

Annex 9: F4EE Environmental Management Plan

The F4EE Environmental Management Plan (EMP) is based on Environmental Analysis conducted by the project teams, with support from a Canadian Environmental Expert and the AKFC Environmental Focal Point (EFPs). This analysis is presented in the project's Strategic Environmental Assessment (SEA), developed by the Environmental Expert, which has been appended to this document as Annex [16]. The project team provided substantive inputs to the SEA and reviewed the Environmental Expert's analysis and recommendations. The tables below summarize the Expert's findings and recommendations and constitute individual Environmental Management Strategies for each F4EE sub-component – F4L, AGECS, and ACCD.

These tables are intended to serve as an easy-to-use tool for sub-component teams to integrating environmental management effectively into their activities and overall management. They are divided by sub-component (F4L, AGECS, and ACCD) to allow project managers and field based EFPs to review environmental management of specific sub-components more effectively.

The SEA lists each activity that has potential for significant environmental impact, either positive or negative. For each of those activities, appropriate mitigation/action items are outlined to either mitigate adverse effects or enhance positive effects. Guidelines in the AKFC PES suggest that a risk rating should be given to negative impacts; however, this has not been done for F4EE as there are very few negative impacts and all of them are relatively low risk. EMFs in previous SEAs have included an indication under each outcome of whether an environmental assessment will be required. This has not been done for the F4EE project as negative impacts are negligible and – based on guidance from the Environmental Expert's recommendations – it has been determined that no environmental assessments will be required.

Recommended monitoring requirements are listed, and these will be integrated into project management and MERL systems, as well as tools such as the PIP and PMF program planning documents and annual work plans as appropriate.

Table: Environmental Management Framework for F4EE Activities

Ultimate Outcome: 1000 Enhanced equitable development and empowerment for women, girls, their families, and communities in select areas of Africa			
F4L Sub-Component (Kenya, Uganda, and Tanzania)			
Intermediate Outcome: 1100 Strengthened delivery of quality, gender-responsive, and inclusive education, early childhood development, and other sustainable development services, in select areas of Africa			
Immediate Outcome 1110: Improved technical capacity of education, early childhood development, and international development professionals to deliver gender-responsive and inclusive services and programs			
Outputs	Potential Impact	Expert Recommendations	Monitoring/linkages with other outputs
<p>1111: Gender-responsive professional development provided to female and male pre-primary educators, and school and pedagogical leaders. Tanzania/Zanzibar only</p>	<p>POTENTIAL POSITIVE IMPACTS: Female and male pre-primary educators, and school and pedagogical leaders will have an increased awareness of the role of the physical environment in girls’ performance and attendance including the importance of a clean and secure WASH environment.</p> <p>Female and male pre-primary educators, and school and pedagogical leaders have the knowledge and skills to support a culture of improved environmental health.</p>	<ul style="list-style-type: none"> • Raise awareness through in-service professional development including Gender-sensitive Diploma/Certificate in Early Childhood Education of how the physical environment impacts girls’ attendance and performance in school including those related to WASH such as security and privacy for girls and provision of decent and clean facilities. • Professional development should include awareness of the broader issues of environmental health in schools and ECD facilities including waste management and effective hygiene. 	<p>Environmental/WASH learning metrics to be included in project monitoring, where feasible.</p>
<p>1112: Gender-responsive professional development provided to female and male primary and post-secondary educators and school, and pedagogical leaders</p>	<p>POTENTIAL POSITIVE IMPACTS: Professional development models such as Values-based Education (VBE) will enable female and male primary and post-secondary educators and school, and pedagogical leaders to appreciate environmental aspects of the VBE ethos of “consideration and care for others and the world around us” as part of their role as educators.</p>	<ul style="list-style-type: none"> • Promote the VBE ethos of care for those around us and for the world we live in within the professional development activities. • Raise awareness through in-service professional development including VBE and Teach like a Champion of how the physical environment impacts girls’ attendance and performance in school including those related to WASH such as security and privacy for girls, provision of clean, 	<p>Environmental/WASH learning metrics to be included in project monitoring, where feasible.</p>

	<p>Female and male primary and post-secondary educators, and pedagogical leaders will have an increased awareness of the role of the physical environment in girls' performance and attendance including the importance of a clean, private, and secure WASH environment and a supportive and a dignified environment for MHM¹.</p> <p>Female and male primary educators, and post-secondary educators and school and pedagogical leaders have the knowledge and skills to support a culture of improved environmental health in educational institutions among both staff and pupils.</p>	private, and secure facilities including MHM resources and support.	
1114: See ACCD Framework			
Immediate Outcome 1120: Enhanced ability of local, provincial, and national governments to design and lead in quality gender-responsive and inclusive sector policies and programming			
Outputs	Potential Impact	Expert Recommendations	Monitoring/linkages with other outputs
1121: Gender-responsive organizational capacity development provided to targeted departments within partner local government authorities	<p>POTENTIAL POSITIVE IMPACTS:</p> <p>Local Government Authorities (LGAs) will have increased understanding and skills to support and monitor gender-responsive measures such as improved and secure WASH/MHM facilities and to prioritise the support and enforcement of existing policies and guidelines where available.</p>	<ul style="list-style-type: none"> • Include metrics in the Organisational Capacity Assessments for assessment of the school physical environment, including issues related to WASH, MHM and the capacity development programs. • Capacity development for LGAs should include: <ul style="list-style-type: none"> -Awareness of how the environment can be a barrier to girls' education. -Familiarity with existing policies and guidelines in areas such as WASH, MHM, school and community health outreach, etc. -Skills, systems, and tools the LGAs need to support programming and policies. 	Environmental/WASH learning metrics to be included in project monitoring, where feasible.
Immediate Outcome 1130: Increased availability of quality gender-responsive materials appropriate resources and infrastructure in education			
Output	Potential Impact	Expert Recommendations	Monitoring/linkages with other outputs

¹ Although this project is aimed at lower primary years/grades, many children start primary school late and have reached puberty while still in lower primary years.

<p>1131: Gender-responsive technological innovations, including distance learning platforms, developed, tested, and disseminated for school and pedagogical leaders</p>	<p>POTENTIAL POSITIVE IMPACTS: Under distance learning courses, school and pedagogical leaders will be informed of the role of the physical environment in girls' school performance and attendance including the importance of a clean and secure WASH environment and a supportive and dignified environment for MHM.</p>	<ul style="list-style-type: none"> • Include in the distance learning design – under SEEL (Wellbeing) component - issues related to WASH, MHM, environmental health etc., and tutors are trained to deliver these messages. • Integrate into the wellbeing course the importance of providing girls with the necessary support from the school and teachers through school health clubs, teacher focal points, etc. 	<p>Environmental/WASH learning metrics to be included in project monitoring, where feasible.</p>
<p>1132: Institution building initiatives conducted with teacher training institutes, including review of training packages</p>	<p>POTENTIAL POSITIVE IMPACTS: Teacher trainees will be informed of the role of the physical environment in girls' school performance and attendance including the importance of a clean and secure WASH environment and a supportive and dignified environment for MHM.</p>	<p>Professional development should include awareness of the broader issues of environmental health in schools and ECD facilities including waste management and effective hygiene.</p>	<p>Environmental/WASH learning metrics to be included in project monitoring, where feasible.</p>
<p>Intermediate Outcome 1200: Reduced gender and social barriers to utilization and uptake of education, early childhood development, and other sustainable development services for women and girls, adolescents, men, and boys in select areas of Africa</p>			
<p>Immediate Outcome 1210: Increased equitable access to resources and services of women and girls, adolescents, men, and boys at household and community levels</p>			
Output	Potential Impact	Recommended Action Items	Notes on monitoring or linkages with other outputs
<p>1211: Education innovation fund implemented for local community and school-based initiatives promoting gender equality and social inclusion in and through education</p>	<p>POTENTIAL POSITIVE IMPACTS: Initiatives have the potential to address environmental issues that are related to gender equality and social inclusion. Innovative and successful initiatives may be designed that are appropriate for sharing widely with other communities and schools.</p> <p>POTENTIAL NEGATIVE IMPACTS: Initiatives may, if not appropriately regulated, have a negative environmental impact</p>	<ul style="list-style-type: none"> • Develop simple but comprehensive guidance as part of the Education Innovation Fund application that will encourage initiatives that have positive environmental impacts and reduce any potential negative environmental impacts. This guidance should include examples of the kinds of environmental initiatives that may reduce barriers for girls such as, washing and changing areas for girls, production or procurement of pads, improved security, and privacy of latrines, etc. • Innovative and successful ideas/lessons learned from the initial years of the project should be shared/promoted later in the project. • Develop clear environmental criteria for initiatives including the things that are not acceptable and ways of maximising environmental benefits. 	<p>Include environmental issues in the routine monitoring of funded initiatives, where feasible. Link with Output 1221 – HCD process</p>

		<ul style="list-style-type: none"> • Include a section on environmental benefits/considerations in the application form. 	
Immediate Outcome 1220: Enhanced ability of local community structures, institutions, and leaders to identify and respond to gender and social barriers, and to foster inclusive governance.			
Output	Potential Impact	Expert Recommendations	Notes on monitoring or linkages with other outputs
<p>1221: Participatory gender-sensitive human centred design processes facilitated with communities to address barriers and develop local innovative solutions to education uptake, child protection and well-being of women, men, adolescents, and children</p>	<p>POTENTIAL POSITIVE IMPACTS: Through the Human Centred Design (HCD) process, community members including children will identify issues and potential solutions which may lead to more appropriate and sustainable solutions.</p> <p>Novel solutions may be identified that prove to be successful and can be widely shared and replicated.</p> <p>Through this process, community members will have an increased understanding of the importance of and barriers to girls' educational opportunities and be able to put pressure on schools, LGAs, etc. to reduce those barriers, including investments in improving the physical environment for improved security, WASH, MHM etc.</p> <p>Communities may recognise their own role in reducing barriers to girls through increased support for girls and through more open discussion - that includes men and boys - around stigmatised issues such as MHM. This will increase the opportunity for the community to both raise and address the issues when necessary.</p> <p>Bringing communities together to address issues such as this through a HCD process may act as a catalyst for communities to address other environmental issues.</p>	<ul style="list-style-type: none"> • Include discussion of environmental barriers, including WASH and MHM, barriers in the facilitation of the HCD process, and seek potential community-led solutions. • Record and monitor solutions so that successful initiatives and lessons learned may be shared with others 	<p>Link with Output 1211 to support integration of environmental issues into funding initiatives, where feasible</p>
<p>1223: Technical assistance and coaching for civil society organizations conducted to address gender and social barriers and develop local innovative solutions to education uptake, child protection, and well-being of women, men, adolescents, and children</p>	<p>POTENTIAL POSITIVE IMPACTS: Technical support will help CSOs to integrate and address environmental issues (including WASH, MHM, waste management) that are related to the sub-project focus areas.</p>	<p>Provide technical support to CSOs on ways of integrating environmental benefits into their sub-projects.</p>	<p>Support integration of environmental issues into CSO funding, where feasible</p>

	CSO will be able to champion issues, mobilise the community, develop responses and hold duty bearers accountable.		
1222, 1224: See AGECS Framework			
Immediate Outcome 1230: Enhanced knowledge among female and male community members on equitable development practices and benefits			
Output	Potential Impact	Expert Recommendations	Notes on monitoring or linkages with other outputs
1231: Gender-responsive Social and Behaviour Change Communication (SBCC) strategy developed to inform program-wide interventions, including engagement with men and boys	<p>POTENTIAL POSITIVE IMPACTS: SBCC strategy addresses environment and WASH-related issues, socio-cultural norms and attitudes that perpetuate and entrench gender and social exclusion, so that responses to these issues can be targeted to the socio-cultural norms of different geographical areas.</p> <p>Engaging men and boys around stigmatised issues such as SRHR, GBV and MHM, WASH security and privacy that will result in a more united and effective effort to address these issues.</p>	<ul style="list-style-type: none"> Address key environmental/WASH norms and attitudes that contribute to gender and social exclusion and barriers to education in the Situational Analysis and SBCC Strategy, including: <ul style="list-style-type: none"> -Water, sanitation, and hygiene; -Security, privacy, and dignity related to women and girls and sanitation, MHM; -Stigma/taboo related to MHM; -Specific responsibilities of women and girls around WASH/ environment/agriculture; -demanding rights related to environmental health, WASH (incl. WASH in schools), waste management, etc. from duty bearers. Include a specific strategy for engaging with men and boys in the SBCC strategy. 	Should be used to inform program wide SBCC related to environmental and WASH awareness, needs and behaviours
1232: Local and national communication campaigns on gender equality, environmental sustainability, and equitable access to education conducted by civil society and media partners	<p>POTENTIAL POSITIVE IMPACTS: Information exploring the links between gender and environmental sustainability social inclusion and barriers to girls' education are disseminated widely and lead to increased awareness and action at all levels to improve the situation.</p>	<ul style="list-style-type: none"> Where the situational analysis identifies environmental issues as a barrier, integrate key environment, WASH and MHM messages from the SBCC into the communication campaign. Communication must make clear what people can do to make a difference, their rights related to environmental health, WASH, etc. and who the duty bearers are for various issues (schools, LGAs etc.) 	
Intermediate Outcome 1300: Enhanced engagement of international and Canadian stakeholders in gender sensitive and evidence-based development issues and programming			
Immediate Outcome 1310: Increased availability of robust gender-sensitive evidence and research to inform decision making at program and policy levels			

Output	Potential Impact	Expert Recommendations	Notes on monitoring or linkages with other outputs
1311: Robust gender-sensitive and gender equality focused monitoring, evaluation and learning systems established to inform programming	POTENTIAL POSITIVE IMPACTS: Gender-sensitive and gender equality focused monitoring reflecting environment and WASH issues will allow improved learning regarding the linkages with gender, social exclusion and barriers to education.	Develop environmental and WASH (including MHM) indicators and include them in the PMF	Include a PMF indicator on school/ECD learning environment standards that will incorporate WASH considerations where feasible, potentially (but not necessarily) including: -Ratio of toilets (m/f/staff/pupils/PWDs) and whether these meet guidelines (where available) -Security and privacy of latrines -Potable water on-site -Handwashing facilities -Availability of soap -Handwashing awareness and practice -MHM facilities and resources (privacy, washing place, pads availability, disposal facilities, support from teachers etc.)
1312: Conduct gender-sensitive evaluations and studies	POTENTIAL POSITIVE IMPACTS: Gender-sensitive and gender equality focused evaluations reflecting environmental and WASH issues will allow improved learning within the project, improving project performance and informing planning and policy, and influencing future programming.	<ul style="list-style-type: none"> • Include environmental and WASH (including MHM) indicators in baseline data collection. • Environmental, WASH and MHM indicators must be reported on and analyzed in project evaluations and studies. 	
1313: Gender-sensitive research on thematic interventions conducted to inform program strategies and contribute to sectoral bodies of knowledge	POTENTIAL POSITIVE IMPACTS: Gender-sensitive and gender equality focused research on thematic interventions including environment and WASH will allow improved learning regarding the linkages between these areas and gender and social exclusion, enabling program strategies to effectively identify and reflect gender-environment linkages. The project's experiences in addressing the linkages between environment and WASH issues and gender, social exclusion and barriers to education will be explored and made available to a wider audience.	<ul style="list-style-type: none"> • Identify specific research areas on environment-gender linkages. • Encourage project staff, IYF placements and others to produce research resources at different levels (papers, journal articles, conference presentations, dissertations etc.) 	
Immediate Outcome 1320: Increased opportunities for learning and dialogue around gender sensitive evidence with local, national, and international stakeholders			
Output	Potential Impact	Expert Recommendations	Notes on monitoring or linkages with other outputs
1321: See ACCD Framework			

<p>1322: Regional and national learning initiatives conducted with government and stakeholders to influence policy and practice</p>	<p>POTENTIAL POSITIVE IMPACTS: Government and other stakeholders in-country and in the region will have increased knowledge on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education so they can learn from the experience and integrate similar activities into their own programming, policies and practice.</p>	<p>The evidence and lessons learned on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education should be shared widely. Key opportunities include the proposed learning fora for LGAs and National level stakeholders, the annual education conference, annual education sector review meetings, technical group meetings, partner organized events and conferences to present papers.</p>	<p>Monitor how many papers, presentations etc. have environmental or WASH related themes.</p> <p>Project teams to establish and maintain database of project-related air travel.</p>
	<p>POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses.</p> <p>Printing of project-related material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage.</p>	<ul style="list-style-type: none"> • Keep travel and in-person events to a minimum through using a range of low impact activities including virtual meetings and events. • Offset travel through purchasing gold standard carbon-offsets². • Hold virtual events where possible and hold in-person events at locally owned venues that commit to environmentally sustainable practices and source services locally. • Circulate information and resources in digital format where possible rather than printed. 	
<p>1323: Evidence and recommendations disseminated with various stakeholders at local, national and international levels</p>	<p>POTENTIAL POSITIVE IMPACTS: Stakeholders at local, national, and international levels will have increased knowledge on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education so they can learn from the experience and integrate similar activities into their own programming.</p>	<ul style="list-style-type: none"> • The evidence and lessons learned on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education should be shared widely. Key opportunities include the proposed learning fora for LGAs and National level stakeholders, the annual education conference, annual education sector review meetings, technical group meetings, partner organized events and conferences to present papers. • Share lessons learned between F4EE countries at regional rotational learning events. 	<p>Monitor how many papers, presentations etc. have environmental or WASH related themes.</p> <p>Project teams to establish and maintain database of project air travel.</p>

² Gold Standard carbon offsets are widely considered to be the highest global standard for carbon offsets. It ensures that key environmental criteria have been met by offset projects that carry its label. Only offsets from energy-efficiency and renewable-energy projects qualify for the Gold Standard. These projects encourage a shift away from fossil fuel use and carry inherently low environmental risks.

	<p>POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses.</p> <p>Events may produce excessive amounts of non-recyclable waste, particularly plastic cups, bottles, cutlery, plates etc. Printing of project-related material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage.</p>	<ul style="list-style-type: none"> • Keep travel and in-person events to a minimum through using a range of low impact activities including virtual meetings and events. • Offset travel through purchasing gold standard carbon-offsets. • Hold virtual events where possible and hold in-person events at locally owned venues that commit to environmentally sustainable practices and source services locally. • Circulate information and resources in digital format where possible rather than printed. 	
1324: Knowledge management platform for cross-regional learning established and operational	<p>POTENTIAL POSITIVE IMPACTS: A wide audience at local, national, and international levels will have increased knowledge on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education so they can learn from the experience and integrate it into their work.</p>	Include and promote on the knowledge management platform the evidence and recommendations on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education.	
Immediate Outcome 1330: Enhanced knowledge and skills of Canadians on international development issues and practices			
See ACCD Framework			

AGECS (Kenya, Tanzania, Uganda, Mozambique, and Madagascar)

Intermediate Outcome: 1200 Reduced gender and social barriers to utilization and uptake of education, early childhood development, and other sustainable development services for women and girls, adolescents, men, and boys in select areas of Africa			
Immediate Outcome 1210: Increased equitable access to resources and services of women and girls, adolescents, men, and boys at household and community levels			
Output	Potential Impact	Expert Recommendations	Notes on monitoring or linkages with other outputs
1212 Funding and technical support provided to university partners to implement sub-projects that advance gender equality and reduce gender and social barriers to education, child protection, and the well-being of women, men, adolescents, and children.	<p>POTENTIAL POSITIVE IMPACTS: Funded initiatives have the potential to address environmental issues that are related to reducing gender and social barriers to education, child protection, or that disproportionately impact women, including climate change, agriculture WASH, MHM, and waste management.</p> <p>Technical support has the potential to help universities to research, integrate and address environmental issues that</p>	<ul style="list-style-type: none"> • Integrate awareness raising for integration of environmental issues and targets into the regional human-centred design (HCD) workshops. • Include simple but comprehensive guidance as part of the funding application and encourage initiatives that have positive environmental impacts and reduce any potential negative 	<p>Include environmental indicators in the monitoring of funded initiatives where appropriate.</p> <p>Recommendations will be incorporated into sub-project proposal process at the HCD/full</p>

	<p>disproportionately impact women, including climate change, agriculture WASH, MHM, and waste management.</p> <p>POTENTIAL NEGATIVE IMPACTS: Funded initiatives – which are yet to be determined – may, if not appropriately regulated, have some degree of negative environmental impact.</p>	<p>environmental impacts. This guidance should include examples of environment-related initiatives and environmental criteria for initiatives including things that are not acceptable, and ways of maximising environmental benefits.</p> <ul style="list-style-type: none"> • Innovative and successful ideas/lessons learned from the initial years of the project should be shared/promoted later in the project. • Include a section on environmental benefits/considerations in the fund proposal form. • Provide technical support to organisations to integrate environmental benefits into their sub projects. 	<p>proposal stage. For sub-project Expressions of Interest, the primary focus will be on forming partnerships to address gender barriers. Project teams will include a session on environmental requirements during the HCD phase, which will then feed into a short Environmental Sustainability section in the sub-project proposal template.</p>
Immediate Outcome 1220: Enhanced ability of local community structures, institutions and leaders to identify and respond to gender and social barriers, and to foster inclusive governance.			
Output	Potential Impact	Expert Recommendations	Notes on monitoring or linkages with other outputs
<p>1222: Young women from CSOs trained, mentored and provided with networking opportunities through a Women’s Leadership Academy</p>	<p>POTENTIAL POSITIVE IMPACTS: Young women in CSOs will have improved understanding of how environmental issues disproportionately impact women and can act as barriers to education and child protection.</p>	<ul style="list-style-type: none"> • Strengthen the capacity of the Women’s Leadership Academy so it can effectively train and mentor women in environmental issues. • Support women to appreciate the significance of environmental issues in improving gender equality and in reducing barriers for women and girls. 	<p>Environmental/WASH learning outcomes to be included in project monitoring.</p> <p>The WLA curriculum will be developed in Y1 (April 2021 to Sept 2021) and will likely focus on leadership and organizational management skill sets rather than environmental issues.</p>
	<p>POTENTIAL NEGATIVE IMPACTS: Regional travel is envisioned as part of this activity. Air travel will contribute to increased greenhouse gasses.</p> <p>Events may produce excessive amounts of non-recyclable waste, particularly plastic cups, bottles, cutlery, plates etc.</p> <p>Printing of project-related material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage.</p>	<ul style="list-style-type: none"> • Offset travel through purchasing gold standard carbon-offsets. • Hold virtual events where possible and hold in-person events at locally owned venues that commit to environmentally sustainable practices and source services locally. • Circulate information and resources in digital format where possible rather than printed. 	

<p>1224: Funding and technical support provided to civil society and women's organizations to implement sub-projects that advance gender equality and reduce gender and social barriers to education, child protection, and the well-being of women, men, adolescents, and children</p>	<p>POTENTIAL POSITIVE IMPACTS: Funded initiatives have the potential to address environmental issues that are related to reducing gender and social barriers to education, child protection, or that disproportionately impact women, including climate change, agriculture WASH, MHM, and waste management.</p> <p>Technical support provided to the organisations has the potential to help them integrate and address environmental issues that disproportionately impact women, including climate change, agriculture WASH, MHM, and waste management.</p>	<ul style="list-style-type: none"> • Integrate awareness raising for integration of environmental issues and targets into the regional human-centred design workshops. • Include simple but comprehensive guidance as part of the funding application and encourage initiatives that have positive environmental impacts and reduce any potential negative environmental impacts. This guidance should include examples of environment-related initiatives and environmental criteria for initiatives including things that are not acceptable, and ways of maximising environmental benefits. • Innovative and successful ideas/lessons learned from the initial years of the project should be shared/promoted later in the project. • Include a section on environmental benefits/considerations in the fund proposal form. • Provide technical support to organisations to integrate environmental benefits into sub projects. 	<p>Include environmental indicators in the monitoring of funded initiatives where appropriate.</p> <p>Recommendations will be incorporated into sub-project proposal process at the HCD/full proposal stage. For sub-project Expressions of Interest, the primary focus will be on forming partnerships to address gender barriers. Project teams will include a session on environmental requirements during the HCD phase, which will then feed into a short Environmental Sustainability section in the sub-project proposal template.</p>
	<p>POTENTIAL NEGATIVE IMPACTS: Funded initiatives – which are yet to be determined – may, if not appropriately regulated, have some degree of negative environmental impact.</p>		

ACCD (Canada)

<p>Intermediate Outcome 1100: Strengthened delivery of quality, gender-responsive, and inclusive education, early childhood development, and other sustainable development services, in select areas of Africa</p>			
<p>Immediate Outcome 1110: Improved technical capacity of education, early childhood development, and international development professionals to deliver gender-responsive and inclusive services and programs</p>			
<p>Outputs</p>	<p>Potential Impact</p>	<p>Expert Recommendations</p>	<p>Notes on monitoring or linkages with other outputs</p>

<p>1114: Overseas CADEX placements facilitated, including placements focused on gender equality and environmental sustainability.</p>	<p>POTENTIAL POSITIVE IMPACTS: CADEX placements will help to build partners' institutional and individual capacity in effective environmental management of this and other projects, and in their operational activities.</p>	<p>Note: International placements are on hold at time of writing due to COVID 19, but these recommendations assume the resumption of fellowships within the project timeframe.</p> <ul style="list-style-type: none"> Identify environmental capacity gaps in partner organisations that can be addressed by CADEX placements. These include training of staff on PES; training of staff in the application of the SEA/EMP and training and mentoring of an Environmental Focal Point. Purchase high quality, gold standard certified carbon offsets to mitigate its production of greenhouse gasses from flights. Based on the experience of COVID-19 restrictions AKF should consider extending the option of virtual CADEX placements once the current restrictions are over. 	<p>CADEX placements may assist in specific project components such as environmental integration into micro-grants (1211, 1224) and associated technical support.</p> <p>Project teams to establish and maintain database of project-related air travel.</p>
	<p>POTENTIAL NEGATIVE IMPACTS: Overseas CADEX placements involve long-haul flights causing increased CO₂ emissions.</p>		
<p>Intermediate Outcome: 1300 Enhanced engagement of international and Canadian stakeholders in gender sensitive and evidence-based development issues and programming</p>			
<p>Immediate Outcome 1320: Increased opportunities for learning and dialogue around gender sensitive evidence with local, national, and international stakeholders.</p>			
<p>Outputs</p>	<p>Potential Impact</p>	<p>Recommended Action Items</p>	<p>Notes on monitoring or linkages with other outputs</p>
<p>1321: Learning and dialogue activities facilitated for Canadian development stakeholders</p>	<p>POTENTIAL POSITIVE IMPACTS: Canadian development stakeholders will have increased knowledge on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education so they can learn from the experience and integrate similar activities into their own programming.</p>	<ul style="list-style-type: none"> Share the evidence and recommendations of how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education among Canadian audiences through the development of articles, blogs, social media. Present at professional networking and coordination events such as conferences, sector working groups, round tables etc. 	<p>Establish and maintain database of project air travel.</p>

	<p>POTENTIAL NEGATIVE IMPACTS:</p> <p>Activities may include travel which may contribute to increased greenhouse gasses.</p> <p>Events may produce excessive amounts of non-recyclable waste, particularly plastic cups, bottles, cutlery, plates, etc.</p> <p>Printing of project-related material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage.</p>	<ul style="list-style-type: none"> • Minimise travel and in-person events through using a range of low impact activities including virtual meetings and events. • Offset travel through purchasing gold standard carbon-offsets. • Hold virtual events where possible and hold in-person events at locally owned venues that commit to environmentally sustainable practices and source services locally. • Circulate information and resources in digital format where possible rather than printed. 	
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Immediate Outcome 1330: Enhanced knowledge and skills of Canadians on international development issues and practices			
Outputs	Potential Impact	Expert Recommendations	Notes on monitoring or linkages with other outputs
1331: Content on international development, including gender equality and environmental sustainability developed and disseminated to Canadian target audiences	<p>POTENTIAL POSITIVE IMPACTS: Canadian target audiences will have increased awareness of how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education.</p>	<ul style="list-style-type: none"> Develop specific outreach materials and talking points to illustrate how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education 	NB: carbon-offsets will not be purchased, as these are not an eligible cost per GAC policy.
	<p>POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses.</p> <p>Events may produce excessive amounts of non-recyclable waste, particularly plastic cups, bottles, cutlery, plates, etc.</p> <p>Printing of project-related material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage</p>	<ul style="list-style-type: none"> Circulate information and resources in digital format where possible rather than printed. Travel and in-person events should be kept to a minimum through using a range of low impact activities including virtual meetings and events. Local events should be hosted by locally based staff/volunteers to reduce travel. Offset travel through purchasing gold standard carbon-offsets. Hold virtual events where possible and hold in-person events at locally owned venues that commit to environmentally sustainable practices and source services locally. 	
1332: Exhibits and events on international development, including gender equality and environmental sustainability conducted for Canadian target audiences	<p>POTENTIAL POSITIVE IMPACTS: Canadian target audiences will have increased awareness of how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education.</p>	<ul style="list-style-type: none"> Develop specific outreach materials and talking points to illustrate how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education. Consider developing long-term/semi permanent exhibits at venues such as Aga Khan parks, or Rotary parks. There is one at the AK museum in Toronto and one in Edmonton. 	Establish and maintain database of project air travel.
	<p>POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gas emissions.</p> <p>Events may produce excessive amounts of non-recyclable waste, particularly plastic cups, bottles, cutlery, plates, etc.</p>	<ul style="list-style-type: none"> Minimise printed material and instead use digital format, apps, etc. Reduce travel and in-person events and utilise virtual formats. 	

	Printing of communication material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage.	<ul style="list-style-type: none"> • If travelling exhibit tractor-trailer truck is used (as in previous programs), consider using truck running on alternative fuel³ • Local events should be hosted by locally based staff/volunteers to reduce travel. • Offset travel through purchasing gold standard carbon-offsets. • Hold virtual events where possible and hold in-person events at locally owned venues that commit to environmentally sustainable practices and source services locally. 	
1333: Target Canadian multipliers and teachers trained on effective dissemination of international development issues, including gender equality and environmental sustainability	<p>POTENTIAL POSITIVE IMPACTS: Teachers, educators, and others who have opportunities to influence and disseminate widely will have the knowledge and awareness to integrate information on how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education.</p>	Develop specific training units and materials to illustrate how environmental and WASH issues disproportionately impact women and girls and can result in social exclusion and be barriers to education.	Establish and maintain database of project air travel.
	<p>POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses.</p> <p>Printing of training material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage</p>	<ul style="list-style-type: none"> • Circulate training materials in digital format where possible rather than printed. • Keep travel and in-person events to a minimum through using a range of low impact activities including virtual training sessions. • Offset travel through purchasing gold standard carbon-offsets. • Hold virtual events where possible and hold in-person events at locally owned venues that commit to environmentally sustainable practices and source services locally. 	

³ Pembina Institute 2019 Fuel savings and emissions reductions in heavy-duty trucking-A blueprint for further action in Canada: <https://www.pembina.org/reports/freightclimateblueprints.pdf>

<p>1334: International fellowships organized for Canadian youth</p>	<p>POTENTIAL POSITIVE IMPACTS: Canadian young professionals will learn more about gender equality and social exclusion and the barriers to education including the related environmental and WASH issues that disproportionately impact women and girls.</p> <p>Young professionals in the IYF program with a background in environmental sciences will be able to provide technical or capacity support in environment-related issues to partners or to the project directly.</p> <p>POTENTIAL NEGATIVE IMPACTS: Overseas IYF placements involve long-haul flights causing increased CO₂ emissions</p>	<p>Note: Due to COVID-19, a limited number of virtual International fellowships will begin in April 2021. Recommendations below assume resumption of in-person fellowships within the project timeframe.</p> <ul style="list-style-type: none"> • IYF placements with appropriate backgrounds should assist partners in specific project components related to environment. • Purchase gold standard certified carbon offsets to mitigate its production of greenhouse gasses from flights. • Based on the experience of COVID-19 restrictions AKF should consider the feasibility extending the option of virtual IYF placements once the current restrictions are over. 	<p>Establish and maintain database of project air travel.</p>
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