INITIAL ENVIRONMENT EXAMINATION,
AMENDMENT 1 TO REQUEST FOR CATEGORICAL EXCLUSION (ASIA 13-40)

PROGRAM/ACTIVITY DATA:

Program/Project/Activity Data
Program/Activity Title: Early Grade Reading Program
Under Operational Plan: Country Development Strategic Plan FY 13-17
Assistance Objective: Development Objective 03
Program Area: 3.2 Education
Program Element: 3.2.1 Basic Education
Program Sub-Element: 3.2.1.2 Primary Education
Country/Region: Nepal
Funding Begins: FY 12
Funding Ends: FY 20
LOP amount: US $78,500,000 estimated (Memo To Files dated 10/15/2014, 02/10/2015, and 5/18/2015 increasing LOP funding levels)
Estimated activity start date: October 1, 2014
Estimated activity end date: September 30, 2020
Prepared by: Shannon Taylor
Date: September 18, 2015
IEE/CE Amendment: Amendment No. 1
Original Environmental Threshold Decision Number (ETD No.): Asia 13-40, Nepal (Titled “Nepal Reading Skills Development Program”)
Original ETD Date: March 20, 2013

ENVIRONMENTAL ACTION RECOMMENDED: (Place X where applicable)
Categorical Exclusion: X Negative Determination (with conditions): X
Positive Determination: ____ Deferral: ____
Exemption: ______

PURPOSE OF THE IEE AMENDMENT:
The purpose of this Amendment No. 1 to a Categorical Exclusion document Asia 13-40 is to reflect new activities under the UNICEF “Emergency Education in Nepal” PIO grant that are included under the Early Grade Reading Program PAD. Activities described below were not included in the original PIO grant agreement. These activities qualify for a negative determination with condition. All approved Environmental Threshold Decisions (ETD) and conditions made in the original IEE will remain in force through the life of the program period.
BRIEF DESCRIPTION OF PROPOSED NEW ACTIVITIES:

To support USAID’s education sector response to the April 25, 2015 earthquake in Nepal, USAID awarded an emergency education agreement to UNICEF to establish temporary learning centers for schools destroyed by the earthquake. As the Government of Nepal (GON) moves from emergency to transition/recovery and eventually reconstruction phase in the education sector, additional needs have arisen. Under this modification to the UNICEF PIO grant, the following new activities will take place:

1) 340 addition full-package temporary learning centers (TLC) 2.0 with corrugated galvanized iron (CGI) roofing, WASH facilities, learning and recreational materials, support costs for running TLCs, community mobilization and psychological support and training for teachers to meet existing need;
2) Repair/maintenance 1,045 existing TLCs and WASH facilities to the 2.0 model with CGI sheets to ensure they are sustainable over the intermediate term;
3) Upgrade additional TLCs to TLC 2.0 model standards (CGI roofing);
4) Assist District Education Offices to support emerging needs of communities and School Management Committees, including improving data for decision-making for recovery and reconstruction planning and implementation. This will not include actual construction, only planning for school rebuild and reconstruction.

This is an amendment to the original IEE (Asia 13-40 Nepal) approved on March 20, 2013, for Early Grade Reading PAD. This IEE amendment action will expand the scope of the UNCEF PIO Emergency Education Activity under the EGRP PAD by specifying new small-scale infrastructure activities. These small infrastructure activities can be defined as investments at the community level. These small infrastructure activities will be implemented through sub-contractors for purchase of construction materials and technical services required to implement such activities.

POTENTIAL IMPACT:

These activities are small-scale repair/maintenance activities. There is no large-scale construction or development on raw or undeveloped land. These activities are not expected to have significant adverse effects on the environment, particularly with appropriate monitoring and mitigation measures. If appropriate monitoring and mitigation measures are not adopted, the following potential adverse environmental effects are anticipated:

1. Construction sites present hazards to the safety of both construction workers and others in the area.
2. If proper design standards are not adhered to in construction there could be adverse effects on the environment.
3. Water source protection system may lead to erosion and improper disposal of excavated material.
4. Improper site assessment and selection, poor latrine or tap design or lack of proper operations and maintenance may increase transmission of vector borne disease, contaminate water sources, or cause ecological damage to ground water and water quality. Improper latrine and water supply construction could be dangerous for users
through structural collapse. But, with proper installation, these constructions would improve the household and community environment.

**MITIGATION MEASURES AND MONITORING:**

For activities that have the potential to result in significant adverse environmental, health, and safety impact, such as school facility renovation/repair-related activities, the Implementing Partner (IP) will exercise its own Environment, Health, and Safety Safeguards policy and procedures (UNICEF's Environmental Safeguard Procedures are attached to this IEE amendment). As per ADS 308.3.11(c) USAID uses UNICEF's environmental and social policies and procedures as for this cost-type grants UNICEF has existing environmental policies, and USAID should strive to rely upon the PIO’s application of its own environmental policies to the activity proposed.

If at any time the activities are found to be out of compliance with those procedures, the IP will immediately notify the USAID Assistance Officer’s Representative (AOR), who in turn will notify the USAID/Nepal Mission Environmental Officer (MEO).

The IP will report to the AOR, with a copy to the MEO, quarterly on the status of compliance of the school facility renovation/repair-related Early Grade Reading Program activities with those procedures, including any corrective and preventive actions that have occurred.

**LIMITATIONS OF THE IEE**

This IEE does not cover all activities (and therefore should changes in scope implicate any of the issues/activities listed below, a BEO-approved amendment shall be required), that:

- Normally have a significant effect on the environment under §216.2(d)(1)  [See http://www.usaid.gov/our_work/environment/compliance/regulations.html](http://www.usaid.gov/our_work/environment/compliance/regulations.html]
- Support project preparation, project feasibility studies, engineering design for activities listed in §216.2(d)(1);
- Result in wetland or biodiversity degradation or loss;
- Support extractive industries (e.g. mining and quarrying);
- Promote timber harvesting;
- Provide support for regulatory permitting;
- Result in privatization of industrial or infrastructure facilities;
- Lead to new construction of buildings or other structures;
- Assist the procurement (including payment in kind, donations, guarantees of credit) or use (including handling, transport, fuel for transport, storage, mixing, loading, application, cleanup of spray equipment, and disposal) of pesticides or activities involving procurement, transport, use, storage, or disposal of toxic materials and /or pesticides (cover all insecticides, fungicides, rodenticides, etc. covered under the Federal Insecticide, Fungicide, and Rodenticide Act); and
- Procure or use genetically modified organisms.
IEE RECOMMENDATION:
Under 22 CFR 216.3(a)(2)(iii), a negative determination with conditions is recommended for school facility renovation/repair-related activities under the UNICEF PIO grant for Emergency Education associated with the Early Grade Reading Program. Specific terms and conditions are presented in Mitigation Measures and Monitoring section.

REVISIONS:
Under §216.3(a)(9), if new information becomes available that indicates that activities covered by the IEE might be considered major and their effect significant, or if additional activities are proposed that might be considered major and their adverse effect significant, this environmental threshold decision will be reviewed and, if necessary, revised by the Mission with concurrence by the BEO. It is the responsibility of the USAID AOR to keep the MEO informed of any new information or changes in the activity that might require revision of this IEE.
Attachments:
- Action Memo for the Mission Director
- REA clearance email
- UNICEF’s environmental procedures (2 documents)
APPROVAL OF ENVIRONMENTAL ACTION RECOMMENDED:

APPROVED

Dr. Beth Dunford
Mission Director

11/20/15

DISAPPROVED

Dr. Beth Dunford
Mission Director

CONCURRENCE:

APPROVED

William Gibson
Bureau Environmental Officer

11/23/15

DISAPPROVED

Date

William Gibson
Bureau Environmental Officer
ACTION MEMORANDUM FOR THE MISSION DIRECTOR

To: Beth Dunford, Mission Director

Through: Shanda Steimer, Director, Office of Health and Education (HEO)

From: Jannie Kwok, Deputy Director of Education and Family Planning, HEO

Date: November 19, 2015

Subject: Approval of the modification to UNICEF PIO grant Emergency Education Response for Nepal (EERN)

Purpose
To provide approval for the use of up to $5,567,227 of additional funding for the second phase of EERN, as described below.

Action Requested
Under the Early Grade Reading Project Appraisal Document (PAD) approved on May 28, 2015, your approval is requested to increase funding to the EERN by $5,567,227 raising the Total Estimated Cost to $10,751,875. Your approval will also extend the implementation period of the grant by six months, through November 30, 2016.

Background
Problem Statement: As a result of the April 25 and May 12, 2015 earthquakes, the Government of Nepal’s (GON) Post Disaster Needs Assessment estimates that 28,572 classrooms in public and private schools have been totally destroyed or damaged beyond use. The extensive damage has interrupted the education of over two million children and youth. Children displaced from school by the earthquake require safe learning spaces to resume their education. Long breaks from school can lead to increased dropout rates and a decrease in quality education provision. Additionally, the psychological impact of the crises on children, parents, and teachers can impact children’s ability to learn. Girls and boys can experience emergencies differently and are exposed to a variety of protection risks if they continue to lack options to access education and safe learning spaces. A return to school can safeguard youth from exposure to child labor, human trafficking, child marriage, and gender-based violence. On June 12 USAID provided $5.1 million to UNICEF through a PIO grant to support the emergency education response. This included access to safe temporary learning spaces (1,045 temporary learning centers) in 10 earthquake districts; supply of learning, teaching, and recreational materials; access to temporary water, sanitation, and hygiene (WASH) facilities, including drinking water and toilets; and training to teachers to provide psychosocial support to students. Following site visits in July and August 2015, USAID identified further need to support the emergency response.
Justification for Modification: To date, the FLASH appeal for the education sector is only 47% funded. Many bilateral and multilateral donors have begun to plan for school reconstruction. However, USAID has been one of the few bilateral donors supporting emergency and transitional education activities post-earthquake. According to the Ministry of Education, in the earthquake-affected area, close to 28,572 classrooms in both public and private schools have been totally destroyed or damaged beyond use. Students and teachers require safe spaces to resume education in the interim period prior to reconstruction of schools, which can last up to three to five years. USAID’s initial funding to UNICEF, co-lead of the Education Cluster, supported the construction of 1,045 temporary learning centers (TLCs) in 10 earthquake-affected districts. After USAID’s first phase support, the estimated remaining need of TLCs supported through the Education Cluster is 3,623, towards the total goal of 4,668. This modification would contribute 340 more to the cluster goal for a total of 1,385 USAID-funded TLCs. Additionally, as the GON moves from the emergency phase to the transition/recovery phase, the education sector will require support to provide more durable structures that can be sustained for multiple years and withstand monsoons and extreme weather. Furthermore, support will be provided to strengthen planning and mobilization at the district and community level around interim recovery and transitional activities such as using structural assessment data for planning reconstruction and orienting schools and communities on safe school construction.

Activity level goal and objectives and link to CDCS: The Emergency Education Response Activity will contribute to USAID’s FY 2014-2018 Nepal Country Development Cooperation Strategy (CDCS) Intermediate Result (IR) 3.1: A better-skilled and literate population by increasing access to education and safe spaces for teachers and students to resume school. Under this modification the following changes have been made to the scope and funding:

1) Addition of $5,567,227 million in funding;
2) Extension of project end date by six months to November 30, 2016;
3) Addition of 340 full package TLCs (as described in the program description) in 13 earthquake-affected districts (35%)
4) Maintenance, repair and upgrading of USAID-supported and non-USAID supported TLCs (47%)
5) Support to district education offices and national and district education clusters to use data to plan and respond to education needs in the transitional/recovery and reconstruction phases; support to communities through Village Development Committees (VDC) and School Management Committees (SMC) to understand and advocate for safe school construction (18%)

Discussion
The design team has completed the program description and detailed budget (Attachment 4). The design team confirms that this activity may now move forward for procurement.

Pre-Obligation Requirements
All pre-obligation requirements for the activity and the use of the funds, identified in ADS section 201.3.11 as "mandatory," have been satisfied (see Attachment - Pre-obligation checklist).
Applicable waivers:

**Authority**
Pursuant to ADS 103.3.12.1.a, the AA/ANE has delegated to the Mission Director authorities to implement development objectives, which include actions contemplated by this Procurement Action Memo.

**Recommendation**
It is recommended that you approve the modification of the 18-month Emergency Education Response for Nepal Program with use of $5,567,227 million in additional funding.
Attachments

- 1. PAD amendment and supporting documents
  - 2a. Budget specialist email of confirmation of ceiling in PAD
  - 2b. Final revised EGRP PAD financial plan
  - 2c. EGRP PAD approved IEE
  - 2d. IEE PAD exemption from May 20, 2015 (original note to file)
  - 2e. IEE of PAD Amendment 1 to Request for Categorical Exclusion (Asia 13-40)
- 2. PIO award criteria as stipulated under ADS 308.3.2.1, 308.3.13, 308.3.10
- 3. Pre-obligation checklist, for reference
- 4. Revised Program Description for Emergency Education response for Nepal and supporting documents
  - Annex 1: Grant No. AID-367-IO-15-00001 Budget
  - Annex 2: Education Cluster Coordination Matrix by District Level
  - Annex 3: MOE TLC 1.0 model
  - Annex 4: MOE TLC 2.0 model
  - Annex 5: MOE WASH model
  - Annex 6: Regional Engineer Recommendations for Nepal on TLC Construction
- 5. UNICEF Environmental Impact Assessment Guidelines
- 6. Education Cluster Guidance Note: Environment in Education Emergency Response
- 7. Revised IGCE
  - Revised IGCE Narrative
- 8. Declaration of Disaster for Nepal Earthquake
Clearances

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>SKhagi, MEO</td>
<td>E-mail</td>
<td>11/10/15</td>
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<tr>
<td>KRay, PPD</td>
<td>E-mail</td>
<td>11/6/15</td>
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<td>RColeman, OC</td>
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<td>KFink, AO</td>
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<td>PKim, RLA</td>
<td>E-mail</td>
<td>11/16/15</td>
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<td>ATohill-Stull, DMD</td>
<td>A-T</td>
<td>11/19/15</td>
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</tbody>
</table>

Approval

Approved: [Signature]
Dr. Beth Dunford
Mission Director

Date: 11/20/15

Disapproved: [Signature]
Dr. Beth Dunford
Mission Director

Date: 

Shanker - reviewed - three comments:

- I'd suggest to make reference to ADS 308.3.11(c) to reinforce why USAID uses UNICEF's environmental & social policies and procedures.
- I'd suggest to stipulate that IP reports to USAID on environmental compliance with documented evidence on a quarterly basis [not annual] so that Mission - AOR and MEO - can promptly capture any problems.
- I'd also suggest copying this to RLA through cced.

With this addressed, pls have the Amnd duly signed in the Mission, put "concurred by e-mail" on REA line and send it to Will Gibson, BEO/Asia for his review and concurrence.

Rgds,

Andrei

On Fri, Sep 18, 2015 at 5:19 AM, Shanker Khagi <skhagi@usaid.gov> wrote:

Hi Andrei,

Please find attached amendment to Asia 13-40 Nepal RCE Early Grade Reading Program. Through this amendment USAID/Nepal will support UNICEF to build temporary learning centers (TLCs) in earthquake affected areas. Also attached are UNICEF's Environmental guidelines and Education cluster environmental guidelines. Appreciate your clearance.

Thanks,

Shanker

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Shanker K. Khagi
Environment and Energy Specialist
USAID/Nepal
Tel: +977-1-423 4649
Fax: +977-1-400 7285
Cell: +977-980 104 6975
E-mail: skhagi@usaid.gov

-------- Forwarded message --------
From: Shanker Khagi <skhagi@usaid.gov>
Date: Fri, Sep 18, 2015 at 2:37 PM
Subject: Re: UNICEF proposal and their environmental guidelines
To: Siena Fleischer <sfleischer@usaid.gov>, Pragya Shrestha <pshrestha@usaid.gov>, Jayanti Subba <jsubba@usaid.gov>, Jannie Kwok <jkwok@usaid.gov>, William Gibson <wgibson@usaid.gov>
Environmental Impact Assessment (EIA)

Background

1. The Environmental Impact Assessment (EIA) is a well-established and fairly standard process. In many countries, industrialized and developing countries alike, EIA is a legal requirement for the final approval of a development project. Most donor country governments also require that programmes receiving their aid follow an EIA procedure similar to that being applied domestically. As a result, most international institutions engaged in development assistance – notably the World Bank, the regional development banks, the FAO and the UNHCR - have established explicit EIA policies for their operations.

2. The purpose of an EIA are to ensure that development options under consideration are environmentally sound and sustainable and that any environmental consequences are recognized and taken into account in programme or project design. UNICEF therefore includes an EIA when designing programmes and projects. (See: World Bank. Environmental Assessment Sourcebook. Volume I. Washington, D.C.: World Bank, 1991).

3. Children are exposed, from the prenatal phase, to a barrage of environmental threats to their physical and mental development. Growing children are particularly vulnerable – their physical characteristics, childhood activities and lack of knowledge and experience put them at greater risk from environmental hazards. Although UNICEF assisted programmes are essentially child-focused and socially oriented, they are not necessarily free of adverse impacts on the environment.

For example:

- while the construction of hand pumps for safe drinking water may not itself be environmentally harmful, an excessive use of groundwater for agricultural purposes in the absence of an integrated water resource management scheme can create serious water stress and other related environmental problems;
- improperly built or sited waste disposal facilities can cause leaching of pollutants into an aquifer; latrines may be polluting sources if they are built too close to a water source;
- medical wastes are particularly hazardous; therefore programmes supporting development of health systems may need to include a component on waste disposal;
- to avoid the effects of lead poisoning on children, classrooms built with UNICEF support must not use leaded paint;
- the use of chlorine for water disinfection can be damaging to health and the environment if used improperly and in excess;
- the arsenic contamination of groundwater in South Asia is a unique environmental health problem, which although it occurs naturally, can be better addressed with the help of EIA.

4. UNICEF policy paper E/ICEF/1989/L6 states that the organization's concern for children extends through the totality of a child's environment, including all the factors that influence a child's survival and development. As a minimum, therefore, UNICEF needs to ensure environmental friendliness in the supported programmes and strives to improve
the immediate environment of children (e.g., home, school and community) wherever possible and within UNICEF's technical competence.

5. An EIA aims to:
- identify the likely adverse impacts of a proposed activity on the environment;
- propose measures to avert or mitigate such adverse impacts;
- suggest, in case of unavoidable environmental consequences, environmental management and monitoring measures to be taken during the programme implementation.

6. As a member of the UN System, UNICEF has committed itself to support the implementation of the various action plans adopted at all the major UN conferences of the 1990s. These action plans, especially Agenda 21, emphasize the need for integrating social, economic and environmental factors at the policy, planning and management levels. EIA is one of the practical measures to facilitate this integration. An EIA can help UNICEF staff to more systematically predict, eliminate or mitigate potential negative impacts and maximize positive effects to the environment. Figure 6.1 illustrates how the EIA procedure fits into the programming cycle.

7. Donor agencies are more willing than ever before to support programmes that are environmentally beneficial. The European Union, OECD, The Netherlands, DANIDA, the Swedish International Development Cooperation Agency (SIDA), Australia, Canada, and Japan have made environmental impact assessment a requirement for funding support. See the annexed bibliography for their policy documents.
Scope of an EIA

8. An EIA must consider a wide range of issues, including the physical environment and related socio-economic aspects. Table 6.1 illustrates the potential scope of an EIA exercise, although not every EIA exercise needs to range so widely.

Table 6.1 The Broad Scope of Environmental Impact Assessment

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Area</th>
<th>Issues (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td>Water</td>
<td>• Pollution-chemical and microbial</td>
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<tr>
<td></td>
<td></td>
<td>• Availability-groundwater, surface water</td>
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<tr>
<td></td>
<td>Air</td>
<td>• Pollutants – particularly, NOx, CO, SO_2, Dioxins, PCBs, etc.</td>
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<tr>
<td></td>
<td></td>
<td>• Indoor pollution, outdoor pollution</td>
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<td></td>
<td></td>
<td>• Greenhouse gas emissions</td>
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<tr>
<td></td>
<td>Soil</td>
<td>• Properties – loss of nutrients, salinity</td>
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<tr>
<td></td>
<td></td>
<td>• Loss – erosion, desertification</td>
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<tr>
<td></td>
<td></td>
<td>• Land use change</td>
</tr>
<tr>
<td></td>
<td>Wastes</td>
<td>• Generation – solid, liquid, hazardous, toxic</td>
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<tr>
<td></td>
<td>Noise</td>
<td>• Disposal and treatment – landfill, incineration, composting</td>
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<tr>
<td></td>
<td>Natural resources</td>
<td>• Water, aquatic products, marine products, forests, energy</td>
</tr>
<tr>
<td></td>
<td>Ecosystems</td>
<td>• Wetland, coral reef, rain forest, lake, estuary</td>
</tr>
<tr>
<td></td>
<td>Biodiversity</td>
<td>• Loss of species, destruction of natural habitats</td>
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<tr>
<td></td>
<td>Natural disasters</td>
<td>• Flood, drought, landslide, etc.</td>
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<tr>
<td>Socio-economic</td>
<td>Population</td>
<td>• Structural change, growth, migration/exodus</td>
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<tr>
<td></td>
<td>Health</td>
<td>• Risks as the result of the above environmental impacts</td>
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<tr>
<td></td>
<td>Habitat</td>
<td>• Urban, rural, community, household</td>
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<td></td>
<td>Resettlement</td>
<td>• Urbanization, industrialization</td>
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<td></td>
<td>Special groups</td>
<td>• Involuntary refugees</td>
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<tr>
<td></td>
<td>Income and employment</td>
<td>• Women, children, minority, indigenous people</td>
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<tr>
<td></td>
<td>Special groups</td>
<td>• Employment opportunities for youth</td>
</tr>
<tr>
<td>Cultural</td>
<td>Important sites</td>
<td>• Historic, cultural religious</td>
</tr>
</tbody>
</table>

The UNICEF EIA procedure

9. UNICEF programme/project officer should follow three simple steps in the initial assessment of the components of a proposed CP. If these first steps lead to the conclusion that a full-range EIA is required, which will be rare in UNICEF, the primary responsibility for conducting the EIA is of the programme partner, often the national implementing agency.
Step 1. Initial Screening

10. The first step decides whether or not a proposed project needs an EIA. All proposed projects and in some cases major areas of activity to be contained in a new CP or which are newly introduced following an MTR must go through this initial screening. Checklist 1 is designed for UNICEF programmes.

<table>
<thead>
<tr>
<th>Checklist 1 – Initial Screening</th>
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<tbody>
<tr>
<td>Does the proposed programme or project contain activities that fall under one or more of the following categories?</td>
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<tr>
<td>• Extraction of water (e.g., groundwater, surface water, and rain water)</td>
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<tr>
<td>• Disposal of solid or liquid wastes (e.g. human feces, animal wastes, used supplies from a health center or health campaign)</td>
</tr>
<tr>
<td>• Use of chemicals (e.g. pesticides, insecticides, paint and water disinfectant)</td>
</tr>
<tr>
<td>• Use of energy (e.g. coal, gas, oil, wood and hydro, solar or wind power)</td>
</tr>
<tr>
<td>• Exploitation of natural resources (e.g trees, plants, minerals, rocks, soil)</td>
</tr>
<tr>
<td>• Construction work above household level (e.g. hospital or school)</td>
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<tr>
<td>• Changing land use (deforestation, forestation, and developing industrial, housing or recreational centers)</td>
</tr>
<tr>
<td>• Agricultural production (e.g. growing crops, fish framing)</td>
</tr>
<tr>
<td>• Industrial production (e.g. small scale town/village workshops)</td>
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</table>

Step 2. Initial Impact Assessment

11. The purpose of this second step is to analyse the potential impacts of the proposed project and estimate whether they are likely to be serious or minor. Checklist 2 will help assess any potential environmental impacts. To answer these questions reliably, the responsible programme/project officer may need to obtain additional information and solicit professional assistance. Informal or preliminary discussions with the national or other relevant counterparts may be also desirable.

Step 3. Making a decision

12. The majority of UNICEF-supported projects will not require an environmental impact assessment other than this initial qualitative check. If that is the case, a short note for the record should be written to cover the following:
• project title and proposed project activities that have been reviewed using Checklist 2;
• brief explanation of why the activities are considered to have no or only minor impacts on the environment or why existing safety procedures in the country are considered to be adequate.

13. Should a full-range EIA be necessary, the CO will bring the matter up with the national counterpart. Together they should decide if the proposed project or activity likely to cause a major
environmental impact should be a) cancelled, b) modified or c) retained.

Checklist 2 – Initial Impact Assessment

Consider and answer the following questions. If necessary, consult experts and discuss with national counterparts.

Air
- Emission of polluting substances (e.g. a brick kiln, small scale fertilizer factory)?
- A noticeable increase in energy use, particularly the use of fossil and wood fuels (e.g. use of coal or wood in village industry)?

Water
- Discharge of wastewater directly into a water body (e.g. small sewer system with direct outlet to a river)?
- Possible contamination of water sources (e.g. a waste-generating facility, including a latrine sited too close to groundwater source)?
- Creating water shortages or exacerbating existing water stress (e.g. increasing water use in industrial or agricultural production)?

Wastes
- Generation of appreciable amounts of hazardous or solid waste (e.g. used syringes or other health center refuse for which standard and effective disposal procedures do not already exist, garbage or human excreta from a refugee camp over 200 people)?

Land
- A marked decrease or change in tree/vegetation coverage in the project area (e.g. cutting of trees or bamboo for commercial purposes, reclamation of grass or wetlands)?
- Deterioration of soil qualities (e.g. nutrient loss, topsoil loss, erosion, salination, desertification)?
- Substantial changes in land, farming and fishing practices (e.g. building a new irrigation system, changing fallow practice to intensive cultivation)?
- A major alteration to an existing landscape (e.g. terracing)?

Biodiversity and resource conservation
- Changes to natural habitats, particularly of endangered species (e.g. encroachment into a nature reserve)?
- Negative impacts on local flora and fauna (e.g. suppressed or excessive growth of an indigenous plant, possible impact of large-scale forestation scheme on other local species)?
- Depletion of a local resource (e.g. a medicinal plant, a fish species)?
- Disturbance to an ecosystem (e.g. introduction of an alien species)?

Health risks
- The use/handling of fairly large amounts of chemicals, particularly of hazardous or toxic materials (e.g. fertilizers, pesticides, chloride, lead-containing paint)?
- A public nuisance (e.g. noise, smells, pest infestation)?

Socio-economic impacts
- Any effects on an indigenous/cultural/historic heritage (e.g. archaeological site, religious or cultural ritual)?
- Unwanted social consequences (e.g. increased workload for women, increase racial/gender inequalities)?

If all the questions are answered NO, prepare a short note for the record and continue with the normal programming procedure.
14. In the latter two cases, the national counterpart should be asked to contract an independent institution to conduct a formal EIA. The EIA will provide suggestions on what measures should be taken to mitigate the predicted consequences, or whether the activity should be cancelled. The Regional Offices and Programme Division should be informed in such cases and, if necessary, asked to provide technical advice.

15. A full-range EIA will need to study in detail the nature and degree of potential environmental impact of the project, identify alternatives or mitigating measures, and propose a detailed plan for managing and monitoring the expected impacts during the implementation phase. For more information on EIA methods, refer to WES Technical Guidelines Series' manual on improving the environment for child survival, growth and development. Advice on Terms of Reference for a full EIA may also be obtained from WES Section, PD, NYHQ.

Enhancing positive impacts on children's environment

22. In the CCA, an effort should be made to highlight any major environmental problems and potential risks affecting children and women. Responses and interventions may be formulated to deal with the identified environmental health problems to children and women, but UNICEF's involvement in supporting these will depend on its capacity, resources and comparative advantage, and may be focused on advocacy with partners.

23. Where appropriate, certain low-cost activities may be included in projects to improve environmental and sanitary conditions for children. Examples of such environmentally oriented activities are:

- protecting water sources from local pollution;
- planting trees to replenish groundwater and prevent soil erosion;
- promoting smokeless stoves and use of solar energy to cut indoor air pollution;
- supporting hygiene and environmental education for children and mothers;
- adopting integrated water resource management strategies at local levels.

24. Bibliography on EIA:

- EU website
- CIDA: Environmental Assessment at the Canadian International Development Agency.
- Japan: Statement by Prime Minister of Japan, Mr. Hashimoto, to the UN Special Session on Agenda 21 Review, 1997.
Guidance Note: Environment in the Emergency Education Response

The earthquakes in April and May of 2015 have had a devastating impact on the facilities and infrastructure in the education sector. Structural Assessment data indicates that in the 11 affected districts outside Kathmandu valley, 67% of classrooms (32,000) are unsafe for use. As a result, a large-scale education in emergencies response is underway, providing temporary classrooms, emergency learning supplies and teacher training on psychosocial support and lifesaving messages to 14 of the most affected districts. Given the scale of the response, the broad humanitarian needs, Nepal’s unique geography and multi-hazard context, environmental issues are a priority cross-cutting issue that all sectors need to address.

Why is the environment an important as part of the emergency education response?

A critical component of saving lives and reducing risk after a disaster includes work to ensure that the natural resources that form the basis for human life and livelihoods are restored and responsibly managed for the future. Clean air, water, forests and soil are essential for human health (preventing malnutrition and disease) and well-being (providing the raw materials for economic development and healthy living conditions, as well as reducing the risk of floods and landslides).

Do no harm – As education actors we have the responsibility to ensure that our humanitarian interventions do not damage the environment and indeed actively address environmental sustainability to ensure the communities we work with, and the natural resources which they depend on, are not put at further risk because of the disaster recovery efforts.

Build back safer – Our work should aim to “build back safer” so that we reduce disaster risks and increase the resilience of communities, and addressing environmental considerations is one part of this work. Ensuring that our emergency response promotes environmental sustainability and resilience will mean communities are less vulnerable to future environmentally-linked risks. Education has a critical role to play in ensuring children, youth and their families are aware of key environment issues and are able to keep themselves and their environments safe and healthy.

It’s the law – Nepali law requires compliance with environmental regulatory frameworks at the national and local levels as described below. At the international level, the Sphere Handbook, the Code of Conduct for The International Red Cross and Red Crescent Movement and NGOs in Disaster Relief, and the Hyogo Framework for Action address the need to prevent over-exploitation, pollution, and degradation of the environment and encourage sustainable use and management of ecosystems. (links)

It’s good practice – Environment considerations should be factored into all parts of the programme cycle – from assessments and project design through to implementation, and monitoring and evaluation. Cost benefit analysis often shows that environmentally friendly building design is also cheaper and more sustainable. We must also consider environmental issues throughout our response and look for opportunities to influence the reconstruction process from an environmental perspective as we move between immediate relief through to longer-term recovery.

Creating safe and sustainable school environments

Given the scale of the destruction of school buildings and other facilities, the emergency education response has a large construction component, working within school compounds to make safe learning environments for earthquake-affected children. Debris is being cleared and sites prepared for temporary or
semi-permanent classrooms. Following government designs, many partners are establishing temporary classrooms using locally available materials (often bamboo or wood) for the main structure, with tarpaulins or corrugated iron (CGI) for roofing. WASH services for schools are being restored or provided as part of the education response. Key issues to consider from an environmental perspective:

**Key Considerations and Practical Tips**

**Safe debris and disaster waste management and recycling**

- Many schools with collapsed buildings will need to safely deal with debris removal and management. Building demolition should be undertaken following safety guidelines (link) and debris removed to an agreed location that has been identified as a safe area, away from water sources, settlements and protected land.

- Wherever possible, building materials can be sorted and stored so that they can be recycled, reused, repurposed as part of safe reconstruction efforts. Reuse and recycling of tarpaulins should also be practiced if at all possible. If tarpaulin is not being reused, it is disposed of in an appropriate waste site.

- Separate broken CFL bulbs, tubelights, batteries, paints and paints containers, any toilet cleaning chemicals or mercury thermometers from rubble while demolishing school buildings. These are all hazardous waste which can harm people and the environment. Store hazardous waste securely until safely disposed.

Additional Resources:

- [Planning Centralised Building Management Programmes](#)
- [Guide for Debris Management: Haiti](#)
- [Debris Management Planning – UESPA (2008)](#)
- [Guidance Note on Debris Management (2013)](#)
- [What to do with used plastic sheeting?](#)
- [Plastic Sheeting (OXFAM/RedCross)](#)

**Site selection:**

- When selecting sites for TLCs (or semi-permanent classroom construction) care should be taken to ensure the site is safe from natural hazards such as potential locations for landslides and flooding as well as dangers from unsafe large buildings nearby. Care should also be taken that the site is not close to an ecologically sensitive or protected area. Areas with wildlife should be avoided so as to minimize human-wildlife conflict.

- When preparing a site for construction, retain vegetation cover around and uphill from the site as much as possible, for water supplies, natural resources, conservation value, shade, and to help reduce risks of landslides and floods. In cold climates, site new classrooms to face south so that rooms have the most light and heat during the winter.

Additional Resources:

- [Green Recovery and Reconstruction: Training Toolkit for Humanitarian Aid – Module 4 on Site Selection](#)

**Sourcing of materials:**

- Replenishable, sustainable local materials should be used when possible to construct temporary classrooms. When sourcing timber, follow Nepali laws and regulations, including community forestry...
rules. Ensure that timber is collected from the national and/or community forest in compliance with the provisions of the Forest Act 1993 (link) and Forest Regulations 1995 (link).

- Procure sand, gravel, boulders and other construction materials from legal areas that do not cause increased safety and environmental risks such as landslides, increased flood hazards, downstream sedimentation or degradation of wetlands.

Additional Resources:

- Timber Guidelines for Humanitarian Relief
- Shelter and Environment
- Green Recovery and Reconstruction: Training Toolkit for Humanitarian Aid – Module 5 on Materials and the Supply Chain
- Green Recovery and Reconstruction: Training Toolkit for Humanitarian Aid – Module 6 on Construction

Replenishing material supplies:

- School buildings that need timber or bamboo building materials should plan to oversee the planting of at least twice the number of trees that are used in the construction. Work with the District Forest and Wildlife Officer, Community Forest Users Groups or environment organizations to select the right kinds of trees for planting and planting sites.
- Try to plant trees in severely degraded areas and in areas above landslide slippage areas. If possible, plant tree saplings in areas with already established half-grown and fully grown trees. This will provide a more natural habitat and encourage wildlife species to thrive there as well. Select varied species of trees that indigenous to the area for better survival.
- Keep the area of planting protected from livestock and minimize extraction of resources (fodder, medicine, honey etc.) for a few years.
- Monitor the forested area in the long term and experiment with different combinations of tree saplings. It is not enough just to plant a sapling; you must take care of it for some time as it grows into a tree. The school community can be engaged in this ongoing care (see below).

Environmentally friendly WASH for schools:

- Care should also be taken when selecting sites and constructing latrines for school communities to ensure that there is no overflow or infiltration into ground water. In areas near a water source, designate a boundary and keep the area clean of waste. Education partners are encouraged to consult with WASH Cluster partners for technical support if they are concerned.
- If the school has piped water from a local source, look for opportunities to help protect the recharge area above the source, restoring or maintaining forest there if possible.
- Schools can also practice rainwater harvesting, installing drainpipes and water tanks to collect rainwater for use in school gardens.
- Gender-friendly toilets including hygienic menstrual hygiene waste disposal is essential. If possible, train adolescent girls how to make and use reusable menstrual pads.
Greening the school compound:

- In Nepal, school compounds are often surrounded by a brick or stone wall to designate the school’s land. These walls may have collapsed or be in danger of collapsing due to earthquakes. Consider planting hedges and trees around the school – this will be earthquake safe and the vegetation will capture dust from outside the school or from roads before it reaches the school buildings.
- In hot climates, use climbing plants (like bougainvillea) on fences or frames on the hottest side of the school buildings, leaving at least 15 cms from the wall, creating a layer of cool air between the sunlight and the wall.
- Planting a “green roof” can also be considered, though care should be taken that planting is at an angle so rainwater can drain. This should only be considered if the structure can safely withstand the significant weight of plants and soil. A green roof will cool down the building because the plants will absorb the sun’s rays. Painting light colours on roofs can also make a big difference if green roofs are not a safe option. In the sun a black or dark roof surface can be 40 degrees hotter than a silver or white surface.
- Consider planting deciduous trees (trees that have leaves in the summer and none in the winter) on the south side to provide summer shade and winter sun.
- Schools can plant vegetable gardens. It is important from both a health and an environmental perspective to eat more leafy green foods. Growing vegetables will also help children learn about the interdependence of ourselves and nature and can be used as a learning opportunity (see below).

Environmentally friendly waste management at schools:

- To care for the environment and ensure the school compound is child friendly and hygienic, there should be work done to manage waste properly.
- Waste should not be burned inside school premises.
- The school compound and surroundings should be litter-free.
- Practice of waste segregation in school with different colour-coding if possible: Green for food/biodegradable waste; Blue for paper waste, Red for plastic waste. Recyclables such as paper, newspaper, exam papers or old books can be collected and sold to a recycling center. Revenue can be deposited in school environmental fund.
- Biodegradable waste can be composted in a designated area in the school compound (pile, drum or worm composting as suitable) and training provided for the school eco club or focal teacher on composting practices. Compost can be used for a school garden or shared with the community.
Educating for environmental awareness and action

The environment sustains and gives us life, but it also has the potential to take life. Learning about the environment and how to sustainably interact with it is a key life skill for individuals, and might even be psychosocially useful as children come to terms with the power and impact that their environment has had on their lives as a result of the earthquake. Collectively, learning how to protect the environment is essential for sustainable development and disaster risk reduction and resilience.

Key Considerations and Practical Tips

Use of local curriculum time:
- The Nepali curriculum allows for 20% of time to be spent on subjects relevant to the local community. Encouraging schools to cover environment topics during this time could be very valuable.
- Make use of local experts and knowledge. Invite farmers, Local Forest Users Group members or representatives from the District Forest Office to participate in teaching children.

Integration into the curriculum:
- There is compulsory course on "Health, Population and Environment" as part of the Nepali national curriculum in Grades 5-10. This course addresses a range of environmental issues in Nepal. It is highly encouraged that this course is not a theoretical classroom-based topic, but rather focuses on practical, hands-on work that involves expert community members, field observation and practice.
- Integration of environmental issues (see topic suggestions above) can also be integrated into traditional curriculum subjects such as maths, science, social studies, Nepali and English.
- Applying academic concepts to real-life examples in the learner’s immediate environment can enhance relevance and quality of teaching.

Mobilizing learners and the school community:
- Many schools have active child clubs, who could be mobilized to address environmental issues. Establishing or strengthening Eco Clubs or encouraging WASH Clubs to address environment issues could be an excellent way to involve learners actively, and can often influence wider community attitudes and behavior.
- Child clubs can support efforts to green their school environment, keep their school compound clean and safe and share messages with their families and communities.
- The school community could be encouraged to prepare an Environment policy that is followed by students, teachers and any visitors. The policy could include: - do not throw litter in the school premises; - do not burn waste in the compound; - plastic-bag free zone; - do not smoke in the school or surrounding area; - clean toilet practices; - protecting plants and trees in the area; - protecting wildlife in the area, etc. Rules can be displayed on a signboard on the school compound.
- The school community could also be encouraged to establish a School Environment Fund with contributions from the school management, teachers and community members. The environment fund can be used to implement environment-related activities such as art or debate competitions, forestation programme, gardening programme or prizes for teachers and students contributing to environmental conservation efforts.

Special environmental events:
- Use sacred or special school occasions or days like World Environment Day, National Sanitation Week, Earth Day or the School Anniversary Day to carry out environmental activities such as tree or bamboo planting (see above for practical uses for tree and bamboo planting).

“If you plan for a year, plant a flower, if you plan for ten years, plant a tree, but if you plan for a hundred years, educate the people” Kuan Zu, 5th Century Chinese Poet.
• This provides an opportunity to engage the whole school community in environmental action, and can also provide benefits for the school compound.
• Use tree or bamboo planting as an opportunity for children to learn about their environment and how plants function (root systems, oxygen production etc). These activities can be integrated into maths, science and social studies lessons (see above).
• Organize environmental competitions (e.g. art, essay or debating competitions) to raise awareness.

Relevant Nepali Laws, Regulations and Further Resources

Green Recovery and Reconstruction: Training Toolkit for Humanitarian Aid (GRRT)


Environment Marker Guidance Note (UNEP and OCHA)

Guidebook for Planning Education in Emergencies and Reconstruction – Chapter on Environmental Education (UNESCO IIEP)

Center for Environment Education Nepal Webpage (CEEN)

Our Environment: Taking Care of our Future Student Book (Environmental Foundation for Africa) From an African context, but quite relevant ideas

Resource Center on Mainstreaming the Environment into Humanitarian Action – Education Section (UNEP)

Nepal Forest Act 1993 and Forest Regulations 1995 (Government of Nepal)


Nepal Conservation Area Government Management Regulations 2000 (Government of Nepal)

Nepal Solid Waste Management Act 2011 (Government of Nepal)