INITIAL ENVIRONMENTAL EXAMINATION
Amendment No. 1
USAID Sindh Basic Education Program (SBEP)

PROGRAM / ACTIVITY DATA:

Country: Pakistan

Objective: Sindh - The program over the next five years will provide the opportunity to receive quality education to more than 750,000 children in seven target Districts (i.e. Jacobabad, Kashmore, Larkana, Kamber-Shahdadkot, Sukkur, Khairpur and Dadu) and 5 selected towns of Karachi City (i.e. Kemari, Lyari, Orangi, Gaddap and Bin Qasim Towns). 75 new schools will be constructed under category “Schools affected by 2010 flood” and 45 new schools will be constructed under category “Support GoS policy reform to merge, consolidate and upgrade schools through construction”.

Activity Name: USAID Sindh Basic Education Program (SBEP)

Funding Begins: FY 2011 Funding Ends: 30 September 2016

LOP Amount: SBEP - $155m

IEE Prepared by: Parvez Pirzado Date: December 19, 2012

IEE Amendment (Y/N): “Y” File name & date of original IEE: OAPA-11-APR-PAK-0023 approved by BEO/OAPA on 04/11/11

ENVIRONMENTAL ACTION RECOMMENDED: (place X where applicable)

Categorical Exclusion [X] Positive Determination [ ]
Negative Determination with conditions [X] Deferral [ ]
Exemption [ ]

1.0 BACKGROUND AND ACTIVITY/PROGRAM DESCRIPTION

1.1 Purpose and Scope of IEE

The purpose of this Amendment No. 1 of the USAID SBEP IFE is to duly reflect on the:
1. Change the name of the program as mentioned in IEE from Sindh Education Program (SEP) to Sindh Basic Education Program (SBEP)
2. Change the objective of the program as mentioned above
3. Increase in the overall level of funding for SBEP from $115m to $155m
4. Extension of the activity “LOP” until September 30, 2016 and change from three-year to five-year
5. Addition of two programs in the Section 1.1.1 and 1.2.1 (Description of Activities) i.e. Sindh Community Mobilization Program and Office of Infrastructure and Engineering (OIE) for Engineering design and construction supervision and management services.
6. Change the number of Districts in Section 2.0 from 10 Districts to 7 Districts (i.e. Jacobabad, Kashmore, Larkana, Kamber-Shahdadkot, Sukkur, Khairpur and Dadu) and addition of selected towns of Karachi City (i.e. Kemari, Lyari, Orangi, Gaddap and Bin Qasim Towns)
7. Addition of use of equipment in Sections 3.3 and 4.3.

The scope of work and nature of activities established under the original IEE as well as all Conditions established in the original IEE for continuing activities remain the same and in force.

This amendment only applies to Sindh and does not impact on Punjab Program.

1.1.1 Sindh

The Sindh Basic Education Program (SBEP) is a five-year, $155m program. The goal of the SBEP is to increase and sustain student enrollment in primary, middle and secondary schools in targeted geographic locations in Sindh by developing a school environment conducive to teaching and learning. This transformation will be achieved through the following components: (1) construction of schools affected by 2010 floods; (2) support to Government of Sindh (GOS) policy reforms to merge, consolidate and upgrade schools through construction of schools; (3) improvement in early grade reading in primary schools; (4) community mobilization, with a focus on increasing girls enrollment and improving nutritional status of children; and (5) technical assistance to the Department of Education.

1.2 DESCRIPTION OF ACTIVITIES

1. Sindh

Based on extended consultations with GoS counterparts, USAID education programming in Sindh will be tightly focused geographically, as well as technically, on the following interventions:

Key Components

1.2.1.1 Construction of schools affected by floods

The 2010 floods affected approximately 5,000 schools in Sindh of which approximately 2,500 schools were completely destroyed. Many of these schools were in the river bed of the Indus River and cannot be rebuilt in the flood plain. This natural catastrophe hindered the education of thousands of children in Sindh and other parts of Pakistan. The GOS, in partnership with international organizations such as UNICEF, has made efforts to continue the education of children in affected districts through the provision of temporary shelters and school supplies. However, there is an urgent need to rapidly initiate the construction of schools to replace the lost classroom space.
However, there is an urgent need to rapidly initiate the construction of schools to replace the lost classroom space.

Subject to the availability of funds, it is estimated that USAID support will include the following:

<table>
<thead>
<tr>
<th>High/large schools (Grades 1 – 10)</th>
<th>75</th>
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<tbody>
<tr>
<td>Approximate # of Classrooms</td>
<td>1125</td>
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</tbody>
</table>

The USAID-supported construction will ensure that all newly constructed flood affected schools are equipped with furniture, are child friendly and meet minimum education and construction standards.

1.2.1.2 Support to GOS policy reforms to merge, consolidate and upgrade schools through construction of schools

Although the proliferation of small basic education facilities throughout the province is the result, in part, of decades-old donor guidance, it has rendered the Sindh education system nearly impossible to manage. There are nearly 49,000 schools in the GOS's current inventory, most of which are non-functional, poorly located, undersized (one or two-rooms), understaffed, and/or poorly constructed. Further teacher absenteeism is chronic. In addition, it is now common to have several “schools” situated on the same premises, each with separate administration personnel. This has created inefficiencies that the GOS can ill afford. Finally, there has been an under-investment in school facilities to serving students past Class 5, which has left few options for serving children to continue their education beyond the primary level, particularly for girls. Fortunately, the GOS has now taken on a series of education sector reforms to correct these problems. The first policy reform is to consolidate several small schools that exist in a village or neighborhood into a single, properly managed facility. The second policy reform is to support the merging of several schools that are operating in a single location into a single school operating under a streamlined administrative structure. The third policy initiative is to upgrade primary schools to include facilities and teachers for middle and high school-age students. The fourth policy reform is to hire additional female teachers based on merit and qualifications. The fifth policy reform is the adoption of school-specific budgets and the placement of school-specific teachers, which will provide resources for maintenance and supplies and reduce teacher absenteeism.

Subject to the availability of funds, it is estimated that USAID support will include the following:

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<th>High/large schools (Grades 1 – 10)</th>
<th>45</th>
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<tr>
<td>Approximate # of Classrooms</td>
<td>675</td>
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USAID assistance will support these important policy initiatives by constructing, furnishing and equipping approximately 45 schools in carefully selected locations in the seven target districts and five selected towns in Karachi City. This will be accomplished in concert with the Department of Education through a process that identifies dangerous school buildings that need to be
This strategy is being adopted to ensure that all facilities that bear the "USAID" logo adhere to seismic and other quality standards. This strategy supersedes previously considered strategy to "upgrade" existing facilities or to add latrines and boundary walls to facilities of questionable structural integrity.

1.2.1.3 Improved early grade reading in primary schools

Studies have shown that learning outcomes have a direct correlation to a country’s economic growth. Key to learning is the ability to read. A ten percent increase in the number of students achieving basic literacy translates into a 0.3 percentage point increase in the annual growth rate for that country. Other research has shown that early grade reading competency is critical for continued retention and success in future grades. Unfortunately, more than 70% of children in Pakistan in primary school cannot read at grade level.

Implementing a key goal of the new worldwide USAID Education Strategy, the program will improve reading by focusing on three areas: a) improving reading instruction; b) improving reading delivery systems; and c) increasing community engagement and mobilization.

1.2.1.4 Community Mobilization

Community engagement and mobilization will form a cornerstone of the SBEP and will focus on three key areas: engaging communities in the design and building of the new schools, increasing girls' enrollment, and improving the nutrition status of children. Engaging communities in school construction has proven to be an effective model in AJK, leading to increased enrollment in schools, minimizing delays in construction, and the provision of materials, such as books, for the schools.

As a means to increase girls' enrollment, increasing community participation in schools is a key component in bringing larger numbers of girls to school. In Sindh, low participation of girls in the formal schooling system is a key challenge in the education sector. The Gender Parity Index (GPI) in primary education shows enrollment of 77 girls in primary schools for every 100 boys. Gender disparities vary across regions and become extremely high in rural parts of the province. For example, in Jacobabad, the GPI shows enrollment of 39 girls in primary schools against 100 boys. Low societal value is placed on educating girls; preference is given to educating boys. Some of the key barriers to female participation in the formal schooling system include: poverty (which puts children into the work force rather than schools); long distances between home and school; lack of girl-friendly facilities, such as separate latrines, boundary walls, and female teachers; are some of the key barriers to female participation in the formal schooling system.

The community mobilization component of SBEP will work to engage parents and help to provide solutions to problems that prevent sending girls to school. Part of the program will be to allow communities that do not benefit from newly built SBEP schools to apply for small grants. These funds may be used by School Management Committees (SMCs) or the local civil society organizations for the construction of latrines, provision of clean water, child friendly furniture, temporary teachers, school supplies, and minor school repairs.

Another key component of the community mobilization program will be a focus on nutrition.
Currently, Sindh province is experiencing high malnutrition levels among children and women. The situation is worst in districts affected by 2010 floods. As per the Government of Sindh / World Health Organization, districts in Northern Sindh are experiencing Global Acute Malnutrition (GAM) rate of 23.1 percent in children age between 6-59 months. Various studies and reports have linked the high level of malnutrition with the high incidence of poverty, low levels of education (especially of mothers), poor access to health services, poor hygiene practices, and the non-availability of clean drinking water. Additionally, statistics have shown that malnourished or undernourished children often miss school. Those who attend school are often not able to concentrate on their studies, suffer learning disabilities, and drop-out at an early age. The situation is usually worse for young girls.

Programs have been implemented in Sindh to improve the nutrition of children in schools. However, these programs were discontinued due to various reasons, such as heavy engagement of teachers in cooking, and high levels of corruption. In addition, these programs often failed to address the preventive side of the issue such as widespread diarrheal cases due to poor hygiene practices, low levels of education among mothers, etc.

This component of the program attempts to address some of these issues from the school perspective, but will need to be linked with interventions in other areas. The following are key broad areas that this program will address:

- Education of families on nutritional needs of young children
- Ensuring the availability of clean drinking water, and adequate sanitation facilities both at school and home
- Increasing the availability of micronutrients such as iodine, iron, vitamin A for children (in collaboration with the Health Team)
- Increasing the availability of adequate health care facilities for children (in collaboration with the Health Team)

SBEP will promote school sanitation and hygiene education as a cross sectorial theme. Special emphasis will be given to the availability of clean water and the construction of child-friendly toilets and in newly constructed schools. In other schools, communities can apply for grants to construct these facilities. Community training will include modules on health and nutrition, and community mobilizers will seek to increase links between the school and the local basic health units (BHIUs.) Teachers will be specifically trained in school sanitation and hygiene practices. In addition, SBEP will explore the possibility of working with the USAID/Health & Nutrition office to provide micronutrients and sanitation and hygiene kits to children.

1.2.1.5 Technical Assistance to the Department of Education

The Sindh Education Program will provide technical assistance in three broad areas: financial management and procurement, engineering oversight and design, and education administration.

- **Financial and Procurement Management:** Through the ASP program, or other interventions, USAID will strengthen the procurement system in the Education Department and will mitigate other agreed-upon institutional weaknesses identified
through the pre-award survey of the Department of Education and recorded on the risk mitigation framework.

b) **Construction Management/Capacity Building:** Through a USAID turnkey design/construct contract, a local firm(s) will provide engineering design and construction supervision to provide quality control on the building of schools as well as construction services through subcontracts with local firms. This firm will work in collaboration with the Government of Sindh, and build their capacity to monitor construction programs.

c) **Education Reform and Administration:** SBEP will support the Department of Education to continue with the education reforms started under World Bank and European Union funding. The technical assistance will include, but not limited to the following areas:

- Consulting to assist with the coordination and synchronization of reform implementation
- Development of District Education Plans
- Establishing the Teacher Licensing and Certification System
- Strengthening the Provincial Education Assessment System
- Strengthening the Education Management Information System including GIS
- Strengthening education budgeting systems at the provincial and district level
- Strengthening school management and administration

The GOS and USAID will mutually identify additional areas of technical assistance, which will be provided through a direct USAID contract/grant.

1.2.1.6 **Monitoring and Evaluation**

The Program will incorporate a strong monitoring and evaluation (M&E) component to ensure the rapid and efficient implementation of activities as outlined in the program description. A Pakistan third-party contractor's and/or organization will be hired to monitor program activities in the field and submit reports to both GOS and USAID. The M&E system will maximize community participation through the capacity building of communities in monitoring and reporting. It is expected that valuable lessons learned from SBEP will be derived through the M&E component and that the potential impact of different variables on program success will be tracked (rural/urban settings, degree of community involvement, commitment of local authorities to reforms, commitment to girls education, etc.).

1. **Office of Infrastructure and Engineering (OIE)**

USAID/Pakistan's OIE will provide engineering design and construction supervision and management services.
2.0 ENVIRONMENTAL BASELINE INFORMATION:

Coverage for SBEP in original IEE is replaced with following information and rest of the description will remain un-changed:

SBEP covers 7 Districts (i.e. Jacobabad, Kashmore, Larkana, Kamber-Shahdadkot, Sukkur, Khairpur and Dadu) and selected towns of Karachi City (i.e. Kemari, Lyari, Orangi, Gaddap and Bin Qasim Towns).

3.0 EVALUATION OF PROJECT/PROGRAM ISSUES WITH RESPECT TO ENVIRONMENTAL IMPACT POTENTIAL

Following paragraph is added to the original IEE

3.3 Provision of Equipment/furniture: The purchase of training materials, furniture, books, laboratory equipment for science and language labs, and computers are not expected to produce any potential adverse environmental impact on the natural or physical environment and are therefore recommended for Negative Determination.

4.0 RECOMMENDED THRESHOLD DECISIONS, MITIGATION AND MONITORING MEASURES

Following is added to the original IEE section 4.3

4.3 Additional Conditions:

The implementing partners will ensure that:

1. The Implementer shall include environment compliance considerations into all aspects of the project implementation and will promote and train local counterparts on environmental requirements and standards across all activities; such proposed activities will be included in annual work plans, and results will be reported in annual reports.

2. Each activity will be reviewed by a qualified, MEO-approved environmental impact professional(s) (EIP) who will assess and recommend further environmental actions to be taken.

3. The implementing partners shall minimize the use of, and properly dispose of hazardous materials and wastes for the small scale construction activities. The implementing partners will adhere to USEPA guidance at www.epa.gov/asbestos and www.epa.gov/lead/pubs/renovation.htm for dealing with asbestos and lead. The implementing partners will screen all such grants for potential environmental impacts by preparing an Environmental Document Form (EDF) (Attachment 1). The implementing partners will prepare Environmental Mitigation and Monitoring Plan (EMMP) (Attachment 2) for all moderate risk activities and will monitor implementation to ensure enforcement of the mitigating measures. All such reviews and conditions will be documented, reviewed by the COR/AOR and the Mission Environmental Officer (MEO) for the program, and maintained in project files and documentation.
4. Documenting environmental baseline conditions in an environmental documentation form (EDF) prior to activity implementation is an integral part of preparing an activity-specific Environmental Monitoring and Mitigation Plan (EMMP).

5. The contracts, grants and cooperative agreements with the implementing partners will include a requirement to follow all recommendations of this IEE, including completed EDF, a FEMMP, site specific mitigation and monitoring plans, and mitigation and monitoring reports; the implementing partners will be responsible for training their staff, grantees, subcontractors, and counterparts on the contract’s environmental requirements and for ensuring their compliance with these requirements.

6. The Implementer shall develop an Environmental Manual (EM) for NDC activities; the EM should among other things: establish environmental screening, eligibility and selection (exclusion, if appropriate) criteria; provide environmental data and reviewed report forms (EDF/RR) standard environmental mitigation and monitoring measure for the anticipated (sub-) sectoral activities distilled from the guidelines referred to in # 3 above and acceptable best international practice and GOP guidance; and provide acceptable format for an environmental mitigation and monitoring plan (EMMP) COR/AOR and MEO will approve the EM.

7. Implementing Partner shall perform water analysis in accordance with Pakistan EPA (GoP) and WHO guidelines at all school sites proposed for inclusion in SBEP. At a minimum, testing shall include arsenic, lead, mercury, fluoride level and total coliform counts. Students and faculty will not use newly constructed or refurbished water supplies until after laboratory tests indicate that the water is safe to drink. In case of un-availability of potable water for a particular site/s IP should suggest mitigation measure/s and alternate proposal for provision of potable water in these site specific EDFs/IEMMPs.

8. Implementer will seek concurrence and obtain all applicable permits and licenses from the national duly authorized environmental and relevant agencies. Implementer will also seek concurrence from the duly provincial environmental agency(ies) on each the EMMP. The Contractor is required to obtain a letter from the local or regional office for environmental protection stating that the office: a) has been contacted by the contractor concerning the project activities; b) will maintain contact with the project; and c) will be aware of the potential environmental impacts of the project to help ensure that no detrimental impact will result from this project.

9. The Implementer shall minimize the use of, and properly dispose of hazardous materials and wastes for the small scale construction activities. The implementing partners will adhere to USEPA guidance at [www.epa.gov/asbestos](http://www.epa.gov/asbestos) and [www.epa.gov/lead/ouhs/schrenovation.htm](http://www.epa.gov/lead/ouhs/schrenovation.htm) for dealing with asbestos and lead.

10. COR, together with the MEO, USAID/Pakistan will explain and clarify, at the project launch, to the Implementer environmental conditions and compliance procedures established in this IEE and the Contract.

11. If any un-anticipated potentially significant environmental and social impacts are expected to arise, the COP shall promptly notify the COR and MEO/DMEO and seek guidance on the proper course of action.

12. USAID/Pakistan COR and MEO/DMEO shall regularly audit the Contractor’s processes and related documents to ensure 22 CFR 216 environmental compliance throughout the life of the Contract.
13. The recipient will properly manage and dispose equipment when its useful life ends. For procuring of electronic and miscellaneous equipment and furniture, the implementing partners will adhere to USAID’s general policies on commodity eligibility provided at http://www.usaid.gov/policy/ads/300/31251m.pdf and will not finance unsafe or ineffective products, such as certain pesticides, food products, or pharmaceuticals and other commodities not eligible for financing under this policy.

14. When equipment (computers, laboratory equipment, etc.) is procured, at the end of its life, it will be disposed in an environmentally safe manner by a certified company in accordance with Pakistani laws, and in their absence, in accordance with international best practices acceptable to USAID (alternatively, when procuring equipment from a licensed provider/dealer an agreement may be reached that such equipment will be returned to the dealer for its environmentally safe disposal).

15. USAID will arrange for mandatory environmental training for the key personnel of implementing partner and other stakeholders by the REA/Asia & OAPA and/or the MEO before construction or reconstruction activities begin.

5.0 RECOMMENDED ENVIRONMENTAL ACTIONS

Following paragraph is added to the original IEE

5.3 Negative Determination: All Equipment including computers procured under this project require appropriate disposal at the end of their useful life. The project will include requirements for proper disposal in all authorizations for such procurement. A Negative Determination per 22 CFR 216.3(a)(2)(iii) is recommended for purchase of all equipment provided in the project.

6.0 LIMITATIONS OF THE IEE

Contents of this section in original IEE are replaced with following;

This IEE doesn’t cover activities involving:

1. Assistance for the procurements (includes payment in kind, donations, guarantees of credit) or use (including handling, transport, fuel for transport, storage, mixing, loading, application, clean-up of spray equipment, and disposal) of pesticides (where pesticides cover all insecticides, fungicides, and rodenticides, etc. covered under the “Federal Insecticide, Fungicide, and Rodenticide Act” FIFRA) or activities involving procurement, transport, use, storage, or disposal of toxic materials. All the proposed activities involving assistance for the procurement or use, or both, of pesticides in the existing and expanded geographic areas shall be subject to the procedures prescribed in 22 CFR 216.3(b)(1)(i) through (v). USAID/Pakistan has BEO/OAPA-approved Programmatic PERSUAP, which shall be used for any procurement, use and/or recommendation for use of pesticides. Referred USAID/Pakistan programmatic “umbrella” PERSAUP (PPERSUAP), covers procurement, use or recommendation of use of pesticides in all sectoral ongoing and planned programs and projects in the country for the forthcoming 3-5 years.
2. Assistance, procurement or use of genetically modified organisms (GMOs), will require preparation of biosafety assessment (review) in accordance with ADS 201.3.11.2(b) in an amendment to the IEE reviewed by the Agency Biosafety Review Advisor and approved by Asia BEO.

3. Potential activity components dealing with privatization of industrial facilities or infrastructure with heavily polluted property. In such cases, an amendment to the IEE will be required to conduct Environmental Liability Assessment (ELA) as part of the privatization process.

4. Procurement or use of Asbestos Containing Materials (ACM) i.e. piping, roofing, etc., Polychlorinated Biphenyl's (PCB) or other toxic/hazardous materials prohibited by US EPA as provided at http://www.epa.gov/asbestos and/or under international environmental agreements and conventions e.g. Stockholm Convention on Persistent Organic Pollutions as provided at http://chm.pops.int

5. USAID/Pakistan restricts the use of USAID funds, directly or indirectly, to produce, acquire, use, transport, store, sell, or otherwise deal with ammonium nitrate (AN) for agricultural applications of calcium ammonium nitrate (CAN) for agricultural or construction/demolition purposes.

6. Activities involving support to wood processing, agro-processing, industrial enterprises and regulatory permitting GDA and/or DCA.

Any of these actions would require an amendment to the IEE duly approved by the BEO.

7.0 RESOURCES ALLOCATION, TRAINING AND REPORTING REQUIREMENTS:

- Reports will be submitted to the Contracting Officer’s Representative (COR) and Mission Environmental Officer (MEO) at the completion of activity.
- Reporting will include photographic documentation and site visit reports which fully document that all proposed mitigation and monitoring procedures were followed throughout implementation of the subject work.
- The Contractor’s progress report to USAID shall contain a section specific to environmental mitigation and monitoring and will include project summaries along with environmental impacts, success or failure of mitigation measures being implemented, results of environmental monitoring, and any major modifications/revisions to the project, mitigation measures or monitoring procedures.
- COR/MEO will explain to the Contractor(s) all environmental Conditions established in this IEE and their applicability to specific activities.

8.0 NEW INFORMATION

In accordance with 22CFR 216.3(a) (9), if new information becomes available, which indicates that activities to be funded by the Program might be “major” and its effects “significant”, the Determination Conditions will be reviewed and revised by the originator(s) of the project and submitted through the MEO to the BEO/OAPA for approval and, if warranted, an environmental assessment will be prepared.
CLEARANCE AND APPROVAL OF RECOMMENDED ENVIRONMENTAL ACTIONS:

Amendment No. 1 to the IEE for the cost, time extension, change in program components, change in target districts and change in the description of activities of the USAID Sindh Basic Education Program (SBEP).

CLEARANCES:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Birgells</td>
<td>Regional Director</td>
<td>Edward Birgells</td>
<td>11/10/12</td>
</tr>
<tr>
<td>Sindh and Balochistan</td>
<td>Karachi Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asim Aziz</td>
<td>Acting Mission Environmental Officer</td>
<td></td>
<td>26 December 2012</td>
</tr>
<tr>
<td>Andrei Barannik</td>
<td>Regional Environmental Advisor, Asia &amp; OAPA</td>
<td>Concurled by email</td>
<td>20 December 2012</td>
</tr>
<tr>
<td>Valerie Smith</td>
<td>Acting Program Office Director</td>
<td></td>
<td></td>
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<tr>
<td>Catherine Moore</td>
<td>Deputy Mission Director</td>
<td></td>
<td>21 Dec 2012</td>
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<tr>
<td>APPROVAL:</td>
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<tr>
<td>Rodger Garner</td>
<td>Acting Mission Director</td>
<td>Rodger Garner</td>
<td>22 Dec 2012</td>
</tr>
<tr>
<td>Gordon Weyand</td>
<td>Bureau Environmental Officer OAPA</td>
<td>Gordon Weyand</td>
<td>1/7/12</td>
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</table>
Dear Asim - although on comp time, reviewed - looks OK - few comments:

- you may wish to add a few paras distilling "environmental lessons learned" from post-earthquake schools reconstruction
- you may clearly establish how the "vetting" on school designs by USAID will be done
- Sec. 6.4 - please add lead and mercury.

With the above done, please have the amendment duly signed in the Mission, put "concurred by e-mail" on REA/Asia, Middle East and OAPA line and send it to Gordon Weynand, BEO/OAPA for his review and approval.

Brgds & Happy Holidays to ALL friends and colleagues in Pakistan,
Andrei

On Wed, Dec 19, 2012 at 5:51 AM, Aziz, Asim (USAID/Pak/PRM) <aaziz@usaid.gov> wrote:

Dear Andrei,

Attached draft amendment#1 to the IEE for Sindh Basic Education Program is forwarded for your review and clearance.

Best Regards,

Asim Aziz

Acting MEO / AID Development Program Specialist | USAID/Pakistan, Program Office | US Embassy | Islamabad

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