement shall be conducted and agreed upon (through signing of agreements to exclude any future liability by the contractor) if such usage will be proposed by the community members.
- The contractor shall prepare and seek approval from the competent authority of all proposed material sites to be used for construction works; all quarry and borrow sites must have

approved environmental and social impact assessment (ESIA) reports, incorporating rehabilitation procedures upon decommissioning;

- Construction materials including sand, stones and borrow materials must be sourced from duly approved sources only;
- Materials haulage routes must be pre-determined to avoid unnecessary off-road driving;
- Contractor to develop a system of tracking materials received viz a vis utilization to ensure proper materials management to avoid wastage;
- The contractor shall endeavour to locate material sites away from settlements if possible;
- Where material sites are located near settlements, the contractor shall conduct baseline studies of structural integrity assessments of nearby structures;
- Prohibit vertical faces exceeding 2.5 m when quarrying on soil, sand, gravel, soft rock, or debris – these shall be worked in terraces/ benches or at a safe angle of slope.
- Hard rock quarry faces to be benched or worked from top to bottom.
- All quarry faces/cliffs should be securely fenced.
- The fence should be at least three meters from the edge of the cliff using chain link of at least 1.5meters high.
- Warnings signs of appropriate font size and in the appropriate language should be
- erected in all quarry entries and in areas with high cliffs e.g., 'Danger Quarry Deep Pit' or 'Caution Flying Stone and Debris.'
- All roads to and from quarries to be made safe and accessible and transportation of quarried material to follow a designated route.
- Quarry operators to ensure provision of clean water, sanitation and well equipped first aid kit with trained first aiders
- Provide protective gear for persons working in quarries as provided for in the Public Safety Regulations
- Quarry operators to be trained on safety, health and environmental issues and the quarry site should have a person in charge of safety and ensure establishment of 'Safety, Health, and Environment Committees' (SHEC).
- Each quarry site (where blasting is required) should have suitable skilled blaster to conduct safe blasting and acquiring blasting permits.
- Quarry sites should be designated, mapped and Change-of-User permits effected before the establishment of a new quarry site.
- Establish at least ten meters buffer zone between the quarry and the 30-meter riparian reserve of the river, wetland, and water catchment areas. (i.e., Forty meters buffer zone between the quarry and the edge of the river, wetland, and water catchment area)
- All material sites shall be fenced with controlled entry.
- Potential Increase in Incidences of Poaching and Human-Wildlife Conflicts
- During construction, there is potential for workers poaching and attacks from wildlife in the area, including snake bites.

Construction works induced traffic and inconveniences.

- During the construction of retaining walls, it will be necessary to have some deviations where applicable in order to allow uninterrupted traffic flow. However, deviations if not well maintained may have negative environmental and social impacts such as generating dust, blockage of accesses, and increase in soil erosion.

Mitigation Measures

- Provision of alternative routes in areas where accesses have been disrupted.
- Provision and maintenance of clear traffic signages of ongoing construction works, regulate speed limits and diversion signage to notify approaching traffic.
- Schedule delivery of materials to the sites during periods of light traffic between 10.00am - 11.30 pm and 2.00 pm - 4.00 pm during weekdays.
- Create awareness and sensitize workers and area residents on the importance of exercising safe driving behaviours, taking caution and care in the project sensitive areas in as far as traffic movement and other safety issues are concerned;
- Obtain permission from inhabitants and county governments if diversion routes go beyond the Right of Way;
- Reinstatement of diversion routes (and old tracks) to original condition;
- Institute a traffic management plan incorporating adequate temporary signages and signalers, as necessary.
- Local language shall be used in signage to ensure the people in the area understand their meanings due to low literacy rates in the region.

Spread of Communicable Diseases

- The arrival of new population from other parts of the country searching for job opportunities may lead to spread of new communicable diseases like Tuberculosis, Cholera, etc to students, teachers, workers, and local population. In addition, sanitation, and hygiene during the construction (and even operation) of is likely to be also an issue of concern. If these are not properly addressed, they may lead to outbreaks of new illnesses in the area, which might spread to the students, teachers, local community, and road workers.
- The construction activities such as excavation activities are likely to cause particulate emissions such as dust leading to Upper Respiratory Tract Infections (URTI) complications among local students, local, community and workers if not professionally managed. These infections occur within the upper respiratory tract (nose, throat, ears, and sinuses) leading to common colds, influenza, and respiratory distress syndromes. The infections are caused by airborne agents or contaminated surfaces.

Sources of dust include:

Material sites (borrow pits and quarries);

- Excavations and enabling works along the Right of Way (RoW);
- Road diversions;
- Batching plant (dust and hydrocarbon aerosols).

Mitigation Measures

- Apply dust suppression measures - sprinkling water on the accesses and excavated surfaces – this shall be determined by the RE depending on the prevailing weather conditions;
- Regular maintenance contractors' equipment
- Maintain a grievance register to log any complaints from local community;
- Active construction sites should have controlled access and repulse by standers likely to be exposed to emissions;
- Hold inductions for staff and people visiting the construction sites on the health and safety aspects;
- Provide proper PPEs (dust masks, clothes, etc) for all staff and visitors to active construction areas;
- The Contractor should plan work program's activities and timing to avoid emission impact on sensitive receptors, especially urbanized areas
- Install screens and scrubbers on crusher sites to minimize dust emissions;
- Conduct regular check-ups for workers, and offer local community free monthly medical camps for testing and treatment through cooperation of local medical health facilities and county government;

Spread of HIV/AIDS and Other STDs

- During project road construction, it is likely that a significant increase in population along the project area as they are attracted to the project activities. The influx is likely to include people from outside the areas of Gicumbi District. Construction workers could increase or create the demand for casual sex with local residents leading to the emergence or increase in sex work near the construction sites. Sex workers are a key bridging population for HIV transmission because their customers in many cases have spouses.

Mitigation Measures

- Sensitize workers on the need to refrain from risky behaviours;
- Provision of condoms both male and female in the sanitary facilities;
- Encourage workers and local communities to go for regular HIV voluntary screening/testing, counselling, and referral services; Contractor should arrange for quarterly medical camps to

benefit workers and local communities through cooperation with county government health departments and local medical facilities;

- Monitoring of outcomes, in collaboration with National HIV/AIDS Authorities.
- The unskilled workers should, as far as feasible, be recruited from among the local residents of the project area and its immediate neighbourhood.
- Workers should be given regular leave, preferably monthly to cool off and join their families.

#### Workers Welfare

Project workers such as construction workers face the risk of exploitation, discrimination, and other forms of unfair treatment by employers/contractors, e.g., exposure to poor health and living conditions, poor sanitation, being overworked with no compensation, low wages, improper provision of proper PPEs and equipment for the works assigned, among others.

#### Mitigation Measures

- Complying with the requirements of labour law
- Have stocked clinic with a fulltime nurse on the campsite;
- In collaboration with local health facilities, ensure that the workers have medical insurance;
- Ensure that first aid facilities are available at all times at the work sites, and arrangement to access to ambulance service;

#### Community Health and Safety

- During the construction of retaining walls, the general public may be exposed to injuries from various construction activities like accidents involving construction equipment or other falls or slips into unprotected surfaced etc.

#### Mitigation measures

- In addition to measures for workers safety:
- Establish and maintain continuous liaison with the school, host communities including sensitisation on safety and health issues on construction sites;
- Prepare and implement construction traffic management plan, incorporating safety of other traffic;
- Install and maintain appropriate safety and warning signages along road sections and other construction sites like quarries, batching plants and camps where works are undergoing.
- Use of local language and images for signage shall be encouraged;
- Ensure that all potentially dangerous work areas have controlled access limited to authorised persons only;
- Ensure proper and adequate provision of proper sanitation and waste management facilities at all construction sites;
- Maintain a system of receiving and responding to any safety concerns by the communities;

## Labour Influx and Social Change

### Mitigation measures

- Consultations with the local council of elders to ensure that available opportunities are fairly distributed across different clan members;
- Maintain a grievance register to log any complaints from local community.
- Ensure there is adequate security and reasonable controlled access to project offices and residential quarters of immigrant staff to discourage deviant behaviours at workers campsites;
- Workers will be sensitized on the diverse cultural practices in the region and for immigrant workers, respecting diverse cultural, religions and beliefs, including behaviours and norms of the local people;
- Establish a grievance management system to manage internal and external complaints. This system will include establishment of a community liaison desk that is easily accessible by the community representatives and their leaders
- Workers will be sensitized and sign code of conduct in regard to interactions, behaviours, and relations with the local communities.

### Gender Equity and Mainstreaming in employment

There is potential that gender inequality might occur during project construction through unequal distribution of work, discrimination against women, and unequal pay for women, lack of provision of separate facilities for women, among others. Sexual harassment against people might also happen for those seeking employment through for example sexual favours for exchange of employment.

### Mitigation Measures

- Prepare and implement a Gender Action plan to include at minimum, in conformance with local laws and customs, equal opportunity for employment (min 30% of labour should be women);
- Ensure that women are given adequate employment opportunities during recruitment and job postings, including equal payment;
- Regular sensitization and awareness campaigns to the workers should be done to promote gender equity in employment during the construction works and during operation;
- Provision of gender disaggregated accommodation, bathing, changing, sanitation facilities;
- Zero tolerance on sexual harassment during employment.

### Gender Based Violence (GBV), Rape and Sexual harassment

Due to labour influx for some project activities such as construction works, the project could exacerbate GBV, sexual harassment and other sexual offenses such as rape. Construction workers may engage in sexual fraternization with locals. In addition to this being a driver of HIV infection, it will lead to domestic conflicts, GBV and domestic violence at household level.

Women who seek employment may also face demands for sexual favours before being employed which amounts to sexual harassment. Even when employed, women may face continuous and unwanted demands for sex and risk losing their jobs if they do not give in.

Women in the community and places of work may also face the risk being subjected to verbal harassment in the form of insults and demeaning comments in addition to unwanted gestures and touches by construction workers. Sexual harassment of women and girls might also happen as a result of mixing of people at worksites and campsites. Outright rape is also a risk some female employees may face when employed at construction sites. As a result, domestic violence, and gender-based violence in homes, where it might have an impact to children who are likely suffer physically and emotionally.

Local women from the communities seeking employment at the construction sites may lead to abandonment of their cultural practices and responsibilities of fetching water, gathering firewood, herding, etc. Neglect of their normal social responsibilities commonly accepted by the local communities may lead to social unrest among families, and also lead to increase in gender-based violence by their spouses.

#### Mitigation Measures

- All workers and nearby communities and stakeholders will be educated on preventing and responding to sexual harassment and GBV ahead of any project related works;
- Contractor to prepare and enforce a No Sexual Harassment Policy in accordance with national laws;
- The community within the vicinity of the road where construction will take place will also be educated on gender-based violence and sexual offenses such as sexual harassment, rape, and defilement in the context of labour influx and the prevention and response measures;
- Involvement of women in the periodic dialogues/consultations with contractors and host communities during construction;
- Strategies such as male involvement will be employed in preventing and responding to GBV and sexual harassment. The strategy involves promotion of the role of men and boys in confronting and transforming their own male privilege, power and status that perpetuates GBV. This includes mobilizing men in their various positions as rights holders and duty bearers to prevent and respond to cases of GBV;
- Provision of gender disaggregated facilities, separate bathing, changing, sanitation facilities for people;
- Impose zero tolerance on sexual harassment, all forms of gender-based violence and discrimination at all phases of the project;
- Grievance redress mechanisms including non-retaliation should be set up for the workers;

## **Occupational health and safety**

Construction activities will expose workers, students, and local community to risks of accidents and incidents while undertaking excavations and trenching, and materials delivery vehicles. Occupational health and safety measures should be undertaken to avoid falling from heights, heavy lifting activities and electrical shock, exposure to excessive body vibrations and noise, and fire hazards, etc. which can result in injuries or even fatalities.

### **Mitigation Measures**

- Prepare a site-specific Health and Safety Plan and implement it throughout the construction period;
- Enforce use of defined standard operating procedures for handling various activities, depending on risks levels;
- Ensure adherence to Health and Safety guidelines during construction activities;
- Establish an Emergency Response Procedure and display on all work areas;
- Provision of a standard first aid kit at active construction sites at all times;
- Regular trainings to workers on OHS and first aid administration;
- Contractor (s) to maintain an accident register; conduct accident and incidents investigations and implement corrective actions;
- Undertake staff and visitor safety induction;
- Establish a Health and Safety Committee
- Provide appropriate and adequate Personal Protective Equipment (PPE) to workers;
- Establish and enforce a strict code of conduct for all project drivers including outside suppliers delivering materials. The code shall focus on safety, especially speed, and loading, especially banning all carriage of staff, workers, and passengers except in seats;
- Conduct daily toolbox and monthly safety meetings;
- Conduct risk assessment before commencing new assignments/tasks;
- Undertake routine worksite safety inspections.

### 4.3. The Environmental and Social Management Plan (ESMP)

The Environmental and Social Management Plan (ESMP) presents the environmental management, mitigation, monitoring and institutional measures to be taken during project implementation and operation, to reduce adverse environmental and social effects to acceptable levels and enhance positive effects. The ESMP highlights the issues, concerns, and identifies reasonable and practical responses to address and mitigate potentially adverse effects.

**Table 5: Environmental and Social Management Plan**

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
Noise pollution	Construction and Operational	During construction and decommissioning activities, noise and vibration may be caused by the operation of the excavation equipment, workers and the transportation of equipment, materials, and people.	Continuous consultation with the school, local communities as well as local officials on the schedule and time of construction activities and the use of noise suppression on construction equipment.	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District
Air pollution	Construction and Operational	Construction and decommissioning activities may generate the emission of fugitive dust caused by a combination of on-site excavation and	Use of good construction practices such as water spraying on road surface and work areas, covering all materials during transportation, and proper maintenance of construction	Site watering workers themselves, and the cost of covering the construction material during	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		<p>movement of earth materials, contact of construction equipment with bare soil, and exposure of bare soil and soil piles to wind.</p> <p>A secondary source of emissions may include exhaust from diesel engines of earth moving equipment, as well as from open burning of solid waste on-site</p>	<p>equipment.</p> <p>Avoid open burning of solid waste especially plastic</p>	<p>transportation and control of vehicle emissions included in the contractor's BoQ</p>	
Soil erosion and water pollution	Construction and Operational	<p>Soil erosion may be caused by exposure of soil surfaces to rain and wind during the clearing and excavation activities. The mobilization and transport of soil particles may, in turn, result in sedimentation of surface drainage networks,</p>	<p>Scheduling to avoid heavy rainfall periods (i.e., during the dry season) to the extent practical;</p> <p>Re-vegetating areas promptly; Designing channels and ditches for construction flows; lining steep channel and slopes.</p>	<p>Monitoring and implementation costs included in the project action plan for FY 2023/2024</p>	<p>MINEDUC-SPIU and Gicumbi District</p>

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		<p>which may result in impacts to the quality of natural water systems and the biological systems that use this water.</p>			
Solid Waste generation	Construction and operation	<p>Non-hazardous solid waste generated at construction and decommissioning sites may include excess fill materials from grading and excavation activities, scrap wood and metals, and small concrete spills. Other non-hazardous solid wastes include office, kitchen, classroom, and dormitory wastes.</p> <p>Hazardous solid waste includes contaminated</p>	Provision of waste bins in the construction site and the proper segregation, collection and disposal of solid wastes will be strictly observed.	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		soils, which could potentially be encountered on-site due to previous land use activities, or insignificant amounts of machinery maintenance materials such as oil rags, used oil filters, and used oil, as well as spill clean-up materials from oil and fuel spills from vehicles that transport construction materials.			
Water pollution	Construction and operation	Construction and decommissioning activities may include the generation of sanitary wastewater discharges in varying quantities depending on the number of workers involved.	covering exposed soils, construction of temporary silt traps, and provision of adequate and on-site sanitation facilities, serving all workers should be provided at all construction sites	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
impacts on material borrow sites	Construction	During the construction phase, the contractor will have to source construction materials from various material sources.	Construction materials including sand, stones and borrow materials must be sourced from duly approved sources only;  All material sites shall always be fenced with controlled entry	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District
Vegetation loss	Construction	During construction there will be site clearing and some vegetation cleared off.	Minimize unnecessary vegetation clearance  Revegetation and landscaping of vegetation	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District
Habitat Loss and disturbance	Construction	construction activities such as vegetation clearing, and excavations will lead to species displacement from their natural habitat. Some neglected species such as snails, insects will have to	Construction activities should be confined on the demarcated zone;  Throughout the construction cycle, project staff should be sensitized regularly on biodiversity conservation.  Sensitize workers on nature	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		abandon the disturbed habitats and re-establish elsewhere leading to increased inter and intra-species competition for preferred sites.	conservation, and enforce unauthorized intrusion or use of the wildlife habitats through signed code of conduct;  After decommissioning, native vegetation should be replanted as restoration measures.		
Occupational Health and Safety	Construction and operation	Construction activities will expose staff to risks of accidents and incidents while undertaking excavations and trenching, operating mobile machinery and materials delivery vehicles. Occupational health and safety measures should be undertaken to avoid falling from heights, heavy lifting activities and exposure to	Comply with requirements of National labour law; N° 66/2018 of 30/08/2018, law regulating labour in Rwanda.  Provision of a standard first aid kit at active construction sites at all times;  Regular pieces of training to workers on OHS and first aid administration;  Maintenance of an accident register; conduct accident and incidents investigations	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		excessive body vibrations and noise, and fire hazards.	<p>and implement corrective actions;</p> <p>Establish Occupational Safety and Health Committee.</p> <p>Health and Safety Committee for the project construction team as per labour law</p> <p>Provide appropriate and adequate Personal Protective Equipment (PPE) to workers;</p> <p>Make sure all workers have medical insurance.</p> <p>Implement road safety campaigns addressing construction zone dangers and conduct daily toolbox and monthly safety meetings;</p> <p>Conduct risk assessment before commencing new assignments/tasks;</p>		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			<p>Undertake routine worksites safety inspections.</p> <p>Measures for slips and falls: Implementing good house-keeping practices, such as the sorting and placing loose construction materials or demolition debris in established areas away from foot paths.</p> <p>Measures for fall hazards: Training and use of temporary fall prevention devices, such as rails or other barriers able to support a weight of 100kgs, when working at heights equal or greater than two meters or at any height if the risk includes falling into operating machinery, into water or other liquid, into hazardous substances, or through an</p>		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			<p>opening in a work surface.</p> <p>Use of control zones and safety monitoring systems to warn workers of their proximity to fall hazard zones, as well as securing, marking, and labelling covers for openings in floors, roofs, or walking surfaces.</p> <p>Measures for being struck by objects</p> <p>Using designated and restricted water drop or discharge zones, and/or a chute for safe movement of wastes from upper to lower levels.</p> <p>Maintaining clear traffic to avoid driving heavy equipment over loose scrap.</p> <p>Use of temporary fall protection measures in</p>		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			<p>scaffolds and out edges of elevated work surfaces, such as handrails and toe boards to prevent material from being dislodged.</p> <p>Measures for moving machinery</p> <p>Planning and segregating the location of vehicle traffic, machine operation, and walking areas, and controlling vehicle traffic through the use of one-way traffic routes, the establishment of speed limits, and onsite trained flag-people wearing high-visibility vests or outer clothing covering to direct traffic</p> <p>Ensuring the visibility of personnel through their use of high visibility vests when working in or walking</p>		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			through heavy equipment operating areas, and training of workers to verify eye contact with equipment operators before approaching the operating vehicle.		
Community Health and Safety	Construction and operation	<p>The construction activities will be inside the premises of the school and management strategies must be implemented to protect both the people within the school and the nearby local community from physical, chemical, or other hazards associated with the construction sites.</p> <p>Community health and safety concerns may include the disruption of</p>	Community health and safety such as the disruption of normal traffic patterns, damage, or degradation of the roads from the transport of materials and risks from unauthorized entry to the construction site resulting to accidents, will be mitigated by the implementation of community health and safety plan which will includes the provision of fence to enclose the area of civil works and posting warning signs and information in the construction area.	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		normal traffic patterns, damage, or degradation of the roads from the transport of materials and risks from unauthorized entry to the construction site resulting to accidents.			
Labour influx and Social Change	Construction and operation	Civil works may result into people from different areas with varied cultures coming in search of jobs during project construction. Interaction between non-Muslim workers and young girls from the local communities is a point of potential conflict as the communities abhors such relations.	Recruitment team should prioritize employing locals as casuals to reduce the need for labour influx;  Workers will be sensitized on the diverse cultural practices in the region and for immigrant workers, respecting diverse cultural, religions and beliefs, including behaviours and norms of the local people  The site will have a grievance management system to manage internal	Monitoring and implementation costs included in the project action plan for FY 2023/2024	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		<p>These interactions can lead to a negative perception for the project if it is perceived that the contemporary trends have resulted in vices and deviant behaviour such as improper sexual relationships between workers and local girls/women (including married women), which can also lead to gender-based violence</p>	<p>and external complaints.</p> <p>Workers will be sensitized and sign a code of conduct regarding interactions, behaviours, and relations with the local communities</p>		
<p>Child Protection, Sexual exploitation, and abuse (SEA) of underage girls</p>	<p>Construction</p>	<p>There is potential of the employing children who have not reached the employment age, and a potential risk of project workers engaging in illegal sexual relations with minor girls, leading</p>	<p>Workers will be educated by relevant agencies such as police and probation officers on the relevant laws and polices protecting children</p> <p>Reach out to children in and out of school in the vicinity of the construction sites with</p>	<p>Monitoring and implementation costs included in the project action plan for FY 2023/2024</p>	<p>MINEDUC-SPIU and Gicumbi District</p>

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		to HIV infection, teenage pregnancy, early child marriage, illegal and risky abortions, school dropout, etc.	<p>a life skills program focusing on HIV/AIDS and sexual abuse prevention among other areas</p> <p>Reach out to school authorities and parents near construction sites on paying special attention to child protection in light of labour influx</p> <p>Ensure no children are employed on site in accordance with national labour laws</p> <p>Ensure that any sexual exploitation and abuse (SEA) of children by the workers are promptly reported to the police</p> <p>Popularize /put in place confidential mechanisms and hotlines for reporting child</p>		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			<p>abuse cases</p> <p>Enforce the child protection related clauses in the Code of conduct signed by all workers</p> <p>Ensure visibility of signage and information, education, and communication materials on such issues in the construction sites</p> <p>Consult with the local administration entities such as sector, cells, and district to provide regular surveillance and patrols to protect workers and unacceptable behavioural interaction of children and workers</p>		
Absenteeism in Schools	Construction	School children who live near construction sites are likely to be absent from school many	Ensure no children are employed on site in accordance with national labour laws;	Monitoring and implementation costs included in the project action plan for	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		times or will perpetually report late to school because of engaging in petty business activities of vending eats and other items to construction workers or being lured by workers into sexual relationships that would encourage dropping out or being absent from school.	Sensitize the workers not to engage with children conducting business activities near the Worksites;  Impose zero tolerance for employees on sexual relationships with students that would encourage dropping or  being absent from school	FY 2023/2024	
Gender Equity and Mainstreaming	Construction	There is potential that gender inequality might occur during project construction through unequal distribution of work, discrimination against women, and unequal pay for women, lack of provision of separate facilities for women, among others. Sexual harassment	In conformance with National laws equal opportunity for employment (min 30% of labour should be women);  Ensure that women are given adequate employment opportunities during recruitment and job postings, including equal payment  Regular sensitization and	Monitoring costs included in the project action plan for FY 2022/2023	MINEDUC-SPIU and Gicumbi District

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		<p>against people might also happen for those seeking employment through for example sexual favours for exchange of employment.</p>	<p>awareness campaigns to the workers should be done to promote gender equity in employment during the construction works and during operation</p> <p>Zero tolerance on sexual harassment during employment.</p> <p>Provision of gender disaggregated accommodation, bathing, changing, sanitation facilities.</p>		
Complaints and grievances/social conflicts	Construction	<p>During construction, the local communities and workers may have complaints and grievances regarding the ongoing activities. There is also potential for social unrest among the local population if they</p>	<p>Provide grievance redress mechanism for the local communities and workers;</p> <p>Advice the public and workers on where to report grievances;</p> <p>Consider prioritizing the local workforce for both</p>	<p>Monitoring costs included in the project action plan for FY 2022/2023</p>	<p>MINEDUC-SPIU and Gicumbi District</p>

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		<p>are not considered for employment. This can bring negative publicity during construction including stoppage of work and can delay the projects progress.</p>	<p>skilled and unskilled labour.</p> <p>Implement proposed grievance resolution mechanism</p> <p>Grievance redress mechanisms especially for workers should incorporate non-retaliation</p>		

#### **4.4. Environmental and social monitoring plan**

Environmental and social monitoring is an essential tool in relation to environmental and social management as it provides the basis for rational management decisions regarding impact control. The monitoring program for the project will be undertaken to meet the following objectives:

- To check on whether mitigation and benefit enhancement measures have actually been adopted, and are proving effective in practice;
- To provide a means whereby any impacts which were subject to uncertainty at the time of preparation of the ESMP, or which were unforeseen, can be identified, and to provide a basis for formulating appropriate additional impact control measures;
- To provide information on the actual nature and extent of key impacts and the effectiveness of mitigation and benefit enhancement measures which, through a feedback mechanism, can improve the planning and execution of future, similar projects.

**Table 6: Environmental and Social Monitoring Plan (ESMoP)**

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Location	Periodicity of monitoring	Institutional Responsibilities
Vegetation Loss	Construction	Percentage cover	Percentage of the area of land cleared, and No. of trees felled compensated	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE,
Excessive Noise and Vibration	Construction	dB and m/s, respectively	Noise levels, complaints log	Active areas	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, Moe, Contractor
Construction dust and Air Quality	Construction and Operation	Site visibility, Odour, Dust particles, particulate matter, etc	Records on issuance and use of PPEs, Safety induction records, Compliance with Grievance Mechanism regulations and World Bank guidelines Complaints from community	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE,
Solid Waste management	Construction, Decommissioning and operation	Domestic refuse, metallic scraps, sludge	Waste management plan, Waste collection and disposal records. Availability of agreements with waste handlers	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, RURA

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Location	Periodicity of monitoring	Institutional Responsibilities
Hazardous waste collection	Construction	Hazardous waste collection	Waste management plan, Agreement with licensed waste handlers Waste management records	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, RURA
Soil Erosion	Construction and operation	Eroded surfaces	Gulley formation; Sedimentation and Erosion control measures put in place	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE,
Water quality and Contamination by Liquid Waste and Spills		Contaminated surfaces  pH, Total Suspended Solids (TSS) and Total Dissolved Solids (TDS), heavy metals, oils, and grease	Records on water quality and compliance with RSB water quality standards.	Rivers, streams, other water sources including boreholes and water pans;  Entire Site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, RSSB
Habitat Loss and	Construction and operation	Vegetation cover and	Number of seedlings replanted. Percent of		Weekly	MINEDUC-SPIU, REMA, Gicumbi District,

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Location	Periodicity of monitoring	Institutional Responsibilities
Disturbance		wildlife habitat	ground vegetation cover			MoE,
Impact on borrow and quarry sites	Construction	Rehabilitation, Landscape restoration	EIA reports and licenses Other relevant permits and authorizations  Decommissioning plan  Number of material sites restored as recommended	Material sites	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, Moe, Contractor
Environmental and Social Risks	Construction and operation	Fire outbreaks, floods, etc	Areas for potential hazards	Entire Site	Continuous during project life	MINEDUC-SPIU, REMA, Gicumbi District, Moe, Contractor
Increased water demand	Construction	Projected water requirements against available water volumes	Water assessment report; abstraction permits	Entire Site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE
Construction induced traffic and disruptions	Construction	Traffic management plan	Number of accidents reported  Number of grievances	Entire Site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District,

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Location	Periodicity of monitoring	Institutional Responsibilities
			registered Number of fatalities			MoE, RTDA
Disruption of Public Utilities and Accesses	Construction	Utility relocation plans Construction management plans	Number of grievances registered; Communications and agreements with utility companies; Notices to the affected public	Entire Site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, RURA
Spread of communicable diseases	Construction and operation	Sensitization and testing campaigns	Number of reported infections; Number of Medical camps held;	Entire site and immediate neighbouring communities	Weekly	MINEDUC-SPIU, REMA, Gicumbi, District, MoE, RSSB
Spread of HIV/AIDS and other Sexually Transmitted Diseases (STDs)	Construction	Sensitization and awareness campaigns	Agreements with HIV/AIDS awareness service provider Sensitization and monitoring records; Number of Medical camps for testing and counselling; Campaign materials;	Entire site and immediate neighbouring communities	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE,

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Location	Periodicity of monitoring	Institutional Responsibilities
			Signed code of conduct			
Community Health and Safety	Construction and operational	Incidences of injuries to local communities and road users  Occupational safety and health advisor engaged;  Safety training for workers	Number of accident cases reported  Severity of cases reported  Community feedback	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MIFOTRA
Labour Influx and Social Change	Construction	Cultural integration and social harmony	Number of awareness trainings and sensitization campaigns  Cases of deviant behaviours by immigrant workers reported	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, MIFOTRA
Child Protection, Sexual exploitation, and abuse (SEA) of	Construction	Sexual misconduct of employees	Incidents of sexual exploitation  Police records  Number of Grievances	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, MIFOTRA, MIGEPROF

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Location	Periodicity of monitoring	Institutional Responsibilities
underage girls						
Absenteeism in Schools	Construction	School attendance	Number of absent students in schools, Sexual incidences reported	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, REB, NESAs
Gender equity and Mainstreaming	Construction	Participation by women	Number of women benefiting from the project  Number of Grievances related to gender equity	Entire site and immediate neighbouring communities	Quarterly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, MIGEPROF
GBV, Rape and Sexual harassment	Construction	Incidences	No of cases reported  Number of grievances  Number of sensitization and awareness campaigns	Entire site and immediate neighbouring communities	Quarterly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, Police-Isange one stop centre, MIGEPROF
Occupational Safety and Health Hazards	Construction	Visual inspection;  Accident and Incident records	Traffic management Plan  No. of OHS trainings and Audit records  Health and safety	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, MIFOTRA

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Location	Periodicity of monitoring	Institutional Responsibilities
		Safety and Health Management Plan with relevant procedures incorporating: Emergency response plan	management plan; Compliance with DOSHS regulations and WB policies Accident and Incident Register.			
Road safety	Construction	Road accidents	Traffic management Plan Number of awareness trainings and sensitization campaigns Installed signages and traffic calming devices Accident records	Entire site	Weekly	MINEDUC-SPIU, REMA, Gicumbi District, MoE, RTDA

#### 4.5. Reporting on ESMP Compliance

Gicumbi District, supported by the QBE project’s environmental and social safeguards team, will prepare periodic monitoring reports on the status of the implementation of ESMP. Gicumbi District will prepare and submit ESMP implementation progress reports to the

Ministry of education (MINEDUC) while MINEDUC will prepare and submit ESMP implementation progress report to the Bank quarterly. Details of these reports and their content are given.

<b>Title of the Report</b>	<b>Contents of the Report</b>	<b>Frequency of Report Preparation</b>	<b>Report to be prepared by</b>
ESHS Monitoring Report	<p>The compliance status of the Project with the environmental and social mitigation and monitoring measures. Besides, the report also covers:</p> <ul style="list-style-type: none"> <li>- environmental incidents;</li> <li>- health and safety incidents, health and safety supervision:</li> <li>- Usage of PPEs by workers</li> <li>- worker accommodations for foreign workers; highlights of inspection</li> <li>- Training conducted and workers participated</li> <li>- Workers grievances</li> <li>- Community grievances</li> </ul>	Monthly	Gicumbi District

	- Chance find (if any)		
ESMP Monitoring Report	The compliance status of overall Project with ESMP requirements	Monthly, Quarterly and Annually	Gicumbi District and MINEDUC
Incident Reports	Incident investigation reports for all major incidents covering details of the incident, root cause analysis, and actions taken to address the future recurrence of this event	Report within 12 hours	Gicumbi District

### 5. Public consultations and participation

The public consultation and public participation process is crucial mechanism in informing the public, key stakeholders, interested parties and those to be affected by the project about the purpose and aims of the project and the key activities that will be conducted during the development and implementation phases of the project. Public consultations and participation are also a requirement by law to generate concerns about the environmental and social impacts of any proposed development project or programmed. During the preparation and updating of this ESMP, significant consultations and public participation was conducted with the following objectives:

- To provide an opportunity for people to be affected to get clear, accurate and comprehensive information about the proposed project and its anticipated environmental impacts;
- To provide an opportunity for people that will be affected by the project to give their views, raise their concerns regarding the project and also give possible alternative arrangements that may assist in the development of the project in order to avert some of the environmental and social impacts;
- To provide people to be affected with the opportunity of suggesting ways of avoiding, reducing, or mitigating negative impacts or enhancing positive impacts of the proposed project activities;

- To enable the project proponents to incorporate the needs, preferences and values of the project as seen by the stakeholders into the proposed project;
- To provide opportunities to avoid and resolve disputes and reconcile conflicting interests by the stakeholders of the project; and,
- To enhance transparency and accountability in decision-making.

Public consultations and public participation initially were conducted during the preparation of ESIA for the construction of classrooms and latrines. The same process has further continued even during the process of upgrading this ESMP and it will continue even during the implementation phase to ensure regular communication between the project proponents and the various stakeholders including project’s direct beneficiaries. This will facilitate regular communication and updates that will enable modifications and alterations as well as implementation of proposed mitigation measures. During the consultations of this ESMP, stakeholders were engaged through:

- Consultative meetings, particularly with different district officials from Gicumbi. Annex 8 provides a list of district official consulted.
- Physical site visits and inspections that also included discussions with the management of school ;

While updating this ESMP consultation was undertaken on June 29<sup>th</sup> , 2023, and Annex 8 provides a list of district official consulted During the consultation meeting held at Gicumbi District Head quarter. Below is the details of the consultation.

**i. Agenda**

<b>Time</b>	<b>Title of the session</b>	<b>Who is responsible</b>
9:45 am – 10:13 am	welcoming participants	DDE
10:15 am 11:15am	Overview of the RQBE Project Interventions in Gicumbi District	ESSO
	RQBE project’s additional financing activities in Gicumbi District and Safeguards issues related to RQBE project investment in Gicumbi District	
	The need for updating District ESMP	
11:20 am	Closing Remarks	DDE

**ii. Meeting opening and presentations**

The Meeting began with the District’s Director of Education (DDE) welcoming participants. He further highlighted the importance of the meeting and encourage participants to pay attention and interact during open discussions.

The Field Environmental and social safeguards officer; presented the interventions of the QBE project so far done in the district, activities proposed under additional financing, anticipated safeguard issues likely to be encountered during the implementation of activities and planned mitigation measures. Thus, prompting the need for updating District ESMP

**iii. Matrix of meeting discussions**

<b>Name</b>	<b>Position</b>	<b>Comment/Observation</b>	<b>Response/Remarks</b>
<b>NSENGIYUMVA Jean Damascene</b>	Gicumbi District Director of Education	There is a need to consider having a project committee which involves members of the community taking into consideration gender, disability considerations etc. This community will be of importance in increasing project visibility among local communities	A project GRM has been prepared and GRC will be established at Cell, sector and District levels. There will also be workers GRCs. These committees will be composed of project-affected persons (PAPs)
<b>NDUNGUTSE Jules</b>	Gicumbi District Land surveyor and GIS Officer	There is a need for regular monitoring measures to mitigate the residual impact that persist even after the implementation of initial mitigation measures,	The ESMP monitoring plan has been established and regular monitoring for compliance will be ensured.
<b>NSHIMIRWA Theodomir</b>	District Land Administration Officer	There is a need to consider the maximum use of local labour during the project implementation. This will increase project ownership among the locals	The ESMP ensures maximum use of local labour in dealing with the issue of labour influx.
<b>MUKAYIRANGA</b>	District Education	The project should ensure the inclusion of PWD not only by accessing the constructed and	Relevant legislations are reflected in the ESMP, and the design for school

<b>Juliette</b>	Officer in Charge of Primary and Preprimary	renovated healthcare facilities, PWD should access services i.e., sanitary facilities and employment as well.	infrastructure to be constructed takes into account the needs for PWD
<b>ABAYESU Valentine</b>	District Education Officer in charge of Secondary Education and TVET	There is also a need to involve the host community in terms of how they can participate and be part of the whole project cycle.	The ESMP provides guidance on what is required during the implementation of QBE interventions in Gicumbi District and all proposed activities will involve the relevant stakeholder.

The meeting was concluded with closing remarks from DDE. He thanked the participants for their participation in the enrichment of the ESMP. There being no further comments the meeting was closed at 11.20 am.

Generally, QBE project has prepared a Stakeholder Engagement Plan (SEP) that aims at creating a common understanding and actively involving all project affected persons and other stakeholders in a timely manner by providing them with sufficient opportunity to voice their opinions and concerns about the project performance.

## **6. Capacity building for environmental and social management**

### **Monitoring and Evaluation**

At the National level, the overall responsibility of coordination of the retaining wall construction lies in responsibility of the Ministry of Education (MINEDUC) as the overall QBE project executing agency. The Project safeguards team at MINEDUC-SPIU will collaborate closely with staff from Gicumbi District to ensure compliance with environmental and social regulations. District environmental management officer together with the environmental and social safeguards officers (ESSO) were trained on a range of environmental and social safeguard management practices and their capacity will continue to be improved as areas of concern arises in

the due course of the implementation of the Project activities. The project has also environmental and social safeguards specialists who are trained enough to assume the overall responsibility of monitoring the implementation of ESMP to the Bank.

Hence, Monitoring, evaluation and reporting on environmental and social issues will be part of project implementation processes and reporting systems. The implementing agency (MINEDUC) will keep records of all activities undertaken under each project site in enhancing and promoting environmental and social sustainability of the project. The environmental and social safeguards Officers, District environmental officers will be responsible for environmental and social monitoring at local levels at each implementation site. Compliance with the environmental and social screening requirements will be generated based on monthly works reports, quarterly reports, annual reports, evaluation reports, feedback meetings and implementation supervision missions. The environmental and social safeguards specialists' team at MINEDUC SPIU will regularly generate environmental reports to be shared with the World Bank team.

### **Capacity building**

Effective implementation of the project ESMP requires adequate capacity for the whole project team and stakeholders participating in the implementation of the project. MINEDUC and Gicumbi District both have the capacity to implement the ESMP and ensure safeguards performance at the project level is maintained, based on the number of projects so far executed. Since the effectiveness (2019) of the QBE project, the project has not registered any serious issues concerning the project performance with Environmental and social requirements. The MINEDUC has an Environmental and social safeguards and School construction field officers based at Gicumbi District in addition to the District environmental management officer. This team is capable of monitoring the ESMP implementation at District level. With the support and guidance of the Environmental and social safeguards specialists at Ministry level, the team will perform the overall environmental and social risk management and develop an environmental and social management system for the project. Further, with the guidance of a capacity development specialist at the Ministry level, the team shall identify their capacity development needs and the level of capacity building required to ensure successful implementation of environmental and social safeguards.

### **Training objectives**

The overall objective of the training will be to mainstream environmental and social implementation and mitigation, as well as monitoring of the mitigation activities in all project activities. The specific objectives of the training are:

- To ensure that key stakeholders understand the ESMP, how to apply it to the project;
- To actively involve key stakeholders in the environmental and social aspects of projects from planning, monitoring and implementation;
- Ensure all stakeholders are aware of their roles in safeguards implementation;
- Manage environmental and social risks during project implementation.

### **Identification of Capacity Needs**

The capacity building requirements will mostly be in the form of stakeholder training and workshops. In addition, regular stakeholder workshops shall be held quarterly to review safeguards performance and improve on lessons learned through interactions and engagement throughout the project period.

The proposed capacity building and training requirements will cover among others; World Bank (WB) safeguards policies, WB EHS Guidelines, preparation of CESMP; and Environmental and Social safeguards risk management during construction; Code of Conduct, and execution of safeguards requirements Clauses in the Contractors' contract. Besides safeguards, the capacities of the Grievance Committee members will also need to be built around issues of conflict identification, conflict information analysis and conflict resolution.

### **Estimated costs to implement the ESMP**

The ESMP implementation budget refers to all costs that will be incurred to implement the requirements or recommendations in this Environmental and Social Management Plan (ESMP). The ESMP requirements are to ensure that the implementation of the project integrates environmental and social issues for the sustainability of the project as well as its components and sub-components. Among other things the ESMP recommends the following key issues, training and capacity building, environmental screening, reviewing and monitoring mechanisms. These issues have been amplified and are clearly described in this ESMP. The staff who will be involved in the implementation of the project should be trained to enhance their skills on specific environmental and social issues. Building the capacity of staff from the implementing unit, especially those who will directly be involved in implementing the project and its subprojects as well as Management and Finance will enable them to review and monitor environmental issues in the project as well as sub-projects to ensure compliance with requirements of the national policies, laws and regulations as well as the World Bank safeguard policies. Based on experience from other related assignments the estimated cost for implementing the recommendations of this ESMP requires approximately 20,650,000 Frw, and details of these costs are presented in Table 7 below.

Table 7. Estimated costs for ESMP implementation

<b>Activity</b>		<b>Cost estimated (Frw)</b>	<b>Responsibility</b>
<b>1</b>	Implementation of ESMP mitigation measures	16,150,000	MINEDUC-SPIU & Gicumbi District
	Complementary initiatives		
<b>2</b>	Capacity building of technical officers on environmental and social matters	3,500,000	MINEDUC-SPIU & Gicumbi District
	ESMP Monitoring		
<b>3</b>	Regular supervision and monitoring of environmental aspects	4,600,000	MINEDUC-SPIU & Gicumbi District
<b>Total</b>		<b>24,650,000</b>	

### **Institutional Arrangements for ESMP**

The overall responsibility of environmental social performance including the implementation of ESMP will rest with the QBE project implementation Unit (PMU) at National level. Environmental and Social Specialists will be responsible for implementing all actions proposed in ESCP. At District level, the implementation of this ESMP lies in the responsibilities of the environmental and social safeguard field officer, school Construction Field Officer (SCFO)/Site Engineer and District environmental management officer based at Gicumbi District.

<b>Staff</b>	<b>Responsibility</b>
Environmental and Social Safeguards Specialists at SPIU/MINEDUC	Assist in drafting the Environmental, Social, Health and Safety requirements in the bidding and contract documents in accordance with the ESMP and integrating the ESMP in to the contract documents;

	<p>Assist the QBE project in review and approval of the various documents prepared by the contractor such as code of conduct, labour procedures, job hazard analysis and monitoring reports;</p> <p>Supervise the contractor's work to ensure compliance with the environmental, social, health and safety requirements of the bidding documents and ESMP;</p> <p>Provide recommendations for implementation of corrective actions for any non-compliances and suggest improvements for contractor's performance;</p> <p>Investigate and report all incidents related to environmental, social and health aspects. Conduct root cause analysis for all major incidents, and recommended actions to be taken to rectify the failure that led to these incidents;</p> <p>Provide regular training programs to the contractor's labour on environmental, social, health and safety aspects associated with the construction activities;</p> <p>Conduct regular consultations with the stakeholders following Stakeholder Engagement Plan;</p> <p>Assist the QBE project in implementing its Environmental Social Commitment Plan and</p> <p>Prepare quarterly progress reports on the implementation of the ESMP for transmission to the World Bank throughout the project implementation period;</p>
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<p>District Environmental Management officer and Environmental and social safeguard field Officer</p>	<p>Monitor, report and coordinate activities to ensure that implementation of all mitigation measures to address potential environmental and social risks and impacts as described in the ESMP;</p> <p>Supervise civil works to ensure compliance with the environmental, social, health and safety requirements of the ESMP;</p> <p>Prepare monthly reports on ESMP implementation throughout the project implementation</p> <p>Preparation of Construction Environmental Action Plan with site-specific management plans on; waste management, pollution prevention and control, labour influx, water supply and sanitation of the work areas, traffic management, occupational health and safety and emergency response;</p> <p>Implement the environmental monitoring plan of the ESMP;</p> <p>Conduct a job hazard assessment for each worksite to assess the potential hazards and implement mitigation measures to minimize risks;</p> <p>Conduct weekly or ad-hoc toolbox training to the laborers on health and safety risks of the construction works and</p> <p>Support the Environmental and social safeguards specialists in the collection of Field data</p>
<p>Site Engineers/ School construction Field Officer (SCFO)</p>	<p>Supervise civil works, ensuring compliance with requirements of ESMP and</p> <p>Support the Environmental and Social safeguard field officer in the collection of field data.</p>

7. Grievance Redress Mechanism

Rwanda Quality Basic Education for Human Capital Development has existing grievance redress mechanisms (GRM's) in place to receive concerns and grievances from the project affected persons (PAPS), workers, and all stakeholders. The specific objectives of GRMs are;

- i. Receive, record, categorize and prioritize the grievances/feedback;

- ii. Find facts, and settle grievances promptly and transparently via consultation with stakeholders then inform the latter on the outcomes;
- iii. Refer any unresolved grievances to relevant levels (higher committee or relevant authority).
- iv. 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.

The Project’s GRM has been updated to capture additional financing activities and the details of the GRMs have been included in the QBE Stakeholder Engagement Plan (SEP).

This ESMP will be disclosed on both MINEDUC, and Gicumbi District Websites and it will be updated during the project implementation. Monthly progress on the project implementation will be shared through monthly, quarterly, and annual reports. Environmental and social monitoring reports on the implementation of ESMP will be shared with the MINEDUC and the Bank.

### 7.1. Mitigation, Management and Monitoring of GBV/ SEA/SH

Mitigation, management and monitoring of GBV/ SEA/SH will be done as prescribed by the World Bank Good Practice Note (GPN) on Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in Investment Project Financing involving Major Civil Works (2020). The GBV/SEA/SH Management is presented in the table below.

When	Action to Address SEA/SH Risk	Timing of action	Ongoing risk management	Who is responsible
Identification / Appraisal	Recognizing the importance of addressing SEA/SH on the project, and the mechanisms that will be implemented.	<ul style="list-style-type: none"> <li>• Preparation.</li> <li>• Implementation</li> </ul>	Project implementation Agency to monitor and provide additional guidance as necessary	Project implementing agencies (MINEDUC & GICUMBI DISTRICT)
	The project’s social assessment to include assessment of the underlying SEA/SH risks and social situation, using the	<ul style="list-style-type: none"> <li>• Preparation.</li> <li>• Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review during implementation support missions.</li> <li>• Update project ESMP if risk</li> </ul>	<ul style="list-style-type: none"> <li>• Project implementing agencies for social assessment and</li> </ul>

When	Action to Address SEA/SH Risk	Timing of action	Ongoing risk management	Who is responsible
	SEA/SH risk assessment tool to provide guidance and keeping to safety and ethical considerations related to GBV data collection.		situation changes	ESMP <ul style="list-style-type: none"> <li>• Project implementation team for GBV Risk Assessment</li> </ul>
	Map out GBV prevention and response actors in project adjoining communities. This should incorporate an assessment of the capabilities of the service providers to provide quality survivor centered services including SEA/SH cases management.	<ul style="list-style-type: none"> <li>• Preparation.</li> <li>• Implementation</li> </ul>	Update mapping as appropriate	Project Implementing Agency
	Have GBV risks adequately reflected in all safeguards' instruments (i.e., Project ESMP). Include the GBV mapping in these instruments	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Implementation (before construction works commence)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review during implementation</li> <li>• Update project ESMP</li> </ul>	<ul style="list-style-type: none"> <li>• Project Implementing Agencies for social assessment and ESMP</li> </ul>
	Develop a GBV Action plan including the Accountability and Response Framework as part of the ESMP.	Preparation • Implementation (before construction works commence)	Ongoing review during implementation	Project implementing agencies
	Review the Project Implementing Agency's capacity to prevent and respond to SEA/SH as part of Safeguard	<ul style="list-style-type: none"> <li>• Preparation.</li> <li>• Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review during implementation support missions.</li> <li>• Update project ESMP if risk</li> </ul>	Project implementing agencies

When	Action to Address SEA/SH Risk	Timing of action	Ongoing risk management	Who is responsible
	Preparation		situation changes	
	As part of the project's stakeholder consultations, those affected by the project should be properly informed of GBV risks and project activities to get their feedback on project design and safeguard issues. Consultations need to engage with a variety of stakeholders (political, cultural or religious leaders, head teachers, health teams, local councils, social workers, women's organizations and groups working with children) and should occur at the start and continuously throughout the implementation of the project.	Consultations need to be continuous throughout the project cycle, not just during preparation.	<ul style="list-style-type: none"> <li>• Monitoring of implementation of Stakeholder Engagement Plan</li> <li>• Ongoing consultations,</li> </ul>	Project implementing agencies
	The Stakeholder Engagement Plan of the project, which will be implemented over the life of the project to keep the local communities and other stakeholders informed about the project's activities, to specifically address SEA/SH related issues	Consultations need to be continuous throughout the project cycle, not just during preparation	<ul style="list-style-type: none"> <li>• Monitoring of implementation of Stakeholder Engagement Plan.</li> </ul>	Project implementing agencies

When	Action to Address SEA/SH Risk	Timing of action	Ongoing risk management	Who is responsible
	<p>Make certain the availability of an effective grievance mechanism (GM) with multiple channels to initiate a complaint. It should have specific procedures for GBV including confidential reporting with safe and ethical documenting of SEA/SH cases. Parallel GM outside of the project GM may be warranted for substantial to high-risk situations</p>	<p>Prior to the contractor mobilizing</p>	<p>Ongoing monitoring and reporting on GM to verify it is working as intended</p>	<p>Project implementing agencies</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Procurement</b></p>	<p>Clearly define the GBV requirements and expectations in the bid documents.</p>	<p>Procurement team</p>	<p>Review project implementation team</p>	<p>Project implementing agencies</p>
	<p>Based on the project’s needs, the Bank’s Standard Procurement Documents (SPDs), and the Project Implementing Agency’s policies and goals, define the requirements to be included in the bidding documents for a CoC which addresses addressing GBV risks in all procurement arrangements..</p>	<p>Procurement team</p>	<p>Review project implementation team</p>	<p>Project implementing agencies</p>
	<p>The procurement documents should set out clearly how adequate SEA/SH costs will be paid for in the contract. This could be, for example, by including: (i) line items in bill of quantities for clearly defined SEA/SH activities (such as preparation of</p>	<p>procurement team</p>	<p>Review project implementation team</p>	<p>Project implementing agencies</p>

When	Action to Address SEA/SH Risk	Timing of action	Ongoing risk management	Who is responsible
	relevant plans) or (ii) specified provisional sums for activities that cannot be defined in advance (such as for implementation of relevant plan/s, engaging GBV service providers, if necessary			
	Clearly explain and define the requirements of the bidders CoC to bidders before submission of the bids	procurement team	Review by project implementation team	Project implementing agencies
	Evaluate the contractor's SEA/SH response proposal and confirm prior to finalizing the contract the contractor's ability to meet the project's SEA/SH requirements	Procurement team	Review by project implementation team	Project implementing agencies
<b>Implementation</b>	Review response proposal to verify that appropriate mitigation actions are included	Implementation.	Review by project implementation team	Project implementing agencies
	Review that the GRCs receive and processes complaints to ensure that the protocols are being followed in a timely manner, referring complaints to an established mechanism to review and address SEA/SH complaints	Implementation.	<ul style="list-style-type: none"> <li>• Ongoing reporting.</li> <li>• Monitoring of complaints and their resolution</li> </ul>	Project implementing agencies
	Codes of Conduct signed and understood. Ensure requirements in CoCs are clearly understood by those signing. Have CoCs	Initiated prior to contractor mobilization and	<ul style="list-style-type: none"> <li>• Review of SEA/SH risks during project supervision (e.g., Mid-term Review) to assess any</li> </ul>	Contractor, Consultant, Project implementing

When	Action to Address SEA/SH Risk	Timing of action	Ongoing risk management	Who is responsible
	signed by all those with a physical presence at the project site. Train project-related staff on the behavior obligations under the CoCs. Disseminate CoCs (including visual illustrations) and discuss with employees and surrounding communities.	continued during implementation.	changes in risk. <ul style="list-style-type: none"> <li>• Supervision consultant reporting that CoCs are signed and that workers have been trained and understand their obligations.</li> <li>• Monitoring of GM for SEA/SH complaints.</li> <li>• Discussion at public consultations.</li> </ul>	agencies
	Have Contractors and project workers undergo training on SEA and SH	Implementation.	Ongoing reporting	Project implementing agencies, Contractors, Consultants
	Undertake regular M&E of progress on SEA/SH activities, including reassessment of risks as appropriate.	Implementation.	<ul style="list-style-type: none"> <li>• Monitoring of GM.</li> <li>• Ongoing reporting</li> </ul>	Project implementing agencies, Contractors, Consultants
	Implement appropriate project-level activities to reduce SEA/SH risks prior to construction works commencing such as: have separate, safe and easily accessible facilities for women and men working on the site. Locker rooms and/or latrines should be located in separate areas, well-lit and include the ability to be locked from the inside. Visibly display signs around the project site (if applicable) that signal to students, school authority, workers and the community that the project site is an area	Prior to works commencing.	<ul style="list-style-type: none"> <li>• Ongoing reporting.</li> <li>• Reviews during implementation support missions</li> </ul>	<ul style="list-style-type: none"> <li>• Contractor/ Supervision Consultant</li> <li>• Project implementing agencies</li> </ul>

When	Action to Address SEA/SH Risk	Timing of action	Ongoing risk management	Who is responsible
	where SEA/SH is prohibited.			
	Undertake regular M&E of progress on SEA/SH activities.	Implementation.	Ongoing reporting	Project implementing agencies, Consultant, contractors

## 8. Conclusions

The project focuses on the education sector, however, during the implementation, relevant line ministries and other stakeholders will be involved to address some of the cross-cutting issues. This will ensure that emerging issues and challenges are not only adequately addressed but addressing is done timely and appropriately. The Project implementation will take into consideration all the legislative measures put in place so as to ensure that due process is followed. The negative environmental impacts have been identified and are minimal and could be addressed by implementing the mitigation measures proposed to ensure that they pose no environmental or social risks. The mitigation measures provided are based on the recommendations of this ESMP and they should be followed so as to address the environmental and social issues that may arise in the course of the implementation of this project.

## Reference

Gicumbi District Development Strategy (DDS), 2018-2024. Gicumbi

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

National Institute of Statistics of Rwanda, The Fourth Population and Housing Census, August 2012.

National Institute of Statistics of Rwanda, The Fifth Rwanda Population and Housing Census, 2022.

REMA, General Guidelines and Procedure for Environmental Impact Assessment, November 2006

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

## ANNEXES:

### **Annex 1: Chance Finds Procedure**

Institute of National Museums of Rwanda (INMR) is responsible for recovering these items. Chance find procedures will be used as follows:

Stop the construction activities in the area of the chance find;

Delineate the discovered site or area;

Secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a night guard shall be present until the responsible local authorities and the equivalent take over;

Notify the supervisory Engineer who in turn will notify the responsible local authorities and the General Authority of Antiquities immediately (within 24 hours or less);

Responsible local authorities and the General Authority of Antiquities would be in charge of protecting and preserving the site before deciding on subsequent appropriate procedures. This would require a preliminary evaluation of the findings to be performed by the archeologists of the General Authority of Antiquities (within 72 hours). The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage; those include the aesthetic, historic, scientific or research, social and economic values;

Decisions on how to manage the finding shall be taken by the responsible authorities and the General Authority of Antiquities. This could include changes in the layout (such as when finding an irremovable remain of cultural or archeological importance) conservation, preservation, restoration and salvage;

Implementation for the authority decision concerning the management of the finding shall be communicated in writing by the General Authority of Antiquities; and

Construction work could resume only after permission is given from the responsible local authorities and the General Authority of Antiquities concerning safeguard of the heritage.

These procedures must be referred to as standard provisions in construction contracts, when applicable, during project supervision, the Site Engineer shall monitor the above regulations relating to the treatment of any chance find encountered are observed.

## **Annex 2: Guidelines;**

World Bank Environmental, Health, and Safety (EHS) Guidelines issued APRIL 30, 2007

Considerations for public health and social measures in the workplace in the context of COVID-19 (WHO 2020)

Considerations in adjusting public health and social measures in the context of COVID-19 (Interim Guidance) (WHO 2021).

Regulations on occupational safety and health (OSH) in construction issued by MIFOTRA, October, 2019

Employment-Intensive Investment Programme (EIIP) – Environmental and social safeguards guidelines (ILO, 2022)

### Annex 3: Grievance Redress Mechanism Log Frame Template

Grievance log												
Grievance Reference Number /Case number	Names, ID and detail contact of complainant	Date claim received	Name of Person receiving Complainant	Means /how the complaint was received (SMS, Phone call, letter, email, verbal ,)	Location/Where the complaint was received	Type of issue/Claim raised (Grievance, Concern, Please note if the complaint was related to the project. If not, note it here and refer the complainant to PIU for further processing	Summarized description of the complaint	Expected Date of action	Decision Outcome (include names of participants and date of decision)	Was the Decision communicated to complainant? Y/N  If yes, state when by whom and via what method of communication	Was the complainant satisfied with the decision? Y/N  State the decision .  If no, explain why and if known, will pursue an appeals procedu	Follow up action



**Annex 4. Template for consolidated report of GRCs activities**

No	Names, Area of residence and ID of the complainant	Date for grievance reception	Means of grievance reception (SMS, Phone call, letter, email,...)	Type of issue raised (Grievance, Concern, request,...)	Summarized description of the complaint	Action undertaken	Date of action	Level of GRC that took action on grievance	Status of grievance during the reporting time

**Annex 5: Reporting format of the ESMP implementation progress**

Sub/projects background (locations' description etc.,)

Actual impacts including unforeseen effects of the project.

Level of staff awareness on operational issues relating to environmental performance

Overall status of environmental performance

List all challenges encountered so far during project implementation & lessons & learnt.

Provide photos and pictures that illustrate the changes onsite before intervention and after intervention)

Recommendation for continual improvement

Impact predicted	Proposed mitigation measures	Indicator (Parameter to be measured)	Color coding	Sub-project	Findings/Remarks (Describe status of completion, Does this measure seem effective? suggest solutions where problems are encountered)
District ESSO				Date/Name of reviewer:	
TOBE COMPLETED BY MINEDUC Progress monitoring - main findings:				Status of ESMP <span style="background-color: green; color: black;">on schedule/completed/ahead of time</span> <span style="background-color: yellow; color: black;">slightly delayed</span> <span style="background-color: red; color: black;">slightly delayed</span>	

*Note: The progress of implementing mitigation measures should be color-coded in column 4: Green = On Schedule/ Ahead of Schedule/ Completed, yellow = Slightly Delayed, Red = Delaye*

## **Annex 6: Emergency preparedness and response plan**

### Overview

This Emergency Preparedness and Response Plan is part of Environmental and Social Management Plan (ESMP), it provides specific information about required action to manage emergencies at site during execution of Rwanda Quality Basic Education for Human Capital Development (QBE-HCD) Project being implemented in all districts of Rwanda. This plan provides a set of intended actions through which personal health and safety objectives at work would be attained. The goal is to ensure project workers are aware of emergency situations and response procedures in order to avoid and diminish adverse effects from emergency situations by preventing injuries or deaths, reducing or eliminating harm to project personnel and visitors, reducing or avoiding damage to equipment, system and project properties, ensuring well trained and coordinated response by Project workers.

The emergency situations highlighted here include but not limited to potential hazard-bearing circumstances or situation (fall from heights, minor or fatal injuries, hazardous weather conditions, etc.), outbreak of a highly infectious disease, for instance the current COVID-19 Pandemic, personal medical emergency such as heart attack, strokes, etc., spontaneous dangerous events (fire outbreak, terrorist attack, and procedure for evacuation in case of emergencies).

The emergency actions implementation will be coordinated by Site supervisor or Foreman/women, supervised and assisted by a team of qualified project staffs composed of Environmental and Social Safeguard Officer (ESSO), School Construction Field Officer (SCFO), and District Disaster Management Officer (DDMO). The Foreman/women must be well-informed of the emergency response plan and all procedures; S/he is also responsible for conducting immediate risk assessment, determines and lead appropriate response; alerts employees/workers and visitors; ensures emergency services are contacted and the Ministry of Education is apprised of the emergency as soon as possible.

This Emergency Preparedness and Response Plan will be communicated to project employees and visitors when they begin working with or visit project construction sites. Emergency responses will be regularly discussed at workers' meetings and emergency actions/procedures will be posted on wall chats at construction sites in an easily viewed location for all workers and visitors.

The table below presents a summary of actions and responsibilities during emergency response for Rwanda QBE project.

Table 8: Emergency preparedness and response plan

S/N	Scenario requiring emergency preparedness	Emergency actions/response/control and preventive guidance	Responsible person	Resources Required (Equipment, materials, Personnel, etc.)
Hazard and risks				
1	Potential hazards and risks at site/workplace	<p>Identifying existing or potential hazards and ensuring that these risks are removed;</p> <p>Conducts regular audits of the workplace;</p> <p>Employees may bring forward health and safety concerns to the site supervisor/Forman or to Employees’ meetings through the Employees’ supervisor/Forman</p>	<p>Environmental and Social Safeguard Officers (ESSO),</p> <p>School Construction Field Office (SCFO),</p> <p>District School Construction Engineer (DSCE),</p> <p>District Environment Officer (DEO),</p> <p>District Disaster Management Officer (DDMO) and</p> <p>Site supervisor or foreman/women</p>	<p>Risk assessment Checklist,</p> <p>Audit Checklist,</p>
Emergency situations				
	COVID – 19	Site supervisor or foreman/women’s actions	Site supervisors/	

2.1	outbreak	<p>The Site supervisor or foreman/women, <i>supervised and assisted by ESSO, SCFO, and DDMO</i>, will be required to:</p> <p>Ensure that community should be made aware of procedures put in place at site to address issues related to COVID-19;</p> <p>Prepare a profile of the workforce, key work construction activities, and schedule for conducting such activities;</p> <p>Provide, in collaboration with local health authority/office, COVID-19 prevention and management training and awareness regularly for the workforce;</p> <p>Ensure handwashing facilities, including with soap and water, or alcohol-based sanitizers are supplied at the construction site, including at entrances/exits to work</p>	<p>Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>DDMO</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>DDMO</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>DDMO</p>	
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		<p>areas;</p> <p>Provide an easily accessible grievance mechanism to raise workplace concerns relating to COVID-19; and</p> <p>Supervise/monitor and ensure that all the actions stated below are being taken to address the COVID-19 risks.</p> <p>General control and preventative guidance to all workers, supervisors and site visitors regardless of exposure risk</p> <p>All workers, supervisors and site visitors must:</p> <p>Frequently wash their hands with soap and clean water (Kandagira ukarabe) for at least 40 seconds while at sites. When soap and running water are unavailable, use an alcohol-based hand rub with at least 60% alcohol;</p>	<p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>DDMO</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>DDMO</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>DDMO</p>	
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		<p>Avoid touching eyes, nose, or mouth with unwashed hands;</p> <p>Follow appropriate respiratory etiquette, which includes covering for coughs and sneezes; and avoid close contact with people who are sick;</p> <p>If an employee, supervisor or site visitors, shows early symptoms of COVID - 19 such as chills, body aches, sore throat, headache, diarrhea, nausea/vomiting, and runny nose or/and further severe symptoms like Coughing, fever, shortness of breath, difficulty breathing; s/he must leave the site immediately and seek medical care help by calling 114 or contact nearby health service providers;</p> <p>If one develops fever and symptoms of respiratory</p>	<p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>Employees, supervisors, visitors, etc.</p> <p>Employees, supervisors and visitors</p>	
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		<p>illness such as cough or shortness of breath, do not go to work, stay at home and call 114 for assistance;</p> <p>Likewise, if you come into close contact with someone showing these symptoms, call 114 right away;</p> <p>Avoid unnecessary movements inside construction sites by students or intruders in the project areas by restricting sites with installed site perimeter/fence.</p> <p>Site protective and control measures</p> <p>Any employee/contractor/visitor showing symptoms of COVID-19 will be asked to leave the jobsite and return home immediately;</p>	<p>Employees, supervisors and visitors</p> <p>Employees, supervisors and visitors</p> <p>Employees, supervisors and visitors</p>	<p>Clean water in Kandagira ukarabe or water taps,</p> <p>Soaps</p> <p>Alcohol based sanitizers</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Awareness message on banners and wall</p>
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		<p>All site meetings will be avoided but if conducted, attendance will be collected verbally, and the foreman will sign-in each attendee. Attendance will not be tracked through passed-around sign-in sheets;</p> <p>During any site meetings, avoid gathering in groups of more than ten people and participants must remain at least two (2) meters apart;</p> <p>Employees will be encouraged to, if practicable, reduce the size of any group at any one time to less than ten (10) people;</p> <p>Employees must avoid physical contact with other employees, supervisors, suppliers, or visitors to increase personal space to at least two (2) meters where possible.</p>	<p>School headmaster</p> <p>Local authority and security organs</p> <p>Site supervisor</p> <p>Employees</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>Site supervisors/ Foremann</p>	<p>charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Awareness message</p>
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		<p>Supplier must control how their trucks are used by allowing only necessary employees to enter the trucks while maintaining social distancing inside the trucks.</p> <p>In case the access to running water for hand washing is impracticable, the Sector will provide, by all means, alcohol-based hand sanitizers to be used as disinfectant;</p> <p>Employees should avoid the use of co-workers' mobile phones, tools and equipment. To the extent tools must be shared, the Sector will provide alcohol-based wipes to clean tools before and after use;</p>	<p>ESSO SCFO</p> <p>Site supervisors/ Foremann</p> <p>ESSO SCFO</p> <p>Site supervisors/ Foremann</p> <p>ESSO SCFO</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p>	<p>on banners and wall charts posted onsite;</p> <p>Awareness meeting with students and local community</p> <p>Printed names of all workers onsite</p> <p>Printed names of all workers onsite</p> <p>Pens and papers</p> <p>Awareness message</p>
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		<p>Employees are encouraged to minimize ridesharing. While in vehicle, employees must ensure adequate ventilation;</p> <p>If practicable, employees should use/drive the same truck or piece of equipment every shift.</p> <p>In lieu of using a common source of drinking water, such as tap water or jerrycans, employees should use individual water bottles;</p>	<p>SCFO</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>Sector Executive Secretary, Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>Sector Executive Secretary, Site supervisors/ Foremann</p>	<p>on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p>
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		<p>The project administration will provide workers with up-to-date education and training on COVID-19 risk factors and protective behaviors (e.g., cough etiquette and care of PPE)</p> <p>Construction site visitors</p> <p>The number of visitors to the job site, including the trucks/vehicles will be limited to only those necessary for the work.;</p> <p>All visitors will be screened in advance of arriving on the job site. If the visitor answers “yes” to any of the following questions, he/she should not be permitted to access the jobsite:</p> <p>Have you been confirmed positive for COVID-19?</p> <p>Are you currently experiencing, or recently</p>	<p>ESSO</p> <p>SCFO</p> <p>Employees</p> <p>Employees</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p> <p>Employees</p> <p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p>	<p>Alcohol-based hand sanitizers with at least 60% alcohol content;</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Alcohol-based hand sanitizers with at least 60% alcohol content;</p> <p>Regular toolbox meeting and training;</p>
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		<p>experienced, any acute respiratory illness symptoms such as fever, cough, or shortness of breath?</p> <p>Have you been in close contact with any persons who has been confirmed positive for COVID-19?</p> <p>Have you been in close contact with any persons who have traveled and are also exhibiting acute respiratory illness symptoms?</p> <p>Deliveries of construction materials and equipment is permitted but should be properly coordinated with no or minimal/limited contact. Delivery personnel should remain in their vehicles/trucks if at all possible;</p> <p>Use of Safety Equipment</p> <p>In addition to PPEs for workers engaged in various tasks, Employees will buy their own face masks to be worn at all times while onsite. Employees should avoid sharing masks.</p>	<p>Employees Site supervisors/ Foremann ESSO SCFO</p> <p>Site supervisors/ Foremann ESSO SCFO</p> <p>Employees Site supervisors/ Foremann ESSO SCFO</p>	<p>Regular toolbox meeting and on-job training;</p> <p>Regular toolbox meeting and on-job training;</p> <p>Clean jerrycan and taps;</p> <p>Regular toolbox meeting and on-job training;</p>
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		<p>Site Cleaning and Disinfecting</p> <p>Regular housekeeping practices including frequent cleaning and disinfecting of used tools, equipment and other elements of the work environment will be instituted and controlled by Sector and site supervisors/foreman</p> <p>Vehicles and equipment/tools should be cleaned at least once per day and before change in rider or operator;</p> <p>If an employee has tested positive for COVID-19, special cleaning or decontamination of work environments will be required if the place is visibly contaminated with bodily fluids and blood, nonetheless, ordinary and regular cleaning to the areas of the jobsite that a confirmed positive individual may have come into contact with will be cleaned before employees can</p>	<p>Site supervisors/ Foremann</p> <p>ESSO</p> <p>SCFO</p>	<p>Awareness message on banners and wall charts posted onsite;</p> <p>Visitors' questionnaires, thermometers, etc.</p>
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		<p>access that work space again;</p> <p>The Sector and site supervisor will ensure that any disinfection shall be conducted using cleaning products recommended by Rwanda Ministry of Health and all records of used disinfectants will be maintained on daily basis.</p> <p>Construction site Exposure Situations</p> <p>If an employee exhibits COVID-19 symptoms, the employee must remain at home until he or she is symptom free. The Sector/Site supervisor will similarly require an employee that reports to work with symptoms to return home until they are symptom. To the extent practical, employees are required to obtain a doctor's note clearing them to return to work.</p> <p>An employee that tests positive for COVID-19 will be directed to self-quarantine away from work.</p>	<p>Suppliers' Employees, Site supervisors/ Foremann</p> <p>ESSO SCFO</p> <p>Employees, Site supervisors/ Foremann</p>	<p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p>
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		<p>Employees that test positive and are symptom free may return to work when at least seven (14) days have passed since the date of his or her first positive test and have not had a subsequent illness.</p> <p>Employees that test positive and are directed to care for themselves at home may return to work when: (1) at least 72 hours (3 full days) have passed since recovery; and (2) at least seven (7) days have passed since symptoms first appeared. Employees that test positive and have been hospitalized may return to work when directed to do so by their medical care provider. The Sector/site supervisor will require an employee to provide documentation clearing their return to work</p> <p>Employees that have come into close contact with a confirmed-positive COVID-19 individual (co-worker or otherwise), will be directed to self-quarantine for 14 days from the last date of close contact with the carrier. Close contact is defined as less than two (2) meters for a prolonged period of time.</p> <p>If the Sector/site supervisor learns that an employee has tested positive, the Sector/Supervisor will conduct an</p>	<p>ESSO SCFO</p> <p>Sector Executive Secretary,</p> <p>Site supervisors/ Foremann</p> <p>Employees,</p> <p>ESSO SCFO</p> <p>Site supervisors/ Foremann</p> <p>Employees,</p> <p>ESSO SCFO</p>	<p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Face masks</p> <p>Clean water</p> <p>Cleaning detergents or soaps</p>
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		<p>investigation into co-workers that may have had close contact with the confirmed-positive employee in the prior 14 days and direct those individuals that have had close contact with the confirmed-positive employee to self-quarantine for 14 days from the last date of close contact with the carrier.</p> <p>If an employee learns that he or she has come into close contact with a confirmed-positive individual outside of the workplace, he/she must alert supervisor/foreman of the close contact and also self-quarantine for 14 days from the last date of close contact with the carrier</p> <p>Record keeping of confirmed COVID-19 cases</p> <p>If there is a confirmed case of COVID-19 at construction site, the site supervisor will record all details related to such case and report it immediately to sector, district and Ministry of Education.</p>	<p>Site supervisors/ Foremann</p> <p>Employees, ESSO SCFO</p> <p>Site supervisors/ Foremann</p> <p>Employees, ESSO SCFO</p>	<p>Clean water</p> <p>Cleaning detergents or soaps</p> <p>Clean water</p> <p>Cleaning detergents or soaps</p>
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			<p>Employees Site supervisors/ Foremann</p> <p>Employees</p>	<p>Disinfectants, Cleaning detergents or soaps Records keeping books</p> <p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p>
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			Employees	<p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p>
			Employees	<p>Awareness message on banners and wall charts posted onsite;</p> <p>Regular toolbox meeting and training;</p> <p>Medical clearance provided by professional doctor or public hospital</p>

			Employees	Awareness message on banners and wall charts posted onsite;  Regular toolbox meeting and training;
			Site supervisors/ Foremann Employees, ESSO	Regular toolbox meeting, training, and investigations;

			SCFO	
			Site supervisors/ Foremann Employees	Regular toolbox meeting and training

			Site supervisors/ Foremann  ESSO  SCFO	Logbook or form
2.2	Personal medical emergency; examples for this situation include heart attack, stroke, anaphylactic shock, personal injury at the work place	Immediately ensure contact to emergency medical services (EMS) and that onsite first aid is administered until EMS Personnel/staff arrive;  Ensure that the individual's emergency contacts are informed unless otherwise requested by the individual;  Complete a detailed accident report and send it to MINEDUC	Site supervisors/ Foremann  ESSOs and  SCFO	Employees' emergency contact information form  First aid kit  Cell phone
2.3	Spontaneous dangerous events; this includes <i>onsite fire, bomb threat, explosions, intruder threat, workplace violence, hazardous materials, suspicious packages etc.</i> ; off-site <i>terrorist attack, hazardous</i>	Immediately initiate appropriate response action (see Response Actions)  See specific procedures	Foreman,  RNP,  RDF,  Local Authority,	Emergency contacts

	<i>materials</i> within vicinity etc.			
2.4	Advanced warning including severe and potentially hazardous weather conditions (e.g., storms, fire), Infectious disease outbreak	<p>Discuss response plan with the construction engineer, environmental officer and Foreman or refer to previously assigned response plan;</p> <p>Ensure that all project Employees/workers are informed about the response, anticipated timeline for return to work, offsite meeting space, etc.</p> <p>Contact Employees through emergency contact information provided by each Employee</p>	<p>MINEDUC,          ESSO,          DEO,          DDMO          SCFO,          Foreman</p>	<p>Accurate Meteorological forecast data</p> <p>Employee emergency contact,</p>
2.5	Non-life-threatening situations (power failure, technical failures)	<p>Discuss response plan with the construction engineer, environmental officer and Foreman;</p> <p>Ensure that all project Employees/workers are informed about the response plan;</p> <p>If need be, contact employees through emergency contact information provided by each Employee</p>	<p>SCFO,          DSCE,          ESSO,          DEO,          DDMO and          Foreman</p>	<p>Employee emergency contact,</p> <p>Emergency preparedness plan</p>
Procedures				
3.1	Evacuation	When the Foreman as Emergency Coordinator (EC) alerts Employees and visitors to evacuate the project site; everyone:	<p>Foreman,          Local Authority,</p>	

		<p>Stop working immediately and listen to the EC's instructions;</p> <p>Leave workstation immediately – do not stay behind to finish work;</p> <p>If possible secure confidential information, valuables and appropriate things but do not hesitate;</p> <p>Congregate at the assembly area (to be determined);</p> <p>If you are not in your regular work area, do not attempt to return to it;</p> <p>Emergency Coordinator or Foreman will make sure head count (including visitors) is done at that time at site;</p> <p>Assist visitors and others who require assistance (physical, language, etc.);</p> <p>After evacuation, the Emergency Coordinator or foreman will</p> <p>Vocally alert Employees of the emergency response (i.e. evacuation procedures);</p> <p>Delegate searchers to site to take head counts and</p>	<p>SCFO, DEO, DDMO and ESSOs</p>	
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		<p>ensure all have vacated the site;</p> <p>Delegate support for visitors or individuals requiring assistance</p> <p>Conduct an immediate risk assessment and send report to MINEDUC;</p>		
3.2	Fire	<p>If local fire is detected in the workplace the Foreman shall alert and evacuate Employees/workers immediately;</p> <p>Evacuate the building if you hear continuous whistle sounds;</p> <p>Remain calm, if possible secure confidential information, valuables when evacuating but do not hesitate;</p> <p>Congregate at the assembly area;</p> <p>If you are not in your work area/site, do not attempt to return to it</p>	<p>Foreman, SCFO, ESSOs, and DDMO</p>	<p>Whistle</p> <p>First aid kit,</p> <p>Sand and water to cease fire</p>
3.3	Suspicious Package	<p>If you see a suspicious package, do not touch the package;</p> <p>Clear the immediate area where the package was found;</p> <p>Employee/workers move away from package and notify Foreman and tell them where the suspicious package was discovered, what the suspicious package looks like,</p>	<p>Foreman, RDF, RNP, ESSOs, Local Authority</p>	<p>PPEs</p> <p>Emergency contact</p> <p>Cell phone,</p>

		employee/worker's name and telephone number; If ordered to evacuate follow evacuation instructions		
3.4	Persons with disability	Individuals who are unable to reasonably exit the site on their own during an emergency are asked to fill out a form notifying Foreman, Environmental and Social Safeguard Officer, and construction officer;	Foreman, ESSOs, SCFOs DDMO and	Employee emergency information form
Storm				
4.1	Before a storm	Seek information on the risk of storms in the area where you are staying and on the established protective and rescue measures;	Foreman, ESSOs, DEO, DDMO and SCFOs	National Risk Atlas of Rwanda
4.2	When the storm is imminent	Move inside all furniture and other objects likely to be swept away by the wind or water;  Keep calm and avoid panic;  Assemble everyone in the emergency shelter specially equipped for this situation;  Follow the instructions given by the authorities and by the intervening bodies, especially as regards the	Foreman, ESSOs, DEO, DDMO, SCFOs, and	PPEs,  Cell phone

		<p>evacuation of people. If it is necessary to evacuate, cut off water and electricity supplies;</p> <p>If caught by the storm whilst outside or in a vehicle, leave the vehicle and seek refuge in the nearest building;</p> <p>During a thunderstorm protect yourself from lightning by keeping away from metal objects, switching off the electricity supply, and telephone;</p> <p>Avoid standing up in an elevated area or sheltering under a tree.</p>	Local Authority	
4.3	After a storm	<p>Keep calm and do not panic;</p> <p>Stay inside the building in which you have sheltered. Do not use vehicles because of traffic problems and danger from damaged buildings and roads;</p> <p>Follow the radio, television, website, and authorities' instructions;</p> <p>Only use the telephone in an emergency;</p> <p>Check to see if there are people nearby which are wounded or in difficulty and assist them;</p> <p>Do not go near, touch or use damaged electrical installations, cables and wires and alert the relevant authorities of the damage. The same applies to ruptured water or sewers;</p>	<p>Foreman,          ESSOs,          DEO,          DDMO,          SCFOs, and          Local Authority</p>	<p>Emergency contact numbers,          Cell phone,          PPEs</p>

	During Thunderstorm	a	<p>Do not be or stand next to - tallest object in the area;</p> <p>Do not stand near wire fences or other metal objects that could conduct electricity;</p> <p>Do not stand in or near water;</p> <p>Do not seek shelter in open areas;</p> <p>Avoid touching any metal;</p> <p>Avoid using the telephone or any electrical appliances;</p>	<p>Foreman,</p> <p>ESSOs,</p> <p>DEO,</p> <p>DDMO</p> <p>SCFOs and</p> <p>Local Authority</p>	<p>Sign posts with printed instructions</p> <p>PPEs</p>
Warning systems					
5.1			The foreman will blow a whistle to alert the construction site workers in case of emergency that requires attention, evacuation, etc.	Foreman,	Whistle
Response Equipment/ materials					
6.1	Lack of facility to cease fire		<p>Avail enough sands and water to be used in case of fire accidents;</p> <p>Proper collaboration with Police department of fire brigade in case of emergency response that is beyond site capacity to cease fire</p>	Foreman	Sand and Water
	Lack of First-Aid facilities		First aid kits to be kept onsite all the time and checked on regular basis. The kits shall be equipped with all recommended content (cotton, ointment, scissors, bandage, alcohol, antibiotics, disposable gloves,	Foreman, SCFO,	Fully equipped First Aid Kit

		disposable mask, painkiller, Band-Aid/sticking plaster)  The school construction field officer, environmental and social safeguard officer and foreman will assign two people among employees/workers for each site to take the responsibility to use the first aid kit. The team will ensure the kit users are equipped with basic knowledge to use the kit through collaboration with a nearby health center.	Foreman,  ESSO  SCFO,	Two selected people from employees
Employees training				
	Unprofessional behavior at work place and lack of basic ergonomics	Employee/Workers, and visitors will be oriented to the Emergency Response Plan and notified of any updates;  Employee will undertake regular drills in order to be prepared in the event of a real emergency;  Employees meetings will regularly address potential emergency concerns and responses	ESSO,  SCFO  DDMO and  Foreman   ESSO,  SCFO  Foreman	Awareness message on banners and wall charts posted onsite;     Regular toolbox meeting and training;   Logbooks and pens
Essential project Documents				
	Damage of	Hard Files  All essential project documents will be stored and kept		Metallic or wooden

	essential project documents	in safe place. These documents would be considered essential to the project operations and would cause considerable inconvenience if lost or damaged. These include <i>drawing designs, safeguard documents, construction manuals, code of conduct, contracts of workers, log books/registers, card stock, etc.</i>	Foreman	box Cupboard or closet
Emergency Contact List				
	Lack of emergency contact list	<p>All Employees will be asked to complete a confidential emergency contact information form. The form will be kept secure and confidential by the site Foreman and used only in the event of an emergency.</p> <p>The emergency telephone number of police and ambulance, will be displayed and clearly seen by everyone on sign post at work area/site</p>	Foreman	<p>Register, logbooks</p> <p>Wall charts</p>

**Annex 7. Incident Report (IR)**

INCIDENT IDENTIFICATION (ref. number): Env/SOC: .....			
Location	District: ..... Sector: .....	Date of Accident	...../...../2023
Area where it happened/Site	.....	SERIAL No.	.....

**INCIDENT DETAILS**

<i>NAME OF PERSON REPORTING THE INCIDENT</i>		.....	
<i>TIME THE INCIDENT WAS REPORTED</i>		.....	
<i>TYPE OF INCIDENT (INJURY; LTI; FATAL; NEAR MISS; DAMAGE)</i>  <i>OR (ENVIRONMENTAL; COMMUNITY; GRIEVANCE)</i>		.....	
<i>IMMEDIATE SUPERVISORS NAME</i>		.....	
<i>INVESTIGATOR:</i>	.....	<i>POSITION:</i>	.....
<i>Description of the Incident: (Attach diagrams, sketches or photographs as required)</i>			
What was the person doing at the time?			
.....			
.....			
What happened unexpectedly?			
.....			
Where did the incident occur?			
.....			
Who else was involved?			

.....	
Why did the incident occur?	
.....	
.....	
.....	
<i>INJURED PERSON NAME:</i>	.....
<i>INJURED PERSON: Date of Birth</i>	.....
<i>DATE OF INCIDENT:</i>	.....
<i>TIME OF INCIDENT (example: 11:55 AM)</i>	.....
<i>WEATHER CONDITIONS:</i>	.....
<i>OCCUPATION:(supervisor etc)</i>	.....
<i>EMPLOYER NAME</i>	..... <i>UNSKILLED</i> <input type="checkbox"/> <i>OTHER</i> <input type="checkbox"/>
<i>EXPERIENCE IN CURRENT OCCUPATION</i>	.....
<i>Injured Person Signature</i>	
<i>Employee Signature (if different)</i>	
<i>Witness Signature</i>	

**Annex 8: Employee's Emergency contact information form**

Employee information

First name: .....

last name: .....

Title (mason, aid, storekeeper, etc.):  
.....

Identification number:  
.....

Home address:

Cell: ..... Sector: ..... District:  
.....

Any disability or chronic disease (specify):  
.....

Insurance information: Mutuelle de santé  Other  
(specify).....

Emergency contact name

Primary contact  
name.....  
.....

Relationship to employee..... Telephone:  
.....

Home address: Cell: ..... Sector: .....  
District: .....

Same address/phone as employee

Emergency contact name

Primary contact  
name.....

Relationship to employee..... Telephone:  
.....

Home address: Cell: ..... Sector: .....  
 District: .....

Same address/phone as employee

Comment

.....  
 .....

Employee's name

Signature

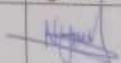
Date

**Annex 9: Stakeholders consulted**

Rwanda Quality Basic Education for human capital development project					
Stakeholders consulted during updating District Environmental and social Management Plan (ESMP)					
Date	Names	Institution	Position	Tell	Signature
1 29/10/2013	NIZEYIMANA Amable	Environmental & Social Specialist GICUMBI	Environmental & Social Specialist	0788661963	
2 29/10/2013	NBERUSIMANA Jean Damasiane	Gicumbi District	JAB	0788021773	
3	MUSIBIREMA Cyrien	Gicumbi District	SCRU	078417670	
4	SHIMURWA Theodor	Gicumbi District	Land Admini Strator	0786404296	
5	NDUNGUTSE Jules	Gicumbi District	Land Survey & GIS officer	0785108023	
6	MUKAYERANGA Juliette	Gicumbi District	Education officer Nursery & primary	0788793029	
7	ABAYE Valentin	GICUMBI District	Education officer Secondary	0788423077	

# Rwanda Quality Basic Education for human capital development project

Stakeholders consulted during updating District Environmental and social Management Plan (ESMP)

Date	Names	Institution	Position	Tell	Signature
8	NYIRARWAKO YVONNE	Gicumbi	Data processing officer (JAMS)	07855 69511	
9	MUGABOWI SYLLA Gerard	Gs KIZINZA	Head teacher	0788608477	