SUPPORT FOR EDUCATION RECOVERY AND TRANSFORMATION PROJECT

Stakeholder Engagement Plan

September 2022

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Acronyms

ESL	English as a Second Languange
ESPF	Environmental and Social Policy Framework
ESPS	Environmental and Social Performance Standards
GBV	Gender Based Violence
GRM	Grievance Redress Mechanism
IDB	Inter-American Development Bank
MoE	Ministry of Education
NCERD	National Center for Education Resources Development
NDC	Neighbourhood Democratic Council
PAP	Project Affected Parties
PIU	Project Implementation Unit
PTA	Parents Teacher Association
SEP	Stakeholder Engagement Plan
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment

1.0 Introduction

Guyana has progressively moved towards achieving universal primary education in an effort to ensure that children in Guyana are provided with the necessary skills and literacy in order to matriculate to higher institutions of learning, and to meet its target as outlined in the United Nations Sustainable Development Goal 4: Quality Education.

As a targeted approach, Guyana has prepared an Education Sector Plan (ESP) 2021-2025 focusing on Eliminating Illiteracy, Enhancing Tolerance and Improving Education. The ESP sets five priorities: (a) Improving governance and accountability; (b) Improving performance at all levels; (c) Improving the efficiency of the education system; (d) Reducing inequities in education; and (e) Contributing to lifelong learning and employability.

The Government of Guyana, with the support of the Inter-American Development Bank (IDB), is planning on increasing the efficiency and effectiveness of the delivery of primary education by focusing on accelerated learning and skills development, support for students at risk, technology integration into teaching and learning, education management information system (EMIS) and school infrastructure improvements. This is being done through a project currently being developed by the Ministry of Education (MoE) and the Education, Social Sector (SCL/EDU) of the IDB under the Conditional Credit Line for Investment Project (CCLIP) *"Transforming Guyana's Education Sector"* and the first individual operation *"Support for Educational Sector".* This project is intended to support the transformation of the education sector to ensure that the country has the required human capital to manage and drive economic growth and diversification.

Improvement in current school's infrastructure will include the construction of four new schools, extension of and rehabilitation, extension and outfitting of thirteen schools, most of which are located in the hinterland. The project will also provide devices for both teachers and students at the targeted schools. The proposed interventions align with the Government's responsibility of providing adequate facilities to reduce facilities inequality, overcrowding, and other variables that prevent the access of education. The areas identified for new facilities and the schools infrastructural rehabilitation and extensions have been selected based on the needs assessment conducted within each region by the MoE and was provided to the IDB for consideration. The project is intended to support easier access to primary education to newer communities within Guyana, ease the overcrowding of existing primary schools within more established communities, and improve the delivery of primary education in order to mitigate the unequal delivery of education.

Component 1 of the project requires civil works. The project will offer support to the primary education system to construct four new primary schools, extend and rehabilitate thirteen existing primary schools located mainly in the hinterland areas. Electronic devices for both teachers and students will be provided at the targeted schools. According to the Bank's Environmental and Social Policy Framework (ESPF), the project has been classified as a Category B. Under this classification, the project is not likely to generate any significant environmental or social impact through the application of effective mitigation measures and the application of the Banks's safeguards measures. However, the project is required to satisfy the requirements of the Banks' Environmental and Social Performance Standards (ESPS). ESPS 10, which addresses Stakeholder Engagement and Information Disclosure, was deemed relevant to the project by the IDB and as such, a Stakeholder Engagement Plan (SEP) or a Stakeholder Communication Plan (SCP) is required to be prepared. In this regard, this SEP has been prepared and will provide guide to the MoE on the communication and engagement with stakeholders during the implementation of the project.

2.0 Project Description

2.1 Project Aim and Objectives

The Transforming Guyana's Education Sector Programme is aimed at supporting the transformation of the primary education sector to ensure that the country will have the required human capital to manage and drive economic growth and diversification. The programme is being implemented through two operations over a period of 8 years, with each operation expected to have an implementation period of 4 years. The two operations complement each other but are independent. The Support for Educational Recovery and Transformation Project is the first of these two operations and focuses on recovery from the COVID19 pandemic. It lays the foundation for the transformation of the primary education sector, most importantly addressing the unequal delivery of education across regions. The general objective of the first operation of the CCLIP is to support the transformation of the education sector to meet the requirements of the 21st century. The specific objectives are:

  i.   improve and expand access to safe and improved learning environments in select schools, and; and
  ii. expand and improve educational services for vulnerable students.

The project is estimated to cost US$43 Million and will be implemented by the Ministry of Education.

The second individual operation will continue to support the transformation of education possibly in early childhood and primary education.

2.2 Project Components

The Support for Educational Recovery and Transformation project has three components. These are described below:

Component 1: Building 21st century schools (US$33 million). The purpose of this component is to: (i) finalize the update of MoE's non-academic building standards and design a prototype, (ii) expand access to primary education through the construction and outfitting of 4 new schools, (iii) rehabilitate, extend, and equip existing schools in the Hinterland regions, and (iv) complete audits and design plans for schools to be rehabilitated in the 2nd operation. The component contributes to achieve the objective (i). It has the following sub-components:

- *Sub-component 1.1: Finalizing MoE's non-academic standards and design of prototype for urban and peri-urban schools (US$ 0.2 million).* To ensure that the new construction will follow modern building standards, loan resources will finance technical assistance to finish updating MoE's non-academic standards and develop a prototype for primary schools. The updates will focus on:

    (i)   identification of spaces required to ensure a safe learning space, aligned with the renewed curriculum, providing architectural guidelines for its construction;
    (ii)   specification of comfort conditions (i.e.: ventilation, lighting, noise, room temperature) and required civil works to meet the standards plus modifications to be performed in existing schools;
    (iii) adaptation and mitigation to climate change, providing with architectural and construction guidelines to ensure the resilience of new construction to extreme weather events (main focus in floods), and to provide recommendations in the use of appliances to reduce water and energy consumption and materials adapted to the local condition; and

(iv)   ensure accessibility for persons with disabilities, complying with the 7 principles of Universal Design.

Additionally, coping with the growing schooling demand in new housing schemes this component will finance a prototype for new school's construction in urban and peri-urban areas.

- **Sub-component 1.2: Expand access and quality of infrastructure (US$10.2 million).** This subcomponent will finance the construction of 4 new primary schools following updated non-academic standards, incorporating climate sustainability and resilience criteria (promoting water and energy efficiency, and using building materials with low embodied energy). The newly constructed schools will meet increased demand for school spaces and reduce the overcrowding of existing schools in these areas: Recht Door Zee, Tuschen Housing Scheme, Wisroc and Tabatinga. In addition, the sub-component will finance:

  (i)   design and supervision consulting services;
  (ii)   construction works by qualified contractors;
  (iii)   connectivity installations and service for the duration of the project;
  (iv)   materials and equipment for the schools including modular furniture; and
  (v)   the development of maintenance plans for the different systems and subsequent training for head teachers (principal) and teachers about maintenance requirements. 1,600 students will benefit from the construction of the 4 schools.

- **Subcomponent 1.3. Rehabilitation, extensions and outfitting of schools (US$22 Million).** This sub-component will finance the upgrading of existing primary schools in the Hinterland regions (1,7,8, and 9) based on the results of the school mapping exercise using the following selection criteria: a) enrolment rates, b) deficient infrastructure conditions, and c) location in Hinterland region. The projected work includes retrofitting and extension of existing facilities aligned with the updated non-academic standards, including increased comfort in classrooms, accessibility for persons with disability, and reduced energy and water consumption. Additionally, the schools will be provided with essential services (water and energy), and connectivity. Loan resources will be used to finance:

  (i)   consultancy services for the design of the rehabilitation plans;
  (ii)   supervision and design consulting services;
  (iii)   qualified contractors for the execution of the civil works;
  (iv)   connectivity installations and service for the duration of the project;
  (v)   materials and equipment including modular furniture; and
  (vi)   the development of maintenance plans for the different systems and training for head teachers (principals) and teachers about maintenance requirements.

It is expected that approximately 3,261 students in the Hinterland regions will benefit from the improved learning environment.

- **Subcomponent 1.4. Designs for Schools in Second Operation (US$.6million).** Loan resources will finance technical assistance to prepare technical designs for schools that will be included in the second operation. The list of schools to be considered will be developed once the school mapping exercise is completed.

Component 2. Digital Infrastructure (US$4.6million). *The* purpose of this component is to (ii) improve the quality of education services in the schools under component 1, and (ii) the provision

of devices and learning materials including vulnerable populations (indigenous people). This component supports the specific development objective (ii). It has the following sub-components:

- ***Sub component 2.1. Package of services to improve the quality of teaching (US$0.984 million).*** The purpose of this sub-component is to provide better education services to schools with the aim to create more student-centered classrooms. To this end, loan resources will be used for:

  (i)   the expansion of MoE's existing training and coaching model to teachers (grades 1-6) in student-centered teaching approaches;
  (ii)   provision of tutoring services for 20% of students most in need (Grades 1-6) in Math and English including the preparation of required materials and training;
  (iii) scaling-up of the screening of students for possible vision or hearing impairments; and
  (iv)   piloting and validating a toolkit to measure the psychosocial wellbeing of students.

- ***Sub component 2.2 Provision of devices and learning materials (US$3.6 million).*** The purpose of this sub-component is to provide schools with quality educational materials and content to improve learning. To this end, loan resources will be used to finance:

  (i)   a technology kit (interactive screen and projector) for classrooms for Grades 2-6;
  (ii)   digital devices for students (Grades 2-6);
  (iii) laptops for teachers and principals;
  (iv)   trolleys for the storage and charging of devices; and
  (v)   digital skills training for teachers.

  Student devices will be loaded with apps that can be used on and off-line focusing on Math, Language Arts (English), and Science that are aligned with the renewed curriculum. To ensure that the devices function and are maintained properly and schools can get timely technical support, loan resources will be used to establish an Information Technology helpdesk in MoE's regional offices. In addition, the MoE will receive Technical Assistance to develop a plan to provide Information, Communication and Technology services in schools in the future. 4,106 students from 2-6 grades and their 165 teachers will benefit from the digital devices provided.

Component 3: Enhance MoE's mechanisms and services to better identify and serve students at risk (US$1.4 million). The purpose of this component is to support the MoE to improve its data and information systems to better identify and serve vulnerable populations. It contributes to the objective two of the project. To this end, loan resources will be used to finance:

(i)   Technical assistance and operational expenses to participate in LaNA 2023 including the planning, administration, analysis, and reporting of the results;
(ii)   a pilot of an adaptive learning platform for students in Grades 1- 3 in a select group of schools with existing internet connectivity including teacher training;
(iii) Technical assistance for the design of an early warning system to detect students at risk of dropping out early on using the available MoE data; and
(iv)   Technical assistance for the development of a policy and strategy for intercultural bilingual education to better serve its indigenous population. 26,600 students will benefit from the access to the adaptive learning platform.

In addition to the three project components described above, the project will also support project management, monitoring and evaluation and audits at a cost of US$2.5 million. This component will finance: (i) project management expenses, (ii) the annual financial audits, (iii) a mid-term and final

evaluation, (iv) project communication activities, and (v) technical assistance related to the evaluations.

2.3 Programme Activities

The project ESA and ESMP focus on interventions to be undertaken under Component 1 of the project. Component 1 will offer support to the primary education system to construct four new primary schools. New schools will be constructed at Recht door Zee (Region 3), Tuschen (Region 3), Tabatinga (Region 9) and Wisroc (Region 10). The project will also support the rehabilitation, extension and outfitting of existing primary schools. Thirteen primary schools are currently identified to benefit from this aspect of the project. Table 2-1 shows the locations of the proposed sites for the new schools construction, the schools to be rehabilitated, extended and or outfitted. The locations of these schools are shown in Figure 2-1.

Table 2-1: Schools and Locations for Project Intervention

Region	Schools/Locations	Current Enrollment
New Constructions		
Region 3	Tuschen	Not Applicable
Region 3	Recht door Zee	Not Applicable
Region 9	Tabatinga	Not Applicable
Region 10	Wisroc	Not Applicable
School Rehabilitation/Extensions/Outfitting		
Region 1	Kariakau Primary School	132
Region 1	Hosororo Primary School	505
Region 1	Wauna Primary School	409
Region 1	Arakaka Primary School	157
Region 1	Hobodeia Primary School	91
Region 3	Belle West Primary School	449
Region 8	Monkey Mountain Primary School	225
Region 8	Mahdia Primary School	435
Region 9	Yorong Peru Primary School	40
Region 9	Karasabai Primary School	466
Region 9	Achawib Primary School	157
Region 9	Annai Primary School	145
Region 9	Potarinau Primary School	114

All construction works will be carried out by contractors under contract to the MoE. The contractors will be procured through a competitive bidding process. Once the contract has been signed and the contractors are given possession of the site, the contractor will be legally responsible for the performance of the works in the manner required by the contract. The works will be overseen by supervisory consultants.

2.4 Project Beneficiaries and Targeting

It is expected that 4,927 students and their communities will benefit from the new school constructions and rehabilitation and extensions of schools. The newly constructed schools will provide 1,600 additional primary education spaces.
Selection criteria for new construction included:

1. Existing demand for education and expansion of access to education to allow the incorporation of new students into the education system; and
2. Replacement of schools, due to earthquake/ natural disasters, several schools was characterized as structurally unsound.

Selection criteria used for capital rehabilitation included:

1. Location in most disadvantaged regions (Region 1, 7, 8, or 9);
2. Availability of essential services (energy, water supply system, connectivity);
3. Extension of existing schools to accommodate more students. Information provided on the % of overcrowding calculated based on the information provided by MoE on current enrollment vs. original enrolment capacity of each school; and
4. General infrastructure conditions as assessed in the school mapping exercise

2.5 Project Implementation

The MoE will serve as the implementing agency for this project. While the Ministry is currently assessing the establishment of a Project Coordinating Unit capable of implementing externally financed projects, given that the project is already being developed, it is envisaged that a Project Implementation Unit (PIU) will be established to oversee the implementation of the project, as has been done for similar projects in the past. The Ministry will have the responsibility of ensuring environmental, social, health and safety compliance, including compliance with the IDB's ESPS.

It is recommended that the PIU be staffed with an Environmental and Social Specialist to assist with the implementation of the Environmental, Social, Health and Safety requirements. This person will oversee the environmental, social and health and safety aspects of the project. The Environmental and Social Specialist is expected to ensure that the IDB's Environmental and Social Policy Framework (ESPF), including the ESPS are adhered to where applicable, that contractors comply with the requirements of the Environmental Authorisations to be issued by the EPA, and ensure that the Contractors prepare and implement the Contractors Environmental and Social Management Plan (CESMP). The Environmental and Social Specialist will report to the Project Coordinator.
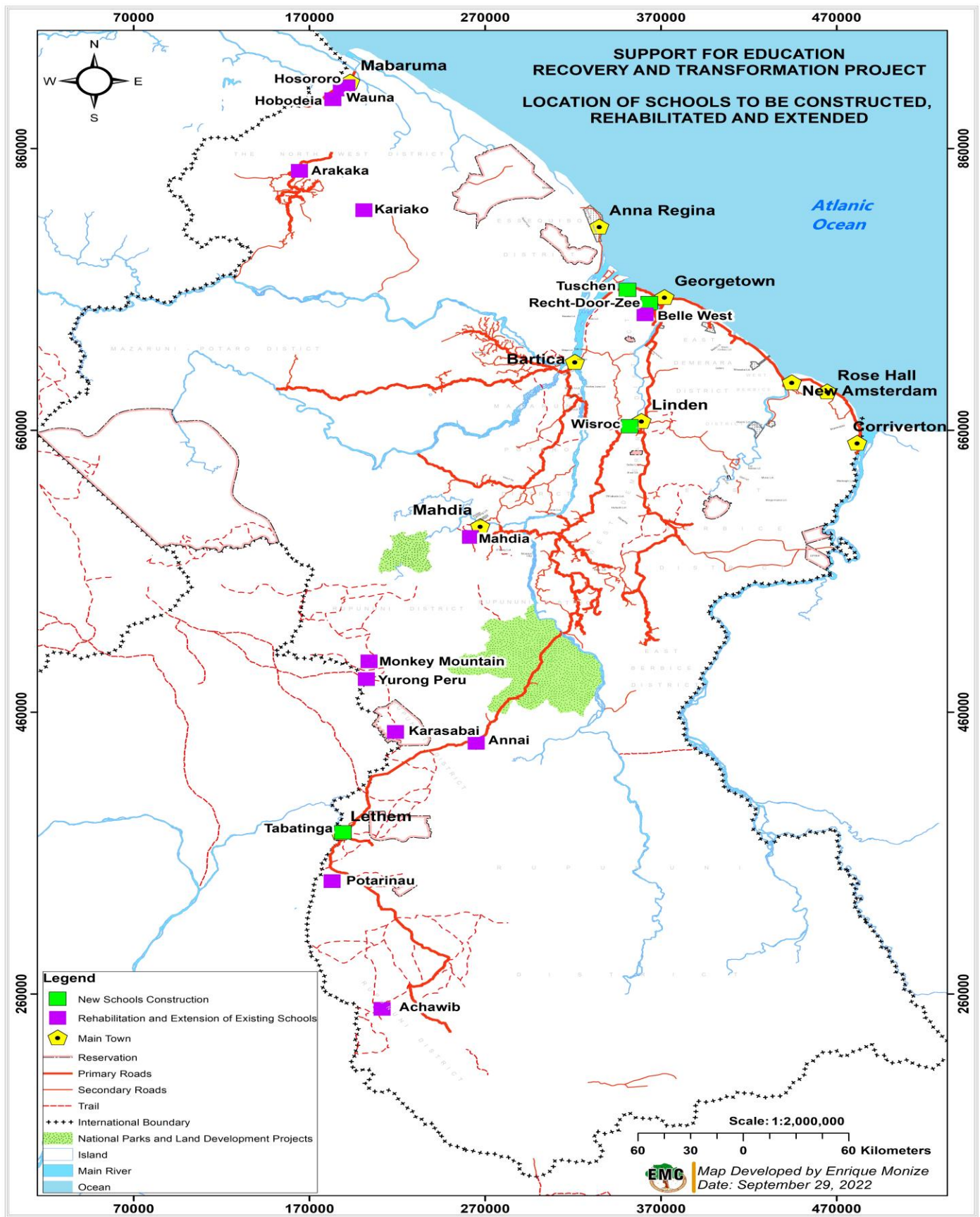
Figure 2-1: Locations of the Schools to Benefit from the Project

3.0 Objectives and Scope of the Stakeholder Engagement Plan

In accordance with ESPS 10, and for the purpose of the Stakeholder Engagement Plan (SEP), stakeholder refers to anyone affected or likely to be affected by the project and may have an interest in the project. The transparent engagement process between the project and the stakeholders is aimed at enhancing project acceptance, and contribute significantly to the project's successful development and implementation.

3.1 Objectives of Stakeholder Engagement Plan

The stakeholder engagement process is an inclusive process conducted throughout the project's life cycle. The objectives of this SEP are:

- To establish a systematic approach to stakeholder engagements that will help the MoE identify stakeholders, especially project-affected people and build and maintain a constructive relationship with them.
- To assess the level of stakeholder interest and support for the project and to enable stakeholders' view to be considered in the project design and environmental and social performance.
- To promote and provide the mean or effective and inclusive engagement with project affected people throughout the project's life cycle on issues that could potentially affect or benefit them from the project.
- To ensure that appropriate information on environmental and social risks and impacts of the project is disclosed to stakeholder in a timely, understandable, accessible and appropriate manner and format.
- To provide stakeholder with accessible and inclusive means to raise questions, proposal, concerns, and grievances and allow for the response and management of them appropriately.

3.2 Stakeholder Engagement Requirement

The stakeholder engagement process should be continuous and should last throughout the project's life cycle, commencing from the project development, and continue in a timeframe that enables meaningful consultation with stakeholder on project design and development. The nature, scope, and frequency of stakeholder engagement should be proportionate to the nature and scale of the project, its development and implementation timeline, and its potential risks and impacts.

The engagement should include meaningful consultations with stakeholders and provide stakeholders with timely, relevant, understandable, and accessible information, and should consult with them in a culturally appropriate manner, free of manipulation, interference, coercion, discrimination, and intimidation.

Stakeholder engagement involves the following steps:

i. Stakeholder identification and analysis,
ii. Planning how the engagement with stakeholders will take place,
iii. Disclosure of information,
iv. Consultation with stakeholders,
v. Addressing and responding to grievances, and
vi. Reporting to stakeholders

3.3 Scope of the SEP

The SEP is aimed at providing a program for the engagement of stakeholders and other interested parties for the Support for Educational Recovery and Transformation Project. It will include stakeholders related to Component 1 of the project which will see the construction of four new primary schools at Recht door Zee (Region 3), Tuschen (Region 3), Tabatinga (Region 9) and Wisroc (Region 10) and the extension of two existing primary schools at Kariako (Region 1) and Belle West (Region 3). The SEP also includes stakeholders relevant to Component 2 the project which will support thirty one schools, located mainly in the hinterland areas, being provided with essential services including potable water, energy through the use of solar panels, and connectivity. These schools will require minor civil works.

The engagements include the dissemination of information, consultations, and access to a grievance mechanism during the life of the project. The SEP outlines various lines of communication that will be utilized to achieve optimal public participation, taking into consideration the specific circumstances under the COVID 19 guidelines[1].

The SEP seeks to:

   i.   Provide guidance for stakeholder engagement in line with IDB standards,
  ii.   Identify key stakeholders,
 iii.   Identify and outline effective dissemination of information, communication methods, timings, processes and structures for stakeholder consultations and feedback,
 iv.   Establish a formal grievance mechanism,
  v.   Identify roles and responsibilities for the implementation of the SEP, and
 vi.   Identify monitoring measures to ensure the effectiveness of the SEP.

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[1] Once the COVID 19 situation persists, for any face-to-face consultations, proper physical distancing, and hygiene protocols, including, but not limited to, staying 6 ft apart and the wearing of face masks, should be observed. In the administrative Regions 1, 7, 8 and 9, where the presence of Indigenous Peoples is significant, the consultations should involve the Toshaos and other village-level leaders and representatives of Indigenous communities.

4.0 Stakeholder Identification and Analysis

4.1 Stakeholder Identification

The project stakeholders are any person who has a role in the project, or could be affected by the Project, or who are interested in the Project. The project stakeholders are identified as:

a) Project Affected Parties (PAP)

These are the primary stakeholders who are likely to be impacted directly or indirectly, positively or adversely by the project and who are most likely to be susceptible to change associated with the project. These stakeholders are to be closely engaged in identifying impacts and their significance, and mitigation and management measures. Affected parties for this project will include students, teachers and school administrative bodies.

b) Interested Parties or Influencer

These are stakeholders whose interest may be affected by the project and who have the potential to influence the project outcomes in any way, but who may not experience the direct impacts of the project.

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

c) Key Stakeholder or Representatives

Key stakeholder or representatives are members of the decision-making and administrative body of the project. These stakeholders include the MoE, the Regional Democratic Councils, Neighbourhood Democratic Councils, Village Councils, Town Councils and Regional Education Offices. These stakeholders are responsible for the policy directive once the project is implemented.

d) Disadvantaged/Vulnerable Individuals or Groups

These are any person(s) who may be disproportionately impacted or further disadvantaged by the project as compared with any other group. This group may require special engagement measures that will ensure equal representation in the stakeholder engagement process. Among the vulnerable/disadvantaged groups identified at this stage of the project are indigenous peoples, women, people living with disabilities, and migrants.

4.2 Stakeholder Analysis

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

Cooperation with stakeholders throughout the project development will likely involve the identification of persons who are legitimate representatives of stakeholder groups. Community representatives and non-governmental organizations may provide helpful insights into the issues experienced by vulnerable groups and act as conduits for dissemination of the Project-related information. These stakeholders can be legitimate representatives of stakeholder groups. The stakeholder identification and analysis is presented in Table 4-1.

Table 4-1: Stakeholder Identification Analysis

Category	Stakeholder Identification	Characteristics	Expected or Potential Project Impact/Interest
Project Affected Parties	Primary School Students and Teachers	Primary School students and teachers that are currently attending/teaching at the existing schools which are to be extended.	▪ Can be affected by noise and dust emission. ▪ Suffer from disruption of classes and other school activities. ▪ May be exposed to safety risks. ▪ Will benefit from enhancement of learning environment. ▪ Can provide input on the formulation and content of the project's key components, including the design of the schools, and recommendations on the implementation.
	Parents from the communities where the new schools will be constructed	Parents who children are currently, travelling long distances to attend school, who are currently in overcrowded classrooms, or who may not be attending school at the moment.	▪ Enhancement of the learning environment. ▪ Will benefit from enhancement of learning environment. ▪ Can provide input on the formulation and content of the project's key components, including the design of the schools, and recommendations on the implementation.
	Community members surrounding schools which will be extended or constructed	Communities' members in close vicinity of the construction sites.	▪ Can be impacted by dust and noise emissions. ▪ May be exposed to safety risks. ▪ May be affected by an increase in traffic. ▪ May be impacted by damages to community roads and other infrastructure during construction.
Interested Parties	Community members seeking employment	Members of the community, both skilled and unskilled, who may wish to be employed by the project. Persons from the community may also be interested in serving as teachers once construction is completed.	▪ Employment during construction works. ▪ Employment as teachers during the operation phase.
	Contractors	Potential contractors who may wish to undertake the construction works.	▪ Provision of construction related services.

Category	Stakeholder Identification	Characteristics	Expected or Potential Project Impact/Interest
Key Stakeholders	Ministry of Education/Regional Education Officers	Staff of the MoE with responsibility for project oversight, and those in the regions to benefit from the interventions. Regional Education Officers are responsible for the effective administration of education within the region.	▪ Oversees and makes provision for the administration of education delivery during the construction phase. ▪ Can provide input on the formulation and content of the project's key components, including the design of the schools, and recommendations on the implementation. ▪ Assist in overseeing construction works.
	Local Government Organisations	Regional Democratic Councils, Neighbourhood Democratic Councils, Town Councils, Village Councils and Community Development Councils with jurisdiction over the areas within which schools which are to benefit from project interventions are located.	▪ Can provide input on the formulation and content of the project's key components, including the design of the schools, and recommendations on the implementation. ▪ Will benefit from enhanced learning facilities within their jurisdiction. ▪ Will benefit from a new, extended or enhanced schools within their jurisdiction, which will also reduce overcrowding in other schools. ▪ Infrastructure such as roads within communities may be damaged. ▪ Monitor the presence and activities of the contractors, especially within Amerindian communities. ▪ Address any conflict which may arise
	Ministry of Amerindian Affairs	The Ministry oversees the development of Amerindian communities.	▪ Enhance learning facilities in Amerindian communities. ▪ Conflict resolution during the construction period.
Disadvantage/ Vulnerable Individuals or Groups	Differently abled personnel	Differently abled personnel or groups representing differently abled personnel.	▪ Can be impacted by the design of the schools if measures to cater for differently abled are not included.
	National Toshaos Council	An elected organization which represents the interest of Amerindian communities across Guyana.	▪ Most of the works relating to the enhancement of essential services are located in Amerindian communities.

5.0 Stakeholder Engagement Program

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

5.1 Engagement Method and Tools

The application of various techniques and methods for the engagement of stakeholders, and for the purpose of disseminating of project information will be helpful in reaching or widening the scope of stakeholders that receive the information. For the process to be impactful, engagement methods and techniques should be tailored to the specific needs of targeted groups.

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

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

5.1.1 Approach to Engagements

It is recommended that the consultations/engagements employ a *free, prior, and informed* approach to the engagement methods as recommend by international standards. This will provide an unconstrained and unreserved process that is supported by a timely provision of relevant and understandable information.

Other parameters the engagement methods should consider includes:

- Advance notification of consultation engagement for the affected parties/target group should be done via primary means such as direct emails, calls, and letters. This notification is inclusive of any project information, agendas, clearly defined scope of issues, and project proposal that might be relevant at the time. Responses such as regrets, and confirmation should be kept on file for accountability purposes. Other notification measures that may be utilized for interested parties/target groups can include advertisement in public places and domain, such as newspaper advertisement and television sponsored advertisement. The PIU is expected to provide information readily to any member of the public who wish to seek clarification on the status of the project. A list of participants of target groups should be complied in advance and agreed to ahead of the engagements.

- Selection of the correct communication method for specific target group is a critical aspect of the stakeholder engagement process, and therefore careful consideration should be made in determining the appropriate approach for each. The information that will be present to target groups should highlight the main concerns of the group.

- An agenda should be drafted for each consultation/meeting as an opportunity to provide a guided meeting structure as a measure of keeping the meeting in line with the objective the stakeholder engagement plan. The agenda should include meetings' structure,

sequence, project personnel and designation, issues/topics to be discussed, and the format for discussion. Following the formal presentation of the information, an adequate amount of time should be allocated for a question-and-answer segment with a free speaking format facilitated by the moderator/chairperson to encourage the exchange of ideas and feedback. A record of all comments made during the engagement should be kept by the PIU, to be analyzed and used to action necessary and relevant recommendations and feedback. The recorded comments and outcomes should be used in regular reporting of the project. For engagements to be conducted prior to the establishment of the PIU, assigned personnel from the Ministry of Education should prepare the documentation and reports on the consultations.

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

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

- To accurately capture to output of the stakeholder engagement sessions, proper record keeping should be ensured using the following methods:

  o Taking minutes of meeting by an assigned person from the PIU;
  o Recording of meeting held virtually; and
  o Photographs.

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

A summary description of the engagement methods and techniques that should be applied is provided on Table 5-1.

5.1.2 Equal Opportunity

Indigenous communities within Regions 1, 7, 8, and 9 are especially disadvantaged owing to the remoteness of the communities and the lack of resources available to them. As such, a special effort is needed to conduct in person consultations and meetings at initial stages of the project, and follow-ups on the virtual platforms where available. Follow-up meetings can also be facilitated during site visits at the project implementation stages. It is recognized that there are protocols that must be followed before stakeholder engagement with indigenous communities; as such the following steps should be taken before the consultations:

a) Toshaos and Village Councils are to be written to with a brief of the project, its objective, and the stakeholder engagement plan.
b) Advance invitation are to be issued to the Village Council and other interested parties of the project.
c) In case of existing language barriers, the Toshaos should be asked to assist with the translation of material.

The project should facilitate and provide data allocation and cellular phone credit to relevant disadvantage stakeholders, such as people living with disabilities, women and youth to facilitate virtual consultations and feedback sessions in lieu of in-person meetings, where there is no readily available and free data and telephone services. This measure is to ensure that there is effective participation by stakeholders.

People living with disabilities are categorized as a vulnerable group in the SEP, and therefore special measures for the stakeholder engagement with groups and individuals is considered important. Advance contact should be made with the administration of the identified groups that represent people living with disabilities as a measure to inform the groups about the project, and its intention to engage with them as stakeholders. Groups should also be asked to recommend the most effective ways of communicating and consulting with the stakeholders and the PIU can utilize this feedback in the planning of the consultations. The MoE should be responsible for making available special resources, such as equipment and services that maybe required to effectively communicate to persons living with disabilities, such as a sign language.

5.2 Information Disclosure

The project should aim to provide a free and prior informed approach to the engagement with stakeholders and provide a committed and open transfer of information between stakeholders, the public, and the project. However, the project information should be divulged in stages to allow for the effective implementation of recommendation based on feedbacks and findings. The table below outlines the stages of the project and the required information to be disclosed. An information disclosure strategy will prevent any premature public perception and registration of grievances by the stakeholders.

Table 5-3: Information Disclosure Strategy

Project Stage	Information to be Disclosed	Engagement Method	Expected Outcome
Project Design	Overall project scope and activities	Virtual/in person consultations with project beneficiaries/affected parties	Feedback on project scope and design, including recommendations
	Solicit information on specific needs of the community/school	Virtual/in person consultations with project beneficiaries/affected parties	Feedback on design for schools such as number of students, facilities to be included, etc.
	Draft construction plans, facilities to be including at the schools, etc.	Virtual/in person consultations with project beneficiaries/affected parties	Feedback on design for schools construction, including recommendations
	Disclosure of safeguards instruments including ESA and ESMP, and SEP inclusive of GRM.	Virtual/ consultations with project beneficiaries/affected parties and posting on MoE's website	Awareness of safeguards instruments and feedback and recommendations
Project Inception	Proposed construction plans including project scope and timeline	Virtual/in person consultations and	Awareness of the project and its expected impacts

Project Stage	Information to be Disclosed	Engagement Method	Expected Outcome
	Introduction of the ESHS management system	meetings with affected persons Project presentation to school administration, MoE and other Key Stakeholders Summarized project information to be distributed to students, teachers and parents	Informed feedbacks and recommendations
Review of Initial Engagement	Analysis and findings from stakeholders' feedback and recommendations Updated work program and approach Identified challenges to the implementation of the project	Virtual/in person consultations and meetings with affected persons	Information sharing and awareness of stakeholders
Project Implementation	Regular updates on project activities and work program Guidance on health and safety practices for schools identified for construction/expansion and provision of essential services ESHS management system Information on works to contractors Advertisement of bids for constructions and other services and materials Information on available GRM	Virtual/in person consultations and meetings with affected persons Print material on Health, Safety and Environment for schools Advertisement in newspaper, internet, and other social media platforms Hotline numbers, direct GRM email address, and suggestion box at the PIU Community representatives attending construction projects progress meetings	Awareness of the project and its expected impacts Equal opportunity and open sourcing of construction and other services and material relevant to the project Ensure and maintain the health and safety of students and teachers during extension/upgrade of existing schools and the community for new schools construction
Close of Project	Closing report of the project	Virtual/in person consultations and	Project benefits realisation

Project Stage	Information to be Disclosed	Engagement Method	Expected Outcome
		meetings with affected persons Advertisement in newspaper, internet, and other social media platforms Hotline numbers, direct GRM email address, and suggestion box at the PIU.	

5.3 Consultation Methods

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

At the level of each school the stakeholder to be consulted include:

- School Administration
- Local Authorities such as Neighbourhood Democratic Council or Village Councils
- Parents-Teachers Association
- Residents surrounding the school
- School vendors

At the regional level the following stakeholders should be consulted:

- Regional Education Officer- Region 3
- Regional Democratic Council – Region 3

At the national level the stakeholder would include:

- National Toshaos Council since this body represents all of the Amerindian communities.
- Ministry of Amerindian Affairs.

Once the MoE visits the project sites the school administration and the Village Council/Community Development Council/Neighbourhood Democratic Council or Town Council, whichever has jurisdiction over the area, should be engaged. Consultation with these communities may have to done through other activities such as site visits and monitoring activities by the PIU, given the difficulty and significant cost in accessing some of the communities. Engagements can also be done through the Supervisory Consultants that will be engaged by the MoE to supervise the implementation of the project.

The consultation methods and technique that should be applied are presented in Table 5-2.

Table 5-2: Consultation Methods and Techniques that should be applied

Method/Tool	Description and Use	Contents	Dissemination Method	Target Group
Focus Group Discussions	Used to facilitate discussion on the project's specific issues that merit collective examination with various groups of stakeholders such as project scope.	Project's specific activities and plans, design solutions and impact mitigation/management measures that require detailed discussion with affected stakeholders.	Announcements of the forthcoming meetings to widely circulated to participants in advance. Targeted invitations are sent out to stakeholders.	Affected Parties Key Stakeholders Disadvantaged/ Vulnerable Groups
One on One Engagements	Used for engagement with the management of existing schools. Can also be used for engagement with local authorities such as the Village Councils and even neighbouring land users.	Project's specific activities and plans, design solutions and impact mitigation/management measures that require detailed discussion with affected stakeholders. Any emerging issue or concern during construction can also be discussed.	Inform in advance of meeting	Affected Parties Key Stakeholders
Community Meetings	Used for sharing of project information and specific details such as construction plans	Design of schools, construction plans and schedules, impact mitigation/management measures etc.	Targeted invitations distributed to community members, posting of flyers, and local announcement.	Affected Parties Key Stakeholders Other Interested Parties Disadvantage/ Vulnerable groups
Feedback & Suggestion Box	A suggestion box/designated email address can be used to	Any questions, queries or concerns, especially for stakeholders that may	Appropriate location for a suggestion box should be selected in a safe public place to make it	Affected Parties

Method/Tool	Description and Use	Contents	Dissemination Method	Target Group
	encourage affected parties such as parents and teachers to leave written feedback and comments about the project.	have a difficulty expressing their views and issues during public meetings	readily accessible for the community. Information about the availability of the suggestion box should be communicated as part of project's regular interaction with local stakeholders.	Other Interested Parties Disadvantage/Vuln erable Groups
Internet/ Digital Media	Project digital space to promote various information and updates on the overall project, impact assessment and impact management process, procurement, employment opportunities, as well as on project's engagement activities with the public. Project's digital space should have a built-in feature that allows visitors to leave comments or ask questions.	Information on project, updates, health and safety, community relations, community updates, employment and procurement, environmental and social aspects	Limitation: Not all parties/stakeholders have access to the internet, especially in the hinterland communities.	Affected Parties Other Interested Parties Disadvantage/ Vulnerable Groups

6.0 Grievance Mechanism

The main objective of the Grievance Mechanism (GRM) is to assist the project to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and lasting outcomes. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions.

Specifically, the GRM:

- ▪ Provides affected people with avenues for making a complaint or resolving any dispute that may arise during the course of the implementation of projects; and
- ▪ Ensures that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complainants.
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Considering the multiple stakeholders, the project activities could lead to complaints, misunderstandings, conflicts and disputes. As such, the project needs to develop a grievance mechanism that would provide all direct and indirect beneficiaries, service providers and other stakeholders the opportunity to raise their concerns. Stakeholders should be informed of the grievance mechanism in place, as well as the measures put in place to protect them against any reprisal for its use. This should be done during interactions with stakeholders.

6.1 GRM Process

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

I.   Receiving and registering grievances and complaints

In the absence of the PIU, the Assistant Chief Education Officer – Primary should be responsible for receiving and registering grievances and complaints via the methods provided. Once the PIU is established the Environmental and Social Personnel should oversee the GRM, including receiving and registering grievances and complaints. All grievances and complaints should be recorded in a register maintained by the PIU. The register should also record other information on the grievance received, such as name, affiliation, and contact information if available (see Annex II). Grievances received at public consultations should be reflected in the minutes and as well as in the register. Grievances received during public consultations, meetings, and outreaches should be acknowledged in the minutes. Grievances received via the PIU telephone line, designated GRM email address, and written correspondence should be acknowledge by written reply to complainant where contact information is provided. Anonymous grievances should be received and recorded by the PIU through the dedicated email address or telephone line and follow the standard grievance redress process thereafter. For the purpose of recording the grievances, anonymous can be allocated an identification number to help the PIU track and record the grievance to ensure it is processed effectively.

II.   Identifying, and outlining of grievances

The PIU should be responsible for identifying and outlying the grievance or complaint within the scope of the project. This exercise will ensure that the grievance is properly understood and presented for assessment and redress. Establishing the validity of grievances (i.e. is it a project-related grievance) is a necessary step in the GRM process, so that valuable project resources are not wasted or misappropriated. Once that validity of the grievance has been established, it should be moved to the next step of the GRM. However, if the PIU finds that the registered

grievance has no relevance to the project, it should be filed away for future reference (with justification and supporting evidence) as a grievance that is not related to the project and no further follow up will be required by the PIU. This process should occur within the first two days of receiving the initial complaints, including the initial acknowledgement of grievances.

III.   Analysis and assign responsibility of the grievance/complaints

Once the grievance has been identified and outlined within the scope of the project, it should then be analyzed to address the concerns of the grievance. Once the main issue has been identified, and analyzed, there should be a general consensus on how to move forward with the project, and the possible method of implementation of the recommendations. This process should occur within five to seven days to ensure that there is a prompt response and action on the grievances. This would allow for grievances that require the urgent action by the project be addressed in a timely manner, so there is no delay in the implementation of feedback if such course of action that is required.

IV.   Proposed Response

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

V.   Agreement On Response

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

VI.   Update on the grievances/complaint resolution is effectively communicated to the complainant in fourteen days after the initial acknowledgement of grievance or timely manner that is deemed reasonable,

Grievances received from indigenous persons should be addressed using the project's standard operating procedures and timeline. Some of the hinterland locations are without access to internet and telephone services. In these situations, grievances should be received through the Village Council, either in writing or orally. The grievances can then be passed to the PIU via an open communication line with the Village Council or during site visits by the PIU Environmental and Social Personnel.

Monthly case/ grievance reports should be generated from the system by PIU's Environmental and Social personnel and reported to the Project Coordinator to inform management decisions as part of the reporting system. Periodic reports should also be generated within a reasonable time frame for stakeholders upon request irrespective of the period.

To aid the effectiveness of the grievance mechanism, the Environmental and Social Personnel should be the designated person responsible for overseeing the implementation of the GRM. There should also be a telephone number and email address to receive and document the concerns of the stakeholders. The personnel and contact information of the personnel to be involved in managing the GRM will be determined once the PIU is established.

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

The GRM process is activated upon the receipt of a grievance. Grievances are to be received either in writing (printed), or through e-mails/telephone calls/text messages. Each grievance should then be recorded in the grievance log, citing the name of the complainant, date of submission, and particulars of the grievance. However, the complainant can also request confidentiality or to remain anonymous. The Assistant Chief Education Officer (Primary)/Environmental and Social personnel should review the grievance to determine its merit and proceed to investigate. After submission of the grievance, the complainant should be notified in writing on the status of the grievance and the next steps. Once a grievance is satisfactorily settled this should be indicated in the logbook and the grievance should be considered addressed. If no amicable solution is reached, or the affected person does not receive a response, the affected person should be able appeal to the MoE directly. A recommended procedure for resolving a grievance is further detailed in Table 6-1. This can be adopted by the MoE and adjusted once project implementation commences.

Table 6-1: Grievance Redress Procedures

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

6.2 Site Level GRM

It is envisaged that any potential grievances arising from the construction activities will be localized. As such, to ensure that the process is effective, a site level mechanism to address such grievances should be put in place.

The grievance redress mechanism should be coordinated by the contractors who should act as a point of contact to receive complaints and work to address all grievances in a timely, effective and satisfactory manner, and to foster positive engagement when issues arise. Information on the grievance mechanism, including contact person and contact information should be shared with stakeholders, including the schools' administration, in particular the nearby community through notices. These can be posted at the site and at public places within the community.

The following is an outline of actions that should be taken once grievances resulting from the execution of works is received:

- The Supervisory Consultants Project Manager, along with the Contractor's Project Manager/ESHS Personnel, should investigate the reported grievances to determine the validity of a complaint and cause for the grievance;

- It should then be determined whether grievance can be resolved by the Project Team or whether outside authorities with regulatory or other responsibilities and relevant skills are to be consulted;
- Or it should be determined if corrective action are to be taken by the Contractor and what those actions are;
- The Supervisory Consultants Project Manager should prepare a grievance report, including supporting materials such as photographs. If necessary, a clear list of tasks and outcomes expected shall be developed;
- If grievance is the fault of the Contractor, then the Contractor is to implement corrective action immediately.
- The Supervisory Consultant Project Manager, along with the Contractor's Project Manager/HSSE Personnel should conduct follow-up inspection to monitor the situation and determine whether problem is likely to recur and put measures in place to prevent recurrence.

A register of grievances received should be maintained by the contractors and should include information such as date of complaint, by whom, nature of grievance, date investigated and by whom, validity and corrective action required, timeline for implementation of corrective action, and if the grievance was satisfactorily addressed or not. A monthly review on the status of grievances received/addressed should be conducted by the Supervisory Consultants

6.3 Addressing GBV/SEA/SH related Grievances

In addition to the project level GRM, a safe and ethical process for reporting, investigating, and addressing allegations of Gender Based Violence, Sexual Exploitation and Abuse and Sexual Harassment (GBV/SEA/SH) should be established. The PIU Environmental and Social Specialist should be responsible for dealing with any GBV/SEA/SH. GBV/SEA/SH cases should be logged by the PIU Environmental and Social Personnel and survivor's/victims information should be protected by using codes to maintain confidentiality. Specifically, the GRM should only record the following information related to the GBV/SEA/SH complaint:

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

6.4 Grievances relating to Indigenous Peoples

Indigenous communities within Guyana will also benefit from the project. These communities are mainly located in Regions 1, 7, 8, and 9. To address any grievances relating to Indigenous communities the established system for these communities should be utilized to ensure the process is culturally appropriate and accessible to affected Indigenous population, and takes into account the customary dispute settlement mechanisms within these communities. The Ministry of Amerindian Affairs has identified the avenues outlined below for dealing with complaints from Indigenous communities. Based on the nature and level of the grievance, the appropriate mechanism should be utilised.

- District Council, composed of all Toshaos from the district along with one representative from each Village Council in the district;
- Community Development Officer: located at a district level and responsible for intermediating between Amerindian communities and the Ministry of Amerindian Affairs;
- The National Toshaos Council: comprising all elected Toshaos in the country; or
- Complaints can also be filed directly with the Ministry of Amerindian Affairs.

6.5 Workers Grievance Mechanism

For project workers, a separate GRM should be established to facilitate the complaints and concern for all project staff. This should be prepared by the contractor and should form part of the contractors' ESMP

7.0 Project Resources and Implementation Responsibility

7.1 Stakeholder Engagement Plan Implementation

The SEP should be administered and implemented by the MoE. Implementation should be led by the Assistant Chief Education Officer (Primary). Once established, the PIU through the Environmental and Social Specialist, should lead the implementation of the SEP.

7.2 Budget

The cost associated with the implementation of the SEP should be covered by the MoE. An estimated budget should be prepared once all the project details are finalized. The following should be covered under the budget:

- Coordination and logistics;
- Preparation of materials;
- Communication;
- Implementation;
- Supervision, monitoring, and reporting;
- Travel of project personnel to consultation meetings;
- Provisions for IPs and disadvantage/vulnerable groups to attend consultations; and
- Unforeseen future expenses.

8.0 Monitoring and Reporting

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

Monthly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions should be collated by PIU's Environmental and Social Personnel. The monthly summaries should provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the project's ability to address those in a timely and effective manner. It should also include any engagement activity conducted during the month.

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

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

9.0 Conclusion

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

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

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

III. **Feedback Received from Stakeholders and Project Team's Response**

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

IV. **Supporting Documents**
- List of stakeholders consulted. Contact information.
- Any photos, if available.
- Other relevant documents
  Note: Photos and personal contact information of the individuals can be kept in internal records, however, will not be included in publicly disclosed documents fo reasons of confidentiality

Annex II: GRM Logbook Example

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