FOSTERING RESILIENT LEARNING PROJECT

STAKEHOLDER ENGAGEMENT PLAN

3RD MARCH, 2023

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TABLE OF CONTENTS

1 Introduction 4
2 Objectives of the Stakeholder Engagement Plan 4
3 World Bank Requirements for Stakeholder Engagement 5
4 Background and Project Summary 6
5 Location and Description of Project Affected Communities 11
6 Site Selection and Prioritization 0
7 The Sint Maarten Library 1
7.1 Sint Maarten Library 1
8 Stakeholder Identification and Analysis 4
8.1 Stakeholder Categorisation and Definition 4
8.2 Potential Stakeholder Influence on the Project 5
8.3 Project Stakeholders Groups, Engagement Types, Methods and Frequency During Each Project Phase 6
8.4 Considerations for Vulnerable Groups 10
9 Stakeholder Engagement Program, Communications Plan 12
9.1 Stakeholder Engagement Activities Completed Prior to and During Project Preparation Phase 14
Consultation with Stakeholders of MECYS Heads of Departments and Divisions and Schools (2022) .. 37
9.2 Engagement with person in the Sint Maarten Library to be displaced 43
9.3 Implementation Phase Stakeholder Engagement Methods for Covid 19 45
9.4 Timetable for Disclosure of SEP and other documents 46
10 Monitoring and Reporting During Project Implementation 48
11 Grievance Redress and Feedback Mechanism 49
11.1 Scope and Definition of a Complaint 50
11.2 Levels of Complaints 51
11.3 Grievance Management in Contractor Management Plans 53
12 Budget for the SEP 54
Annex 1: Priority List for Public Buildings 55
Annex 2: Ministry of VROMI Damage Assessment Report (November, 2017) 56

Annex 3: Letter from MECYS to Steering Committee of the World Bank Trust Fund 57

List of Tables

Table 1: Budget per component as of November 2021 7
Table 2: STML's development from 2002 - 2018 1
Table 3: Usage of STML Library (Pre and Post Hurricane Irma) 3
Table 4: Stakeholder Analysis - Affected and Interested Parties 4
Table 5: Potential Influence and Importance of Stakeholders 6
Table 6: Stakeholders' Engagement and Consultation Methods 6
Table 7: Engaging with Vulnerable Groups 10
Table 8: Nature and Content of Stakeholder Engagement (Up to Project Appraisal) 12
Table 9: Component 1 - Stakeholder Activities at SML and CLB Primary Schools (Prior to and During Project Preparation Phase) 14
Table 10a: Stakeholder Consultations for Component 1 (SML and CLB Primary Schools) During Project Preparation 18
Table 12: Consultations held for the CLB Primary with MECYS/Department of Education, NRPB and School Boards 25
Table 13: Members of the Heritage Center Task Force 28
Table 14: Component 2 - Sint Maarten Library Stakeholders' Consultations (During Project Preparation Phase) 29
Table 15: Stakeholder Consultations held for the MMIS 35
Table 16: Consultation with Stakeholders (2022) 37
Table 17: Consultation Plan with Beneficiaries on the Design Plans of the Site and Buildings 39
Table 18: Disclosure of SEP and Other Documents 46
Table 19: Levels of Grievances 51
Table 20: Budget for Stakeholder Engagement Activities 54

List of Figures

Figure 1: Middle Region (Location of SML Primary School) 11
Figure 2: Destruction at STML caused by Hurricane Irma in 2017 3

ACRONYMS AND ABBREVIATIONS

CERC	Contingency Emergency Response Component
CHMP	Cultural Heritage Management Plan
CLB	Charles Leopold Bell
CRPP	Child Resilience Protection Project
ECC	Educational Care Center
EMIS	Education Management Information System
EMP	Education Master Plan
ESF	Environmental Social Framework
ERP1	First Emergency Recovery Project
FRLP	Fostering Resilient Learning Project
GoSM	Government of Sint Maarten
GRM	Grievance Redress Mechanism
MECYS	Ministry of Education, Culture, Youth, and Sports
MIS	Management Information System
MMIS	Ministry Management Information System
NRPB	National Recovery Program Bureau
NRRP	National Recovery and Resilience Plan
NSI	National Sports Institute
PAD	Project Appraisal Document
PIU	Project Implementation Unit
StML	Sint Maarten Library
PPG	Project Preparation Grant
PTA	Parent Teachers' Association
SEP	Stakeholders Engagement Plan
SIMARC	Sint Maarten Archaeological Center
SML	Sister Marie Laurence
SOP	Standard Operating Procedures
SGSF	School Gyms and Sports Facilities
VROMI	Ministry of Housing, Spatial Planning, Environment & Infrastructure
VSA	Ministry of Public Health, Social Development and Labour

1 Introduction

The Stakeholders Engagement Plan (SEP) is a guide to the outreach and information disclosure plans of the FRLP as the project moves through critical milestones. The SEP recognizes the importance of open and transparent engagement between the project implementer, project beneficiaries, and other stakeholders as an essential element of good international practice.

Stakeholder engagement is most effective when initiated at an early stage of the project development process. Furthermore, it is an integral part of early project decisions and the assessment, management & monitoring of the project's environmental and social risks and impacts.

The Fostering Resilient Learning Project (FRLP) will focus on the rebuilding of the two identified schools and the library, with no interruptions to learning. It also includes the development of a Ministry Management Information System (MMIS) for the education sector. The SEP is updated to include the repair of the School Gyms and Sports Facilities, currently implemented under ERP1.

The SEP highlights the way the NRPB plans to communicate with those most affected by the construction and those who will be the ultimate users of the facilities. It also outlines a grievance mechanism whereby stakeholders and citizens can raise any concerns to the attention of the FRLP both verbally, written (by post or e-mail) or by filling in a grievance form. The implementation of the SEP will support the FRLPs overall goals to:

(i) restore access to a safe education, learning and cultural environment, and

(ii) improve the resilience of Sint Maarten's education system.

2 Objectives of the Stakeholder Engagement Plan

- To establish a systematic approach to stakeholder engagement, which will assist to identify stakeholders and project affected parties, to build and maintain constructive relationships.
- To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be considered in project design and environmental and social performance.
- To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life-cycle on issues that could potentially affect them.
- To ensure that the appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner.

- To provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow the Project Management Team to respond to and manage such grievances

3 World Bank Requirements for Stakeholder Engagement

The World Bank's Environmental and Social Framework (ESF) 's Environmental and Social Standard (ESS) 10, "Stakeholder Engagement and Information Disclosure", recognizes "the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice" (World Bank, 2017: 97). Specifically, the requirements set out by ESS10 are the following:

• "Borrowers will engage with stakeholders throughout the project life cycle, commencing such engagement as early as possible in the project development process and in a timeframe that enables **meaningful consultations with stakeholders on project design**. The nature, scope and frequency of stakeholder engagement will be proportionate to the nature and scale of the project and its potential risks and impacts.

• Borrowers will engage in **meaningful consultations with all stakeholders.** Borrowers will provide stakeholders with timely, relevant, understandable and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation.

• The process of stakeholder engagement will involve the following, as set out in further detail in this ESS: (i) stakeholder identification and analysis; (ii) planning how the engagement with stakeholders will take place; (iii) disclosure of information; (iv) consultation with stakeholders; (v) addressing and responding to grievances; and (vi) reporting to stakeholders.

• The Borrower will maintain and disclose as part of the environmental and social assessment, a documented record of stakeholder engagement, including a description of the stakeholders consulted, a summary of the feedback received and a brief explanation of how the feedback was taken into account, or the reasons why it was not." (World Bank, 2017: 98).

In regards to the engagement under the Resettlement Standard (ESS5) meaningful engagement required with affected person during the process of stakeholder engagement as required under ESS10.

4 Background and Project Summary

The Fostering Resilient Learning Project (FRLP) is one of several projects being implemented under the Trust Fund which is funded by the Netherlands and managed by the World Bank. The project will be implemented by the NRPB in support of Sint Maarten's 2018 National Recovery and Resilience Plan (NRRP), which lays out priorities and a roadmap for Sint Maarten's recovery, reconstruction, and resilience following Hurricanes Irma and Maria. It is also aligned with the GoSM's Education Master Plan (EMP), which is meant to respond to the emergency needs in the education sector arising after the passage of Hurricanes Irma and Maria in 2017. The EMP aims to provide students and education staff with a safe learning and working environment which also addresses the needs of special care students as well as students from lower income families, their families, teachers and education staff who were affected by the hurricanes.

The EMP, developed in 2018, has three (3) components:

(1) School reconstruction (including repairs and full reconstruction of five schools), the Heritage Center (including the Sint Maarten Library) and sport facilities.

(2) Support to a care and special aid program, including the strengthening of care teams in schools and the implementation of a national and children youth program.

(3) Strengthening of the higher education system and programs

Objectives of the Fostering Resilient Learning Project

The objectives of the FRLP are to:

(i) restore access to a safe education, learning and cultural environment and
(ii) improve the resilience of Sint Maarten's education system.

The FRLP has five components with a total budget of $30 million USD, the budget and the components are elaborated on below. The proposed additional financing is to include the sixth component to support the repairs of selected school gyms and sports facilities (SGSF), currently implemented by the First Emergency Recovery Project (ERP1).[1]

[1] ERP1 was prepared under OP.

Table 1 Budget per component as of October 2026

Component Name	Cost (US$, millions)	
Restoring access to education through inclusive school construction	15,110,000.00	
Restoring a community learning and cultural environment	10,180,000.00	
Strengthening the Ministry's Management Information System	1,360,000.00	
Project Management	2,352,000.00	
Contingency Emergency Response	0.00	
Repairing School Gyms and Sports Facilities	9,457,000.00	
Project Preparation Grant (TF0B4914)	1,800,000.00	
Grant Total	38,459,610.00	

Component 1: Rebuilding inclusive schools, with a preliminary estimated budget of US$13 million, will finance the reconstruction, restoration and the provision of furniture and equipment to both the SML and CLB schools, both destroyed by Hurricanes Irma and Maria in 2017.

The educational programs that will be put in place in SML and CLB will include those which address the special needs of students. The schools will also benefit from the screening tool for students with psychosocial distress and referral pathways and standard operating procedures that will be developed under the Child Resilience and Protection Project (CRPP)[2].

Sister Marie Laurence (SML) Primary School is a subsidized school located in the Middle Region District near Philipsburg. It is considered a low-income area, although poverty data per region has not been provided. After the hurricanes hit in 2017, causing major destruction to the island of Sint Maarten, MECYS deemed the school buildings unsafe and uninhabitable, and the construction of a brand-new school was

2 CRPP will aim at strengthening (a) the resilience of students and staff to the emotional and physical impacts of natural disasters, and (b) the child protection systems and services to improve preparation and response to natural disasters, through: (i) the establishment of a nurturing learning environment and safe spaces for children and adolescents, (ii) the strengthening of the education sector and school capacity to prepare and respond to natural disasters, and (iii) child protection.

required. Since then, students and an afterschool program run by the school have been relocated to two other Catholic schools in other districts.

SML's Special Care program aims to support students with special needs. SML's 2018 "Exceptional School-Inclusive and Equitable Education" Project Plan, submitted to the MECYS for financing, contains a detailed analysis of a school-wide approach to deliver supports and services to students with disabilities with no special classrooms that still provide integrated enrichment and supplemental instructional activities.

Charles Leopold Bell (CLB) Primary School located in Cole Bay, was built in 1920 and while it is not on Sint Maarten's official registry of historic monuments, one of the buildings is considered a historic landmark by the community. The CLB is a public primary school which, before the hurricane, had 165 students with 16 teachers and a care team. Prior to the Hurricane, the CLB was renovated to accommodate the ECC. Students for the ECC had to remain in their schools due to the damage and the staff hired were reassigned to other public schools. The CLB school suffered structural damage to the building, ceiling, doors, fencing, gates, windows, rolling system etc.

The roof structure over six of the classrooms was destroyed; the parapet walls were destroyed and the ring beams in some areas were damaged. Other damage includes destruction of ceiling tiles, doors, windows, louvres and shutters, the basketball courts, fences and gates.

The proposed subproject contemplates the renovation of the building and the construction of an Educational Care Center (ECC). Renovations and repairs will be done without interfering with the original architecture of the historic building to the extent possible and following the guidance of an expert in historic building renovation.

The Government approved the ECC to serve 50-75 (based on capacity at the time) students exhibiting chronic behavioral challenges that cannot be handled in a traditional school environment. The ECC will identify, assess and provide curative services to children with chronic behavior difficulties who require self contained or pullout education for all or part of their day.. The ECC will provide a continuum of educational needs to offer a multi-tiered system of support to address both academic and behavioral problems outside a traditional school environment, including addressing socio-environmental causes of the child's behavioral needs, parent support groups and individual case management managed by the Student Support Services (SSSD) division of MECYS. Care teams will be supported to conduct Functional Behavioral Assessments to inform a child's Behavior Intervention Plan and Individual Education Plan which would outline the support a child will receive. Up-skilling and continuing education will support the care team to provide children with optimal individual care and monitoring for students to reintegrate into an inclusive education environment or continue with a self-contained program.

Component 2: Rebuilding the Sint Maarten Library

The project will finance the reconstruction of the Sint Maarten Library (StML). The preliminary estimated budget for this component is US$10 million. **The Sint Maarten Library** had a media lab that was used as a learning facility for a large share of the population that did not have access to computers and the internet. The facility was used to conduct afterschool classes and reading programs for various schools within the

community. The StML provided reading materials for the population and it was visited by around 40,000 people annually before Hurricane Irma. During Hurricane Irma, the Sint Maarten Library was damaged beyond repair**.**

This component therefore aims to reconstruct the library, which will take place on the current site of the damaged building. Demolition will be needed to clear the way for construction.

Component 3: Building the Ministry's Management Information System.

This **Management Information System** (MIS), the soft component (estimated budget of US$3 million), is justified based on the National Recovery and Resilience Plan (NRRP) and the 2017 MECYS Resilience Plan. In addition, MIS is recognized by the United Nations as being vital to the recovery process. EMIS is a web application that facilitates the collection, processing and management of education information. As such, EMIS plays an important role in the disaster response phase.

The need for a Management Information System has been identified and highlighted by all stakeholders, as reflected in the NRRP. Priorities included the need for updated (ICT-based) information registration, reporting and tracking system for students, sport instructors, teachers, child abuse which needs to include training in, for example recognizing student conditions.

Based on the stakeholders' response, MECYS concluded that national preparedness would be served with the development of a national macro-economic population planning system. This is important since education planning for students, teachers, facilities, vocational and tertiary education depend on multiple factors such as immigration data, education levels, birth rates, land-and zoning data and economic developments to name a few (MECYS Resilience Plan, 2017).

The project will realize the Ministry of EYCS past wishes to create an Education Management Information System (EMIS), in parallel with the Disaster Risk Management System. This will support the collection, organization and consolidation of data to help the efficient planning and allocation of resources before and in the aftermath of a natural disaster or epidemic. In addition, this component will finance the development of Standard Operation Procedures (SOP) between MECYS' internal departments and divisions and other relevant actors on data collection and data sharing. Training will also be provided to MECYS' staff on database management and data analytics.

A comprehensive MMIS to support data-based decision-making will be developed, this system will:

(i) allow the efficient collection and treatment of data, as well as the sharing of information within MECYS and between MECYS and other government institutions and School Boards
(ii) facilitate the management of MECYS' human and financial resources and infrastructure
(iii) monitor students' databases, enrollment, attendance and learning; and
(iv) enable MECYS to increase its oversight of the sector, including the allocation and management of subsidies to schools and scholarships.

The project will also support the development of protocols for data anonymization to guarantee confidentiality over students' personal data. The MMIS will also help strengthen MECYS's disaster management capacity and efficient allocation of resources before and after a natural disaster or epidemic. It could support the design and/or implementation of a school reopening plan, including health and safety protocols, staggered reopening, use of technology, remedial classes, and facilitate the reopening of schools and relocation of students and faculty.

Finally, the MMIS could help address issues related to students with special needs, students suffering from psycho-social distress and demonstrating increasingly violent behavior, as well as signs of child abuse and neglect through facilitating coordination. Even though a referral mechanism is in place in schools for specialized care services, there is a need for stronger coordination between MECYS, the Court of Guardianship of the Ministry of Justice, and Ministries of Public Health, Social Development and Labor (VSA), so that they can work together on how to address students' needs in a timely and appropriate manner. The MMIS would allow for the availability and exchange of data and help coordinate and complement responses by the responsible entities.

Component 4: Project Management This component will support project management and coordination, including monitoring and evaluation, procurement, financial management, safeguards and citizen engagement, and other technical assistance with a budget of USD 2 million. As a result, the project will finance, inter alia, technical assistance, goods, audits, workshops, training, and operating costs.

Component 5: Contingency Emergency Response (USD$0)

The Fostering Resilient Learning Project has a fifth component, the Contingency Emergency Response Component (CERC). This component can provide immediate surge funding in the event of an emergency. The CERC is only triggered in the case of emergency and when certain actions, as agreed by the Government of Sint Maarten, the National Recovery Program Bureau and the World Bank, are met.

These actions include:

a. the country declares a public health emergency, natural disaster, cyber security threat, or national emergency; and
b. presents a sound and actionable country-level response plan. Once triggered, the CERC is implemented following the exceptional policy requirements set out in Paragraph 12 of the IPF Policy (Projects in Situations of Urgent Need of Assistance or Capacity Constraints) and enables rapid reallocation of funds between project components following an emergency.

Component 6: Repairing School Gyms and Sports Facilities

This component supports the completion of SGSF repairs, which was initiated by ERP1. The works include minor repairs and replacements (e.g., windows, doors, roofing) within the existing SGSF footprint.

5 Location and Description of Project Affected Communities

This section provides a summary of the project affected communities to provide a context for understanding the project. Each site is located within distinct geographical areas, have different backgrounds , socio-economic conditions which will have implications for project implementation.

Component 1

Sister Marie Laurence (SML) Primary School is in the Middle Region, near Philipsburg (Lower Prince's Quarter District). It serves the surrounding districts of Belvedere, Dutch Quarter, Sucker Garden and Defiance primarily. Lower Prince's Quarter is a residential area with a population of approximately 11,846 making it the largest settlement on the island. It is considered a middle to low-income area, although poverty data per region has not been provided.

Figure 1: Middle Region (Location of SML Primary School)

Middle Region is to a large extent a residential area. It is an authentic residential district, with many other functions between the homes: shops, schools, day-care and business activity. These businesses and facilities have a (mostly) local function.

The area is accessed by Middle Region Road, which cuts through it from east to west. This road connects in the west to A.T. Illidge Road, and in the east to Hulda B. Richardson Road/Oyster Pond Road. Bishop Hill Road runs along the north side of the residential district, with the country estate of the former Belvedere plantation on the other side. In rush hour especially there are traffic jams at the intersection with A.T. Illidge Road in the west, and on Hulda B. Richardson Road/Sucker Garden Road in the east. Because Middle Region is not on the coast and is a mainly residential area, it has relatively little significance for tourism and recreation. (Source: Development Plan – Middle Region, Ministry of Spatial Planning, Environment and Infrastructure).

Business and commercial activity in the form of shops and small businesses, among others, are distributed along the main road of Middle Region. The SML Primary School is located along the main road. Middle Region consists of a mix of different residential areas, varying from the carefully tended to more informal residential areas with fewer facilities. Public facilities, such as playgrounds and public green areas, are generally lacking.

Before Hurricane Irma hit the island in 2017, SML functioned as a primary school which also provided artistic activities for children in the neighbourhood after school, engaging with vulnerable social groups and special care programs for children with special needs. MECYS has deemed the school buildings unsafe and uninhabitable and the construction of a brand-new school is required. Since the hurricane hit, students and the afterschool program have been relocated to two other Catholic schools in other districts.

The communities affected by the project will be those nearby homes and business who will have construction related impacts. In addition to this, there is the school community which is dispersed across the country as this school is not a neighbourhood school, although it does draw most of its students from proximate districts.

Charles Leopold Bell Public School is located in Cole Bay.

Cole Bay is the third largest settlement in the country in terms of population, which is approximately 8,158. It starts right east of the Simpson Bay Lagoon in Southern Sint Maarten and includes part of the 'Golden Mile' of commercial activity, which is usually attributed to the village of Simpson Bay. Cole Bay follows the lagoon shores, and much of the island's yachting industry has settled along this area. A causeway intended to relieve traffic connects Simpson Bay directly with the north-western part of Cole Bay.

The Charles Leopold Bell school will be catering for children with social & emotional issues that lead to behavioural challenges. The expectation is that the child gets the much-needed care to curb the emotional issue that causes the behavior so they can return to their "home" school. Children with behavioral issues may enter with a learning disability or a physical challenge, however the primary focus of the program is on students with behavioural issues.

The communities affected by the project will be those nearby homes and business who will have construction related impacts. In addition to this there is the school community – the families of those students who will be referred to attend the educational facilities at CLB. This school will furthermore

contain programming for behavioural issues of children from across the country, which means that the implications of its operation is country wide. At this time, it remains difficult to assess the population attending the facilities as this is based on a referral system in which a child's need for special education is assessed. Vice versa, children can also be referred back into the regular education system.

Component 2

The project will finance the reconstruction of the library, which will take place on the current site of the damaged building, and demolition will be needed to clear the way for construction.

Before Hurricane Irma, the library organized frequent cultural, artistic, and community events, making it an institution for learning. As previously mentioned, the Library/Learning Center attracted about 40,000 (return) visitors annually, with free access to the internet, local archives, print, audio and digital media, and books. Temporarily relocated, the library now offers limited reading services, but continues to attract many (return) visitors (23,500 in 2018).

The newly reconstructed Sint Maarten Library will continue to provide the learning services to the community as well as be a location which can showcase a rich cultural heritage and support a vibrant artistic community.

The Resettlement standard (ESS5) applies to the sole occupant of the library, based on NRPBs visits to the site. A census was conducted on December 10th, which constitutes the cut-off date for resettlement entitlement. Signs were also clearly posted on the property which will notify that any further occupation of the building is not permitted. A RAP to address the relocation of the occupant will be prepared. See Section 9 of this SEP for the engagement plan with those to be displaced form the library.

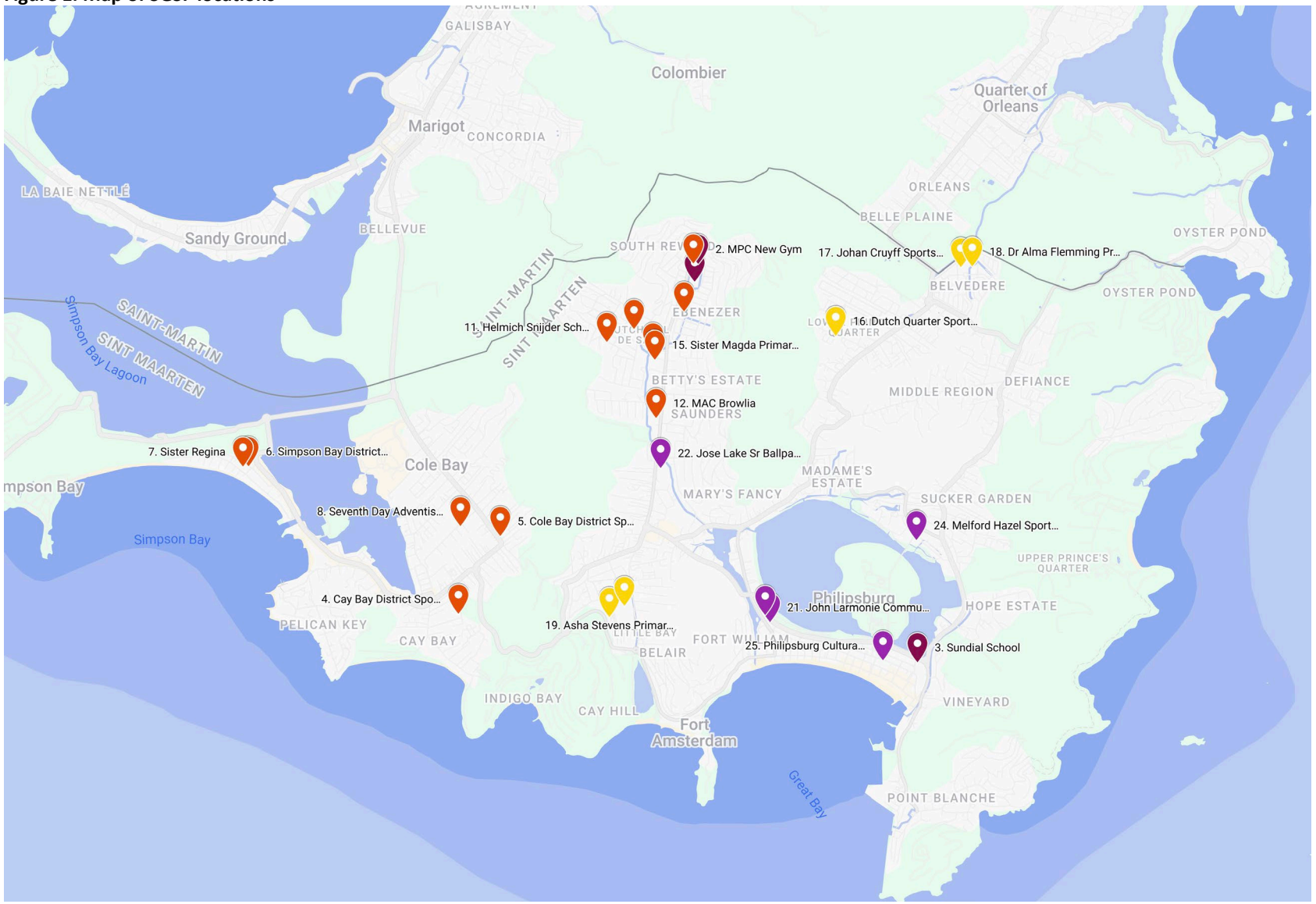
Component 6

SGSF repairs are implemented at 25 sites throughout Sint Maarten. Table 2 provides a list of selected SGSF, which are mapped in Figure 1.

Table 2. List of SGSF locations (mapped in Figure 1)

1. MPC Old Gym	10. South Reward District Sport Court	19. Asha Stevens Primary School
2. MPC New Gym	11. Helmich Snijder School	20. Raoul Illidge Sports Complex
3. Sundial School	12. MAC Browlia	21. John Larmonie Community Center
4. Cay Bay District Sport Court	13. SXM Academy	22. Jose Lake Sr Ballpark
5. Cole Bay District Sport Court	14. SXM Academy PSVE	23. LB Scott Sports Auditorium
6. Simpson Bay District Sport Court	15. Sister Magda Primary School	24. Melford Hazel Sports Complex
7. Sister Regina	16. Dutch Quarter Sports Court	25. Philipsburg Cultural & Community Center
8. Seventh Day Adventist School	17. Johan Cruyff Sports Facility	
9. Rupert I MaynardCommunity Center	18. Dr Alma Flemming Primary School	

Figure 1. Map of SGSF locations



6 Site Selection and Prioritization

Schools on Sint Maarten sustained significant damage during Hurricane Irma in September 2017. To ensure that the scarce resources available are allocated in a substantiated and sustainable way a criterion was drafted by the Ministry of Education, Culture, Youth and Sport (MECYS).

According to the Priority List for Public Buildings (Annex1) that was approved by the Council of Ministers, the reconstruction of the Charles Leopold Bell (CLB) and the Sister Marie Laurence (SML) schools has the highest priority.

Additionally, the Damage Assessment Report from the Ministry of Housing, Spatial Planning, Environment and Infrastructure (VROMI) (November 2017) indicated that the Charles Leopold Bell (CLB) school needed to be rebuilt completely (Annex 2) With regard to the Sister Marie Laurence Primary School, a letter from the MECYS to the Steering Committee of the World Bank Trust Fund (Annex 3) indicated also, that the SML needed to be rebuilt completely. Both schools will be demolished and rebuilt. However, a part of the CLB school does have a historical significance which will be maintained. This part will not be demolished but following an assessment and the development of a cultural heritage management plan it will be restored as guided by an expert in historic buildings.

The reconstruction of SML and CLB primary schools will be based on disaster-resistant standards and the design will ensure that they are fully accessible to students and staff with disabilities. The reconstruction will take place on the current site of the damaged buildings, and demolition will be needed to clear the way for construction. There will be no land acquisition and no population displacement.

The Sister Marie Laurence (SML) Primary School. Since the passing of Hurricane Irma, the school is damaged and unfit for students to continue their education there. Students from the SML School are currently housed at two classes at the Sister Magda School and six classes at the St. Dominic Primary school. Rebuilding a regular school in Middle Region will benefit students by giving them the option to remain in their own district and not having to commute or depend on a school bus to take them to school.

The students of SML were relocated to schools in South Reward following the passage of Hurricane Irma. Reopening the SML Primary school should return the schools in the South Reward district to their pre Hurricane Irma capacities and a lower student-teacher ratio for primary schools of 25:1 in the Lower grades and 23:1 Higher grades.

The Ministry of Education, Culture, Youth & Sports Affairs (MECYS) has been in discussions with other parties to find ways to reduce the amount of traffic in the South Reward area, which is presently overcrowded.

The Ministry has recognized and prioritized the need for reforms and modernization of schools and learning environments. The construction of new schools therefore recognizes and supports the need for quality and up to date learning environments that suit the changing needs and expectations from students, parents and society at large.

Charles Leopold Bell Primary School: Before Irma, the Charles Leopold Bell School housed 165 students with 16 teachers, care team and management. The school at that time operated as a regular primary public school. The students and teachers of the Charles Leopold Bell school were merged with the Leonald Conner School in the Cape Bay area. The school has already been approved by the Government of Sint Maarten for it to be used as the Educational Care Center (Div#5037), changing the educational purpose from before the passing of Hurricane Irma.

Repairing SGSF: 25 sites were selected from the MECYS priority list of June 2023.

7 The Sint Maarten Library

During Project preparation, the PPG will finance the development of a strategy and framework for the Sint Maarten Library and other learning services. The framework will include:

(i) the identification of current services and costs of the library (including operating costs);

(ii) the new functional requirements/service levels and needs of various customers/ clients; and

(iii) the possible organizational arrangements for the proposed Cultural Heritage Center (Library, SIMARC and Museum).

7.1 Sint Maarten Library

In an effort to fill any gap in access to computers and the internet which may have existed on the island, in 1997, the library introduced the internet to the general public, via a media lab, making it possible for every library member to become familiar with this medium. On the occasion of its 75th jubilee, the library could be found on the World Wide Web.

Various persons and organizations used the local archives contained in the library collection, which consist of print media, audio, and digital media, for research. The library was also used to conduct afternoon classes and reading programs for various schools within the community and has provided reading and study materials for the population.

The following figures serve to give an impression of the library's development throughout the years:

Table 2: StML's development from 2002 - 2018

Number of employees	Collection	Number of Members	Number of books checked out
2002: 12	69.485	5.475	121.674
2003: 12	60.710	5.169	114.090
2004: 12	64.085	5.269	117.789

2005: 12	58.273	5.269	118.251
2006: 12	53.834	5.377	118.591
2007: 12	59.348	5.115	114.346
2008: 13	60.861	5.362	116.681
2009: 14	59.925	5.932	111.648
2010: 15	53.188	6.384	98.202
2011: 15	55.376	6.122	102.508
2012: 15	62.868	5.854	126.071
2013: 15	58.834	5.212	90.222
2014 :15	50.658	11.165	41.741
2015 : 9	62.380	9.254	44.666
2016 : 9	53.397	9.652	38.898
2017: 9	50.905	10.052	34.519
2018 : 8		10.195	20.301

Figure 2: Destruction at StML caused by Hurricane Irma in 2017

The services which were offered by the StML are now only available at a very limited level due to the destruction from the hurricane and temporary limited housing. The main building of the StML was severely damaged by Hurricane Irma in 2017. Looters compounded the problem by **breaking into** the key box and opening the locked media lab and making off with all the computers. Both the front and back offices of the library were **wrecked** by the hurricane. The **public area** in the old building was partially destroyed.

From the collection of 60 000 books which were in stock prior to Hurricane Irma, two thousand were lost (2000) and many others were in bad condition.

Two months following the hurricane, the library reopened and offered limited services to patrons from its entrance hall, which was then covered by a tarpaulin. Outreach services were provided to day care centers and afternoon school programs in the form of book boxes and the performance of reading related activities. Usage, of the library, as measured by the number of visitors, decreased significantly in the year immediately following Hurricane Irma (See Table3).

Table 3: Usage of StML Library (Pre and Post Hurricane Irma)

2016:	2017:	2018:
# visitors 45,938	# visitors 24,469	# visitors 23,550

In 2018, the StML moved to a much smaller location. It is now temporarily housed in the Adolphus Richardson Building on W A Nisbeth Road, which is about 10% of the size of former facility. Presently, the library has opened Satellite Libraries at various locations until the completion of the new structure.

The 'Book Bus' satellite branch of the Sint Maarten Library (StML) also provides easy access to reading materials, especially now that COVID-restrictions limit the number of people allowed in the library. The vehicle no longer runs but the interior was refurbished and now serves as a mini library. The book bus is located on the campus of Asha Stevens Hillside Christian School in Cay Hill. This initiative was funded through the Resources 4 Community Resilience Project, financed by the Government of The Netherlands and managed by the World Bank.

8 Stakeholder Identification and Analysis

8.1 Stakeholder Categorisation and Definition

A "stakeholder" refers to individuals or groups who:

(a) are affected or likely to be affected by the project (project-affected parties) for example project beneficiaries; and

(b) may have an interest in the project (other interested parties).

The FRLP Stakeholders are diverse due to the facilities which are targeted for the project. Hence there are different sets of key groups and vulnerable populations who need to be engaged with.

Table 4: Stakeholder Analysis - Affected and Interested Parties

Project Component	**Stakeholder**	**Project Affected Parties (a) (Beneficiaries)**	**Other Interested Parties (b)**
Component 1: Rebuilding Inclusive Schools	Current and future students attending the reconstructed schools	X	
	Teachers	X	
	School Management Staff	X	x
	Parents/Guardians Parents/Teachers Associations	X	x
	Facility Owners	X	x
	Catholic School Board	X	x
	Ministry of Education, Culture Youth and Sports (MECYS)	X	x
	Nearby businesses	X	x
	The Community Councils	X	
	Nearby homeowners and businesses which may experience inconvenience during the execution of the project	X	
	Natural and Cultural Heritage Organisations		x
Component 2: Rebuilding the Phillipsburg Jubilee Library	Members of Academia who will use the restored resources of the new library	X	
	Patrons who will attend cultural and learning events at the new library	X	
	Community Councils		x
	Natural and Cultural Heritage Organizations		x
	Nearby businesses which may experience inconvenience during the execution of the project	X	x
	Nearby residential buildings/homes	X	
	Sint Maarten Library Foundation	X	

Project Component	Stakeholder	Project Affected Parties (a) (Beneficiaries)	Other Interested Parties (b)
	Sister Basilia Center	X	x
Component 3: Building the Ministry's Management Information System	Staff of MECYS	X	
	Ministries of Public Health, Social Development and Labour	X	
	Court of Guardianship – will be able to share information resulting in more efficient responses to the issues of the children/family	X	
	Social Protection Groups and Associations		x
	Vulnerable and Interest Groups		x
	Parent/Teachers Associations		x
	School Management		x
	School Boards		x
	Families (Children)	X	
Component 6: Repairing SGSF	Government partners (MECYS & VROMI)		x
	Facility owners & managers (schoolboards, principals, National Sports Institute, NSI[3])	X	
	Employees & service providers (teachers, public school bus association, private transportation services, external cleaning, maintenance, kitchen staff, facility staff)	X	
	Parents & Students, sports facility users	X	
	Neighboring communities	X	

8.2 Potential Stakeholder Influence on the Project

The NRPB will play a leadership role with regards to informing and consulting governmental parties and other stakeholder groups of the project. However, stakeholders are likely to have influence on the project at varying stages. It is important to analyze the possible influence that each stakeholder group can have on the project in order to determine the best strategies for engagement. Determining whether stakeholders in a position of strong influence hold negative interests may be critical to project success. This level of understanding can best be reached by conducting a formal assessment of each stakeholder's level of importance and influence to the project.

Influence indicates a stakeholder's relative power over and within a project. A stakeholder with high influence would control key decisions within the project and have strong ability to facilitate implementation of project tasks and cause others to take action.

Importance indicates the degree to which the project cannot be considered successful if needs, expectations, and issues are not addressed. This measure is often derived based on the relation of the stakeholder need to the project's goals and purposes.

[3] The National Sports Institute (NSI) is an exectuive arm of the Department of Sports under MECYS. It is a semi-private entity and manages public sports facilities.

Table 5: Potential Influence and Importance of Stakeholders

Project Site	Stakeholder Group	Categorization	Potential Influence/Importance
Sister Marie Laurence Primary School Charles Leopold Bell Public School Repairing SGSF	Government Partners (MECYS and VROMI)	Interested	High/High
	Facility Owners and Managers (School Boards, Principals, NSI)	Interested/Affected	High/High
	Teachers/Parent Teacher's Associations(PTAs)/Students/SF Users/ Facility Staff/Service Providers	Interested/Affected	High/Medium
	Neighboring Communities	Interested/Affected	Medium/Low
	Community Councils	Interested/Affected	Medium/Low
	Sister Basilia Center	Interested/Affected	Medium/Low
The Sint Maarten Library	Sint Maarten Library Foundation	Interested/Affected	High/High
	Sundial School	Interested/Affected	Low/Medium
	Members of Academia/Users of the Library/Patrons of Cultural and Learning Events	Interested	Medium/Medium
	Sint Maarten Archaeological Center (SIMARC)	Interested	Low/Low
	Sint Maarten Heritage Foundation and Museum	Interested	Low/Low
MMIS	Teachers' Unions	Interested/Affected	High
	Parents/Students	Interested	Medium/Medium
	Teachers	Interested/Affected	Medium/High
	MECYS	Interested	High/High
For All Project Sites	Nearby Businesses	Affected	Low/Low

8.3 Project Stakeholders Groups, Engagement Types, Methods and Frequency During Each Project Phase

Methods chosen for consulting with each group and where information is provided, will be guided by national ordinances for the protection of personal data. The principle of Informed Consent will be one of the foundations for consultation and provision of information (specifically Personal Information of attendees – name, contact details), with the disclosure that information will be kept confidential.

Table 6: Stakeholders' Engagement and Consultation Methods

Project Site/Component	Stakeholder Group	Interest in Project	Project Phase	Purpose of engagement	Consultation Methods	Frequency
Sister Marie Laurence Primary School **Charles Leopold Bell Public School**	Government Partners (VROMI & MECYS)	Project owners and technical advisers, respectively; responsible for the framework and act as project implementation partners	All Phases	Consultation for project design (scope, priority) Gather information Disclosure of information	Phone, email One-on-one interviews Formal Meetings	Monthly (more frequently when needed)
	Facility owners & managers (Schoolboards & Principals, NSI)	Facility owners, permission needed to commence work Provide input into designs Comment on project progress	Project Preparation Project Implementation	Design of buildings Design of logistics plan Gather information (school assessment) Disseminate project information (timeline, duration)	Phone, email One-on-one interviews Formal Meetings	Monthly during preparation Bi-weekly once works commence
	Teachers/ Parents Teachers Association (PTA) Sister Basilia Center	Provide input into designs Discuss project and (where applicable) implications of activities	Project Preparation Project Implementation	Contributing to project design (opportunity to express their opinions, concerns and ideas) Disclosure of information, Informing about project progress	Phone, fax, email, text messages Focus group meetings Information session Newsletter Social Media Posts (NRPB Website) Consultations (Virtual due to Covid 19	School management to keep staff, parents, and students informed throughout execution. NSI to keep staff and users informed throughout execution. NRPB to provide information to be disseminated. Meetings can be held upon request.

Repairing SGSF	Neighboring communities	Impact of construction activities	Project Preparation Project Implementation	Disclosure of information regarding project activities (traffic movement, heavy equipment, materials)	Print media and radio announcements Public meetings (Virtual)	1x Press release that works to begin 1x Press release Works ongoing 1x Press release works concluded. Updates available on NRPB social media and website
Sint Maarten Library	Sint Maarten Library Foundation	Custodians/ Owners of STML	Identification Project Preparation Implementation	Contribution to project design, activities and timeline Informing about project design Disclosure of information about project activities and progress	Formal Meetings Reports Emails Focus group discussions	Bi-weekly meetings with minutes
	Members of the Educational Community/ Users of the Library Patrons of Cultural and Learning Events Sister Basilia Center Government Partner (MECYS) Sundial School	End users	Implementation \	Disclosure of information regarding project activities and progress	Newsletters Press Releases Focus group discussions	Monthly - information press releases
	Management and Patrons of the Museum and SIMARC Members of the Educational Community		Implementation		Public Consultation/ Meetings Radio Shows for sharing contributions/ Ideas	
MMIS	MECYS	Use of the information in the	All Phases		Discussions, Letters,	

	School Management	MMIS to manage the students during post disaster and other situations, and provide for their needs Beneficiaries/ Recipients of services provided based on the information in the EMIS database Ability to respond to students and their families based on information in the EMIS		Consultation for project design (scope, priority) Gather information Disclosure of information Implementation of the project	Emails, Online Meetings	Monthly during project design phase
	School Boards					
	Students		Project Preparation Implementation	Provide information	Public Consultations Letters, Emails, Online meetings Discussions with students during home-room sessions	Once or twice during PP phase to gather information and confirm correctness
	Parents					
	Teachers		All Phases	Assist in preparing students to provide information (reminders etc) Assisting in mobilizing resources based on students' needs	Consultations, online discussions, emails, letters	Once or twice during PP to inform them about the project and solicit feedback on design, content and use

8.4 Considerations for Vulnerable Groups

Consultation with vulnerable groups is essential during the preparation and implementation of the project. The designs for the SML school have been prepared (but will be consulted on with the school community, before appraisal, and can be redesigned based on feedback). The designs of the other two facilities will get underway following consultations with stakeholders and when the design firm/s is procured. Since the facilities are going to be used by vulnerable groups, their input is required in the building designs. Special arrangements for access for the physically impaired, among other needs, must be considered in building and site design. Further details on the specific activities for which engagement with the different vulnerable groups is required are outlined in Table 7 below.

Table 7: Engaging with Vulnerable Groups

Project component/Activity	Vulnerable Groups and Individuals	Characteristics/ Needs	Preferred means of notification/consultation	Additional Resources Required
Sister Marie Laurence Primary School **Charles Leopold Bell Public School** **Repairing SGSF**	Students (present and future) and their parents/guardians People living with disabilities or impairments (students and parents) Sister Basilia Center (Users with physical and other impairments or differently abled individuals) At-Risk Youth	Behavioral problems From low socio-economic backgrounds with limited or no access to the Internet. and other educational resources. Live far away from the schools and would need transportation. Physically impaired and would have difficulty accessing the physical location	Face to face Meetings either in small groups or online Social media communication Focus group discussions (online or face to face)	Guidance Counselors Internet access Transportation to attend meetings
Sint Maarten Library	Users from low socio-economic neighbourhoods with limited access to internet and the other services provided by the library	Ease of access to the services, regardless of their location.	Face to face meetings Audio recordings Flyers distributed through social media	Internet access Devices (Laptops, Tablets etc) to access information about the project and to make their contributions

Project component/Activity	Vulnerable Groups and Individuals	Characteristics/ Needs	Preferred means of notification/consultation	Additional Resources Required
	Sister Basilia Center (Users with physical and other impairments or differently abled individuals)	Services which are adapted to their needs Universal access to facilities Adaptation of service delivery to particular impairment of the users	Radio call-in shows for those who are housebound	Transportation to attend meetings
		Equal and equitable access to the Center	Person to person contact Social media messages	NA
MMIS	Families from low socioeconomic backgrounds At-risk Families and Youth	Disconnected from mainstream society due to limitations in information access Affected by limitations in Internet infrastructure	Direct contact from Social Welfare Officers and Data Collectors/Enumerators	Human resources Devices for data collection

9 Stakeholder Engagement Program, Communications Plan

This section describes the engagement with the different stakeholders during the pre-appraisal and appraisal phases of the project. The information presented for each stakeholder varied based on the nature of the stakeholder's involvement or interest in the project.

Table 8: Nature and Content of Stakeholder Engagement (Up to Project Appraisal of the Parent Project)

Project Phase	**Target stakeholders**	**Information consulted on and documents disclosed**	**Method**	**Frequency**	**Responsible Party**
Project Identification	Government Partners (MECYS and VROMI) Facility Owners and Managers (School Boards, Principals) Phillipsburg Jubilee Library Foundation Sint Maarten Archeological Center	Project aims, timeline, selection criteria, proposed objectives, imminent risks, alternative scenarios, Project Concept Note	Online, and in- person meetings.	Completed	**NRPB** **MECYS** **VROMI**
Project Preparation	Government Partners (MECYS and VROMI) Facility Owners and Managers (School Boards, Principals) Phillipsburg Jubilee Library Foundation Sint Maarten Archeological Center Parents	This SEP, the ESCP, the ESMF, as drafts or final documents. To include information on resettlement activities. Memorandum of Understanding about the collaboration of the STML Foundation, SIMARC and the Sint Maarten Museum for the administration and use of the new facility. Needs Assessment for Inclusive Education Framework/policy document	Online and in-person meetings Site Visits Online meetings with parents, (given Covid 19 limitations) to discuss preliminary designs of the SML and CBL schools, following discussions and possible changes, based on these contributions Solicitation of contributions on the NRPB Facebook and	Varied, based on need	**NRPB** **MECYS** **VROMI**

Project Phase	Target stakeholders	Information consulted on and documents disclosed	Method	Frequency	Responsible Party
	MECYS StML Foundation Library Users Students (Primary, Secondary, Tertiary)	Project design (Building plans for the structures in Components 1 and 2) Cultural Heritage Needs Assessment Document	LinkedIn Pages, NRPB Webpage Administration of Surveys. Discussions, Interviews Online Survey		
Appraisal	Government Partners (MECYS and VROMI) Members of the Public and Beneficiaries	ESF Disclosure of Instruments SEP, ESMF, GRM Project Appraisal Document	Online and in Person meetings/consultations Online publications accompanied with social media coverage requesting the public to comment. In addition, direct stakeholders will be contacted directly, requesting for feedback. In person consultations may become challenging considering the recent uprise in the world-wide Omikron COVID-19 variant	Online disclosure scheduled for: ESCP: January 2022 ESMF: January 2022, pending clearance of GRM: January 2022 SEP: January 2022 TBD	**NRPB**

9.1 Stakeholder Engagement Activities Completed Prior to and During Project Preparation Phase.

Activities to engage widely on this project began in 2018 and to date have focused on project design with MECYs and the institutions in charge of the 2 schools and the library. These consultations are described in the table below.

Table 9: Component 1 - Stakeholder Activities at SML and CLB Primary Schools (Prior to and During Project Preparation Phase)

Timeframe/ Date	**Stakeholder**	**Activity**	**Outcomes of consultations, keys issues and how they will be addressed.**
Sister Marie Laurence Primary School			
2018/2019	Catholic School Board	Presentations on the concept of the Exceptional School to the Government Ministries, NRPB, Dutch Representatives, State Secretary, Teachers of the SML	No issues recorded. Concept was accepted.
October 2018	Catholic School Board	Met with the architect to discuss designs Met with VROMI staff on two occasions for feedback on designs	VROMI had no objections to the drawings.
May 2019	Catholic School Board	Designs finalized following review by VROMI (approved)	Design changed to remove Teacher Studio Boarding Room from design.
September 2019	Catholic School Board	Letter sent to Minister of ECYS indicating that the drawings for the new structure were completed and ready to be submitted for the necessary building permits.	No issues noted following receipt of letter by the Minister
October 2019	Minister of ECYS	Minister informed School Board that the SML was one of the projects in the Education Master Plan identified for rebuilding and therefore prioritized	No issues recorded.
May 2020	Catholic School Board	Letter from SKOS to Minister of Education, Culture, Youth and Sport with a plea to the	Plea noted by Ministry of ECYS.

	MECYS	Ministry of ECYS, the Steering Committee and the NRPB to expedite the reconstruction of the school and to start construction much earlier than 2022. Project Concept Note approved by Minister of ECYS	
June 2020	Catholic School Board	Building Permit approved and received.	No issues recorded
October 2020	NRPB Minister for ECYS	Presentation planned for Minister of ECYS on the Fostering Resilient Learning Project Letter to Director of NRPB with approval to request PPG	Presentation was sent to Minister by the Director of NRPB because scheduled meeting did not take place. No issues recorded.
December 2020	NRPB	Presentation to Parliament on the FRLP	No issues recorded.
February 2021	MECYS, NRPB and Catholic School Board Catholic School Board Catholic School Board M of ECYS NRPB	Discussion on SML Primary School with NRPB Project Manager and Catholic School Board Building Permits application submitted. Fire Department set to inspect the drawings for approval. MECYS Resilient Team requested approval for the project designs/drawings as submitted by the Catholic School Board for the reconstruction of the SML Primary School. Letter to NRPB Director confirming the MECYS's support of the project with particular conditions Presentation on FRLP to Steering Committee Representative of the Dutch Government	Provision of updates on the project. No issues recorded. No issues were recorded. Team requested that MECYS provide no objection to the original drawings for SML. Letter saying drawings were approved but Teacher Studio had to be removed from the designs. Presentation well received. No issues recorded.

Charles Leopold Bell Primary School			
August 2020	NRPB and MECYS Students Support Division	Information shared with NRPB Project Manager on Educational Care Center proposed for the CLB Discussion on scope and goals of the project	No issues recorded.
November 2020	**MECYS**	Decision taken by MECYS to restore one of the buildings at the CLB considered to be a historical monument	Action as described.
Repairing SGSF			
February 2026	**MECYS** **School Boards** **Principals** **Facility Managers, NSI**	Reassessment visits; scope of works review[4]	Consultations on revised projected timeline, scope of repair works, phasing and possible logistics.
March-April 2026	**NSI** **School Boards** **Principals** **Facility Managers, NSI**	Follow-up consultations on logistics	
On-going	**NSI** **School Boards** **Principals** **Facility Managers, NSI**	At each site, information session with parents and staff before the work starts	Pamphlets to be handed over to schoolboards

Meetings were held with the Ministry of Education, Culture, Youth and Sport (MECYS) Focal Point. Terms of Reference for staff and consultants to work on the project were developed by the National Recovery Program Bureau, with the assistance on deliverables from MECYS, in November 2020. The Project Manager also met with the StML Foundation and the Catholic School Board of Sister Mary Laurence Primary School to discuss the scope and goals of the project in September of 2020.

Meetings were also held with the Head of the Students Support Division (SSD), an expert in Special Needs to discuss what has been done for children with Special Needs on the island. Additionally, a presentation on The Education Care Center Plan – tailored to CLB (children with behavioural issues) was delivered. The focus was also on the main issues the children have and the facilities/amenities available.

The Head of SSD explained in the meeting that the purpose for such a program is to establish a transitional school focusing primarily on children with behavioural issues within the regular school system. She further went on to say, the Educational Care Center pilot program went into effect on September 2017 with about 80 students identified of having behavioral issues.

[4] ERP1 carrieid out assessments in December 2022. Findings were discussed with school boards and principals in May 2023. In October 2024, ERP1 had consultations with school management on projected timeline and scope of repair works and also had open brainstorm on phasing and possible logistics.

However, with the devastation of hurricane Irma, the students were forced to return to their regular schools where an after-school program was established but soon after closed. The program has not been used since June 2018. This exchange provided the Project Manager with a better understanding of what the MECYS' goal was for the ECC, so that the project could be designed accordingly.

See Table 10 below for additional details of meetings held during the project preparation phase.

Table 10a: Stakeholder Consultations for Component 1 (SML and CLB Primary Schools) During Project Preparation

Stakeholder	Message	Date & Time	Location	Materials Needed	Responsibilities/Notes	Budget
MECYS	1. Inform of upcoming stakeholder consultations (provide abbreviated logistics plan) 2. Obtain support and identify lead counterpart(s) for sessions.	19-11-21	Teams	- Abbreviated logistics plan - As developed, all materials.	PM: provides logistics plan for review. Gathers buy-in. PM: provides input, comments and shares developed products with MECYS for feedback. Comms: develops products and shares with PM and safeguards Safeguards: comments on developed products.	n/a
StML Board	1. Status of project including exclusion of SIMARC and museum. 2. Obtain support and identify lead counterpart(s) for sessions.	23-11-21	Teams	- Library specific logistics plan. - As developed, library specific materials.	PM: provides meeting agenda and shares abbreviated logistics plan. Gathers buy-in. PM: provides input, comments and shares developed products with MECYS and StML Board for feedback. Comms: develops products and shares with PM and safeguards Safeguards: comments on developed products.	n/a
StML board, SIMARC & Museum	1. Input of the Task Force on the documents provided by the Cultural Heritage Consultant to include the management function of the building and the institutional arrangements with Government. 2. Alternative ways to include these stakeholders in the project.	3-12-2021	Teams Meeting	Reports from the Cultural Heritage Consultant	PM: Chair meeting; gather feedback from the Task Force on the documents provided.	n/a

Sr. Marie Laurance School

Table 10b

Stakeholder	Message	Date & Time	Location	Materials Needed	Responsibilities/ Notes	Budget
School Board & School Management	1. Status of project 2. Rough timelines 3. How it affects the school board and management, teachers, students, parents and guardians and community. 4. Gather initial impressions	16-11-21	Teams Meeting	- Joint invitation from NRPB & MECYS PowerPoint presentation, timeline - attendance sheet/register of significant remarks	PM: provides meeting agenda and shares abbreviated logistics plan. Arranges meeting and gathers buy-in. PM: provides input, comments and shares developed products with MECYS and School Board for feedback. MECYS: provides input to presentation (if needed) School Board: provides input to presentation (if needed) Comms: develops products and shares with PM and safeguards Safeguards: comments on developed products. Safeguards: keeps record of attendees and remarks.	n/a
Teachers	1. Introduction to the project, status and rough timelines 2. How it affects all teachers, students, parents	16.02. 2022	Zoom	- joint invitation from school board/management / MECYS/NRPB	PM: coordinates program with MECYS and School Board. Shares invitation with MECYS and School Board. School Board: Arranges meeting with teachers and provides venue.	

Stakeholder	Message	Date & Time	Location	Materials Needed	Responsibilities/ Notes	Budget
	and guardians and community. 4. Gather initial impressions			PowerPoint presentation, timeline & artist impressions - attendance sheet/register of significant remarks	PM: provides input, comments and shares developed products with MECYS and School Board for feedback. MECYS: provides input to presentation (if needed) School Board: provides input to presentation (if needed) Comms: develops products and shares with PM and safeguards Safeguards: comments on developed products. Safeguards: keeps record of attendees and remarks.	
Parents, teachers and Guardians	1. Introduction to the project, status and rough timelines 2. How it affects, students, parents and guardians and community. 3. Gather initial impressions	16-02-2022	Zoom	- joint invitation from school board/management / MECYS/NRPB PowerPoint presentation, timeline & artist impressions - attendance sheet/register of significant remarks	PM: coordinates program with MECYS and School Board. Shares invitation with MECYS and School Board. School Board: Arranges meeting with parents and guardians. PM: provides input, comments and shares developed products with MECYS and School Board for feedback. MECYS: provides input to presentation (if needed) School Board: provides input to presentation (if needed) Comms: develops products and shares with PM and safeguards Safeguards: comments on developed products. Safeguards: keeps record of attendees and remarks.	None

Stakeholder	Message	Date & Time	Location	Materials Needed	Responsibilities/ Notes	Budget
Students	1. Introduction to the project, status and rough timelines 2. How it affects, students 3. Gather initial impressions	02-02-2022	In classrooms (only teachers/school personnel present)	PowerPoint presentation, artist impression register of significant remarks	PM: coordinates presentation with MECYS and School Board. School Board: Arranges presentation to students and provides input to presentation (if needed) MECYS: provides input to presentation (if needed) Comms: develops products and shares with PM and safeguards Safeguards: comments on developed products. Safeguards: keeps record of attendees and remarks.	n/a
Adjacent and wider community	1. Introduction to the project, status and rough timelines 2. How it affects the surrounding community. 3. Gather initial impressions	Commencing March 2022	Belvedere community center	- joint invitation from school board/management / MECYS/NRPB PowerPoint presentation, artist's impression - Radio commercial/newspaper advertisement - attendance sheet/register of significant remarks	PM: coordinates program with MECYS and School Board. Shares invitation with MECYS and School Board. PM: provides input, comments and shares developed products with MECYS and School Board for feedback. MECYS: provides input to presentation (if needed) School Board: provides input to presentation (if needed) Comms: develops products and shares with PM and safeguards Safeguards: keeps record of attendees and remarks.	Rental of sound equipment Purchase of drink refreshments Radio commercial/ newspaper ad

Charles Leopold Bell School

Table 10c

Stakeholder	Message	Date & Time	Location	Materials Needed	Responsibilities/ Notes	Budget
Division of Public Education, MECYS Student Support Services Division. (SSSD)	1. Status of project 2. Rough timelines 3. How it affects the management, teachers, students, parents and guardians and community. 4. Gather initial impressions	March 2022	Teams Meeting	Joint invitation from NRPB & MECYS PowerPoint presentation, timeline - attendance sheet/register of significant remarks	PM: provides meeting agenda and shares abbreviated logistics plan. Gathers buy-in. PM: provides input, comments and shares developed products with MECYS for feedback. MECYS: provides input to presentation (if needed) School Board: provides input to presentation (if needed) Comms: develops products and shares with PM and safeguards	n/a

Stakeholder	Message	Date & Time	Location	Materials Needed	Responsibilities/ Notes	Budget
					Safeguards: comments on developed products. Safeguards: keeps record of attendees and remarks.	
Adjacent and wider community Families with interest in the project (Voluntary attendance following public announcement of invitation)	1. Introduction to the project, status and rough timelines 2. How it affects the surrounding community. 3. Gather initial impressions 4. Gather input into designs	March 2022		- joint invitation from school management/MECYS/NRPB - PowerPoint presentation and timeline - Radio commercial/newspaper advertisement - attendance sheet/register of significant remarks	PM: coordinates program and shares invitation with the wider community. PM: provides input, comments and shares developed products with MECYS and school management for feedback. MECYS: provides input to presentation (if needed) School Board: provides input to presentation (if needed)	Rental of sound equipment Purchase of drink refreshments Radio commercial/newsp ad

Stakeholder	Message	Date & Time	Location	Materials Needed	Responsibilities/ Notes	Budget
					Comms: develops products and shares with PM and safeguards Safeguards: comments on developed products. Comms: develops products and shares with PM and safeguards Safeguards: keeps record of attendees and remarks.	

Table 11: Consultations held for the CLB Primary with MECYS/Department of Education, NRPB and School Boards

Timeframe/Date	Stakeholder	Activity	Outcomes of consultations, key issues discussed
23/06/2021	MECYS	Meeting	Introducing the Project Coordinator to MECYS: SG, Head Office of Projects and Education Head Office
16/07/2021	MECYS /Department of Education	Meeting	Presentation of SNE/IEC Needs Assessment Action Plan and Agreement with MECYS on new timeline for SNE/IEC Needs Assessment assignment
29/07/2021	MECYS /Department of Education	Meeting	Presentation of SNE/IEC Design Criteria Draft Report to the MECYS Department of Education school board and discuss inputs and changes recommended on the document.
10/08/2021	MECYS and School Board	Meeting	Presentation of SNE/IEC Needs Assessment Action Plan and Design Criteria Draft Report to the school board;
24/08/2021	MECYS /Department of Education	Meeting	Meeting with Department of Education on student survey methodology and instruments (Analysis of the questionnaire for teaching staff and professionals in the area of special needs and inclusive education for the second phase of the SNE/IEC Needs Assessment) Meeting with MRT for: (i) presentation; (ii) discussion and; (iii). Pre-approve the Design Criteria Document to be sent to the Ministry.
22/09/2021	MECYS /Department of Education	On-line Presentation	Presentation of the Design Criteria document to the Minister of ECYS
28/10/2021	MECYS /Department of Education	Meeting	Presentation and discussion of findings on SNIE Assessment Report
01/11/2021	MECYS /Department of Education	Meeting	Discussing Policy Framework
01/12/2021	MECYS	Meeting	Presentation SN/IE Assessment Report and Policy framework to the Minister

Sint Maarten Library

Component 2: Sint Maarten Library

As of October 2020, the StML Foundation had presented NRPB with the following:

- a Business Case to review;
- an estimated Budget cost USD 18,723,256;
- a letter submitted to MECYS & VROMI of long lease transfer request;

A Task Force was set up by the three main entities/stakeholders of Component 2 of the FRLP, with two representatives from each organisation.

(1) The Sint Maarten Heritage Foundation and Museum - a non-profit organization that was established on October 4th, 1993 as the result of a merger between the St. Maarten National Park Foundation and the St Maarten Museum Foundation.

(2) The Sint Maarten Library (StML) Foundation - a body set up to operate the StML, to "promote, encourage and stimulate active reading of books and all other legible material and everything connected with this in the broadest sense of the word".(*StML Foundation, Articles of Incorporation*)

(3) Sint Maarten Archaeological Center (SIMARC) - a non-profit foundation, and the official depository for archaeological artifacts collected during fieldwork that has been carried out in St. Maarten. The facility also contained a lab, held heritage educational lectures for students every Monday, and organized activities for the broader community.

The StML, the museum (SMNHF), and SIMARC signed a Memorandum of Understanding (May 17th, 2018) among the three entities with the objective *'to explore all possibilities for permanent joint housing and possibilities of jointly presenting and rendering services to the public in the future'*.

These three entities are of the intention of operating a Heritage Center, at the former Library location.

In 2020, it became clear that the World Bank Trust Fund via NRPB and MECYS, is willing to finance the new library. The NRPB was requested to start the preparation of this project and was asked to take in consideration an MoU between the Library, SIMARC and SMNHF, which expressed an intent to collaborate towards a Cultural Heritage Center. (Source: National Heritage Center Taskforce; Overall Goals and Objectives- Dr. Jay B. Haviser, Chairperson, NHC Taskforce). However, as explained in Chapter 3, such a centre is not within the scope of the finalised project and will not be financed.

The main activities of the Task Force are:

(i) to act as a steering committee for the proposed Heritage Center component of the FRLP
(ii) to provide assistance for the Project Management Team during project development

(iii) determine the Institutional arrangements, to include allocation of the building space for each entity.

(iv) Program of requirements – the layout of what the building is going to look like, office/functional allocation of space (IT Room, Multi-media room, commercial spaces for rent to generate income, etc)

Preparation and Goals In the initial preparations, the Taskforce requested, interviewed, and compiled an extensive evaluation of concept drawings by six architects for the facility (in conclusion, three were selected as best options, and one stood-out, as the very best option (DAM Caribbean)). As well, issues of the additional land acquisition for the property, were investigated by the Taskforce at VROMI. In more recent preparation for this Library/Heritage Center, the StML, SMNHF, and SIMARC have collaborated to determine the List of Requirements of the different functions for the three entities, for submission to the NRPB/WB/MECYS.

Members of the Task Force

Table 12: Members of the Heritage Center Task Force

Entity	Representative
Sint Maarten Heritage Foundation and Museum	Vida Hodge Amaris Richardson
Sint Maarten Library Foundation	Glenderlin Holiday Pieter Lucas
Sint Maarten Archaeological Center (SIMARC)	Jay Haviser Paul Ellinger

The Project Manager of the FRLP convened a meeting with the Task Force in March 2021.

Table 12 presents a summary of additional engagement with stakeholders/beneficiaries of the StML during the project preparation phase.

Table 13: Component 2 - Sint Maarten Library Stakeholders' Consultations (During Project Preparation Phase)

Timeframe/Date	Stakeholder	Activity	Outcomes of consultations, key issues discussed
12/03/2021	JP Library, SXMHF, SIMARC	Meeting	Department of culture introduces the concept of the cultural industries of the MECYS; discussing the Heritage Center ideas and examples around the world; information about Ministry's and NRPB timeline history; welcome the NRPB representative Romain Laville who provided information about NRPB'S Plans, budget timeline for the FRLP and lybrary component.
19/04/2021	JP Library, SXMHF, SIMARC, MECYS	Meeting	Additional information about the Project and Implementation Plan was provided and all misunderstandings were cleared off.
20/05/2021	JP Library, SXMHF, SIMARC , MECYS	Teams-meeting	Project appraisal document. This entails the entirety of the project The spirit of the project Direction of project Allocations of funds Safeguards instruments of the project Introducing NRPB Consultant on Rebuilding StML Project
25/05/2021	JP Library, SXMHF, SIMARC	Meeting	The consultant started communication and collecting data with them.
02/07/2021	JP Library, SXMHF, SIMARC	Meeting	Presentation of the primary findings on StML assessment and discussions about design aspects, activities of the 3 entities and space requirement Introducing NRPB Project Coordinator
05/07/2021	JP Library	Meeting	Meeting with StML Representatives to understand their aspiration on the new building and Work Plan to be provided for the Business Plan.

05/07/2021	SXMHF	Meeting	Meeting with SXMHF Representatives to understand their aspiration on the new building and Work Plan to be provided for the Business Plan.
05/07/2021	SIMARC	Meeting	Meeting with SIMARC Representatives to understand their aspiration on the new building and Work Plan to be provided for the Business Plan.
03/12/2021	JP Library, SXMHF, SIMARC, MECYS	Meeting/Presentation	Presentation and discussion of the Draft Final Report of StML Assessment Findings and Consensus Document.
14/12/2021	StML Foundation, MECYS	Meeting	To discuss the findings and assessment of the Cultural Heritage Consultant. To get their feedback on the report. For input into the designs of the StML. Discussion on building ownership and governance model StML prefers to manage the building instead of having a company to manage the building; StML are doing a different reading of the idea of the MoU signed with the other two institutions in 2018;
15/12/2021	Sint Maarten Museum, MECYS	Meeting	To discuss the findings and assessment of the Cultural Heritage Consultant. To get their feedback on the report. For input into the designs of the StML. Doubts were clarified to the museum manager regarding the space of the new building. It was explained to the Museum that artifacts and storage cannot be allocated in the new building, only offices, film screening rooms, study rooms. Discussion on building ownership and governance model. Museum prefers a company to manage the building. Museum is in agreement with the idea of the MoU signed with the 2 other institutions in 2018;

16/12/2021	SIMARC, MECYS	Meeting	To discuss the findings and assessment of the Cultural Heritage Consultant. To get their feedback on the report. For input into the designs of the StML. Doubts were clarified to the SIMARC manager regarding the space of the new building. It was explained to the Museum that artifacts and storage cannot be allocated in the new building, only offices, film screening rooms, study rooms. Discussion on building ownership and governance model. SIMARC prefer a company to manage the building. SIMARC in agreement with the idea of the MoU signed with the 2 other institutions in 2018;

Timeframe/Date	Stakeholder	Activity	Outcomes of consultations, keys issues
23/06/2021	MECYS	Meeting	Introducing the Project Coordinator to MECYS: SG, Head Office of Projects and Education Head Office
21/07/2021	MECYS/ Department of Culture	Meeting	Discussion on the Governance Options: 3 options were discussed; The owner of the building is the government and a fourth entity will manage the building; The board of the fourth entity is composed of members from the 3 institutions, and the government is prohibited by law from having a seat on the board of institutions that subsidizes; MECYS and NRBP will work on a new document to specify the attributions and functions of the fourth entity.
16/08/2021	MECYS/ Department of Culture	Meeting	Presentation and discussions on the preliminary results of the StML assessment to the Department of Culture; Discussion on a more comprehensive assessment to the library with MECYS. Discussion of the library ownership concerns. Discussion on the Land ownership after demolition. Discussion on Governance Model. It was decided to schedule a meeting with VROMI and General Affairs for advice on those matters.
30/08/2021	VROMI/GENERAL AFFAIRS	Meeting	Discussion of the library ownership concerns. Discussion on the Land ownership after demolition. Laws or decrees that support that the government may withdraw the permission to use the library's land, once the library has been moved to another building and after demolition. Laws or decrees that support that the government is the owner of the building that will build (remembering that the government is the owner of the land and Library has permission to use that land) Their support to them in creating the 4th entity (this fourth entity will receive permission to use the land and permission to manage the building); Their support in the elaboration of an MoU or a Management Agreement between the government and the 4th entity;
23/09/2021	MECYS/ Department of Culture	Meeting	Meeting MECYS Head of Department of Culture for i. Presentation of the Consensus document by the consultant. ii. StML Land lease requesting new building construction; iii. Construction of new library just on the land of the building; iv. Finalization of the Consensus Document;

19/10/2021	MECYS	Meeting	Meeting with SG, NRPB/FRLP Project Manager and MECYS Head of Project on StML decisions that must be taken by MECYS: discussing 2 other options StML building ownership and governance, as well subsidy redistribution.
21/10/2021	MECYS/ Department of Culture	Meeting	Meeting with Department of culture discussing: a. problems on the letter informing NRPB on the long lease; b. options of new JPL building ownership and governance arose in the meeting with SG; c. discussions on subsidy redistribution based on options prepared.
19/11/2021	MECYS	Meeting	Preparation of the meeting with StML stakeholders.

Date	Stakeholders	Activity	**Purpose/Outcomes of Consultations, Key Issues and how they will be addressed.**
08/16/2021	MECYS	Meeting	i. Presentation of the Needs Assessment document by the consultant. ii. Discussion of the library ownership concerns. iii. Discussion on the Land ownership after demolition. iii. governance Model. iv. It was decided to schedule a meeting with VROMI and General Affairs for advice on those matters.
14/12/2021	StML Foundation	Meeting	To discuss the findings and assessment of the Cultural Heritage Consultant. To discuss get their feedback on the report. For input into the designs of the StML. Discussion on building ownership and governance model StML prefers to manage the building instead of having a company to manage the building; StML are doing a different reading of the idea of the MoU signed with the 2 other two institutions in 2018;
15/12/2021	Sint Maarten Museum	Meeting	To discuss the findings and assessment of the Cultural Heritage Consultant. To discuss get their feedback on the report. For input into the designs of the StML. Doubts were clarified to the museum manager regarding the space of the new building. It was explained to the Museum that artifacts and storage cannot be allocated

			in the new building, only offices, film screening rooms, study rooms. Discussion on building ownership and governance model. Museum prefer a company to manage the building. Museum is in agreement with the idea of the MoU signed with the 2 other two institutions in 2018;
16/12/2021	VROMI/GENERAL AFFAIRS	Meeting	i. Presentation of the Consensus document by the consultant. ii. Discussion of the library ownership concerns. iii. Discussion on the Land ownership after demolition. iv. Laws or decrees that support that the government may withdraw the permission to use the library's land, once the library has been moved to another building and after demolition. v. Laws or decrees that support that the government is the owner of the building that will build (remembering that the government is the owner of the land and Library has permission to use that land) vi. Their support in creating the 4th entity (this fourth entity will receive permission to use the land and permission to manage the building); vii. Their support in the elaboration of an MoU or a Management Agreement between the government and the 4th entity;
16/12/2021	SIMARC	Meeting	To discuss the findings and assessment of the Cultural Heritage Consultant. To discuss get their feedback on the report. For input into the designs of the StML. Doubts were clarified to the SIMARC manager regarding the space of the new building. It was explained to the Museum that artifacts and storage cannot be allocated in the new building, only offices, film screening rooms, study rooms. Discussion on building ownership and governance model. SIMARC prefers a company to manage the building.

			Museum is in agreement with the idea of the MoU signed with the 2 other two institutions in 2018;
Completed in October 2021	Users - Primary and Secondary Schools - Tertiary Institutions - General Public	Survey	Baseline survey report available
TBD	Sister Basilia Center	Interview	
TBD	Sundial School	Meeting	

Component 3: MMIS

Table 14: Stakeholder Consultations held for the MMIS

Timeframe/Date	**Stakeholder**	**Activity**	**Outcomes of consultations, keys issues and how they will be addressed .**
7/28/2021	MECYS/MMIS Focal Point	Meeting	Understand MECYS needs in relation to MMIS Understand how many MMIS MECYS has had Understand why MMIS failed Gather data to design a strategy so the MMIS can work successfully Investigate the MECYS monitoring, evaluation and learning system Design a strategy for MECYS pre-MMIS preliminary activities
7/29/2021	MECYS/Inspection	Meeting	Understand MECYS education monitoring system Collect data for MMIS Consultant Analysis of education database and spreadsheets; Analysis of MECYS education indicators and templates for data collection;
11/23/2021	MECYS/MMIS Focal Point	Meeting/Presentation	Presenting MECYS M&E System proposal that will host the MMIS

12/6 - 10/2011	MECYS/Department of culture	Meetings and work sessions	Preparing the Department for MMIS: 1. Design the Theory of Change of Department of culture program; 2. Start planning activities according to Theory of Change
12/6 - 10/2012	MECYS/Department of culture	Meetings and work sessions	Preparing the Department for MMIS: 1. Design the Theory of Change of Department of Culture program; 2. Planning activities
12/13 - 17/2013	MECYS/Department of culture	Meetings and work sessions	Preparing the Department for MMIS: 1. Finalize the Plan of Activities; 2 - Defining indicators according to the activities and start developing Department of Culture Indicator Matrix
12/20 - 24/2014	MECYS/Department of culture	Meetings and work sessions	Preparing the Department for MMIS: 1. Finalize Department of Culture Indicator Matrix ; 2 - Develop the Indicator Tracking Table for MMIS; 3 Develop a ToR for Artists' Database

Consultation with Stakeholders of MECYS Heads of Departments and Divisions and Schools (2022)

Note: Workshop 2: Schools (Afternoon)

Table 15: Consultation with Stakeholders (2022)

Activity	Objectives	Responsibility	Date/Time	Attendees	Notes and comments
Workshop 1: Ministry of Culture, Youth, and Sports Stakeholders	1 - Presentation of the project 2 - MMIS Component 3 - Introducing the MMIS Consultant 4 - Necessary collaboration of the stakeholders on the MMIS diagnosis 5 - Stakeholders expectations and concerns 6 - Consultant Plan for meetings with schools 7 - Others.	MECYS/NRPB /Consultant	6/6/2022 09:00 - 11:00 am	**1 - Stakeholders:** Boards and President of Culture, Youth and Sports Entities; **2 - MECYS:** Head of MECYS Departments, MECYS MMIS Focal Point Hiro Shigemoto and Rodney Richardson **3 - NRPB:** Romain Laville, Ana Fontainhas and Curtis Edwards	This Workshop will serve as stakeholder consultation as well, according to the SEP.
Meeting Agenda					
Opening	1 - Introductory information, general objectives of the meeting 2 - Introduce NRPB Team to the Stakeholders	MECYS - Oralie Boirard, Clara Reyes, Jonelle Richardson and Soraya Agard/ NRPB - Romain Laville	09:00 - 09:05am	**1 - Stakeholders:** Boards and President of Culture, Youth and Sports Entities; **2 - MECYS:** Head of MECYS Departments, MECYS MMIS Focal Point Hiro Shigemoto and Rodney Richardson **3 - NRPB:** Romain Laville, Ana Fontainhas and Curtis Edwards	
FRLP/MMIS	1 - The origin of the FRL project 2 - The origin of FRLP's Component 3, MMIS.	MECYS: Oralie Boirard	09:05 - 09:15 am		
Presentation of the FRL Project and introducing the MMIS	Presentation of the FRL Project components (emphasis on the 3rd component), procurement procedures and timeline of FRLP	NRPB: Romain Laville or Ana Fontainhas	09:15 - 09:30 am		
Questions	1 - NRPB responding question from the stakeholders	MECYS/NRPB /Consultant	09:30 - 09:45 am		
Presentation of the MMIS Diagnosis Work Plan	1 - Presentation of the Methodology for the diagnosis; 2 - Presentation of the timeline and the Milestones; 3 - Collaboration needed from the Heads of Departments, Divisions and their stakeholders.	NRPB Consultant: Curtis Edwards	09:45 - 10:00 am		
Questions	Consultant responding to questions from the stakeholders	NRPB Consultant: Curtis Edwards	10:00 - 10:20 am		
Planning	Consultant will plan meetings and visits to entities	NRPB Consultant: Curtis Edwards	10:20 - 10:55 am		
Wrap-up	Final remarks by MECYS and closing of the session.	MECYS: Oralie Boirard NRPB: Romain Laville or Ana Fontainhas	10:55 - 11:00am		

Consultation Planning for Building Designs

During the design phase (before plans are submitted for permitting and before calling for construction bids) for the CLB and the library, consultations will be held with beneficiaries, teachers and parents, and other interested parties to garner ideas and feedback on the site and building plans.

The plans for the SML are already finalized and have been approved by the Ministry of VROMI. However, these plans will be consulted on with the school community, since this plan approval process was completed over two (2) years ago and the plan are amendable to changes based on feedback and criteria derived from the applicable ESS. On September 13th 2022, a design amendment consultation meeting was held between the Catholic school board (SKOS), NRPB & the contracted design firm. During this consultations, the adjusted/amended design for the school was presented and approved by the stakeholders. Such changes were COVID 19 measures of wash basins in all classrooms, ajourning doors in each classroom, a shelter section etc,

Development of the draft plans for the CLB has not yet started. The consultant is finalizing the assessment report along with a framework/policy document that will highlight government's vision. The program of requirements however is completed and will be used as part of the tender document for the design firm who will start the designs of the new CLB school. It is anticipated that the procurement process will start in the 1st quarter of

2023.

A proposed program of requirements for the library is also in its finalization phase with the consultant providing all relevant documents needed in the tender package for the design firm. When this is completed an internal review of the program of requirements will be conducted to make sure the project stays within budget. Design firm should go out for tender in the 1st quarter of 2022.

No further consultations were held for the CLB and the StML due to the fact that the tendering process for the architectural design work has not yet been procured.This is anticipated to commence in Quarter 1 of 2023.

The Design Firm that prepared the original designs for SML have been contracted to make any changes to the SML school plan, and draft, finalize, and seek approval (or reapproval) and permit issuance through VROMI. For CLB and the Library, a separate firm will be procured. This firm will also be contracted to perform supervision services during the implementation of the works. In terms of consultations with the school community the design firm will be required to be involved in at least one consultation per – site with the school communities and library users. The firm will also be required to support more targeted consultations with some groups who are difficult to reach or have specific interests, such as parents who have children with disabilities. The timing of these consultations will be during the design of the buildings, and the meetings will be organised by the NRPB.

Table 13: Consultation Plan with Beneficiaries on the Design Plans of the Site and Buildings below describes the NBRB's plans for the consultations on the building and site plans with parents, teachers, and library users. Consultations with neighbors on construction impacts and associated E and S issues are described in the table in subsection 9.1

As consultations are completed prior to the SEP being finalized this table will be updated with the main topic and issues discussed in the meetings and how the project proposes to respond to each comment/issue.

Table 16: Consultation Plan with Beneficiaries on the Design Plans of the Site and Buildings

<table>
<tr><th>Site/Beneficiaries</th><th>Method of Consultation and Frequency</th><th>Purpose</th><th>Responsible Party for leading the consultation</th></tr>
<tr><td>SML School
Parents</td><td rowspan="2">Online meeting
Three times during project preparation
At least once with design firm</td><td rowspan="2">Opinion on the designs already approved by Ministry of VROMI

Solicitation of suggestions for adjustments to the approved plans (First meeting to review and discuss approved plans

Second meeting to present changes made and solicit additional feedback).</td><td rowspan="2">NRPB and School Management</td></tr>
<tr><td>Teachers</td></tr>
<tr><td colspan="4">Date and place: 22/02/2022 and 08/03/2022

No issues were raised during the meeting held on February 22nd, , 2022

Issues raised during the consultation of March 8th, 2022

<u>Program</u>
Facilitated by NRPB’s Head of Communications
Welcome and introduction by MECYS, Department Head Education.
Origin of the plan and design by SKOS, School Head.
Elaboration on the procurement, construction plan and safeguards by NRPB’s Project Manager and Social Safeguards Specialist.

17 participants in total:
Mecys: 2
SKOS: 3
NRPB: 3
Neighbouring residents: 7
Wider community residents: 2
Out of the participants were 3 minors

Questions and concerns were raised in the last section of the session.</td></tr>
</table>

1. Neighboring resident (next to SML)
Q: How will destruction of my property be prevented?
A: The demolishing of the building is carefully planned. There are safeguards in place. Works are supervised on site. No accidents with severe destruction of property during project implementation by NRPB so far. Contractor is obliged to have a liability insurance. There will be a point of contact during the preparation and implementation of the works. Grievance Redress Mechanism at NRPB accessible to raise any complaints.
A public meeting will be held prior to the start of demolition.

2. Neighboring resident
Q: I'm concerned about the access to my house and the roads. How are you planning to do this?
A: The blocking of any roads will be planned, taking into account the needs of the residents to be able to reach their homes by foot and by car. We will be collaborating with VROMI.
A public meeting will be held prior to the start of works, in order to guarantee accessibility of the homes and roads.

3. Neighboring resident (joined later in the session)
Q: Will facilities, such as the basketball field, stay? What is the timespan of the project? What will happen during hurricane season, how will that work? What if there is a delay in the works, money is finished, will we be stuck with half a building?
A: Facilities, such as the basketball field, will remain. Total timespan before the building is completed and ready for use, is up to 3 years. Demolition will be planned in accordance with safety considerations, such as hurricane season. If possible, plan demolition around the hurricane season. Demolition itself will take 2-3 months. Contractor is obliged to prepare a plan for hurricane season, in order to ensure safety of the surroundings by storing material etc. In the event allocated funding is insufficient, the CERC can be used for extra funding.

4. Neighboring resident (after session was closed)
Q: Ellis Road is not a public road, but a private property. If you're planning to block the road, I have no access to my home.
A: We made a note and will look into this. When the times comes to make a site plan, this will come up and be taken into account. You will still have access to your home.

CLB School	Social Media Survey or request to send information via the NRPB Facebook Page	Survey targeting Parents and Teachers requesting input into the design, based on the school's proposed program (ECC in particular)	NRPB and School Management
Teachers	Online meeting Three times during project preparation At least one meeting with Design Firm	First meeting for NRPB and School Management to present project information. Second meeting to discuss design plans and to solicit feedback. Third meeting to present final designs	

Date: 10/03/2022

Venue: Carl & Sons Inn, Cole Bay

Total Participants: 26

Consultation on Design for the Building

Questions, Comments and Responses

1 ***Former Employee(Movement Specialist)***
How will the facility's environment contribute to the educational goals and will former staff be contacted?
Comment: The life skill program is not part of the ECC.
What type of program will be used at the school?
Response: A Foundation Based Education (FBE)

2 **Resident**
Request for the community to use the CLB as a cultural center
Response: Will be looked into when design is being done

3 ***Resident***
Safety Concerns. When a child wants to 'escape' will there be security guards present?
Response: A guard should be there, trained in dealing with children.
This person also asked about elevator accessibility.

4 ***Resident***
Comment: The facility seems similar to a Miss Lalie Center (which is a Youth Detention Center on Sint Maarten)
Why is CLB not becoming a normal school?
What if the community does not want a school but just a community center?
Will the facility accommodate regular primary school children?
Responses:
The Facility will house 120 students for special education
The CLB was already designed as a special needs school
Will the facility be a junior youth detention center?
Response: No it will not.

5 *Question: What will happen with all the traffic in that area?*
Response: This will be taken into account in the design.

6 *Question: Will arch room be accessible to the community after school hours?*
Response: Yes, it will be accessible.
Comment: The arch room should be placed on the third floor of the building.

7 *Comment: There has been incidents with special needs students at the Miss Lalie Center and there will have to be a policy for special needs education at the CLB.*

8 *Discussion on the content of the program at the CLB.*

9 *How do the purposes of the different schools relate to each other?*

10 *How are the assessment and screening being done and how would children qualify for admission to the CLB?*

11 *How long is the screening and transition period for students to enter the CLB?*

12 *Is the facility going to be used as a hurricane shelter, performances by external groups?*
Response: A multi-purpose room can be included in the design.

13 *What would be the impact of a three-story building on the neighbours behind the project site?*

14 *The property located in the back of the property can be purchased to construct a community center*

15 *Can the basketball court be repaired for use in the meantime?*

16 *Will the feedback from the community be taken into account in the design?*

Sint Maarten Library Users and other beneficiaries	Social media input to project design Focus group discussions and interviews	Survey and First meeting for NRPB and STML to present project information/project concept to the general public and targeted stakeholder/focus groups	NRPB and STML Foundation

	Surveys Three times during project preparation phase At least one meeting with Design Firm	Second meeting to discuss design plans and to solicit feedback. Third meeting to present final designs.	

Date: 28/03/2022

Venue: John Larmonie Center

Number of Participants: 20

Questions, Comments and Responses

1 Question: Will the project include reconstruction?
Response: Yes**.**

2 Question: What types of services will be offered? What will be the language of instruction? Will it be widely accessible for social integration of newcomers?
Response: All of this will be taken into account in the design.

3 Was there consultation with Telem? A hurricane resilient building needs specific internet infrastructure
Response: Yes, this was shared with Telem.

4 Question: Is the design green and future sustainable?
Response: Yes, there will be outdoor spaces.

5 Question: Will the books be protected in case of natural disasters?
Response: International building standards will be adhered to.

6 Discussion and suggestions for the building – building will be a garden and used by the Sundial School; there will also be use of solar energy

7 There was an offer for the provision of voluntary architectural services from a participant
Response: Localised architectural input is very valuable.

8 Question on Services: Will there be free homework guidance, visual arts, practicing, recording, space for performances (aula); rental of gardening tools. Will museum be part of the library?
Response: Information on these specifics will be provided later.

9 Question: How many levels? Will there be parking? Will it be accessible to differently abled people?
Response: Information will be provided later.

10 Question: Will the heritage/remnants and archive system of STML be preserved?
Response: Yes, there is a 100-year-old book and the archives are now at the Government Administration building. There is a desire to have the archive at the STML.

11 Question: Will the recording studio be accessible only to the staff of the STML?
Response: An effort will be made to make it available to all.

12 Concern: For young people coming to the STML, given the nearby casino

13 Question: Are there restrictions to the heigh of the building? Can the building have additional level to accommodate the archives?
Response: There are restrictions to the height because the ground is not solid.

14 Question: Will there be another public meeting?
Response: Yes, online meetings will be held as well and email updates will also be provided.

15 Suggestion: Local archive for art (eg music) at the STML

16 Suggestion: Multi-purpose room should be included in the design

17 Question: Is the STML commercial or community oriented?
Response: More community oriented.

18 Question: Will the ground floor be parking due to flooding risks?

19 Discussion on green design and using smart materials.
20 Suggestion to take advantage of yachting industry from nearby Pointe Blanche
21 Comment on Sundial School located nearby
Response: will be taken into account.

To support this Stakeholder Engagement Plan a Stakeholder Communication Plan will be further developed and actioned by the Communications Team at the NRPB, it will elaborate on Table 10 of this SEP. The Communication Plan will describe the traditional methods of communication for targeted discussions with stakeholders, and the use of social media platforms to disseminate project information.

9.2 Engagement with person in the Sint Maarten Library to be displaced

This sub-section describes the engagement to date held with the individual living in the library and the plans for engagement with them to, the development of a Resettlement Action Plan (RAP), and the implementation of the RAP which will occur during project implementation.

Engagement to date:

Date	**Action**
November 9th, 2021	Initial observation of occupants at the StML Site by Project Manager, who informed them of the project. There were two men present, with indications of two additional men who also resided at the site.
November 11th, 2021	Site visits were conducted to confirm the presence of the individuals at the StML site by Project Manager, Social Safeguards and Resettlement Specialists. Two of the occupants were met on this visit.
November 15th, 2021	The Social Safeguards and Resettlement Specialists confirmed the presence of two (2) individuals. The Team was informed that the other two occupants had vacated the site.
November 27th, 2021	Signs were placed at the three project sites on November 27th, informing the public that the sites are private and should not be entered. There was also confirmation that the CLB and SML Primary School sites are unoccupied.
8th and 9th December, 2021	Resettlement Specialist visited the site and confirmed the presence of one occupant. One of the two who were present at the site visit on November 15th was said to have left the site and no longer resided there. Census survey instrument was developed.
December 10th, 2021	Resettlement and Social Safeguards Specialists visited the StML site and conducted interview with remaining occupant to determine his current socio-economic situation. This date is the cut-off date for eligibility for compensation for this project site.

Follow up to the census:

Data collected on December 10 was analysed to determine the individual's situation and options for resettlement. The Resettlement Policy Framework designed for the Emergency Debris Management Project (EDMP) was used as a guideline on how to determine eligibility to support.

In addition, the NRPB assessed potential collaboration with NGO's in supporting the resettlement of the person.

A follow-up with the individual occured in January, 2022 at which time the following key information was shared with the impacted person:.

a) Eligibility for compensation
b) Options for alternative shelter as preferred by the occupant
c) Cut off date and implications of the cut off date
d) Schedule for preparing the RAP
e) Information about the Project timeline and need for resettlement
f) Identification of specific vulnerabilities which need special consideration

Prepare the RAP:

This occured by the time the projected was negotiated by the Bank, on February 16th 2022. Following the eligibility screening based on the socio-economic information collected during census and consultations, the following key topics were discussed with the person to be resettled:

a) What options does the person have for alternative housing
b) In case of eligibility, options for compensation
c) Livelihood support
d) Timing of resettlement and, in case of eligibility, compensation

Implementation of the RAP

The RAP will be implemented following approval by the Bank, and with the availability of funds which will most likely come from the project's budget. These funds became available post Board approval and after the project became effective in June 2022. Key engagement activities with the person to be resettled during RAP implementation are being documented as they occur. The RAP will not be publicly disclosed as it contains information that can be traced back to the individual, which will be a violation of his privacy.

9.3 Implementation Phase Stakeholder Engagement Methods for Covid 19

Public Consultations During the Covid 19 Pandemic

The National Recovery Program Bureau (NRPB) is mindful of the challenges presented by Covid 19 to comply with health and safety requirements, to ensure the continued safety of the community and other stakeholders of the project. The NRPB will take every measure to avoid COVID-19 transmission risks that may be associated with public consultations, by abiding with the Government of Sint Maarten's COVID-19 Guidelines, the NRPB's Guidelines, the World Bank's protocols and applicable World Health Organization's guidelines which are already in place and are also referenced in the ESMF.

The FRLP, as is done for the other projects within the NRPB, will ensure that project activities are informed by consultations with key stakeholders. The NRPB will continue to use modalities for citizens to express their views when public gatherings face widespread restrictions aimed at reducing the spread of the virus.

During the Project Preparation Phase, the Project Management and Communications Team at the NRPB will use different ways to effectively engage the major stakeholders of the project. This will include the use of available technologies and channels – social media, radio and television programs, print media among others.

Meetings with stakeholders will be held via online platforms (like Zoom and Microsoft Teams). Those households with no internet access will be accommodated via telephone or WhatsApp messages. Online surveys were conducted for the STML with different levels of students (primary, secondary and tertiary) and the general public to reduce person-to-person interaction.

As the project proceeds towards the implementation stage, modalities for each type and category of stakeholder will be such that the risk of the spread of Covid 19 will be reduced or eliminated. Specific requirements for engaging the community will focus on the promotion of the FRLP, ensuring disclosure of relevant information throughout the project life cycle and acquisition of feedback from the stakeholders, regardless of their level of influence.

While restrictions on face-to-face gatherings limit some of the usual fora for public dialogue, the NRPB works to keep a two-way channel of communication open, allowing citizens to share information with the Bureau and translating this into targeted responses. This is done through the NRPB's Website, Email, Facebook and LinkedIn pages, for those who have access to these online facilities. Alternatively, the NRPB office is opened to members of the public, following strict Covid 19 guidelines. Printed media and radio are also effective in transmitting information about the NRPB. Members of Management and Staff have been guests on local radio shows, answering calls from the public.

Modalities of Interaction/Consultation During the Covid 19 Pandemic

- Online public consultations (using Zoom or similar software)
- Submission of grievances on the NRPB website or in person at the NRPB office (following established protocols of hand-sanitising, wearing of masks and limited number of people in the office at any one time);
- Use of doorbell, controlled entry by Front Desk Office Assistants.

- Protocols for physically accessing the services of the NRPB are in place (security systems, use of masks while on the premises, social distancing)
- Use of emails
- Use of Social Media (NRPB Facebook Page, WhatsApp messages, LinkedIn)
- Sharing of videos and online flyers
- Press releases, newspaper articles
- Online surveys
- Posting of documents on social media for public review
- Billboard displays (With project and NRPB Contact information)
- Small group meetings in outdoor spaces, or inside social distanced with masks required.

9.4 Timetable for Disclosure of SEP and other documents

As of mid-November 2021 the schedule for public disclosure in Sint Maarten, of the Environmental and Social documents for the project is shown in the table below.

Table 17: Disclosure of SEP and Other Documents

Safeguard Instrument	**Time Frame**	**Responsible Entity**
Stakeholder Engagement Plan	Draft to be disclosed at Project Appraisal Final to be disclosed prior to project negotiations. Updates during project implementation to be disclosed after World Bank Review and/or No Objection	NRPB
Environmental and Social Management Framework	Draft before appraisal Final to be disclosed before Project Negotiations	NRPB

Grievance Redress Mechanism	Draft to be disclosed at Project Appraisal Final to be disclosed prior to project negotiations. Updates during project implementation to be disclosed after World Bank Review and/or No Objection	NRPB
Cultural Heritage Assessment for STML Library	Prior to Project Appraisal	NRPB
Cultural Heritage Management Plan	To be submitted to the Bank for clearance prior to releasing the bidding document for the CLB works	NRPB

10 Monitoring and Reporting During Project Implementation

Monitoring is a management tool for tracking progress of ongoing projects. The basic idea is to compare actual performance with plans and to measure actual results against expected results. FRLP has a Stakeholder Engagement Monitoring tool which tracks engagement activities. The tool is updated following every engagement activity related to the reconstruction of schools and library, MMIS, and the repair of SGSF. The monitoring function is an integral part of project execution. The same holds for the monitoring and reporting of the activities described in the Stakeholders Engagement Plan. It is necessary to document the procedure and personnel for ensuring that the SEP is executed as planned to ensure that there is adequate communication and feedback with and from the stakeholder community and otherwise. This section:

(i) outlines the parties responsible within the NRPB, acting as the Project Implementation Unit of the FRLP
(ii) describes the division of labour between the NRPB and the Works Contractor
(iii) the reporting format and frequency requested by the NRPB.
(iv) delineates the level of expertise required of the responsible party within the Works Contractor.

NRPB: The Stakeholders' Engagement Plan was developed by the **NRPB's Safeguards Team** to guide the communication and interaction with Stakeholders, including the project beneficiaries.

The Works Contractor is expected to develop a contract specific Stakeholders Engagement plan (to include a Grievance Redress Mechanism) as a component of the Contractor's Environmental and Social Management Plan (C-ESMP), in-line with the provisions of this SEP, which will focus on communicating with the nearby homes and business during the construction phase.

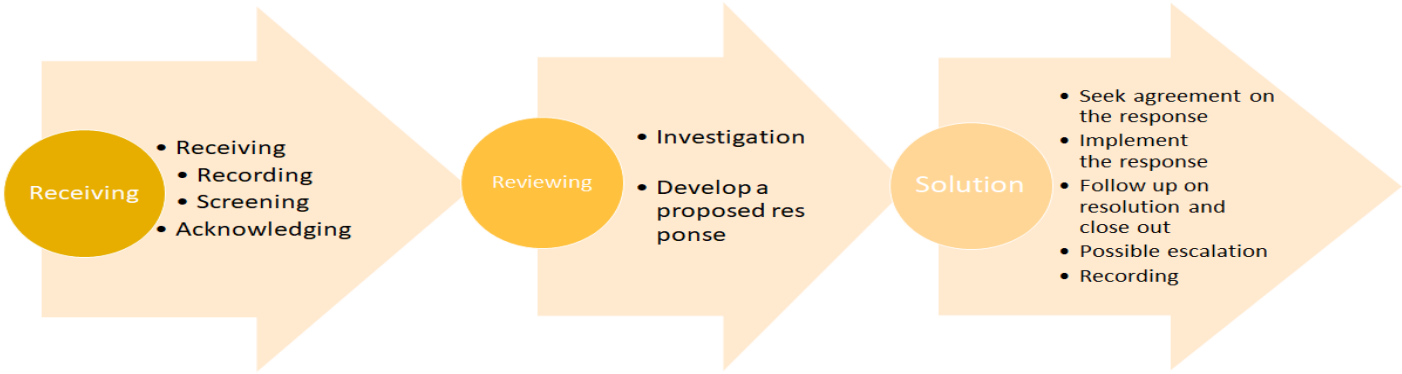
The **Environmental and Social Safeguards Specialist** hired by the Works Contractor is the point person for management/development of the SEP for the Contractor. SEPs are site specific and should provide a mitigation plan for the negative environmental and social impacts identified in the ESMF prepared for the FRLP. The plan should explain in detail, the activities for stakeholder engagement at each site of the project, following the provisions of the C-ESMP, also developed by the Works Contractor.

The ESMF for this project contains the requirements of the C-ESMP, and these requirements will be in the Procurement Documents for potential bidders. The qualifications and experience required for the post of Environmental and Social Specialist will be described in the Procurement Documents for the project.
Supervision Contractor, hired by the NRPB, is responsible for ensuring that the Works Contractor develops and executes a formally prepared SEP, which will provide effective mitigation measures for any environmental and social impacts outlined in the Contractor- ESMP. The **ESHS Specialist** hired by the Supervision Contractor is expected to monitor the works contractor's implementation of their SEP. Periodic reports with information relevant to the SEP will be described in these reports.

11 Grievance Redress and Feedback Mechanism

NRPB has a Grievance Redress Mechanism (GRM) in place and available for all stakeholders. This GRM was updated and finalized in October 2022. A simplified illustration of the internal processes of complaint handling within the GRM is provided below. The time frames which the NRPB will commit to for responding to complaints at each stage was finalized as part of the updated GRM which is published on the NRPBs website.

Grievances are often received first at project-level by the contractors' team, or by the NRPB's project team when monitoring. Below describes the three-step internal process regarding complaints on projects that are implemented by the NRPB either identified on a project-level by contractors or other implementing partners, or received directly by the NRPB.



NRPB's complaint procedure is published on the website: [Complaints Procedure – National Recovery Program Bureau (nrpbsxm.org)](). Contact details for filing complaints are shared at public meetings, and once construction begins the contractor will post contact details for the contractors GRM on boards at each site.

The objectives of the Grievance Redress Mechanism are:

(I) to ensure redress possibilities for affected persons and communities, those working on Trust Fund Projects, NRPB Staff, consultants, implementing partners, community members and all other stakeholders

(II) to provide processes for the NRPB to handle complaints fairly, efficiently and effectively

(III) to facilitate quick and effective resolution, and communication thereof, to concerns and complaints

(IV) to provide transparency on how grievances will be managed internally at the NRPB

11.1 Scope and Definition of a Complaint

A complaint is defined as *an issue, concern, problem or claim (perceived or actual) which an individual, group or community wants addressed by the NRPB.* Requests for information or services are to be distinguished from complaints.

Complaints can be submitted in the country's official languages: English and Dutch, as well as in Spanish and French. Submitting a complaint is free of charge.

All complaints are handled in a confidential manner, meaning that the text of the complaint itself and the documentation relating to the complaint, is only accessible to the Complaints Officer and designated staff members that need to have access in order to address the complaint properly.

Anonymous complaints

Submitting anonymous complaints is possible. Naturally, NRPB's abilities to inform complainants of the follow up and resolution of the complaint is limited if the complainant does not provide a name and contact details.

Complaints can be submitted via the following means:

(I) NRPB's website

- Complaints Procedure – National Recovery Program Bureau (nrpbsxm.org)

(II) Telephone

- +1(721) 542-8886/7
- The complaint form will be completed for you during the phone call, providing your name and contact details is optional.

(III) E-mail

- Download and complete the complaint form at the link below:

  https://docs.google.com/forms/d/e/1FAIpQLScp07AeJ53-M_Piuf12j4owx_4d6m-MRO8BQCMDk06AfBI6g/viewform

- E-mail the completed form to complaints@nrpbsxm.org with "Complaint [name] Project" in the title of the e-mail. For example, "complaint Emergency Recovery Project I". Providing your name and contact details is optional.

(IV) Social Media – messages on the NRPB's Facebook and LinkedIn Pages, respectively

- SXM National Recovery Program Bureau (facebook.com)
- https://www.linkedin.com/company/sxmnationalrecovery/mycompany/

(V) By visiting the office during office hours

- National Recovery Program Bureau
  #57 Walter A. Nisbeth Road
  Philipsburg
  Sint Maarten
- The complaint form will be provided, for completion, for further processing of the complaint

The NRPB will provide the necessary assistance in cases whereby complainants experience difficulty submitting a complaint. This could be, but is not limited to, recording the complaint (completing the form) for the individual.

11.2 Levels of Complaints

The table below provides an overview of the three levels of grievances, accompanied by a description of the internal response and the staff member(s) responsible for the management of the complaint.

Table 18: Levels of Grievances

Level	Description	Internal Response	Responsibility
1	The scale and scope are **minor**. Often related to minor non-performance of project obligations. The complaint is quickly remediable. When an answer can be provided immediately and/or NRPB is already working on a resolution.	Respond immediately to complainant. Record and report as part of overall reporting process. Does not require internal consultation.	Complaints Officer
2	The scope and scale are **medium.** It may relate to gross non-performance of project	Needs consultation or input from Project Team and/or Safeguards Specialists	Complaints Officer

	obligations or minor violations of the law. One-off grievance that requires considered response and actions/commitments to resolve complaint. The complaint is remediable but requires planned efforts.	and/or Management Team	
3	The scale and scope are **medium to major**. High risk of the complaint being of an irremediable character, e.g. severe health and safety issue and/or law violations. Complaint may be of repeated nature and/or affecting an extensive area or group of persons. May requires significant, comprehensive action.	Needs extensive internal consultation and needs input from relevant ministries and/or external partners, including the WB.	Executive level - NRPB Management Team/Relevant Ministry

11.3 Grievance Management in Contractor Management Plans

Project-level GRMs will be required to be put in place and managed by the Contractor. These GRMs have a key role in handling complaints about adverse impacts. The requirements for the contractor-level GRM, and the referral process to the NRPB for some complaints will be governed by the C-ESMP for each of the three sites, nonetheless a complainant is free to submit their complaint to the NRPB at any time.

The Contractor's GRM will describe in detail the following processes:

1. Uptake (channels available for submitting complaints)
2. Investigation and
3. Resolution and/or
4. Referral of complaints to the NRPB's Program-level GRM

During project preparation, The NRPB GRM was disclosed and communicated with stakeholders via the NRPB's Website, Linked In and Facebook Pages and other forms of social media previously mentioned. Billboards will be erected during project execution, at strategic locations with the GRM's and NRPB contact information, which are available on the website. Other forms of media will be utilized as necessary, to include print media, flyers and radio talk shows. The Communications Team will work in collaboration with the Safeguards Team in this regard.

12 Budget for the SEP

This is an indicative budget which will be re-assessed periodically to take into consideration the COVID 19 situation. Costs for staff to undertake consultations will be assumed as part of project costs.

Table 19: Budget for Stakeholder Engagement Activities

Project stage	**Method**	**Location & Frequency**	**Target stakeholders**	**Budget $US**
Project Identification	Face to Face and Online Meetings/ Consultations	Consultations were held following the creation of the Trust Fund to determine the projects which will be funded.	GoSM – MECYS, Trust Fund Steering Committee, NRPB	$2,000
Project Preparation	Face to Face and Online Meetings	Meetings and consultations were held with the different stakeholders during the PP phase. See the tables in chapter 9 for details.	Catholic School Board Ministry of Education Culture, Youth and Sport (MECYS) Parents Teachers (PTAs)	$2,000
Appraisal	Face to Face and Online Meetings	TBD		$2,000
			Total Preparation	$6,000
Implementation	Face to Face and Online Meetings Public Consultations		Project Communities PTAs School Boards Community Councils Local Businesses MECYS Students/Academia Tourists who Visit the Library	$1,000
			Total Implementation	$13,000

Annex 1: Priority List for Public Buildings

MECYS PRIORITY LIST EMERGENCY RECOVERY PROJECT 1 (ERP 1) 'Public Buildings'

Priority per facility	Prio	Insurance Funds Payment	PRIORITY Trust Fund + Assessment
Charles Leopold Bell School	1		1
Dr. Martin Luther King Jr. School	1	$ 767.406.00	*In Procurement*
Leonald Connor School	1		2
Oranje School	1	$ 201.410.00	*In Procurement*
Ruby Labega Primary School	1	$ 830.921.00	*In Procurement*
Dr. Alma Fleming-Rogers Care Center	1	$ 207.744.00	*In Procurement*
M. Genevieve de Weever School	1	$ 353.618.00	*In Procurement*
St. Maarten Vocational School	1	$ 304.005.00	*In Procurement*
Prins Willem Alexander School	1		
NIPA	1		3
H. Snijders Hillside Christian School	1		4
Asha Stevens Hillside Christian School	1		5
M.A.C. Browlia Maillard Campus	1		6
M.A.C High School	1		7
Sister Marie Laurence Primary School	1	$ 275.002.00	8
Sister Regina Primary School	1		9
Sundial School	1	$ 233.066.00	10
St. Dominic Primary School	1	$ 136.573.00	11
Sint Joseph School	1		12
Seventh Day Adventist School	1	$ 288.414.00	13
St. Dominic High School	1		14
SXM Academy	1		15
Milton Peters College	1		16
University of Sint Maarten	1		17
SXM Academy PSVE	1		18
Sister Borgia Elementary School	1		19
M.A.C John A. Gumbs	1		20
Sister Magda Primary School	1		21
Philipsburg Jubilee Library	2		22
Raoul Illidge Sports Complex	3		23
Johan Cruyff Sport Facility	3		24
Melford Hazel Sport Building	3		25
L.B. Scott Sports Auditorium	3		26
Jose Lake Sr. Ball Park	3		27
Rupert Maynard Community Center	4		28
John Larmonie Community Center	4		29
Philipsburg Cultural and Community Center	4		30
South Reward sportcourt (MPC)	5		31
Cay Bay sportcourt (Leonald Connor School)	5		32
Simpson Bay sportcourt (Sr. Regina Schools)	5		33
Middle Region sportcourt (Sr. Marie Laurence)	5		34
Colebay sportcourt (C. Leopold Bell School)	5		35
Dutch Quarter sportcourt (MLK school)	5		36
St. Peters sportcourt (RPM Community Center)	5		37
Little League Stadium	6		38

Annex 2: Ministry of VROMI Damage Assessment Report (November, 2017)

Government Public Schools **Charles Leopold Bell School**						
September 12th , 2017		**Ministry ECYS; Department of Public Education**				
Impact Area	**Yes / No**	**Elucidation:**	**Actions:**	**Total Unit (m2 etc.)**	**Unit Price**	**Estimated Cost:**
A. Structural Damage (Building, ceiling, doors, fencing, gates, windows, rolling system etc.)	Yes	1. Roof structure destroyed over 6 classrooms; 2. Parapet wall were destroyed; 3. Ring beam at certain areas damaged; 4. Ceiling tiles (and system) destroyed.; 5. Damaged doors; 6. Several windows blown out; 7. Fixed glass windows damaged; 8. Glass louvres windows broken; 9. Aluminum shutters damaged;	1. A new structure will have to be rebuilt; 2. To be rebuilt where necessary; 3. To be rebuilt to facilitate new roof; 4. New ceiling to be constructed; 5. Door are to be replaced; 6. New windows to placed; 7. Broken louvres to be replaced; 8. Louvres to be replaced; 9. New shutters to be placed;	1. 418m^2; 2. 100m^2; 3. 20.7m^3; 4. 481m^2 5. 6 doors; aprx size; 0.9mx2.0m; 6. 11 windows: aprx size: 1.5mx 2.5m; 7. 2 windows: 0.4mx 0.7m; 8. 37 pieces; 0.15mx1.00 m; 9. 0.9mx0.6m		1. ;
B. Technical Damage:	Yes	1.	1.			
C. Flooding (Yard, classrooms, offices, etc.)	Yes					
D. School Material / Furniture (Books, desks, chairs, cupboards etc.)	No					
E. Open area / Playground (Damages etc.)	Yes	1. Basketball court poles down and damaged; 2. Fencing down; 3. Gate down	1. New poles are to be placed; 2.	1. 2 basketball poles		
F. Availability of classroom/office space (Rooms available for immediate use)	No					
G. Damaged Equipment (Office Equipment /Computer Equipment)						
Total						

Annex 3: Letter from MECYS to Steering Committee of the World Bank Trust Fund

ST. MAARTEN

Minister of Education, Culture, Youth & Sport

Wycliffe Smith

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CC: Michnella.Eugenio@sintmaartengov.org
Peter.Gittens@sintmaartengov.org

To: Steering Committee of the World Bank Trust Fund
Att: Mr. Frans Weekers
Mr. Marcel Gumbs
Ms. Tahseen Sayed-Khan

DIV#: 9068A-19 **Philipsburg,** MAY 15 2019

Subject: MECYS' priorities in the Education Master Plan

Dear Members of the Steering Committee,

With this email, I would like to thank you for the constructive meeting that we had on Monday May 13, 2019 and hereby express my appreciation for the great interest that you showed in the plans and priorities that were presented by the Ministry of Education, Culture, Youth and Sport (MECYS). During said meeting we also discussed the challenges we are faced with in the education sector and the possible options on how to accelerate the implementation of the recovery plan as it relates to MECYS.

The main topic of our discussion centered around the Education Master Plan which was approved by the Council of Ministers and subsequently submitted to the National Recovery and Planning Bureau (NRPB).

Consequently at the end of our meeting we agreed that I would submit the following requests and proposals to the Steering Committee for approval:

1) Technical assistance to review the Education Master Plan and to advise on its further development and on the prioritization of the items mentioned in said plan;

2) Lifting the UNICEF Proposal out of the Education Master Plan so that the review and implementation of said proposal can be expedited. However, I must caution here that the UNICEF Plan is not a standalone proposal but is intrinsically tied to the gamut of psycho-social programs and activities in the education sector. Hence, my request to the Steering Committee is to review Component 2 (Care and special aid component program) in the Education Master Plan as a total package which is currently estimated at 10 million USD;

3) Lifting the Philipsburg Jubilee Library, including the Museum and SIMARC (*Subcomponent 5)* out of the Education Master Plan. The amount estimated for this project amounts **11.8 million USD.** Since the Library, the Museum and SIMARC have established a Taskforce, the Minister will request this Taskforce to submit preliminary designs and plans as soon as possible so they can be sent to the Steering Committee who will then take a decision on the Library/Museum/SIMARC Project;

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4) Public Expenditure Review: approximately 25% of the national budget of Sint Maarten is allocated to the Ministry of Education, Culture, Youth and Sport (MECYS). As Minister of ECYS I need to ascertain as soon as possible if, the country's finances allocated to education are being spent effectively, efficiently and equitably. Hence, a Public Review Expenditure (PER) is of utmost importance as quickly as possible. However, it is not wise to put other priority projects on hold while planning and conducting a PER. Consequently, the Ministry wishes to simultaneously also proceed to tackle the other priority projects that are included in the Education Master Plan;

5) Capacity: During the meeting, the Ministry raised the issue of the lack of capacity as a serious challenge. Because, in addition to dealing with the everyday operations of the Ministry, the staff also has to handle matters pertaining to the emergency recovery projects, which, undoubtedly compounds an already understaffed Ministry. The possibility of acquiring Technical Assistance (TA) from the World Bank as well as from the Netherlands was discussed. One such TA that all present agreed upon was the need for a project manager to deal with the infrastructural aspects of the reconstruction of the various facilities which fall under the purview of MECYS.

During our very fruitful discussion, mention was made of the fact to tackle projects that would offer stakeholders i.e. World Bank, MECYS, the people/students of Sint Maarten a quick win. In other words, it would be a win-win for all concerned. Two projects that were immediately tabled by the Ministry were:

1. Charles Leopold Bell School that caters to special needs students. Unfortunately, this school was totally destroyed by hurricane Irma and the program was adapted and relocated to another school in another district. The Charles Leopold Bell School is mentioned under *Sub-component 2 of Component 1 of the Education Master Plan* and,

2. Sister Marie Laurence Primary School, which was also severely damaged by hurricane Irma. The School Board has drafted a project dossier and has already secured approximately US$ 400.000 via local and international Rotary Clubs for soft materials. Currently, the school is sharing the facilities of a sister school in another district. Given the location and the school population, of the Sister Marie Laurence Primary School, the School Board would like to reconstruct the school and turn it into an exceptional community school that would cater to children, adults, and parents of the community. The Sister Marie Laurence Primary School is also mentioned under *Sub-component 3 of Component 1 of the Education Master Plan.*

The assessment from the World Bank's technical experts (ERP1) shows us, that these two schools need to be rebuild completely. Furthermore, according to Priority List for public buildings that was approved by the Council of Ministers, the reconstruction of these two schools has the highest priority. Based on expert calculations, an average of USD 5 million per school is estimated for the

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reconstruction of each school. Consequently, the reconstruction of both schools would cost approximately **10 million USD**.

Attached, please find the Education Master Plan that was approved by the Council of Ministers. Should you require additional information concerning said plan, then do not hesitate to contact me. Please note that the detailed plans are available if required.

Looking forward to your positive decision.

Respectfully yours,

Wycliffe S. Smith, M.A. M.Ed.
Minister of Education, Culture, Youth and Sport

cc:
Mrs. L. Romeo-Marlin, Prime Minister
Mr. C. Connor, Director NRPB
Mrs. S. Powell-Richardson, Acting SG, MECYS
Mrs. S. Aafjes, Policy Advisor, Staff Bureau, MECYS