



# **Environmental and Social Management Framework**

**Saint Vincent and the  
Grenadines**

**HUMAN DEVELOPMENT  
SERVICES DELIVERY PROJECT  
(P154253)**

**11<sup>th</sup> May, 2022**

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## ACRONYMS

ACM	Asbestos Containing Material
C-ESMP	Contractor’s Environmental and Social Management Plan
GDP	Gross Domestic Product
GBV	Gender–Based Violence
E&S	Environmental and Social
ESHO	Environmental, Health and Safety Officer
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
EWMP	E-Waste Management Plan
GOSVG	Government of Saint Vincent and the Grenadines
HDI	Human Development Index
HDSDP	Human Development Services Delivery Project
MOE	Ministry of Education and National Reconciliation
MOFEPIT	Ministry of Finance, Economic Planning and Information Technology
OECS	Organisation of Eastern Caribbean States
PIU	Project Implementation Unit
PPU	Physical Planning Unit
SEA	Sexual Exploitation and Abuse
SDU	Sustainable Development Unit
SH	Sexual Harassment
SGD	St George’s Declaration
SVG	Saint Vincent and the Grenadines
TVET	Technical and Vocational Education and Training
UNCBD	United Nations Convention on Biological Diversity
UNCCD	United Nations Convention to Combat Desertification
UNFCCC	United Nations Framework Convention on Climate Change

## 1. INTRODUCTION

### 1.1 Project Background

The Human Development Services Delivery Project (HSDSP) has as its objectives to strengthen the quality of service delivery in education, to improve efficiency of social protection systems, and to improve effectiveness of labor market systems in Saint Vincent and the Grenadines (SVG). The project became effective in September 2017 and faced implementation challenges due to COVID-19 pandemic restrictions in 2020 and the subsequent eruption of the La Soufrière Volcano on 9<sup>th</sup> April, 2021. The Project is being restructured to allow for an extension of 18 months and is expected to close in December 2023. Additionally, the restructuring of the Project will allow for minor civil works associated with the rehabilitation of school laboratories to support the Technical and Vocational Education and Training (TVET) sector under Component 3 of the project.

The TVET sector has become a strategic priority for the Government of Saint Vincent and the Grenadines (GoSVG). A key issue identified to be addressed in this sector is the provision of relevant training to meet the skills needed for the labour market. It is intended to assist the GoSVG in expanding the supply of skilled and employable labour with certification that is acceptable at the national and regional levels. In order to achieve this objective, there is need to undertake repairs and/or upgrades to infrastructure at twelve (12) secondary schools where TVET centres are located. These works will improve the delivery of TVET instruction in the targeted secondary schools by financing the procurement of tools, equipment and relevant software, as well as rehabilitating facilities for Home Economics, Information Technology, Wood Working, etc. The beneficiary schools have been tentatively selected but the priority list may be revised. The scale of the works is minor but does carry typical environmental and social (E&S) risks such as dust, noise, waste management, traffic management, and the safety of workers and the nearby communities, as well as additional risks such as pesticide use (for termite treatment), proper management of demolition debris (including asbestos, if encountered), and sexual exploitation or abuse / sexual harassment (SEA/SH) during implementation of the work.

To manage and minimize the potential E&S impacts of these small civil works, the GoSVG has prepared this Environmental and Social Management Framework (ESMF) document. The ESMF provides a description of the proposed works (or “sub-projects”) as they are currently envisioned; however, it is understood that the specific locations of the schools and the details of the works may change, due to evolving conditions and project needs. Therefore, the framework approach is adopted to provide the tools and guidelines for E&S management at any of the specific sub-project sites. This ESMF includes an Environmental and Social Management Plan (ESMP) for a typical sub-project, that will be modified as needed prior to undertaking any works. Both the ESMF and ESMPs will be disclosed on the GoSVG website (<https://www.gov.vc/index.php/human-development-service-delivery-project-hdsdp>) and at the school worksites where activities are to occur. Key stakeholders (school administrators and staff, as well as the local communities where works will take place) will be contacted through email, social media, and public meetings where feasible.

## 1.2. Description of Works

The preliminary list of schools where upgrades and refurbishments are expected are the following (see Figure 1): St Clair Dacon Secondary School, Adelphi Secondary School, Mountain View Adventist Academy, Buccament Bay Secondary School, George Stephens Secondary School, North Union Secondary School, Petit Bordel Secondary School, West St George Secondary School, St Joseph Convent Marriaqua, St Joseph Convent Kingstown, Troumaca Secondary School, and Emmanuel High School Mesopotamia. As mentioned above, other schools may be added to the list and some may be dropped, depending on evolving needs.

The anticipated works at each of the schools are listed in Annex A. Activities include electrical and plumbing works, painting, carpentry, tiling, and other minor works. Also included are termite treatments for a number of areas; and, demolition and disposal of some damaged areas and materials such as roofing materials. New bathrooms, storage rooms or other minor additions will also be built where necessary. The proposed works do not include replacement of air conditioning units, or computers. There are no improvements planned for ingress and egress. There may be modifications to Annex A based on evolving physical conditions (e.g., flooding, ash deposit removal, drainage works, electric or water service, etc.) or other specific priorities (e.g., schools in the north of the island may be added to assist recovery from the recent [April 2021] volcanic eruption), however, the activities in Annex A provide a good general picture of the preliminary locations and types of works to be undertaken.

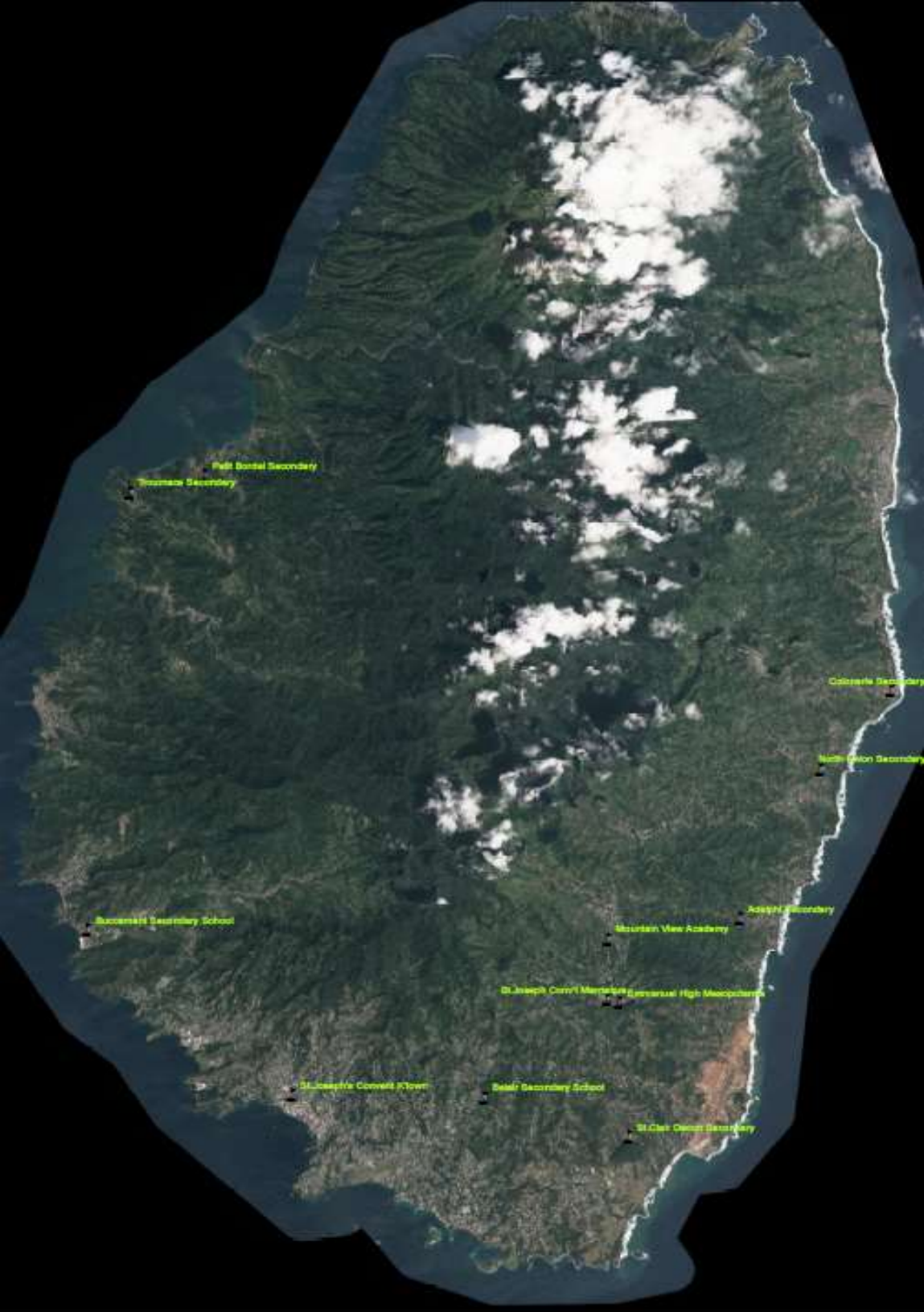


Figure 1: Location of preliminary selected schools

## 2. LEGAL AND REGULATORY FRAMEWORK

### 2.1 National Laws and Regulations

In SVG, a number of Government and statutory agencies have responsibility for environmental management in one form or another under various pieces of legislation. Table 1 below provides a general overview of the agencies, laws and regulations pertaining to environmental management and disaster mitigation. They cover such areas as the environment, land use, water management (including domestic, commercial, and hazardous waste management), historical and cultural patrimony, public health, and disaster response.

**Table 1: Summary of pertinent agencies, supporting legislations and scope of influence**

<b>Agency</b>	<b>Legislation</b>	<b>Scope</b>
Central Water and Sewerage Authority  [Ministry of Health Wellness and the Environment]	<ul style="list-style-type: none"> <li>• <i>Central Water and Sewerage Act</i> (No.6, 1978), amended in 1992</li> <li>• <i>Central Water and Sewerage Authority Act</i> (No.17, 1991)</li> </ul>	Make better provision for the conservation, control, apportionment, and use of water resources of SVG.
Ministry of Health Wellness and the Environment  [Solid Waste Management Unit]	<ul style="list-style-type: none"> <li>• <i>Environmental Health Services Act</i> (No.14, 1991)</li> <li>• <i>Environmental Impact Assessment Regulations (Draft, 2009)</i></li> <li>• <i>Environmental Management Act</i> (Draft, 2009)</li> <li>• <i>Waste Management Act</i> (No.31, 2000)</li> </ul>	<p>Make provision for the conservation and maintenance of the environment in the interest of health generally and in particular in relation to places frequented by the public</p> <p>The SWMU was established in November, 1999 to execute the activities under the “Organization of Eastern Caribbean States (OECS) Solid and Ship-generated Waste Management Project” and is also currently responsible for the collection and disposal of Solid waste on St. Vincent. In addition, the SWM Unit is responsible for the development of waste management facilities on the Grenadine islands of Bequia, Union Island and Canouan.</p>
Ministry of Agriculture, Forestry, Fisheries, Rural Transformation,	<ul style="list-style-type: none"> <li>• <i>Fisheries Act</i> (No.8, 1986), &amp; later amendments (No.32, 1986, and No.25, 1989)</li> </ul>	<p>Promotion and management of fisheries and matters pertaining there to.</p> <p>To provide for the conservation, management and proper use of the forest and watersheds,</p>



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Agency	Legislation	Scope
Industry and Labour	<ul style="list-style-type: none"> <li>• <i>Forest Resource Conservation Act</i> (No.47, 1992)</li> <li>• UNCCD</li> </ul>	<p>declaration of forest reserves, cooperative forest and conservation areas.</p> <p>Convention to combat deforestation and desertification</p>
Ministry of Agriculture, Forestry, Fisheries, Rural Transformation, Industry and Labour  [Forestry]	<ul style="list-style-type: none"> <li>• <i>Marine Parks Authority Act</i>1997(No.33, 2002)</li> <li>• <i>Natural Forest Resource Act</i> (1947)</li> <li>• Wildlife Protection Act (No.16, 1987) &amp; later amendments (1988, 1991)</li> <li>• Wildlife Conservation Act (1991)</li> </ul>	<p>The establishment of Marine Parks and other related matters.</p> <p>Providing for the protection of wildlife and any connected issues.</p> <p>The conservation and sustainable management of the nation’s forest, wildlife and national park resources</p>
Ministry of Tourism, Civil Aviation, Sustainable Development and Culture  [National Parks, Rivers and Beaches Authority]	<ul style="list-style-type: none"> <li>• <i>National Parks Act</i> (No.33, 2002)</li> <li>• <i>National Parks (Amendment) Act</i> (No.13, 2010)</li> </ul>	<p>To preserve, manage, protect and develop the natural and cultural heritage of SVG, including the historical and cultural heritage of the Island</p>
Ministry of Tourism, Civil Aviation, Sustainable Development and Culture  [Sustainable Development Unit]	United Nations Conventions <ul style="list-style-type: none"> <li>• UNCBD</li> <li>• UNFCCC</li> <li>• Stockholm Convention</li> <li>• Basel Convention</li> <li>• Rotterdam</li> <li>• Vienna Convention – Montreal Protocol</li> <li>• Cartagena Convention – LBS protocol</li> </ul>	<p>Convention for the protection of biological diversity</p> <p>Convention to reduce greenhouse gas emissions.</p> <p>Basel, Rotterdam and Stockholm conventions manage chemical and hazardous wastes</p> <p>Manages importation and use of ozone-depleting substances</p> <p>Convention to combat land-based sources of marine pollution.</p>
The Ministry of Tourism, Civil Aviation, Sustainable Development and Culture	<ul style="list-style-type: none"> <li>• St. Georges Declaration of Principles for Sustainable Development (SGD) in the Organization of the</li> </ul>	<p>This sub-regional agreement is designed to support sustainable development and covers a wide range of environmental issues including Multilateral Environmental Agreements (MEAs)</p>

Agency	Legislation	Scope
[The SGD has reporting requirements for all Ministries of Government]	Eastern Caribbean States (OECS) of 2001.	
Ministry of Transport, Works, Lands and Surveys, and Physical Planning [PPU]	<ul style="list-style-type: none"> <li>• <i>Town and Country Planning Act (No.45, 1992)</i></li> </ul>	<i>The Town and Country Planning Act (No.45, 1992)</i> guides planning in St. Vincent & the Grenadines. Under this act, the PPU has the legal authority for environmental management in general, including the evaluation of the need for and level of EIA requirements.

As a signatory to several MEAs and SGD, SVG has obligations to reduce its greenhouse gas emissions, protect and sustainably manage its biological diversity, prevent land degradation and ensure that livelihood issues are not threatened or compromised. The National Economic and Social Development Plan 2013 – 2025 speaks to environmental sustainability.

## 2.2 World Bank Safeguard Policies

The World Bank projects and activities are governed by Operational Policies (OP), which are designed to ensure that the projects are economically, financially, socially and environmentally sound.<sup>1</sup> The Bank has specific safeguard policies, which include Environmental Assessments and policies designed to prevent unintended adverse effects on third parties and the environment. These specific safeguard policies address natural habitats, pest management, cultural property, involuntary resettlement, indigenous peoples, safety of dams, projects on international waterways and projects in disputed areas<sup>2</sup>.

The World Bank’s environmental assessment policy and recommended processing are used to identify, avoid, and mitigate the potential negative environmental impacts associated with Bank lending operations and are described in the Bank’s Operational Policy (OP) 4.01: Environmental Assessment. This policy is considered to be the umbrella policy for the Bank’s environmental ‘safeguard policies’ which among others include: Natural Habitats (OP 4.04), Forests (OP 4.36), Pest Management (OP 4.09), Physical Cultural Resources (OP 4.11), and Safety of Dams (OP 4.37).

Under OP4.01 the Bank will undertake environmental screening of each proposed project to determine the appropriate extent and type of environmental assessment required. Proposed projects are classified into one of four categories, depending on the type, location, sensitivity, and scale of the project and the nature and magnitude of its potential environmental impacts. After review of the project and its

<sup>1</sup>Source: <http://www.worldbank.org/opmanual>

<sup>2</sup>Source:

<http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/EXTPOLICIES/EXTSAFEPOL/0,,contentMDK:20507440~pagePK:64168427~piPK:64168435~theSitePK:584435,00.html>

components, the overall HSDP project has not been deemed to have any major negative environmental impacts but because of the TVET civil works with minor impacts, the project has been classified as Category B. The implementation of appropriate mitigation and management measures will assist in reducing any potential negative impacts from the TVET works.

The World Bank Safeguard Policy OP 4.01 for Environmental Assessment is triggered, and accordingly this ESMF was prepared. ESMPs will also be prepared for specific sub-project works. As some of the works require the purchase and/or use of small amounts of pesticide for termite treatment of building foundations, World Bank OP4.09 on Pest Management is also triggered. This ESMF includes appropriate procedures for controlling associated risks by requiring licensed, registered professional contractors for termite control and the application of a prohibited pesticide list. These requirements will be built into the ESMPs for all works and should also be included in all contract clauses.

To ensure that the sub-project activities do not inadvertently trigger any other Safeguards Policies, a screening form has been included in this ESMF that lists exclusions that cannot be funded by the project. For example, any sub-projects or activities that would involve land acquisition will be screened out and not eligible for renovations under the project (see Table 5 of this ESMF).

### 2.3 World Bank EHS Guidelines

The World Bank's Safeguard Policies are supplemented by Environmental Health and Safety Guidelines (EHS Guidelines) which are technical reference documents with general and industry-specific examples of good international practice. The World Bank Group requires borrowers/clients to apply the relevant levels or measures of the EHS Guidelines. When host country regulations differ from the levels and measures presented in the EHS Guidelines, projects will be required to achieve whichever is more stringent.

The General EHS guidelines<sup>3</sup> are applicable to the project and include environmental, occupational health and safety, community health and safety, and construction elements. Of particular relevance to the project are the EHS General Guidelines for life and fire safety. The Guidelines for buildings programmed for renovation require that: "All life and fire safety guideline requirements for new buildings apply to existing buildings programmed for renovation. A suitably qualified professional conducts a complete life and fire safety review of existing buildings slated for renovation. The findings and recommendations of the review are used as the basis to establish the scope of work of a Corrective Action Plan and a time frame for implementing the changes."

As well, the EHS General Guidelines note that "use of asbestos containing materials (ACM) should be avoided in new buildings or as a new material in remodelling or renovation activities. Existing facilities with ACM should develop an asbestos management plan which clearly identifies the locations where the ACM is present, its condition (e.g., whether it is in friable form with the potential to release fibres),

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<sup>3</sup> [https://www.ifc.org/wps/wcm/connect/topics\\_ext\\_content/ifc\\_external\\_corporate\\_site/sustainability-at-ifc/policies-standards/ehs-guidelines](https://www.ifc.org/wps/wcm/connect/topics_ext_content/ifc_external_corporate_site/sustainability-at-ifc/policies-standards/ehs-guidelines)

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procedures for monitoring its condition, procedures to access the locations where ACM is present to avoid damage, and training of staff who can potentially come into contact with the material to avoid damage and prevent exposure. The plan should be made available to all persons involved in operations and maintenance activities. Repair or removal and disposal of existing ACM in buildings should only be performed by specially trained personnel following host country requirements, or in their absence, internationally recognized procedures.” These EHS Guidelines requirements will be built into ESMPs prepared for specific sub-project works.

### 3. ENVIRONMENTAL AND SOCIAL CONDITIONS

#### 3.1 Environmental Setting and Context

Saint Vincent and the Grenadines (SVG) is an archipelagic state in the Eastern Caribbean. The country comprises a main island, St Vincent, and a chain of 32 islands and cays, the Grenadines. The islands are approximately 389 km<sup>2</sup> [150 square miles] in area with approximately 109,991 inhabitants (2012 census). St Vincent consists of a central axial range of mountains starting from La Soufriere (1,179m) in the North, to Mount St. Andrew (736m) to the South. From the mountain tops the land rushes to the sea with only a narrow coastal belt and limited flat land area. This undulating mountainous terrain is covered in large part by tropical forest. On average, the island receives 219 centimetres of rainfall per year, making it one of the wetter islands of the Eastern Caribbean. There is a pronounced wet season from June to November, and a dry season between January and May. The rainy season, during which the island receives ~70% of total annual rainfall, coincides with the period of highest tropical storm activity in the region, which is on the Atlantic hurricane track. Mean temperatures vary by 2<sup>o</sup>C throughout the year and peak between May and October. Maximum temperatures can reach a high of 31<sup>o</sup>C during these months, and minimum temperatures a low of around 23<sup>o</sup>C in February.

SVG is part of the wider Antillean Arc of islands that are geologically young, not more than 50 million years old, and predominantly volcanic in origin. While the active tectonic processes may not appear evident every day, the region is still active as evidenced by earthquakes and eruptions at La Soufriere in 1812, 1902, 1979 and 2021. La Soufrière is considered to be an active volcano and its crater and dome form the northern quarter of St Vincent, giving rise to its topography and modifying its climate. The recent volcanic eruption of La Soufrière blanketed the island with ash up to several feet thick in the north, and subsequent landslides caused further damage to roads, water and electric systems, and other infrastructure, especially in the north of the island.

The south-central mountain range rises to La Soufrière at 1,179 metres above sea level. Many pronounced gulleys and valleys descend to the coast on both the western and eastern side of the central ridge. Many of the narrow valleys are filled with perennial streams and rivers that water the small alluvial plains before enter then the Caribbean Sea. The eastern side of the island contains most of the flat and arable lands. Four major watersheds are currently used as the main water resources for the supply of the population of St. Vincent: Richmond, Cumberland, Colonaire, and Montreal. The source of the water is rainfall in the high-elevation mountainous terrains. Surface diversion of the water from streams and rivers is made to produce hydroelectric energy as well as for public water supply.

SVG is vulnerable to a number of natural hazards such as hurricanes, earthquakes, volcanic activity, drought, tsunamis, flooding, and landslides. The effects of these phenomena can be exacerbated by the activities of population such as deforestation, indiscriminate garbage disposal, poor building practices, and unplanned settlements in environmentally sensitive areas.

The volcanic hazards of St. Vincent have been studied by many researchers. The north of the island near the active La Soufriere volcano continues to face the highest risk of another eruption, such as the April 2021 event. Loose deposits of volcanic ash from the volcano are also the root cause of many of the

devastating landslides which affect the island. Hurricanes and heavy rainfall events create risks from flood and wind, and in recent years have been quite destructive. Coastal areas are vulnerable to storm surge and erosion from wave energy, particularly on the east side where long-fetch waves arrive from across the Atlantic. The island is also vulnerable to earthquakes as it is located on an active tectonic subduction zone, and a tsunami risk exists on the south side of the island from the subsea volcano of Kick-em Jenny or due to landslides and avalanches from nearby mountainsides.

St. Vincent and the Grenadines is host to many highly biodiverse ecosystems. More than 1,150 species of flowering plants, 163 species of ferns, 4 species of amphibians, 16 species of reptiles, 111 species of birds, and 15 species of mammals which have been identified. In terms of marine biodiversity, over 500 species have been identified. Among these are at least 450 species of fin-fish, 12 species of whales and dolphins, 4 species of turtles, 9 of gastropods, 11 seaweeds and 30 different coral species. Fifteen Important Bird Areas (IBAs) have been recognized on the islands. Forests are key to biodiversity in St. Vincent, in some cases exhibiting more than 100 species of trees per hectare. In 1993, land higher in elevation than 305 meters above sea level was designated as forest reserves for the purpose of conserving the remaining resources.

The rich culture and history of St. Vincent has created physical cultural resources, which are features or objects of interest and value to nation's people because of their archaeological, paleontological, historical, architectural, religious, aesthetic, or other cultural significance. Recognition of physical cultural resources may be at the local, national level, or within the international community. Examples may include St. Vincent's natural treasures such as the Botanic Gardens, the petroglyphs in Mesopotamia, Layou, and Barrouallie, the Catholic Church in Kingstown and the old cemetery at Dorsetshire Hill; as marine preserves like the Tobago Cays or forest trails, excellent masonry works, historical buildings, or other features of community importance or international renown.

### 3.2 Socioeconomic Setting and Context

The 2012 population and housing census indicated that SVG has a population of 109,991 persons. Approximately 90% of the population is of African descent, while the other 10% is a combination of East Indian, European and Indigenous peoples. This comprised of 109,188 in private dwellings, 85 homeless and 718 across various institutions. There were 56,419 males and 53,572 females.<sup>4</sup> SVG is internationally classified in the high human development category with an overall Human Development Index (HDI) Value is 0.738 and the country is ranked 97<sup>th</sup> in terms of HDI in 2019. Economic development is structured around the agriculture, tourism and international business services sectors. The Gross Domestic Product (GDP) is US\$809.7million (2020)<sup>5</sup>; the literacy rate is 96% and the life expectancy at birth is 74 years.

Historical settlement patterns have followed along flat coastal areas near major rivers or fishing banks. The population of SVG is concentrated in the south of the island, particularly in Kingstown and Calliaqua

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<sup>4</sup> 2012, Population and Housing Census of Saint Vincent and the Grenadines

<sup>5</sup> World Bank: <https://datacommons.org/place/country/VCT>

and their suburbs. As the population has increased, the settlement pattern has slowly crept up from the low-lying urban areas into the surrounding hillsides creating expanding suburban settlements.

Extensive forests cover the central mountain ranges. The eastern side of the island has most of the relatively flat-lying land and consequently has seen the most commercial agriculture. SVG was among the world's top producers of arrowroot flour, however, the crop is now of minor importance, dwarfed by banana and other agricultural production. Other crop commodities of significance in SVG include dasheen, eddoes, sweet potatoes and yams. Major tree crops include mango, coconut, avocado and citrus. The livestock industry is relatively small; according to the 2000 Agriculture Census, production (in terms of number of heads) was dominated by sheep, goats and poultry.

In recent decades the economy is increasingly dominated by tourism. In 2019 the number of stay-over tourists was 72,983, arrivals on cruise ships were 250,694 with tourism receipts totalling US\$249.2 million.<sup>6</sup> Due to the contraction of the agricultural sector, the tourism sector is now making a greater contribution to national development with direct investment and ancillary development in support service sectors. This trend is anticipated to increase as national development policy seeks to place the hospitality sector within the main engines of economic growth. The Argyle International Airport was inaugurated in February 2017 and effectively opened up the island to non-stop international flights.

### 3.3 Site-Specific Environmental and Social Conditions

The precise locations and locations of the schools to be retrofitted are not known with certainty at this point in time. Accordingly, this ESMF provides only a general discussion of the environmental and social conditions at a typical school that is representative of the types of facilities that will be retrofitted. An analysis of site conditions will be conducted at each of the schools during preparation of the corresponding ESMPs, as part of the screening process to determine site-specific E&S conditions, potential risks and impacts, and mitigation measures (see Section 5 and Annex B of this ESMF).

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<sup>6</sup> Source: <https://stats.gov.vc/subjects/travel-and-tourism/visitor-arrivals-by-visitor-type-2015-to-2019/>

#### 4. ENVIRONMENTAL AND SOCIAL IMPACTS AND MITIGATION MEASURES

While there are numerous positive benefits from the project, there are also risks of negative impacts if basic precautions are not taken to safeguard the environment, students, workers, and nearby residents. This section of the ESMF considers the potential negative impacts related to the activities under consideration, namely the rehabilitation and retrofitting of school IT labs, encompassing minor physical works such as painting, tile laying, plumbing and electric, and other improvements.

The types of E&S risks typical for the TVET school rehabilitation/retrofitting sub-projects, and the corresponding mitigation measures and monitoring plans, are summarized in Table 2 and further discussed in section 4.1 below. These measures will be included within the Contractor’s requirements as part of standard practice for all works, with the costs for same included in fees.

**Table 2. E&S Impacts, Mitigation Measures, and Monitoring Plan**

Potential Impact	Required Action (Mitigation)	Responsible Party	Time Frame
Student safety	<ul style="list-style-type: none"> <li>No students/school employees are allowed within the work site; maintain a perimeter fence</li> <li>Avoid contact between workers and students</li> <li>Provide maps indicating hazard point for students</li> <li>Develop a code of conduct and training for workers and sanctions for breaking the code of conduct: avoid contact with children; no use of profane or inappropriate language; dress properly, no exposed arms or legs – all workers should wear appropriate PPE; and, all workers should have clear identification. This code of conduct must be published and visible to all workers</li> </ul>	Contractor Health and safety	Throughout sub-project implementation
Noise	<ul style="list-style-type: none"> <li>Avoid use of noisy equipment during critical school hours when possible</li> <li>Notify occupants of the works timeframe – i.e. daily working hours, when noisy equipment will be used, and any change in daily routine</li> <li>Use noise barriers or conduct noisy activities (e.g. tile cutting) in areas where people are not present</li> </ul>	Contractor	At the start of the activity and on an as needed basis



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Potential Impact	Required Action (Mitigation)	Responsible Party	Time Frame
Dust impacting air quality	<ul style="list-style-type: none"> <li>All activities with the potential to produce dust will be minimised and dust control measures implemented</li> <li>Cement and fine aggregate will be kept covered until needed. When uncovered, care should be taken to minimise dust</li> </ul>	Contractor	Daily
		Contractor	Daily
Solid and Liquid Waste	<ul style="list-style-type: none"> <li>Waste collection and disposal pathways and sites will be identified for all major waste types expected from the activities</li> <li>All waste will be collected and disposed of properly in approved landfills and/or disposal methods</li> <li>Trucks moving waste and construction material will cover their cargo</li> <li>Toilet facilities must be available to the workers that is separate from that provided for students</li> <li>Any gas or diesel powered generators must be properly maintained, not leaking, and properly vented</li> </ul>	Contractor and SWMU	At activity inception
		Contractor	Weekly
		Contractor	At all times
		Contractor	At all times
Occupational Health and Safety	<ul style="list-style-type: none"> <li>Workers must be fitted with necessary equipment as well as protective gear as per their specific tasks such as hard hats, overalls, gloves, safety goggles, boots, etc.</li> <li>Proper scaffolding and ladders must be used where necessary, and harnesses for tasks where workers may be more than 10 feet from the ground</li> <li>The Contractor must ensure that there are basic medical supplies on site and that there are staff trained in basic first aid</li> <li>COVID-19 safety protocols must be in place such as handwashing stations, PPE (masks), and other measures in Annex B</li> <li>Appropriate posting of information within the site must be done to inform workers of key rules and guidelines to be followed</li> </ul>	Contractor and workers	At employment
		Contractor	At all times
		Contractor	At all times
		Contractor and workers	At all times
		Contractor	At all times
Hazardous Materials (paints, solvents, preservatives, fuels, etc.)	<ul style="list-style-type: none"> <li>Use shall conform to product recommendations and specifications</li> <li>Temporary secured storage must be provided and maintained by Contractor to prevent unauthorized access or use</li> </ul>	Contractor	At all times

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Potential Impact	Required Action (Mitigation)	Responsible Party	Time Frame
	<ul style="list-style-type: none"> <li>• Spill-proof and leak-proof storage must be provided as necessary</li> <li>• Lead-free and low-VOC paint shall be used</li> <li>• Disposal of containers and unused products shall conform to manufacturer’s recommendations and national regulations</li> <li>• If any asbestos containing materials are found, then the World Bank General EHS Guidelines will apply</li> <li>• Waste disposal records must be kept in activity log</li> <li>• Material Safety Data Sheets for all substances being used on site must be kept onsite</li> </ul>		
Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH)	<ul style="list-style-type: none"> <li>• Environmental and Social Code of Practice will be followed to mitigate sexual exploitation and/or abuse and/or sexual harassment. Workers will receive training on the Environmental and Social Code of Practice to ensure proper procedures are followed reducing risk of SEA/SH.</li> </ul>	Contractor	At all times
Community safety	<ul style="list-style-type: none"> <li>• Appropriate signage demarcating work areas, entry restrictions, safety information, etc.</li> <li>• Any visitors to the site must be approved, escorted, and fitted with appropriate safety gears</li> <li>• Communities must be given prior notice of intended road closures and designated detours</li> <li>• Ingress, egress, and parking for workers must be clearly designated, marked, and safely laid out</li> <li>• Life and Fire Safety elements of the World Bank General EHS Guidelines will apply for all structures to be renovated</li> </ul>	Contractor	Before commencement of activity

## 4.1 Construction related E&S Impacts and Mitigation Measures

Relevant risks and mitigation measures of the construction phase are discussed in more detail below.

### 4.1.1 Worker Health and Safety

The global pandemic of COVID-19 presents new challenges for worker health and safety, as well as community health and safety. To this end Annex B contains guidelines for infection prevention and control on small construction sites.

Construction work can carry other physical risks: workers on scaffolds, exposure to chemicals, etc. The International Labour Organisation (ILO) defines decent work as safe and having appropriate compensation. Worker safety is critical to any operation, therefore, mishandling of equipment, the improper storage and usage of various chemicals and construction materials on site, poor and unsafe working conditions, high levels of continuous noise and fumes, as well as inadequate safety equipment can cause serious injury and down time to the workers and project and should therefore be avoided. Best management practices should always be implemented as labour laws hold the employer responsible for the workers safety. Proper facilities will need to be provided for workers in the interest of the workers and the environment.

The Contractor shall ensure that all workers operate within a safe environment. Sanitation facilities shall be provided for all site workers. All sanitary wastes generated as a result of project activities shall be managed in a manner approved by the contracting officer and the local authority responsible for public health. The Contractor shall ensure that there are basic medical facilities on site and that there are staff trained in basic first aid. Workers must be provided with the necessary protective gear as per their specific tasks such as hard hats, overalls, gloves, goggles, boots, etc.

The Contractor must ensure that all workers operate within a safe environment. All relevant Labour and Occupational Health and Safety regulations must be adhered to ensure worker safety. Sanitary facilities must be provided for all workers on site. Appropriate posting of information within the site must be done to inform workers of key rules and regulations to follow.

Safety on the site will be a collective responsibility of all parties – management, employees and the responsible Ministries. Contractor Personnel will be subject to the following requirements:

- Personal safety equipment must be worn on the project site at all times – by workers and any visitors to the site. These include safety glasses for eye protection, hard hats, respiratory masks, gloves and safety shoes as appropriate.
- The unlawful manufacture, distribution dispensing, possession, or use of illegal or controlled substances, and abuse of prescribed drugs, is prohibited in the workplace. All employees shall abide by the rules of this policy.
- Employees shall inform the supervisor if he/she is taking strong prescription drugs that make them drowsy and/or warn against driving or using machinery.

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- Employees shall maintain a clean job site, and their working area free from rubbish, debris and clutter.
- Employers shall appoint within the rank of employees a trained site safety representative. The Safety Representative shall assume responsibility and ensure that the guidelines/checklists are adhered to for the safeguard of all personnel and the environment.

To guard against SEA/SH, the Environmental and Social Code of Practice (Annexes D and E) will be followed. The application of the Code of Practice will help to mitigate against these potential types of risks in a school setting.

#### 4.1.2 Waste Management

Solid waste and debris from demolition must be properly disposed. The Contractor shall manage all demolition waste, trash and debris in a way that conforms to the solid waste management policies and regulations of SVG. Under no circumstances shall the Contractor allow demolition or other wastes to accumulate so as to cause a nuisance or health risk due to the propagation of pests and disease vectors. The Contractor shall provide for the regular removal and disposal of all site wastes and provide the contracting officer with a schedule for such removal.

If there are any hazardous materials to be handled or disposed of (particularly from school laboratory wastes, or possibly asbestos containing building materials of any type) then special measures would apply for which specific Procedures must be developed and applied. These will be based on the World Bank EHS Guidelines.

For termite treatments, ensure appropriate chemical management measures are implemented to prevent contamination of surrounding areas, and use only licensed and registered pest control professionals with training and knowledge of proper application methods and techniques. All pesticides to be used shall conform to the list of acceptable pesticides that are not banned by the relevant local authority. A list of banned pesticide appears in Annex C of this ESMF.

#### 4.1.3 Noise and Dust

Dust and noise can cause nuisance and in some cases health problems to students, nearby residents and workers. The following shall apply:

- Workers shall control noise emissions generated as a result of contracting activities to the extent possible. Reasonable efforts must be made to schedule activities at times least likely to affect students (outside of classroom hours).
- Workers shall be provided with masks as needed. The following conditions apply to work sites for the control of air quality including dust control:
  - During interior demolition debris-chutes shall be used above the first floor.
  - Demolition debris shall be kept in controlled area and sprayed with water mist to reduce debris dust.

- During pneumatic drilling/wall destruction dust shall be suppressed by ongoing water spraying and/or installing dust screen enclosures at site
- The surrounding environment (sidewalks, roads) shall be kept free of debris to minimize dust.
- There will be no open burning of construction or other waste material at the site.

#### 4.1.4 Community Health and Safety

Protection of the safety of students and the public is of paramount importance. Table 2 lists a number of mitigation measures including the posting of signage and restriction of public access to work zones. Clear and controlled entry and exit to work zones must be maintained at all times. Traffic safety is also important in that communities must be given notice of any road closures or designated detours. Also important are measures to stop the spread of COVID-19.

Life and Fire Safety is another important aspect of community safety, especially where the public will access buildings funded by the project. The World Bank EHS General Guidelines will be followed to ensure that the design consider life and fire safety, that a suitably qualified professional conducts a review, and that a Corrective Action Plan be developed if required.

The measures in Table 2 with respect to student safety are also relevant in this context, dealing mainly with access control. The Environmental and Social Code of Practice (Annexes D and E) is particularly important in the context of student safety. Training on this issue will be provided in order to strictly adhere to the code of practice and reduce this risk for both students and workers.

## 4.2 Operations related E&S Impacts and Mitigation Measures

Once the school rehabilitation works are completed, their operations will be turned over to the respective administrators. There are environmental and social risks during the operations phase that can be attributed to the project, related to inadequate or incorrect installation of improvements or equipment, and due to poor site clean-up that can leave hazards in place. Further, the IT laboratories may generate electronic waste over their lifetime, which must be properly managed to avoid impacting the environment negatively.

To mitigate against these risks the following mitigation measures will be carried out. First, the checklist in Table 3 is a Site Closure Report that will be used to ensure that the works have been finished properly and safely, and that the work sites have been left clean and orderly. Additionally, the E-Waste Management Plan (EWMP) in Table 4 will be provided to the school administrators to guide them during operations, if and as applicable.

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Table 3. Site Closure Report

Item	Yes/No/NA	Observations
1. Have all equipment and materials been properly installed?		
2. Are the necessary inspections and approvals in place if so required?		
3. Are the school rooms clean and free of debris, dust, or trash related to the works?		
4. Have all demolition debris, trash, and other waste products been removed from the school grounds and properly disposed of?		
5. Is there any damage to roads, parking lots, access ways, or other nearby areas?		
6. Does there appear to be any unsafe condition such as loose wires, leaks or liquids, unstable walls or shelves?		
7. Have all equipment and materials been tested and approved by the Client's representative?		
8. Were the works conducted in accordance with the Environmental and Social Code of Practice and the ESMP?		
9. Has the Contractor provided the necessary report with photographs, records, logbooks, and other documentation?		

Table 4. E-Waste Management Plan

The following will guide the schools' management of waste generated from the use of electronics contained within the computer labs, during operations of the schools. It is also included as a contingency if computers or other electronics could be purchased or installed during renovations.

- **Reuse:** Where the life of certain electronics can be extended the school will seek to reuse these devices or components parts to be used for the same purpose for which they were originally purposed. This process aims to promote optimal use of available resources, but social or environment risks associated with poor management will be considered. Accordingly, from the maintenance checks carried out the requisite technical expertise will be sought to advise the school as how best to re-use these components as stated.
- **Dismantling and segregation:** Where the parts can't be reused the school will seek to carefully separate manually, parts and components of a piece of equipment in disuse, to be provided to tech shops where they may be able to repurpose same.
- **Refurbishment:** Where the cost is feasible, the device may be refurbished to facilitate usage. It may include changes in hardware and software, especially if same is within the warranty period of the device.
- **Disposition:** In the process of final disposal of waste or materials, non-recoverable materials will be disposed of in controlled landfills in accordance with the laws of SVG.

## 5. ENVIRONMENTAL AND SOCIAL SCREENING

Each TVET rehabilitation activity is considered to be a separate sub-project, and the following screening must be performed to rule out any activity that causes undue risk or harm to the environment or the community. The screening will be performed by the PIU's Environmental and Social Specialists and will be part of the permanent record for each sub-project.

The screening process is intended to guide the assessment of E&S factors at each specific school location. In this way it serves as a guide to identify any E&S risks, potential impacts, and corresponding mitigation requirements for the Contractor. Based on the results of the screening forms, some sub-projects may be found to be ineligible under the project because they exceed its remit, or present overly complex E&S issues that cannot be resolved in the context of the project and its corresponding safeguard policies.

**Table 5. Sub-Project E&S Screening Form**

<b>E&amp;S Aspect or Characteristic of Sub-project/Activity</b>	<b>Yes/No/NA</b>	<b>Observations</b>
1. Are all activities associated with the sub-project located within the perimeters of the existing school?		
2. Does the work require that private lands be acquired or temporarily occupied, or that gardens, crops, or other goods be restricted or removed?		If so then the sub-project is not eligible
4. Do the activities involve only minor physical works such as tiling, roofing, painting, electrical, and plumbing improvements?		
5. Does the project involve structural improvements such as foundations, roof supports, or load-bearing walls?		If so then the sub-project is not eligible
6. Does the work site have a clear road access and parking for workers to safely enter and exit?		
7. Does the project involve hazardous materials management and disposal (e.g., asbestos, medical or infectious waste)?		If so then the sub-project is not eligible
8. Is there termite infestation that will require treatment?		If so then a licensed registered pest control provider must be used and prohibited pesticides excluded
9. Are there loose fine soils, guano, or other materials that may present dust problems?		



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10. Will there be students present directly within the work site?		
11. Will excess noise be generated by the sub-project works and activities?		
12. Is there a safe and adequate location for demolition debris and other construction waste that will be generated?		
13. Are there COVID-19 safety measures in place for the school and work sites?		
14. Are there any unusual, unsafe, or exceptional circumstances around the school or sub-project work sites that need special attention?		

The PIU will provide the results of the screening form to the Contractor, so that they are aware of all the relevant E&S requirements and any special conditions.

## 6. ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN

This part of the ESMF discusses in more detail the specific duties and strategies for implementation to ensure compliance with the ESMP requirements.

### 6.1 Mitigation Measures

The measures in Table 2 of this ESMF shall be made known to the contractors during the bidding stage so that they are included in all cost estimates, work plans, and schedules. The Contractor will use the information in Table 2 of this ESMF to prepare an ESMP that will describe the mitigation measures and monitoring plan for each specific work site.

The C-ESMP shall form part of the legal agreement/contract with the Contractor to ensure compliance. The elements of this ESMP shall be included in contracts and be adhered to by the Contractor. Relative to the C-ESMP the requirements include:

- The Contractor shall comply with the requirements of the ESMP and shall do so by employing techniques, best practices and methodologies to ensure compliance.
- In ensuring compliance with this standard, the Contractor will minimise environmental damage, control waste, avoid pollution, prevent loss or damage to natural resources and minimise effects on the occupants of the educational institutions, the surrounding residents and the general public.
- The Contractor shall prevent or minimise the occurrence of accidents which may cause damage to the environment, prevent or minimise the effects of such accidents and shall return the environment to a state as close to the condition existing prior to any such accident as possible.
- The Contractor shall appoint an Environmental, Health and Safety Officer (EHSO) on site who will be employed on a full time basis for the duration of the contract. The EHSO shall perform all tasks necessary to monitor the performance of the Contractor with respect to the specifications in the ESMP. Specific responsibilities of the EHSO shall be as follows:
  - Ensure the protection of the environment.
  - Perform all of the day-to-day tasks necessary to monitor the performance of the Contractor(s) with regard to the requirements of the ESMP.
  - Ensure thorough familiarisation with existing information regarding the project area and the C-ESMP.
  - To liaise with the PIU through the ESS in the case of incidents, non-compliance or any matter where the course of action is unclear.
  - Verify the accuracy of the information contained in the ESMP and to bring any errors, omissions, oversights to the attention of the Contractor and the MoFEPDIT's ESS.
  - The EHSO shall act as a guide and advisor to the Contractor with the respect to the ESMP on environmental, social, health and safety issues during the construction phase of the

project. This will be achieved by ongoing internal inspections/auditing/monitoring of the activity, identification of problem areas and provision of action plans to avoid impacts, risk or damage.

- The EHSO shall have experience in environmental and social management. The EHSO shall be capable of evaluating the effectiveness of specified management measures and be familiar with environmental and social management techniques. The EHSO shall be able to propose solutions to problems identified as regards the implementation of the plans.
- The Contractor shall take proactive steps to ensure that the standards in the ESMP are met during all phases of the construction. These shall include, but not be limited to, the following:
  - Employment of competent and dedicated members of staff to oversee the implementation of the ESMP.
  - The appointment and replacement of staff responsible for the environmental and social management of the contract shall be subject to approval.
  - Instruction of staff about the relevant environmental sensitivities and the specific measures that each employee shall implement to meet the environmental and social protection and management standards defined by the ESMP.

If there are any Approval and Licensing Requirements, the Contractor is required to obtain them and keep them in force.

## 6.2 Supervision and Monitoring

### 6.2.1 Roles and Responsibilities

The structure and responsibility of the TVET activity is shown in Figure 2 below. The roles of each party are discussed below.

The Ministry of Finance, Economic Planning, and Information Technology (MOFEPIT) will provide overall management of the project as Employer's Representatives. Specific actions include:

- Designate Points-of-Contact to act as the Environmental and Social Specialists.
- The E&S Specialists shall provide supervision of the Contractor's EHS Officer regarding any non-compliance by the Contractor and advice on the steps to be taken to rectify same.
- The E&S Specialists shall update the ESMP based on requirements of the works as needed.
- The final decision on all environmental, health, safety and social matters relating to the works will remain with the ESS where there is disagreement of interpretation regarding the ESMP and actions to be taken.

The Ministry of Education and National Reconciliation (MoE) will provide support, specifically:

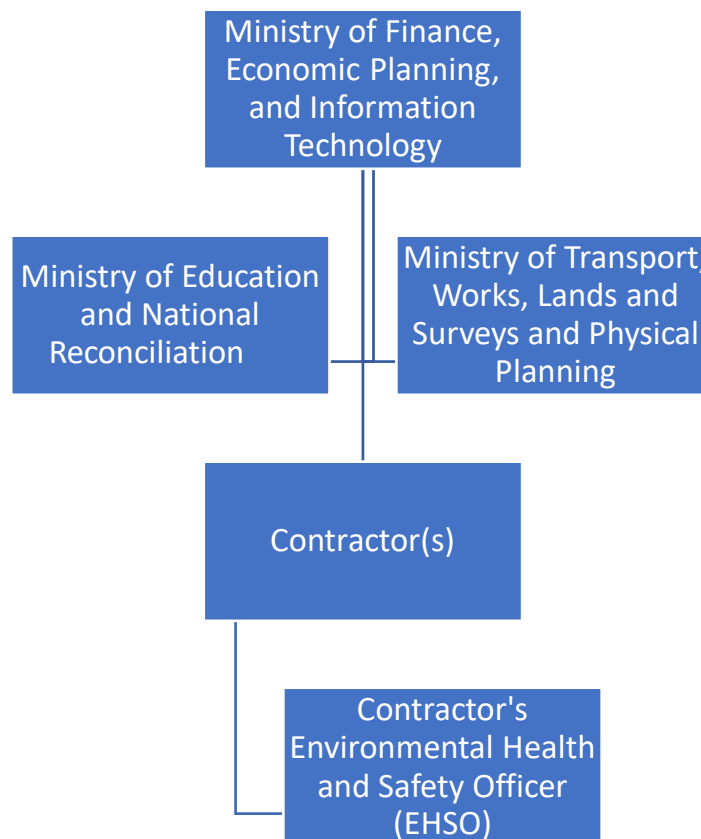
- Assign a Project Officer (PO)

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- The PO shall provide support to the E&S Specialists regarding any non-compliance by the Contractor – i.e., reporting any instances of breach of the provisions set out in the ESMP
- The PO shall be responsible for ongoing communication with the affected educational institutions during the construction period.
- To arrange organised/impromptu visits by personnel from the MoFEPIT or the MTW.

The Ministry of Transport, Works, Lands and Surveys and Physical Planning (MTW) will provide supervision of the rehabilitation works. Duties will include:

- Assign a suitably qualified person – i.e., Engineer for works, electrician/electrical inspector for wiring, etc. – for the sub-projects.



**Figure 2. Project Organization Chart**

The Contractor(s) will execute the works. Specific items related to environment, social, health and safety (ESHS) will include the following:

- Provide a C-ESMP (Contractors ESMP) specific to each school in each and every contract for works, based on this ESMP document with any changes or revisions approved by the E&S Specialists.

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- Appoint an ESHO (Environment, Safety and Health Officer).
- Supervise and report on compliance with the C-ESMP to the E&S Specialists.

Implementation of this Environmental Management Plan involves:

- Identification of critical work activities, the safety and environmental implications of these activities and ways to mitigate any negative impact which they may have;
- Regular collaboration with the Contractor;
- Continuous review of the C-ESMP to adjust to changes in the site conditions; and,
- Continual monitoring of the impact on the environment due to the implementation of this project; provision of feedback to the Client, throughout sub-project implementation.

### 6.2.2 Code of Conduct

The Code of Conduct for the Contractor and for the PIU are contained in Annexes D and E, respectively, of this ESMF. All persons involved with the project shall adhere to the Code of Conduct.

### 6.2.3 Monitoring Plan

The implementing agencies will periodically visit and supervise the works sites. In addition, it is standard practice for the E&S Specialists, the Clerk of Works, and/or the Physical Planning Unit to conduct site visits during building Construction to ensure compliance with approved plan and agreed building conditions. During such visits, the inspectors are expected to have a checklist and a log so that they can track progress or deviation from approved standards. Inspectors are encouraged to use the check list below as a tracking tool.

### 6.2.4 Corrective Action

Wherever and whenever a negative action is observed by the Contractor or site inspector, corrective action should be take as soon as is possible. In the case of defective physical support structures, work in that area should cease until corrective actions have been taken. It is the responsibility of the Contractor to ensure that corrective action is taken using established and acceptable methods and materials.

### 6.2.5 Emergencies

The Contractor is required to have on site means of communicating with relevant authorities in the event of emergencies. Emergency telephone numbers should be displayed and accessible to all on sites. Relevant authorities include but are not limited to:

- The Milton Cato Memorial Hospital Accident and Emergency
- The Royal St Vincent and the Grenadines Police Force (fire and traffic)
- The Central Water and Sewerage Authority

- The St. Vincent Electricity Services Limited (VINLEC)

Any action which threatens health or life should be treated as an emergency and given priority action. Corrective action should be checked and cleared by the relevant personnel before is allowed to continue. All negative actions, the response/mitigation measure, persons involved and the impact(s) should be recorded and kept in the project log.

Any serious or severe accidents must be reported immediatley to the E&S Specialists.

### **Emergency Contact Information**

<b><u>Personnel</u></b>	<b><u>Address</u></b>	<b><u>Telephone</u></b>
<b><u>Environment</u></b>		
<b><u>Fire</u></b>		
<b><u>Police</u></b>		
<b><u>Ambulance</u></b>		

#### 6.2.5 Site Closure

The checklist in Table 3 of this ESMF shall be used to document the completion of works and clean-up of each work site. The Contractor will provide a report including photographic evidence, logbooks, records, and other documentation to show the proper, safe and clean closure of each work site to the satisfaction of the Client.

## 7. STAKEHOLDER ENGAGEMENT

### 7.1 Community Outreach

Under conditions of a COVID–19 outbreak a common approach to stakeholder engagement where large gatherings of the public are encouraged will need to change. There are numerous alternatives, but the key criteria for stakeholder engagement remains the same, and that is meaningful dialogue with project effected people with attention given to the most vulnerable. Every alternative must still include what feedback and suggestions were provided by stakeholders. Some suggestions for community engagement during a COVID–19 outbreak are listed below:

- Avoid public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings;
- If smaller meetings are permitted, conduct consultations in small-group sessions of no more than 10 people, such as focus group meetings in an outside area which chairs place 6 feet apart; meetings can also take place outdoors where the risk of spreading COVID–19 is reduced.
- If in person meetings are not permitted, make efforts to conduct meetings through online channels, including Webex, Zoom, WhatsApp, and other virtual meeting platforms.
- Try social media and online channels to share activity information. Where possible and appropriate, create dedicated online platforms and chatgroups appropriate for the purpose.
- Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, and mail) if a stakeholder does not have access to online channels or does not use them frequently.
- Where direct engagement with project affected people or beneficiaries is necessary, identify channels for direct communication with each affected household via a combination of email messages, mail, online platforms, dedicated phone lines with knowledgeable operators, or direct calling by the project team.

Communication and engagement activities under this CERC will also follow the publication from the WHO “Risk communication and community engagement (RCCE) readiness and response to the 2019 novel coronavirus (2019–nCoV)” which will guide messaging about the COVID–19 preparedness and response measures under the CERC and gives broader guidance and checklists for national level communication during different phases of a disease outbreak.

## 7.2 Public Disclosure

The following procedures are being carried out to afford for the disclosure of this ESMP to the Community, and to the contractors:

1. Publish the ESMF and ESMPs on the appropriate GoSVG Website.
2. Have the ESMF and ESMPs on Notice Boards, if possible.
3. Have an initiation meeting with all contractors prior the commencement of the project to advise of possible responses to environmental and safety issues.
4. To ensure the safe implementation of works, there will be daily meetings with workers prior to and during works to advise of the ESMP and the risks identified and measures that are required to mitigate same going forward.

The timeline for disclosure of the ESMP is prior to any works commencing. The ESMF will be disclosed at <http://www.gov.vc/index.php/human-development-service-delivery-project-hdsdp>

## 7.3 Grievance Redress Mechanism

The project also has a Grievance Redress Mechanism.

The project and its associated activities may have some short term and reversible impacts. In order to ensure the implementation of the Project in a timely manner and effectively address any anticipated and unanticipated risks that would be encountered during implementation, including the development of the necessary actions of mitigation and avoidance, a robust Grievance Redressal Mechanism (GRM) was developed and is outlined below.

The GRM will enable the project to address any grievances against the Project. It must be noted that this GRM covers grievances that relate to the impacts that the project may have on people and communities. The PIU will be responsible for registering, tracking, addressing and resolving any complaints raised by individuals or groups. The required grievance reports will report issues and will include a name, date and contact information with a detailed description of the case and complainant.

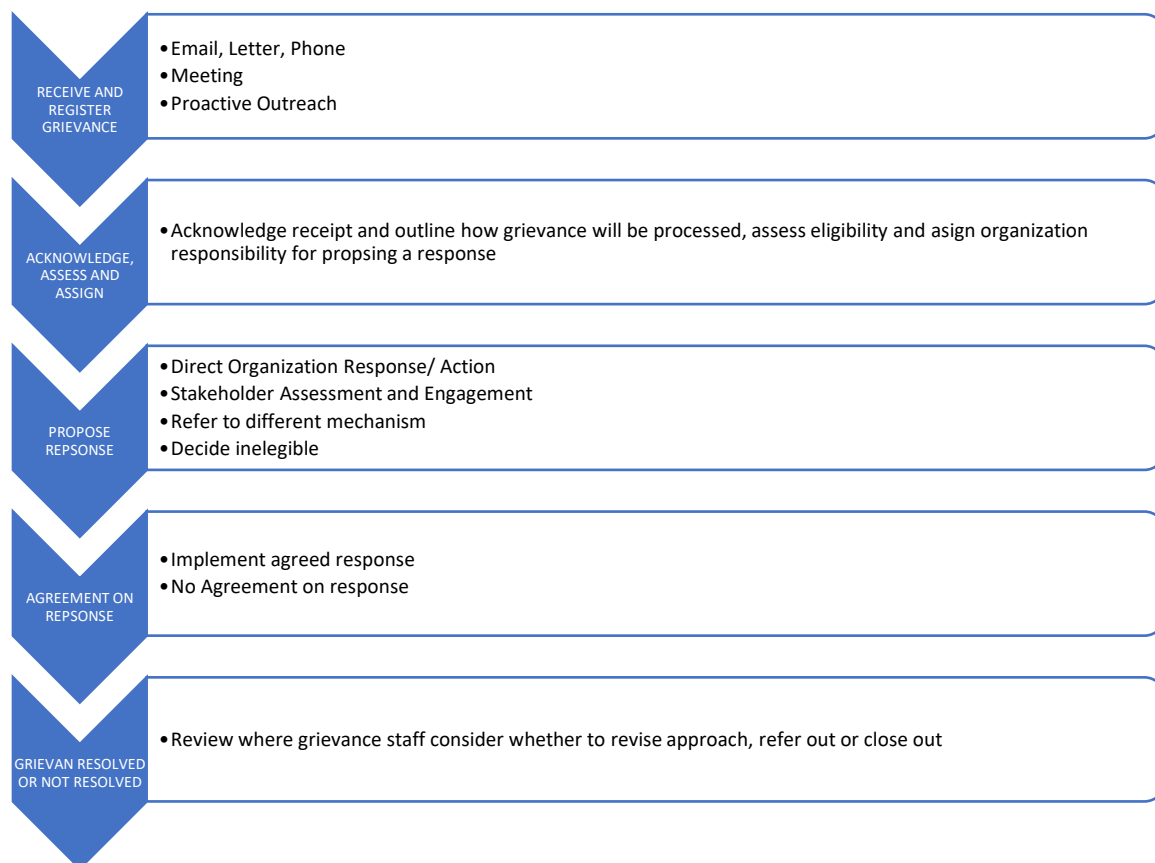
The flow chart for the GRM process appears in Figure 3 below. Relevant points to underscore in the context of the MIU project include:

- Information about the Project level Grievance Redress Mechanism within the PIU will be provided to the community via notice boards as the facility and on printed material as relevant.



- The contact details for submitting complaints under the project are as follows:
  - a. **Physical address for sending a letter, or coming in person:**  
**Maureen Webber**  
**Project Coordinator**  
**Human Development Service Delivery Project**  
**Ministry of Finance, Economic Planning, Sustainable Development and Information Technology**  
**First Floor Administrative Building**  
**Kingstown**  
**St Vincent and the Grenadines**
  - b. **Phone number: (784) 457 1746**
  - c. **Email address that is checked frequently: [cenplan@svgcpd.com](mailto:cenplan@svgcpd.com)**

**Figure 3. Flow Chart of the Grievance Redress Process**



## ANNEX A. PRELIMINARY LIST OF SPECIFIC WORKS AT INDIVIDUAL SCHOOLS

The findings and recommendations for the enhancement of the preliminary selected twelve (12) secondary schools are as outlined below.

School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
Petit Bordel Secondary	<b>Technical Drawing</b> <ul style="list-style-type: none"> <li>• Adequate lighting and ventilation</li> <li>• Working windows</li> <li>• No storage</li> <li>• Cracked floor tiles</li> <li>• No CAD computer</li> <li>•</li> </ul>	<b>Technical Drawing</b> <ul style="list-style-type: none"> <li>• Provide electrical outlets for 25 computers</li> <li>• Provide electoral outlet for a projector</li> <li>• Replace 30 16" x 16" ceramic floor tiles</li> </ul>	<b>Technical Drawing</b> <ul style="list-style-type: none"> <li>• Provide electrical outlets for 25 computers</li> <li>• Make provision for a projector (electrical outlet)</li> <li>• Replace 30 16" x 16" floor tiles</li> </ul>
	<b>Computer Lab</b> <ul style="list-style-type: none"> <li>• No AC unit</li> <li>• Proper lighting and ventilation</li> <li>• Broken chairs and inadequate chairs</li> <li>• Capacity for 35 computers</li> <li>• 25 slow working computers</li> <li>• No server</li> <li>• No printer</li> <li>• No projector</li> <li>• Broken blinds</li> </ul>	<b>Computer Lab</b> <ul style="list-style-type: none"> <li>• Provide 3 hinges for 1 entrance door</li> <li>• Replace 2 door frames with entrance locks, dead bolt</li> <li>• Provide electrical outlet for projector</li> </ul> <p><b>School will provide drapes from material/cloth previously received</b></p>	<b>IT Lab</b> <ul style="list-style-type: none"> <li>• Provide 3 hinges for 1 entrance door</li> <li>• Replace 2 door frames with entrance locks, dead bolt</li> </ul>
	<b>Home Economics</b> <ul style="list-style-type: none"> <li>• Only 2 functioning sinks</li> </ul>	<b>Food Lab</b> <ul style="list-style-type: none"> <li>• Replace 3 aluminium sinks 71 x 20</li> </ul>	<b>Food Lab</b>

School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<ul style="list-style-type: none"> <li>• No industrial sink</li> <li>• Pantry infested with bats and leaking</li> <li>• No industrial stove or fridge</li> <li>• No freezer</li> <li>• No telephone line</li> <li>• Insufficient units</li> <li>• Seal the conduit that runs through the roof in the storage room – bat dropping in the ceiling</li> <li>• Lacking equipment</li> <li>• No safety lanes</li> </ul> <p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• No fridge</li> <li>• Stove not working</li> <li>• No washing machine</li> <li>• No freezer</li> <li>• Sink not installed</li> </ul>	<ul style="list-style-type: none"> <li>• Seal all aluminium metal sinks</li> <li>• Provide 2 fire extinguishers</li> <li>• Provide under counter storage for 25lb gas cylinders</li> <li>• Provide 17 cupboard door knobs</li> <li>• Install safety lanes – oil paint</li> </ul> <p><b>Pantry</b></p> <ul style="list-style-type: none"> <li>• Termite treatment ceiling measuring 127" x 120"</li> </ul> <p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Change 5 ceiling ply</li> <li>• Check roof for leak</li> <li>• Replace 1 kitchen sink 36 x 30</li> <li>• Provide 3' x 12' wire mesh</li> <li>• Provide wire mesh 36 x 24 x 2</li> <li>• Provide 2 metal gates 7'6" x 42"</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 3 aluminium sinks 71 x 20</li> <li>• Seal aluminium metal sinks</li> <li>• Provide fire extinguishers</li> <li>• Provide storage for 25lb gas cylinders</li> <li>• Provide 17 cupboard door knobs</li> <li>• Install safety lanes – floor oil paint</li> </ul> <p><b>Pantry</b></p> <ul style="list-style-type: none"> <li>• Termite treat ceiling measuring 127" x 120"</li> </ul> <p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Change 5 ceiling ply</li> <li>• Check roof for leak</li> <li>• Replace 1 kitchen sink 36 x 30</li> <li>• Provide 3' x 12' wire mesh</li> <li>• Provide wire mesh 36 x 24 x 2</li> <li>• Provide 2 metal gates 7'6" x 42"</li> </ul>
	<p><b>Woodwork Shop</b></p> <ul style="list-style-type: none"> <li>• Shop congested</li> <li>• Poor ventilation</li> <li>• Congested storage</li> </ul>	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Fix wooden window 30' x 10' using blades, frames</li> </ul>	<p><b>Wood work shop</b></p> <ul style="list-style-type: none"> <li>• Fix wooden window 30' x 10' (blades and framing)</li> </ul>

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School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<ul style="list-style-type: none"> <li>• Old equipment needs to be removed</li> <li>• Theory taught in same room; no seating for students</li> <li>• Shared storage</li> <li>• Poor security</li> <li>• Little to no hand tools</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 1 timber door with dead bolt and entrance lock 39" with frame</li> <li>• Replace 9 wooden windows 5'7" x 45"</li> <li>• Install safety lanes</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 1 timber door with deadbolt and entrance lock 39" with frame</li> <li>• Install safety lanes – floor oil paint</li> <li>• Replace 9 windows 5'7" x 45" (wooden windows)</li> </ul>
<b>Troumaca Ontario Secondary</b>	<b>IT Lab</b> <ul style="list-style-type: none"> <li>• Computers outdated</li> <li>• Chairs are damaged</li> </ul>		
	<b>Technical Drawing Lab</b> <ul style="list-style-type: none"> <li>• Room is very hot</li> <li>• 1 broken window</li> </ul>	<ul style="list-style-type: none"> <li>• Tile floor area measuring 23'7" x 23'5"</li> <li>• Replace 30 louver window handles – the windows are good just need the handles replaced</li> <li>• Need 4 wall fans for drawing room – the electrical wiring is needed to accommodate laptops and fans</li> <li>• Replace 1 window</li> </ul>	<ul style="list-style-type: none"> <li>• Tile floor area measuring 23'7" x 23'5"</li> <li>• Electrical installation to accommodate laptops and fans</li> <li>• Install 4 wall fans in drawing room</li> <li>• Replace 1 window</li> <li>• Replace 30 louver window handles</li> </ul>
<b>Adelphi Secondary</b>	<b>Home Economics</b> <ul style="list-style-type: none"> <li>• Lab does not meet CVQ standards</li> <li>• Stoves have no extractors</li> <li>• Floor not tiled</li> <li>• Lab needs to be painted</li> </ul> <b>Clothing and Textile</b>	<b>Home Economics</b> <ul style="list-style-type: none"> <li>• Provide floor tile for room 23'11 x 36'2</li> <li>• Install extractor fans over stoves</li> <li>• Standard size kitchen counter with shelves and tiled counter tops</li> <li>• Install 40 door knobs</li> </ul>	<b>Home Economics</b> <ul style="list-style-type: none"> <li>• Provide floor tile for room 23'11 x 36'2</li> <li>• Construct new cupboard</li> <li>• Install 40 door knobs</li> <li>• Install 6 ceiling fans</li> <li>• Paint room 23'11 x 36'2 x 12'</li> </ul>

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School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<ul style="list-style-type: none"> <li>• There are no storage cupboards</li> </ul>	<ul style="list-style-type: none"> <li>• Install 6 ceiling fans</li> <li>• Paint room 23'11 x 36'2 x 12'</li> </ul> <p><b>Clothing and Textile</b></p> <ul style="list-style-type: none"> <li>• Construct 2 cupboards</li> <li>• 8' x 2' x 3'</li> <li>• 5' x 2' x 3'</li> </ul>	<ul style="list-style-type: none"> <li>• Install extractor fans over stoves</li> </ul> <p><b>Clothing and Textile</b></p> <ul style="list-style-type: none"> <li>• Construct 2 cupboards – 8' x 2' x 3' and 5' x 2' x 3'</li> </ul>
	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Insufficient storage</li> <li>• Tool room needs paint</li> <li>• Equipment not working or obsolete</li> <li>• Roof in tool room is leaking and is bat infested through the ceiling</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 20' dry wall ceiling</li> <li>• Provide 1 entrance door lock</li> <li>• Construct new wooden rack 23' x 10'</li> <li>• Paint tool room (paint room 23'11 x 22'4 x 12 – for half this size)</li> <li>• Need safety lanes</li> </ul>	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Replace 20 dry wall ceiling</li> <li>• Provide 1 entrance door lock</li> <li>• Construct new wooden rack 23' x 10'</li> <li>• Paint tool room (23'11 x 22'4 x 12')</li> <li>• Install safety lanes – floor oil paint</li> </ul>
	<p><b>Drawing Lab</b></p> <ul style="list-style-type: none"> <li>• Lab well ventilated</li> <li>• Adequate lighting</li> <li>• Some windows broken</li> <li>• Water is seeping through the ceiling</li> </ul>	<p><b>Technical Drawing Room</b></p> <ul style="list-style-type: none"> <li>• Paint room 23'11 x 22'4 x 12'</li> <li>• Paint floor 23'11 x 22'4</li> <li>• Provide 24 electrical outlets for 24 laptops</li> <li>• Provide burglar bars</li> </ul>	<p><b>Technical Drawing Room</b></p> <ul style="list-style-type: none"> <li>• Paint room 23'11 x 22'4 x 12'</li> <li>• Paint floor 23'11 x 22'4</li> <li>• Provide 24 electrical outlets for 24 laptops</li> <li>• Provide burglar bars</li> <li>• Repair the existing roof</li> </ul>
<p><b>George Stephen Snr Secondary</b></p>	<p><b>Home Economics</b></p> <ul style="list-style-type: none"> <li>• No safety lanes</li> </ul>	<p><b>Home Economics</b></p>	<p><b>Home Economics</b></p>

School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<ul style="list-style-type: none"> <li>• Insufficient number of stoves</li> <li>• Poor ventilation</li> <li>• Lab well laid out</li> <li>• Well lit</li> <li>• Most windows are not opened; they fall out</li> <li>• Leaking drainage pipe in cupboard</li> <li>• No working ovens</li> </ul>	<ul style="list-style-type: none"> <li>• Replace and repair 2 awning windows 6' x 3' and 4' x 4'</li> <li>• Replace 4 aluminium kitchen sinks</li> <li>• Replace 6 awning windows 6' x 4'</li> <li>• Install safety lanes</li> </ul> <p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Replace 4 awning windows 4' x 4', 3' x 4', 6' x 4' (x2)</li> <li>• Area to be termite treated – to be determined on site in order to deal with termite problem</li> <li>• Construct new cupboard 11' x 4' x 2'</li> </ul>	<ul style="list-style-type: none"> <li>• Replace and repair 2 awning windows 6' x 3' and 4' x 4'</li> <li>• Replace 4 aluminium kitchen sinks</li> <li>• Replace 6 awning windows 6' x 4'</li> <li>• Install safety lanes</li> </ul> <p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Replace 4 awning windows 4' x 4', 3' x 4', 6' x 4' (x2)</li> <li>• Area to be termite treated</li> <li>• Construct new cupboard 11' x 4' x 2'</li> </ul>
North Union Secondary	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Lab is congested</li> <li>• Poor lighting and ventilation</li> <li>• No storage space</li> <li>• Obsolete machinery</li> <li>• Fuse amperage is inadequate</li> <li>• Insufficient equipment</li> <li>• Walls need painting</li> <li>• Work benches need painting</li> <li>• Table saw not working</li> </ul>	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Demolish wall 26'4 x 9' and door</li> <li>• Construct 2 6"-block walls – 5'11 x 9'</li> <li>• Construct timber rack 2' x 16' x 8'6</li> <li>• Paint walls</li> <li>• Paint work benches</li> </ul>	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Demolish wall 26'4 x 9' and door</li> <li>• Construct 2 6"-block walls – 5'11 x 9'</li> <li>• Paint walls</li> <li>• Paint work benches</li> <li>• Construct timber rack 2' x 16' x 8'6</li> </ul>
	<p><b>Drawing Lab</b></p> <ul style="list-style-type: none"> <li>• Present windows are damaged</li> <li>• Floors need to be painted</li> </ul>	<p><b>Technical Drawing</b></p> <ul style="list-style-type: none"> <li>• Construct and install new window 1'2 x 6' and 8' x 6'</li> </ul>	<p><b>Technical Drawing</b></p> <ul style="list-style-type: none"> <li>• Install burglar bars at 4 windows 10' x 4'11, 5'4 x 4'11, 4' x 6'8</li> </ul>

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	<ul style="list-style-type: none"> <li>Lab will need to be secured from burglars when laptops are available</li> </ul>	<ul style="list-style-type: none"> <li>Paint floor of room 23 x 24</li> <li>Install burglar bars at 4 windows 10' x 4'11, 5'4 x 4'11, 4' x 6'8</li> </ul>	<ul style="list-style-type: none"> <li>Construct and install new window 1'2 x 6' and 8' x 6'</li> <li>Paint floor of room 23 x 24</li> </ul>
	<p><b>Home Management Lab</b></p> <ul style="list-style-type: none"> <li>Plumbing not working at the sink – this will be replaced by a washing machine</li> </ul>		
	<p><b>Clothing Lab</b></p>		
	<p><b>Home Economics – Foods lab</b></p> <ul style="list-style-type: none"> <li>The drainage problem seems to have a back flow</li> </ul>	<p><b>Home Economics</b></p> <ul style="list-style-type: none"> <li>Change 1 faucet</li> <li>Seal 1 kitchen sink</li> <li>Install 1 drawer face</li> <li>Clean 4 drain pipes</li> </ul>	<p><b>Home Economics</b></p> <ul style="list-style-type: none"> <li>Change 1 faucet</li> <li>Seal 1 kitchen sink</li> <li>Install 1 drawer face</li> <li>Clean 4 drain pipes</li> </ul>
<p><b>Mountain View Academy</b></p>	<p><b>IT Lab</b></p> <p><b>Lab 1:</b></p> <ul style="list-style-type: none"> <li>No AC unit</li> <li>Walls not painted</li> <li>Limited seating</li> <li>No printer</li> <li>No projector</li> </ul> <p><b>Lab 2:</b></p> <ul style="list-style-type: none"> <li>Missing floor tiles</li> <li>Limited seating</li> </ul>	<p><b>Lab 1:</b></p> <ul style="list-style-type: none"> <li>Needs AC unit</li> <li>Walls need painting</li> </ul> <p><b>Lab 2:</b></p> <ul style="list-style-type: none"> <li>Replace timber door 3' x 8'</li> <li>Canopy needed over the door</li> <li>Replace floor tiles for room measuring 26'4 x 19'7</li> </ul>	<p><b>IT Labs</b></p> <ul style="list-style-type: none"> <li>Replace timber door 3' x 8'</li> <li>Replace floor tiles for room measuring 26'4 x 19'7</li> <li>Install AC unit</li> <li>Paint walls</li> <li>Install canopy over door</li> </ul>

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	<ul style="list-style-type: none"> <li>• No storage</li> <li>• No projector</li> <li>• No computer for server</li> <li>• No printer</li> </ul>		
	<p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Tiles on floor and on the wall are severely damaged</li> </ul>	<p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Replace floor tiles for rooms measuring 31'6 x 9'2 and 10' x 6'5</li> <li>• Replace wall tiles for wall measuring 16' x 12'</li> </ul>	<p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Replace floor tiles for rooms measuring 31'6 x 9'2 and 10' x 6'5</li> <li>• Replace wall tiles for wall measuring 16' x 12'</li> </ul>
St Clair Dacon Secondary	<p><b>Technical Drawing</b></p> <ul style="list-style-type: none"> <li>• Poor ventilation and lighting</li> <li>• No storage</li> <li>• Inadequate seating</li> <li>• Poor security</li> </ul>	<p><b>Technical Drawing</b></p> <ul style="list-style-type: none"> <li>• Change wooden fixed louvers to those than can be opened</li> <li>• Replace main door</li> <li>• Install burglar bars especially where laptops are stored</li> <li>• Paint floor</li> </ul>	<p><b>Technical Drawing</b></p> <ul style="list-style-type: none"> <li>• Change wooden fixed louvers to adjustable type</li> <li>• Replace main door</li> <li>• Install burglar bars</li> <li>• Paint floor 23' x 24'</li> </ul>
	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Room congested</li> <li>• No storage</li> <li>• Obsolete equipment</li> <li>• Single entrance</li> <li>• Congested tool room</li> <li>• Poor ventilation</li> <li>• Termite eaten desks</li> </ul>	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Install new 3' timber door</li> <li>• Demolish 4' x 9' wall</li> <li>• Construct new 5' concrete sink</li> <li>• Close area of perforated blocks 37 x 20 to keep out sea air</li> <li>• Paint floor</li> <li>• Install safety lanes</li> </ul>	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Install new 3' timber door</li> <li>• Demolish 4' x 9' wall</li> <li>• Construct new 5' concrete sink</li> <li>• Close area of perforated blocks 37 x 20</li> <li>• Paint floor</li> <li>• Install safety lanes – floor oil paint</li> </ul>
	<p><b>Home Economics</b></p>	<p><b>Home Economics</b></p>	<p><b>Home Economics</b></p>



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	<ul style="list-style-type: none"> <li>• Inadequate units as per student population</li> <li>• Lab poorly laid out</li> <li>• Theory taught in same space as practical</li> <li>• Signs of leakage in ceiling</li> <li>• Broken windows that cannot be opened</li> <li>• Poor security</li> <li>• No safety lanes on floor</li> <li>• Fridge and stove insufficient</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 7 sheets of plywood ceiling</li> <li>• Replace 3 4 x 4 sash windows</li> <li>• Check roof for leak</li> <li>• Replace strips on counter</li> <li>• Paint and reseal 2 kitchen sinks, 21' of cupboard and door</li> <li>• Modify 4 cupboards to accommodate 25lb gas cylinders</li> <li>• Install safety lanes</li> </ul>	<ul style="list-style-type: none"> <li>• ReOplace 7 sheets of plywood ceiling</li> <li>• Replace 3 4 x 4 sash windows</li> <li>• Check roof for leak</li> <li>• Replace strips on counter</li> <li>• Paint and reseal 2 kitchen sinks, 21' of cupboard and door</li> <li>• Modify 4 cupboards to accommodate 25lb gas cylinders</li> <li>• Install safety lanes – floor oil paint</li> </ul>
	<p><b>Home Management</b></p> <ul style="list-style-type: none"> <li>• Has no washroom – for class practicals</li> <li>• Storage areas are worm eaten</li> </ul>	<p><b>Home management</b></p> <ul style="list-style-type: none"> <li>• Construct 17'9 x 24" counter</li> <li>• Install new water closet for class practicals</li> </ul>	<p><b>Home management</b></p> <ul style="list-style-type: none"> <li>• Construct 17'9 x 24" counter</li> <li>• Install new water closet for class practicals</li> </ul>
<p><b>Buccament Bay Secondary</b></p>	<p><b>Home Economics</b></p> <ul style="list-style-type: none"> <li>• Structure is wooden, infested with termites and rotten. Roaches and rats enter. The plywood building needs replacing if possible</li> <li>• Does not have industrial cylinders</li> <li>• Counter tops need replacing insufficient units</li> <li>• Insufficient units</li> <li>• Pantry room has no storage cabinets, no door</li> </ul>	<p><b>Home Economics</b></p> <ul style="list-style-type: none"> <li>• Pantry room needs storage cabinet, burglar bars and door</li> <li>• Remove board partition to allow clear access to pantry</li> <li>• Retrofit base cabinets in the kitchen</li> <li>• Need overhead cupboards to maximise limited floor space</li> <li>• Toilet door needs a lock/handle from outside</li> </ul>	<p><b>Home Economics</b></p> <ul style="list-style-type: none"> <li>• Provide new structure – concrete (if plywood is used then it shall be again infested with termites. Concrete structure size required but rate of 130/sf shall be used for area 20' x 15' and contingency @ 20%)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Carry necessary work for the installation of 2 extractor fans</li> </ul> <p><b>Tuck Shop</b></p> <ul style="list-style-type: none"> <li>• 3 sheets of plywood are rotten. Tuck shop is small and gets heated when stoves are on</li> </ul> <p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Lab has capacity for 33 computers</li> <li>• 23 computers up and running but very slow</li> <li>• Computers are obsolete</li> <li>• Floor is clean and tiled</li> <li>• AC unit working well</li> <li>• Walls in need of paint</li> <li>• Needs filing cabinet for storage</li> <li>• No server</li> </ul>	<p><b>Tuck shop</b></p> <ul style="list-style-type: none"> <li>• Change plywood for an area 36'3 x 11'11</li> </ul> <p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Paint room 20' x 40' and 8' x 12'</li> <li>• Install 2 door locks, deadbolt and entrance lock</li> <li>• Provide cabinet for storage</li> <li>• 1 door lock for storage room</li> <li>• Check leaking roof: <b>NB another project will fix</b></li> <li>• Install 1 32" batten door with locks</li> </ul>	<p><b>Tuck shop</b></p> <ul style="list-style-type: none"> <li>• Change plywood for an area 36'3 x 11'11</li> <li>• Provide extractor fan</li> <li>• Repair existing kitchen counter</li> </ul> <p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Check leaking roof</li> <li>• Change 3 plywood sheets</li> <li>• Paint room 20' x 40' and 8' x 12'</li> <li>• Install 2 door locks, deadbolt and entrance lock</li> <li>• Install 1 32' batten door with locks</li> </ul>
<p><b>West St George Secondary</b></p>	<p><b>Computer Lab</b></p> <ul style="list-style-type: none"> <li>• 21 computers working, 4 not working due to power supply problem</li> <li>• Server not installed</li> <li>• No projector</li> <li>• No colour printer</li> <li>• Operating system obsolete</li> <li>• No fire extinguisher</li> <li>• Only 1 functioning AC unit</li> </ul>	<p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Floor needs tiles – 29' x 24'</li> </ul>	<p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Tiling of existing floor slap 29' x 24'</li> </ul>

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	<ul style="list-style-type: none"> <li>• No antivirus</li> <li>• No monitoring system</li> <li>• Floor needs tiles</li> <li>• Adequate lighting</li> <li>• Two exits – one is blocked by old equipment</li> </ul>		
<b>St Joseph’s Convent Marriagua</b>	<b>Home Management</b> <ul style="list-style-type: none"> <li>• In need of a bed for class</li> <li>• No cabinet for storage</li> <li>• No bedside table</li> <li>• Lighting fixture is rusty</li> <li>• No dining set</li> <li>• No living room set</li> <li>• No counters</li> <li>• Lab is properly ventilated</li> <li>• Louvers covered with rust</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>• Install counters</li> <li>• Paint louvers – white</li> <li>• Change lighting fixtures</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>• Install counters</li> <li>• Paint louvers</li> </ul>
	<b>Food Lab</b> <ul style="list-style-type: none"> <li>• No industrial refrigerator</li> <li>• No industrial stove</li> <li>• New light fixtures</li> <li>• In need of small appliances – e.g., pressure cooker, blender, etc.</li> <li>• Lab has 2 exits</li> <li>• 7 work stations</li> <li>• No safety lanes</li> <li>• No proper desk for teacher</li> <li>• Adequate storage space</li> </ul>	<b>Food Lab</b> <ul style="list-style-type: none"> <li>• Install safety lanes</li> </ul>	<b>Food Lab</b> <ul style="list-style-type: none"> <li>• Install counters – floor oil paint</li> </ul>

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School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<p><b>Clothing Lab</b></p> <ul style="list-style-type: none"> <li>• Practical and theory taught in the same room</li> <li>• 9 relatively old work stations</li> <li>• Proper ventilation</li> <li>• Electrical wiring in wall</li> <li>• Lighting fixture rusty</li> <li>• No projector</li> <li>• Insufficient storage</li> <li>• Only 1 mannequin</li> <li>• Only 1 iron</li> <li>• Only 1 small fire extinguisher</li> <li>• 2 ironing boards</li> <li>• Woodlice-infested counter</li> <li>• No safety lanes</li> <li>• Little room to manoeuvre</li> </ul>	<p><b>Clothing Lab</b></p> <ul style="list-style-type: none"> <li>• Install safety lanes</li> <li>• Construct 2l counters 20'5" x 50'</li> <li>• Construct overhead storage cupboards to create more walking space</li> </ul>	<p><b>Clothing Lab</b></p> <ul style="list-style-type: none"> <li>• Construct overhead storage cupboards</li> <li>• Construct 2 counters Install counters 20'5" x 20'</li> </ul>
	<p><b>IT Labs</b></p> <p><b>Lab 1:</b></p> <ul style="list-style-type: none"> <li>• 23 working computers – 32 students</li> <li>• 1 storage cupboards</li> <li>• 2 AC units</li> <li>• 1 projector</li> <li>• Floors are good</li> </ul> <p><b>Lab 2:</b></p>	<p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Replace 1 wooden door 3' x 6'8' with all ironmongery in IT Lab</li> </ul>	<p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Replace 1 wooden door 3' x 6'8' with all ironmongery in IT Lab</li> </ul>

Human Development Services Delivery Project  
 Environmental and Social Management Framework

School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<ul style="list-style-type: none"> <li>• 2 exits</li> </ul>		
<b>St Joseph's Convent Kingstown</b>	<b>IT Lab 3</b> <ul style="list-style-type: none"> <li>• 30 outdated computers</li> <li>• Exits blocked by old laptops</li> <li>• Regular classroom desks and chairs being used</li> <li>• Insufficient storage</li> <li>• Room has 1 AC unit</li> <li>• Projector due to be replaced</li> <li>• Projector screen in good condition</li> <li>• Wireless internet insufficient to supply entire classroom</li> <li>• Layout does not efficiently utilise space</li> <li>• Poor lighting due to blown out bulbs</li> <li>• One colour printer</li> </ul>		
	<b>EPDM Lab</b> <ul style="list-style-type: none"> <li>• Lab has 1 AC unit</li> <li>• 20-year-old desk and plastic chairs</li> <li>• Good lighting</li> <li>• No projector</li> <li>• No server</li> <li>• One printer (black and white)</li> <li>• Outdated computers</li> </ul>	<b>EPDM Lab</b> <ul style="list-style-type: none"> <li>• Install cupboard overhead 6' x 12'</li> <li>• Replace Formica on 15 cupboard doors 15" x 30"</li> </ul>	<b>EPDM Lab</b> <ul style="list-style-type: none"> <li>• Install cupboard overhead 6' x 12'</li> <li>• Replace Formica on 15 cupboard doors 15" x 30"</li> </ul>

Human Development Services Delivery Project  
 Environmental and Social Management Framework

School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<ul style="list-style-type: none"> <li>• Needs storage</li> </ul> <p><b>Food Lab</b></p> <ul style="list-style-type: none"> <li>• 5 domestic stoves – not working well</li> <li>• Domestic sinks</li> <li>• No extractor fans</li> <li>• One domestic fridge</li> <li>• No deep freeze</li> <li>• 1 regulation fire extinguisher</li> <li>• Using display tables for food preparation</li> <li>• Space cramped</li> <li>• No safety lanes</li> </ul>	<p><b>Food Lab</b></p> <ul style="list-style-type: none"> <li>• Install extractor fans for 5 stoves</li> <li>• Build overhead cupboards 3’6” x 8’</li> <li>• Need a door between Foods and Home Management and tile floor</li> <li>• Install safety lanes</li> </ul>	<p><b>Food Lab</b></p> <ul style="list-style-type: none"> <li>• Install extractor fans for 2 stoves</li> <li>• Build overhead cupboards – 3’6” x 8’</li> <li>• Create door opening and install door</li> <li>• Tile floor (no dimensions)</li> </ul>
	<p><b>Clothing Lab</b></p> <ul style="list-style-type: none"> <li>• Capacity for 8</li> <li>• 7 sewing machines</li> <li>• No safety lanes</li> <li>• Ceiling fans need cleaning</li> <li>• Outlets in wall</li> <li>• 3 irons</li> <li>• 3 ironing boards</li> <li>• Need storage area</li> <li>• Theory and practical done in the same room</li> <li>• Sufficient working area</li> <li>• Vinyl tiles on floor</li> <li>• Need additional machines</li> <li>• Lab infested with termites</li> </ul>	<p><b>Clothing Lab</b></p> <ul style="list-style-type: none"> <li>• Install Perspex for area (10’40” x 2)</li> <li>• Build new storage 3’6: x 8’</li> <li>• Termite treat area – to be determined on site in order to deal with the termite problem</li> <li>• Install 2 fans</li> </ul>	<p><b>Clothing Lab</b></p> <ul style="list-style-type: none"> <li>• Install fans – 2</li> <li>• Install Perspex for area – 10’4” (x2)</li> <li>• Build new storage 3’6” x 8’</li> <li>• Termite treat area</li> </ul>

Human Development Services Delivery Project  
 Environmental and Social Management Framework

School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<p><b>Home Management Lab</b></p> <ul style="list-style-type: none"> <li>• Room infested with termites</li> <li>• Vinyl tiles raising off floor</li> <li>• No dining room set</li> <li>• No washing machine</li> <li>• Lab space very limited</li> </ul>	<p><b>Home Management Lab</b></p> <ul style="list-style-type: none"> <li>• Replace 1 3' x 5' batten door</li> <li>• Termite treatment – to be determined on site in order to deal with termite problem</li> <li>• Replace tiles 12 x 12 for room measuring 10 x 12'6"</li> <li>• Paint room</li> <li>• Check galvanise sheeting</li> <li>• Change 3 plywood</li> </ul>	<p><b>Home Management Lab</b></p> <ul style="list-style-type: none"> <li>• Replace 1 3' x 5' batten door</li> <li>• Termite treatment – to be determined on site in order to deal with termite problem</li> <li>• Replace tiles 12 x 12 for room measuring 10 x 12'6"</li> <li>• Paint room</li> <li>• Check galvanise sheeting</li> <li>• Change 3 plywood</li> </ul>
	<p><b>Art Room</b></p> <ul style="list-style-type: none"> <li>• No easels</li> <li>• Insufficient art supplies</li> <li>• Table with broken leg</li> <li>• Tables and chairs too small for adolescent students</li> </ul>		
<p><b>Emmanuel High School Mesopotamia</b></p>	<p><b>IT Lab</b></p> <ul style="list-style-type: none"> <li>• Computers are obsolete</li> <li>• No projector</li> <li>• No server</li> <li>• Lighting poor</li> <li>• 1 AC unit</li> </ul>		
	<p><b>Technical Drawing</b></p> <ul style="list-style-type: none"> <li>• Poor lighting and ventilation</li> </ul>	<p><b>NB Assessment for this lab will be done after it is relocated</b></p>	

Human Development Services Delivery Project  
 Environmental and Social Management Framework

School	Laboratory Inspected/Findings	MTW Technical findings and scope of works	Recommendations taken from the QS estimate without the cost (cost in QS estimate)
	<ul style="list-style-type: none"> <li>• Insufficient desks and chairs</li> </ul>		
	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Workshop is too small and congested – needs CVQ compliant workshop</li> </ul>	<p><b>NB Assessment for this lab will be done after it is relocated</b></p>	



## ANNEX B. COVID-19 HEALTH AND SAFETY RECOMMENDATIONS

The following information was adapted from the CDC Interim Infection Prevention and Control Recommendations in areas where construction is occurring, and should be consulted for any updates.

### 1. Minimize Chance of Exposure

- Any worker showing symptoms of respiratory illness (fever + cold or cough) and has potentially been exposed to COVID-19 should be immediately removed from the site and tested for the virus at the nearest local hospital
- Close co-workers and those sharing accommodations with such a worker should also be removed from the site and tested
- Project management must identify the closest hospital that has testing facilities in place, refer workers, and pay for the test if it is not free
- Persons under investigation for COVID-19 should not return to work at the project site until cleared by test results. During this time, they should continue to be paid daily wages
- If a worker is found to have COVID-19, wages should continue to be paid during the worker's convalescence (whether at home or in a hospital)
- If project workers live at home, any worker with a family member who has a confirmed or suspected case of COVID-19 should be quarantined from the project site for 14 days, and continued to be paid daily wages, even if they have no symptoms.

### 2. Training of Staff and Precautions

- Train all staff in the signs and symptoms of COVID-19, how it is spread, how to protect themselves and the need to be tested if they have symptoms. Allow Q&A and dispel any myths.
- Use existing grievance procedures to encourage reporting of co-workers if they show outward symptoms, such as ongoing and severe coughing with fever, and do not voluntarily submit to testing
- Supply face masks and other relevant PPE to all project workers at the entrance to the project site. Any persons with signs of respiratory illness that is not accompanied by fever should be mandated to wear a face mask
- Provide handwash facilities, hand soap, alcohol-based hand sanitizer and mandate their use on entry and exit of the project site and during breaks, via the use of simple signs with images in local languages
- Train all workers in respiratory hygiene, cough etiquette and hand hygiene using demonstrations and participatory methods
- Train cleaning staff in effective cleaning procedures and disposal of rubbish

### 3. Managing Access and Spread

- Should a case of COVID-19 be confirmed in a worker on the project site, visitors should be restricted from the site and worker groups should be isolated from each other as much as possible;
- Extensive cleaning procedures with high-alcohol content cleaners should be undertaken in the area of the site where the worker was present, prior to any further work being undertaken in that area.

### ANNEX C. PEST MANAGEMENT INFORMATION

The only anticipated uses of pesticide products for the rehabilitation works would be for termite treatments of the foundations and ceilings of the buildings, and possibly the occasional use of household sprays to prevent encroachment of insects such as cockroaches or ants. For termite treatments, ensure appropriate chemical management measures are implemented to prevent contamination of surrounding areas, and use only licensed and registered pest control professionals with training and knowledge of proper application methods and techniques. All pesticides to be used shall conform to the list of acceptable pesticides that are not banned by the relevant local authority.

The following list of pesticides is prohibited by the Pesticide Control Board of the Caribbean.

aldicarb (Temik)	
aldrin	
azinphos-ethyl (Gusathion A)	
azinphos-methyl (Gusathion M. Guthion)	
calcium arsenate	
copper arsenate	
chlordane	
chlorfenvinphos	
cyanides (inorganic)	
cyhexetin	
DDT	
demeton (Systox)	
dicrotophos (Bidrin)	
dieldrin	
dimefox (Pestox XIV)	
dinoseb, dinoseb acetate	
dinoterb	
disulfoton	
DNOC	
endrin	
EPN	
ethylene dibromide	
ethylene dichloride	
fensulfothion (Dasanit, Terracur P)	
fluenetil (Lambrol)	
fonofos (Dyfonate)	
Gophacide	
heptachlor	
hexachlorobenzene	
lead arsenate	
medinoterb acetate	
mercury compounds	
	mevinphos
	mirex
	monocrotophos
	parathion
	parathion-methyl
	pentachlorophenol
	phorate (Thimet)
	phosphamidon
	potassium arsenite
	red squill
	schradan
	sodium arsenite
	sulfotep
	TEPP
	thionazin (Nemofos, Zinophos)
	toxaphene
	white arsenic
	white phosphorus
	Zectran
	zinc phosphide

Additional information can be found at: [http://www.caribpesticides.net/cp\\_pes\\_info.asp?iID=9](http://www.caribpesticides.net/cp_pes_info.asp?iID=9)

## ANNEX D. ENVIRONMENTAL AND SOCIAL CODE OF CONDUCT FOR CONTRACTORS

### CODE OF CONDUCT FOR CONTRACTOR'S PERSONNEL

We are the Contractor, *[enter name of Contractor]*. We have signed a contract with *[enter name of Employer]* for *[enter description of the Works]*. These Works will be carried out at *[enter the Site and other locations where the Works will be carried out]*. Our contract requires us to implement measures to address environmental and social risks related to the Works, including the risks of sexual exploitation, sexual abuse and sexual harassment.

This Code of Conduct is part of our measures to deal with environmental and social risks related to the Works. It applies to all our staff, laborers and other employees at the Works Site or other places where the Works are being carried out. It also applies to the personnel of each subcontractor and any other personnel assisting us in the execution of the Works. All such persons are referred to as “**Contractor's Personnel**” and are subject to this Code of Conduct.

This Code of Conduct identifies the behaviour that we require from all Contractor's Personnel.

Our workplace is an environment where unsafe, offensive, abusive or violent behaviour will not be tolerated and where all persons should feel comfortable raising issues or concerns without fear of retaliation.

#### REQUIRED CONDUCT

Contractor's Personnel shall:

1. carry out his/her duties competently and diligently;
2. acknowledge that adherence to this Code of Conduct is a condition of employment;
3. comply with this Code of Conduct and all applicable laws, regulations and other requirements, including requirements to protect the health, safety and well-being of other Contractor's Personnel and any other person;
4. maintain a safe working environment including by:
  - a. ensuring that workplaces, machinery, equipment and processes under each person's control are safe and without risk to health;
  - b. wearing required personal protective equipment follow COVID-19 related protection guidelines;
  - c. using appropriate measures relating to chemical, physical and biological substances and agents; and

- d. following applicable emergency operating procedures.
5. report work situations that he/she believes are not safe or healthy and remove himself/herself from a work situation which he/she reasonably believes presents an imminent and serious danger to his/her life or health;
6. avoid any conflicts of interest (such that benefits, contracts, or employment, or any sort of preferential treatment or favours, are not provided to any person with whom there is a financial, family, or personal connection);
7. respect reasonable work instructions (including regarding environmental and social norms);
8. protect and properly use property (for example, to prohibit theft, carelessness, or waste);
9. treat other people with respect, and not discriminate against specific groups such as women, people with disabilities, migrant workers, or children;
10. not engage in sexual harassment, which means unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature with other Contractor's or employer's personnel;
11. not engage in sexual exploitation, which means any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another;
12. not engage in sexual abuse, which means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions;
13. protect children (including prohibitions against sexual activity or abuse, or otherwise unacceptable behaviour towards children, limiting interactions with children, and ensuring their safety in project areas).
14. not engage in any form of sexual activity with individuals under the age of 18, except in case of pre-existing marriage;
15. shall have access to a referral system for victims of gender-based violence (GBV)/Sexual Exploitation and Abuse of employees and any individual that may be associated with Project. Where such incident would have occurred, it should immediately be reported to the Employer or his/her designate who would ensure that the victim is referred to a service provider trained to handle GBV cases;
16. complete relevant training courses that will be provided related to the environmental and social aspects of the Contract, including on health and safety matters, Sexual Exploitation and Abuse (SEA), and Sexual Harassment (SH);
17. report violations of this Code of Conduct;
18. not retaliate against any person who reports violations of this Code of Conduct, whether to us or the Employer, or who makes use of the grievance mechanism for Contractor's Personnel or the project's Grievance Redress Mechanism; and,

19. Contractor will follow the relevant requirements set out in the ESMF and ESMP.

### **RAISING CONCERNS**

If any person observes behaviour that he/she believes may represent a violation of this Code of Conduct, or that otherwise concerns him/her, he/she should raise the issue promptly. This can be done in either of the following ways:

1. Contact [*enter name of the Contractor's Social Expert with relevant experience in handling gender-based violence, or if such person is not required under the Contract, another individual designated by the Contractor to handle these matters*] in writing at this address [ ] or by telephone at [ ] or in person at [ ]; or
2. Call [ ] to reach the Contractor's hotline (*if any*) and leave a message.

The person's identity will be kept confidential, unless reporting of allegations is mandated by the country's law. Anonymous complaints or allegations may also be submitted and will be given all due and appropriate consideration. We take seriously all reports of possible misconduct and will investigate and take appropriate action. We will provide warm referrals to service providers that may help support the person who experienced the alleged incident, as appropriate.

There will be no retaliation against any person who raises a concern in good faith about any behaviour prohibited by this Code of Conduct. Such retaliation would be a violation of this Code of Conduct.

### **CONSEQUENCES OF VIOLATING THE CODE OF CONDUCT**

Any violation of this Code of Conduct by Contractor's Personnel may result in serious consequences, up to and including termination and possible referral to legal authorities.

FOR CONTRACTOR'S PERSONNEL:

I have received a copy of this Code of Conduct written in a language that I comprehend. I understand that if I have any questions about this Code of Conduct, I can contact [*enter name of Contractor's contact person(s) with relevant experience*] requesting an explanation.

Name of Contractor's Personnel: [insert name]

Signature: \_\_\_\_\_

Date: (day/month/year): \_\_\_\_\_

Countersignature of authorized representative of the Contractor: [insert name]

Signature: \_\_\_\_\_

Date: (day/month/year): \_\_\_\_\_

**ATTACHMENT 1:** Behaviours constituting Sexual Exploitation and Abuse (SEA) and behaviours constituting Sexual Harassment (SH)

## **ATTACHMENT 1 TO THE CODE OF CONDUCT FORM**

### **BEHAVIORS CONSTITUTING SEXUAL EXPLOITATION AND ABUSE (SEA) AND BEHAVIORS CONSTITUTING SEXUAL HARASSMENT (SH)**

The following non-exhaustive list is intended to illustrate types of prohibited behaviours

(1) **Examples of sexual exploitation and abuse** include, but are not limited to:

- A Contractor's Personnel tells a member of the community that he/she can get them jobs related to the work site (e.g., cooking and cleaning) in exchange for sex.
- A Contractor's Personnel that is connecting electricity input to households says that he can connect men/women headed households to the grid in exchange for sex.
- A Contractor's Personnel rapes, or otherwise sexually assaults a member of the community.
- A Contractor's Personnel denies a person access to the Site unless he/she performs a sexual favour.
- A Contractor's Personnel tells a person applying for employment under the Contract that he/she will only hire him/her if he/she has sex with him/her.

(2) **Examples of sexual harassment in a work context**

- Contractor's Personnel comment on the appearance of another Contractor's Personnel (either positive or negative) and sexual desirability.
- When a Contractor's Personnel complains about comments made by another Contractor's Personnel on his/her appearance, the other Contractor's Personnel comment that he/she is "asking for it" because of how he/she dresses.
- Unwelcome touching of a Contractor's or Employer's Personnel by another Contractor's Personnel.
- A Contractor's Personnel tells another Contractor's Personnel that he/she will get him/her a salary raise, or promotion if he/she sends him/her naked photographs of himself/herself.

## ANNEX E. ENVIRONMENTAL AND SOCIAL CODE OF CONDUCT FOR PIU

### CODE OF CONDUCT FOR PROJECT IMPLEMENTATION UNIT (PIU) PERSONNEL

[*enter name of Personnel*] has signed a contract with the Government of Saint Vincent and the Grenadines for [*enter description of the Terms of Reference (ToR)*]. This assignment will be carried out at Kingstown, Saint Vincent, and the Grenadines. This contract requires you to implement measures to address environmental and social risks related to the Project, including the risks of sexual exploitation, sexual abuse, and sexual harassment.

Herewith, all persons are referred to as “**PIU’s Personnel**” and are subject to this Code of Conduct.

This Code of Conduct identifies the behaviour that is required from all PIU Personnel.

The workplace is an environment where unsafe, offensive, abusive, or violent behaviour will not be tolerated and where all persons should feel comfortable raising issues or concerns without fear of retaliation.

PIU’s Personnel shall:

20. carry out his/her duties competently and diligently;
21. acknowledge that adherence to this Code of Conduct is a condition of employment;
22. comply with this Code of Conduct and all applicable laws, regulations, and other requirements, including requirements to protect the health, safety and well-being of other PIU’s Personnel and any other person;
23. maintain a safe working environment including by:
  - a. ensuring that workplace equipment, and processes under each person’s control are safe and without risk to health;
  - b. wearing required personal protective equipment when visiting construction sites and follow project COVID-19 related protection guidelines, as described in the Environmental and Social Management Framework (ESMF) and plans (ESMPs), and other relevant instruments;
  - c. using appropriate measures relating to chemical, physical and biological substances and agents; and
  - d. following applicable emergency operating procedures.
24. report work situations that he/she believes are not safe or healthy and remove himself/herself from a work situation which he/she reasonably believes presents an imminent and serious danger to his/her life or health;
25. avoid any conflicts of interest (such that benefits, contracts, or employment, or any sort of preferential treatment or favours, are not provided to any person with whom there is a financial, family, or personal connection);



26. respect reasonable work instructions (including regarding environmental and social norms);
27. protect and properly use property (for example, to prohibit theft, carelessness, or waste);
28. treat other people with respect, and not discriminate against specific groups such as women, people with disabilities, migrant workers or children;
29. not engage in Sexual Harassment, which means unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature with PIU's or other Personnel;
30. not engage in Sexual Exploitation, which means any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another;
31. not engage in Sexual Abuse, which means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions;
32. protect children (including prohibitions against sexual activity or abuse, or otherwise unacceptable behaviour towards children, limiting interactions with children, and ensuring their safety in project areas).
33. not engage in any form of sexual activity with individuals under the age of 18, except in case of pre-existing marriage;
34. shall have access to a referral system for victims of Gender Based Violence/Sexual Exploitation and Abuse of employees and any individual that may be associated with Project. Where such incident would have occurred, it should immediately be reported to the Employer or his/her designate who would ensure that the victim is referred to a service provider trained to handle GBV cases;
35. complete relevant training courses that will be provided related to the environmental and social aspects of the Contract, including on health and safety matters, Sexual Exploitation and Abuse (SEA), and Sexual Harassment (SH);
36. shall have access to a Grievance Redress Mechanism, which will afford effective remedies.
37. report violations of this Code of Conduct to the Employer under this project;
38. not retaliate against any person who reports violations of this Code of Conduct, whether to the Employer or the Project's Grievance Redress Mechanism; and,
39. the PIU staff will follow the relevant requirements set out in LMP.

### **RAISING CONCERNS**

If you observe any behaviour that is believed may represent a violation of this Code of Conduct, or that otherwise concerns you, you should raise the issue promptly. This can be done in either of the following ways:

3. Contact [*enter name of the Employer's Social Expert with relevant experience in handling gender-based violence, or if such person is not required under the Contract, another individual designated by the Employer to handle these matters*] in writing at this address [ ] or by telephone at [ ] or in person at [ ]; or
4. Call [ ] to reach the Employer's hotline (*if any*) and leave a message.

The person's identity will be kept confidential, unless reporting of allegations is mandated by the laws of Saint Vincent and the Grenadines. Anonymous complaints or allegations may also be submitted and will be given all due and appropriate consideration. We take seriously all reports of possible misconduct and will investigate and take appropriate action. We will provide warm referrals to service providers that may help support the person who experienced the alleged incident, as appropriate.

There will be no retaliation against any person who raises a concern in good faith about any behaviour prohibited by this Code of Conduct. Such retaliation would be a violation of this Code of Conduct.

### **CONSEQUENCES OF VIOLATING THE CODE OF CONDUCT**

Any violation of this Code of Conduct by PIU Personnel may result in serious consequences, up to and including termination and possible referral to legal authorities.

FOR PIU PERSONNEL:

I have received a copy of this Code of Conduct written in a language that I comprehend. I understand that if I have any questions about this Code of Conduct, I can contact [*enter name of the Employer's contact person(s) with relevant experience*] requesting an explanation.

Name of PIU Personnel: [insert name]

Signature: \_\_\_\_\_

Date: (day/month/year): \_\_\_\_\_

Countersignature of authorized representative of the Employer: [insert name]

Signature: \_\_\_\_\_

Date: (day/month/year): \_\_\_\_\_

## **ATTACHMENT 1 TO THE CODE OF CONDUCT FORM**

### **BEHAVIORS CONSTITUTING SEXUAL EXPLOITATION AND ABUSE (SEA) AND BEHAVIORS CONSTITUTING SEXUAL HARASSMENT (SH)**

The following non-exhaustive list is intended to illustrate types of prohibited behaviours:

(3) **Examples of sexual exploitation and abuse** include, but are not limited to:

- A PIU Personnel tells a member of the community that he/she can get them jobs related to the work site (e.g., cooking and cleaning) in exchange for sex.
- A PIU Personnel that is connecting electricity input to households says that he can connect women headed households to the grid in exchange for sex.
- A PIU Personnel rapes, or otherwise sexually assaults a member of the community.
- A PIU Personnel denies a person access to any project Site unless he/she performs a sexual favour.
- A PIU Personnel tells a person applying for employment under the Project that he/she will only hire him/her if he/she has sex with him/her.

(4) **Examples of sexual harassment in a work context**

- PIU Personnel comment on the appearance of another PIU Personnel (either positive or negative) and sexual desirability.
- When a PIU Personnel complains about comments made by another PIU Personnel on his/her appearance, the other PIU Personnel comment that he/she is “asking for it” because of how he/she dresses.
- Unwelcome touching of a PIU or Employer’s Personnel by another PIU Personnel.
- A PIU Personnel tells another PIU Personnel that he/she will get him/her a salary raise, or promotion if he/she sends him/her naked photographs of himself/herself.