



Republic of Rwanda

Eastern Province

Ngoma District

**RWANDA QUALITY BASIC EDUCATION FOR HUMAN CAPITAL
DEVELOPMENT PROJECT**

**UPDATED ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN
(ESMP) FOR THE CONSTRUCTION OF ADDITIONAL
CLASSROOMS AND LATRINES IN NGOMA DISTRICT**

March, 2026

EXECUTIVE SUMMARY

The Government of Rwanda, through the Ministry of Education (MINEDUC), is implementing the Rwanda Quality Basic Education for Human Capital Development Project (QBE) with the objective of strengthening the delivery of quality basic education nationwide. The Project is financed through a total allocation of US\$338.78 million, comprising a US\$250 million IDA credit, a US\$50 million IDA grant, and a US\$38.78 million grant from the Global Partnership for Education (GPE). The Project was approved on 30 July 2019 and became effective on 20 November 2019, with the overarching Project Development Objective of improving teacher competency, student retention, and learning outcomes in basic education. Since its inception, the Project has undergone four restructurings to respond to emerging sector needs, the most recent being a Level 2 restructuring in 2025, aimed at enhancing effectiveness and streamlining implementation arrangements.

Ngoma District, located in Rwanda's Eastern Province, has been a significant beneficiary of the QBE Project, particularly during the large-scale school construction program implemented between 2020 and 2022. During this period, a total of 500 classrooms and 658 latrines were constructed in two phases, substantially improving access to basic education infrastructure. To strengthen climate resilience and improve water availability for hygiene and sanitation, 233 rainwater harvesting tanks of varying capacities were installed on newly constructed classrooms and latrines. In addition, the construction of retaining walls at four school sites, currently nearing completion, is being undertaken to address risks related to soil erosion and slope instability, thereby enhancing the safety and durability of school infrastructure.

Despite these investments, Ngoma District continues to face challenges related to overcrowding in schools and the presence of aging school infrastructure, which may pose safety concerns for the schooling community. These challenges adversely affect the quality of education delivery as well as the health and safety of learners and teachers. In response, the QBE Project Restructuring includes additional targeted school construction and rehabilitation activities in the District. Under the restructuring, 26 additional classrooms and 48 latrines will be constructed across 15 school sites, bringing the cumulative total to 526 classrooms and 706 latrines constructed under the Home-Grown School Construction Approach since 2020. All these interventions are implemented under QBE Project Component 2: Improving the School Environment to Support Student Learning, specifically Sub-component 2.1, which aims to reduce overcrowding and improve access to schools.

The proposed activities involve typical civil works, including site preparation, excavation, foundation and superstructure construction, masonry and roofing works, installation of water supply and sanitation facilities, drainage improvements, finishing works, and landscaping. All works will be implemented exclusively within existing school compounds situated on government-owned or Faith Based Organizations owned land. As a result, the Project does not require land acquisition, physical or economic displacement, involuntary resettlement, or restrictions on land use and access to resources.

As stipulated in Ministerial Order No. 003/MoE/2025 of 19/08/2025, relating to environmental and social impact assessments (ESIA), buildings; including schools; with a capacity to host more than 500 persons or with a total floor area exceeding 1,500 m² are required to conduct a full ESIA. Buildings with

a capacity to host between 200 and 500 persons, or with a total floor area ranging from 1,000 m² to 1,500 m², are required to undergo a partial ESIA. The construction activities under the QBE Project Restructuring will be implemented on schools that have previously undergone environmental and social impact assessment. Therefore, updating the existing Environmental and Social Management Plan (ESMP) is sufficient to address the environmental and social considerations associated with these interventions. While the project is expected to generate substantial long-term environmental and social benefits, temporary, site-specific adverse impacts may occur during the construction phase. To effectively manage these risks, an updated ESMP has been prepared as a core instrument guiding project implementation. The ESMP was designed and updated to avoid, minimize, mitigate, or manage potential environmental and social risks and impacts associated with the school construction activities, while enhancing positive outcomes. It consolidates all environmental and social commitments relevant to Ngoma District interventions and defines specific mitigation measures, monitoring indicators, institutional responsibilities, reporting arrangements, and associated cost estimates.

The ESMP was developed and updated in compliance with national environmental legislation and guidelines, as well as World Bank Environmental and Social Framework, and was informed by a review of relevant Project documents, site-specific field assessments, and consultations with key stakeholders. Stakeholder engagement involved Ngoma District authorities, school administrators, teachers, parents, and community representatives. Overall, consultations revealed strong support for the Project, with stakeholders emphasizing its anticipated benefits in improving learning conditions, school safety, and sanitation services. Concerns raised were mainly related to construction-related disturbances, occupational health and safety, and temporary disruption of school activities; these have been adequately addressed through targeted mitigation measures outlined in the ESMP.

The positive impacts of the Project are expected to be significant. The interventions will improve the quality, safety, durability, and functionality of school infrastructure; enhance access to adequate sanitation; reduce exposure to health and safety risks; and create a more conducive and inclusive learning environment. The Project will also generate temporary employment opportunities for local communities and stimulate local economic activity through the supply of construction materials and services. In the medium to long term, these improvements will contribute to better educational outcomes and increased resilience of schools to climate-related stresses.

Potential negative impacts are anticipated to be limited in scale, localized, and largely confined to the construction phase. These include dust and noise generation, construction waste, occupational accidents, increased demand for water, temporary disruption of school operations, labor influx and associated social risks, and community health and safety concerns. The ESMP provides detailed mitigation measures for each identified risk, including dust suppression, waste management, traffic and site safety controls, labor management procedures, Codes of Conduct for workers, and measures to prevent child labor, discrimination, sexual exploitation and abuse, and gender-based violence.

Institutional arrangements for ESMP implementation are clearly defined. MINEDUC retains overall responsibility for environmental and social performance under the QBE Project Restructuring. At the district level, implementation will be overseen by designated environmental and social safeguard officers,

school construction engineers, and district environmental management officers, in close coordination with contractors and school management. Foremen recruited by Ngoma District will be responsible for day-to-day implementation of site-specific ESMP measures, while MINEDUC and Ngoma district authorities will conduct regular supervision, monitoring, and reporting to ensure compliance. Adequate financial provisions have been allocated to support ESMP implementation, monitoring, capacity building, and supervision, and the ESMP will be updated as necessary to reflect changes in Project design, site conditions, or regulatory requirements.

In conclusion, the Environmental and Social Management Plan confirms that the proposed school construction activities in Ngoma District under the QBE Project Restructuring are environmentally and socially sound and feasible. With effective implementation of the prescribed mitigation and monitoring measures, potential adverse impacts will remain temporary and manageable, while the long-term benefits to the education sector, local communities, and the environment will be substantial. The Project is fully aligned with Rwanda's national education and environmental policies and contributes to the provision of safe, inclusive, and sustainable learning environments in Ngoma District.

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List of Abbreviations and Acronyms

AIDS	: Acquired Immune Deficiency Syndrome
DDMO	: District Disaster Management Officer
EIA	: Environmental Impact Assessment
ESF	: Environmental and Social Framework
ESIA	: Environmental and Social Impact Assessment
ESMF	: Environmental and Social Management Framework
ESMP	: Environmental and Social Management Plan
ESSO	: Environmental and Social Safeguards Officer
ESSP	: Education Sector Strategic Plan
ESSs	: Environmental and Social Standards
FBOs	: Faith Based Organizations
GBV	: Gender Based Violence
GoR	: Government of Rwanda
GRC	: Grievance Redress Committees
GRM	: Grievance Redress Mechanism
HIV/AIDS	: Human Immuno-deficiency Virus/Acquired Immune Deficiency Syndrome
ICT	: Information Communication Technology
INMR	: Institute of National Museums of Rwanda
CBD	: Convention on Biological Diversity
LMP	: Labor Management procedures
MINALOC	: Ministry of Local Government
MINEDUC	: Ministry of Education
MININFRA	: Ministry of Infrastructure
MoE	: Ministry of Environment
NESA	: National Examination and School Inspection Authority
NISR	: National Institute of Statistics of Rwanda
NST2	: National Strategy for Transformation
PAPs	: Project Affected Peoples
PHC5	: 5 th Rwanda Population and Housing Census
PPEs	: Personal Protective Equipment
QBE	: Quality Basic Education Project

RDB	: Rwanda Development Board
RDF	: Rwanda Defense Force
REB	: Rwanda Basic Education Board
RHA	: Rwanda Housing Authority
RNP	: Rwanda National Police
SCFO	: School Construction Field Officer
SEP	: Stakeholder Engagement Plan
SPIU	: Single Project Implementation Unit
ToR	: Terms of Reference
VAC	: Violence Against Children
WASAC	: Water and Sanitation Corporation
WB	: World Bank

1. INTRODUCTION

1.1. Background of the project

The Government of Rwanda is implementing the Rwanda Quality Basic Education for Human Capital Development Project (QBE) to strengthen the delivery of quality basic education across the country. The Project is financed with a total allocation of US\$338.78 million, consisting of a US\$250 million IDA credit, a US\$50 million IDA grant, and a US\$38.78 million grant from the Global Partnership for Education (GPE). The Project was approved on 30 July 2019 and became effective on 20 November 2019.

The overarching Project Development Objective (PDO) is to improve teacher competency, student retention, and learning outcomes in basic education. Since its inception, the Project has undergone four restructurings to address evolving sector needs. The first restructuring, approved on 15 May 2020, introduced an additional US\$9.72 million GPE financing to support Rwanda's COVID-19 education sector response. The second restructuring, approved on 27 May 2022, added US\$100 million in IDA financing and a US\$29.062 million GPE Multiplier grant, while extending the Project's closing date from 31 October 2025 to 31 October 2027. The third restructuring, approved on 22 June 2023, included the Rwanda Information Society Authority (RISA) as an implementing agency responsible for procurement of ICT equipment in line with government policy. In 2025, the Project underwent its fourth restructuring, classified as a Level 2 restructuring, to enhance effectiveness and streamline implementation. This restructuring involved reallocating funds across subcomponents to expand priority interventions, introducing a new activity focused on learning assessment, refining the results framework, improving financial management arrangements, and adjusting the timeline for one performance-based condition under the GPE Multiplier grant. Additionally, the closing date of the GPE Multiplier grant was extended by twelve months to align with the overall Project closing date, ensuring completion of all planned activities.

Overall, the Project's implementation progress is rated Satisfactory (S), reflecting significant acceleration in delivery. Implementation is coordinated at the national level by the Ministry of Education (MINEDUC), in collaboration with the Rwanda Basic Education Board (REB), the National Examination and School Inspection Authority (NESA), and RISA. At the decentralized level, Districts facilitate civil works under the Home-Grown School Construction Approach, which emphasizes community participation and the use of local labor and materials.

The QBE Project is structured around four components and thirteen subcomponents. Beneficiaries include pre-service and in-service teachers, and students from pre-primary to upper secondary levels, with nationwide coverage and targeted interventions in selected districts. Project activities are broadly categorized into hard subcomponents, involving construction and upgrading of school infrastructure, and soft subcomponents, including teacher training, provision of teaching and learning materials, ICT support, and school inspection.

Component 1: Enhancing Teacher Effectiveness for Improved Student Learning

Component 2: Improving the School Environment to Support Student Learning

Component 3: Developing Institutional Capacity to Strengthen Teaching and Learning

Component 4: Accelerating Learning and Building Resilience, was initially introduced in May 2020 to respond to COVID-19 and has since been expanded to accelerate learning recovery and build resilience.

At the district level, Ngoma District has been a major beneficiary under these components. During the large-scale school construction program between 2020 and 2022, the Project supported the construction of 500 classrooms and 658 latrines across the District. To enhance climate resilience, a total of 233 rainwater harvesting tanks were installed on newly constructed classrooms and latrines, including 58 tanks of 10 m³, 98 tanks of 5 m³, and 70 tanks of 3 m³, improving not only water availability for sanitation and promoting sustainable water management but also minimizing runoff and soil erosion around school infrastructure. In addition, retaining walls have been constructed at four sites aimed at mitigating soil erosion and slope instability.

Under the QBE Project Restructuring, Ngoma District plans to construct 26 additional classrooms and 48 latrines across 15 sites, which will bring the cumulative total to 526 classrooms and 706 latrines constructed under the Home-Grown School Construction Approach since 2020. All these activities fall under Component 2, Subcomponent 2.1, which focuses on reducing overcrowding and minimizing distances to schools.

This ESMP outlines key measures that will be implemented to avoid, minimize, mitigate and compensate for adverse environmental and social impacts that may emanate from the construction of the schools and related infrastructure.

1.2. Purpose and objectives of the updated ESMP

1.2.1. Purpose of the ESMP

The purpose of this Environmental and Social Management Plan (ESMP) is to avoid, reduce, minimize or compensate any adverse Environmental and Social impacts that could result from the implementation of activities planned under Rwanda Quality basic Education for Human Capital Development Project in Ngoma District

1.2.2. Objectives of the updated ESMP

The objectives of the ESMP include;

- To reduce environmental and social impacts associated with the construction of additional classrooms and latrines in Ngoma District
- To minimize risk to the workers, students, teachers and community during the construction works; and
- To ensure Health, Safety, Security & Environmental (HSSE) obligations are implemented throughout the construction activities

1.3. Methodology of updating ESMP

The ESMP was updated using a combination of desk review, field investigations, stakeholder consultations, and analytical assessments. Key reference documents reviewed include Project appraisal and restructuring documents, national environmental and social legislation, sector policies, and World Bank Environmental and Social Framework requirements.

Field assessments were systematically guided by a standardized Environmental and Social Screening Checklist, which was applied to all proposed sites by focusing on direct observation of existing school infrastructure and surrounding environmental and social conditions. Consultations were conducted with key stakeholders at national, district, school, and community levels to capture site-specific conditions, risks, and opportunities. The screening process considered the nature and scale of activities, environmental sensitivity, and social context, enabling early risk identification and appropriate risk classification. Potential impacts were analyzed against relevant national regulations and applicable Environmental and Social Standards (ESSs). Mitigation measures were defined in accordance with the mitigation hierarchy of avoidance, minimization, restoration, and compensation, and integrated into the present updated ESMP to guide implementation, monitoring, and institutional responsibilities.

2. DESCRIPTION OF PROJECT ACTIVITIES IN NGOMA DISTRICT

2.1. Background of QBE Activities under HGSCA in Ngoma District

Ngoma District has been a beneficiary of the *Rwanda Quality Basic Education for Human Capital Development Project (QBE)*, particularly during the phase of massive school construction implemented between 2020 and 2022. During this period, the Project supported the construction of a total of 500 classrooms and 658 latrines across the District. These facilities were implemented in two phases: Phase I, which delivered 120 classrooms and 150 latrines, and Phase II, which delivered 380 classrooms and 508 latrines.

In order to enhance the climate resilience of school infrastructure constructed under the QBE Project, a total of 233 rainwater harvesting tanks were supplied and installed on newly constructed classrooms and latrines. Of these, 58 tanks have a capacity of 10 m³, 98 tanks have a capacity of 5 m³, and 70 tanks have a capacity of 3 m³. These installations aim to improve water availability for sanitation and hygiene in schools, while promoting sustainable water resource management.

Additionally, the construction of retaining walls at four (4) sites is underway. These structures are designed to mitigate risks associated with soil erosion and slope instability, thereby strengthening the resilience, safety, and long-term durability of school infrastructure.

Under the QBE Project Restructuring, the District plans to construct an additional 26 classrooms and 48 latrines across 15 sites. Upon completion of these works, Ngoma District will have a cumulative total of 526 classrooms and 706 latrines constructed under the Home-Grown School Construction Approach since the commencement of the large-scale construction program in 2020.

All the above-mentioned activities; including the construction of classrooms and latrines, construction of retaining walls, and the supply and installation of rainwater harvesting tanks; fall under Component 2: Improving the School Environment to Support Student Learning, specifically Sub-component 2.1, which focuses on reducing overcrowding and minimizing distances to schools.

2.2. Location of sub-projects under QBE Project Restructuring

The sub-projects activities under restructuring of Rwanda Quality Basic Education for Human Capital Development Project (QBE) to be implemented in Ngoma District, are targeting fifteen (15) existing public and government-subsidized schools distributed across the sectors of Rukumberi, Rukira, Kazo, Remera, Karembo, Kibungo, Murama, Mugesera, and Jarama.

This broad geographical distribution is intended to ensure equitable coverage across the District while addressing identified infrastructure gaps within the targeted schools. All proposed works will be carried out within the boundaries of existing school compounds. No land acquisition is required, and no new school sites will be developed from scratch under this sub-project.

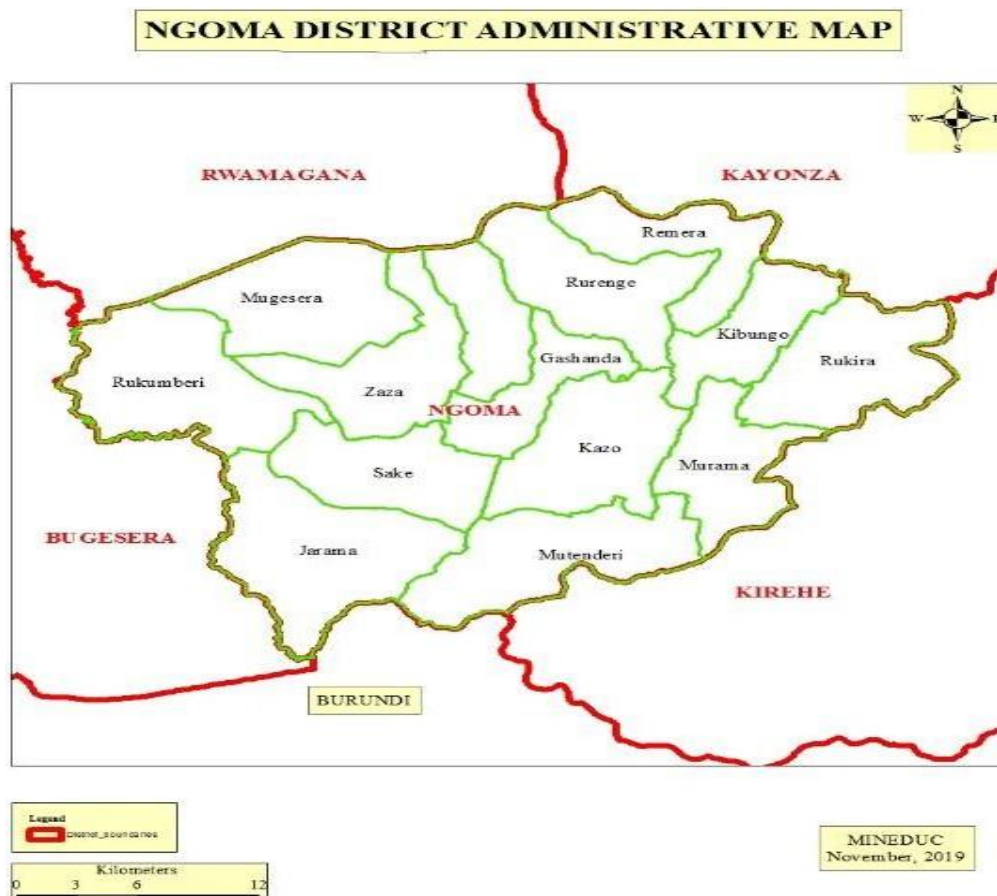


Figure 1: Administrative Map of Ngoma District

2.3. Sub-Projects rationale

The proposed sub-projects aim to support the Government of Rwanda's commitment to improving access to safe, inclusive, and quality basic education. Rapid increases in school enrolment in Ngoma District have resulted in overcrowded classrooms and inadequate sanitation facilities, which negatively affect teaching effectiveness, learner performance, and health conditions.

Under the QBE restructuring, the construction of additional classrooms and latrines is intended to address these challenges while consolidating previous investments made under earlier phases of the QBE Project. All fifteen targeted schools have previously benefited from QBE interventions, and the proposed activities are designed to strengthen and sustain these gains.

2.4. Sub-Projects Need and Desirability

The need for the sub-projects arises from persistent overcrowding in classrooms, aging and unsafe school infrastructure in some locations, and insufficient sanitation facilities to meet the needs of growing learner populations. Specifically, 20 new classrooms and 36 latrines will be added to existing facilities in 11 schools to reduce pupil-to-classroom ratios, while 6 classrooms and 12 latrines in 4 schools will replace old and unsafe structures, thereby enhancing the safety of learners and teachers. The construction of latrine units will significantly improve school hygiene, sanitation, and gender-sensitive facilities, contributing to improved attendance, particularly for girls. The sub-project will benefit a total of 19,731 learners, including 9,859 girls and 9,872 boys, reflecting a balanced gender distribution and underscoring the importance of the proposed investments.

The sub-project is highly desirable as it directly contributes to improved learning conditions, public health, safety, and equity in access to education, while aligning with national education sector priorities and the objectives of the QBE Project.

2.5. Sub-projects targets

Rwanda Quality Basic Education for Human Capital Development Project under its restructuring is aiming to construct classrooms and latrines in Ngoma District as follows:

- Construction of twenty-six (26) classrooms, comprising 20 additional classrooms and 6 classrooms for replacement of obsolete school structures;
- Construction of forty-eight (48) latrine units to improve sanitation and hygiene conditions in selected schools.

All interventions under the QBE Project restructuring in Ngoma District will be implemented within existing public and government-aided schools. Ownership of the targeted schools is between the Government of Rwanda and several faith-based organizations, including the Catholic Church, the Anglican Church of Rwanda, the Presbyterian Church of Rwanda, and the Seira Community Church.

The government-owned schools included under the project restructuring are: GS Gahurire, GS Kabirizi B, EP Nyimbyi, EP Inganji, EP Kabimba, GS Ntaga, GS Gahama and EP Ngara.

With respect to faith-based institutions, ownership and management of schools are as follows: the Catholic Church owns and manages GS Ndekwe, EP Rubago, GS Nyinya, and GS Jarama, while the Anglican Church of Rwanda owns and manages GS Gahima. The Presbyterian Church of Rwanda is the landowner and managing EP Rugaragara, while EP Mugwato is owned and managed by the Seira Community Church.

Environmental and social screening has confirmed that land ownership for all project sites is legally recognized, with no disputes, no land acquisition requirements, and no resettlement or livelihood displacement implications associated with the planned interventions. All works will be implemented within the boundaries of existing school compounds.

Table 1:List of confirmed sites to benefit school construction activities in Ngoma District

SN	Site Name	Sector	Number of Classrooms to be constructed	Number of latrines to be constructed	The land ownership
1	EP MUGWATO	RUKUMBERI	3	6	Seira Community Church
2	EP RUGARAGARA	RUKIRA	2	6	Presbyterian Church of Rwanda
3	GS GAHURIRE	KAZO	2	0	Government
4	GS NDEKWE	REMERA	2	0	Catholic Church
5	GS KABIRIZI B	KAREMBO	5	0	Government
6	EP NYIMBYI	KAREMBO	1	6	Government
7	GS GAHIMA	KIBUNGO	2	0	Anglican Church of Rwanda
8	EP INGANJI	RUKUMBERI	1	0	Government
9	EP KABIMBA	KIBUNGO	2	0	Government
10	EP RUBAGO	RUKUMBERI	0	12	Catholic Church
11	GS GAHAMA	MURAMA	0	6	Government
12	GS NTAGA	MUGESERA	2	0	Government
13	EP NGARA	KAREMBO	1	0	Government
14	GS NYINYA	RUKIRA	3	0	Catholic Church
15	GS JARAMA	JARAMA	0	12	Catholic Church
Total			26	48	

2.6. Description of Activities for Construction of Classrooms and Latrines

The Rwanda Quality Basic Education for Human Capital Development Project (QBE), under its restructuring, aims to construct 26 classrooms (including 20 new and 6 replacement classrooms) and 48 latrine units in Ngoma District to enhance learning environments, sanitation, and hygiene in selected schools. In addition, a moderate retaining wall will be constructed at one targeted school to enhance site stability, mitigate erosion risks, and safeguard the durability of the planned infrastructure. The construction works will follow a sequence of activities, as outlined below:

2.6.1. Site Preparation and Clearance

Prior to the start of construction activities, it is essential to carry out comprehensive site preparation and clearance to ensure safety, efficiency, and compliance with environmental standards.

Site preparation and clearance activities will be followed as bellow:

- Demarcation of construction sites within existing school compounds.
- Clearing of vegetation, debris, and minor obstacles from the construction area.

- Demolition of obsolete or unsafe classrooms (for the 6 classrooms being replaced), including safe removal of materials.
- Sorting and proper disposal of debris, recycling materials where possible.
- Leveling and grading to ensure a stable foundation.
- Protection of trees or infrastructure that will be retained

2.6.2. Excavation and Earthworks

Excavation and earthworks are critical steps in preparing the site for the construction of classrooms and latrines. These activities ensure that foundations are properly established on stable ground, thereby enhancing the structural integrity and longevity of the buildings. All works will be carried out in accordance with safety and environmental guidelines, including measures to prevent soil erosion, manage water runoff, and minimize impacts on the surrounding environment

- Excavation of foundation trenches for classrooms and latrines.
- Compaction of soil to enhance bearing capacity.
- Filling and leveling of pits where necessary.
- Temporary diversion of drainage to avoid water accumulation in works areas.

2.6.3. Foundation Works

Foundation works constitute a key phase in the construction of classrooms and latrines, as they provide the necessary structural support to ensure the stability, safety, and durability of the buildings. These activities will be implemented in accordance with the approved engineering designs, relevant construction standards, and environmental and social safeguard requirements. Appropriate measures will be applied to ensure occupational health and safety, proper material handling, and minimal environmental disturbance during execution.

- Laying of concrete footings for classrooms and latrines in accordance with approved design specifications.
- Installation of reinforcement bars where required to enhance structural strength and resilience.
- Proper curing of concrete to achieve the required strength and long-term performance.

2.6.4. Superstructure Construction

Superstructure construction involves the erection of the above-ground structural elements of the classrooms and latrines. These works are essential for providing structural integrity, safety, and functionality of the buildings. All activities will be carried out in compliance with approved architectural and structural designs, applicable building codes, and environmental, health, and safety (EHS) standards. Measures will be implemented to ensure safe working conditions, proper material handling, and minimal environmental and social impacts during construction.

- Masonry works for walls using suitable blocks, bricks, or reinforced concrete materials.
- Construction and installation of door and window frames, ensuring proper alignment and accurate dimensions.
- Installation of lintels, columns, and beams to enhance structural stability and load-bearing capacity.

2.6.5. Roofing

Roofing works form a critical component of the construction process, as they provide protection against weather elements and contribute to the overall durability and safety of the classrooms and latrines. These activities will be executed in accordance with approved structural designs, material specifications, and applicable environmental, health, and safety (EHS) standards. Particular attention will be given to safe working at heights, proper installation practices, and effective stormwater management to minimize environmental risks.

- Erection of roof trusses using steel frames, as specified in the approved designs.
- Installation of roofing sheets or tiles, ensuring adequate weatherproofing and proper roof drainage.
- Installation of rainwater gutters and downpipes to effectively manage stormwater and reduce runoff impacts around the buildings.

2.6.6. Flooring and Plastering

Flooring and plastering works are essential finishing activities that enhance the durability, functionality, and aesthetic quality of the classrooms and latrines. These activities will be implemented in accordance with approved construction specifications, relevant building standards, and environmental, health, and safety (EHS) requirements. Measures will be taken to ensure proper workmanship, safe handling of materials, and minimal environmental impacts during execution.

- Internal and external plastering of walls to provide a smooth, durable, and protective finish.
- Flooring works, including screeding and the installation of tiles, concrete, or other suitable materials, as specified in the designs.
- Proper curing of floors and plastered surfaces to ensure strength, durability, and long-term performance.

2.6.7. Doors, Windows, and Fixtures

The installation of doors, windows, and fixtures is a critical stage in completing the classrooms and latrines, as it enhances security, ventilation, functionality, and user comfort. These activities will be carried out in accordance with approved architectural designs, material specifications, and applicable environmental, health, and safety (EHS) standards. Appropriate measures will be implemented to

ensure quality workmanship, safe installation practices, and minimal environmental and social impacts.

- Installation of doors and windows, including locks and fittings, to ensure security and proper functionality.
- Installation of ventilation grilles to promote adequate airflow and indoor comfort.
- Provision and installation of internal fittings such as blackboards, classroom shelves, and latrine accessories, in line with approved specifications.

2.6.8. Finishing Works

Finishing works are essential for enhancing the aesthetic appeal, durability, and functionality of classrooms and latrines. These activities will be carried out in accordance with approved design specifications, relevant building standards, and environmental, health, and safety (EHS) requirements. Care will be taken to ensure safe handling of materials, proper application techniques, and minimal environmental and social impacts during execution.

- Painting and decoration of walls, doors, and windows to provide a durable and visually appealing finish.
- Application of protective coatings or painting of roofs where required to enhance durability and weather resistance.
- Installation of signage and numbering for classrooms and latrines to ensure proper identification and usability.

2.6.9. Sanitation and Latrine Construction

Sanitation and latrine construction are critical components of the project, aimed at providing safe, hygienic, and accessible sanitation facilities for students and staff. These activities will be carried out in accordance with approved designs, relevant construction standards, and environmental, health, and safety (EHS) requirements. Measures will be applied to ensure proper waste management, occupational safety, and minimal environmental and social impacts during construction.

- Excavation of latrine pits according to design specifications and prevailing soil conditions.
- Construction of superstructure walls and slabs using durable and approved materials to ensure long-term functionality.
- Installation of doors, ventilation grilles, and privacy screens to ensure user safety, comfort, and dignity.
- Provision of handwashing facilities and water points where appropriate to promote hygiene and public health.

2.6.10. Construction of retaining wall

The construction of a moderate retaining wall at one identified school site is intended to enhance slope stability, prevent soil erosion, and safeguard the planned infrastructure from potential land degradation risks. This intervention is particularly important in areas characterized by uneven terrain or minor slope instability, where runoff and soil movement may compromise the safety and durability of school facilities. The work will be executed in accordance with approved engineering designs, applicable construction standards, and environmental, health, and safety (EHS) requirements. Appropriate erosion control and drainage measures will be incorporated to ensure long-term structural performance and to minimize environmental impacts during and after construction.

The retaining wall construction activities will include:

- Site setting-out and demarcation of the retaining wall alignment.
- Excavation for the retaining wall foundation to the required depth and width as per approved structural designs.
- Preparation and compaction of the foundation base to ensure adequate bearing capacity.
- Installation of reinforcement bars and formwork where reinforced concrete design is specified.
- Casting of concrete for the foundation and wall structure in accordance with approved mix specifications.
- Installation of weep holes and drainage provisions to relieve hydrostatic pressure and prevent water accumulation behind the wall.
- Backfilling and compaction behind the retaining wall using suitable materials.
- Site reinstatement and stabilization of adjacent areas to prevent erosion and ensure proper integration with the surrounding infrastructure.

2.6.11. Site Cleanup and Landscaping

Site cleanup and landscaping are essential concluding activities in the construction process, aimed at restoring the environment, improving safety, and enhancing the aesthetic and ecological quality of the school premises. These activities will be implemented in accordance with approved environmental, health, and safety (EHS) standards, ensuring minimal disturbance to the surrounding community and ecosystem. Measures will be taken to manage waste responsibly, control soil erosion, and promote environmental sustainability.

- Removal of construction debris and proper restoration of surrounding areas to their natural or intended state.
- Leveling and compacting of remaining soil, including minor landscaping to enhance safety, accessibility, and visual appeal.

- Planting of grass, trees, or other vegetation to prevent soil erosion, improve drainage, and enhance the overall environmental quality of the site.

2.7. Source of raw material for Sub-project implementation

Building materials will be brought to the construction site from their extraction, manufacturer, or storage sites using transport trucks. The materials to be used must conform to the Rwandan Standards requirements for quality. Some building materials such as burnt bricks, sand and ballast will be kept outdoors at the site while others such as cement, nails and paints will be kept indoors in lockable stores since they are easily destroyed by rain or direct sunshine and are vulnerable to theft because they can easily be carried away.

The sourcing of construction materials will be primarily guided by availability within the sub-project areas and established procurement procedures. However, in strict adherence to applicable environmental and regulatory requirements, all local construction materials including burnt bricks, sand, ballast and/or hardcore and timber shall be procured exclusively from authorized, licensed, and legally compliant suppliers.

Suppliers will be required to obtain materials only from quarries and borrow pits that hold valid Environmental Impact Assessment (EIA) certificates and operate in full compliance with national environmental laws and regulations. This requirement aims to safeguard environmental integrity, promote sustainable resource extraction, and ensure full regulatory compliance throughout the implementation of the project.

Additional materials required for the works will include cement, steel reinforcement bars, glass, PVC products (such as pipes), iron sheets, nails, paint, as well as water supply and electrical installation materials. These inputs will be procured from reputable hardware outlets and construction material suppliers located within Ngoma District or neighboring districts, depending on availability and quality specifications. Where certain specialized materials are not available locally, procurement may extend beyond the district or, where necessary, outside the country. However, priority will be given to sourcing materials from within the local area to the greatest extent possible. This approach supports the local economy and contributes to environmental sustainability by minimizing transportation distances, thereby reducing fuel consumption, traffic-related disturbances, and associated carbon emissions.

Table 2:Raw materials requirements and source

Raw Material /Inputs	Source
Water	WASAC Ltd (Ngoma Branch)
Electricity	REG Ltd (Ngoma Branch)
Raw construction materials e.g., sand, bricks, natural building stone blocks, hardcore, and gravel.	Local certified suppliers
Timber (e.g., doors and frames, fixed furniture, etc.).	Local certified timber suppliers, and authorized carpentry

Paints, solvents etc.	Local and regional manufacturing industry and hardware shops
Construction labor force (of both skilled and unskilled Workers).	Locally from surrounding construction sites

3. ENVIRONMENTAL AND SOCIAL BASELINE

3.1. Physical environment

3.1.1. Topography

Ngoma District is located in Rwanda's Eastern Province and forms part of the country's eastern lowlands. The district represents a transitional landscape between the mountainous regions of the western and northern parts of Rwanda and the relatively flat plateaus of the eastern region. The general topography is characterized by gently undulating terrain, dominated by rolling hills with low slopes and broad agricultural plains.

Elevation in Ngoma District ranges approximately between 1,400 and 1,700 meters above sea level, contributing to relatively stable terrain conditions across most sectors, including Rukumberi, Rukira, Kazo, Remera, Karemba, Kibungo, Murama, Mugesera, and Jarama, where the proposed school construction sites are located. The rounded hills and wide valleys create favorable conditions for settlement and infrastructure development, including school facilities.

The identified beneficiary schools; such as EP Mugwato, EP Rugaragara, GS Gahurire, GS Ndekwe, EP Nyimbyi, GS Gahima, EP Inganji, EP Kabimba, EP Rubago, GS Gahama, GS Ntaga, EP Ngara, GS Nyinya, and GS Jarama; are all situated on relatively gentle slopes or flat terrain. Environmental and social screening confirmed that these sites are not located in steep or unstable topographic conditions and therefore do not present significant construction-related risks or require major slope stabilization measures. However, GS Kabirizi B constitutes an exception, as it will require the construction of a small retaining wall to address localized site conditions and ensure structural stability.

3.1.2. Hydrology

The hydrological system of Ngoma District is largely influenced by the Akagera River basin, with the western part of the district characterized by fluvio-lacustrine depressions. These depressions give rise to a network of lakes, rivers, and wetlands, including Lake Mugesera, Lake Sake, and Lake Birira, which play a critical role in surface water regulation and groundwater recharge.

Wetland systems in the district consist of marshlands and alluvial plains that support biodiversity, regulate floods, and influence land use patterns. Although wetlands are present within Ngoma District, the environmental and social screening confirmed that none of the identified school construction sites are located within wetlands, buffer zones, or protected aquatic ecosystems.

3.1.3. Climate

Ngoma District experiences a tropical climate characterized by four distinct seasons, comprising two rainy seasons and two dry seasons. The rainfall regime is bimodal, with precipitation occurring during the short and long rainy seasons.

The district receives an average annual rainfall ranging between approximately 900 mm and 1,400 mm. This rainfall pattern plays a significant role in shaping local agricultural and pastoral activities, as it directly influences crop production, pasture availability, and water resources. Variability in rainfall distribution and intensity may also affect land use practices and environmental conditions within the district, which is an important consideration for school construction project planning and implementation.

3.1.4. Soil Type

The soils in the project area are predominantly sandy–clay mixtures, which are generally favorable for agricultural activities. These soils exhibit moderate permeability and adequate water retention capacity, supporting crop cultivation and pasture development. However, under conditions of intense rainfall or inappropriate land management practices, sandy–clay soils may be susceptible to erosion, particularly on sloping terrain. This characteristic is an important consideration for project design and the implementation of soil conservation and erosion control measures.

3.2. Biological environment

3.2.1. Flora

The natural vegetation of Ngoma District is predominantly characterized by savanna landscapes, typical of the East African basin, consisting mainly of grasslands interspersed with scattered shrubs. Over time, much of the original natural vegetation has been significantly altered or lost due to human activities.

Currently, natural ecosystems have largely been replaced by agricultural lands and artificial forests. The dominant land use is agriculture, with extensive banana plantations often intercropped with crops such as avocado, mango, sweet potatoes, and cassava. In addition, afforested areas within the district are mainly composed of exotic tree species, notably Eucalyptus and Pinus, which are commonly planted for fuelwood, construction materials, and soil stabilization purposes. The modification of natural vegetation cover has implications for local biodiversity, soil conservation, and ecosystem services.

The environmental and social screening confirmed that none of the identified school sites is located within natural forests, protected areas, wetlands, or any legally recognized conservation zones. Field observations and consultations further verified that there are no natural habitats, ecologically sensitive ecosystems, or species of conservation concern occurring within or in close proximity to the proposed sites. The surrounding areas are predominantly modified landscapes characterized by school agricultural activities and planted trees. Therefore, no clearing of natural habitats, disturbance to sensitive vegetation, or impacts on threatened flora species are anticipated as a result of the proposed classroom and latrine construction activities.

3.2.2. Fauna

The fauna of Ngoma District is primarily composed of common terrestrial and avian species. Notable bird species observed in the area include wagtail (*Motacilla aguimp*), weaverbird (*Ploceus aurantius*),

and Red-eyed Dove (*Streptopelia semitorquata*). In addition, the district supports a variety of insect species, such as flies and honeybees (*Apis cerana*), which contribute to pollination and local ecological processes. No sensitive, threatened, or protected species requiring special consideration under national or international biodiversity regulations have been recorded within or near the identified school construction sites. This indicates that while the area supports general wildlife, it does not constitute critical habitat for species of conservation concern.

3.3. Socio-economic baseline

3.3.1. Demographics

Ngoma District has a total population of 404,048, with a slightly higher proportion of females (Male: 192,720; Female: 211,328). The district has a population density of approximately 498 persons per km², reflecting moderate settlement intensity.

Population distribution across sectors varies, with the most populated sector being Rukumberi, which has 39,420 residents (Male: 18,739; Female: 20,681), and the least populated sector being Karemba, with 17,726 residents (Male: 8,445; Female: 9,281).

3.3.2. Agriculture

Agriculture is the dominant economic activity in Ngoma District. The majority of households depend primarily on subsistence farming for their livelihoods, making agriculture a central determinant of settlement patterns, land use, and the delineation of school catchment areas.

According to the Fifth Rwanda Population and Housing Census (RPHC5, 2022) and the Agriculture Thematic Report published by the National Institute of Statistics of Rwanda (NISR), Ngoma District is characterized by widespread household participation in both crop production and livestock rearing. Approximately 83 percent of households are classified as agricultural households, engaged in crop farming, livestock keeping, or a combination of both. The prevailing production system is mixed farming, in which crop cultivation is closely integrated with animal husbandry. This system enhances household resilience, supports soil fertility through the use of manure, and contributes to food security and income generation.

Crop production plays a central role in the district's economy, with Ngoma recognized as a major agricultural production area within the Eastern Province. The principal crops grown include maize, beans, cassava, and bananas, which are essential for both household consumption and local markets. During the census reference period, maize was cultivated on more than 21,000 hectares, while beans covered over 42,000 hectares, reflecting the scale of agricultural land use in the district. Banana production is particularly significant, encompassing cooking, dessert, and beer banana varieties, and serves as a cornerstone of food security and local trade. Agricultural productivity has been further supported by increased access to improved seeds and fertilizers through the Smart Nkunganire subsidy system, with substantial quantities of DAP and Urea fertilizers distributed to farmers during the 2022/2023 agricultural seasons.

Livestock rearing is an integral component of Ngoma District's rural economy and contributes significantly to household nutrition and income diversification. Cattle ownership has expanded notably

as a result of the Girinka (One Cow per Family) Programme, which targets vulnerable households. Administrative data associated with the census period indicate widespread use of artificial insemination services, with more than 3,000 cows inseminated annually, supporting genetic improvement and increased milk productivity. In addition to cattle, households commonly keep small livestock, including goats, pigs, and poultry. Poultry production, in particular, has shown steady growth, with the distribution of improved layer pullets in sectors such as Kibungo contributing to semi-modern and modern production systems. Animal health services are relatively well established, with high vaccination coverage against major livestock diseases, including Black Quarter, Lumpy Skin Disease, and Rift Valley Fever.

In response to environmental challenges associated with intensive land use, Ngoma District has invested significantly in land husbandry and soil erosion control measures. By 2022, more than 9,445 hectares of land had been protected through the construction of progressive terraces, particularly in erosion-prone areas. These interventions play a critical role in maintaining soil stability, improving water retention, and reducing land degradation, thereby supporting sustainable agricultural production. No site among school beneficiaries was identified with agricultural activities that will be damaged by school construction works.

Overall, agriculture remains the primary source of employment in Ngoma District, with a substantial proportion of the population engaged in subsistence and small-scale commercial farming. This agricultural profile underscores the importance of integrating environmental protection, land management, and livelihood considerations into project planning and implementation. The described conditions provide an essential baseline for assessing potential environmental and social impacts and for designing appropriate mitigation measures under the ESMP to ensure that construction works will not affect agricultural activities.

3.3.3. Transport

Transport infrastructure in the project area is predominantly composed of earth and gravel roads that link schools to the main road network. These access roads provide essential connectivity between beneficiary schools, surrounding communities, and nearby urban centers. Ngoma District has also the Kigali–Kibungo tarmac road, which serves as the primary regional transport corridor.

All identified schools are accessible by vehicle, although road conditions may vary seasonally, particularly during the rainy periods when some earth roads become muddy or less passable. Despite these limitations, the existing road network is generally adequate to support construction logistics, including the transportation of construction materials, equipment, and labor to project sites. The level of accessibility also enables effective supervision and monitoring of civil works by district engineers, environmental and social safeguards officers, and other project stakeholders throughout the construction period. No access road will be newly created as all targeted schools are accessible by vehicles.

Overall, the availability of vehicular access to all project sites is expected to minimize delays related to transportation constraints and supports timely implementation of project activities, while reducing potential environmental and social risks associated with isolation or limited site accessibility.

3.3.4. Water Supply, Sanitation, and Waste Management

3.3.4.1. Water Supply

According to the Fifth Rwanda Population and Housing Census (5RPHC) 2022, Ngoma District records a relatively high level of access to improved drinking water sources. Approximately 83.5% of households in the district have access to improved drinking water sources, which is slightly above the national average of 82.3% and the Eastern Province average of 81.1%.

However, significant disparities exist across sectors within the district. Gashanda Sector registers the highest level of access, with 98.1% of households using improved drinking water sources. In contrast, Rukumberi Sector exhibits the lowest access level, with only 43.7% of households relying on improved sources, while the majority (56.3%) depend on unimproved water sources. This indicates a critical water access challenge in Rukumberi Sector.

Disaggregation by area of residence further highlights disparities. In urban areas of Ngoma District, 93.4% of households rely on improved drinking water sources, compared to 82.5% in rural areas. Consequently, 17.5% of rural households continue to depend on unimproved water sources, underscoring persistent rural–urban inequalities in access to safe drinking water.

Environmental and social screening findings indicate that all targeted school sites (100 percent) are connected to a water supply. In addition, rainwater harvesting systems have been installed in several schools in the previous QBE Project activities, including EP Mugwato, GS Ndekwe, GS Kabirizi B, EP Nyimbyi, GS Gahima, EP Kabimba, GS Gahama, GS Ntaga, EP Ngara, GS Nyinya, and GS Jarama. These systems have contributed to improved water availability within the school environment.

3.3.4.2. Sanitation

Findings of 2022 census indicate that, at the national level, the predominant type of sanitation facility used by private households in Rwanda is the pit latrine with a constructed floor slab used by one household, accounting for 68.8% of households.

In Ngoma District, the use of improved sanitation facilities is relatively high. The majority of households (80.6%) use pit latrines with constructed floor slabs used by one household, followed by 11.8% using pit latrines with constructed floor slabs shared by several households. The use of flush toilets remains very limited, with a district-wide average of 0.8%.

Sector-level analysis shows notable variation. Kibungo Sector records the highest proportion of households using flush toilets (5.5%) and also the highest percentage of households using shared pit latrines with constructed floor slabs (19.8%). Murama Sector has the highest proportion of households using pit latrines with constructed floor slabs used by one household (86.9%). The use of pit latrines without constructed floor slabs is relatively low across the district, with an overall average of 4.9%.

Differences are also evident between urban and rural areas. Pit latrines with constructed floor slabs used by one household are the dominant sanitation facility in both settings, though usage is higher in rural areas (81.7%) compared to urban areas (69.6%). Urban areas have a higher proportion of households using shared pit latrines with constructed floor slabs (19.2%) compared to rural areas (11.06%). Conversely, rural areas show a higher reliance on pit latrines without constructed floor slabs

(5.05%) than urban areas (3.2%), indicating that unimproved sanitation facilities remain more prevalent in rural communities.

The environmental and social assessment of the targeted schools revealed notable gaps in sanitation infrastructure that could affect the health and safety of the school communities. In particular, eleven schools; including EP Mugwato, EP Rugaragara, GS Gahurire, GS Ndekwe, EP Nyimbyi, GS Gahima, EP Inganji, GS Kabirizi B, EP Rubago, GS Gahama, and EP Kabimba; were found to have an insufficient number of latrines. The limited availability of sanitation facilities in these schools restricts students' and staff's access to safe and hygienic toilets, thereby increasing the risk of sanitation-related illnesses. To address this issue, the project will construct 36 additional latrines in these schools, ensuring that the number of facilities is adequate to meet the needs of the school population and complies with national sanitation standards.

Furthermore, four schools namely EP Ntaga, EP Ngara, GS Nyinya, GS Jarama, and EP Kabimba were identified as having old and deteriorated latrines. The condition of these facilities presents safety hazards and compromises hygienic practices within the school environment. The project will replace 12 aging latrines with new, safe, and durable structures, designed to provide secure and hygienic access for all students. Through the construction of additional latrines and the replacement of outdated facilities, the project will significantly improve access to safe sanitation, enhance the overall hygiene standards, and contribute to a healthier and safer learning environment across all beneficiary schools.

3.3.4.3. Solid Waste Disposal

Results of 2022 Census indicate that household compost dumping is the dominant mode of solid waste disposal in Ngoma District, practiced by 74.3% of households. Other commonly reported methods include disposing waste in household fields or bushes (22.1%) and the use of waste collection companies, which remains very limited (1.5%).

At the sector level, waste disposal practices vary considerably. Sectors such as Zaza, Remera, Jarama, and Gashanda report relatively high levels of household compost dumping, ranging between 79.4% and 82.5%. In contrast, Sake, Kibungo, Karembo, and Rukumberi record higher proportions of households disposing of waste by throwing it into household fields or bushes, with percentages ranging from 24.3% to 39.0%.

Analysis by area of residence shows only minor differences between urban and rural settings. Household compost dumping is slightly more prevalent in rural areas (74.4%) than in urban areas (73.0%). Similarly, disposal of waste in fields or bushes is marginally higher in rural areas (22.3%) compared to urban areas (20.0%). The use of waste collection services remains very low in both urban (1.9%) and rural (0.2%) areas, reflecting limited coverage of formal waste management systems within the district. The targeted schools use waste collection companies to handle school waste.

3.3.5. Connection to electricity

Energy access and use in Ngoma District reflect both the progress achieved under Rwanda's national electrification agenda and the persistent challenges typical of predominantly rural districts in the Eastern Province. Overall, access to modern energy services remains uneven, with clear disparities between urban and rural areas and across sectors. In terms of electricity access, Ngoma District lags slightly behind both national and provincial averages. At the national level, approximately 52.5% of

households are connected to the national grid, compared to 47.3% in the Eastern Province and 45.1% in Ngoma District.

Grid connectivity is relatively strong in more urbanized and economically active sectors such as Kibungo (76.5% of households), Rukira (69.5%), and Remera (61.4%). In contrast, predominantly rural sectors, including Mugesera (25.5%), Kazo (31.0%), and Rukumberi (33.7%), continue to experience limited grid coverage. These disparities reflect constraints related to dispersed settlement patterns, distance from transmission infrastructure, and affordability of electricity services. This spatial inequality is further illustrated by the pronounced urban–rural divide, with urban areas of Ngoma District exhibiting relatively high grid connection rates, while a substantial proportion of rural households remain unconnected.

Findings from the environmental and social screening further confirm these trends at the school level. Out of the 15 targeted beneficiary schools, 12 schools (approximately 80%) have confirmed access to electricity, namely EP Rugaragara, GS Ndekwe, GS Kabirizi B, EP Nyimbyi, GS Gahima, GS Gahurire, GS Gahama, EP Kabimba, EP Rubago, EP Ngara, GS Nyinya, and GS Jarama. The remaining 4 schools (approximately 20%); EP Mugwato, EP Inganji, and GS Ntaga; currently do not have access to electricity, highlighting the need for targeted electrification or alternative energy solutions under the project.

3.3.6. Education

According to the 2022 Population and Housing Census, access to education in Ngoma District shows mixed performance across different age groups. Among children aged 3–5 years (pre-primary school age), 60.3% are currently attending nursery school, while 39.7% have never attended any pre-primary education. For children aged 6–11 years, which corresponds to the official primary school-going age, 85.4% are currently enrolled in primary education, whereas 12.6% have never attended primary school. At the secondary education level, only 67.5% of children aged 12–17 years are currently attending school, indicating a notable drop in participation as learners transition to higher levels of education.

The fifteen (15) schools screened under the Project collectively serve a total of 19,711 learners, comprising 9,859 girls and 9,872 boys. Field assessments revealed that overcrowding is a key challenge in several schools and constitutes the main justification for additional classroom construction. Schools particularly affected by high pupil–classroom ratios include EP Mugwato, EP Rugaragara, GS Gahurire, GS Ndekwe, GS Kabirizi B, EP Nyimbyi, GS Gahima, EP Inganji, EP Kabimba, GS Gahama, GS Ntaga, EP Ngara, and GS Nyinya.

In addition to classroom shortages, sanitation infrastructure remains inadequate in some schools. Sanitation improvements, notably the construction of additional latrine stances, are prioritized at EP Rubago, GS Ntaga and GS Jarama, where existing facilities are insufficient to meet the needs of the school populations. More broadly, several schools face infrastructure constraints, including dilapidated classrooms, an insufficient number of latrines, and limited accessibility for persons with disabilities. For instance, EP Rubago and GS Jarama reported the continued use of twelve (12) old latrines, while EP Ngara and GS Ntaga identified old classrooms that require replacement to ensure the safety of learners and staff.

The QBE Project Restructuring is designed to address these identified gaps through the construction of twenty-six (26) new classrooms and forty-eight (48) latrine stances across the beneficiary schools. These interventions are expected to significantly reduce overcrowding, enhance hygiene and sanitation standards, and improve the overall quality and safety of the learning environment in Ngoma District.

3.3.7. Historical and cultural environment

Ngoma District holds significant historical and cultural importance, having been profoundly affected by the 1994 Genocide against the Tutsi. The District hosts several officially recognized genocide memorials, including the Kibungo–Ngoma, Rukumberi, and Remera Genocide Memorials, which are protected national heritage sites of high historical and social sensitivity.

Environmental and social screening undertaken for the proposed school construction activities confirmed that none of the identified sub-project sites is located within or in close proximity to genocide memorials, cemeteries, or other known cultural heritage sites. At GS Gahima in Kibungo Sector and GS Gahama in Murama Sector, memorial-related sites were reported at approximate distances of about 700 meters from the respective school compounds. These separation distances are considered sufficient to avoid direct or indirect adverse impacts from the planned classroom and latrine construction works.

Nevertheless, given the historical sensitivity of Ngoma District, all construction activities will strictly comply with the Chance Finds Procedure outlined in Annex 1 of this ESMP. In the event that cultural artifacts, graves, human remains, or other heritage resources are accidentally discovered during excavation, works will be immediately suspended, the site will be secured, and the relevant competent authorities will be notified in accordance with national legislation. Construction will only resume upon formal authorization from the responsible authorities, as detailed in Chance Finds Procedure.

Beyond genocide-related cultural heritage, Ngoma District also holds broader historical significance as the location of the first Catholic mission settlement in Rwanda, established in the early 1900s in Zaza. The District is also recognized as the birthplace of Bishop Aloys Bigirumwami, the first Rwandan Catholic bishop. These historical landmarks underscore the District's long-standing religious and cultural heritage.

Ngoma District is characterized by religious diversity and peaceful coexistence among different faith communities, reflecting the broader national context of Rwanda. Religion plays an important role in the social, cultural, and moral life of the population and contributes significantly to community cohesion, education, and social service delivery. Christianity is the predominant religion in the District, with the Roman Catholic Church representing the largest denomination. Catholic institutions have historically played a major role in the provision of education, healthcare, and social development services. The District also hosts various Protestant and Evangelical denominations, including Anglican, Presbyterian, Adventist, and Pentecostal churches, which are actively engaged in community development and humanitarian activities. The Seventh-day Adventist Church maintains a visible presence through churches and schools that contribute to education and health awareness. Islam is practiced by a relatively small proportion of the population, with mosques mainly located in urban and semi-urban centers, particularly in Kibungo Town.

Faith-Based Organizations (FBOs) play a significant role in education service delivery within Ngoma District, particularly through the management of church-owned schools. Of the fifteen (15) schools screened under the Project, eight (7) are government-aided schools owned by Faith-Based Organizations. These include EP Mugwato (Seira Community Church); EP Rugaragara (Presbyterian Church of Rwanda); GS Ndekwe, EP Rubago, GS Nyinya, and GS Jarama (Roman Catholic Church); and GS Gahima (Anglican Church of Rwanda). These institutions are fully integrated into the national education system and constitute key partners in the implementation of the QBE Project.

3.3.8. Property Rights and Land Use

The proposed project activities will be implemented within existing school premises that fall under two main categories of land ownership: (i) government-owned land and (ii) land owned by Faith-Based Organizations (FBOs). In both cases, the land is currently designated and used for educational purposes, and the planned interventions are consistent with this established land use.

For schools namely GS Gahurire, GS Kabirizi B, EP Nyimbyi, EP Inganji, EP Kabimba, GS Ntaga, EP Ngara, located on government-owned land, ownership is vested in the Government of Rwanda, with management responsibilities assigned to the respective school administrations under the supervision of the District. These sites have clearly defined boundaries and legally recognized tenure status. Environmental and social screening has confirmed that there are no existing land disputes, encumbrances, or competing claims associated with these properties.

In the case of schools situated on land owned by Faith-Based Organizations including: EP Mugwato (Seira Community Church); EP Rugaragara (Presbyterian Church of Rwanda); GS Ndekwe, EP Rubago, GS Nyinya, and GS Jarama (Roman Catholic Church); and GS Gahima and GS Gahama (Anglican Church of Rwanda), the land has been allocated for educational use through long-standing arrangements between the FBOs and the Government. For the implementation of the proposed project activities, formal written consent has been obtained from the respective FBOs, authorizing the use of their land for school infrastructure development. These agreements ensure that the project has legitimate access and use rights over the land without transferring ownership, and that the intended use remains strictly for public education purposes.

Across all project sites, the land is already developed and utilized for school-related functions, including classrooms, sanitation facilities, and administrative buildings. The proposed construction of additional classrooms and latrines, as well as the replacement of aging structures, will therefore not result in any change in land use. All works will be confined within the existing boundaries of the school compounds.

Importantly, the project will not require any new land acquisition, involuntary resettlement, or economic displacement. There will be no impact on private property, livelihoods, or community assets, as all activities are limited to land that is already designated for education and is either publicly owned or used with formal authorization from FBOs.

From an Environmental and Social Management Plan (ESMP) perspective, this arrangement ensures compliance with national land regulations and the World Bank Environmental and Social Framework (ESS5: Land Acquisition, Restrictions on Land Use, and Involuntary Resettlement). The use of already secured land, coupled with formal consent agreements where applicable, minimizes land-related risks and supports the smooth and conflict-free implementation of project activities.

4. PROJECT ALTERNATIVES

This chapter presents an assessment of feasible alternatives to the proposed project activities under the Quality Basic Education (QBE) Project restructuring in Ngoma District. The project entails the construction of twenty-six (26) classrooms and forty-eight (48) latrines aimed at addressing overcrowding in eleven (11) selected school sites and replacing obsolete and unsafe school infrastructure in four (4) sites to enhance the safety and well-being of school users.

The analysis considers the anticipated benefits of the proposed interventions in relation to any potential environmental and social costs. In line with Environmental and Social Management Plan (ESMP) principles, the identification and evaluation of alternatives are guided by the need to select options that yield optimal social, environmental, and economic benefits, not only for the project proponent but also for the surrounding environment and all relevant stakeholders.

As part of this assessment, the “no-project” alternative was also examined in order to illustrate the likely environmental and social conditions that would prevail in the absence of project implementation and to provide a baseline against which the proposed project option can be compared.

4.1. Project justification and overview

The need for the proposed sub-projects arises from persistent challenges affecting the learning environment in selected schools, notably overcrowded classrooms, aging and unsafe school infrastructure, and inadequate sanitation facilities that are insufficient to meet the needs of growing learner populations. These challenges have negatively impacted the quality of education, learner safety, public health, and overall school functionality, thereby necessitating targeted infrastructure interventions under the QBE Project restructuring.

In response to these constraints, the sub-projects propose the construction and upgrading of essential school infrastructure across fifteen (15) schools. Specifically, twenty (20) new classrooms and thirty-eight (36) latrines will be constructed in eleven (11) schools to reduce high pupil-to-classroom ratios and ease pressure on existing facilities. In addition, six (6) classrooms and twelve (12) latrines will be constructed in four (4) schools to replace old, dilapidated, and unsafe structures, thereby enhancing the safety and security of learners, teachers, and other school users.

The provision of adequate sanitation facilities is a critical component of the sub-projects. The construction of new latrine units will significantly improve hygiene and sanitation conditions within schools and ensure the availability of gender-sensitive facilities. This is expected to contribute to improved attendance, retention, and dignity of learners, particularly girls, while also reducing health risks associated with poor sanitation.

Overall, the sub-projects are expected to benefit a total of 19,731 learners, comprising 9,859 girls and 9,872 boys. This balanced gender distribution underscores the inclusive nature of the proposed investments and highlights their contribution to equitable access to quality basic education.

The proposed sub-project is therefore highly justified, as it directly addresses critical infrastructure gaps that undermine effective teaching and learning. By improving learning conditions, enhancing safety, promoting public health, and supporting equity in education access, the sub-projects align with

national education sector priorities and the overarching objectives of the Quality Basic Education (QBE) Project.

4.2. No-Project alternative

The No-Project alternative entails the scenario in which the proposed sub-projects interventions under the Quality Basic Education (QBE) Project restructuring are not implemented in the identified schools. Under this option, the targeted schools would continue to experience the existing challenges, including persistent classroom overcrowding, aging and unsafe school infrastructure, inadequate sanitation facilities, and limited access to clean water. Learners and teachers would remain exposed to unsafe learning environments, and critical needs for improved hygiene, health, and educational access would persist.

Furthermore, the absence of the project would result in the non-realization of the specific social and educational benefits associated with the proposed interventions. These include improved pupil-to-classroom ratios, enhanced safety through replacement of unsafe structures, provision of gender-sensitive sanitation facilities, and overall improvements in learning conditions. The No-Project alternative therefore underscores the importance and necessity of the proposed sub-project, as it highlights the continued vulnerability of schools and the lost opportunity to enhance safety, health, equity, and educational outcomes in the absence of timely infrastructure improvements.

4.3. Benefits of the no-project option

The No-Project option, while foregoing the positive outcomes of the proposed interventions, would nonetheless avoid certain negative and short-term impacts associated with project implementation. The key benefits of this option include:

- **Avoidance of site-specific negative impacts:** Any localized environmental or social disturbances that could result from construction activities would not occur.
- **Cost savings:** Financial expenditures required for project implementation, including materials, labor, and associated logistics, would be avoided.
- **Elimination of short-term construction disruptions:** Temporary inconveniences such as school activity interruptions, noise, dust generation, and vibrations from construction would not take place.
- **Prevention of work-related accidents and social impacts:** Risks associated with construction work, including potential accidents, injuries, or other socio-economic disruptions, would be avoided.
- **Mitigation of environmental degradation from material sourcing:** Activities such as quarrying for construction materials, which could negatively impact the surrounding environment, would not occur.

4.4. Negative effects of the no-project option

The No-Project option would result in several significant adverse consequences, particularly in terms of education, social welfare, and local development. The key negative effects include:

- **Persistence of inadequate school infrastructure:** Existing challenges related to insufficient, unsafe, and unsustainable school facilities would remain, and associated risks to learners and teachers would continue or worsen.

- **Loss of positive project impacts:** The benefits expected from the project, including improved learning conditions, enhanced safety, and better sanitation, would not be realized.
- **Foregone employment opportunities:** Jobs created during project planning, construction, and related activities would not be available, limiting local income generation.
- **Absence of economic development:** Potential local economic stimulation resulting from project activities, such as increased demand for materials and services, would not occur.
- **Increased vulnerability to environmental degradation:** Issues such as soil erosion, damage to existing infrastructure, inadequate sanitation, and other environmental challenges would likely intensify due to the lack of intervention.
- **Potential environmental pollution:** In some cases, uncontrolled or deteriorating conditions at schools could lead to environmental risks, including pollution, due to inadequate facilities and poor management of school environments.

4.5. Project alternative considered

This section presents the alternatives assessed for the implementation of the proposed sub-projects under the Quality Basic Education (QBE) Project restructuring in Ngoma District. The alternatives consider project sites, design options, resource use, construction techniques, water supply, waste management, school occupation during construction, and labor influx, with the aim of identifying the most feasible, safe, and sustainable approach.

4.5.1. Project sites

All proposed sub-projects activities, including the construction of classrooms and latrines, will be carried out at the identified schools within the intervention area. These sites were selected based on their vulnerability to educational and environmental challenges, capacity to cope with existing risks, and alignment with the project objectives. Land availability is not a constraint, as all required land is either owned by the schools themselves or by the government, ensuring smooth implementation without tenure conflicts. This makes alternative site selection unnecessary.

4.5.2. Alternative designs

Project architectural and civil designs have been developed in consultation with stakeholders, including architects, civil engineers, quantity surveyors and environmentalists. The selected designs adhere to national building codes and regional construction standards, ensuring safety, accessibility, and inclusivity, including considerations for persons with disabilities. All relevant aspects, such as durability, functionality, and environmental compliance, have been integrated into the final project designs.

4.5.3. Resource conservational alternative

The project will be implemented with a focus on sustainable resource use and environmental protection. Key measures include:

- Promoting efficient use of water and construction materials.
- Minimizing pollution and adverse impacts on human health and the environment.
- Reducing emissions of short- and long-lived climate pollutants.

- Preventing the generation of hazardous and non-hazardous waste.

Procurement of local materials (stones, sand, water, etc.) will be conducted responsibly to avoid conflicts with local communities and ensure efficient use of resources. Strict adherence to national laws and environmental, health, and safety guidelines will guide all activities to minimize potential environmental harm.

4.5.4. Alternative on construction materials and exploitation techniques

Construction will prioritize locally available and nationally/internationally accepted materials that meet standards for health, safety, and environmental aesthetics. Energy- and water-saving equipment will be preferred where feasible.

Exploitation techniques will involve either machinery, labor-intensive methods, or a combination of both. Labor-intensive techniques are socially and environmentally favorable, while mechanized methods enhance speed, quality, and economic efficiency.

4.5.5. Alternative on water supply

All targeted schools are connected to local water supply networks. Rainwater harvesting will complement piped water to ensure reliable water availability for school operations, hygiene, and sanitation. This combination is the most sustainable and efficient approach for meeting the schools' water needs..

4.5.6. Alternative on waste management

Construction activities will generate both solid and liquid waste. Waste management measures include:

- **Solid Waste:** Waste will be segregated into biodegradable and non-biodegradable streams. Temporary dustbins will be provided on-site, with organic waste composted and recyclable materials (plastics, metals) sold to recycling companies. Waste management will follow environmental and cost-effective best practices.
- **Liquid Waste:** Wastewater from cleaning and stormwater runoff will be managed to prevent blockage, flooding, and unsanitary conditions. Given that all targeted schools are day schools, liquid waste quantities are expected to be manageable without disrupting existing school waste management systems.

4.5.7. Alternative on schools' occupation during construction works

Construction activities will be carried out while routine school activities continue. To minimize disruption and ensure safety, the following measures will be implemented:

- For schools where classroom demolition is planned (GS Ntaga, EP Ngara, GS Nyinya, and GS Jarama), demolition and reconstruction activities will be carefully phased to avoid complete disruption of teaching. Temporary arrangements, such as relocation of students or use of temporary learning spaces, will be coordinated with school authorities under Ngoma District and Sectors supervision.
- High-noise or labor-intensive activities will be scheduled during school holidays and/or week end wherever possible.
- For activities conducted during school sessions, noisy or dust-generating works will be carried out on weekends or outside normal school hours to reduce interference with learning.

Close coordination with school authorities and teachers will ensure that construction works are executed safely, efficiently, and with minimal impact on learners and staff across all intervention sites.

4.5.8. Alternative on labor influx

The implementation of the project will require a substantial labor force to execute all construction and related activities. This may attract workers from across Ngoma District and neighboring districts, potentially leading to health and social-related risks associated with labor influx.

To mitigate these risks, priority will be given to hiring local residents, thereby minimizing negative social and health impacts. Additionally, all workers will be sensitized on communicable diseases, and a grievance redress mechanism will be operationalized to address any labor-related concerns that may arise during project implementation.

5. POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK

5.1. Policy and Legal Framework

Key policies, laws and regulations of Rwanda and ESF requirements of World Bank are considered relevant for assessing and managing the environmental and social impacts of the proposed investments under this project. The present ESMP has been prepared and updated to fully comply with environmental and social legislations and procedures in Rwanda and the World Bank Environmental and Social Framework. The Project implementation will comply with national laws, international regulations and different conventions ratified by the Government of Rwanda as well as funder's environmental and social requirements.

The relevant legislative and policy instruments are organized along with key Environmental and Social themes derived from the risks screening and assessments and include:

1. Environmental and social assessment

- Constitution of the Republic of Rwanda
- Environmental Law N°48/2018 of 13/08/2018
- Ministerial Order No 003/MoE/2025 of 19/08/2025 relating to environmental and social impact assessment
- Presidential order N° 058/01 of 23/04/2021 establishing the national land use and development master plan
- National land policy, 2019
- National Environment and Climate Change Policy, 2019
- ESS1: Assessment and Management of Environmental and Social Risks and Impacts

2. Labor and working conditions

- National Policy on Occupational Safety and Health, 2020
- ESS2: Labor and Working Conditions

3. Material use and efficiency

- ESS3: Resource Efficiency and Pollution Prevention and Management

4. Biodiversity Conservation

- Law N° 064/2021 of 14/10/2021 Law governing biological diversity
- Rwanda Biodiversity Policy, 2011
- ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources
- The international Convention on Biological Diversity (CBD) and its habitat signed in Rio de Janeiro in Brazil on 5th June 1992, as approved by Presidential Order no 017/01 of 18 March 1995

5. Public participation and consultation

- ESS10: Stakeholder Engagement and Information Disclosure

Based on the above, the following measures are considered mandatory under this project:

SN	Policy/Law	Linkage with school construction activities	Measures to be taken in line with the policy/law
1	Constitution of the Republic of Rwanda	Provides the fundamental right to a clean and healthy environment (Articles 22 & 53); underpins all environmental and social safeguards for school construction.	Ensure ESIA/ESMPs are applied during planning, construction, and operation to avoid pollution, soil erosion, and environmental degradation.
2	Environmental Law N°48/2018 of 13/08/2018	Governs environmental assessments, audits, and sustainable use of natural resources; requires EIA for projects impacting environment.	Conduct environmental and social screening to identify potential environmental and social risks and propose mitigation measures that will be monitored through the project cycle.
3	Ministerial Order No 003/MoE/2025 of 19/08/2025 relating to environmental and social impact assessment	Provides procedures for Environmental and Social Impact Assessments for education infrastructure.	Conduct environmental and social screening to identify potential environmental and social risks and propose mitigation measures that will be monitored through the project cycle.
4	Presidential order N° 058/01 of 23/04/2021 establishing the national land use and development master plan	Guides spatial planning and land allocation for public services, including schools.	Ensure school sites conform to designated areas; avoid wetlands, protected zones, and high-risk sites; align layout with master plan.
5	National land policy, 2019	Supports sustainable land use while constructing public infrastructure including schools.	Select sites respecting land use plans; minimize environmental footprint; integrate green spaces and climate resilience.
6	National Environment and Climate Change Policy, 2019	Promotes climate-resilient development and environmental protection in infrastructure projects including schools.	Use climate-resilient design (rainwater harvesting, erosion control); incorporate green technologies; implement sustainable drainage systems.
7	ESS1: Assessment and Management of Environmental and Social Risks and Impacts	Establishes framework for identifying, managing, and mitigating environmental and social risks.	Conduct risk assessments; develop and implement ESMPs; monitor compliance during planning, construction, and operations.

SN	Policy/Law	Linkage with school construction activities	Measures to be taken in line with the policy/law
8	National Policy on Occupational Safety and Health, 2020	Provides guidelines for worker safety and health in construction activities.	Implement health and safety plans; provide PPE to workers; ensure safe construction practices; conduct regular safety inspections.
9	ESS2: Labor and Working Conditions	Covers labor rights, working hours, conditions, and grievance mechanisms.	Ensure fair labor practices; respect worker rights; maintain proper working conditions; establish grievance redress mechanisms.
10	ESS3: Resource Efficiency and Pollution Prevention and Management	Encourages efficient use of materials, energy, and water; prevents pollution during construction.	Optimize use of building materials; manage waste properly; implement energy-efficient solutions; prevent soil, water, and air pollution.
11	Law N° 064/2021 of 14/10/2021 Law governing biological diversity	Protects ecosystems, species, and habitats; promotes sustainable use of biodiversity.	Avoid ecologically sensitive areas; protect vegetation during site preparation; rehabilitate disturbed areas; integrate green school initiatives.
12	Rwanda Biodiversity Policy, 2011	Supports ecosystem conservation and integration of biodiversity considerations in development projects.	Maintain trees and vegetation; avoid destruction of habitats; include landscaping with native species; implement biodiversity-friendly designs.
13	ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	Ensures biodiversity and natural resources are protected during projects.	Apply mitigation measures to prevent ecosystem loss; monitor impacts on flora and fauna; integrate environmental education in schools.
14	The international Convention on Biological Diversity (CBD) and its habitat signed in Rio de Janeiro in Brazil on 5th June 1992, as approved by Presidential Order no 017/01 of 18 March 1995	Provides international legal framework for biodiversity conservation; informs national regulations.	Align school construction with CBD principles; avoid encroachment on protected areas; promote ecosystem protection and restoration where necessary.

SN	Policy/Law	Linkage with school construction activities	Measures to be taken in line with the policy/law
15	ESS10: Stakeholder Engagement and Information Disclosure	Emphasizes the need for stakeholder participation, consultation, and disclosure of project information.	Conduct community consultations during site selection and design; inform stakeholders about construction impacts; address concerns and grievances.

5.2. Institutional framework

5.2.1. Ministry of Education (MINEDUC)

The mission of this ministry is to transform the Rwandan citizen into skilled human capital for socioeconomic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive value.

Relevance

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

5.2.2. Ministry of Environment (MoE)

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

Relevance

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

5.2.3. Ministry of Local Government

The Ministry of Local Government (MINALOC) is mandated to promote good governance and effective territorial administration to support Rwanda's socio-economic development. It formulates and coordinates policies on decentralization, local governance, social affairs, and community development, strengthens the capacity of local government entities, oversees and monitors their performance, and ensures efficient, accountable, and citizen-centred service delivery at the grassroots level.

Relevance:

In the context of the school construction project in Ngoma District, MINALOC's involvement directly aligns with its mandate of promoting effective local governance and strengthening decentralized service delivery. Through its coordination role, MINALOC will guide Ngoma District, as a decentralized entity, in implementing classroom and latrine construction activities using the Home-

Grown School Construction Approach, which emphasizes community participation, local ownership, and accountability. In line with its oversight and monitoring responsibilities, MINALOC will also support the supervision of construction works to ensure compliance with national standards, quality assurance, and timely delivery of education infrastructure at the local level

5.2.4. Rwanda Environmental Management Authority (REMA)

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

To take stock and conduct comprehensive environmental audits and investigations, to prepare and publish biannual reports on the state of natural resources in Rwanda;

To undertake research, investigations, surveys, and such other relevant studies in the field of environment and disseminate the findings;

To ensure monitoring and evaluation of development programs in order to control observance of proper safeguards in the planning and execution of all development projects, including those already in existence, which have or are likely to have significant impact on the environment;

Relevance

In regard to this project, REMA will play a key role in setting standards for compliance with the Environment and Social Audit and participating in site monitoring and supervision of this ESMP.

5.2.5. Rwanda Development Board (RDB)

RDB has a department responsible for EIA processes including reviewing all projects EIA reports and approval prior the implementation of the projects, a duty that was previously undertaken by REMA.

Relevance

RDB is the lead agency responsible for environmental and social impact assessment oversight, including the review, approval, and monitoring of ESIA. It will also participate in the project supervision and environmental audits review. However, the classrooms and latrines to be constructed under the QBE Project Restructuring will be implemented on sites that have already undergone Environmental and Social Impact Assessment. Therefore, the preparation of a new ESIA will not be required, and RDB's role in ESIA clearance for these specific activities will not be necessary.

5.2.6. Rwanda Mining Board

The Board has the following main mission:

- To implement national policies, laws and strategies related to mines, petroleum and gas;
- To advise the Government on issues related to mines, petroleum and gas;

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

Relevance

Activities of classrooms and latrines construction are expected to place a significant demand on natural resources to be mined at quarries and borrow sites. The mining of these natural resources is regulated by RMB. Construction materials will be sourced from existing licensed quarries. However, where there is a need to open a new quarry site to supply construction materials, RMB provides a no-objection to the respective District to facilitate the issuance of the required quarry exploitation license.

5.2.7. Rwanda Housing Authority (RHA)

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

Relevance

The Rwanda Housing Authority (RHA) will be involved in monitoring school construction activities to ensure full compliance with the **Rwanda Building Code**, thereby guaranteeing structural safety, quality standards, and sustainability of the constructed classrooms and latrines.

5.2.8. Ministry in Charge of Emergency Management (MINEMA)

One of the missions of MINEMA is to attain a highly proficient mechanism for preventing, mitigating, responding, recovering, securing, monitoring and timely acting positively in order to promote disaster awareness culture within a sector policy framework oriented to management of natural and man-made disasters risks such as volcanic activity, floods, earthquakes, landslides, mudslides, storms, fire, deforestation, landslides, drought, etc.

Relevance

In regard to this project, MINEMA will promote awareness on disaster risk assessment as well as disaster management in Schools.

5.2.9. National Examination and School inspection Authority (NESA)

National Examination and School Inspection Authority (NESA) is a government institution established in 2020 by the presidential order No N° 123/01 of 15/10/2020 published in Official Gazette N° 32 bis of 19/10/2020. It was established under the Ministry of Education, to be at the center by monitoring the implementation of Norms and Standards through school inspections and also administrate the comprehensive assessments from level one (1) to level (5) in TSS and Basic Education in line with Competence Based Curriculum / Training.

Relevance

The National Examination and School Inspection Authority (NESA) will be involved in monitoring school construction activities to ensure compliance with established school infrastructure norms and standards, thereby supporting the provision of safe, adequate, and conducive learning environments.

5.2.10. Rwanda Basic Education Board

REB is mandated to ensure quality basic education in Rwanda by developing curricula and teaching materials, promoting effective teaching methods, coordinating teacher development, advising on education policies, and overseeing basic education programs to guarantee access to quality learning.

Relevance

REB ensures that school construction aligns with education standards and learning requirements, providing safe, functional, and conducive classrooms that support effective teaching and learning.

5.2.11. Ngoma District

Ngoma District, as a decentralized administrative entity in Rwanda, is mandated to promote local development, ensure effective service delivery, and implement government policies and programs at the district level. This includes overseeing education, infrastructure, social services, and community development in alignment with national strategies and local needs.

Relevance

In the context of the school construction project, Ngoma District will play a direct and active role as the implementing entity under a District Implementation Agreement with MINEDUC. Its responsibilities include:

- Project Implementation: Oversee the execution of classroom and latrine construction activities at the district level.
- Home-Grown School Construction Approach: Lead community-centered implementation by engaging local stakeholders, promoting ownership, and ensuring participation.

- Procurement and Local Resources: Purchase local construction materials and hire local labor to support the local economy and sustainability of the project.
- Coordination and Supervision: Monitor construction progress, quality, and compliance with national standards and guidelines.
- Issuance of license for small scale commercial quarry sites: Construction materials will be sourced from existing licensed quarries. However, when it becomes necessary to open a new quarry site to supply construction materials, Ngoma District will issue the required quarry exploitation license in accordance with applicable regulations.

6. POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS AND MITIGATION MEASURES

The proposed sub-projects will be implemented on existing sites or schools, on government/Government aided School-owned land, and the implementation activities will not have any impacts on land acquisition and resettlement¹. Access to the project sites is through a public right of way (ROW) and existing roads hence, land acquisition and encroachment on private property will not occur as well. There are no anticipated impacts on encroachment on ecologically and culturally protected areas because the civil works are located on the existing Schools' land and there are no culturally protected areas in the location of the project.

6.1. Potential positive impacts

The proposed sub-projects are expected to generate significant benefits for local communities within the project area and enhance educational opportunities by reducing overcrowding in 11 selected schools, namely: EP Mugwato, EP Rugaragara, GS Gahurire, GS Ndekwe, GS Kabirizi B, EP Nyimbyi, GS Gahima, EP Inganji, EP Kabimba, EP Rubago, and GS Gahama. Additionally, the sub-projects will replace outdated school infrastructure in four selected schools namely GS Ntaga, EP Ngara, GS Nyinya, and GS Jarama; to improve the safety and security of school users. Some of the positive benefits include:

- i. **Employment creation:** The project will create temporary employment opportunities for skilled and unskilled labor during the construction phase, and limited long-term employment during the operation and maintenance of the school facilities, thereby contributing to local livelihoods.
- ii. **Income generation for local suppliers and contractors:** Local entrepreneurs and suppliers will benefit economically through the procurement and supply of construction materials, equipment, and services required for project implementation.
- iii. **Stimulation of local economic activities:** The construction activities will stimulate local businesses, including small enterprises such as food vendors, transport providers, and service providers, thereby enhancing the local economy.
- iv. **Improved learning environment and safety:** Replacement of old and unsafe classrooms with modern, structurally sound buildings will significantly enhance the safety and security of learners, teachers, and school property, while reducing risks of accidents and injuries
- v. **Reduction of overcrowding and improved education quality:** Construction of additional classrooms will reduce overcrowding, leading to improved teacher-student interaction, better classroom management, and enhanced learning outcomes.

¹ All project activities are planned to take place on established public or government-aided school sites, requiring no additional land acquisition or resettlement. The project will exclusively utilize land that is either government-owned or owned by Non-Governmental Organizations (NGOs), who have formally provided written consent to allocate the required land voluntarily for project implementation. This arrangement ensures that all necessary land is available without impacting local communities or requiring further land adjustments.

- vi. **Improved hygiene and sanitation conditions:** The installation of rainwater harvesting systems will improve access to water for cleaning school facilities, handwashing, and gardening, thereby enhancing hygiene and sanitation standards within schools.
- vii. **Reduced water costs and improved water management:** Rainwater harvesting tanks will reduce reliance on paid water sources, lower school water bills, and contribute to sustainable water use, while also minimizing surface runoff and soil erosion.
- viii. **Promotion of locally produced construction materials:** The use of locally available construction materials will promote local industries, reduce transportation costs, and support environmentally sustainable construction practices.
- ix. **Increased government revenue:** The project will contribute to government revenues through taxes and levies associated with the procurement of construction materials, use of local quarries (e.g., sand and stones), and execution of construction works.
- x. **Income generation for transport and equipment owners:** Owners of trucks, machinery, and construction equipment will benefit financially through the hiring of their assets for the transportation of materials and execution of construction activities.

6.2. Potential adverse impacts and risks

Based on the risks from the screening and further assessments, the construction of the schools in Ngoma District entails site preparation and clearance within existing school compounds; demolition of obsolete or unsafe classrooms at GS Ntaga, EP Ngara, GS Nyinya, and GS Jarama; excavation and earthworks such as foundation trenching, soil compaction, filling, and site grading; laying of foundations and casting of ground floor slabs; superstructure construction including masonry works, columns, beams, lintels, and installation of doors and windows; roofing works including installation of roof trusses, roofing sheets, gutters, and downpipes; installation of rainwater harvesting tanks; construction of latrine pits and sanitation facilities; transportation and handling of construction materials to, from, and within the sites; labor recruitment; and site cleanup, restoration, and landscaping. The anticipated impacts on the physical and biological environment are temporary, localized, and of low significance, and can be avoided or minimized through the implementation of the mitigation and monitoring measures outlined in the Environmental and Social Management Plan (ESMP). No significant adverse environmental or social impacts are anticipated.

Though there will be no impacts during the planning phase of the Project and the effective implementation of mitigation plans in this ESMP will start from the Pre-construction Stage.

6.2.1. Risks and impacts and Management.

This sub-section outlines the potential environmental, social, health, and safety (ESHS) risks and impacts associated with the school construction activities under the project, as well as the corresponding mitigation and management measures to be implemented. The identified risks and impacts relate primarily to site preparation, earthworks, construction activities, material sourcing and transportation, labor influx, and operation of construction equipment within and around school environments. Particular

attention is given to risks affecting soil, vegetation, air quality, noise levels, waste generation, water and sanitation systems, occupational health and safety, community health and safety, labor and working conditions, gender equity, gender-based violence (GBV), and communicable diseases.

To ensure effective management of these risks, the project will integrate environmental and social safeguards throughout all stages of implementation. The mitigation measures presented in this section are designed to prevent, minimize, or manage adverse impacts while enhancing positive outcomes in compliance with national regulations and applicable environmental and social standards.

i. Land availability

School construction and related facilities will require land to be executed. Overall, a total of 0.28ha is required to host construction and operation of 26 classrooms and 48 latrines (see table below):

Location	Proposed interventions	Land required (m²)	Land ownership status
EP MUGWATO	3 classrooms and 6 latrines	333.6	Seira Community Church
EP RUGARAGARA	2 classrooms and 6 latrines	232.9	EPR
GS GAHURIRE	2 classrooms	201.4	Government
GS NDEKWE	2 classrooms	201.4	CATHOLIC Church
GS KABIRIZI B	5 classrooms	503.5	Government
EP NYIMBYI	1 classroom and 6 latrines	132.2	Government
GS GAHIMA	2 classrooms	201.4	EAR
EP INGANJI	1 classrooms	100.7	Government
EP KABIMBA	2 classrooms	201.4	Government
EP RUBAGO	12 latrines	63	CATHOLIC Church
GS GAHAMA	6 latrines	31.5	EAR
GS NTAGA	2 classrooms	201.4	Government
EP NGARA	1 classroom	100.7	Government
GS NYINYA	3 classrooms	302.1	CATHOLICA Church
GS JARAMA	12 latrines	63	CATHOLIC Church
Total	26 classrooms and 48 latrines	2870.2	Lands belong to Government and Faith Based Organization

All proposed and confirmed construction sites are located on land that is already legally owned by the Government of Rwanda or by recognized Faith-Based Organizations and is officially designated for educational purposes. No privately owned land is involved, and therefore the project will not require acquisition of new land, nor will it result in physical or economic displacement of communities. No private land, crops, structures, or livelihoods will be affected, and as such, the project does not trigger involuntary resettlement or land acquisition impacts.

Out of the fifteen (15) confirmed sites, seven (7) are situated on Government-owned land, namely GS Gahurire, GS Kabirizi B, EP Nyimbyi, EP Inganji, EP Kabimba, GS Ntaga, and EP Ngara. Construction

activities on these sites will result in a total of fourteen (14) classrooms and six (6) latrine stances, with no anticipated land acquisition or resettlement impacts.

The remaining eight (8) sites are located on land owned by Faith-Based Organizations. Four (4) sites are owned by the Catholic Church; GS Ndekwe, EP Rubago, GS Nyinya, and GS Jarama; where five (5) classrooms and twenty-four (24) latrines will be constructed. Two (2) sites belong to the Anglican Church of Rwanda (GS Gahima and GS Gahama), accounting for two (2) classrooms and six (6) latrines. One (1) site is owned by the Presbyterian Church of Rwanda (EP Rugaragara), with two (2) classrooms and six (6) latrines, while one (1) site belongs to the Seira Community Church (EP Mugwato), where three (3) classrooms and six (6) latrines are planned.

All Faith-Based Organizations have voluntarily availed their land for the proposed school infrastructure developments and formalized their consent through written agreements. Construction activities will be confined strictly within existing school boundaries and approved footprints.

Mitigation measures

- Conduct site confirmation with school authorities and local leaders to ensure that all plots are for Government land or Faith Based Organization owned land.
- Confirm and document land ownership status for all project sites prior to commencement of construction activities.
- Ensure that all land provided by Faith-Based Organizations is supported by written consent and confirming voluntary land use for the project.
- Restrict construction activities strictly within the approved and demarcated school boundaries to avoid encroachment on adjacent land.
- Establish and operationalize a grievance redress mechanism (GRM) to promptly receive, assess, and resolve any unforeseen land-related complaints once raised by surrounding communities.
- Ensure compliance with national land laws, regulations, and applicable environmental and social safeguard requirements throughout project implementation.

ii. Vegetation Loss

Construction activities will require limited clearing of natural vegetation within designated sections of the project sites to facilitate construction of classrooms and latrines. No protected or critical habitats will be affected. Nevertheless, vegetation removal may result in localized loss of vegetation cover if not properly managed.

Mitigation Measures

- Avoid unnecessary vegetation clearance through careful site planning and design, ensuring that construction footprints are confined strictly to approved and demarcated areas.
- Retain existing trees and vegetation wherever feasible, particularly those with ecological, cultural, historical, or ornamental value.
- Limit vegetation clearing to the minimum area required for construction activities.

- Clearly mark and fence vegetation and trees to be preserved prior to commencement of works to prevent accidental damage.
- Schedule clearing activities to reduce disturbance to surrounding vegetation.
- Rehabilitate disturbed areas immediately after construction through re-vegetation using native or locally adapted plant species.
- Reuse topsoil stripped during site preparation for landscaping and restoration purposes.
- Compensate for any valuable trees unavoidably felled in accordance with national regulations and local authority requirements.

iii. Impact on cultural heritage

Construction activities such as site clearance, excavation, and foundation works may pose a risk of inadvertently disturbing or damaging cultural heritage resources, including sacred sites, historical features, traditional landmarks, or buried archaeological artifacts that may exist within or near the project area. Although no known or officially recognized cultural heritage sites have been identified within the proposed project sites, there remains a possibility of chance finds during earthworks. Any disturbance or destruction of cultural heritage resources could result in the irreversible loss of cultural values, disruption of community traditions, social tension, and potential legal or reputational consequences for the project.

Mitigation measures

- Conduct pre-construction consultations with local communities, elders, and local authorities to identify any known cultural, historical, or spiritual sites within or near the project area.
- Ensure that construction activities are confined strictly within approved and demarcated areas to avoid encroachment onto culturally sensitive sites.
- Integrate avoidance measures into site planning and design where cultural heritage resources are identified.
- Implement a Chance Finds Procedure:
 - Immediately stop construction activities in the affected area upon discovery of any cultural or archaeological materials;
 - Secure the site to prevent further disturbance or damage;
 - Notify MINEDUC, MINUBUMWE, District authorities, and the Institute of National Museums of Rwanda (INMR) for guidance and further action;
 - Resume works only after written clearance is obtained from the relevant authorities.
- Train Sub-contractors and workers on cultural heritage awareness, including how to recognize potential cultural or archaeological materials and the steps to follow if they are encountered.
- Maintain regular site supervision and monitoring to ensure compliance with cultural heritage protection measures throughout construction.

- Where avoidance is not feasible, collaborate with relevant cultural authorities to document, preserve, or relocate artifacts in accordance with national laws and accepted heritage conservation practices.

iv. Impacts on soil

Excavation just like clearance of vegetation will result into loose soil which is prone to both water and wind erosion. Loosening of soil interferes with soil structure. Most of the excavated soil will be utilized on site to adjust levels where necessary. However, if excess soil is not properly disposed of, it might result into nuisance as solid wastes, dust, and silt.

Mitigation measures

- Drainage works for sewerage and storm water must adhere to the Public Works specifications.
- Rip off compacted areas in areas where compaction will be adversely affected after construction to allow aeration of soil and ease infiltration of water into the soil.
- Excavated soil could be used in refilling
- Part of the topsoil excavated can be re-spread in areas to be landscaped or farmlands within and/or outside the project site.
- All excavation and cutting to take place as instructed in the approved structural plans for the proposed structures.

v. Noise pollution

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

Mitigation Measures

- The noise emission characteristics should be considered during selection and mobilization of construction equipment;
- Sensitize construction workers to switch off machinery and vehicles when not in use;
- Staff at project sites with continuous exposure to excessive noise should be provided with Personal Protective Equipment (PPEs) and encouraged to put them on.
- Where noisy activities must be undertaken near sensitive receptors, the neighbouring occupants must be informed in advance and works limited in day and time.

vi. Air quality

Air quality will be affected during construction through earthworks, grading, ground levelling and soil compaction. Frequent truck movements on the earth roads, wind blows on uncovered or partially covered

trucks delivering borrow material and ferrying out cut-to-spoil material and wind blows on stockpiled mounts of soil for reuse or disposal from the site may affect the air quality.

The construction dust may cause reduced visibility, and respiratory problems to exposed Workers, school children, teachers and community members and discolouration of adjacent vegetation and buildings. In addition, construction machinery will emit exhaust fumes contributing to air pollution.

Mitigation Measures

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

vii. Generation of Solid Wastes

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

- Site clearance (vegetation) and excavation works (cut-to-spoil);
- Demolition of dilapidated school infrastructure expected to be carried out at four (4) selected sites, namely GS Ntaga, EP Ngara, GS Nyinya, and GS Jarama;
- Construction support activities and machinery maintenance and repair works such as used lubricant cans, packaging wrapper, worn-out tyres, and replaced equipment parts;
- Consumables (such as wood formwork, metal cuttings);
- Discarded material from handling losses;
- Residential site wastes such as leftovers/food scraps, bottles, cans, clothing, food packaging, newspapers, and magazines.
- Improper waste disposal is likely to affect the aesthetic value of the surrounding as well as the local community.
- The waste may attract scavengers and breeding pests, informal recycling, or pollution of sensitive resources (such as water sources) triggering community health and safety issues.

- Improperly managed waste (unattended landfills or pile of waste on site) may pose risk to resident wildlife. Scavenging wildlife (in dire search of food) may be attracted to or stray on heaps or landfill with used plastics and tin cans, wrappers and/or containers causing spillages of contained fluid substances or chemicals. Animals poisoning may occur as they sniff or leak substances in the containers or bags. Contamination of surfaces/habitats may incidentally occur as fluids flow away from the source.

Mitigation Measures

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

viii. Increased soil erosion incidences

The construction of classrooms and latrines may increase the risk of soil erosion within and around the selected school sites, with potential adverse effects on neighboring communities. The soils in the project area are predominantly composed of a sandy-clay mixture, which exhibits low structural stability when disturbed. While the sandy fraction enhances permeability, it also increases susceptibility to particle detachment, whereas the clay fraction becomes easily dispersible when saturated, reducing cohesion and increasing runoff. These combined properties make the soil highly vulnerable to erosion, particularly on sloping and sparsely vegetated surfaces.

Mitigation Measures

- Excavated and stockpiled materials shall be properly heaped on levelled ground, compacted where feasible, sprinkled with water, and covered (where possible) to prevent wash-out into nearby drainage channels or seasonal watercourses. Stockpiling areas shall be located away from slopes and environmentally sensitive areas.
- Material excavation shall be minimized and strictly limited to approved and designated locations within the school premises.

- The contractor shall implement appropriate soil stabilization measures, including rock pitching, gabions, or other approved erosion control structures, to address erosion risks and cut-slope destabilization around classrooms and latrine construction sites.
- Progressive re-vegetation shall be undertaken concurrently with construction activities to reduce the duration of bare soil exposure and enhance soil stability.
- Landscaping and site restoration shall be enforced prior to decommissioning of construction sites to restore natural drainage patterns and prevent long-term erosion impacts.

ix. Habitat Loss and Disturbance

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

Mitigation Measures

- Construction activities should be confined on the demarcated area and discourage movement or intrusion into wildlife habitats;
- Throughout the construction cycle, project staff should be sensitized regularly on nature conservation. Local conservation agencies can occasionally be engaged to conduct the sensitization;
- People involved in school construction activities should discourage unauthorised intrusion or destroying of the wildlife habitats through signed code of conduct;
- Native vegetation should be replanted as restoration measures.
- To avoid random off-road driving that leads to trampling of vegetation in sensitive habitats, vehicles should be provided with designated routes. Existing diversions and diversions should be considered before opening up new ones during construction.

x. Sewerage and wastewater

During the construction phase, workers and visitors at the construction sites will use some of the outdoor toilet facilities that are constructed at the project sites. During operation, wastewater will include: toilet and bathroom wastewater. Poor surface drain management or large amounts of effluents may lead to blockage of drains which in turn could result to flooding and unsanitary conditions within the site. Blocked drains produce bad odor and are a threat to general health, hence are environmentally unfriendly. All sewerage and wastewater will be directed into a septic tank.

Mitigation measures

- All effluent will be treated in septic tanks and wastewater discharged in soaks pits at the school
- Designate sanitary facilities to be used by the construction workers and visitors.
- The wastes management systems will be regularly monitored to ensure cleanness at the site

- Inspection of the sewerage and drainage systems from the school will be carried out regularly to remove blockages, repair breakages and minimize risks of flushing.
- Toilets and pit latrines to be cleaned every day.

xi. Impacts on Quarries and Borrow Sites

During the construction phase, the project will source construction materials from various quarries and borrow sites. While potential material sources have been identified in the project design, the actual sites to be exploited will be determined by the Ngoma District. Over-extraction from a limited number of sites beyond their regenerative capacity may occur if sourcing is not managed sustainably. Therefore, suppliers are expected to undertake detailed Environmental and Social Impact Assessments (ESIA) prior to commissioning any individual material site.

Mitigation measures

- Selection of material sites will ensure that the handover will not cause any social conflict within the communities;
- All material sites shall be selected in consultation with the local governments and rehabilitation plan agreed. If borrow sites will be converted to water pans, proper communities and stakeholder engagement shall be conducted and agreed upon (through signing of agreements to exclude any future liability by the contractor) if such usage will be proposed by the community members.
- The contractor shall prepare and seek approval from relevant authority all proposed material sites to be used for construction works; all quarry and borrow sites must have approved environmental and social impact assessment (ESIA) reports, incorporating rehabilitation procedures upon decommissioning;
- Construction materials including sand, stones and borrow materials must be sourced from duly approved sources only;
- Materials haulage routes must be pre-determined to avoid unnecessary off-road driving;
- Contractor to develop a system of tracking materials received viz a vis utilization to ensure proper materials management to avoid wastage;
- Where material sites are located near settlements, the supplier shall conduct baseline studies of structural integrity assessments of nearby structures;
- Prohibit vertical faces exceeding 2.5 m when quarrying on soil, sand, gravel, soft rock, or debris these shall be worked in terraces/ benches or at a safe angle of slope.
- Hard rock quarry faces to be benched or worked from top to bottom.
- All quarry faces/cliffs should be securely fenced.
- The fence should be at least three meters from the edge of the cliff using chain link of at least 1.5meters high.

- Warnings signs of appropriate font size and in the appropriate language should be erected in all quarry entries and in areas with high cliffs e.g., 'Danger Quarry Deep Pit' or 'Caution Flying Stone and Debris.'
- All roads to and from quarries to be made safe and accessible and transportation of quarried material to follow a designated route.
- Quarry operators to ensure provision of clean water, sanitation and well equipped first aid kit with trained first aiders
- Provide protective gear for persons working in quarries as provided for in the Public Safety Regulations
- Quarry operators to be trained on safety, health and environmental issues and the quarry site should have a person in charge of safety and ensure establishment of 'Safety, Health, and Environment Committees' (SHEC).
- Each quarry site (where blasting is required) should have suitable skilled blaster to conduct safe blasting and acquiring blasting permits.
- Quarry sites should be designated, mapped and Change-of-User permits effected before the establishment of a new quarry site.
- Establish at least ten meters buffer zone between the quarry and the 30-meter riparian reserve of the river, wetland, and water catchment areas. (i.e., Forty meters buffer zone between the quarry and the edge of the river, wetland, and water catchment area)
- All material sites shall be fenced with controlled entry.

xii. Construction works induced traffic and inconveniences

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

Mitigation Measures

- Provision of alternative routes in areas where accesses have been disrupted;
- Provision and maintenance of clear traffic signages of ongoing construction works, regulate speed limits and diversion signage to notify approaching traffic;
- Schedule delivery of materials to the sites during periods of light traffic between 10.00am - 11.30 am and 2.00 pm - 4.00 pm during weekdays;
- Create awareness and sensitize workers and area residents on the importance of exercising safe driving behaviours, taking caution and care in the project sensitive areas as far as traffic movement and other safety issues are concerned;

- Institute a traffic management plan incorporating adequate temporary signages and signallers as necessary.
- Local language shall be used in signage to ensure the people in the area understand their meanings due to low literacy rates in the region.

xiii. Spread of Communicable Diseases

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

Mitigation Measures

- Apply dust suppression measures, sprinkling water on the accesses and excavated surfaces. This shall be determined depending on the prevailing weather conditions;
- Maintain a grievance register to log any complaints from local community;
- Active construction sites should have controlled access and repulse by standers likely to be exposed to emissions;
- Hold inductions for staff and people visiting the construction sites on the health and safety aspects;
- Provide proper PPEs (dust masks, clothes, etc) for all staff and visitors to active construction areas;
- Conduct regular check-ups for workers by nearby health service provider;

xiv. Spread of HIV/AIDS and Other STDs

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

Mitigation Measures

- Sensitize workers on the need to refrain from risky behaviours;
- Encourage workers and local communities to go for regular HIV voluntary screening/testing, counselling, and referral services;

- Monitoring of outcomes, in collaboration with National HIV/AIDS Authorities.
- The unskilled workers should, as far as feasible, be recruited from among the local residents of the project area and its immediate neighbourhood;

xv. Workers Welfare

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

Mitigation Measures

- Protect workers' rights and provide contract to each employee
- Establish, maintain, and improve the employee–employer relationship;
- Promote compliance with national legal requirements and provide supplemental due diligence requirements where national laws are silent;
- Comply with international Labor Organization, and the UNICEF Convention on the Rights of the Child, where national laws do not provide equivalent protection;
- Protect the workforce from inequality, social exclusion, child labor, and forced labor
- Ensure proper and adequate provision of proper sanitation and waste management facilities at all construction sites;

xvi. Community Health and Safety

During the construction of classrooms and latrines, the general public may be exposed to injuries from various construction activities like accidents involving construction equipment or other falls or slips into unprotected surface etc.

Mitigation measures

- In addition to measures for workers safety establish and maintain continuous liaison with the school, host communities including sensitisation on safety and health issues on construction sites;
- Prepare and implement construction traffic management plan, incorporating safety of other traffic;
- Install and maintain appropriate safety and warning signages along the construction sites and quarries.
- Use of local language and images for signage shall be encouraged;
- Ensure that all potentially dangerous work areas have controlled access limited to authorised persons only;

- Ensure proper and adequate provision of proper sanitation and waste management facilities at all construction sites;
- Maintain a system of receiving and responding to any safety concerns by the communities;

xvii. Labour Influx and Social Change

Though it is anticipated that the project will make an effort to employ local population, projects involving major works include, often, the potential for the occurrence of social conflicts between workers who temporarily settle in the local and community residents. Such behaviors are generally related to socially unacceptable behavior according to local social standards and can be seen, for example, cases of drunkenness and disregard/lack of respect for local customs, drug abuse and prostitution, HIV/AIDS risk etc. This impact should be considered even though an important part of the manpower to be recruited is locally.

Mitigation measures

- Maximum efforts should be made to recruitment of local population who returns to their homes after work.
- Local leaders will be involved in recruitment as they are aware of the behavior of citizens wishing to be recruited;
- Local leaders and the contractor shall collaborate with police to contain criminal activities
- Site workers will be sensitized on HIV/AIDS and other diseases control measures
- Code of conduct and contract to all site workers will be developed and signed.
- Through posters, flyers or weekly sensitization sessions, and protective measures against HIV/AIDS will be made available to all site workers.

xviii. Gender Equity and Mainstreaming in employment

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

Mitigation Measures

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

- Zero tolerance on sexual harassment during employment.

xix. Gender Based Violence (GBV), Rape and Sexual harassment

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

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

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

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

Mitigation Measures

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

- Impose zero tolerance on sexual harassment, all forms of gender-based violence and discrimination at all phases of the project;
- Grievance redress mechanisms including non-retaliation should be set up for the workers;
- Workers should sign a Code of Conduct with explicit provisions prohibiting GBV, rape, and sexual harassment to ensure clear understanding of acceptable behavior, personal accountability, zero tolerance for misconduct, and enforcement of disciplinary measures in case of violations.
- Periodic toolbox trainings should be conducted for construction workers to ensure continuous awareness of GBV, rape, and sexual harassment risks; reinforcement of the Code of Conduct; promotion of respectful workplace behavior; early identification and reporting of misconduct; and sustained compliance with zero-tolerance standards throughout the project implementation period.

xx. Occupational health and safety

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

Mitigation Measures

- Prepare a site-specific Health and Safety Plan and implement it throughout the construction period;
- Enforce use of defined standard operating procedures for handling various activities, depending on risks levels;
- Ensure adherence to Health and Safety guidelines during construction activities;
- Establish an Emergency Response Procedure and display on all work areas;
- Provision of a standard first aid kit at active construction sites at all times;
- Regular trainings to workers on OHS and first aid administration;
- Contractor (s) to maintain an accident register; conduct accident and incidents investigations and implement corrective actions;
- Undertake staff and visitor safety induction;
- Establish a Health and Safety Committee
- Provide appropriate and adequate Personal Protective Equipment (PPE) to workers;

- Establish and enforce a strict code of conduct for all project drivers including outside suppliers delivering materials. The code shall focus on safety, especially speed, and loading, especially banning all carriage of staff, workers, and passengers except in seats;
- Conduct daily toolbox and monthly safety meetings;
- Conduct risk assessment before commencing new assignments/tasks;
- Undertake routine worksite safety inspections.

6.2.2. Cumulative impacts from school construction activities

The simultaneous implementation of construction activities at **15 school sites in Ngoma District** may result in cumulative impacts on the environment, society, and the local economy. The potential cumulative impacts and the corresponding mitigation measures are outlined below:

Cumulative Impact	Description	Proposed mitigation measures
Water Resource Stress	Increased water demand for construction, landscaping, and related activities may reduce local water availability for communities and other uses.	- Schedule water-intensive activities to minimize peak demand. - Utilize water-efficient technologies and reuse water where possible. - Coordinate with local authorities to ensure equitable water allocation.
Waste Accumulation	Construction debris, solid waste, and hazardous materials from multiple sites can overwhelm local waste management systems.	- Develop and implement a construction waste management plan. - Segregate, recycle, and safely dispose of hazardous materials. - Engage licensed waste disposal companies and monitor compliance.
Traffic Congestion and Road Damage	Frequent transportation of construction materials may strain local roads and increase the risk of accidents.	- Develop a construction traffic management plan. - Schedule material deliveries to off-peak hours. - Maintain and repair access roads as needed.
Pressure on Local Resources	Increased demand for water, electricity, and labor may create competition with residents.	- Plan resource allocation with local authorities to minimize conflicts. - Explore alternative sources of energy and water for construction sites. - Implement fair labor practices and equitable resource sharing.

Inflation of Construction Costs	High simultaneous demand for materials and labor may drive up costs.	- Procure materials in bulk and plan construction schedules strategically. - Consider joint contracting for multiple sites to reduce costs. - Monitor market trends and adjust procurement plans accordingly.
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7. ENVIRONMENTAL AND SOCIAL MANAGEMENT AND MONITORING PLAN

7.1. Environmental and Social Management Plan

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

Table 3:Environmental and Social Management Plan

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
Risk of land acquisition	Planning	School construction activities will require land for the construction of classrooms and latrines. However, all proposed sites are located on land legally owned by the Government of Rwanda or recognized Faith-Based Organizations and are officially designated for educational use. No privately owned land is involved, and no physical or economic displacement of communities, loss of assets,	Verify and document land ownership for all project sites prior to construction; Obtain written consent from all Faith-Based Organizations voluntarily availing land for the project specifically on 8 sites namely; Restrict construction activities strictly within existing school boundaries and approved footprints; Engage school authorities, FBO representatives, and local leaders during planning;	500,000	MINEDUC, Faith-Based Organizations

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		crops, or livelihoods is anticipated.	Establish and operationalize a grievance redress mechanism to address any unforeseen land-related complaints.		
Vegetation loss	Construction	During construction there will be site clearing and some vegetation cleared off.	Minimize unnecessary vegetation clearance Revegetation and landscaping of vegetation	2,250,000	MINEDUC, District,
Potential risk of retaining wall need at GS Kabirizi B	Planning and construction	One school site, which is GS Kabirizi B, is located on sloping or erosion-prone terrain. During planning and construction, the absence or inadequate design of retaining walls may lead to soil erosion, slope instability, and localized landslides, especially during heavy rainfall. This can compromise the safety of learners, teachers, and infrastructure, damage foundations and access paths, and increase maintenance costs or disrupt school operations.	Conduct detailed topographical, geotechnical, and soil stability assessments at the identified site during the planning phase. Integrate engineered retaining walls and slope stabilization measures into the school design where required. Apply the mitigation hierarchy by first avoiding high-risk areas, minimizing earthworks, and stabilizing exposed slopes. Ensure retaining walls are designed and constructed in accordance with national building standards and climate-resilient design principles.	5,000,000	MINEDUC, District and Schools

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			Incorporate proper drainage systems (surface and sub-surface) to reduce water pressure behind retaining walls. Use nature-based solutions, such as grassing, tree planting, and terracing, to complement structural measures. Supervise construction works closely to ensure quality workmanship and material compliance. Carry out routine inspections and maintenance of retaining walls during the operation phase.		
Soil erosion and water pollution	Construction and Operation	Soil erosion may be caused by exposure of soil surfaces to rain and wind during the clearing and excavation activities. The mobilization and transport of soil particles may, in turn, result in sedimentation of surface drainage networks, which may result in impacts to the quality of natural water	Scheduling to avoid heavy rainfall periods (i.e., during the dry season) to the extent practical; Re-vegetating areas promptly; Designing channels and ditches for construction flows; lining steep channel and slopes.	7,500,000	MINEDUC, District, Schools.

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		systems and the biological systems that use this water.			
Noise pollution	Construction and Operational	During construction and decommissioning activities, noise and vibration may be caused by the operation of the excavation equipment, workers and the transportation of equipment, materials, and people.	Continuous consultation with the school, local communities as well as local officials on the schedule and time of construction activities and the use of noise suppression on construction equipment.	4,500,000	MINEDUC, District, Schools
Air pollution	Construction and Operation	Construction and decommissioning activities may generate the emission of fugitive dust caused by a combination of on-site excavation and movement of earth materials, contact of construction equipment with bare soil, and exposure of bare soil and soil piles to wind. A secondary source of emissions may include exhaust from diesel engines of earth moving equipment	Use of good construction practices such as water spraying on road surface and work areas, covering all materials during transportation, and proper maintenance of construction equipment. Avoid open burning of solid waste especially plastic	4,500,000	MINEDUC, District,

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		or vehicles transporting material as well as from open burning of solid waste on-site			
Dust and material spillage from transportation and stockpiling of construction materials	Construction	During construction, the transportation of raw materials such as gravel and sand, as well as their stockpiling at project sites, may generate excessive dust and material spillage. Uncovered trucks and improperly managed stockpiles can lead to air pollution, reduced visibility, nuisance to nearby schools and communities, soiling of roads, and potential health impacts on learners, workers, and residents.	Ensure all material delivery trucks are covered with tarpaulins at all times during transportation. Avoid overloading trucks to prevent spillage along access roads. Water access roads and construction areas regularly to suppress dust, especially during dry periods. Store gravel and sand in designated areas away from classrooms and residences. Cover or lightly wet stockpiled materials to minimize wind-blown dust. Limit vehicle speeds within and near school premises. Clean spilled materials promptly from roads and pathways.	4,500,000	MINEDUC, District, Supplier and Schools

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
Solid Waste generation	Construction and operation	Non-hazardous solid waste generated at construction and decommissioning sites may include excess fill materials from grading and excavation activities, scrap wood and metals, and small concrete spills. Hazardous solid waste includes contaminated soils, which could potentially be encountered on-site due to previous land use activities, or insignificant amounts of machinery maintenance materials such as oil rags, used oil filters, and used oil, as well as spill clean-up materials from oil and fuel spills from vehicles that transport construction materials.	Provision of waste bins in the construction site and the proper segregation, collection and disposal of solid wastes will be strictly observed.	2,250,000	MINEDUC, District, Schools
Water pollution	Construction and operation	Construction and decommissioning activities may include the generation of sanitary wastewater	Covering exposed soils, construction of temporary silt traps, and provision of	2,250,000	MINEDUC, District, Schools

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		discharges in varying quantities depending on the number of workers involved.	adequate and on-site gender segregated sanitation facilities serving all workers.		
Potential conflict over water resources	Construction	During construction, increased water demand for activities (e.g., mixing concrete, dust suppression) may reduce water availability for schools, communities, and other users, possibly causing disputes.	Coordinate water use with local authorities and WASAC to avoid shortages Schedule construction water use to minimize impact on community supply Use water-efficient construction practices (reuse, rainwater harvesting) Raise awareness among workers about responsible water use	1,500,000	MINEDUC, WASAC, District, Schools
Cultural Heritage Impact	Construction	During construction or excavation activities, there is a risk of inadvertently disturbing or damaging sites of cultural or historical significance, such as sacred grounds, traditional gathering areas, or artifacts. Such impacts can lead to the	Conduct a pre-construction cultural heritage assessment to identify any sacred sites, historical structures, or culturally significant areas near the project site. Avoidance: Where possible, redesign or relocate construction activities to	300,000	MINEDUC, MINUBUMWE, Institute of National Museums of Rwanda (INMR), District, Schools.

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		loss of irreplaceable cultural heritage, disrupt community practices, and create social tension or conflicts. In addition, damage to cultural sites can result in reputational and legal consequences for the project, undermining community trust and support.	completely avoid identified cultural heritage sites. Engage in consultations with local communities, elders, and cultural authorities to understand sensitive areas and traditional practices. Implement a “chance finds” procedure: if cultural artifacts or heritage sites are discovered during construction, immediately halt work in that area, notify authorities and cultural experts, and follow proper preservation protocols. Train construction staff and contractors on cultural sensitivity and procedures for reporting and handling cultural heritage findings. Monitor construction activities regularly to ensure compliance with cultural heritage protection measures. If avoidance is not possible, collaborate with cultural heritage specialists to document, preserve, or relocate artifacts or structures safely.		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
Solid waste from demolished old school infrastructure on 4 sites namely GS Ntaga, EP Ngara, GS Nyinya and GS Jarama	construction	Demolition of old or dilapidated school buildings will generate significant amounts of solid waste, including concrete, bricks, wood, metal, roofing sheets, and other construction debris. If not properly managed, this waste can create safety hazards at the construction site, block drainage channels, cause environmental pollution, attract disease vectors, and negatively impact the surrounding community.	Segregate waste at source into reusable, recyclable, and non-recyclable materials. Reuse or recycle construction debris where feasible (e.g., crushed concrete for backfilling). Designate temporary storage areas for debris away from drainage channels and public pathways. Engage certified waste management contractors for safe collection, transport, and disposal of non-recyclable waste. Implement dust and noise control measures during demolition to minimize nuisance to nearby schools and residents. Conduct regular monitoring to ensure compliance with waste management procedures.	800,000	MINEDUC, District, Schools
Impacts on material borrow sites	Construction	During the construction phase, the contractor will have to source construction	Construction materials including sand, stones and borrow materials must be sourced from duly approved sources only;	1,500,000	MINEDUC, District, Suppliers, Supervisor

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		materials from various material sources.	All material sites shall always be fenced with controlled entry.		
Habitat Loss and disturbance	Construction	Construction activities such as vegetation clearing, and excavations will lead to species displacement from their natural habitat. Some neglected species such as snails, insects will have to abandon the disturbed habitats and re-establish elsewhere leading to increased inter and intra-species competition for preferred sites.	Construction activities should be confined on the demarcated zone; Throughout the construction cycle, project staff should be sensitized regularly on biodiversity conservation. Sensitize workers on nature conservation, and enforce unauthorized intrusion or use of the wildlife habitats through signed code of conduct; After decommissioning, native vegetation should be replanted as restoration measures.	1,500,000	MINEDUC, District,
Occupational Health and Safety	Construction and operation	Construction activities will expose students, teachers, project workers and local community to risks of accidents and incidents while undertaking excavations and trenching, operating mobile machinery and materials delivery vehicles. Occupational	Comply with requirements of National labour law; N° 66/2018 of 30/08/2018, law regulating labour in Rwanda. Comply with the requirement of Law N° 031/2022 of 21/11/2022 governing public procurement especially its article 95 relating to accident insurance during works;	4,500,000	MINEDUC, District, schools

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		health and safety measures should be undertaken to avoid falling from heights, heavy lifting activities and exposure to excessive body vibrations and noise, and fire hazards.	Provision of a standard first aid kit at active construction sites at all times; Regular pieces of training to workers on OHS and first aid administration; Maintenance of an accident register; conduct accident and incidents investigations and implement corrective actions; Establish Occupational Safety and Health Committee. Health and Safety Committee for the project construction team as per labour law Provide appropriate and adequate Personal Protective Equipment (PPE) to all workers; Make sure all workers have medical insurance. Implement road safety campaigns addressing construction zone dangers and conduct daily toolbox and monthly safety meetings;		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			Conduct risk assessment before commencing new assignments/tasks; Undertake routine worksites safety inspections. Measures for slips and falls: Implementing good house-keeping practices, such as the sorting and placing loose construction materials or demolition debris in established areas away from foot paths. Measures for fall hazards: Training and use of temporary fall prevention devices, such as rails or other barriers able to support a weight of 100kgs, when working at heights equal or greater than two meters or at any height if the risk includes falling into operating machinery, into water or other liquid, into hazardous substances, or through an opening in a work surface. Use of control zones and safety monitoring systems to warn workers of their proximity to fall hazard zones, as well as securing, marking, and labelling		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			covers for openings in floors, roofs, or walking surfaces. Measures for being struck by objects Using designated and restricted water drop or discharge zones, and/or a chute for safe movement of wastes from upper to lower levels. Maintaining clear traffic to avoid driving heavy equipment over loose scrap. Use of temporary fall protection measures in scaffolds and out edges of elevated work surfaces, such as handrails and toe boards to prevent material from being dislodged. Measures for moving machinery Planning and segregating the location of vehicle traffic, machine operation, and walking areas, and controlling vehicle traffic through the use of one-way traffic routes, the establishment of speed limits, and onsite trained flag-people wearing high-visibility vests or outer clothing covering to direct traffic		

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			Ensuring the visibility of personnel through their use of high visibility vests when working in or walking through heavy equipment operating areas, and training of workers to verify eye contact with equipment operators before approaching the operating vehicle. Install guiderails along the edges of retaining walls that are at risk of falls, particularly in areas frequented by students, staff, and community members.		
Community Health and Safety	Construction and operation	The construction activities will be inside the premises of the school and management strategies must be implemented to protect both the people within the school and the nearby local community from physical, chemical, or other hazards associated with the construction sites. Community health and safety concerns may include	Community health and safety such as the disruption of normal traffic patterns, damage, or degradation of the roads from the transport of materials and risks from unauthorized entry to the construction site resulting to accidents, will be mitigated by the implementation of community health and safety plan which will includes the provision of fence to enclose the area of civil works and posting warning signs and information in the construction area.	1,500,000	MINEDUC, District, Schools

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		the disruption of normal traffic patterns, damage, or degradation of the roads from the transport of materials and risks from unauthorized entry to the construction site resulting to accidents.			
Labour influx and Social Change	Construction	Civil works may result into people from different areas with varied cultures coming in search of jobs during project construction. Interaction between non-Muslim workers and young girls from the local communities is a point of potential conflict as the communities abhors such relations. These interactions can lead to a negative perception for the project if it is perceived that the contemporary trends have resulted in vices and deviant behaviour such	Recruitment team should prioritize employing locals as casuals to reduce the need for labour influx; Workers will be sensitized on the diverse cultural practices in the region and for immigrant workers, respecting diverse cultural, religions and beliefs, including behaviours and norms of the local people The site will have a grievance management system to manage internal and external complaints. Workers will be sensitized and sign a code of conduct regarding interactions,	No Cost	MINEDUC, District.

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		as improper sexual relationships between workers and local girls/women (including married women), which can also lead to gender-based violence	behaviours, and relations with the local communities		
Child Protection, Sexual exploitation, and abuse (SEA) of underage girls	Construction	There is potential of the employing children who have not reached the employment age, and a potential risk of project workers engaging in illegal sexual relations with minor girls, leading to HIV infection, teenage pregnancy, early child marriage, illegal and risky abortions, school dropout, etc.	Workers will be educated by relevant agencies such as police and probation officers on the relevant laws and policies protecting children Reach out to children in and out of school in the vicinity of the construction sites with a life skills program focusing on HIV/AIDS and sexual abuse prevention among other areas Reach out to school authorities and parents near construction sites on paying special attention to child protection in light of labour influx Ensure no children are employed on site in accordance with national labour laws	No cost	MINEDUC, District, Suppliers Schools, local leaders, local community

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			Ensure that any sexual exploitation and abuse (SEA) of children by the workers are promptly reported to the police Popularize /put in place confidential mechanisms and hotlines for reporting child abuse cases Enforce the child protection related clauses in the Code of conduct signed by all workers Ensure visibility of signage and information, education, and communication materials on such issues in the construction sites Consult with the local administration entities such as sector, cells, and district to provide regular surveillance and patrols to protect workers and unacceptable behavioural interaction of children and workers		
Absenteeism in Schools	Construction	School children who live near construction sites are likely to be absent from school many times or will perpetually report late to	Ensure no children are employed on site in accordance with national labour laws;	No Cost	MINEDUC, District, Schools, local leaders, local community

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		school because of engaging in petty business activities of vending eats and other items to construction workers or being lured by workers into sexual relationships that would encourage dropping out or being absent from school.	Sensitize the workers not to engage with children conducting business activities near the Worksites; Impose zero tolerance for employees on sexual relationships with students that would encourage dropping or being absent from school		
Gender Equity and Mainstreaming	Construction	There is potential that gender inequality might occur during project construction through unequal distribution of work, discrimination against women, and unequal pay for women, lack of provision of separate facilities for women, among others. Sexual harassment against people might also happen for those seeking employment through for example sexual favours for exchange of employment.	In conformance with National laws equal opportunity for employment (min 60% of labour should be women); Ensure that women are given adequate employment opportunities during recruitment and job postings, including equal payment Regular sensitization and awareness campaigns to the workers should be done to promote gender equity in employment during the construction works and during operation Zero tolerance on sexual harassment during employment.	1,500,000	MINEDUC, District, Contractor, Suppliers, Schools, local leaders, local community

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			Provision of gender disaggregated accommodation, bathing, changing, sanitation facilities.		
Complaints and grievances/social conflicts	Construction	During construction, the local communities and workers may have complaints and grievances regarding the ongoing activities. There is also potential for social unrest among the local population if they are not considered for employment. This can bring negative publicity during construction including stoppage of work and can delay the projects progress.	Provide grievance redress mechanism for the local communities and workers; Advise the public and workers on where to report grievances; Consider prioritizing the local workforce for both skilled and unskilled labour. Implement proposed grievance resolution mechanism Grievance redress mechanisms especially for workers should incorporate non-retaliation	1,890,000	MINEDUC, District, Suppliers, Schools, local leaders, local community
Child labor	Construction	There is potential of employing children who have not reached the employment age, and potential risk of project workers engaging in illegal sexual relations with minor girls, leading to HIV infection, teenage	- Child labor shall be avoided at all stages of construction. - Comply with national and international Labor Laws of International Labor Organization (ILO) and other relevant regulations	No cost required	MINEDUC, District, Suppliers, Schools, local leaders, local community

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
		pregnancy, early child marriage, illegal and risky abortions and eventually increased school dropout, etc.			
Poor maintenance of constructed school infrastructures.	Operation	During the operation phase, inadequate or delayed maintenance of newly constructed or rehabilitated school infrastructure may lead to premature deterioration of buildings and facilities (classrooms, latrines, drainage systems, retaining walls, and rainwater harvesting structures). This can result in reduced safety and functionality, higher long-term repair costs, disruption of learning activities, increased health and safety risks for students and staff, and loss of the intended project benefits.	Develop and implement a routine operation and maintenance (O&M) plan for all school infrastructure. Allocate and secure annual maintenance budgets at district and school levels. Clearly define maintenance roles and responsibilities among MINEDUC, District authorities, school management, and supervisors. Train school administrators, caretakers, and relevant staff on basic infrastructure maintenance and early fault reporting. Conduct regular inspections and preventive maintenance by district engineers/supervisors. Establish a simple reporting and response mechanism for maintenance issues. Promote community and School General Assembly (SGA/PTA)	30,000,000	MINEDUC, District, Schools'

Impact	Phase	Impact description	Management measures	Budget (Rwandan Francs-Frw)	The implementation responsibility
			involvement in monitoring and minor maintenance activities.		

7.2. Environmental and social monitoring plan

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

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

7.2.1. Summary of Environmental and Social Monitoring Plan

Table 4:Environmental and Social Monitoring Plan (ESMP)

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Frequency	Budget (Frw)	Institutional Responsibilities
Risk of land acquisition	Planning	Number of sites requiring consent forms	Availability of signed land consent forms Presence of unresolved land disputes	Once before construction	No cost	MINEDUC, Faith Based Organization, District
Vegetation Loss	Construction	Percentage cover	Percentage of the area of land cleared, and No. of trees felled compensated	Daily	2,000,000	MINEDUC, RHA, REMA, District
Excessive Noise and Vibration	Construction	School activities disturbed	Source of noise, complaints log	Continuous during project life	2,000,000	MINEDUC, RHA, REMA, Districts
Dust and material spillage from transportation and stockpiling of construction materials	Construction	Level of dust and spillage incidents	Presence of dust suppression measures Condition and location of stockpiles Number of complaints related to dust/spillage	Daily	1,500,000	MINEDUC, RHA, REMA, District
Cultural Heritage Impact	Construction	Chance finds reported	Presence of chance-find procedures Number of artifacts or cultural remains discovered	As needed during excavation	No cost	MINEDUC, District, Sectors and Schools

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Frequency	Budget (Frw)	Institutional Responsibilities
			Compliance with stop-work orders			
Construction dust and Air Quality	Construction and Operation	Site visibility, Odour, Dust particles, particulate matter, etc	Records on issuance and use of PPEs, Safety induction records, Compliance with Grievance Mechanism regulations and complaints from community	Monthly	2,000,000	MINEDUC, RHA REMA, District
Solid Waste management	Construction, Decommissioning and operation	Domestic refuse, metallic scraps, sludge	Waste management plan, Waste collection facilities and disposal records. Availability of agreements with waste handlers	Monthly	5,000,000	MINEDUC, RHA, REMA, District
Hazardous waste collection	Construction and operation	Type of hazardous waste	Waste management plan, Agreement with licensed waste handlers Waste management records	Monthly	2,000,000	MINEDUC, RHA, REMA, District
Soil Erosion	Construction and operation	Eroded surfaces	Gulley formation; Sedimentation and Erosion control measures put in place	Continuous during project life	5,000,000	MINEDUC, RHA, REMA, District

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Frequency	Budget (Frw)	Institutional Responsibilities
Habitat Loss and Disturbance	Construction and operation	Vegetation cover and wildlife habitat	Number of seedlings replanted; Percent of ground vegetation cover	Monthly	2,000,000	MINEDUC, RHA, REMA, District
Impact on borrow and quarry sites	Construction	Number and types of borrow and quarry sites	EIA certificate and licenses Rehabilitation and landscape restoration plan Decommissioning plan Number of material sites restored as recommended	Monthly	2,000,000	MINEDUC, RMB, REMA, District
Environmental and Social Risks	Construction and operation	Fire outbreaks, floods, etc	Areas for potential hazards, incident logbook	Continuous during project life	3,000,000	MINEDUC, RHA, REMA, District
Increased water demand	Construction	Quantity of water per day	Water bills	Monthly	3,000,000	MINEDUC, RWB, RHA, REMA, District
Construction induced traffic and disruptions	Construction	Traffic disruptions	Number of accidents reported Number of grievances registered Number of fatalities	Monthly	2,000,000	MINEDUC, RWB, RNP, REMA, District
Disruption of Public Utilities and Accesses	Construction	Utilities damaged	Number of grievances registered; Communications and agreements with utility companies;	Monthly	2,000,000	MINEDUC, RURA, RHA, REMA, District

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Frequency	Budget (Frw)	Institutional Responsibilities
			Notices to the affected public			
Spread of communicable diseases	Construction and operation	Sensitization and testing campaigns	Number of reported infections; Number of Medical camps held;	Monthly	2,000,000	MINEDUC, MoH, RSSB, REMA, District
Spread of HIV/AIDS and other Sexually Transmitted Diseases (STDs)	Construction	Sensitization and awareness campaigns	Sensitization and monitoring records; Number of Medical camps for testing and counselling; Campaign materials; Signed code of conduct	Monthly	3,000,000	MINEDUC, MoE, MoH, RSSB, REMA, District
Community Health and Safety	Construction and operation	Incidences of injuries to local communities Safety training for workers	Number of accident cases reported Severity of cases reported Community feedback	Continuous during project life	4,991,790	MINEDUC, MoH, MIFOTRA, RSSB, REMA, Districts
Labour Influx and Social Change	Construction	Number of workers (local vs non local)	Number of awareness trainings and sensitization campaigns Cases of deviant behaviours by immigrant workers reported	Monthly	2,000,000	MINEDUC, MoE, MoH, MIFOTRA, RSSB, REMA, Districts
Child Protection, Sexual exploitation,	Construction	Sexual misconduct of employees	Incidents of sexual exploitation Police records	Monthly	2,000,000	MINEDUC, REMA, MIFOTRA,

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Frequency	Budget (Frw)	Institutional Responsibilities
and abuse (SEA) of underage girls			Number of Grievances			MIGEPROF, RNP, RIB, District
Absenteeism in Schools	Construction	School attendance	Number of absent students in schools, Sexual incidences reported	Monthly	2,000,000	MINEDUC, REB, NESA, REMA, District
Gender equity and Mainstreaming	Construction	Participation by women	Number of women benefiting from the project Number of Grievances related to gender equity	Monthly	2,000,000	MINEDUC, MIGEPROF, REMA, NESA, RNP, RIB, District
GBV, Rape and Sexual harassment	Construction	Incidences	Number of cases reported Number of grievances Number of sensitization and awareness campaigns	Monthly	3,000,000	MINEDUC, MIGEPROF, MIFOTRA, REMA, NESA, RNP-Isange OSC, RIB, District
Occupational Safety and Health Hazards	Construction	Visual inspection; Accident and Incident records Safety and Health Management Plan with	Traffic management Plan No. of OHS trainings and Audit records Health and safety management plan; Compliance with DOSHS regulations and WB policies	Monthly	5,000,000	MINEDUC, MoH, MIFOTRA, RSSB, REMA, NESA, District

Item to monitor	Monitoring Phase	Indicator	Parameter to monitor	Frequency	Budget (Frw)	Institutional Responsibilities
		relevant procedures incorporating: Emergency response plan	Accident and Incident Register.			

7.3 Reporting on ESMP Compliance

Each contractor as well as beneficiary District, supported by the project's environmental and social safeguards team will prepare periodic monitoring reports on the status of the implementation of ESMP. The contractor and District will prepare and submit ESMP implementation progress reports to the Ministry of education (MINEDUC) while MINEDUC will prepare and submit ESMP implementation progress report to the funder quarterly. Details of these reports and their content are given.

Table 5: Required reports on ESMP Compliance

Title of the Report	Contents of the Report	Frequency of Report Preparation	Report to be prepared by
ESHS Monitoring Report	The compliance status of the Project with the environmental and social mitigation and monitoring measures. Besides, the report also covers: - Environmental incidents; - health and safety incidents, health and safety supervision: - Usage of PPEs by workers - Training conducted and workers participated - Worker's grievances - Community grievances - Chance finds (if any) - Accident insurance during works	Monthly	Contractor and Districts
ESMP Monitoring Report	The compliance status of overall Project with ESMP requirements	Monthly, Quarterly and Annually	Contractor, District and MINEDUC
Incident Reports	Incident investigation reports for all major incidents covering details of the incident, root cause analysis, and actions taken to address both occurred incident and the future recurrence of this event	Report to MINEDUC within 12 hours	School manager, Contractor, Supervisor and beneficiary District

8. PUBLIC CONSULTATION AND PARTICIPATION

Public consultation and participation constitute a fundamental component of the Environmental and Social Management Plan (ESMP), as they ensure meaningful engagement of stakeholders throughout the project lifecycle. The consultation process serves as a key mechanism for informing the public, relevant institutions, interested parties, and project-affected persons about the objectives, scope, and key activities of the proposed project during both the development and implementation phases.

In accordance with national legal requirements and international best practice, public consultations are mandatory to identify, assess, and address potential environmental and social impacts associated with proposed development projects and programs. Effective stakeholder engagement enhances project ownership, promotes social acceptance, and contributes to the sustainability of project outcomes.

8.1. Objectives of Public Consultation and Participation

During the preparation of this ESMP, extensive public consultations and participatory engagements were conducted with the following specific objectives:

- To provide project-affected persons and other stakeholders with clear, accurate, and comprehensive information regarding the proposed project, its objectives, and anticipated environmental and social impacts;
- To offer an opportunity for stakeholders to express their views, concerns, and expectations regarding the proposed project activities and to propose alternative options that may help avoid or minimize adverse environmental and social impacts;
- To enable stakeholders to suggest practical measures for avoiding, reducing, or mitigating potential negative impacts, as well as for enhancing positive project benefits;
- To ensure that the needs, priorities, preferences, and values of stakeholders are duly considered and integrated into project design and implementation arrangements;
- To facilitate early identification and resolution of potential conflicts, disputes, or competing interests among stakeholders through dialogue and consensus-building; and
- To enhance transparency, accountability, and inclusiveness in project planning and decision-making processes.

8.2. Consultation Process and Approach

Public consultation and participation activities were initiated at the early stages of the project, particularly during site screening for the proposed interventions. This early engagement enabled the identification of key environmental and social issues and informed the selection of appropriate mitigation measures.

The consultation process was sustained during the preparation of this ESMP through meetings, site visits, and discussions with relevant stakeholders. These engagements ensured that emerging concerns were adequately captured and addressed in the ESMP. The consultation process will continue throughout the project implementation phase to maintain effective communication between the project proponents and stakeholders, including direct beneficiaries.

8.3. Stakeholders Consulted

Stakeholders consulted during the ESMP preparation included, but were not limited to:

- Representatives of **MINEDUC** and relevant technical departments;
- **Sector, and Cell authorities** in the project areas;
- **School management and teaching staff** at beneficiary schools;
- **Local community members**;

Special attention was given to ensuring inclusive participation, including consideration of vulnerable groups and ensuring that consultations were conducted in a language and manner understandable to participants.

8.4. Key Issues Raised and Responses

During the consultations, stakeholders raised concerns related to construction-related disturbances (noise, dust, and safety risks), water use during construction, long-term maintenance of school infrastructure and employment opportunities. These concerns were systematically analyzed and addressed through the development of appropriate mitigation and monitoring measures incorporated into this ESMP.

8.5. Disclosure and Continued Engagement

Information disclosed during consultations included planned construction activities, potential environmental and social impacts, proposed mitigation measures, and roles and responsibilities during implementation. Feedback received from stakeholders informed project design and safeguard measures.

Public consultation and participation will continue throughout the construction and operation phases of the project to ensure ongoing stakeholder engagement, timely disclosure of information, and effective grievance redress mechanism. This continuous engagement approach will contribute to minimizing risks, enhancing project benefits, and ensuring compliance with national environmental and social safeguard requirements.

8.6. Summary of Consultations

The table below summarizes the key public consultation and participation activities conducted during the preparation of this ESMP, including dates, locations, participants, issues raised, and how they were addressed.

Table 6: Summary of Consultation conducted

SN	Date and venue	Participants	Discussion Agenda
1	August 21, 2025 Online meeting	Technical team from MINEDUC and Districts countrywide	▪ Discussion on the screening criteria to confirm eligible sites for school construction under the QBE Project Restructuring. ▪ Discussion on the proposed roadmap, outlining the process from site screening through to the commencement of construction activities.
2	September 15 – October 10, 2025	School construction Field Officer, School District Construction Engineer, School Head Teachers, Faith Based Organization in Ngoma District	Conduct Environmental and Social Screening: ▪ Identify potential environmental and social risks and impacts associated with proposed school construction sites. ▪ Determine the suitability of proposed sites by confirming that they are not located in environmentally sensitive, restricted, or socially sensitive areas (e.g. wetlands, steep slopes, protected sites, cultural heritage areas). ▪ Discuss the land availability with Faith Based Organization.
3	November 11, 2025 at Ngoma District Office	Sector Education officers with confirmed schools to benefit under QBE Project Restructuring, School Headteachers/representatives for confirmed sites	▪ Discussion on the commencement of school construction activities, including expected timelines and sequencing of works. ▪ Discussion on health and safety of school users (students, teachers, and staff) during construction activities. ▪ Discussion on internal arrangements for students, particularly for schools where existing infrastructure will be demolished or rehabilitated.

SN	Date and venue	Participants	Discussion Agenda
			▪ Clarification of roles and responsibilities of school management, sector authorities, and District during school construction activities using Home Grown School Construction Approach. ▪ Discussion on site management requirements, including fencing, signage, access control, and code of conduct. ▪ Discussion on Grievance Redress Mechanism (GRM) for addressing complaints from school users. Workers and surrounding communities. ▪ Coordination on communication and information-sharing with parents and local communities regarding construction activities and temporary disruptions.
4	November 25, 2025 at different sectors with schools that will benefit for school construction under QBE Project Restructuring	Parents and local communities through Inteko z'Abaturage	▪ Discussion on the scope, timeline, and phases of construction works and expected temporary disturbances. ▪ Sensitization on health, safety, and security measures to protect school users and community members during construction ▪ Discussion on potential employment and income-generating opportunities for local community members, including labor requirements, selection criteria, and adherence to fair and non-discriminatory recruitment practices ▪ Explanation of workers' rights and obligations, including occupational health and safety, code of conduct, and prevention of child labor and GBV/SEA/SH risks ▪ Explanation of the Grievance Redress Mechanism (GRM), including channels for submitting complaints or concerns ▪ Collection of community feedback, concerns, and recommendations to inform project implementation.

The table below provides summary of the consultation including questions, answers, comments and feedbacks.

Table 7: Summary discussion of public consultation

No	Question asked and comments	Response provided/Remarks
Discussion with District based staff		
1	Clarification was requested on the criteria used to screen and confirm eligible school sites under the QBE Project Restructuring.	It was explained that site screening follows national regulations and donor environmental and social safeguard requirements, focusing on land availability, absence of sensitive environmental and social features, safety considerations, and compliance with district land-use plans.
2	Concerns were raised regarding the timeline from site screening to commencement of construction activities	MINEDUC clarified the proposed roadmap, indicating that construction would commence only after completion and approval of environmental and social screening, preparation of site-specific ESMPs, and resolution of land-related issues through signing consent form with Faith Based Organization.
Questions and comments from Sector Education Inspectors and School Managers		
1	Questions were raised on how students' safety will be ensured during construction, especially in schools where existing structures will be demolished	It was confirmed that Ngoma District will be required to implement strict health and safety measures, including site fencing, warning signage, controlled access, and adherence to approved ESMPs. Temporary learning arrangements will be put in place where necessary.
2	School managers requested guidance on temporary relocation or internal reorganization of students during construction works	District and sector authorities committed to working with schools to identify suitable temporary classrooms or phased construction approaches to minimize disruption to learning
	Clarification was sought on roles and responsibilities of schools during construction.	It was clarified that school management will coordinate with sector and district authorities, support monitoring of compliance, and facilitate communication with parents and communities
Questions and Comments from Local Community		

1	Community members expressed concerns about noise, dust, and safety risks during construction activities.	The sector leaders explained that mitigation measures such as dust suppression, controlled working hours, and safety barriers will be enforced as part of the ESMP implementation
2	Questions were raised regarding employment opportunities for local community members during construction.	It was clarified that District and sectors will prioritize hiring local labor following transparent and non-discriminatory recruitment procedures and compliance with labor standards
3	Community members requested information on how to raise complaints or concerns during project implementation.	The Grievance Redress Mechanism (GRM) was explained, including reporting channels at school, sector, and district levels, and assurance was given that all grievances will be addressed in a timely manner

9. CAPACITY BUILDING FOR ENVIRONMENTAL AND SOCIAL MANAGEMENT MONITORING AND EVALUATION

9.1. Monitoring and Evaluation

At the national level, the overall responsibility for coordination of school construction activities under the QBE Project restructuring lies with the Ministry of Education (MINEDUC), which serves as the overall Project Executing Agency. Ngoma District will implement the project on behalf of MINEDUC at District level after signing a District Implementation Agreement (DIA).

At the district level, the District Environmental Officer and the Environmental and Social Safeguards Officer based in Ngoma District will work closely with foremen and other relevant staff from the beneficiary schools to ensure compliance with applicable environmental and social regulations at all construction sites. Site foremen will be trained on environmental and social safeguards management practices, and their capacities will be continuously strengthened as issues arise during the implementation of school construction activities.

Monitoring, evaluation, and reporting on environmental and social issues will be fully integrated into the project implementation processes and reporting systems. Ngoma District will prepare and submit quarterly reports to MINEDUC on compliance of construction activities with environmental and social requirements. The District will also maintain records of all environmental and social management activities undertaken at each sub-project site, in line with the objective of enhancing and promoting environmental and social sustainability.

Environmental and social monitoring at the district level will be the responsibility of the Environmental and Social Safeguards Officers and the District Environmental Officer. Compliance with environmental and social requirements will be assessed based on quarterly works progress reports and annual reports.

The Environmental and Social Safeguards Team at MINEDUC will provide regular technical guidance and oversight to the District to ensure continued compliance with environmental and social safeguards requirements throughout the school construction activities.

9.2. Capacity building

Effective implementation of the Project Environmental and Social Management Plan (ESMP) requires adequate capacity among all project team members and stakeholders involved in project implementation. Based on experience gained from previous projects, Ngoma District and the beneficiary schools possess sufficient institutional and technical capacity to implement the ESMP and maintain satisfactory environmental and social safeguards performance.

Since the effectiveness of the QBE Project in 2019, no issue related to non-compliance with environmental and social requirements has been recorded. Consequently, the construction of classrooms and latrines under the QBE Project Restructuring is expected to be implemented successfully and in full compliance with applicable safeguards standards.

At the district level, Ngoma District has an Environmental and Social Safeguards Officer, recruited by MINEDUC, who works closely with the District Environmental Officer to monitor compliance of project activities with environmental and social requirements. In addition, a School Construction Field Officer, also hired by MINEDUC, is responsible for supervising civil works related to school infrastructure development in Ngoma District. This team provides adequate capacity to oversee ESMP implementation at the district level.

At the central level, MINEDUC has established a safeguards team composed of an Environmental Safeguards Specialist, Social Safeguards Specialist, and Gender Specialist, who provide technical guidance and oversight to district-based staff. With the support of a Capacity Building Specialist at the Ministry level, the safeguards team will identify capacity development needs and determine the scope and level of training required to ensure effective and sustained implementation of environmental and social safeguards throughout the project lifecycle.

9.2.1. Training objectives

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

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

9.2.2. Identification of Capacity Needs

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

The proposed capacity building and training requirements will cover among others; Climate change in Rwanda; Climate, environmental and Social Management Process for World Bank funded projects; International Performance Standards on Environmental and Social Safeguarding and Sustainability applied to World Bank funded projects; and Environmental and Social safeguards risk management during construction activities; Code of Conduct, and execution of safeguards requirements Clauses in the Contractors' contract. Besides safeguards, the capacities of the Grievance Committee members will also need to be built around issues of conflict identification, conflict information analysis and conflict resolution.

9.3. Estimated costs to implement the ESMP

The ESMP implementation budget refers to all costs that will be incurred to implement the requirements or recommendations in this Environmental and Social Management Plan (ESMP). The ESMP requirements are to ensure that the implementation of the project integrates environmental and social issues for the sustainability of the project as well as its components and sub-components.

Among other things the ESMP recommends the following key issues, training and capacity building, environmental screening, reviewing and monitoring mechanisms. These issues have been amplified and are clearly described in this ESMP. The staff who will be involved in the implementation of the project should be trained to enhance their skills on specific environmental and social issues. Building the capacity of staff from the implementing unit, especially those who will directly be involved in implementing the project and its subprojects as well as Management and Finance will enable them to review and monitor environmental issues in the project as well as sub-projects to ensure compliance with requirements of the national policies, laws and regulations as well as the funder requirements. Based on experience from other related assignments the estimated cost for implementing the recommendations of this ESMP requires approximately **143,731,790Frw**, and details of these costs are presented in Table **8:Estimated costs for ESMP implementation** below.

Table 8:Estimated costs for ESMP implementation

	Activity	Cost (Frw)	Responsibility
1	Implementation of ESMP mitigation measures	78,240,000	MINEDUC, Ngoma District, Schools
2	Capacity building of project beneficiaries	8,000,000	MINEDUC, Ngoma District, Schools
3	Regular supervision and monitoring of environmental aspects	57,491,790	MINEDUC, Ngoma District, Schools
	Total	143,731,790	

9.4. Institutional Arrangements for ESMP

The overall responsibility for environmental and social performance, including the implementation of the Environmental and Social Management Plan (ESMP), rests with the Ministry of Education (MINEDUC) at the national level, in collaboration with Ngoma District at the district level. At the district level, the Environmental and Social Safeguards Officer and the School Construction Field Officer will be responsible for the day-to-day implementation and monitoring of all actions outlined in this ESMP. The Environmental and Social Safeguards Team at the central level will provide technical guidance, oversight, and support throughout the implementation of the ESMP to ensure compliance with national regulations and applicable safeguards requirements.

Staff	Responsibility
Environmental and Social Safeguards Team at SPIU/MINEDUC	Provide overall oversight and technical guidance on environmental and social safeguards; ensure compliance with national laws, regulations, and development partner requirements; review and approve ESMP instruments; coordinate safeguards reporting; conduct periodic supervision and audits; and support capacity building for district staff and contractors.
District Environmental Management officer and Environmental and social safeguard field Officer	Oversee day-to-day implementation of ESMP measures at project sites; monitor contractor compliance with environmental, social, OHS, and community health and safety requirements; conduct regular site inspections; document and report incidents and grievances; liaise with schools, local authorities, and communities; and support implementation of mitigation and monitoring measures at the district level
Foremen	Supervise construction activities on a daily basis to ensure adherence to ESMP requirements; enforce occupational health and safety measures and proper use of PPE by workers; ensure proper waste management, dust and noise control at worksites; report incidents, accidents, and non-compliance to the site engineer and safeguards officers; and guide workers on environmental protection and acceptable conduct on site.

10. GRIEVANCE REDRESS MECHANISM

10.1. Introduction

Grievances are issues that may arise from stakeholders in general and/or the local community in particular. All types of dissatisfaction with the project's implementation might be considered grievances. Grievance Redress Mechanism (GRM) is a complaint mechanism through which people and communities affected by project and other activities may raise their concerns. The GRM will allow for receipt of concerns, facilitate address of the concerns and inform on the status of redress. The mechanism also ensures that the benefits are properly distributed to the intended recipients.

Particularly, complaints from workers or local communities may occur throughout the implementation of this project, primarily as a result of conflicts among workers, between workers and the local population, between workers and contractor, between contractor and local community, etc. Appropriate grievance redress mechanisms are essential in this case to ensure that complaints are resolved without any expense and retribution, in a short time, in transparency and in a satisfactory manner to affected stakeholders.

During the construction of classrooms and latrines in Ngoma District, existing grievance redress mechanism (GRM) will continue to handle any complaints that arise during the project's implementation as the construction activities will be performed on sites that previously benefited for QBE Project activities. The provisions of Rwandan labor law N° 66/2018, enacted on August 30, 2018, shall be applied to the Grievance Redress Mechanism for workers. The GRM works within the existing legal and cultural frameworks to provide an additional opportunity to resolve grievances at the project level.

The Grievance Redress Committees will be operating at Site, Cell, Sector and District levels to allow concerned parties to express complaints. At each level of the GRCs, a grievance is expected to be handled in time not exceeding 14 working days. If an issue is not resolved within 14 days, it will be forwarded to the next level of GRC. However, in case of Gender Based Violence (GBV), with confidentiality, site supervisor (Site engineer/forewoman) will be required to report GBV incident to Isange One Stop Center for appropriate support.

10.2. Levels of Grievance Redress Committee

The existing Grievance Redress Mechanism for QBE Project will continue to operate through different committees at different levels. There will be Workers Grievance redress committees made of workers representatives and community grievance redress committees made of community representatives, local leaders and project representatives.

10.2.1. Grievance Redress Committee at Site level

At each construction site, a Workers' Grievance Redress Committee (GRC) will be established, comprising representatives selected from among the casual workers after their recruitment. The

District and sectors will be responsible for establishing and operationalizing a comprehensive workers' grievance redress mechanism at the site level. The primary objective of the GRC is to ensure that project-related grievances are handled effectively, thereby maintaining a positive relationship between the employer (District & Sectors), the construction team, the school, and the local community. This GRM will work through grievance redress committee (GRC) made of the following members:

- Skilled workers representative as president,
- Unskilled workers representative as vice president
- Two females' representatives: one from skilled labor and other from unskilled labor.

District shall be responsible of the operationalization of the GRCs and GRM report shall be submitted to Ministry of Education on monthly basis.

The District will be required to avail suggestion box through which workers will use to submit claims to GRCs in case of the complainant who wants to do it with a privacy.

10.2.2. Grievance Redress Committee at Cell Level

During community engagement meetings (Inteko z'abaturage) involving Cell officials and other project stakeholders, the Grievance Redress Committee at Cell level was established for previous QBE Project activities. Three candidates were chosen by the community: President, Vice President, and Woman Representative (who represents the youth and vulnerable groups). This woman serves as a Secretary of this Committee. The cell level Grievance Redress Committee includes also the Head Teacher of the school, the Village Leader and the Executive Secretary of the Cell where the sub-project is located. When appropriate, a project representative and a representative from the District Isange One Stop Centre can attend Cell GRC meetings as advisors. The cell level GRC meets on monthly basis

10.2.3. Grievance Redress Committee at Sector Level

The GRC at Sector level comprises the following 5 members: The Sector Executive Secretary who acts as the President, the Social Affairs Officer who acts as the Vice President, the Sector Education Officer who acts as the Committee's Secretary, the Sector Land Officer and a woman representative from the Sector staffs who represents youth and vulnerable groups. Project representative and representative of District Isange One Stop Center can also attend GRC meetings whenever deemed necessary, acting in an advisory role. The sector level GRC meets if there is a grievance to be addressed

10.2.4. Grievance Redress Committee at District Level

The committee at District level is composed of the following members: the Vice Mayor in charge of Social Affairs who is the President, District Director of One Stop Centre who is the Vice President,

District Director of Education who is the Secretary, the District Environmental Officer, the School Construction Engineer, a Women Representative from the Unit of Social Protection or Unit of Education or Unit of One Stop Centre who represents youth and vulnerable groups and Project representative (Environmental and Social Safeguards Officer or School Construction Field Officer).

In addition, the President of GRC can invite any staff whose responsibilities match with the complaints and dissatisfaction raised. The maximum number of days for resolving a complaint or dissatisfaction is 14 days from its reception if it doesn't compromise the judicial process. If the complaint is not addressed within 14 days, the complainant is advised to seek Justice from the court of law.

The GRC members meet when there are complaints or dissatisfaction to be addressed. Some of complaints and dissatisfaction can be addressed immediately without conducting a meeting if possible. GRC meeting can be hold face to face or online. If administrative ways of grievance redress are not enough to address the complaint, then the unsatisfied person may refer to the judicial system. Based on the nature of complaints, the process will start from mediators.

Grievance Redress Mechanism Flowchart

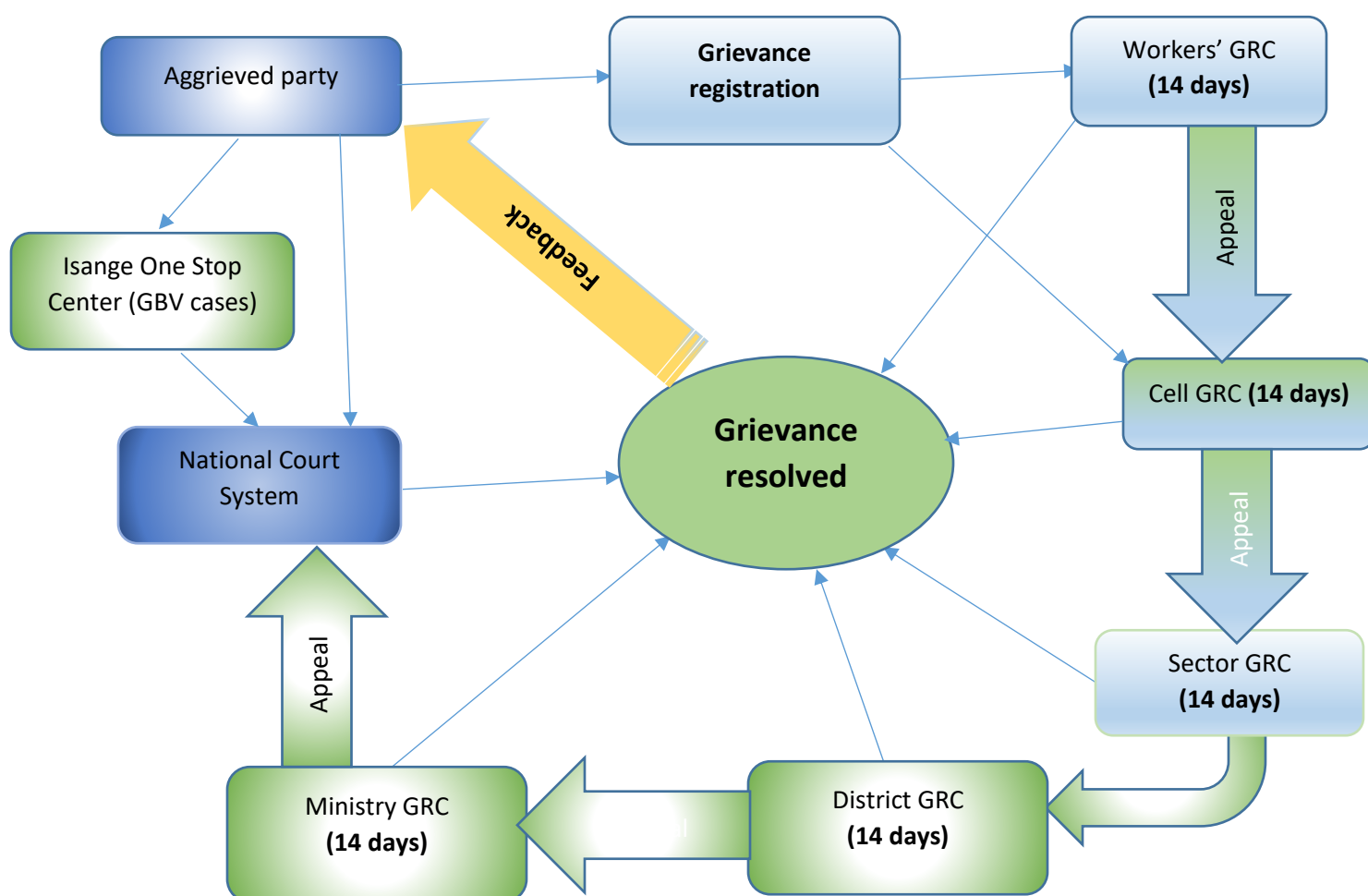


Figure 2: Grievance Redress Mechanism Flowchart

10.3. Principles of Grievance Redress Mechanism

The principles of Grievance Redress Mechanism are as follow:

- **Provision of information:** All workers should be informed about the grievance mechanism at the time they are hired, and details about how it operates should be easily available, for example, included in worker documentation or on notice boards.
- **Transparency of the process:** Workers must know to whom they can turn in the event of a grievance and the support and sources of advice that are available to them. All line and senior managers must be familiar with their organization's grievance procedure.
- **Keeping it up to date:** The process should be regularly reviewed and kept up to date, for example, by referencing any new statutory guidelines, changes in contracts or representation.
- **Confidentiality:** The process should ensure that a complaint is dealt with confidentially. While procedures may specify that complaints should first be made to the workers' line manager, there should also be the option of raising a grievance first with an alternative manager, for example, a human resource (personnel) manager.
- **Non-retribution:** Procedures should guarantee that any worker raising a complaint will not be subject to any reprisal.
- **Reasonable timescales:** Procedures should allow for time to investigate grievances fully but should aim for swift resolutions. The longer a grievance is allowed to continue, the harder it can be for both sides to get back to normal afterwards. Time limits should be set for each stage of the process, for example, a maximum time between a grievance being raised and the setting up of a meeting to investigate it.
- **Right of appeal:** A worker should have the right to appeal to local authorities or national courts if he or she is not happy with the initial finding.
- **Right to be accompanied:** In any meetings or hearings, the worker should have the right to be accompanied by a colleague, friend or union representative.
- **Keeping records:** Written records should be kept at all stages. The initial complaint should be in writing, if possible, along with the response, notes of any meetings and the findings and the reasons for the findings.
- **Relationship with collective agreements:** Grievance procedures should be consistent with any collective agreements. Relationship with regulation. Grievance processes should be compliant with the national employment code.

11. ENVIRONMENTAL AND SOCIAL TECHNICAL CLAUSES

Environmental and social technical clauses" typically refer to specific provisions or requirements within a contract, agreement, or regulatory framework that pertain to environmental and social considerations. These clauses are designed to ensure that certain environmental and social standards are met or maintained during the execution of a project, operation, or activity. Most environmental and social impacts will result from activities directly under the control of contractors and will be mitigated directly by the same contractors. As a consequence, ensuring that contractors effectively mitigate programs activities related impacts is the core of the project's mitigation strategy. This will be done by ensuring that the environmental and social management of project activities are mandatory parts of activities works contracts. Ngoma District will incorporate standardized environmental and social clauses in tender documentation and contract documents, so that potential bidders are aware of environmental and social performance requirements expected from them, are able to reflect that in their bids, and required to implement the clauses for the duration of the contract. Ngoma District will enforce compliance by contractors with clauses covering issues related to Environment, Health and Safety (EHS).

The following are environmental and social technical clauses (ESTCs) to be incorporated in the Tender Document.

ESTC 1: Waste Management

Domestic Solid Waste Management

- Provide adequate, color-coded waste bins and ensure waste segregation at source
- Minimize waste generation and promote reuse and recycling where feasible
- Prohibit open burning of solid waste
- Dispose of waste only at approved disposal sites
- Prevent water stagnation near waste storage areas
- Properly dispose of or invert containers capable of holding water

Management of Excavated Soil and Spoil

- Dispose of excavated material at approved and designated dumping sites
- Avoid dumping near stormwater channels or sensitive environments
- Prefer disposal in low-lying or low-value land areas
- Reuse spoil materials for backfilling where possible and compact properly

ESTC 2: General Environmental, Health, and Safety (EHS) Requirements

- Provide fully equipped first aid kits at all sites
- Supply appropriate PPE to workers and visitors (helmets, gloves, boots, masks, high-visibility vests)

- Provide color-coded waste bins for on-site waste management
- Install gender-segregated sanitation facilities with handwashing stations
- Provide safe drinking water and water purification materials
- Install safety signage, warning tapes, and notice boards
- Prepare and implement a Site Occupational Health and Safety Plan and Workers' Code of Conduct
- Conduct daily toolbox talks on OHS, GBV, STDs, environmental protection, and worker conduct
- Provide accident insurance and maintain accident and incident records
- Water construction sites to suppress dust and maintain until site recovery

ESTC 3: Wastewater and Sewage Management

- Provide adequate toilets and handwashing facilities for workers
- Ensure separate sanitation facilities for men and women
- Manage sewage through approved pit latrine systems
- Prevent contamination of soil and water sources

ESTC 4: Water Resources Management

Avoidance of Water Pollution

- Prevent waste, fuel, oils, and chemicals from entering water bodies
- Protect surface water, stormwater systems, and groundwater

Stormwater, Erosion, and Silt Control

- Stabilize cleared areas using vegetation as soon as possible
- Install temporary drainage channels and bunds
- Divert clean runoff away from construction zones
- Install sediment traps or basins where appropriate
- Store construction materials away from drainage lines
- Wash construction equipment only at approved locations
- Clean vehicle tires and sweep access roads regularly

ESTC 5: Drainage Management

- Implement effective drainage systems at all project sites
- Ensure safe evacuation and disposal of stormwater

- Install drainage channels with trash and silt traps
- Connect drainage systems to existing drainage infrastructure
- Rehabilitate damaged drainage structures promptly
- Protect natural drainage slopes from erosion

Runoff and Sediment Traps

- Install sediment traps at drainage discharge points
- Fence sediment traps to prevent unauthorized access

ESTC 6: Soil Quality and Material Stock Management

- Confine construction activities within the project footprint
- Store construction materials away from drainage lines
- Protect soil from erosion and contamination

ESTC 7: Erosion and Sediment Control

- Rehabilitate cleared and disturbed areas promptly
- Grass or plant trees on exposed slopes
- Cover loose sediments and water when necessary
- Install erosion protection measures prior to construction
- Divert natural runoff away from construction areas
- Monitor erosion control structures during rainfall

ESTC 8: Topsoil Management

- Limit soil disturbance to the project footprint
- Remove debris from topsoil before storage
- Store topsoil away from drainage lines
- Protect topsoil stockpiles using silt fences and diversion channels
- Prepare ground surface before re-spreading topsoil

ESTC 9: Topography and Landscaping

- Implement erosion control measures
- Fill pits, holes, and depressions after construction
- Restore landforms to promote natural drainage
- Undertake grass turfing and tree planting

- Replace each cut tree with at least three native trees

ESTC 10: Construction Material Extraction

Sand Extraction

- Extract sand only from approved sites
- Avoid continuous extraction along riverbeds
- Limit excavation depth
- Maintain records of extraction activities

Borrow Pits and Quarries

- Source materials only from licensed quarries and borrow pits
- Use existing borrow pits where available

ESTC 11: Air Quality Management

Vehicle and Machinery Emissions

- Maintain equipment in good working condition
- Prohibit machinery emitting excessive smoke
- Keep maintenance records

Dust Management

- Reschedule earthworks during high winds where feasible
- Cover haul trucks transporting dusty materials
- Impose speed limits on site
- Water dusty surfaces and materials
- Store cement and materials properly
- Provide dust masks to workers

ESTC 12: Noise and Vibration Management

- Maintain vehicles and machinery properly
- Enforce traffic rules and speed limits
- Avoid noisy activities during school hours
- Schedule noisy works during holidays or weekends where possible
- Notify nearby communities in advance

ESTC 13: Protection of Flora

- Minimize vegetation clearance and replant native vegetation promptly
- Obtain approval before tree cutting
- Stabilize exposed surfaces through revegetation

ESTC 14: Environmental, Social, Health, and Safety (ESHS)**Occupational Health and Safety**

- Hire an Environmental and Social Safeguard Officer
- Identify and eliminate hazards at source
- Implement engineering and administrative controls
- Provide full PPE and training to all workers

First Aid and Health Care

- Provide first aid kits at all sites
- Document and report accidents within 24 hours
- Maintain accident registers and implement corrective actions
- Ensure all workers have medical insurance

Worksite Safety and Hygiene

- Display safety rules and emergency contacts
- Conduct HIV/AIDS awareness and hygiene trainings
- Control site access and provide security
- Establish Workers' Grievance Redress Committees
- Ensure signed contracts and Codes of Conduct

Child Labor and GBV

- Prohibit employment of children under 18
- Conduct regular training on GBV and sexual harassment
- Enforce Worker Code of Conduct

Community Health and Safety

- Employ local labor where possible
- Sensitize workers on local customs
- Maintain communication with local authorities and communities
- Operate an accessible grievance mechanism

12. CONCLUSION AND RECOMMENDATIONS

This Environmental and Social Management Plan (ESMP) has been updated to guide the construction of classrooms and latrines at fifteen (15) sites in Ngoma District. The project aims to reduce overcrowding in eleven (11) schools and to replace dilapidated school infrastructure that poses public safety risks at four (4) sites. The ESMP provides a comprehensive framework for identifying, managing, and monitoring potential environmental and social impacts throughout the design, construction, and operational phases of the sub-projects.

Through the implementation of enhancement measures for positive impacts and mitigation strategies for potential adverse impacts, the project promotes sustainability, safety, and climate resilience in educational infrastructure. Key outcomes of the ESMP include the identification and management of minimal negative environmental impacts, compliance with applicable environmental and social regulations, and strengthened collaboration with relevant stakeholders. Collectively, these measures contribute to the creation of a safe, sustainable, and adaptive learning environment that benefits learners, school staff, and surrounding communities.

To ensure effective implementation of the school construction activities under the QBE Project Restructuring, the following recommendations are proposed. First, all project stakeholders should strictly adhere to the enhancement and mitigation measures outlined in this updated ESMP to ensure effective management of environmental and social risks and to achieve sustainable project outcomes. In addition, a robust monitoring and evaluation system should be implemented, incorporating regular site inspections, periodic reviews, stakeholder feedback mechanisms, and adaptive management approaches to promptly address emerging issues.

Active, inclusive, and transparent stakeholder engagement should be maintained throughout the project lifecycle. Continuous collaboration with local communities, relevant public institutions, and other key partners will facilitate timely resolution of cross-cutting issues and strengthen community ownership and support for the project. Furthermore, investment in capacity-building initiatives for project staff and local communities is strongly recommended to enhance their ability to effectively implement the ESMP. Priority should be given to training on environmental management, social safeguards, occupational health and safety, and climate and disaster resilience.

The adoption of sustainable construction and operational practices should also be encouraged throughout the project lifecycle. This includes promoting efficient use of resources, minimizing waste generation, and using environmentally friendly materials and technologies where feasible. Finally, continuous compliance with all relevant national environmental and social legislation must be ensured. The ESMP should be reviewed and updated regularly, every six months, or whenever necessary, to reflect any changes in legal requirements, standards, or project conditions.

By implementing these recommendations, the school construction activities in Ngoma District will contribute to reducing overcrowding, improving safety, and fostering a resilient, inclusive, and sustainable educational environment that supports the long-term well-being and development of the school community.

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ANNEXES

Annex 1: Chance Finds Procedure

The chance find procedure is a project-specific procedure that outlines actions required if previously unknown heritage resources, particularly archaeological resources, are encountered during project construction or operation.

This procedure is applicable to all activities conducted by the personnel, including the contractor and/or sub-contractors that have the potential to uncover a heritage item/site. The procedure details the actions to be taken when a previously unidentified and potential heritage item/site is found during construction activities. Procedure outlines the roles and responsibilities and the response times required from both project staff, and any relevant heritage authority. All personnel, especially those working on earth movements and excavations, are to be inducted on the identification of potential heritage items/sites and the relevant actions for them with regards to this procedure during the Project induction and regular toolbox talks.

The National Institute of Museums of Rwanda (INMR) is responsible for recovering these items found during the implementation works.

If any person discovers a physical cultural resource, such as (but not limited to) archaeological sites, historical sites, remains and objects, or a cemetery and/or individual graves during excavation or construction, the following steps shall be taken:

1. Stop all works in the vicinity of the find, until a solution is found for the preservation of these artefacts, or advice from the relevant authorities is obtained;
2. Immediately notify a foreman. The foreman will then notify the Construction Manager and the Environment and Social Safeguard Officer (ESSO);
3. Record details in Incident Report and take photos of the find;
4. Delineate the discovered site or area; secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a night guard shall be arranged until the responsible local authorities take over;
5. Preliminary evaluation of the findings by archaeologists or other relevant expert. The archaeologist must make a rapid assessment of the site or find to determine its importance. Based on this assessment the appropriate strategy can be implemented. The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage such as aesthetic, historic, scientific or research, social and economic values of the find;
6. Site of minor significance (such as isolated or unclear features, and isolated finds) should be recorded immediately by the archaeologist, thus causing a minimum disruption to the work schedule of the Contractor. The results of all archaeological work must be reported to the relevant Ministry/Agency, once completed.
7. In case of cultural find the Agency/Ministry (Agency for Protection of National Heritage or Archaeological Research Centre, hereinafter referred to as Heritage team) should be informed immediately and in writing within 7 days from the find (ref.law on heritage protection).

8. The onsite engineer provides the Heritage team with photos, other information as relevant for identification and assessment of the significance of heritage items.
9. The Ministry must investigate the fact within 2 weeks from the date of notification and provide response in writing.
10. Decisions on how to handle the finding shall be taken by the responsible authorities. This could include changes in the layout (such as when finding an irremovable remain of cultural or archaeological importance) conservation, preservation, restoration and salvage;
11. Construction works could resume only after permission is granted from the responsible authorities.
12. In case no response received within the 2 weeks period mentioned above, this is considered as authorization to proceed with suspended construction works.

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

It is also important to note that considering the tragic event of genocide against the Tutsi that Rwanda accounted in 1994 some bodies of the victims were buried or deposited in different graves or open land and in poor and inappropriate conditions countrywide. This may also happen in the project area. To this in any case some body parties are found following procedure are recommended to be followed:

1. Immediately stop the construction activities at the project site.
2. Inform the local authorities for any body part found at the project site.
3. Delineate the discovered site and its nearby.
4. Restrict free entrance of non-authorized personnel at the site
5. The local authorities to take the lead for any next step after informing and involve the concerned stakeholders including Sector Office, IBUKA at village and cell levels and the district
6. Follow the next steps as recommended by the Involved stakeholders
7. Provide adequate and appropriate protective equipment to the site workers
8. Properly washing the bodies of the victims with appropriate soaps and detergents
9. Wrapping or clothing the bodies of the victims
10. Putting the bodies in the coffins and burry them in the common memorial site of the area.

Annex 2: Site rehabilitation plan

This rehabilitation Plan has been prepared to outlines the actions required, guidance and personnel responsible in order to restore initial state of the borrow pits to be used during retaining wall construction under “Enhancing Climate Resilience Project”. This plan includes a clear statement of the productivity objectives, the proposed methods for project site (borrow pits) rehabilitation, and sufficient detail to allow the authorities to evaluate the likelihood that the proposed rehabilitation work will achieve stated objectives and serve as a basis for assessing whether the rehabilitation has been adequately performed.

Generally, the purpose of this plan is to:

- Allow the concerned parties to review the proposed rehabilitation objectives and procedures
- Confirm between the Consultant and the party undertaking the work what type and quality of work will be done.

This plan serves to provide details of the closure activities to be undertaken based on the anticipated mode of the borrow pit extraction. It is expected that adequate implementation of the closure activities will minimize the negative impacts of the borrow pit on the environment and enable a functional activity of the area to be reestablished.

1) **Borrow pit planning**

A well-considered borrow pit development plan prior to its extraction will greatly reduce the effort required to achieve appropriate leading practice environmental and safety outcomes for borrow pit rehabilitation and closure. The selection of a site, sequencing of extraction and rehabilitation, and final land-use should all be carefully planned prior to commencement of work at the borrow pit.

Contractor has to take into consideration the following borrow pits planning practice: Determine the intended future-use and final landform of a site at an early stage. Consultation method with the landowner should be used. When siting a borrow pit, an existing natural feature will be used to conceal the site and limit the visual impact sequencing of both extraction and rehabilitation for the borrow pit. Plan drainage works and the final drainage pattern prior to beginning work. If located on a waterway the layout will need to consider the form and function of the waterway, e.g. no loss of flow conveyance or flood storage. Significantly changing the drainage pattern of a site may require permits or licenses from the appropriate authority in charge.

Efforts shall be made to reduce the amount of runoff into the borrow pit. The objective is to avoid water build up that affects the physical stability of the slopes and also interferes with the drainage of the whole area. Erosion control measures will have to be undertaken in all aspects of pit operations including stockpiles and access roads. These measures include reduced slopes, seeding, and stockpile covers to protect stockpiles and the adjacent land.

Excavated areas should be kept in a safe and stable manner. No unstable block should be present. Preventative measures may be necessary during closure to construct adequate drainage structures including ditches and other structures to facilitate the movement of surface water and prevent damming. An assessment will need to be done when mining has ceased to determine if there is need for such measures.

This planning will assist in efficient extraction and rehabilitation and help to reduce costs and minimize the potential environmental impacts once borrow pit extraction is finished.

2) **Excavation**

During borrow pit extraction process, Excavation will take into account the following measures in order to facilitate effective site reinstatement:

- Ensure that excavation is accompanied by well-engineered drainage

- Topsoil is stripped and stockpiled away from other materials and is to be used only for reinstatement, once pit operations are complete
- Overburden soil (layer between topsoil and material of interest) to be used as a perimeter berm to direct drainage or stockpiled separately to backfill the pit
- Avoid or reduce to a minimum vegetation clearance
- Existing vegetation within the buffer area should provide some visual and physical screening of the pit operations
- The excavated area must serve as a final depositing area for the placement of overburden and unused material.
- Rocks and coarse material removed from the excavation must be dumped into the excavation simultaneously, as described in the previous paragraph. Waste will not be permitted to be deposited in the excavations.
- Once excavation parts that can be filled have been refilled with overburden, rocks and coarse natural materials and profiled with acceptable contours and erosion control measures, the topsoil previously stored shall be returned to its original depth over the area.

Preventative measures may be necessary during closure to construct adequate drainage structures including ditches and other structures to facilitate the movement of surface water and prevent damming. An assessment will need to be done when extraction has ceased to determine if there is need for such measures.

3) Rehabilitation

Below is the figure that show procedures to be taken during rehabilitation of previously extracted site, material will be backfilled in different layers as it is designed below:

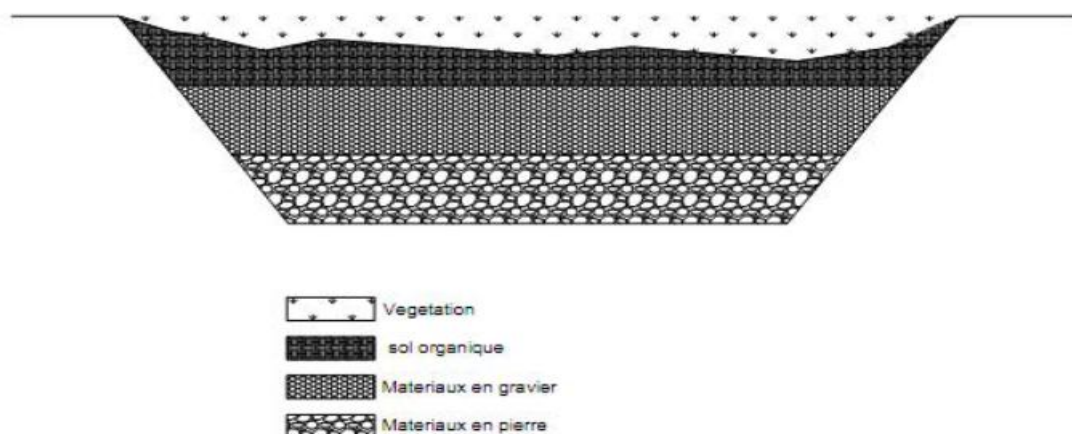


Figure 3: Borrow pit rehabilitation procedures

The area will be properly profiled and the slopes smoothened. This is done in order to improve the visual impact of the area and to simplify the management of runoff and improve slope safety.

Top soil is to be put back on the disturbed area, this is done in order to improve the agricultural purposes.

4) Site restoration

Overburden stockpiles and perimeter berms shall be placed on the excavated site and graded to the desired slopes and drainage paths. Reserved topsoil shall be spread on top of the overburden with more topsoil focused on sloping land (minimum depth on slopes: 150 mm). Suitable surface slopes together with drainage ditches and conduits as needed shall be constructed to prevent water from collecting at the site. Final slopes within the site shall be a maximum horizontal to vertical slope (H: V) of 3:1 or 33% grade.

The borrow pit operational site including access roads shall be thoroughly scarified as needed to help establish adequate vegetative cover. A minimum of 75% of vegetative cover shall be established and maintained following the first rains after reclamation. Particular focus shall be given to vegetation cover on the side slopes of the excavated area to minimize erosion. Any required seeding used shall be of local plant varieties.

If a reasonable assessment indicates that the reestablishment of vegetation is unacceptably slow, there may be need for the soil to be analyzed and any deleterious effects on the soil arising from the borrow pit, be corrected. The final rehabilitation takes into account that the borrow pit is located in an agricultural environment. The area shall be fertilized if necessary to allow vegetation to establish rapidly. The site shall be rehabilitated back to functional agricultural land.

The environment to be affected by the borrow pit extraction shall be rehabilitated back to previous functional land.

The affected environment shall be maintained in a stable condition that will not be detrimental to the safety and health of humans and animals and that will not pollute the environment or lead to the degradation. The rehabilitation activities shall require the site to be rehabilitated in such a manner that it is suitable for land owner.

If during the operation any unanticipated aspects occur, these should be assessed immediately and adequate mitigation measure will be implemented to minimize their effect at and after closure reshaping of the borrow pit will be done to ensure that soil stability, improved visual environment, faunal habitat and other related objectives are reached after site exploitation.

Annex 3: Individual Code of Conduct

Implementing Environmental, Social Health and Safety (ESHS) and Occupational Health and Safety (OHS) Standards.

Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH) and Violence against Children (VAC)

I, _____, acknowledge that sexual exploitation and abuse (SEA), sexual harassment (SH), Violence against Children (VAC) and other unethical behaviors are prohibited at workplace, while adhering to Environmental, Social Health and Safety (ESHS) standards and following the project's Occupational Health and Safety (OHS) requirements is a must at workplace. As an employee of contractor:.....operating in Sector; District in Rwanda, I acknowledge that sexual exploitation and abuse (SEA),sexual harassment (SH), violence against children (VAC) and other unethical activities, not adhering to Environmental, Social, Health and Safety (ESHS) standards and not following the project's Occupational Health and Safety(OHS) requirements on the work site, the work site surroundings, or the surrounding community constitute a violation of this *Code of Conduct*. I understand SEA, SH, VAC and other unethical activities, not adhering to ESHS standards and not following OHS requirements are grounds for sanctions, penalties or potential termination of employment. I pledge not to commit SEA, SH, VAC or other unethical offense, otherwise I will undergo the above punishments, including being pursued by prosecution.

I agree that while working on the project I will:

- Treat all persons, including children (persons under the age of 18), with respect regardless of sex, race, color, language, religion, political or other opinion, national, ethnic or social origin, gender identity, sexual orientation, property, disability, birth or other status.
- Commit to creating an environment which prevents SEA, SH, VAC and unethical practices and promotes this code of conduct. In particular, I will seek to support the systems which maintain this environment.
- **Not** participate in SEA, SH, VAC and other unethical activities as defined by this *Code of Conduct* and as defined under Rwandan law.
- **Not** use language or behavior towards women, children or men that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- **Not** participate in sexual contact or activity with anyone below the age of 18. Mistaken belief regarding the age of a child is not a defense. Consent from the child is also not a defense. I will not participate in actions intended to build a relationship with a minor that will lead to sexual activity.
- **Not** solicit/engage in sexual favors in exchange for anything as described above.
- Unless there is the full consent by all parties involved, recognizing that a child is unable to give consent and a child is anyone under the age of 18, I will not have sexual interactions with coworkers or any members of the surrounding communities. This includes relationships involving the withholding or promise of actual provision of benefit (monetary or non-monetary) to coworkers or community members in exchange for sex—such sexual activity is considered “non-consensual” under this Code.

- Reveal any case related to hiring children for domestic or other labor which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
- Always wear my personal protective equipment (PPE), in the correct prescribed manner, at all times when at the work site or engaged in project related activities
- Take all practical steps requiring employee compliance and adherence to implement the environmental and social management plan (ESMP) and any relevant instructions which will be provided by the employer in relation to Environmental and Social Safeguards requirements
- Not manifest any kind of robbery or theft of any kind at the workplace.
- Fully observe the principle of honesty, integrity, fair play and mutual respect at work
- Avoid soliciting or accepting any advantage from any persons to in turn secure ineligible benefits of any kind from the project
- Avoid using the employment position or any information made available to me in the course of my duties for not deserved personal gains or gains of any other persons.
- Ensure proper use, maintenance, safety and security of site property and materials.
- Always possess at my disposal a valid personal Health Insurance during employment period,
- Not be indulged in any form of interpersonal conflict such as fighting, insults, abuse of any sort, etc
- Observe working hours, avoid absenteeism without genuine reasons and fully work as required

I commit to:

- Adhere to the provisions of this code of conduct both on and off the project site.
- Attend and actively partake in training courses related to preventing SEA, SH and other unethical practices as requested by my employer.

If I am aware of or suspect SEA, SH and any other unethical practice, at the project site or surrounding community, I understand that I am encouraged to report it to the Grievance Redress Committee (GRM) for case proper follow up and handling. The safety, consent, and consequences for the person who has suffered the abuse will be part of my consideration when reporting. I understand that I will be expected to maintain confidentiality on any matters related to the incident to protect the privacy and security of all those involved.

Sanctions: I understand that if I breach this Individual Code of Conduct, my employer will take disciplinary actions which could include:

- Informal warning or formal warning
- Additional training.
- Loss of payment.
- Suspension of employment (with or without payment of worked days)
- Termination of employment.
- Report to the police, Rwanda Investigation Bureau (RIB) or other authorities as warranted.

I understand that it is my responsibility to adhere to this code of conduct. That I will avoid actions or behaviors that could be construed as SEA, SH, VAC and unethical practices. I will avoid any activity that

could hinder the implementation of Environmental, Social, Health and Safety (ESHS) standards and Occupational Health and Safety (OHS) requirements Any such actions will be a breach to this Individual Code of Conduct. I acknowledge that I have read the Individual Code of Conduct, do agree to comply with the standards contained in this document, and understand my roles and responsibilities to prevent and potentially report SEA, SH, VAC and other unethical issues, environmental damage, health and safety problems. I understand that any action inconsistent with this Individual Code of Conduct or failure to act mandated by this Individual Code of Conduct may result in disciplinary action and may affect my employment.

Done at, On/...../202..

For the Employee

Names:.....

Position:.....

Signature:.....

For the Employer

Names:.....

Position:

Signature:.....

Stamp

Annex 4: Grievance Redress Mechanism Log Frame Template

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

												Status +30 days	Status+ 60 days	Status+90 days

Annex 5. Template for consolidated report of GRCs activities

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

Annex 6: Reporting format of the ESMP implementation progress

- Sub/projects background (locations' description etc.,)
- Actual impacts including unforeseen effects of the project
- Level of staff awareness on operational issues relating to environmental performance
- Overall status of environmental performance
- List all challenges encountered so far during project implementation & lessons & learnt
- Provide photos and pictures that illustrate the changes onsite before intervention and after intervention)
- Recommendation for continual improvement

Impact predicted	Proposed mitigation measures	Indicator (Parameter to be measured)	Color coding	Sub-project	Findings/Remarks (Describe status of completion, Does this measure seem effective? suggest solutions where problems are encountered)
District ESSO				Date/Name of reviewer:	
TO BE COMPLETED BY MINEDUC Progress monitoring - main findings:				Status of ESMP on schedule/completed/ahead of time slightly delayed slightly delayed	

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

Annex 7: Emergency preparedness and response plan

Overview

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

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

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

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

The table below presents a summary of actions and responsibilities during emergency response for school construction activities under QBE Project Restructuring in Ngoma District.

Table 9:Emergency preparedness and response plan

S/N	Scenario requiring emergency preparedness	Emergency actions/response/control and preventive guidance	Responsible person	Resources Required (Equipment, materials, Personnel, etc.)
Hazard and risks				
1	Potential hazards and risks at site/workplace	Identifying existing or potential hazards and ensuring that these risks are removed; Conducts regular audits of the workplace; Employees may bring forward health and safety concerns to the site supervisor/Forman or to Employees' meetings through the Employees' supervisor/Forman	Environmental and Social Safeguard Officer (ESSO), School Construction Field Office (SCFO), District School Construction Engineer (DSCE), District Environment Officer (DEO), District Disaster Management Officer (DDMO) Contractor, Supervisor, School Head Teacher (HT) and Site supervisor or foreman/women	Risk assessment Checklist, Audit Checklist,
Emergency situations				
2.1	Personal medical emergency; examples for this situation include heart	Immediately ensure contact to emergency medical services (EMS) and that onsite first aid is administered until EMS Personnel/staff arrive;	Site supervisors/ Foreman Head Teacher (HT)	Employees' emergency contact information form

	attack, stroke, anaphylactic shock, personal injury at the work place	Ensure that the individual's emergency contacts are informed unless otherwise requested by the individual; Complete a detailed accident report and send it to MINEDUC	Contractor, Supervisor, ESSO's and SCFO	First aid kit Cell phone
2.2	Spontaneous dangerous events; this includes onsite fire, bomb threat, explosions, intruder threat, workplace violence, hazardous materials, suspicious packages etc.; off-site terrorist attack, hazardous materials within vicinity etc.	Immediately initiate appropriate response action (see Response Actions) See specific procedures	Foreman, HT, Contractor, Supervisor, RNP, RDF, Local Authority,	Emergency contacts
2.3	Advanced warning including severe and potentially hazardous weather conditions (e.g., storms, fire), Infectious disease outbreak	Discuss response plan with the construction engineer, environmental officer and Foreman or refer to previously assigned response plan; Ensure that all project Employees/workers are informed about the response, anticipated timeline for return to work, offsite meeting space, etc. Contact Employees through emergency contact information provided by each Employee	MINEDUC, ESSO, DEO, DDMO SCFO, HT, Foreman	Accurate Meteorological forecast data Employee emergency contact,

2.4	Non-life-threatening situations (power failure, technical failures)	Discuss response plan with the construction engineer, environmental officer and Foreman; Ensure that all project Employees/workers are informed about the response plan; If need be, contact employees through emergency contact information provided by each Employee	SCFO, DSCE, ESSO, DEO, DDMO, Contractor, Supervisor, HT and Foreman	Employee emergency contact, Emergency preparedness plan
Procedures				
3.1	Evacuation	When the Foreman as Emergency Coordinator (EC) alerts Employees and visitors to evacuate the project site; everyone: Stop working immediately and listen to the EC's instructions; Leave workstation immediately – do not stay behind to finish work; If possible secure confidential information, valuables and appropriate things but do not hesitate; Congregate at the assembly area (to be determined);	Foreman, HT, Contractor, Supervisor, Local Authority, SCFO, DEO, DDMO and ESSOs	

		If you are not in your regular work area, do not attempt to return to it; Emergency Coordinator or Foreman will make sure head count (including visitors) is done at that time at site; Assist visitors and others who require assistance (physical, language, etc.); After evacuation, the Emergency Coordinator or foreman will Vocally alert Employees of the emergency response (i.e. evacuation procedures); Delegate searchers to site to take head counts and ensure all have vacated the site; Delegate support for visitors or individuals requiring assistance Conduct an immediate risk assessment and send report to MINEDUC;		
3.2	Fire	If local fire is detected in the workplace the Foreman shall alert and evacuate Employees/workers immediately; Evacuate the building if you hear continuous whistle sounds;	Foreman/woman, HT, Contractor, Supervisor, SCFO, ESSOs, and	Whistle First aid kit, Sand and water to cease fire

		Remain calm, if possible secure confidential information, valuables when evacuating but do not hesitate; Congregate at the assembly area; If you are not in your work area/site, do not attempt to return to it	DDMO	
3.3	Suspicious Package	If you see a suspicious package, do not touch the package; Clear the immediate area where the package was found; Employee/workers move away from package and notify Foreman/Forewoman and tell them where the suspicious package was discovered, what the suspicious package looks like, employee/worker's name and telephone number; If ordered to evacuate follow evacuation instructions	Foreman/Forewoman, HT, Contractor, Supervisor, RDF, RNP, ESSOs, Local Authority	PPEs Emergency contact Cell phone,
3.4	Persons with disability	Individuals who are unable to reasonably exit the site on their own during an emergency are asked to fill out a form notifying Foreman, Environmental and Social Safeguard Officer, and construction officer;	Foreman/Forewoman, HT, Contractor, Supervisor, ESSOs, SCFOs	Employee emergency information form

			DDMO	
Storm				
4.1	Before a storm	Seek information on the risk of storms in the area where you are staying and on the established protective and rescue measures;	Foreman/woman, HT, Contractor, Supervisor, ESSOs, DEO, DDMO and SCFOs	National Risk Atlas of Rwanda
4.2	When the storm is imminent	Move inside all furniture and other objects likely to be swept away by the wind or water; Keep calm and avoid panic; Assemble everyone in the emergency shelter specially equipped for this situation; Follow the instructions given by the authorities and by the intervening bodies, especially as regards the evacuation of people. If it is necessary to evacuate, cut off water and electricity supplies; If caught by the storm whilst outside or in a vehicle, leave the vehicle and seek refuge in the nearest building;	Foreman/woman, HT, Contractor, Supervisor, ESSOs, DEO, DDMO, SCFOs, and Local Authority	PPEs, Cell phone

		During a thunderstorm protect yourself from lightning by keeping away from metal objects, switching off the electricity supply, and telephone; Avoid standing up in an elevated area or sheltering under a tree.		
4.3	After a storm	Keep calm and do not panic; Stay inside the building in which you have sheltered. Do not use vehicles because of traffic problems and danger from damaged buildings and roads; Follow the radio, television, website, and authorities' instructions; Only use the telephone in an emergency; Check to see if there are people nearby which are wounded or in difficulty and assist them; Do not go near, touch or use damaged electrical installations, cables and wires and alert the relevant authorities of the damage. The same applies to ruptured water or sewers;	Foreman/woman, HT, Contractor, Supervisor, ESSOs, DEO, DDMO, SCFOs, and Local Authority	Emergency contact numbers, Cell phone, PPEs
	During a Thunderstorm	Do not be or stand next to - tallest object in the area; Do not stand near wire fences or other metal objects that could conduct electricity; Do not stand in or near water;	Foreman/Woman, HT, Contractor, Supervisor,	Sign posts with printed instructions PPEs

		Do not seek shelter in open areas; Avoid touching any metal; Avoid using the telephone or any electrical appliances;	ESSOs, DEO, DDMO SCFOs and Local Authority	
Warning systems				
5.1		The foreman will blow a whistle to alert the construction site workers in case of emergency that requires attention, evacuation, etc.	Foreman/woman, HT, Contractor, Supervisor	Whistle
Response Equipment/ materials				
6.1	Lack of facility to cease fire	Avail enough sands and water to be used in case of fire accidents; Proper collaboration with Police department of fire brigade in case of emergency response that is beyond site capacity to cease fire	Foreman/woman, HT, Contractor, Supervisor	Sand and Water
6.2	Lack of First-Aid facilities	First aid kits to be kept onsite all the time and checked on regular basis. The kits shall be equipped with all recommended content (cotton, ointment, scissors, bandage, alcohol, antibiotics, disposable gloves, disposable mask, painkiller, Band-Aid/sticking plaster)	Foreman/woman, HT, Contractor, Supervisor, SCFO,	Fully equipped First Aid Kit

		The school construction field officer, environmental and social safeguard officer and foreman will assign two people among employees/workers for each site to take the responsibility to use the first aid kit. The team will ensure the kit users are equipped with basic knowledge to use the kit through collaboration with a nearby health center.	ESSO	Two selected people from employees
Employees training				
7.1	Unprofessional behavior at work place and lack of basic ergonomics	Employee/Workers, and visitors will be oriented to the Emergency Response Plan and notified of any updates; Employee will undertake regular drills in order to be prepared in the event of a real emergency; Employees meetings will regularly address potential emergency concerns and responses	ESSO, SCFO DDMO, Contractor, Supervisor, HT and Foreman/women	Awareness message on banners and wall charts posted onsite; Regular toolbox meeting and training; Logbooks and pens
Essential project Documents				
8.1	Damage of essential project documents	Hard Files. All essential project documents will be stored and kept in safe place. These documents would be considered essential to the project operations and would cause considerable inconvenience if lost or damaged.	Foreman/woman, HT, Contractor, Supervisor	Metallic or wooden box Cupboard or closet

		These include <i>drawing designs, safeguard documents, construction manuals, code of conduct, contracts of workers, log books /registers, card stock, etc.</i>		
Emergency Contact List				
9.1	Lack of emergency contact list	All Employees will be asked to complete a confidential emergency contact information form. The form will be kept secure and confidential by the site Foreman and used only in the event of an emergency. The emergency telephone number of police and ambulance, will be displayed and clearly seen by everyone on sign post at work area/site	Foreman/woman HT, Contractor, Supervisor, SCFO and ESSO	Register, logbooks Wall charts

Annex 8. Incident Report (IR)

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

INCIDENT DETAILS

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

INJURED PERSON NAME:	.....
INJURED PERSON: Date of Birth	.....
DATE OF INCIDENT:	.....
TIME OF INCIDENT (example: 11:55 AM)	.....
WEATHER CONDITIONS:	.....
OCCUPATION:(supervisor etc)	.....
EMPLOYER NAME	 UNSKILLED ☐ OTHER ☐
EXPERIENCE IN CURRENT OCCUPATION	.....
Injured Person Signature	
Employee Signature (if different)	
Witness Signature	

Annex 9: Employee's Emergency contact information form

Employee information

First name:

last name:

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

.....

Identification number:

.....

Home address:

Cell:..... Sector: District:

.....

Any disability or chronic disease (specify):

.....

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

Emergency contact name

Primary contact
name.....

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

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

☐ Same address/phone as employee

Emergency contact name

Primary contact
name.....

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

Home address: Cell: Sector: District:

☐ Same address/phone as employee

Comment

--

.....

.....

Employee's name

Signature

Date

Annex 10: Environmental and Social Screening Checklist

This checklist is to be used during the confirmation of school sites that will benefit from the construction of classrooms and latrines as a result of QBE project restructuring. It is designed to be user-friendly and aligned with Environmental and Social Safeguard requirements. The checklist format aims to capture localized impacts from the construction activities and to support the design of appropriate mitigation measures.

LOCATION OF THE SUBPROJECT				
Location	District	Sector	Cell	Village
Co-ordinate (GPS)	X:	Y:	Z:	
School name and administration				
School name:				
School code				
Headteacher Names				
His/her phone number				
School Ownership	Public School ☐ Government aided ☐			
	If the school is a GA, specify the owner:			
Number of students in a gender segregated way	Male: Female: Total:.....			
Number of old classrooms/latrines	Old classrooms under use: Old latrines in use: Old classrooms not in use: Old latrines not in use:			
Number of confirmed classrooms and latrines	Proposed classrooms: Confirmed classrooms: Proposed latrines: Confirmed latrines: (.....for Male/ for Female)			
Grade with double -Shift Schooling	..... .....			

ENVIRONMENTAL AND SOCIAL SCREENING GUIDING QUESTIONS

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

- a) Will the sub-project restrict people's access to natural resources at any time before, during, or after construction?
If yes, what plans are available to provide additional resources to meet increased permanent and temporary needs of local populations?
- b) Will be there additional demands on natural resources as a result of the sub-project implementation?
If yes, explain
- c) Will the sub-project affect downstream users of resources, especially water resources?
If yes, how will those resources be protected?
- d) Will the sub-project affect land use, or require leases, or changes in tenure?
If yes, what measures will be undertaken?
.....
- e) Will the sub-project create jobs locally?
If yes, will this include what percentage (%) of work for local women and the youth?
.....
- f) Will the sub-project require outsourcing of casual workers out of the project intervention area?
If yes, explain how the impact from labor influx will be minimized
.....
- g) Will the sub-project outputs be targeted to meet the needs of vulnerable groups in the community (e.g: elderly or PWDs)?
If yes, provide more details
.....
- h) Is the sub-project site culturally or archaeologically sensitive?
If yes, explain how,.....
.....
- i) Is the sub-project site a place of worship?
- p) Is a sub-project site located in or nearby a cemetery or memorial area?
If yes, how far it is from the project site (estimate in m/km)?
.....
- q) Will the sub-project result in destruction of assets and crops?
If yes, provide details of assets and crops (types and quantity) that will be destroyed by the sub-project implementation
.....

- r) Will the sub-project result in the loss of primary residential structures and consequently involuntary resettlement?
If yes, what measures will be undertaken?
- s) Is the land available for classroom and latrines construction owned by the government, a private individual, or a church? Please specify the landowner. In the case of church-owned land, kindly specify the name of the church
- t) Is the identified land enough for classrooms/latrines constructions or more land will be acquired? If additional land will be acquired, please estimate the size of additional plot in sqm.....
- u) Will the sub-project affect access to services or facilities (e.g: schools, health posts, water points, roads,...)? If yes, how will this be addressed?.....
- v) Are there any ongoing disputes or conflicts regarding land ownership or usage at the site?.....
If yes, explain how they will be resolved before construction begins.....
- w) Will there be any risks of Gender-Based Violence (GBV), child labor, or sexual exploitation and abuse (SEA) related to the labor force?.....
If yes, what prevention and response measures will be put in place?.....
- x) May daily school activities experience disruption due to noise, dust, or traffic during construction?.....
If yes, how will those risks be mitigated?.....

2. Biophysical/ landscape impacts (Yes or No)

- a) Is the local vegetation at sub-project site mainly forest, swamp vegetation, or farmland?
Please specify
.....
- b) Will the direct or indirect effects of the sub-project change the vegetation cover?
.....
If yes, provide more details.....
- c) Will the sub-project affect endangered species in the area?
If yes, provide more details.....
- d) Is the sub-project site environmentally classified as sensitive area?
If yes, provide more details.....
- e) Will any vegetation be removed or will any surface be left bare?.....
.....
If yes, what will be the impact of clearance?
.....
- f) Will quarries or borrow pits be newly opened for the sub-project implementation?
.....
- g) Will the project result in loss of biodiversity or disruption of wildlife habitats?.....

If yes, explain mitigation strategies.....

- h) Will the sub-project involve excavation or leveling of land that might impact slopes, hillsides, or watercourses?.....
If yes, describe erosion control measures planned.....
- i) Are there any wetlands or protected ecosystems near the sub-project site?.....
If yes, how far (in meters) and what precautions will be taken to protect them?.....
- j) Will the project result in soil contamination or long-term degradation of land quality?.....
If yes, what are the planned mitigation measures?.....

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

- a) Will the sub-project generate waste products (including increased sewage or solid wastes)?
If yes, provide details and what measures will be undertaken?
.....
.....
- b) Are there any identified dumping sites for solid and liquid wastes?
If yes, where will be the dumping sites?
- c) Is there any site-specific-erosion plans and sediment-control plans for the sub-project site?.....
If yes, provide more details.....
- d) Will the sub-project or its waste disposal affect the quality of local streams or the groundwater?
If yes, what steps are planned to minimize sedimentation and siltation in streams and contamination of groundwater?
- e) Will toxic chemicals (e.g., herbicides, oils spills, paints, and other hazardous chemicals) be used or disposed of along the route of sub-project?
If yes, what the measures will be undertaken.....
...
- f) Will hazardous substances (e.g., large quantities of fuels) be used or stored in the sub-project area?
If yes, what plans are there to contain these substances? How will fuel, oil, or other hazardous chemicals be delivered, transferred, and stored to prevent leaks from contaminating the soil, streams or beaches?.....
- g) Will the sub-project create dust or noise problems?
- h) Will the sub-project reduce safety for pedestrians, including children and old people?
If yes, what plans are there to minimize these impacts?

-

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

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

 j) Will construction activities increase sediment runoff into nearby water bodies during rainy seasons?.....
 If yes, what sediment control measures (e.g., silt fences, retention basins) will be implemented?.....
 k) Will temporary toilets or latrines be provided for workers during construction?.....
 If yes, how will they be managed to avoid contamination of soil or water?.....
 l) Will air emissions from vehicles, machinery, or incineration be significant?.....
 If yes, what emission-reduction measures are planned?.....
 m) Is there a risk of construction waste being burned on-site?.....
 If yes, what steps will be taken to prevent air pollution from burning?.....

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

- a) Will there be a water logging problem at the sub-project site?
 If yes, what steps will be taken to control disease vectors, especially mosquitoes?

 b) Is the environment at the sub-project site naturally unstable (i.e., in an area prone to erosion, in an area of known earthquake or landslip activity, in an area prone to severe storms, floods, or droughts, thunderstorms)?
 If yes, what plans are there to protect the development against these natural hazards?

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

 d) Will the construction site have the necessary equipment and materials (e.g., water, sand, detergent, acid, or alkali) on hand to respond immediately to fires or hazardous spills?....., Please, provide more explanation based on the response provided.....

- e) Will first aid kits, emergency contact lists, and fire assembly points available on-construction site?.....
 If yes, provide details of health and safety arrangements.....

- f) Will children or community members have access to the construction site during works?.....
 If yes, what safety barriers or community awareness measures will be implemented?.....

5. Infrastructure and Services (Yes or No)

- a) Is the proposed site connected to public utilities (e.g., water supply, electricity, internet, sewage system)?.....
 If yes, list the public utilities currently available at the school:

 ...
- b) If not connected to public utilities, are there plans or nearby access points for future connection to these utilities?.....
 If yes, provide estimated distance and responsible party for connection:

 ...
- c) Is there a functioning water storage facility (e.g. tanks, rainwater harvesting systems) at the school?.....If yes, provide its number and capacity

 ...
- d) Is there a designated waste collection system or regular waste pickup service available at proposed construction site?.....
 If yes, describe how waste is collected and managed:

 ...
- e) Is there a perimeter fence, gate, or other security infrastructure at the school?.....
 If yes, describe its conditions:.....
- f) Is there road access to the construction site suitable for delivery of construction materials and equipment?.....
 If not, what arrangements will be made for transport access?.....
- g) Is the land large enough for the proposed and future school infrastructure?

 If not, where will new facilities be built?

- h) Based on the slope, is a retaining wall necessary to protect new structures from landslides or erosion?
- i) Does the school have a standardized girls' room? (privacy location, self-contained...).

Done at, on/...../2025

Team Members

S/N	NAMES	POSITION	INSTITUTION	SIGNATURE
1				
2				
3				
4				

Annex 11: List of people consulted in Ngoma District

LIST OF CONSULTED STAKEHOLDERS FOR CONSTRUCTION OF ADDITIONAL CLASSROOMS AND LATRINES IN NGOMA DISTRICT UNDER RWANDA QUALITY BASIC EDUCATION FOR HUMAN CAPITAL DEVELOPMENT PROJECT RESTRUCTURING

SN	Names	Sex	Position	Institution	Signature
1	KABERUKA Alphonse	Male	Headteacher	EP Rubaga	
2	NOTABAZI Pierre	Male	SEI	Rukumbiri sector	
3	Pastor MUGAMBI Gustave	Male	Headteacher	EP Mugamba	
4	UMIZIYIMANA Saphole	Female	Headteacher	EP INGANZI	
5	Makaza Athanase	Male	Headteacher	GS Tarama TSS	
6	MURWANASHAKA Faustin	Male	Headteacher	EP KABIMBA	
7	Padri MANIRATO Jean Damascene	Male	Headteacher	GS Bare	for Bure
8	MURENZI Theophile	Male	Headteacher	GS Ndekwe	TSSH
9	MUZIGURA Felix	Male	H/teacher	GS GATHAMATIS	
10	NIYONZIMA ERIC	male	H/Teacher	EPI RUGARA GARA	
11	NYILIMPETA Donat	Male	SEI	RUKIRA sector	
12	NSHIMIYIMANA Ernest	Male	SCFO	NGOMA District	

LIST OF CONSULTED STAKEHOLDERS FOR CONSTRUCTION OF ADDITIONAL CLASSROOMS AND LATRINES IN NGOMA DISTRICT UNDER RWANDA QUALITY BASIC EDUCATION FOR HUMAN CAPITAL DEVELOPMENT PROJECT RESTRUCTURING

SN	Names	Sex	Position	Institution	Signature
1	NSHIMIYIMANA Patrick	M	Headteacher	EP Ngara	
2	RUGIZANIRWA Felix	M	Headteacher	GS KARUKUZI BATT	
3	NIYOMUGABO Elyse	M	Headteacher	GS NTAGA	
4	TWAGIRAYESU J Baptiste	M	Headteacher	EP NYIMBU	
5	MUKANSE NGIRUMANA Euphémie	F	DOS	GS GATHURIRE	
6	NIYONZIMANA Justin	M	Headteacher	GS NYINYA	
7	MUKASHARANGABO Agnes	F	DOS	GS GATHAMATIS	
8	MURENZI Valens	F	SCE	NGOMA District	
9					
10					
11					
12					

Annex 12: Pictures related to community consultation



Community Consultation on Project Implementation Arrangement in Rukira Sector



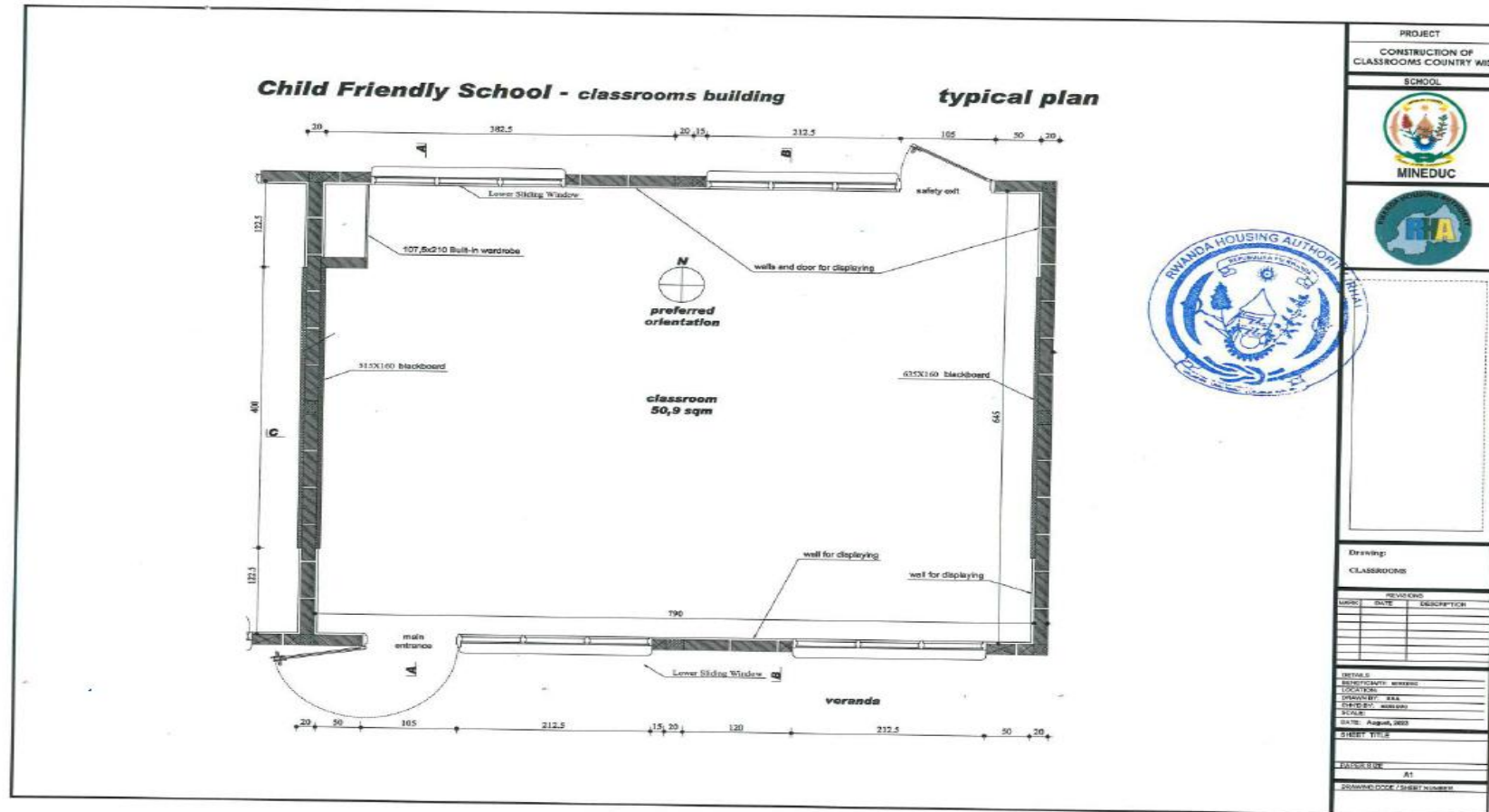
Community from REMERA Sector being briefed on employment opportunity during school construction activities

Annex 13: Drawings related to projects

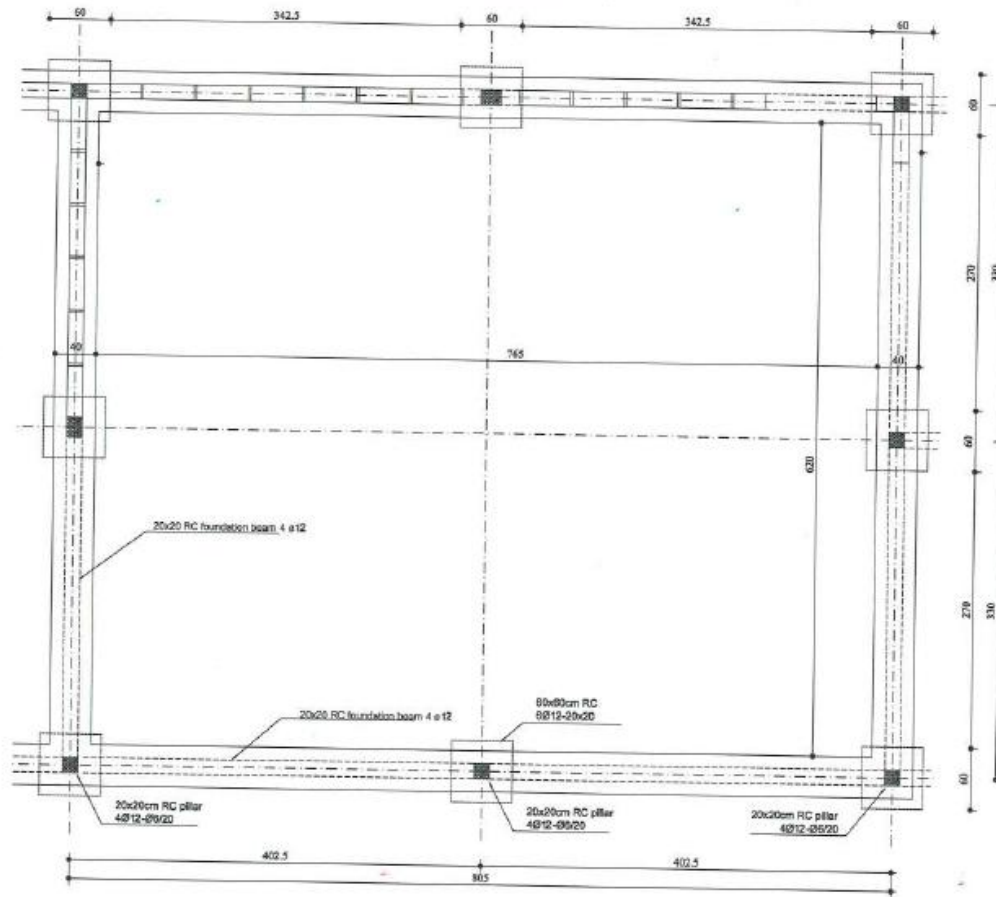


UPDATED SINGLE
CLASSROOMS DRAW

DRAWING - SINGLE CLASSROOMS



Child Friendly School - classrooms building



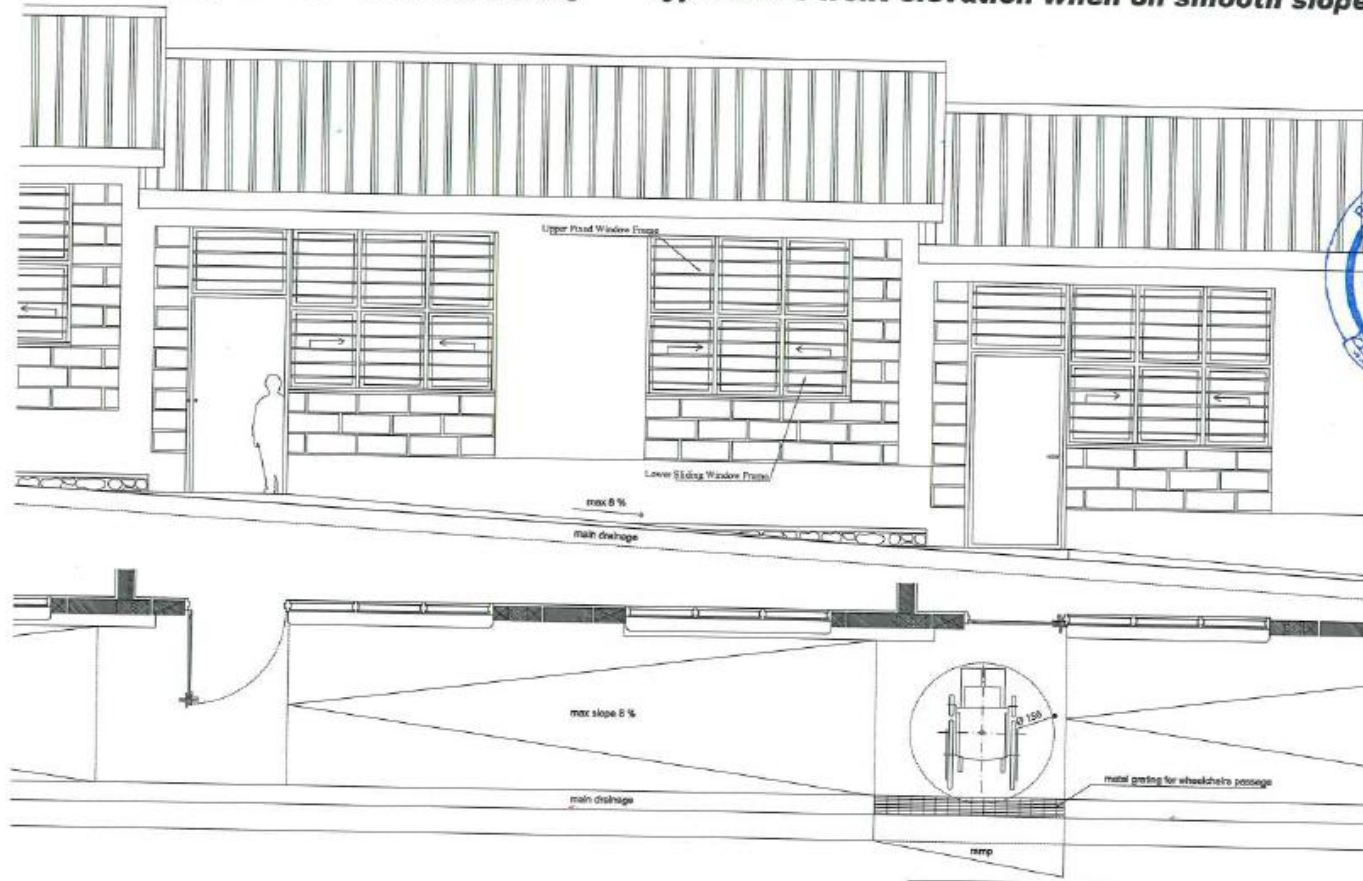
typical plan foundation



PROJECT																				
CONSTRUCTION OF CLASSROOMS COUNTRY WIDE																				
SCHOOL																				
 MINEDUC																				
 RWANDA HOUSING AUTHORITY																				
Drawing: CLASSROOMS																				
REVISIONS <table border="1"> <thead> <tr> <th>NO.</th> <th>DATE</th> <th>DESCRIPTION</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			NO.	DATE	DESCRIPTION															
NO.	DATE	DESCRIPTION																		
DETAILS MINISTRY OF EDUCATION LOCATION DRAWN BY: BWA CHECKED BY: MINEDUC SCALE DATE: August, 2023																				
SHEET TITLE																				
FACILITY NAME BT																				
DRAWING CODE / SHEET NUMBER																				

Child Friendly School - classrooms building

typical N-S front elevation when on smooth slope

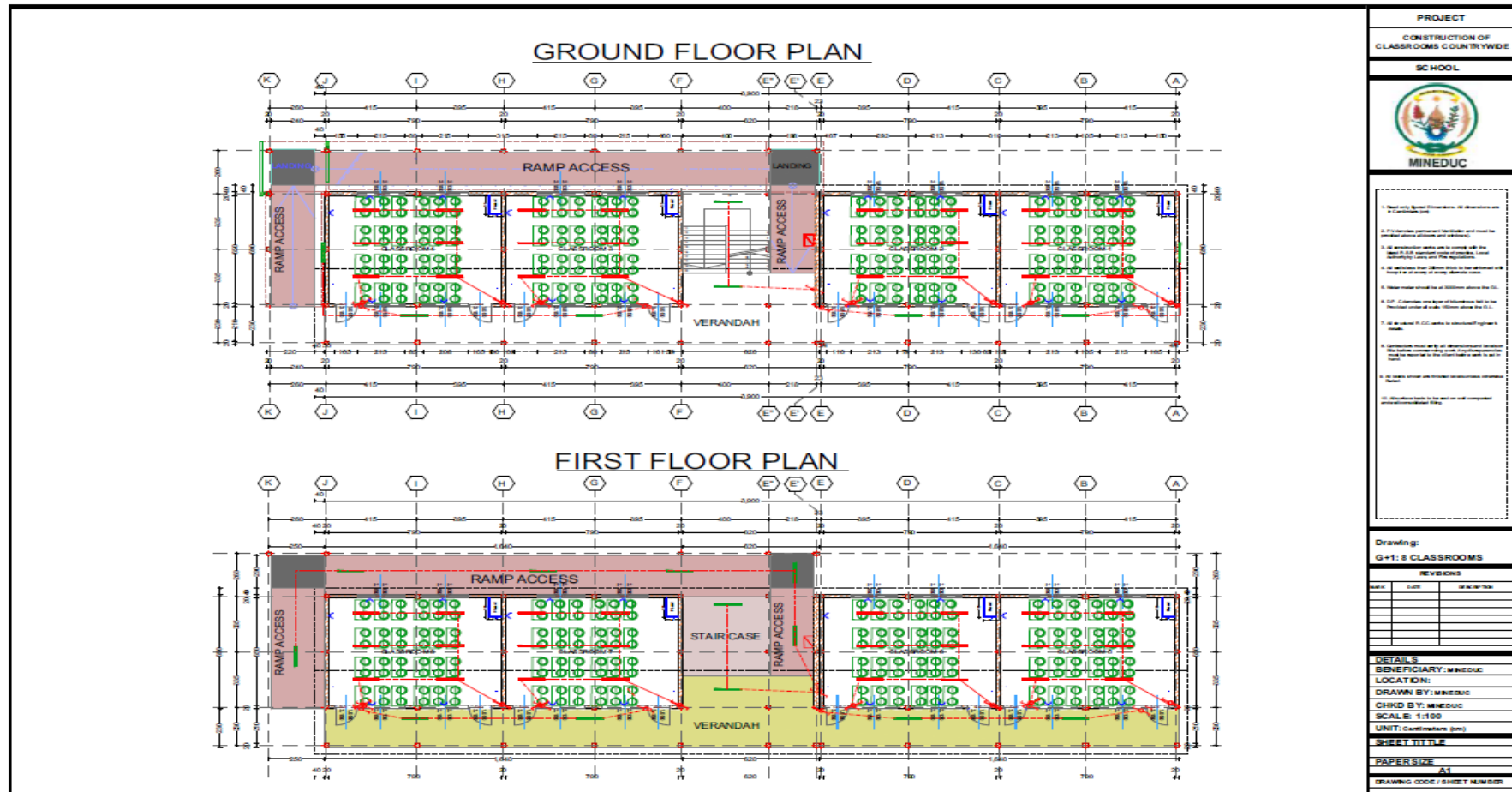


PROJECT		
CONSTRUCTION OF CLASSROOMS COUNTRY WIDE		
SCHOOL		
MINEDUC		
RWA		
RWANDA HOUSING AUTHORITY (RHA)		
Drawing:		
CLASSROOMS		
REVISIONS		
NO.	DATE	DESCRIPTION
DETAILS		
DESIGNER: M. MURRAY		
LOCATION: KIGALI		
DRAWN BY: M. MURRAY		
CHECKED BY: M. MURRAY		
DATE: August, 2023		
SHEET TITLE		
PAPER SIZE		
A1		
DRAWING CODE / SHEET NUMBER		

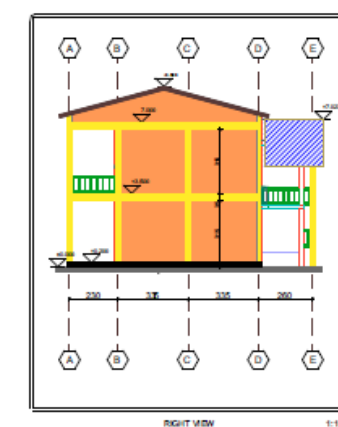
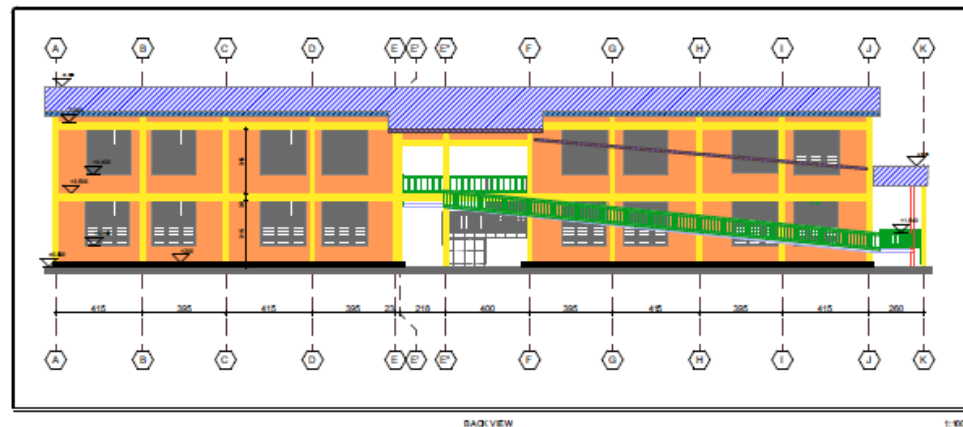
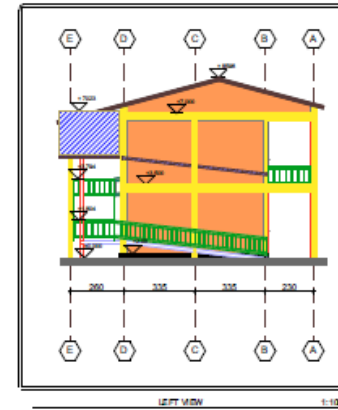
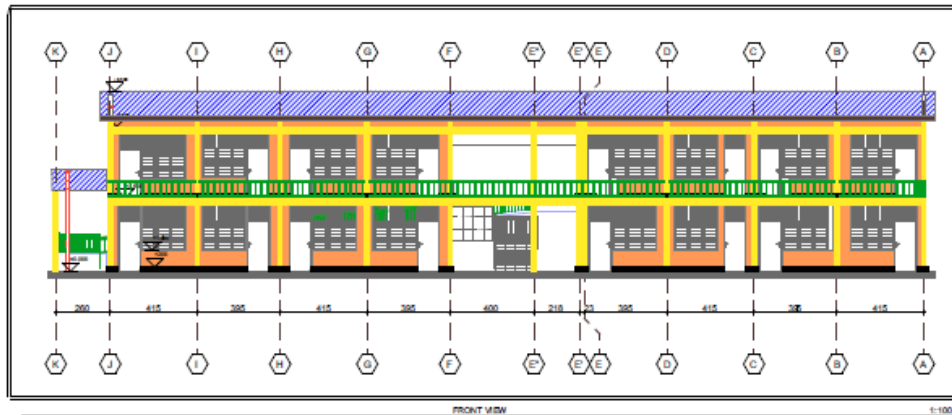


UPDATED
DRAWINGS FOR G+

DRAWING – G+1 CLASSROOMS



BUILDING ELEVATION



PROJECT

CONSTRUCTION OF
CLASSROOMS COUNTRYWIDE

SCHOOL



1. Read and Understand the Instructions and the Conditions.
2. The student must identify the building and must be able to explain its structure and function.
3. All construction work must be done in accordance with the laws and regulations of the country. Local authorities must be consulted.
4. All drawings must be done in black ink on white paper and must be clear and legible.
5. The student must be able to explain the function of the building.
6. The student must be able to explain the function of the building.
7. All drawings must be done in black ink on white paper and must be clear and legible.
8. The student must be able to explain the function of the building.
9. The student must be able to explain the function of the building.
10. The student must be able to explain the function of the building.

Drawing:

G+1: 8 CLASSROOMS

REVISIONS

NO.	DATE	DESCRIPTION

DETAILS

BENEFICIARY: MINEDUC

LOCATION:

DRAWN BY: MINEDUC

CHKD BY: MINEDUC

SCALE: 1:100

UNIT: Centimeters (cm)

SHEET TITLE

PAPER SIZE

A1

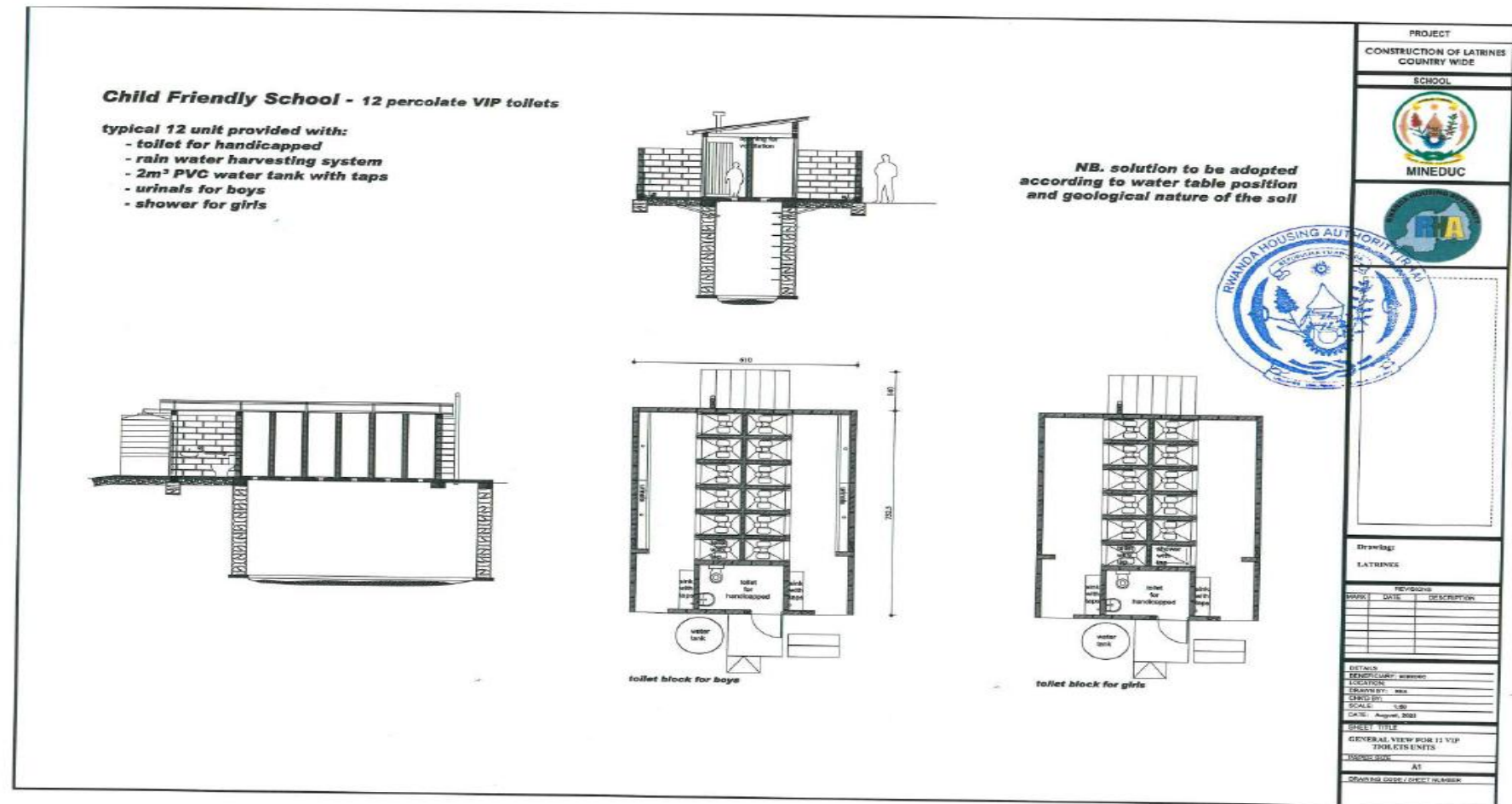
DRAWING CODE / SHEET NUMBER



12&8

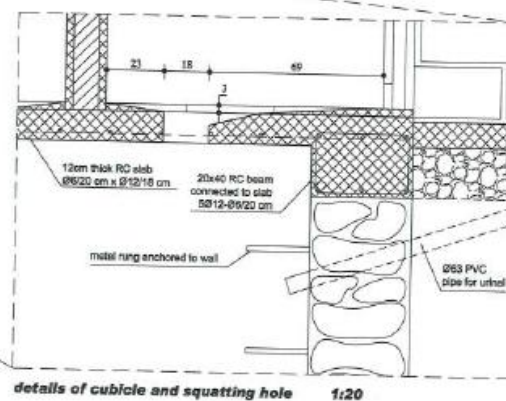
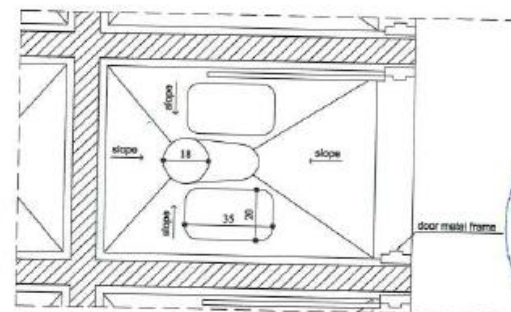
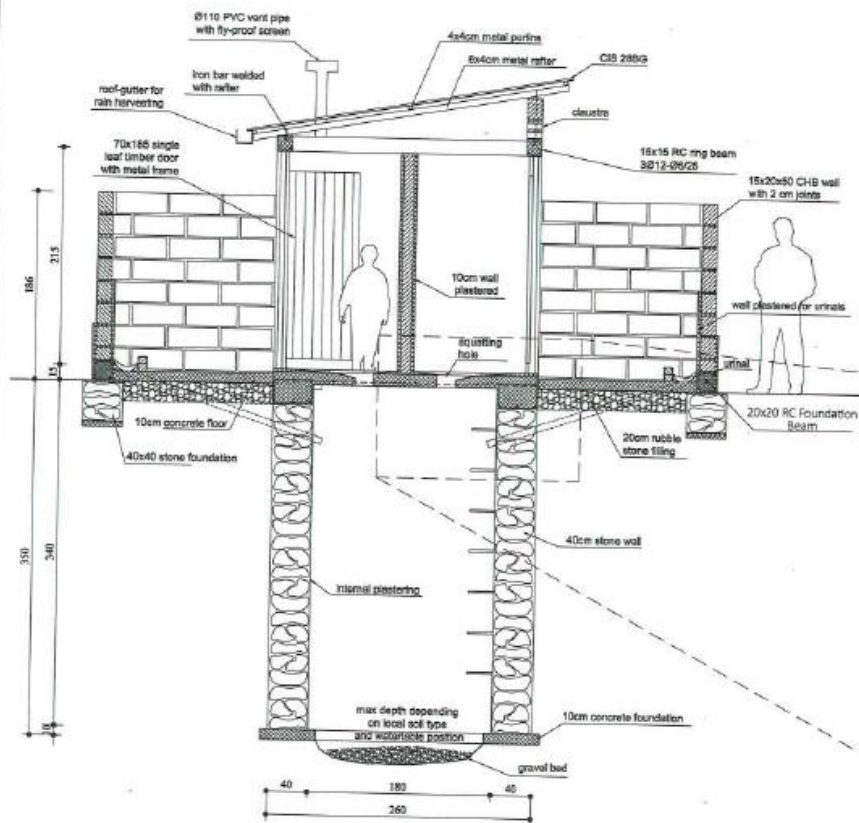
Latrines_School.pdf

DRAWING – BLOCK OF 12 LATRINES



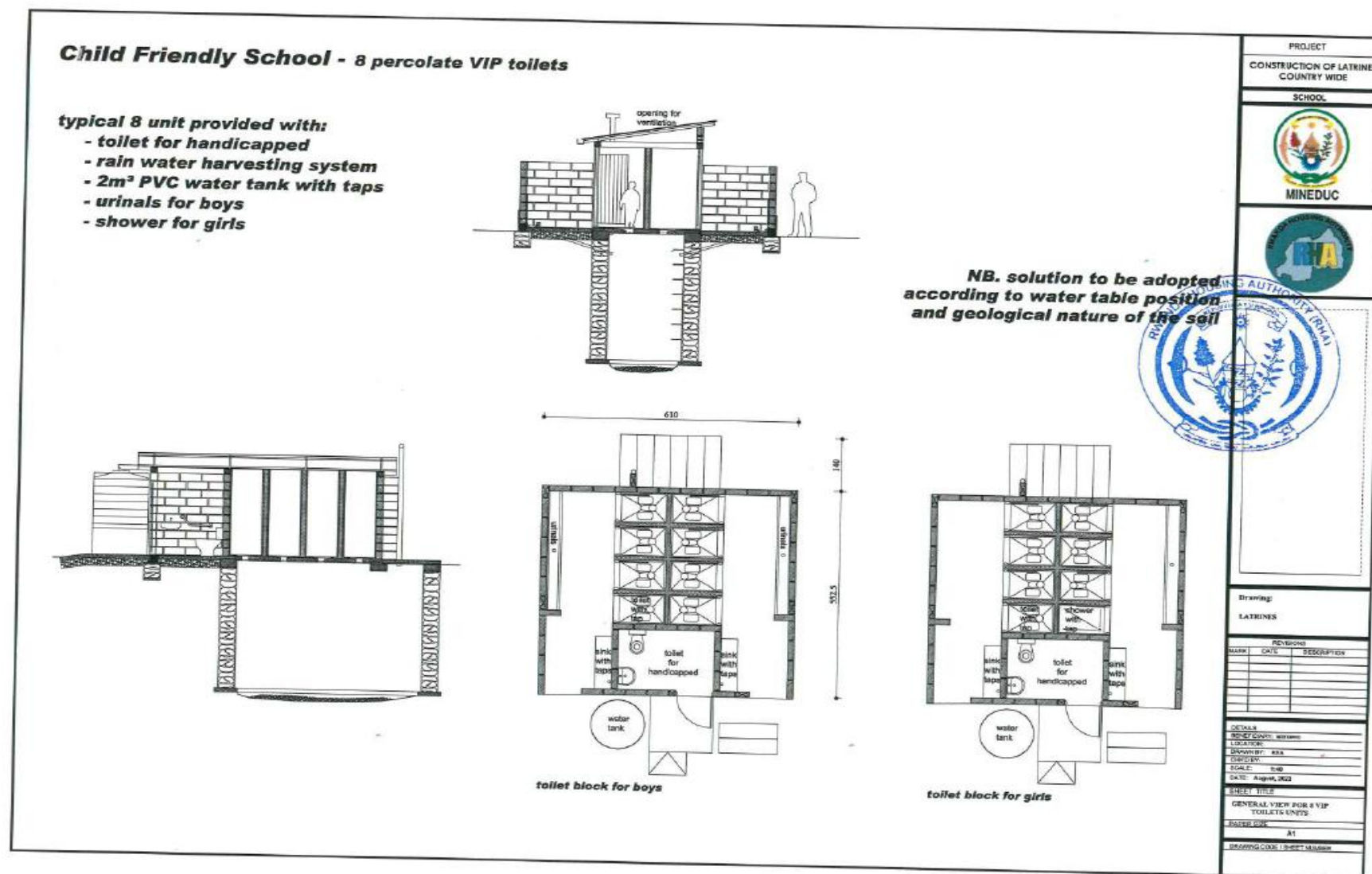
Child Friendly School - 12 percolate VIP toilets

typical crossing section through pit



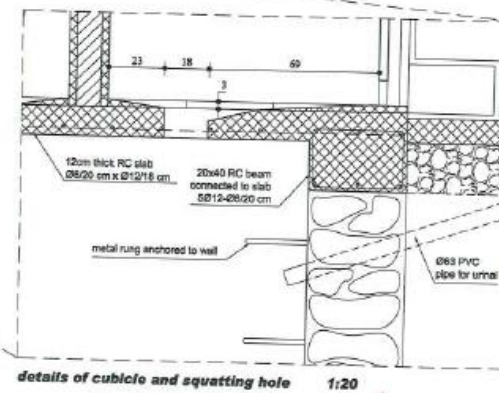
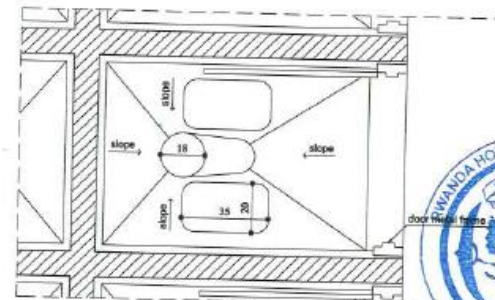
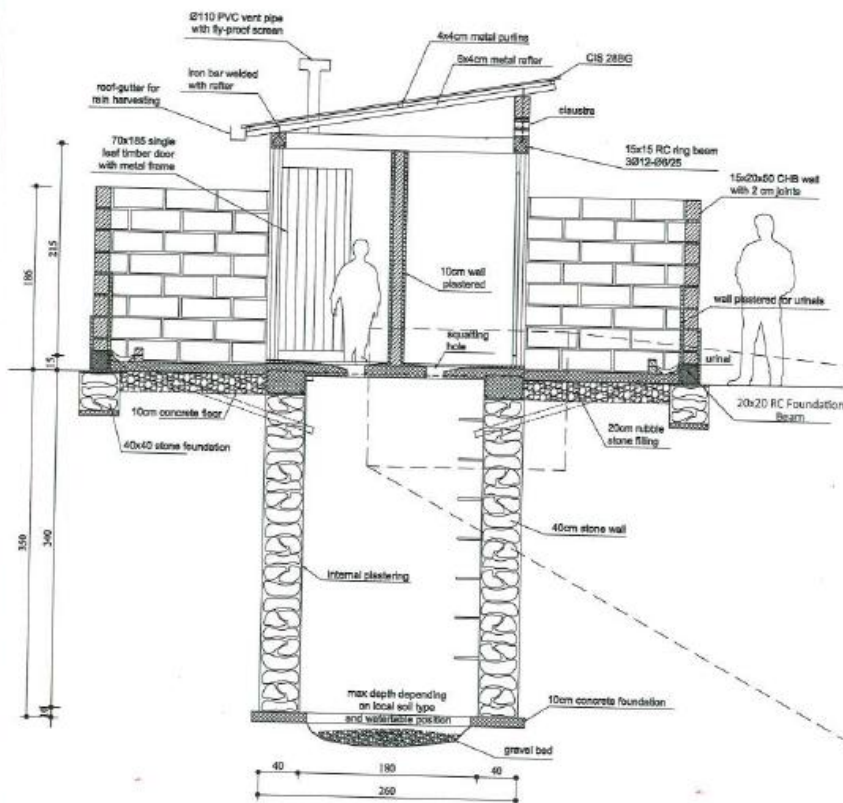
PROJECT CONSTRUCTION OF LATRINE COUNTRY WIDE		
SCHOOL		
 MINEDUC		
 		
Drawing: LATRINES		
REVISION		
NO.	DATE	DESCRIPTION
DETAILS SUCCESSFULLY ☒ ENDING LOCATION _____ DRAWN BY <u> RGA </u> CHECK BY _____ SCALE <u> 1:10 </u> DATE <u> August 2020 </u>		
SHEET TITLE CROSS SECTION FOR 12 UNITS		
PAPER SIZE		A1
DRAWING CODE <u> SHEET 1 HEADS </u>		

DRAWING – BLOCK OF 8 LATRINES



Child Friendly School - 8 percolate VIP toilets

typical crossing section through pit



PROJECT
CONSTRUCTION OF LATRINES
COUNTRY WIDE

SCHOOL



Drawing:
LATRINES

REVISIONS

NO.	DATE	DESCRIPTION

DETAILS
BENEFICIARY: MINEDUC
LOCATION:
DRAWN BY: MSA
CHECKED BY:
SCALE: 1:20
DATE: August 2013
SHEET TITLE
CROSS SECTION FOR 8 VIP
TOILETS UNITS
PAPER SIZE
A1
DRAWING CODE: A10012-0000

Annex 14: Contract _Masons_Helpers



Repubulika y'u Rwanda
Intara y'Iburasirazuba
Akarere ka Ngoma

UMURENGE WA

AMASEZERANO Y'IGIHE GITO CONTRACT FOR TEMPORARY WORKS	
Umushinga wa Guverinoma y'u Rwanda iterwamo inkunga na Banki y'Isi, Leta ihagarariwe na Minisiteri y'Uburezi, Umurenge wa, Uhagarariwe n'Umunyamabanga Nshingwabikorwa usinye amasezerano y'igihe gito na Bwana/ Madamu, ufite Numero y'Irangamuntu, Umukozi azaba akora: (umufundi, Umuyede...)	Government Project under Financial Support of World Bank, Government represented by Ministry of Education, the Sector of represented by Executive Secretary enter into contract with Mr/ Madam with Identity Card No: Type of worker: xxxxxxxxxx (Ex: Mason, Helper ..etc)
Ingingo ya 1: Icyo Amasezerano agamije Amasezerano agamije guhabwa umukozi ukora mu gikorwa cyo kubaka imikingo ku nyubako z'amashuri.	Article 1: Purpose of this contract This contract is for worker who participates in construction works of retaining walls.
Ingingo ya 2: Aho igikorwa kizabera Igikorwa cyo kubaka imikingo kizabera ku ishuri riri mu Karere ka, Umurenge wa, Akagali ka, Umudugudu wa	Article 2: The place of work Construction Works of retaining walls will be done at School located in District Sector, ... Cell, ... Village
Ingingo ya 3: Inshingano z'Umukozi ✓ Umukozi afite inshingano zo kubahiriza imirimo ijyanye n'akazi yasabye;	Article 3: Obligations of Employees ✓ To respect obligations in line with your duties;

✓ Kubahiriza amasaha y'akazi nk'uko itegeko ry'umurimo ribiteganyye; ✓ Kwita ku bikoresho by'akazi ahabwa, kubikoresha neza no kwirinda ko byakoreshwa nabi; ✓ Igihe umukozi ahagaritse akazi, ugomba kubimenyesha umukoresha wawe mbere y'iminsi (5) mu nyandiko; ✓ Kubahiriza ibikubiye mu Mabwiriza Ngenga Myitwarire uzashyiraho umukono	✓ To respect working hours as it is stipulated in labor law; ✓ All consigned equipment and materials given shall be paid attention and well used and protected; ✓ In case the employee resigns from job, he/she shall inform the employer in written form five (5) days before resignation, ✓ To respect Code of Conduct which you must sign.
Ingingo ya 4: Inshingano z'Umukoresha ✓ Umukoresha agomba kwishyura umukozi umushahara ujyanye n'akazi yakoze nk'uko amategeko abiteganyye; ✓ Umukoresha agomba guha umukozi amabwiriza ajyanye n'inshingano ze mu kazi kugira ngo nawe abashe kubahiriza inshingano ze, ✓ Umukoresha agomba kubahiriza amategeko yose agenga umurimo mu Rwanda; ✓ Igihe umukozi akomerekeye mu kazi bigomba guhitwa bimenyeshwa urwego rwatanze ubwishingizi;	Article 4: Obligations of Employer ✓ In accordance with labor laws and regulations, the employer shall pay the salary for the employee and execute all the relative provisions; ✓ The employer must provide the necessary instructions to guide and supervise the employee to fulfill his/ her duties; ✓ The employer shall respect all the current labor laws and regulations; ✓ In case the work injury occurs to the employee, the employer shall declare timely at Insurance Company.
Ingingo ya 5: Igihembo Igiciro cy'igihembo kigenwa hagenywe ku mafaranga akorera ku munsu angana (.....Frw) n'umubare w'iminsi yakoze. Umukozi akazajya yishyurwa bitewe n'imibizi yakoze yandikwa mu ikayi nawe asinyamo buri munsu uko yaje mu kazi ikaba yemejwe n'ukuriye abubatsi ndetse n'umukozi ushinze gukurikirana imirimo kuri iryo shuri ryubakwaho. Umukozi azishyurwa igihembo cye binyuze kuri Konti ye N° ifunguye muri banki	Article 5: Compensation The Worker is paid Frw per day. He/ she is paid the sum based on number of days of works referring in register book signed by him/ Her every day he attended the work and approved by Staff in charge of construction works on site. The worker will be paid through bank account opened in opened in Umurenge SACCO/ Bank.

Ingingo ya 6: Igihe amasezerano amara Amasezerano arangira igihe imirimo yakoraga irangiye cyangwa yirukanwe kubera amakosa afitanye isano n'aya masezerano.	<u>Article 6: Contract Duration</u> The present contract is terminated at the end of his/ her duties or mistakes related to this contract.
Ingingo ya 7: Uburyo bwo gukemura amakimbirane Amakimbirane cyangwa ikibazo cyavuka gifite aho gihuriye n'aya masezerano cyakemurwa ku bwumvikane bw'impande zombi, byananirana bigashyikirizwa inzego zibifitiye ububasha.	<u>Article 7: Dispute resolution</u> Any dispute or a problem arising out of this Contract, which cannot be amicably settled between both parties, shall be referred to adjudication in accordance with the Laws of the Republic of Rwanda.
Ingingo ya 8: Gusesa amasezerano Amasezerano ashobora guseswa: Igihe uruhande rumwe rutubahirije ibikubiye muri aya masezerano.	<u>Article 8: Breach of Contract</u> Contract may be breached in case: When one part did not respect the present contract.
<u>Amazina n'umukono by'umukozi:</u>	<u>Names and Signature of Worker:</u>
<u>Amazina n'Umukono by'Umunyamabanga Nshingwabikorwa w'Umurenge</u>:	<u>Names and Signature of Executive Secretary:</u>
Itariki amasezerano ashyiriweho umukono: /...../.....	<u>Date of Signature of the Contract:</u> /...../.....