Aga Khan Foundation Canada

Annex 14

Strategic Environmental Assessment

Foundations for Education and Empowerment Project

Kenya, Madagascar, Mozambique, Tanzania, Uganda

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Acronyms

ACCD	Advancing Canadian Champions for Development
AGECS	Advancing Gender Equality through Civil Society
AKA	Aga Khan Academy
AKDN	Aga Khan Development Network
AKFC	Aga Khan Foundation Canada
AKFT	Aga Khan Foundation Tanzania
AKHST	Aga Khan Health Services Tanzania
AKU	Aga Khan University
BCC	Behaviour Change Communication
CADEX	Canadian Development Exchange Program
CEAA	Canadian Environmental Assessment Act
CPD	Canadian Professionals for Development
CSO	Civil Society Organisation
EA	Environmental Assessment
ECD	Early Childhood Development
EFP	Environmental Focal Point
EIA	Environmental Impact Assessment
EIP	Environmental Integration Process
EIST	Environmental Integration Screening Tool
EMA	Environmental Management Act (Tanzania)
EMCA	Environmental Management and Coordination Act (Kenya)
EMF	Environmental Management Framework
EPI	Environmental Performance Index
ESIA	Environmental and Social Impact Assessment
F4EE	Foundations for Education and Empowerment
F4HE	Foundations for Health and Empowerment
F4L	Foundations for Learning
FIAP	Feminist International Assistance Policy
GAC	Global Affairs Canada
GBV	Gender-based Violence

GDP	Gross Domestic Product
HCD	Human Centred Design
HR	Human Resources
IYF	International Youth Fellowship
JMP	Joint Monitoring Programme
LGA	Local Government Authority
MDGs	Millennium Development Goals
M & E	Monitoring and Evaluation
MECIE	Mise en Compatibilité des Investissements avec l'Environnement (Madagascar)
MECP	Madrasa Early Childhood Development Programme
MHM	Menstrual Hygiene Management
MITADER	Ministry for Land, the Environment and Rural Development (Mozambique)
MOES	Ministry of Education and Sports (Uganda)
MWE	Ministry of Water and Environment (Uganda)
NEMA	National Environment Management Authority (Kenya)
NEMC	National Environmental Management Council (Tanzania)
PES	Policy for Environmental Sustainability
PIP	Program Implementation Plan
PMF	Performance Measurement Framework
PREE	Programme of Environmental Engagement (Madagascar)
PWDs	People with Disabilities
SBCC	Social and Behaviour Change Communication
SEA	Strategic Environmental Assessment
SER	Simplified Environmental Report (Mozambique)
SRHR	Sexual and Reproductive Health and Rights
ToR	Terms of Reference
VBE	Values-based Education
WSGS	Water and Sanitation Gender Strategy (Uganda)
WASH	Water, Sanitation, and Hygiene

Executive Summary

This Strategic Environmental Assessment (SEA) systematically assesses the environmental context and potential environmental impacts of the five-year Foundations for Education and Empowerment (F4EE) project, which will operate in Kenya, Madagascar, Mozambique, Tanzania, and Uganda. With a budget of approximately CAD 57.5 million from Global Affairs Canada (GAC) and AKFC, the project aims to improve education systems at the pre-primary and primary levels and to strengthen women's empowerment, and gender equality.

The ultimate outcome of the project is *Enhanced equitable development and empowerment for women, girls, their families, and communities in select areas of Africa.* This will be achieved through three intermediate outcomes:

- Strengthened delivery of quality, gender-responsive, and inclusive education, early childhood development, and other sustainable development services, in select areas of Africa.
- 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
- Enhanced engagement of international and Canadian stakeholders in gender sensitive and evidence-based development issues and programming

F4EE includes the following sub-components:

Foundations for Learning (F4L) will operate in Kenya, Uganda, and Tanzania and will train and equip students, teachers, school leaders, families, communities, and civil society organisations (CSOs), and government leaders with the knowledge, skills, attitudes, and values needed to promote more gender responsive and pluralist quality education systems. F4L also includes the Canadian Development Exchange program or CADEX, through which experienced Canadian professionals offer capacity development services to AKDN partners.

Advancing Gender Equality through Civil Society (AGECS) will work with CSOs and post-secondary institutions in Kenya, Tanzania, Uganda, Mozambique, and Madagascar. AGECS will strengthen the capacity of CSOs to work on gender equality and women's empowerment and to respond directly to the challenges facing women in civic spaces. AGECS will also work with post-secondary institutions to support educators in promoting gender equality in their classrooms.

Advancing Canadian Champions for Development (ACCD) will engage Canadians to deepen their global citizenship, by learning about and taking part in global development efforts particularly those related to health, education, and gender equality. In addition, ACCD will convene the Canadian development sector around evidence-based, gender-responsive development programming and innovations. AKFC's flagship International Youth Fellowship (IYF) Program will develop the capabilities of young Canadian professionals to work in developing country contexts and become better global citizens.

The SEA includes an overview of both the physical and legislative environmental context in each country and an overview of the applicable Canadian legislative and policy environment. An Environmental Management Framework (EMF) identifies potential impacts of each activity and recommends mitigation measures to enhance positive outcomes and mitigate negative outcomes associated with each activity. This will ensure that there are clear action items for environmental

mitigation and monitoring that can be appropriately budgeted and incorporated into work planning throughout the project. The EMF will be integrated into the project implementation and M&E system to streamline environmental monitoring as part of overall project results monitoring.

The F4EE project will not undertake any construction or even significant renovation and there are no other activities that may be considered of high environmental risk. Assuming that mitigation measures recommended in this report are applied, the project will comply with Canadian and host country environmental regulations and will not require environmental assessments for any of the planned activities. The potential negative impacts of the project are limited to travel and to ensuring effective environmental criteria and controls on the use of sub-grants. If these recommendations for these specific activities are followed the negative impacts will be negligible.

The project does however have the potential for several significant positive environmental impacts if environmental management measures recommended in this report are effectively integrated into its design, implementation and long-term operation. There is also potential for positive impacts within several cross-cutting themes including gender equality, climate change, governance, and COVID-19.

Probably the most significant specific recommendation of this SEA is for increased emphasis on improving WASH and menstrual hygiene management (MHM) facilities in schools and ECD centres. A lack of safe and reliable WASH facilities has a disproportionately negative impact on women and girls. Poor WASH facilities have been found to be a contributing factor to girls' absence or non-attendance at school. This is exacerbated if schools have limited or no infrastructure or resources for dignified, safe, and healthy MHM, which can still be a significant issue in primary schools, as many girls in African countries start primary school late and attend well into puberty. Additionally, the lack of WASH and MHM facilities also contributes to teacher and staff absences and act as a barrier to mothers attending ECD centres with their children. GAC has recognised in the FIAP the importance of WASH facilities and MHM facilities for advancing girls' education opportunities: "*Canada will ensure that investments in education include provisions for separate and appropriate washroom facilities, as well as systems to help manage menstrual hygiene……"*

Given the F4EE project's focus on reducing barriers to girls' education and this strong statement in the FIAP, it is incumbent on the project to address this issue. The F4EE project does not currently include an activity for infrastructure improvements, but it is recommended that funds be identified to ensure that target schools and ECDs meet at least minimal WASH and MHM standards. This need not be onerous, as most schools and ECD centres will already have WASH facilities, they just may need simple repairs and modifications to meet basic requirements for the dignity, safety and privacy of girls and women. Likewise improving MHM facilities including waste disposal and washing rooms can also be achieved with a relatively small budget and should be accompanied by support and awareness raising for staff and facility users around MHM issues, and support to women's groups in activities such as pad production.

The project's work to support, build capacity, and raise awareness among government, educators, pedagogical leaders, CSOs, women's groups and community members gives it the opportunity to make systemic and cultural change in gender-responsive education and development. This will allow a broad range of actors in the sector to appreciate and respond to how issues such as women and girls' multiple responsibilities in agriculture, food production and provision, firewood provision, water provision, childbirth and children's health and welfare act as barriers to education and other opportunities and how limited or unsafe WASH and MHM facilities in particular can impact attendance in school or ECD centres. In the current COVID-19 pandemic, a community-wide focus on

hygiene is of even greater importance given the well documented links between hand hygiene and the spread of the virus.

AKDN has extensive experience in managing programs in the education, gender and rural development sectors, in the F4EE countries. In many countries, the revision of the PES, in 2015, was accompanied by training of staff in AKDN offices, and the appointment of Environmental Focal Points. However, in most of the F4EE countries there has been no recent training and due to attrition, there is now limited environmental capacity in AKDN units. Effective integration of environmental management measures into the F4EE project will only be achieved if environmental capacity is developed in country units at project start up.

Attaining positive environmental results at a project level will require both the capacity and resolve within AKDN to build capacity, to plan and implement environmental mitigation activities and monitor them effectively throughout the project and beyond. This should be done through integration of recommended measures into project management and MERL systems and management tools such as the PIP and PMF, and through adherence to standards, guidelines, and policies of AKDN, Canada, and host government agencies.

1. Introduction

1.1 SEA Goals and Objectives

The Aga Khan Foundation Canada (AKFC), in collaboration with other agencies of the Aga Khan Development Network (AKDN), including Aga Khan Foundation East Africa, Aga Khan Academy, Aga Khan University, Aga Khan Education Services, and the Madrasa Early Childhood Programme, have developed a five-year initiative, Foundations for Education and Empowerment (F4EE), which will be active in Kenya, Madagascar, Mozambique, Tanzania, and Uganda. The program is funded jointly with Global Affairs Canada (GAC) and will be implemented by local agencies that are institutional members of the AKDN.

To assess systematically the potential environmental impacts of the initiative, AKFC has commissioned a comprehensive Strategic Environmental Assessment (SEA) that will enable it to manage the F4EE Project in an environmentally sustainable manner in line with its Policy for Environmental Sustainability (PES) and all relevant policy and regulation in Canada and in the project countries. As an analytical tool, the completion of an SEA will provide AKFC and its partners with a comprehensive understanding of the potential environmental effects (both positive and negative) of each project sub-component and individual activities and will help inform strategies and planning that ensure the most favourable environmental outcomes for the project.

The overall goals of the SEA are:

- To identify potential environmental issues at an early stage so that sustainable environmental planning can be integrated effectively throughout the project cycle.
- To ensure that F4EE complies with all environment-related policy and legal requirements of both the Government of Canada and the other F4EE countries.

The specific objectives of the SEA are:

- To provide an overview of the environmental, legal and policy context in all F4EE countries.
- To review all project activities through an environmental “lens” and identify the significance of any potential environmental impact, either positive, negative, or cumulative.
- To identify whether any activities or components require any further environmental study such as a detailed site-specific Environmental Assessment (EA)
- To develop recommendations that will effectively mitigate or enhance the environmental impact of project activities.
- To determine the capacity needs in partner AKDN units to ensure that they can effectively integrate environmental management and compliance into the overall program.

1.2 Approach and Methodology

The SEA provides an essential planning tool that can be utilised over the life of the project and as such is written in a clear and concise manner with information presented using plain English and wherever possible in a tabular format for clarity and easy reference. Comprehensive background and baseline information on the environmental and regulatory context is provided, along with a clear and thorough analysis of both positive and negative potential environmental effects of the project activities. For each impact - either positive or negative - mitigation or enhancement measures are recommended, along with any further action that may be required.

The majority of the potential environmental impacts of the F4EE project are positive. The SEA recommends measures that may maximise the positive impacts and improve environmental sustainability. The SEA and particularly the Environmental Management Framework (EMF) in Section 6 will assist project managers to mainstream environmental mitigation activities throughout the project through integration into the Project Implementation Plan (PIP), Performance Measurement Framework (PMF) and annual work plans, where they must be resourced and monitored accordingly.

The SEA was developed in conjunction with an SEA for the Foundations for Health and Empowerment (F4HE) project. It is based on the direction of the Terms of Reference (ToR), which can be found in Annex A, and in consultation with AKFC staff, using the following methodology:

Initial meeting with AKFC: An initial meeting was held between the consultant and the AKFC Environmental Focal Point (EFP). The meeting served as an introduction to the project for the consultant and enabled expectations and timelines to be clarified and feedback given on the proposed methodology. The availability of project materials and the roles and responsibilities of various staff in the project were also discussed.

Follow up meetings: Follow up meetings were held with additional questions and requests for materials as required.

Background reading of project documentation: Key program background documentation including draft logic models and activity planning frameworks, were reviewed by the consultant to gain an initial understanding of the program.

SEA framework and work plan: Based on the ToRs, requirements of the PES and discussions with AKFC staff, a report framework and work plan for the SEA were developed.

Questionnaire for AKDN Units: A questionnaire was developed and sent to AKDN Units in each project country to determine the level of environmental experience in each. Results from this questionnaire were used to identify capacity development needs in each unit to support effective environmental integration.

Meetings with Sub-component leads: Initial discussions were held individually with the leads of the F4L, AGECS and ACCD sub-components. Based on the review of program documentation the consultant developed a comprehensive list of questions and discussion points and identified a number of areas where additional information was required. Follow up communication was undertaken with sub-component leads as required.

Information on policy, regulatory and bio-physical environment: Further research was undertaken to determine the Canadian and host country legal and policy environment and the bio-physical environment in each of the host countries.

Screening of activities: An initial screening was undertaken of all project activities to determine the level of environmental impact of each. This was done using the AKFC Environmental Integration Tool (EIT) and based on classifications found in the AKFC Policy for Environmental Sustainability (PES).

Developing an environmental management framework:
Each activity other than those determined to be environmentally neutral/insignificant using the EIT was reviewed through an environmental lens to determine the potential negative or positive environmental impacts. Recommendations were then developed for each to either enhance positive benefits or mitigate negative impacts. This information is included in the EMF found in Section 6 of this report. To allow for planning to be undertaken more effectively the framework is divided into three sections by sub-component.

Debrief with team members from AKFC: Following the submission of a draft SEA, a debrief was held with key F4EE team members to discuss key recommendations and feedback from the team.

2. Project Description

2.1 Project Goals, Objectives, and Location

The F4EE project will be active in Kenya, Madagascar, Mozambique, Tanzania, and Uganda. The project aims to improve education systems at the pre-primary and primary levels and to strengthen women's empowerment, and gender equality. The ultimate outcome of the project is *Enhanced equitable development and empowerment for women, girls, their families, and communities in select areas of Africa.* This will be achieved through three intermediate outcomes:

- Strengthened delivery of quality, gender-responsive, and inclusive education, early childhood development, and other sustainable development services, in select areas of Africa.
- 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
- Enhanced engagement of international and Canadian stakeholders in gender sensitive and evidence-based development issues and programming

2.2 Main Project Components and Activities

F4EE includes the following sub-components:

Foundations for Learning (F4L) will operate in **Kenya, Uganda, and Tanzania** and will train and equip students, teachers, school leaders, families, communities and civil society organisations, and government leaders with the knowledge, skills, attitudes, and values needed to promote more gender responsive and pluralist quality education systems. F4L will work at the system level to address many of the challenges currently faced within East Africa's education systems in delivering quality, gender responsive education to all girls and boys. F4L also includes the Canadian Development Exchange program or CADEX, which is part of AKFC's Canadian Professionals for Development (CPD) program. CADEX meets the demands for capacity-strengthening of partner institutions overseas through the engagement of experienced Canadian professionals with expertise in priority areas, such as, advancement of gender equality, empowerment of women and girls, and environmental sustainability.

Advancing Gender Equality through Civil Society (AGECS) will work with civil society organisations (CSOs) and post-secondary institutions in **Kenya, Tanzania, Uganda, Mozambique, and Madagascar**. AGECS will strengthen CSOs' capacity to work on gender equality and women's empowerment and to respond directly to the challenges facing women in civic spaces. AGECS will also work with post-secondary institutions to support them with providing learning opportunities for both men and women, including by revising and developing gender responsive curricula and training educators to promote gender equality in their classrooms.

Advancing Canadian Champions for Development (ACCD) is part of both the F4EE and the F4HE Projects and will engage Canadians to deepen their global citizenship, by learning about and taking part in global development efforts in Africa and Asia. Using digital and in-person communication channels, ACCD will reach Canadians across the country with stories of Canada's development efforts and impact, particularly those related to health, education, and gender equality. The program will also provide opportunities for Canadians to get involved in international development, including overseas fellowship and work opportunities for professionals at difference stages in their careers. In addition, ACCD will convene the Canadian development

sector around evidence-based, gender-responsive development programming and innovations. AKFC will reach the Canadian public by working through education, media, volunteers, youth, and professionals from Canada's corporate sector with a focus on emerging female leaders. Key activities include a bilingual travelling exhibit on gender equality, digital engagement, and AKFC's flagship International Youth Fellowship (IYF) Program. The IYF is part of AKFC's CPD program, which aims to develop the capabilities of young Canadian professionals, helping them to become more employable, more able to operate in developing country contexts, more knowledgeable about international development, and better global citizens.

Table 1 below presents a summary of each F4EE activity along with an assessment of their likely impacts. The framework used is a slightly modified version of AKFC's Environmental Integration Screening Tool (EIST) which is included in AKFC's PES. In this version the impacts have been colour-coded to identify whether they are negative/risks, positive/opportunities or environmentally neutral/insignificant. Both the positive and negative impacts of each component are addressed in this SEA. The tool includes columns for categories A, B, C and D, with A as the most significant. The criteria for each category, along with examples (from the PES) can be found in Annex F of this report. Each output has been graded based on the most significant category of any of its components.

GAC's Environment Integration Process (EIP) screening tool is similar to AKFC's EIST. It clearly determines the level of risk (A, B, C) of various activities. Under Category B examples include: "Construction, repurposing, operation, expansion, abandonment, or decommissioning of small- or medium-scale infrastructure including clinics; and small or medium-scale water resources management including wells and latrines. Category B initiatives require "further environmental analysis. It is assumed that the Category B outputs with only positive impacts will not need an EA if appropriate enhancement measures proposed in this SEA are undertaken. It is also assumed, as stated by AKFC staff, that AKFC's EA (Tool #3 in the PES) satisfies GAC's requirement of "further environmental analysis".

As can be seen in Table 1 the majority of the impacts are positive and those impacts are all of negligible environmental risk or opportunity. No impacts fall into Category A (high environmental risk) or B (Low to moderate environmental risk or opportunity) and the few negative impacts identified are all associated with activities with positive impacts. A detailed assessment of each environmentally significant activity/output and associated enhancement/mitigation measures and recommendations can be found in Section 6 of this report.

Table 1 AKFC Environmental Integration Tool

Tool #1. ENVIRONMENTAL INTEGRATION SCREENING TOOL – SUMMARY TABLE					
KEY					
	Potential impacts predominantly risks/negative (may require EA)				
	Potential impacts predominantly opportunities/positive				
	Environmentally neutral/insignificant				
	CATEGORY OF ENVIRONMENTAL RISK A, B, C or D categories, based on classifications in AKFC Policy for Environmental Sustainability (PES) -May 2015				
PROJECT COMPONENT OR ACTIVITY *List Log Frame outcome and/or output number, and name of component or activity*	**Category A. High potential environmental risk**	**Category B. Low to moderate environmental risk or opportunity**	**Category C. Negligible environmental risk or opportunity**	**Category D. Emergency**	**Not enough information / will be screened later** *(indicate when, if known)*
1111: Gender-responsive professional development provided to female and male pre-primary educators, school & pedagogical leaders					
1112: Gender-responsive professional development provided to female and male primary and post-secondary educators and school, and pedagogical leaders					
1113: Professional networks and gender-responsive peer-to-peer support platforms established for primary educators and school leaders					
1114: Overseas CADEX placements facilitated, including placements focused on gender equality and environmental sustainability (ACCD)					
1121: Gender-responsive organizational capacity development provided to targeted departments within partner local government authorities					
1122: Education information application (PROMIS(E)3) established and implemented to inform planning and learning improvements					

1131: Gender-responsive technological innovations, including distance learning platforms, developed, tested, and disseminated					
1132: Institution building initiatives conducted with teacher training institutes, including review of training packages					
1211: Education innovation fund implemented for local community and school-based initiatives promoting gender equality and social inclusion in and through education					
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 (AGECS)					
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					
1222: Young women from CSOs trained, mentored and provided with networking opportunities through a Women's Leadership Academy (AGECS)					
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					
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 (AGECS)					
1231: Gender-responsive Social and Behaviour Change (SBC) strategy developed to inform program-wide interventions, including engagement with men and boys					

1232: Local and national communication campaigns on gender equality, environmental sustainability, and equitable access to education conducted by civil society and media partners					
1311: Robust gender-sensitive and gender equality focused monitoring, evaluation and learning systems established to inform programming					
1312: Conduct gender-sensitive evaluations and studies					
1313: Gender-sensitive research on thematic interventions conducted to inform program strategies and contribute to sectoral bodies of knowledge					
1321: Learning and dialogue activities facilitated for Canadian development stakeholders (ACCD)					
1322: Regional and national learning initiatives conducted with government and stakeholders to influence policy and practice					
1323: Evidence and recommendations disseminated with various stakeholders at local, national and international levels					
1324: Knowledge management platform for cross-regional learning established and operational					
1331: Content on international development, including gender equality and environmental sustainability developed and disseminated to Canadian target audiences (ACCD)					
1332: Exhibits and events on international development, including gender equality and environmental sustainability conducted for Canadian target audiences (ACCD)					
1333: Canadian multipliers trained on effective dissemination of international development issues, including gender equality and environmental sustainability (ACCD)					
1334: International fellowships organized for Canadian youth – (ACCD)					

3. Environmental Regulatory and Policy Context

3.1 Canadian Regulatory and Policy Context

The Canadian Environmental Assessment Act (CEAA) (2012) is the Act of Parliament that requires all federal departments, including GAC to conduct environmental assessments for proposed projects where the federal government is the proponent or where the project involves federal funding. As such it informs all GAC environmental policies and processes.

GAC's Environmental Integration Process (EIP) (2014) states the process by which international assistance initiatives will comply with the CEAA. The process integrates and streamlines the department's environmental policy and legal requirements into a single process. The EIP includes an Environmental Screening Tool to be used by partners when designing an initiative. This was developed in parallel with AKFC's EIST, which has been determined by GAC to be equivalent.

GAC's Policy for Environmental Sustainability commits the agency to integrate environmental considerations and sustainability into its programming activities, and to work with partners and stakeholders in promoting environmentally sustainable development. The policy has the following operational objectives:

- To ensure that environmental considerations, including opportunities for enhancing environmental sustainability, are integrated into sector and cross-sector programs, program assistance, and project planning and implementation, taking into account views of beneficiaries and local communities;
- To promote and support environmental and broader socio-economic policy dialogue, program assistance and projects that directly address environmental issues;
- To implement design measures that minimize negative environmental impacts and enhance environmental benefits of projects, or identify alternatives;
- To encourage and support Canadian, international, and developing country partner organizations to develop policies, programs, and projects that further the objectives of environmental sustainability;
- To contribute to the development of knowledge and experience in Canada and in developing countries, on undertaking environmentally sustainable forms of development; and
- To promote education and awareness among governments and the public in Canada and in developing countries of the importance of environmentally sustainable approaches to development.

Canada's Feminist International Assistance Policy (FIAP) (2017)
The FIAP identifies environment and climate action, as one of its priority action areas. Under this action area, the Canadian Government recognizes that women and girls are uniquely affected by the damaging effects of climate change and commits to supporting developing countries to plan and implement initiatives to mitigate and adapt to climate change; advance women's leadership and decision-making; and create economic opportunities for women in clean energy.

School WASH is identified in the FIAP as an essential contribution to supporting equal education opportunities. Under Action Area 2: Human Dignity, the FIAP states that Canada will "*work to ensure that school facilities are welcoming spaces that respond to the specific needs of girls. Canada will ensure that investments in education include provisions for separate and appropriate washroom facilities, as well as systems to help manage menstrual hygiene, and that support is given to programs that help prevent and respond to school-related gender-based violence*".

3.2 Kenyan Regulatory and Policy Context

Environment-related Policy and Regulation

The National Environment Policy (2013) is the overarching environmental policy and has three objectives:

- To ensure sustainable management of Kenya's environment and natural resources.
- To provide a framework for an integrated approach to planning and sustainable management of the environment and natural resources.
- To strengthen the legal and institutional framework for good governance, and effective coordination and management of the environment and natural resources.

The Environmental Management and Coordination Act (EMCA) (1999, amended 2015) defines the process of Environmental Impact Assessment (EIA) in Kenya and determines the criteria that will trigger an EIA and the range of issues that must be considered. According to EMCA the renovation of schools does not trigger an EIA unless drilling for water (Section 58(1)).

The *National Environment Policy (2013)* designates the National Environment Management Authority (NEMA) as the national regulatory agency responsible for overseeing environmental and social assessments. County and sub-county Environment Committees and officers contribute to decentralization of activities undertaken by NEMA. The committees conduct quick site visits and review related reports of the projects and on occasions may attend site meetings.

Education-related Policy and Regulation

The National Environmental Sanitation and Hygiene Policy (2016–2030), developed by the Ministry of Health, is aimed at providing an environment that allows all Kenyans to "*enjoy a dignified quality of life in a hygienic and sanitary environment free from suffering ill health caused by poor sanitation*". The Policy has a comprehensive section on schools which recognises the broad benefits of good water supply, sanitation, and hygiene in schools with particular reference to the barriers to girls' education posed by the lack of effective menstrual hygiene management (MHM) resources in schools. The policy recognises the imperative to improve sanitation in schools including the number and quality of sanitation facilities and their management, and to improve hygiene practices, including menstrual hygiene.

A summary of the main points of the school sanitation and hygiene section of the policy are as follows:

- All schools shall have reliable water supply, environmental sanitation and hygiene facilities including toilet, hand-washing facilities and water supplies as part of the initial construction components/package.
- The Ministry of Education and other school WASH partners will involve communities and other stakeholders in the implementation of regulations, guidelines, and strategies for preventing and controlling diseases in schools.
- Water, environmental sanitation and hygiene education shall be one of the essential teaching components in schools. Schools shall be used as focal points for the promotion and empowering of children/youth.
- The government and stakeholders will ensure that each school has adequate toilet facilities in line with the minimum standards. There shall be separate toilets for girls and boys in the schools on a ratio of one toilet for every 25 girls and one toilet for every 35 boys.
- The Government in collaboration with stakeholders will ensure that schools have a strategy for the safe emptying of school latrines and the subsequent safe treatment of the waste.
- All schools will have at least one toilet unit for girls and one for boys designed for access and use by children with disabilities, and separate disability-friendly latrines for male and female teachers.

- All school latrine facilities will be constructed in a way that considers the security, privacy and hygiene needs of girls, female teachers, and workers, and will be designed in such a way that girls and female teachers and workers are able to adequately deal with their hygiene needs during menstruation.
- Collection bins with lids shall be placed in locations identified by girls and female teachers. Once collected, menstrual waste can be buried, composted, or incinerated.
- The government and stakeholders shall make efforts to supply poor girls with appropriate sanitary towels. Girls in schools shall be sensitised on good menstrual hygiene practices including before, during and after menstruation.

3.3 Malagasy Regulatory and Policy Context

Environment-related Policy and Regulation

The Environmental Charter (1990, amended 2015) states that everyone has the fundamental right to live in a healthy and balanced environment, and is entitled to access to environmental information, and to participation in decision-making with environmental effects. The Charter incorporates the polluter-pays and precautionary principles, and states that implementation of environmental actions should be based on three components: socio-economic development; sustainable environmental management; and good environmental governance.

Decree No. 2004-167 (known as MECIE, for Mise en Compatibilité des Investissements avec l'Environnement) defines the procedure for EIA. It requires EIAs for listed types of projects and for any other activities that could cause a negative impact on the environment and requires a lesser screening-type assessment called the Programme of Environmental Engagement (PREE). The MECIE includes checklists of projects that require either a PREE or a full EIA. Projects requiring full EIAs are all major construction and industrial projects and will not apply to this project.

3.4 Mozambiquan Regulatory and Policy Context

Environment-related Policy and Regulation

The Environmental Policy (1995) is the umbrella legal framework for the sustainable development of the country. It establishes the Ministry for Land, the Environment and Rural Development (MITADER) as the overall authority for environmental issues.

The Environmental Law and Regulations (1997) stipulate that development projects should be implemented only after environmental licensing, which requires EIAs and Environmental Management Plans (EMPs) to be developed. The steps to be taken in conducting an EIA are set out in the *EIA Regulations, (Decree No. 54/2015)*.

The initial step in the process is a project screening, from which MITADER will be determine whether the project requires an EIA and whether it should be a full EIA or a simplified EIA. The screening decision will place the project in one of four categories: Category A+ requires full EIA and the supervision and review of an independent expert; Category A requires only a full EIA; Category B a simplified EIA; and Category C requires no EIA but compliance with General Procedures of Good Practice in Environmental Management. Decree 54/2015 provides a description to determine the categories of the projects, summarised below:

Category A+ comprises of projects that are of such complexity, magnitude, and likely to produce irreversible impacts, that they require strict monitoring with involvement of independent experts. They may involve

economic and physical displacement, or they are positioned in areas characterized by highly valued biodiversity and habitats, animal, and plants species on the edge of extinction, or may involve projects producing dangerous toxins, pesticides, and extraction and processing of minerals.

Category A are projects with significant impacts, for example large scale infrastructures (airports, highways), large-scale agriculture, forestry, fisheries, and related industries.

Category B involves projects that have no significant impact and are not undertaken in sensitive areas, such as transmission lines, education complexes, and factories involving the production of various types of goods such as construction materials. Projects of Category B require the simplified EIA process including the formulation of ToR and of a Simplified Environmental Report (SER).

Category C projects may create minimal negative impacts, such as small-scale irrigation, telecommunication towers, or small factories.

Activities under the project are likely to fall under category C at the most and as such do not require an EIA or SER, only compliance with General Procedures of Good Practice in Environmental Management.

3.5 Tanzanian Regulatory and Policy Context

Environment-related Policy and Regulation

The National Environmental Policy (1997) is the guiding framework for incorporating environmental considerations into decision making. This includes ensuring sustainability; prevention and control of the degradation of land, water, vegetation, and air; conservation of biological diversity and unique ecosystems; improving the condition and productivity of degraded areas, as well as rural and urban settlements; raising public awareness on environmental issues; and promotion of international cooperation.

The Policy identifies The National Environmental Management Council (NEMC) as the Tanzanian Government agency responsible for overseeing all matters related to environmental conservation and management. The Directorate of Environmental Impact Assessments is the Directorate under NEMC that is responsible for reviewing and approving EIAs, monitoring mitigation and making any necessary site visits.

The Environmental Management Act (EMA) (2004) regulates a comprehensive range of environmental management issues in Tanzania. Part VI relates specifically to environmental assessment.

The EIA and Audit Regulations are part of the EMA, published under Government Notice No. 349 in 2005. The regulations give specific technical details on the types of projects requiring EIAs, screening criteria, relevant forms, and step by step processes for EIA production, submission, decision making processes and appeals.

The Regulations, detail each step of the screening process and include all necessary forms, and screening criteria. They also include a comprehensive list of the types of activities that may require either an initial Project Brief, an environmental screening or a full EIA. Based on a review of the NEMC criteria under the regulations it is unlikely, given the nature of this project, that any of these will be required for this project.

Education -related Policy and Regulation

The National Guidelines for Water, Sanitation and Hygiene for Tanzania Schools (2016) were developed by multiple agencies and partners, led by the Ministry of Education, Science and Technology. They set out minimum standards for schools in water supply, sanitation and hygiene for both hardware and software such as institutional arrangements, behavioural change, and hygiene education. The guidelines acknowledge in

the introduction that the status of school WASH in Tanzania is "*very poor*", and that the impact on girls' education is disproportionate due to the lack of facilities necessary during menstruation. The guidelines establish basic minimum requirements for MHM including the provision of waste bins and collection and the provision of soap and water for washing.

3.6 Ugandan Regulatory and Policy Context

Environment-related Policy and Regulation

The National Environment Act (2019) contains the provision of environmental and social impact assessment (ESIA). The Act designates the National Environment Management Authority (NEMA) as the authority overseeing environmental assessment. The Act also contains schedules indicating projects that are subject to project briefs (Schedule 4), projects that require full ESIA (Schedule 5). The ESIA Regulations are from 1998 but are currently being updated to align with the new Act.

Under the Ugandan ESIA regulations there are two types of procedures. Smaller projects requiring submission of project brief and projects requiring a full ESIA. A comprehensive list of activities for which project briefs are required are detailed in Schedule 4, part II of the Act. Most will not apply to the F4EE project. Only if the project includes construction or abstraction of groundwater will a project brief be necessary.

The Environmental Health Policy (2005) provides a national framework for services and programmes in the health sector and includes the guiding principle that "*Interventions should respond to the differing needs of men, women and children, while recognizing that women are the main users of water and sanitation facilities*" and that "sanitation is essential for improving "*women's dignity and provides opportunities for women to lead*".

The Water and Sanitation Gender Strategy (WSGS) (2018-2022) issued by Uganda's Ministry of Water and Environment (MWE) considers gender issues related to public water supply in urban and rural situations. The WSGS acknowledges that men still dominate the arena of planning, budgeting and decision-making regarding water and sanitation development and that women's views are often under- represented. It also recognises that while the legal and policy frameworks are relatively comprehensive, many are not being actively implemented. The WSGS aims to address this through the following five strategic objectives:

(i) Gender integration in policy, guidelines, plans and budgets. (ii) Capacity enhancement and promotion of a gender-sensitive work environment (iii) Economic empowerment through equitable access to and control of water resources, supply, sanitation and hygiene (iv) Gender documentation, reporting and monitoring (v) Gender coordination, partnership and networking.

Education-related Policy and Regulation

The WASH in Schools, National Standard in Uganda (2017) is a comprehensive guideline for WASH in schools which include standards for latrine ratios (1:40 (m); 1:25 (f)); accessible latrines for the disabled; access to safe drinking water; facilities for MHM including washing rooms and provision of sanitary pads; waste disposal facilities and provision of handwashing facilities and soap. The guidelines themselves acknowledge that most schools in Uganda do not meet the criteria.

Government Circular (No. 01/2015) on Provision of Menstrual Hygiene Management Facilities for Girls and Teachers in Primary and Secondary Schools was issued in 2015 by the Ministry of Education and Sports

(MoES). It includes a directive to all educational institutions, especially primary and secondary schools to undertake and observe several measures for menstrual hygiene management including:

i). Provision of separate toilet facilities for girls, boys, children with disabilities, male and female teachers

ii). Adequate water tanks near the toilet facilities to ensure regular supply of water and soap.

iii). Emergency changing uniforms, wrappers, sanitary towels and pain killers for girls.

iv). Trained senior female and male teachers to support girls through the process of maturation including menstruation.

v). Develop innovative strategies to effect behavioural change in school and at home.

vi). District engineers to observe requirements for separation of toilet facilities for classes, gender and disability and menstrual hygiene facilities by including them in standard specifications.

vii). Organise joint training of teachers and extension workers to make MHM part of their periodic community engagement.

viii). School management committees and boards to prioritize menstrual hygiene management issues.

ix). All boys and male teachers in schools sensitized to support girls to cope with menstruation.

4. Geographic and Environmental Context

4.1 Kenya

Kenya is an East African country on the equator with a total area of 580,367km[2]. Kenya's climate ranges from tropical along the coast to temperate inland to arid in the north and northeast of the country. Approximately 90 per cent of Kenya is classified as either arid or semi-arid and its rainfall patterns are highly variable. The country has two rainy seasons every year, from March/April to May/June and from October to November/December.

Kenya has 640 km of Indian Ocean coastline, where the ecosystems include mangroves, coastal forests, estuaries, sandy beaches and dunes, coral reefs, and seagrass beds that support an array of marine and coastal faunal and floral species. Kwale, Mombasa, Kilifi, and Lamu Counties, where the project will operate, are all in Coast Province and are situated on or close to the Indian Ocean.

Kenya's population of approximately 54 million is growing at a rate of about 2.5 per cent per year and has doubled in the last 20 years[1]. The increased population has been characterized by rapid urbanization, with one in five Kenyans now living in urban areas, compared to one in twelve in the 1960s.

The growing population along with the impact of climate change is increasing pressure on the environment. The 2020 Environmental Performance Index (EPI)[2], ranks Kenya 132 out of 180 countries[3]. Environmental health indicators rank 135/180 and water and sanitation rank an extremely low 155/180. A 2016 study[4] found that 88.6 per cent of the country suffers from land degradation, which results in loss of land productivity and an increase in soil erosion, landslides, and flooding, all of which disproportionately impacting often poor and marginalised subsistence farmers.

Climate change is increasing the vulnerabilities to weather-related shocks such as floods, droughts, and heatwaves. Regional projections indicate that Kenya's temperature will increase by around 1°C during the 2020s and up to 3°C by 2100[5]. Extreme climatic events include droughts and floods have increased in the last decade[6]. Extreme rainfall events and flooding have tended to be worse in the narrow tropical belt along the Indian Ocean, where this project will work. These events have led to water pollution, soil erosion, dams bursting, outbreaks of waterborne disease, crop losses, and food insecurity, along with the disruption of transportation and production necessary for a sustainable economy.

Environmental pollution causes or contributes to around 60,000 deaths in Kenya each year. Unsafe water and sanitation are linked to about 60 per cent of these deaths which disproportionately impact women and children[7]. Household air pollution is the next largest factor and is linked to around 30 percent of these deaths with children under five years and adults over 60 facing the greatest risk[8]. Human waste, including open defecation and untreated municipal sewage are a major challenge particularly in growing informal settlements in urban areas. The WHO/UNICEF Joint Monitoring Programme (JMP)[9] data shows that open

[1] World Population Review website: http://worldpopulationreview.com/countries/kenya-population/
[2] The Environmental Performance Index (EPI) is run by the Yale Center for Environmental Law and Policy and scores 180 countries on 24 performance indicators across ten issue categories covering environmental health and ecosystem vitality
[3] EPI. 2020, Kenya Profile, Yale Center for Environmental Law and Policy
[4] MENR. 2016b. Land Degradation Assessment (LADA) in Kenya.
[5] World Bank. 2019a. Climate Change Knowledge Portal—Kenya.
[6] GoK. 2018a. National Climate Change Action Plan 2018–2022
[7] Strukova. 2017. Cost of Environmental Degradation in Kenya
[8] 12 IHME. 2016. Global Burden of Disease Study 2015
[9] The WHO/UNICEF Joint Monitoring Programme is the primary body reporting progress on SDG indicators for drinking water, sanitation and hygiene (SDG targets 6.1 and 6.2)

defecation is still practised by 10 per cent of the population, 37 per cent only have an unimproved pit latrine[10] and 32 per cent take water from either an unimproved source[11] or from surface sources such as rivers and streams[12]. There is also a lack of developed sewerage systems and facilities, as well as inadequate waste collection, treatment, and disposal.

There are no national data available on the status of school WASH in Kenya, but a UNICEF baseline study of 343 schools in 21 districts in 2010 found the following:

• Only 37.3 per cent had safe water sources in the school or within 200 metres from the school.

• Less than a quarter of schools met the country standards for either the number of latrines for boys (20.1 per cent) or for girls (19 per cent). The recommended pupil: latrine ratio is 25:1 (girls) and 30:1 (boys).

• Only 32 schools (9.3 per cent) met the minimum hygiene criteria.

• Just over a quarter (27.1 per cent) of schools were found to maintain their latrines correctly.

The Kenya Environmental sanitation and hygiene policy of 2016 backs up the UNICEF findings and identifies the challenges of poor WASH facilities and limited MHM facilities in schools as a major barrier to adolescent schoolgirls who, as a result: "*concentrate and participate less in class and other school activities or absent themselves from school during menstruation*".

A 2014 study of 62 primary schools[13] found only 13 per cent provided water in or close to girls' latrines for MHM needs. Only 66 per cent had hand washing water available in the school but only 2 per cent of those had soap.

4.2 Madagascar

Madagascar is an island of approximately 580,000 km^2 located 400km off the east African coast. The population is just under 30 million and has a growth rate of 2.68 per cent per year. It is expected to reach 54 million by 2050[14]. Madagascar's climate is tropical and characterized by two seasons: the hot, rainy season from November to April and a cooler, dryer season from May to October.

Madagascar is perhaps best known for its unrivalled biodiversity. More than 90 per cent of its terrestrial species are endemic and approximately 12 per cent of the country is designated as a protected area. Madagascar's 4,800km of coastline also contains a diverse range of species and habitats including 750 different species of fish[15].

The majority of the population's livelihoods are based on agriculture or fisheries and over three quarters of this population lives on under 1.90 USD per day (2012), which make Madagascar one of the poorest countries in the world[16]. Almost half of the children under-5 are stunted due to chronic under-nutrition[17]

[10] JMP definition of unimproved latrine: Public or shared latrine, open pit latrine, bucket latrine
[11] JMP definition of unimproved drinking water source: Drinking water from an unprotected dug well or unprotected spring
[12] WHO/UNICEF Joint Monitoring Program, 2020, Progress on drinking water, sanitation and hygiene
[13] Kelly T. Alexander, et al, Water, Sanitation and Hygiene Conditions in Kenyan Rural Schools: are schools meeting the needs of menstruating girls?, 2014
[14] World Population Review website: http://worldpopulationreview.com/countries/madagascar-population/
[15] World Bank 2013, Country Environmental Analysis, Madagascar
[16] World Bank, 2020, Poverty & Equity Brief, Madagascar
[17] UNICEF 2019, WASH Investment Case, Madagascar

Madagascar has an overall EPI rank of 175 out of 180 countries, which includes a ranking of 172/180 for water and sanitation[18]. Deforestation is a major issue, although it is believed that the rate of deforestation has declined significantly since the 1990s. Land degradation is also a major issue, particularly in the southwest, the eastern coast and highlands. The country is highly vulnerable to natural disasters including cyclones, droughts, and flooding. Cyclones affect most of the coastal zones with the northeast, east and west coasts at highest risk.

Climate change models predict a decreasing rainfall and rainfall events but an increase in high intensity rainfall events, which will lead to increased issues with soil erosion and flooding. Air temperature is projected to be between 0.5 and 1°C warmer by the 2050s. Given that approximately half of Madagascar's population lives on or near the coast there is also high level of vulnerability to sea level rise and extreme weather events which are projected to rise[19].

Water and sanitation provision are among the lowest in Africa. JMP data from 2017 show that approximately 45 per cent of households use water from an unimproved or surface water source, 45 per cent also practice open defecation and an additional 29 per cent only have an unimproved facility. It is a similarly bleak picture in schools, where 2019 data show that 63 per cent of schools nationally have no water service and 28 per cent have no sanitation. Hygiene data are not available for either household or schools [20].

4.3 Mozambique

Mozambique is a relatively large country of approximately 785,000 km^2 with a long coastline of approximately 2,470 km. Mozambique has a tropical climate with a hot and rainy season from November to March, and a dry season from May to October. Rainfall is high especially over the Northern and Western Highlands and lower over the Limpopo and Zambezi valleys within the country.

Mozambique's population of approximately 31.5 million is growing at a rate of 2.9 per cent every year. The fertility rate is high at 4.89 births per woman[21]. The majority of Mozambique's population are reliant on diverse forms of agriculture as well as fishing in the coastal zones. It is estimated that around 62 per cent of the population live below the USD 1.90 per day, one of the five highest poverty rates in Africa.

Mozambique ranks 135 out of 180 countries on the EPI, including a rank of just 144/180 for water and sanitation[22]. Land degradation including deforestation and soil erosion, and erosion of coastal areas are prevalent and have significant impact on agricultural and marine livelihoods. These issues are all inter-linked, for example the deforestation of hillsides, mainly for cooking, along with poor agricultural practices cause increased soil erosion, leading to the sedimentation of mangrove swamps, leading to increased costal erosion. Loss of natural resources has increased vulnerability to natural disasters as, for example, deforestation, erosion, and the loss of mangrove swamps can all contribute to flooding. Apart from its impacts on deforestation, the extensive use of wood stoves for cooking, usually indoors, has led to significant health problems, especially for women and children.

Mozambique's extensive coastline make it susceptible to extreme weather events, most notably flooding, but also including droughts, forest fires and coastal storms. Over recent years, flood events have devastated many areas of the country and had significant impact on livelihoods, infrastructure, and the economy. All of

[18] EPI. 2018, Madagascar Profile, Yale Center for Environmental Law and Policy
[19] AfDB, 2018, National Climate Change Profile, Madagascar
[20] WHO/UNICEF Joint Monitoring Program, 2020, Progress on drinking water, sanitation and hygiene
[21] World Population Review website: http://worldpopulationreview.com/countries/mozambique-population/
[22] EPI. 2018, Mozambique Profile, Yale Center for Environmental Law and Policy

these are likely to be exacerbated by the effects of climate change, which is expected to increase the frequency and intensity of the events. The F4EE project will work in Cabo Delgado Province where seasonal flooding can wreak havoc particularly in the more northern districts. In recent years flooding has destroyed houses and crops and left large areas with long-term disruption to transport and power infrastructure. Climate projections indicate a slight potential decrease in rainfall for some areas and temperature is projected to be between 1°C and 3.5°C warmer by the 2050s. However, it is also projected that flooding, droughts and cyclones are likely to increase[23,24].

Mozambique has abundant surface water, but their availability is often seasonal and not well distributed geographically. Water, for both domestic and agricultural uses, can be seasonally scarce and is often polluted due to agricultural activities (fertiliser, pesticides, and sediments). Sewage systems, where they exist, are often poorly designed and managed and often expel untreated waste directly into water bodies.

WASH coverage throughout Mozambique is low especially in rural areas. JMP 2017 data show that unimproved or surface water sources are used by 29 per cent of the population, 27 per cent of people still practice open defecation and 39 per cent have only an unimproved latrine. A 2018 study found that Cabo Delgado Province has the lowest rate of piped-water coverage and the lowest sanitation coverage of the entire country and that households have the longest distances to go to fetch water[25].

WASH in schools data exist only for rural schools and show that in 2019 only 52 percent had no safe drinking water supply; basic sanitation was found in just 26 per cent, 41 per cent had limited sanitation and 33 per cent had no sanitation provision whatsoever; basic hygiene services were found in just 6 per cent of schools, the remaining 94 per cent had none[26]. There is no information on availability of MHM facilities in schools, but a recent report notes that menstruation remains a taboo subject in Mozambique because of existing cultural beliefs and practices. This has led to the challenges not being addressed or even mentioned. There are therefore minimal MHM facilities or sanitary materials available, which prevents many women and girls from fully enjoying their rights to health, education, and dignity[27].

4.4 Tanzania

The United Republic of Tanzania is the largest country in East Africa. It is a vast country with a total area of 945,087 km^2 and it shares borders with eight countries. It has a tropical climate and is divided into four main climatic zones: the hot humid coastal plain; the semi-arid central plateau; the high rainfall lake regions; and the temperate highlands. The population of Tanzania is 60.3 million, but with a fertility rate of around five children per woman[28] it is growing at a rate of approximately 3 per cent per year and is projected to reach 138 million by 2050, which will include an urban population of over 70 million[29].

[23] African Development Bank, 2018, National Climate Change Profile - Mozambique
[24] FAO, Economic and Policy Analysis of Climate Change, webpage: http://www.fao.org/in-action/epic/countries/moz/en/
[25] World Bank. 2018. Findings of the Mozambique Water Supply, Sanitation, and Hygiene Poverty Diagnostic. WASH Poverty Diagnostic. World Bank, Washington, DC.
[26] WHO/UNICEF Joint Monitoring Program, 2020, Progress on drinking water, sanitation and hygiene
[27] WaterAid Mozambique, undated, Menstrual Hygiene Management interventions in Boane, Mozambique
[28] https://worldpopulationreview.com/countries/tanzania-population
[29] World Bank. 2019. Tanzania: Country Environmental Analysis – Environmental Trends and Threats, and Pathways to Improved Sustainability. 2019. Washington, DC: World Bank

The EPI for Tanzania[30] highlights the strains of a growing population, a flagging economy, and the increased pressures of climate change. Tanzania has an overall EPI rank of 150 out of 180 countries, which includes individual rankings of 130/180 for environmental health and 141/180 for drinking water and sanitation.

Forests covers over 50 per cent of mainland Tanzania and these provide essential habitats and protect biodiversity and watersheds. Lake Victoria, in the North East of the country is Africa's largest lake and has high levels of endemic fish species and supports a large fishing industry. Tanzania has a large extractive industry that includes gold, tanzanite, diamond, nickel, copper, uranium, kaolin, titanium, cobalt, and platinum. However, almost 50 per cent of the population, subsisting mainly through agricultural activities, live below the global poverty line of $1.90/day[31]. Tanzania also has one of the highest deforestation rates in the world, due to factors including the expansion of agriculture and the demand for firewood. The estimated forest area loss per year is 483,859 ha, making it one of the top five countries globally for deforestation. Air pollution, predominantly at a household level from the burning of wood and charcoal, is a major issue in Tanzania. A detailed study in 2016[32] concluded that around 26,000 Tanzanians died prematurely in 2013 from causes attributable to air pollution and that over 22,000 were caused by household air pollution.

Tanzania is highly vulnerable to climate change. It is projected that temperatures will rise by around 3°C by 2100 and drought conditions, already prevalent in many areas, will become worse affecting water availability. Erratic rainfall patterns and higher frequency of intense rainfalls and large inter-seasonal variability will affect agriculture and other aspects of the economy. Rise in sea levels along with increased extreme weather events will have a major impact on coastal communities[33].

Tanzania has made significant progress in increasing access to WASH, but there is still a long way to go. Unimproved or surface water sources are used by 32 per cent of the population, 12 per cent practice open defecation and 52 percent have no or limited access to hygiene in the home (no soap and/or no water)[34]. WASH access in schools is also poor. While JMP school data is limited, a 2014 survey of almost 3,000 schools found that 60 per cent reported no water in the school and 67 per cent had an improved latrine and more than 76 per cent of rural schools lacked any handwashing facility[35]. Data on MHM facilities is also sparse, but it is clear that facilities are poor, and this acts as a significant barrier to girls' education. A 2014 study in eight districts found that 98 per cent of the schools had insufficient WASH facilities for girls in terms of water, privacy, and adequate waste disposal, which resulted in 48 per cent missing class due to menstruation, 36 per cent staying home during days of heavy flow and 12 per cent not attending school at all during menstruation[36].

4.5 Uganda

Uganda is a landlocked country of 241,000 km^2, although it has an extensive southern shoreline on Lake Victoria. It has a tropical equatorial climate and receives an annual rainfall of 1,000mm to 1,500mm. The rainy seasons are from March to May and from September to November. Uganda has a population of

[30] EPI. 2020,Tanzania Profile, Yale Center for Environmental Law and Policy
[31]World Bank data portal, 2017 figures.
[32] Roy, R. 2016. The cost of air pollution in Africa. OECD Development Centre Working Papers No. 333, OECD Publishing, Paris, https://doi.org/10.1787/5jlqzq77x6f8-en.
[33] URT-VPO (United Republic of Tanzania, Vice-President's Office). 2014a. Second National Communication to the United Nationals Framework Convention on Climate Change. Dar es Salaam, Tanzania: Division of Environment, Vice President's Office
[34] UNICEF/WHO Joint Monitoring Program 2020
[35] World Bank. 2018. Reaching for the SDGs: The Untapped Potential of Tanzania's Water Supply, Sanitation, and Hygiene Sector. WASH Poverty Diagnostic. World Bank, Washington, DC.
[36] Baseline Survey Report on Menstrual Hygiene Management Conducted in Sengerema, Chato, Magu, Siha, Babati, Karatu, Njombe and Mufindi districts, SNV.

approximately 46.2 million and with a current growth rate of 3.32 per cent the population is projected to reach 100 million by 2050[37]. Uganda is currently the second least urbanised country in Africa, with an urban population of just 16 per cent. However, with an urban growth rate of over 5 per cent per year there has been rapid and unchecked growth in informal settlements. Close to three quarters of the population work in agriculture and a third of the population live below the international poverty line of USD 1.90 per day.

Uganda ranks 127th out of 180 countries in its overall EPI, which includes rankings of 135/180 for environmental health and 143/180 for water and sanitation[38]. Population pressures have led to severe land degradation caused by deforestation and intensified and unsustainable land use. This has caused considerable soil erosion and nutrient depletion and, in the more mountainous areas of the east and west, has led to fatal landslides[39]. Water resources are degraded from the soil erosion along with wetland degradation and pollution. Uganda is an increasingly water-stressed country because of water demand growth and the vagaries of climate variability. Climate change is not predicted to change overall precipitation significantly over most of the country, but extreme rainfall events are likely to increase. Temperature is projected to increase by 1.5°C – 2.5°C by the 2050s. These changes are likely to increase natural disasters such as landslides and floods, water quality and availability and droughts[40].

JMP 2017 data show that surface or unimproved water sources are used by 19 per cent of Ugandans, 6 per cent practice open defecation and 58 per cent use unimproved sanitation facilities. Limited or no home hygiene facilities are experienced by a total of 79 per cent[41].

Uganda has relatively good data on WASH in schools. JMP 2019 data show that 68 per cent of schools have access to basic water supply, 80 per cent have basic sanitation facilities, but only 30 per cent have access to basic hygiene facilities. According to the Uganda Water and Environment Sector Performance Report (2018), the average National latrine stance to pupil ratio is 1:73 as opposed to the regulated 1:40 (m) 1;25 (f).

Limited data are available for MHM facilities in Ugandan schools, but studies point to limited facilities and corresponding impacts on girls' attendance at school. A 2018 study of 140 primary schools in seven districts[42] found that about half of the girl pupils in the study report missing one to three days of primary due to issues related to menstruation. This translates into a loss of 8 to 24 school days per year. The same study reported that 81 per cent of senior women teachers stated that MHM facilities were not satisfactory. The Ugandan government has been relatively proactive and supportive of improved MHM in schools, but progress is slow and limited by a lack of resources. A 2018 study followed up on the implementation of the 2015 Government Circular on MHM in schools. This study assessed 137 schools (79 per cent primary, 21 per cent secondary) and found that almost all schools had programmes for sensitisation of girls on MHM and around 90 per cent were providing pads. However, due to a lack of budget other MHM facilities were still lacking. Only 56 per cent had a washing room for girls, only 50 per cent had bins for MHM waste disposal[43].

[37] https://worldpopulationreview.com/countries/uganda-population
[38] EPI. 2020,Uganda Profile, Yale Center for Environmental Law and Policy
[39] World Bank, 2012, Country Environmental Analysis (CEA), Uganda, Report number: 68225 - UG
[40] African Development Bank, 2018, National Climate Change Profile - Uganda
[41] UNICEF/WHO Joint Monitoring Program 2020
[42] SNV 2018, Study on menstrual management in Uganda
[43] MoES, IRC, 2018, Study on implementation of the Ministry of Education and Sports Circular on Provision of Menstrual Hygiene Management Facilities for Girls and Female Teachers in Primary and Secondary Schools

5. Environmental Management Capacity of Implementing Organisations

5.1 Environmental Management Policies, Processes and Tools

AKFC has had a comprehensive stand-alone Policy on Environmental Sustainability (PES) since 2005. The PES was significantly revised in 2015 and aligns itself closely with the environmental requirements of GAC. The PES clearly articulates AKFC's continued commitment to the integration of environmental sustainability into its programming, and has the following goal, objectives, and guiding principles:

Goal:
Ensure that AKFC and AKFC-supported initiatives are environmentally sustainable.

Objectives:
Ensure that AKFC and its partner organizations:
1. mitigate possible negative impacts of their initiatives on the environment;
2. enhance positive environmental impacts (benefits) from their initiatives;
3. address possible negative impacts of the environment on their initiatives (e.g., natural disasters, natural resource degradation);
4. address possible impacts of climate change on their initiatives, incorporating climate adaptation and resilience strategies, as needed;
5. strengthen their capacity to design, implement and monitor environmentally sustainable initiatives; and
6. help Canadians learn about and support environmentally sustainable development.

Guiding Principles:
1. Meet the Government of Canada's and GAC's environmental, legal, regulatory, policy and procedural requirements and guidelines.
2. Meet relevant host country environmental, legal, regulatory and policy requirements.
3. Support Canadian and partner country commitments to multilateral environmental agreements, especially the UN conventions on climate change, biodiversity, and desertification/land degradation.
4. Go beyond compliance and administrative requirements to ensure that environmental integration improves development outcomes, based on international best practices.
5. Use screening and scoping to ensure that environmental assessment is tailored to the type and scale of a proposed project, and related environmental risks and opportunities.
6. Engage local partners and communities in implementing practical environmental sustainability strategies and activities that address their needs and priorities.

The PES also includes an overview and process descriptions for environmental management along with tools such as the EIST (See section 2.2), an SEA overview, a site-specific Environmental Assessment Form, and a Class Environmental Assessment Overview.

Other tools and reference materials developed by AKFC/AKDN include a variety of sector-specific environmental guidelines encompassing both construction and the development of small-scale livelihoods initiatives.

5.2 Human Resources for Environmental Management

The F4EE project does not include any construction or other potentially major adverse activities. However, it is still important that the project is managed by a team with the appropriate understanding of environmental issues and the ways to integrate and maximise environmental benefits throughout the project activities. Environmental issues must also be integrated into planning, monitoring, budgeting, and reporting frameworks. To do this effectively project staff must have a basic level of knowledge of environmental issues and the tools available for integrating them into the management of the project, particularly the PES and the EMF for this project (see Section 6). It is also important that each project country has an Environmental Focal Point (EFP) who will lead and coordinate the environmental initiatives and integration activities; and train other project staff on how to apply the PES during project implementation. It is understood that country units are being asked to name two EFPs to allow for staff turnover, which is ideal.

The PES has been rolled-out throughout the network since its introduction in 2015. In some countries this has included training for staff and the appointment of an EFP. A trained and experienced EFP is in place in Canada and each of the AKFC Project Leads have had training in the PES so there should be an appropriate level of oversite and direction for the integration, monitoring and reporting of environmental issues.

A questionnaire was sent to AKDN Units in each project country to determine the level of environmental experience in each. The following table provides a summary of each including whether staff have been trained in the PES, whether staff have any environmental qualifications or experience and whether there has been environmental management planning on any recent projects.

Table 2 Environmental Capacity in F4EE Country Units

Country/Unit	No. of staff trained in AKFC- PES	Staff members with environmental background and/or qualifications	Any recent project environmental management planning
Kenya – AKF	0	2	1 recent project
Kenya – MECP	0	No	No
Kenya – Aga Khan Academy	0	No	No
Madagascar – AKF	1	2	1
Mozambique - AKF	1 (but currently in Malawi)	0	*Should have experience utilising SPARC EMF.
Tanzania – AKF	No response- but had training for IMPACT project in 2018	No response	*Should have experience from utilising the IMPACT EMF.
Tanzania - MECP	0	1 – Programme Director has done environmental courses	Environment and WASH are part of the teacher training curriculum.
Tanzania - AKU-Institute for Educational Development, East Africa	0	0	0
Uganda - AKF	0 (3 trained, all left)	0	0
Uganda - MECP	2	0	0

Table 2 indicates that there is limited environmental capacity in F4EE country units. Only two units have staff still in place who have been trained in PES and three have staff with some environmental background. Three units responded that they have had experience using an environmental management plan. AKF in Mozambique and Tanzania have EMFs that were developed as part of SEAs for on-going projects (SPARC and IMPACT), but these were not mentioned in their responses.

This lack of environmental capacity in the country units may be a considerable barrier to the effective implementation of the environmental initiatives recommended in this report. It is therefore important that the following capacity development for staff is undertaken as soon as possible.

- Key project staff should be trained in the PES and in the use of the EMF that has been developed as part of this report.

- At least one project staff member in each country should be identified as the EFP, ideally there should be two, as currently planned, to allow for staff turnover. Where possible EFPs should have previous qualifications and/or experience in environmental issues. If this is not possible, the EFPs should receive training in environmental issues. This training should be more in-depth than the standard PES training but can still be a relatively short course.

- A job description has been developed for the EFPs that clearly details the responsibilities and accountabilities of the role in ensuring the implementation of the EMP and coordination with project staff, AKDN Units and the AKFC EFP and Project Leads. EFPs should be held accountable for fulfilling their tasks as per this job description and supported to do so with the necessary time and resources.

AKFC might consider meeting these capacity needs through the deployment of a Canadian professional through the CADEX program. This may prove to be an effective means of ensuring that well-coordinated, consistent, and timely capacity development is delivered to all partners at an early stage.

6. Environmental Assessment and Management of Project Activities

Table 3 below provides an Environmental Management Framework (EMF) which is intended to serve as an easy-to-use tool for integrating environmental management effectively into the project's activities and overall management. It is divided up by sub-component (F4L, AGECS and ACCD) to allow managers to review environmental management of specific sub-components more effectively.

The framework lists each activity that has potential for significant environmental impact, either positive or negative. For each of those activities, appropriate mitigation/action items are recommended to either mitigate adverse effects or enhance positive effects. Guidelines in the PES suggest that a risk rating is given to negative impacts, but this has not been done for this project 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 it can be assumed that no environmental assessments will be required.

Recommended monitoring requirements are listed, and these should be integrated into project management and MERL systems and tools such as the PIP and PMF program planning documents and annual work plans as appropriate. It is also noted where there are significant linkages or opportunities for integration between different activities, either to improve efficiencies or to enhance environmental outcomes.

Table 3 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**	**Recommended Action Items**	**Monitoring/linkages with other outputs**
1111: Gender-responsive professional development provided to female and male pre-primary educators, and school and pedagogical leaders. **Tanzania/Zanzibar only**	**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. Female and male pre-primary educators, and school and pedagogical leaders have the knowledge and skills to support a culture of improved environmental health.	• 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.	Environmental/WASH learning outcomes to be included in project monitoring.
1112: Gender-responsive professional development provided to female and male primary and post-secondary educators and school, and pedagogical leaders	**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. 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	• 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 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, private, and secure facilities including MHM resources and support.	Environmental/WASH learning outcomes to be included in project monitoring.

	secure WASH environment and a supportive and a dignified environment for MHM[44]. 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.		
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**	**Recommended Action Items**	**Monitoring/linkages with other outputs**
1121: Gender-responsive organizational capacity development provided to targeted departments within partner local government authorities	**POTENTIAL POSITIVE IMPACTS:** 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.	• 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: -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 outcomes to be included in project monitoring.
Immediate Outcome 1130: **Increased availability of quality gender-responsive materials and appropriate resources and infrastructure in education and business development sectors**			
Output	**Potential Impact**	**Recommended Action Items**	**Monitoring/linkages with other outputs**
1131: Gender-responsive technological innovations, including distance learning platforms, developed, tested, and disseminated for school and pedagogical leaders	**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.	• 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.	Environmental/WASH learning outcomes to be included in project monitoring.

44 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.

1132: Institution building initiatives conducted with teacher training institutes, including review of training packages	**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.	Professional development should include awareness of the broader issues of environmental health in schools and ECD facilities including waste management and effective hygiene.	Environmental/WASH learning metrics to be included in project monitoring, where feasible.
***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**	**Recommended Action Items**	**Notes on monitoring or linkages with other outputs**
1211: Education innovation fund implemented for local community and school-based initiatives promoting gender equality and social inclusion in and through education	**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. **POTENTIAL NEGATIVE IMPACTS:** Initiatives may, if not appropriately regulated, have a negative environmental impact	• 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 may 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. • Include a section on environmental benefits/considerations in the application form.	Include environmental issues in the routine monitoring of funded initiatives. Link with 1221 – HCD process
***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**	**Recommended Action Items**	**Notes on monitoring or linkages with other outputs**
1221: Participatory gender-sensitive human centred design processes facilitated with communities to address barriers and develop local innovative solutions to education uptake, child	**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.	• Include discussion of environmental barriers, including WASH and MHM, barriers in the facilitation of the HCD process, and seek potential community-led solutions.	Link with 1211 to support integration of environmental issues into funding initiatives

protection and well-being of women, men, adolescents, and children	Novel solutions may be identified that prove to be successful and can be widely shared and replicated. 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. 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. 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.	• Record and monitor solutions so that successful initiatives and lessons learned may be shared with others	
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	**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. CSO will be able to champion issues, mobilise the community, develop responses and hold duty bearers accountable.	Provide technical support to CSOs on ways of integrating environmental benefits into their sub projects.	Link with 1224 to support integration of environmental issues into CSO funding
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**	**Recommended Action Items**	**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	**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. Engaging men and boys around stigmatised issues such as SRHR, GBV and MHM, WASH security and privacy that will	• 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: -Water, sanitation, and hygiene; -Security, privacy, and dignity related to women and girls and sanitation, MHM; -Stigma/taboos related to MHM;	Should be used to inform program wide SBCC related to environmental and WASH awareness, needs and behaviours

	result in a more united and effective effort to address these issues.	-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.	
1232: Local and national communication campaigns on gender equality, environmental sustainability, and equitable access to education conducted by civil society and media partners	**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.	• 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**	**Recommended Action Items**	**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 WASH indicator in the PMF that incorporates criteria 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.	• 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.	• 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.)	

	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.		
Immediate Outcome 1320: **Increased opportunities for learning and dialogue around gender sensitive evidence with local, national, and international stakeholders**			
Output	**Potential Impact**	**Recommended Action Items**	**Notes on monitoring or linkages with other outputs**
1321: See ACCD Framework			
1322: Regional and national learning initiatives conducted with government and stakeholders to influence policy and practice	**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 and 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.	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.	Monitor how many papers, presentations etc. have environmental or WASH related themes. Establish and maintain database of project air travel
	POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses. Printing of project-related material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage.	• 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[45]. • 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.	
1323: Evidence and recommendations disseminated with various stakeholders at local, national and international levels	**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.	• 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	Monitor how many papers, presentations etc. have environmental or WASH related themes. Establish and maintain database of project air travel

[45] 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.

		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.	
	POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses. 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.	• 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	**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.	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**	**Recommended Action Items**	**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	**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.	• Integrate awareness raising for integration of environmental issues and targets into the regional human-centred design (HCD) workshops.	Include environmental indicators in the monitoring of funded initiatives where appropriate.

protection, and the well-being of women, men, adolescents, and children.	Technical support has the potential to help universities to research, integrate and address environmental issues that disproportionately impact women, including climate change, agriculture WASH, MHM, and waste management. **POTENTIAL NEGATIVE IMPACTS:** Funded initiatives – which are yet to be determined – may, if not appropriately regulated, have some degree of negative environmental impact.	• 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 their sub projects.	
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**	**Recommended Action Items**	**Notes on monitoring or linkages with other outputs**
1222: Young women from CSOs trained, mentored and provided with networking opportunities through a Women's Leadership Academy	**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.	• 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.	Environmental/WASH learning outcomes to be included in project monitoring.
	POTENTIAL NEGATIVE IMPACTS: Regional travel is envisioned as part of this activity. Air travel will contribute to increased greenhouse gasses. 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	• 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.	

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	**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. 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. **POTENTIAL NEGATIVE IMPACTS:** Funded initiatives – which are yet to be determined – may, if not appropriately regulated, have some degree of negative environmental impact.	• 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.	Include environmental indicators in the monitoring of funded initiatives where appropriate.

ACCD (Canada)

***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**	**Recommended Action Items**	**Notes on monitoring or linkages with other outputs**
1114: Overseas CADEX placements facilitated, including placements focused on gender equality and environmental sustainability.	**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.	**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. • Identify environmental capacity gaps in partner organisations (see section 4) that can be addressed by CADEX placements. These include training of staff on PES; training of staff in the	CADEX placements may assist in specific project components such as environmental integration into micro-grants (1211, 1224) and associated technical support. Establish and maintain database of project air travel.

	POTENTIAL NEGATIVE IMPACTS: Overseas CADEX placements involve long-haul flights causing increased CO_2 emissions.	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.	
Intermediate Outcome: 1300 Enhanced engagement of international and Canadian stakeholders in gender sensitive and evidence-based development issues and programming			
Immediate Outcome 1320: **Increased opportunities for learning and dialogue around gender sensitive evidence with local, national, and international stakeholders.**			
Outputs	**Potential Impact**	**Recommended Action Items**	**Notes on monitoring or linkages with other outputs**
1321: Learning and dialogue activities facilitated for Canadian development stakeholders	**POTENTIAL POSITIVE IMPACTS:** Canadian development stakeholders will have increased knowledge on how environmental and WASH issues disproportionately impact women and girls and can and result in social exclusion and be barriers to education so they can learn from the experience and integrate similar activities into their own programming.	• 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.	Establish and maintain database of project air travel
	POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses. 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.	• 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.	

Immediate Outcome 1330: **Enhanced knowledge and skills of Canadians on international development issues and practices**			
Outputs	**Potential Impact**	**Recommended Action Items**	**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	**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.	• 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	
	POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses. 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	• 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	**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.	• Develop specific outreach materials and talking points to illustrate how environmental and WASH issues disproportionately impact women and girls and can and 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
	POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gas emissions. Events may produce excessive amounts of non-recyclable waste, particularly plastic cups, bottles, cutlery, plates, etc.	• Minimise printed material and instead use digital format, apps, etc. • Reduce travel and in-person events and utilise virtual formats. • If travelling exhibit tractor-trailer truck is used (as in previous programs), consider using truck running on alternative fuel[46]	

[46] 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

	Printing of communication material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage.	• 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	**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 and result in social exclusion and be barriers to education.	Develop specific training units and materials to illustrate how environmental and WASH issues disproportionately impact women and girls and can and result in social exclusion and be barriers to education.	Establish and maintain database of project air travel
	POTENTIAL NEGATIVE IMPACTS: Activities may include travel which may contribute to increased greenhouse gasses. Printing of training material will use a significant amount of paper and printing resources, contributing to deforestation and other environmental damage	• 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.	
1334: International fellowships organized for Canadian youth	**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. 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. **POTENTIAL NEGATIVE IMPACTS:** Overseas IYF placements involve long-haul flights causing increased CO_2 emissions	**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. • 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.	Establish and maintain database of project air travel

7. Cross-cutting Issues

Several environment-related themes cut across F4EE activities and the project's response to these should be considered in the planning and implementation of the F4EE project. Unsurprisingly, being a primary goal of the project, gender equality is the most significant, but consideration of other issues such as climate change, governance and cumulative environmental impacts of the project is essential. Additionally, as COVID-19 restrictions are in place at the time of writing and will continue to be as the project begins, it is also essential to consider the environmental adaptations necessary to respond effectively to COVID-19.

7.1 Gender Equality

Gender equality is the primary focus of the F4EE project and is referenced either directly or indirectly in almost every outcome of the project. Gender and environment are inextricably linked, either as barriers, such as poor quality or unsafe WASH facilities, or due to women's and girls' primary roles in agriculture, food production and provision, firewood and water provision, childbirth and children's health and welfare.

A lack of functional and safe WASH facilities has a disproportionately negative impact on women and girls. Poor WASH facilities have been found to be a contributing factor to girls' absence or non-attendance at school, particularly if they are menstruating, as many schools have limited or no infrastructure of resources for dignified and healthy menstrual hygiene management. The F4EE project focuses on ECD and early primary years, but MHM is still likely to be a significant issue. Due to financial pressures and family responsibilities, many children – especially girls - in African countries, start attending school at a much later age than normal, resulting in teenage girls attending early primary classes. The lack of MHM facilities such as secure and private latrines and washing areas and support with resources such as pads and disposal options can lead to girls feeling uncomfortable attending school during menstruation. The lack of WASH and MHM facilities may also act as a barrier to teachers coming to school or to mothers attending ECD centres with their children. Kenya and Uganda have in recent recognised the importance of improved WASH facilities and MHM facilities for advancing girls' education opportunities and made commitments to improve MHM in schools. GAC's FIAP also makes this important connection, and commits that: "*Canada will ensure that investments in education include provisions for separate and appropriate washroom facilities, as well as systems to help manage menstrual hygiene……"*

The security and dignity of girls is also a consideration for parents sending their girls to school. Many may be reluctant to send their daughters to schools that do not have very private latrines and washing areas, or that have no latrines at all, forcing girls to walk to remote places, putting their security at risk.

The F4EE project does not currently include infrastructure improvements, but the project should identify opportunities to ensure that schools and ECDs can meet at least basic WASH and MHM standards and reduce yet one more barrier to girls' educational opportunities.

The project's support for gender-responsive capacity development of local government, gender responsive professional development for educators and curricula development will provide a great opportunity to develop an increased understanding of the environmental issues that act as barriers to girls' education and to systematise support through the school system for addressing these issues.

The project's focus on communications, studies and research will help to raise awareness of gender and environment issues and the appropriate responses and lessons learned among country, regional and Canadian practitioners.

7.2 Climate Change

Climate change including higher temperatures, changing rainfall patterns and extreme weather events are affecting all F4EE project countries. Impacts include reduced availability, and contamination of water sources, increase in water-borne disease, increased run-off and soil erosion and sometimes damage to crops and harvests, property, and transport corridors. These issues disproportionately impact women as they usually have primary responsibility for WASH, family health care, and agriculture.

National and local communication campaigns are planned on environmental sustainability and gender. There is also potential to integrate environmental and climate change issues into school management and curricula. This heightened awareness in institutions and among the population on environmental issues related to climate change including agriculture, WASH, environmental health, and waste management will increase the long-term ability for appropriate and sustainable responses and adaptations to climate change.

The F4EE will train and mentor women's groups and CSOs on issues that disproportionately impact women. They will also provide small funds that help to reduce gender inequality. This support and funding has the opportunity to include issues related to climate change including agricultural production and processing, WASH, environmental health, and waste management. This will help to foster improved adaptation and resilience responses among women and potentially help to develop innovative ideas for climate-resilient business opportunities. Funds will also be available to universities who may use this for research that integrates climate and gender equality issues.

Travel constitutes the greatest potential negative climate change impact of the project. The original design of the project includes a significant number of flights, many of the, long haul. This includes regional meetings, flights of CADEX and IYF volunteers and flights for monitoring and management activities. Due to COVID-19 many of these activities have been either put on hold or modified. The IYF program is on hold and the CADEX program has been modified to a virtual format. Travel for monitoring and management have been suspended and activities are being undertaken virtually and by local Unit teams. Once the COVID-19 risk has reduced, the success and lessons of these programming changes may be reviewed and, in some cases, continued into the rest of the project. For example, continuing with a virtual CADEX, at least for some of the placements, will reduce flights and therefore the carbon footprint of the program and may also have the additional benefit of attracting more volunteers for the program. For the flights that continue to be necessary, gold standard carbon offsets may be purchased[47].

Canadian programming includes raising international development awareness among Canadian audiences and networking with Canadian development stakeholders. The original design of the ACCD program includes a travelling exhibit that will tour Canada. This has the potential to create a significant carbon footprint, but it is also on hold due to COVID-19. Alternatives including virtual outreach and semi-permanent displays at locations including Aga Khan parks and Rotary parks are being suggested. Once the COVID-19 risk is reduced the project management team may want to consider extending these provisions and, if the tour is to be resumed, identifying opportunities for a low emission/alternative fuel vehicle.

7.3 Governance

Good governance is enhanced through accountability of duty bearers to the rights holders. The F4EE project works with both duty bearers, such as local government and rights holders such as community members and

[47] A carbon offset occurs when an individual or organization emits a given amount of greenhouse gas (GHG) emissions but invests in measures that remove the equivalent volume of GHG emissions from the atmosphere or prevent the emissions from taking place at all Offsetting is usually outsourced to a certified organization (offsetters.ca)

educators, giving it an opportunity to develop understanding of the pertinent issues among both groups and to build bridges for cooperation and interaction between the two.

Through raising awareness among community members, women's groups, CSOs and educators, the F4EE project gives these groups increased levels of understanding of their rights, the legal and policy foundations of those rights, where they exist, and the most effective ways to advocate for those rights from the duty bearer. Groups will then, for example, be in a better position to advocate with Local Government Authorities (LGAs) for improved latrines and hygiene facilities in schools as they will be able to highlight specific guidelines and institutional responsibilities.

The project will develop capacity and awareness among in gender responsive measures allowing increased support of environmental and WASH initiatives in schools and ECD facilities. This will include improved understanding among LGAs of existing policies and guidelines for environmental health and gender-related issues such as sanitation and hygiene needs, awareness of who is accountable and responsible for their implementation and an enhanced set of skills and tools for their support and implementation.

7.4 COVID-19

Frequent and effective hand hygiene with soap is one of the most important measures in the prevention of transmission of COVID - 19[48]. Ensuring the provision of adequate water, sanitation, and hygiene services in schools and ECD centres will provide a safe and clean environment and help to prevent them from becoming hubs for the transmission of COVID-19.

The F4EE project offers significant opportunities for increasing awareness of the importance of effective handwashing throughout communities, schools, and ECD facilities. These benefits can be sustained through their integration into professional development for educators and into teaching curricula. This will allow systematisation of hygiene education, improving levels of knowledge, influencing behaviour and even culture in the longer term throughout communities and institutions. Benefits of good hand hygiene do of course extend beyond the prevention of the spread of COVID-19 and will result in additional health benefits including reduction of diarrheal disease and infections.

F4EE has numerous activities that necessitate interactions between potentially large groups of people. These include awareness raising and coordination with communities, capacity development, institution building, professional development and information dissemination in host countries. The project will also have significant interaction with Canadians through dissemination activities around the country and the involvement of volunteers through the IYF and CADEX programs. Activities involving face to face interactions will of course have to be revised while the threat of COVID-19 remains, and provisions for this are considered in detail in the project's COVID-19 strategy. COVID-19 restrictions have the potential for environmental benefits in all project countries including the reduction of travel and printed documents due to increased on-line interactions.

7.5 Cumulative Environmental Impacts

Several activities of the project include aspects related to increased awareness among educators, children, CSOs, women's groups, and community members of the importance of water, sanitation, and hygiene issues. These include the importance of good hygiene, safe and sanitary latrines and improved MHM and waste

[48] WHO and UNICEF (2020) Water, sanitation, hygiene, and waste management for SARS-CoV-2, the virus that causes COVID-19, Interim Guidance, July 2020

management. Integration of these issues into professional development for educators and into teaching curricula offers an opportunity to systematise these issues, improving levels of knowledge, influencing behaviour and even culture in the longer term throughout communities and institutions on a range of issues including open defecation, waste management, hygiene, and drainage.

Improvements in these areas has the potential for a cumulative environmental impact which will include reductions in the spread of infection through fecal or virus contamination, the prevalence of water-borne and vector-borne diseases, and the contamination of ground and surface water bodies.

Activities under the AGECS sub-component including funding, technical support, and training for women's groups in addressing environmental issues that adversely affect women and girls will further support and help to sustain these impacts. Depending on the areas of interest, the AGECS initiatives may also support additional areas of cumulative environmental improvement in areas such as climate change, agriculture, soil conservation, recycling etc.

8. Conclusions and Recommendations

8.1 General Conclusions

The F4EE project has the potential for significant positive environmental impacts if management measures recommended in this report are effectively integrated into its design, implementation, and long-term operation. The project will not undertake construction or even significant renovation and the project does not include any other activities that may be considered of high environmental risk. Assuming that recommendations and mitigation measures are applied, the project will comply with Canadian and host country environmental regulations and will not require environmental assessments for any of the planned activities.

AKDN has extensive experience in managing programs in the education, gender, and rural development sectors in the F4EE countries. Globally AKDN has a good track record of integrating environmental management components into its projects and its environmental management capacity and process has developed since the release of its revised PES in 2015. In many countries, the revision of the PES was accompanied by training of staff in AKDN offices, and the appointment of EFPs. However, in most of the F4EE countries there has been little recent training in the PES, and where training has been undertaken in the past, many or all of the trainees have now left the organisation. This reduced level of environmental capacity may lead to ineffective integration of environmental management measures into the F4EE project.

The potential environmental impacts of the project are predominantly positive, and the few potential negative impacts of the project, if managed and resourced effectively, can be minimised. Potential negative impacts are related to travel and to ensuring effective environmental criteria and controls on the use of sub grants. If the recommendations are followed the impacts will be negligible. Likewise, if managed and resourced effectively, many of the potential positive impacts can be greatly enhanced and sustained.

The project's work at so many levels, including government, educators, pedagogical leaders, CSOs, women's groups and community members gives it the opportunity to make systemic and cultural change in gender-responsive education and development including addressing associated issues that act as barriers to women and girls. This will allow a broad range of actors in the sector to appreciate how issues such as limited or unsafe WASH and MHM facilities can impact attendance in school or how women and girls' multiple responsibilities can act as barriers to education and other opportunities. The F4EE Project has the potential to integrate many of these issues either directly or indirectly and contribute to improved environment-related and gender equality outcomes.

Probably the most significant intersection of environment and inclusive gender responsive education and ECD is the issue of WASH facilities in schools and ECD centres. A lack of safe and reliable WASH facilities has a disproportionately negative impact on women and girls. Poor WASH facilities have been found to be a contributing factor to girls' absence or non-attendance at school. This can be because they or their parents are concerned about health, privacy, and security of WASH facilities, or because many schools have limited or no infrastructure of resources for dignified, safe, and healthy MHM. Although F4EE focuses on ECD and early primary years, MHM is still likely to be a significant issue, as dues to financial and other constraints, many girls in African countries, start attending school at a later age. Additionally, the lack of WASH and MHM facilities may also contribute to teacher and staff absences and act as a barrier to mothers attending ECD centres with their children. GAC has recognised in the FIAP the importance of WASH facilities and MHM facilities for advancing girls' education opportunities: "*Canada will ensure that investments in education include provisions for separate and appropriate washroom facilities, as well as systems to help manage menstrual hygiene……"*

Integrating environmental issues into activities involving the training and funding of educators, CSOs and women's groups will enable them to influence behaviours throughout the community. Increased awareness of and effective responses to environmental issues such as climate change, soil and water management, health and hygiene and safe sanitation among children, institutional workers and community groups will have long term benefits for the health and prosperity of the community. In the current COVID-19 pandemic a community-wide focus on hygiene is of even greater importance given the well documented links between hand hygiene and the spread of the virus.

Attaining positive environmental results at a project level will require both the capacity and resolve within AKDN, to implement environmental mitigation activities and monitor them effectively throughout the project and beyond. This should be done through integration of these measures into project management and MERL systems, and management tools such as the PIP and PMF and through adherence to standards, guidelines, and policies of AKDN, Canada, and host government agencies.

8.2 Overall Recommendations

Specific recommendations related to each activity can be found in Section 6 of this report. The recommendations below represent an overview of the key recommendations for the project and also highlight where there is scope for improved outcomes through additional or a revised focus of activities.

Include basic WASH and MHM improvements into the project: Given the F4EE project's focus on reducing barriers to girls' education and the strong statement on this issue in the FIAP, it is incumbent on the project to address this issue. The F4EE project does not currently include a budget for infrastructure improvements, but it is recommended that funds be identified to ensure that target schools and ECDs meet at least minimal WASH and MHM standards. Funds available under the AGECS sub-component may also be targeted towards improving MHM support and minor improvements to WASH. Many schools and ECD centres will already have latrines, but these may not meet basic requirements for the dignity, safety and privacy of girls and women. Simple, low-cost initiatives such as repairs to doors and locks, the provision of privacy screens, will often go a long way to improve security and privacy. Basic repairs to toilets, water supply and handwashing facilities, along with support to schools and ECD centres to plan and budget for continued maintenance will have the potential for greatly improved and sustainable project outcomes.

MHM facilities including waste disposal, availability of pads and availability of washing rooms can also be achieved with a relatively small budget. This should be accompanied by support and awareness raising for staff and facility users around MHM issues, and support to women's groups in activities such as pad production.

Integrate improved hygiene awareness and resource availability throughout the project: As noted in the recommendation above, WASH is a gender issue and poor WASH facilities are a barrier to girls' educational opportunities. However, in the era of COVID-19, the importance of hand hygiene should be stressed separately. Schools and ECD centres have the potential for significant transmission of the virus through a community, and effective hand hygiene has been shown to be one of the main ways of reducing the spread. The project's work with teachers and educators and with multiple groups and institutions in communities gives it an opportunity to transform the understanding of the ways the virus spreads including the importance of effective hand washing with soap. This will result in reduced COVID-19 spread, along with the usual benefits of improved hygiene. This should be complemented with improved hygiene resources in institutions and with support for individuals and groups to develop associated business opportunities including basic handwashing infrastructure and soap making.

Develop environmental criteria and environmental technical support for fund allocation: Allocation of funding for women's groups, CSOs and universities must consider the potential environmental impact of the proposed initiatives. Ensuring that initiatives do no environmental damage is essential as part of the project's risk management. Additionally, in the spirit of the PES, the funding criteria should incorporate criteria for how funding will enhance environmental opportunities and environmental sustainability. Many organisations may need support to do this effectively, but this offers an opportunity to build the environmental capacity of the organisations through technical support and at the planned regional human-centred design workshops with short listed partners.

Provide environmental training for country units and ensure a trained Environmental Focal Point is in place: Key project staff in each F4EE country should be trained in the PES and in the use of the EMF that has been developed as part of this report. Additionally, if not already in place, each project country should designate and train a suitably qualified Environmental Focal Point to take responsibility for implementing environmental mitigation measures in the EMF. A job description shall be developed for the EFP that clearly details the responsibilities and accountabilities of the role in ensuring the implementation of the EMF and coordination with project staff, AKDN Units and the AKFC EFP and Project Leads.

These training needs may be met through the deployment of a Canadian professional through the CADEX program. This may prove to be an effective means of ensuring that well-coordinated, consistent, and timely capacity development is delivered to all partners at the early stage necessary.

Identify opportunities for reducing the project's carbon footprint: The COVID-19 pandemic has resulted in considerable changes to organisations' operations. A major one is the response to travel restrictions that has necessitated almost all international interactions moving online. In the case of F4EE, much of the detailed planning of the project, including the development of the PIP has been virtual and the initial CADEX and IYF volunteer placements identified will all be virtual. The reduced level of air travel, along with associated reduction in in-country travel, printing, and other resource use will have the benefit of a significant reduction in the project's carbon footprint. A thorough analysis of lessons learned from undertaking fewer international management and monitoring trips and virtual placements should be undertaken with a view to extending this option beyond the COVID restrictions. Where flights are undertaken gold standard carbon offsets should be purchased.

Annexes

Annex A Terms of Reference and Deliverables

Strategic Environmental Assessment Consultant

I. Position:

Aga Khan Foundation Canada (AKFC) is seeking an experienced Environmental Expert for a short-term environmental consultancy to complete a Strategic Environmental Assessment (SEA) for Aga Khan Foundation Canada (AKFC) and its implementing partners under two new multi-sectoral, multi-country projects in select countries of Asia and Africa. The dates of this assignment are subject to final confirmation once the consultant has been selected.

II. Background and Context:

The *Aga Khan Development Network* is a group of private, non-denominational international development agencies with individual mandates that address the social, economic, and cultural dimensions of development – ranging from health and education to rural development, microfinance, disaster reduction, the promotion of private-sector enterprise, architecture, and the revitalization of historic built environments. Together, these efforts contribute towards building a vibrant civil society that addresses the needs of vulnerable populations.

Aga Khan Foundation Canada (AKFC) is an international development organization and registered charity. Committed to breaking the cycle of poverty, AKFC partners with communities, businesses, and governments across Africa and Asia to find innovative solutions to global challenges – undertaking these efforts in cooperation with the Government of Canada and Canadian institutions and individuals across the country.

The Foundation invests in institutions and systems that anchor progress over the long term, with a focus on health and nutrition, education, economic opportunity, agriculture and food security, and early childhood development. All of this work promotes gender equality, an active civil society, and environmental sustainability – using approaches based in evidence and research. In Canada, AKFC promotes discussion and learning on global issues, raises funds, taps into Canadian expertise, and builds partnerships with Canadian institutions.

AKFC is an agency of the worldwide Aga Khan Development Network, a group of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. Since 1980, AKFC has promoted inclusive development, helping millions of women and men unlock their own potential to build a better life.

III. Project Descriptions:

These multi-sectoral, multi-country projects will seek to improve equitable and sustainable development results through overseas programming in Asia and Africa, a robust learning agenda, and engaging with Canadians. Further details on the specifics of these projects will be made available at the outset of this assignment.

Foundations for Health and Empowerment (F4HE) will be active in five countries (Afghanistan, Pakistan, India, Tajikistan, Kyrgyz Republic) and will improve the health and well-being of women, girls, their families and their

communities. Taking a lifecycle approach, from early childhood through adolescence to adulthood, the project will strengthen the foundations for equitable development and empowerment. The project will work at the intersection of systems for health care, early childhood development, women's empowerment, and gender equality. F4HE includes the following sub-components:

1. *Foundations for Health (F4H)* in Afghanistan, Tajikistan, Pakistan and Kyrgyz Republic will improve maternal, newborn, child and adolescent health, sexual and reproductive health services, as well as address increases in non-communicable diseases by strengthening health systems that respond to the double burden of disease in project geographies. By focusing on a broad range of sexual and reproductive health and rights issues, as well as non-communicable diseases such as cervical and breast cancer, mental health and malnutrition, all with a focus on women and adolescent girls, the project will mitigate inter-generational cycles of poor health outcomes.

2. *Foundations for Children (F4C)* will give girls and boys ages 0-6 the developmental foundations needed to succeed in Afghanistan, Pakistan and Tajikistan. F4C aims to improve the social, cognitive and emotional well-being of children and lay the foundation for a generation of girls and boys who value and benefit from gender equality. This component will adopt the Nurturing Care for Early Childhood Development framework that focuses on helping children to thrive to transform health and human potential.

3. *Advancing Gender Equality through Civil Society (AGECS)* will cover Afghanistan, India, Pakistan, Tajikistan, and Kyrgyz Republic and will promote gender equality through targeted and transformative programming delivered by AKDN and local gender equality and women's organization partners. It will strengthen the capacity of civil society, including post-secondary institutions, to deliver this programming, become more gender responsive and share learning and best practices on how to advance gender equality.

Foundations for Education and Empowerment (F4EE) will be active in five countries (Kenya, Madagascar, Mozambique, Tanzania, and Uganda) and will improve education systems at the pre-primary and primary levels, in addition to strengthening women's empowerment, and gender equality. F4EE will strengthen the delivery of quality, gender-responsive, and inclusive pre-primary and primary education, and other social development services, and reduce gender and social barriers to the utilization and uptake of education and other sustainable development services. F4EE includes the following sub-components:

1. *Foundations for Learning (F4L)* will train and equip students, teachers, school leaders, families, communities and civil society organisations, and government leaders with the knowledge, skills, attitudes and values needed to promote more gender responsive and pluralist quality education systems in Kenya, Uganda, and Tanzania. F4L will work at the system level to address many of the challenges currently faced within East Africa's education systems in delivering quality, gender responsive education to all girls and boys.

2. *Advancing Gender Equality through Civil Society (AGECS)* will cover Kenya, Tanzania, Uganda, Mozambique and Madagascar. *AGECS* will promote gender equality by providing capacity strengthening for CSOs working on gender equality and women's empowerment, including targeted support to women's organisations. AGECS will improve the ability of CSOs to respond directly to the challenges facing women in civic spaces; and work with post-secondary institutions to support them with providing learning opportunities for both men and women, including by revising and developing gender responsive curricula and training educators to promote gender equality in their classrooms.

Advancing Canadian Champions for Development (ACCD) is a sub-component that will be delivered under both F4HE and F4EE. ACCD will engage Canadians to deepen their global citizenship, by learning about and taking part in global development efforts in Africa and Asia. Using digital and in-person communication channels, ACCD will reach Canadians across the country with stories of Canada's development efforts and impact, particularly those related to health, education, and gender equality. The program will also provide opportunities for Canadians to get involved in international development, including overseas fellowship and work opportunities for professionals at difference stages in their careers. In addition, ACCD will convene the Canadian development sector around evidence-based, gender-responsive development programming and innovations. AKFC will reach the Canadian public by working through education, media, volunteers, youth and professionals from Canada's corporate sector with a focus on emerging female leaders. Key activities include a bilingual travelling exhibit on gender equality, digital engagement, AKFC's flagship International Youth Fellowship Program, and learning and dialogue initiatives.

IV. Purpose:

The purpose of this consultancy is to systematically assess the potential environmental impacts of these broad projects through a comprehensive Strategic Environmental Assessment (SEA) that includes a review of overseas project components along with the public engagement component in Canada, in compliance with relevant laws and policies, such as the *Canadian Environmental Assessment Act* (CEAA) and AKFC's *Policy on Environmental Sustainability*. As an analytical tool, the SEA will provide AKFC and its partners with a more comprehensive and holistic understanding of the potential environmental effects (both positive and negative) of each sub-component and will help inform strategies for the effective management of cumulative environmental effects; improve project-level environmental impact assessments; and identify recommended and agreed-upon alternatives, strategies and priorities for the continued management and implementation of the project.[49] The final output will be development of SEAs for each project (F4HE and F4EE), including 10-page summary documents to be included in their Project Implementation Plans.

V. Approach:

The Consultant will, in consultation with AKFC, develop or adapt an existing framework in order to conduct the SEA. Examples of relevant frameworks include:

- The Regional Strategic Environmental Assessment in Canada framework, as developed for the Canadian Council of Ministers of the Environment (2009);
- Guidelines outlined in the *Health and Strategic Environmental Assessment* report of the World Health Organization consultation meeting report (2009);
- The CIDA SEA process, as outlined in the *Strategic Environmental Assessment of Policy, Plan and Project Proposals: CIDA Handbook* (2004); and
- The SEA process developed by the Organisation for Economic Co-operation and Development (OECD) in: *Applying Strategic Environmental Assessment: Good Practice Guidance for Development Co-operation* (2006).

The Consultant will be required to undertake an examination of each sub-component of the project, guided by the final report structure outlined in section VI of this Terms of Reference. Some of the questions that may be relevant include:

i. What is the current context in the geographic areas where the project will be implemented?

[49] CCME. 2009. *Regional Strategic Environmental Assessment in Canada: Principles and Guidance.* Canadian Council of Ministers of the Environment, Winnipeg, MB.

This involves identifying and evaluating existing environmental resources, relevant state and non-state institutions, current legislation, policies and projects. Key regional issues and relevant "valued ecosystem components"[50] must be recognized, along with the maximum level of change that these components can tolerate. Context analysis may also require the identification of stressors and trends, such as human or natural drivers of change. This information and analysis will serve as a baseline for the project, which will allow for monitoring throughout implementation.

ii. Do the objectives of the project meet the guidelines outlined under the AKFC Policy on Environmental Sustainability and Canadian government policies such as the Canadian Environmental Assessment Act and the CIDA Policy on Environmental Sustainability? If not, provide recommendations on how these objectives can be met.

The assessment must clearly demonstrate whether the proposed project activities for each sub-component meets the requirements set out in the policies noted above, while also ensuring compliance with the environment policies and regulations of the country where the activity will be implemented.

iii. What are the positive and negative environmental issues associated with the sub-component's project activities and how significant are they?

Once the positive and negative impacts of the project activities have been identified, the level of risk for these environmental effects must be assessed, taking into consideration compliance with local and international standards, the institutional and/or environmental capacity to address these effects, the likelihood that they will occur and what cumulative effects may occur (if any), and the level of local or broader public concern regarding the project's implementation.

iv. How can the positive effects be augmented and the negative effects diminished?

Once the relevant risks and benefits have been identified and assessed, it will be important to examine how these can then be addressed. Any recommendations for adjustments to the established programmatic approach must ensure that:

- The objectives of the project are being met;
- They are aligned to relevant AKFC and donor policies on environmental sustainability; and
- There are a minimal number of adverse environmental effects (both known and unknown).

v. How will the associated environmental impacts be measured and evaluated?

The Consultant will also be required to reflect on the utility of the AKFC Policy on Environmental Sustainability (PES) to allow AKFC and its implementing agencies to monitor the beneficial and adverse environmental impacts that will result once project implementation within each sub-component is underway. The Consultant may also recommend any changes to the AKFC PES that would further strengthen its utility as a tool for monitoring beneficial and adverse environmental impacts of AKFC projects.

Upon completion of the analysis, the Consultant will draft two documents for each project: a full SEA report (as per the table of contents outlined in Section VI) and an 8-10 page SEA summary report that summarizes the overall findings of the full analysis. Both documents will be submitted and presented to AKFC for feedback. For each of the sub-components, the reports must document the following:

- The processes and respective outcomes of all of the consultations that were undertaken to perform the

[50] Ibid.

SEA;

- The recommended modifications and accompanying justifications, with acknowledgement of the relevant trade-offs;
- An analysis of the institutional capacity of AKFC partners to implement the recommendations and how existing systems can be enhanced; and
- Measures to monitor and evaluate the environmental impacts associated with each component.

Upon receipt and incorporation of feedback into the drafts, final products will be submitted to AKFC.

VI. Timeline and Deliverables (subject to final confirmation once the consultant has been selected):

Task	Target date	Contractor's Time Requirement
Desk review of the AKFC PES, project materials and partner organizational structure and current procedures and materials	12th October	Up to 2 days
Initial discussion with client (AKFC) by phone/Skype	15th October	Up to 0.5 days
Development/finalization of framework for conducting SEA *Deliverables: A proposed work plan and draft table of contents*	21st October	Up to 2 days
Undertake SEA analysis for each of the sub-components: • Background reading • Research on national/regional policies, environmental contexts • Interviews with implementing partner staff • Analysis • Write-up of analysis and recommendations	1st December	Up to 28 days
Debriefing with AKFC; presentation and discussion of draft findings *Deliverable: Draft SEA reports and draft Summary Reports*	8th December	Up to 2.5 days
Finalization of reports *Deliverables: Final SEA reports and Final Summary Reports*	15th December	Up to 5 days
Total		**Up to 40 days**

All reports are to be submitted in English. The above mentioned deliverables should contain the following sections, to be agreed upon by AKFC and the Consultant:

Work Plan

- Overview of Project

- Expectations of assignment
- Roles and Responsibilities
- Assessment Methodology
- Assessment Framework and Timeline
- Information Collection and Analysis
- Reporting
- Work Scheduling

Final SEA Report Structure (maximum 30 pages)

Title Page

1. Executive Summary (maximum four pages):
2. Introduction
3. Background
    a. Project goals and objectives (including relationship with other relevant projects)
    b. SEA objectives
    c. SEA methodology
    d. SEA consultation process
4. Baseline *(by project component)*
    a. Relevant aspects of current state of environment in region(s) where project will be implemented (including existing environmental problems, stressors, trends)
    b. Environmental characteristics of areas likely to be significantly affected by the project
    c. Environmental protection objectives established at international or national levels relevant to areas of environmental importance
5. Strategic Environmental Analysis *(by project sub-component)*
    a. Identification of the project's potential significant and cumulative effects on the environment (positive and negative), including on issues such as biodiversity, population, human health, fauna, flora, soil, water, air, climactic factors, and the interrelationship between the above factors
    b. Measures envisaged to prevent, reduce, and as fully as possible, offset any significant adverse and cumulative environmental effects – and to enhance any potential environmental benefits – of implementing the project
    c. Identification of monitoring needs and management actions
    d. Linkages with gender equality and governance
6. Conclusions
7. Recommendations
8. Follow-up, Monitoring and Reporting Framework

Annexes to the final report

- Terms of Reference for the review
- Timetable
- List of individuals interviewed and of stakeholder groups and/or communities consulted
- List of supporting documentation reviewed
- Research instruments: questionnaire, interview guide(s), etc. as appropriate
- Specific monitoring data, as appropriate
- Short biography of the consultant

Final Summary Report Structure (maximum of 8-10 pages)

- To follow similar structure as Final SEA Report

VII. Reporting:

On technical and contract-related matters, the Consultant will report to the AKFC Environmental Focal Point.

VIII. Qualifications & Proposal Process:

Applicants must demonstrate how they meet the following requirements:

The consultant(s) should be a senior professional with an advanced degree in a relevant field and a minimum of 10 years' experience. The candidate(s) should bring to the position:

- Experience in developing and providing recommendations on Strategic Environmental Assessments (SEAs) for multi-sectoral international development projects, including health and education programming;
- Knowledge and experience of international best practices in SEAs;
- Knowledge and experience of GAC requirements for SEAs; and
- Outstanding written and interpersonal communications skills in English.
- Experience in/ understanding of development context in Central Asia and East Africa would be an asset.

IX. How to Apply:

Consultants meeting the above criteria are invited to submit a proposal by e-mail to the AKFC Environmental Focal Point at: **alnasir@akfc.ca** no later than 5 pm Ottawa time on 28th September 2020.

Proposals should include the following:

- CV of the consultant(s), outlining previous environment and SEA experience and accomplishments;
- A cover letter, outlining the proposed approach, proposed schedule, and the consultant's proposed daily rate with justification; and
- Two examples of SEA or other environmental assessment reports recently completed. If possible, at least one of the reports should be relevant to the sectors/geographies of this assignment.

Each technical proposal will be evaluated based on evidence of the following items:

Technical Proposal *(50 points)*

- Clarity of proposal and compliance with Terms of Reference;
- Appropriateness of time frame;
- Understanding of the assignment's questions and objectives; and
- Soundness of approach proposed.

Consultant's Demonstrated Capacity (*50 points)*

- Experience of conducting assessments in the relevant sectors and/or geographies;
- Quality and suitability of the consultant to manage the project; and
- Consultant's qualifications.

Please note that applications from individuals or teams are eligible for this assignment, providing that the number of days does not exceed the total detailed in section VI.

AKFC is committed to advancing gender equality and inclusion through our programming and operations in Canada and overseas. AKFC requires all consultants to review and abide by the AKFC Gender Equality Policy.

AKFC recognizes the importance of safeguarding and is committed to ensuring it manages a wide range of risks such that beneficiaries, staff, other associates, and the organization as a whole are kept safe from harm.

Annex B SEA Workplan

Activity as per ToR	Activity/information required	Schedule	Days
Discussions with AKFC in Ottawa (remote) 1/ Initial meeting to clarify expectations and receive feedback on proposed methodology and to access necessary project materials, country office/partner information, contacts etc. 2/ Follow up meeting to allow questions and clarifications on project materials	• Introductions to Project leads. • Establish approximate schedule for receiving information on specific activities and holding discussions with Leads • **Information Required:** Background information from Leads on project components.	13th and 16th October 2020	0.5
Desk review of the AKFC PES, project materials, partner organizational information and other relevant procedures and materials		13th to 15th October 2020	2
Development/finalization of framework for conducting SEA, to be refined as necessary following feedback from EFP Deliverables: A proposed work plan and draft table of contents. ***Deliverables: A proposed work plan and draft table of contents***	• Develop a concise framework for information to be completed by country partners regarding environmental capacity, project experience any specific information they have gathered on policies, regulations etc pertinent to their proposed activities. • Submit a framework for the project reports, based on previous SEA reports, but modified to suit the broader geographic and sectoral scope of these projects.	20th October 2020	1
Undertake SEA analysis of the sub-components and of relevant country activities: • Background reading and research • Research on national/regional policies and environmental and gender contexts • Remote interviews with implementing partner staff and AKFC staff as appropriate ****First payment (50% of total consultant fee) to be issued on AKFC's acceptance of first invoice and all supporting documentation***	• Develop section on policies, regulation, environmental context, country partner capacity etc. for one country and submit for comments. • Developing the additional nine sections. By October 30th • **Information Required:** Completed forms from Country Partners on their environmental capacity, project experience any specific information they have gathered on policies, regulations etc pertinent to their proposed activities.	20th October to 14th December 2020	15.5
Continue SEA analysis of the sub-components and of relevant country activities: • Analysis of results • Develop an environmental management plan based on specific activities that may have an environmental impact • Write-up of analysis and recommendations	• Receive detailed activity descriptions from Project leads, followed by meetings with each lead for clarification and additional information gathering, particularly regarding potential significant environmental considerations such as construction, hazardous materials use, WASH, waste disposal etc. • Provisional scheduling of Lead	November 2020 – January 2021 By January 15th 2021	11.5

	meetings: • AGECS: 1st week November • F4L: 9-11 November • ACCD: 3rd Week November • F4H: Late November • **Information Required:** Detailed activity descriptions		
Debriefing with AKFC; presentation of draft findings **Deliverable: draft SEA report and draft Summary Report**		By January 30th 2021	5
Finalization of report **Deliverables: Final SEA reports and Final Summary Reports** ***Final payment (50% of total consultant fee) to be issued on AKFC's acceptance of second invoice and all supporting documentation***		By February 8th 2021	2.5
			38 total

Annex C List of Individuals Consulted

Al-Nasir Hamir	AKFC
Fawad Akbari	AKFC
Tracey Evans	AKFC
Conrad Koczorowski	AKFC
Aqeela Datoo	AKFC
Ezmina Nazarali	AKFC
Paul Galipeau	AKFC
Rupert Corbishley	AKF, Kenya
Amina Hamisi Mwitu	MECP, Kenya
Dr. Maina WaGĩokõ	AKA, Kenya
Christiane Randrianarisoa	AKF, Madagascar
Elsa Semo	AKF, Mozambique
Khamis Said	MECP, Tanzania
Willington Ssekadde	AKF, Uganda
Shafique Ssekalala	MECP, Uganda
Dr Abdalla Mohammed	AKU, East Africa

Annex D List of Supporting documentation reviewed

The following table lists the Project-related and AKDN organisational information reviewed for this assignment. All external documentation used is referenced throughout the report in footnotes.

AKFC's Policy on Environmental Sustainability, 2015
F4EE Grant agreement
UNLOCK: Foundations for Learning, Executive Summary
UNLOCK: Foundations for Learning, Project Concept, 2018
AKF F4L Activity Matrix
AKAM F4L Activity Matrix
MECP F4L Activity Matrix
F4L Logic Model
AGECS PIP master sheet
AGECS funding expression of Interest draft
AGECS Orientation presentation
Examples of ToRs for CADEX Placements
CPD Summary description document
Together Exhibit – Final Report
Advancing Sexual Reproductive Health for Women and Girls in Cabo Delgado (SPARC), Mozambique, SEA, 2019
Improving Access to Maternal and Newborn Health in Mwanza, Tanzania (IMPACT) – SEA 2017

Annex E Questionnaire Template for Country Partner Units

Name of Country Office:

Name and contact details of focal point/lead for this project (a person with whom I can communicate directly if necessary):

Name: **Position:** **Email:**

F4HE/F4EE Project components in which you are involved:

Questions:

1	In what year was the country partner office established?
2	How many professional staff are employed?
3	Please list and give brief (1-2 sentence) description of recent/current projects you are implementing that with similar themes to this one.
4	Did you use an environmental management plan and/or conduct environmental assessments in any of these above projects? If so, please give details.
5	Have any staff members been trained in the AKFC Policy for Environmental Sustainability (PES) and/or received any other environmental training?
6	Do you have a staff member specialising in environmental issues or associated issues such as WASH? If so please give details of this person's background and experience

Annex F AKFC Environmental Integration Screening Tool – Category Descriptions

Tool #1. ENVIRONMENTAL INTEGRATION SCREENING TOOL – CATEGORY DESCRIPTIONS and EXAMPLES

Category A - High Environmental Risk

Definition: Initiatives involving components and activities with *potentially high environmental risk.*

Category A initiatives require in-depth environmental assessment, including Strategic Environmental Assessment (SEA) at the program/project level, and site-specific Environmental Assessment (EA) or Class Environmental Assessment (Class EA) for specific project components and activities.

Examples of Category A initiatives include, but are not limited to:

Construction, abandonment, or decommissioning of large-scale infrastructure, including:

- Buildings, such as hospitals, schools, training facilities, housing and community or administration buildings
- Water, sanitation and irrigation projects involving permanent physical works
- Roads, bridges and hydro-electric dams, including mini-hydels
- Barns, animal pens or other permanent physical works
- Rehabilitation of infrastructure after a natural disaster or other major damage

Notes on infrastructure:

- An EA is not required for emergency response activities, which are in Category D.
- An EA is not required for routine repair and maintenance of infrastructure, as long as the original design, location and use is not causing negative environmental effects.

Large-scale water resources management, including: watershed and/or river basin management; water supply and/or management systems (e.g. reservoirs, irrigation, dams, drainage, flood control); wastewater treatment plants; sewage systems

Large-scale land use changes (e.g., non-food crops, deforestation, clearing of vegetation, land use planning)

Large-scale food production (e.g., agriculture, ranching, animal husbandry, agro-industries, food processing, fisheries, aqua- or mariculture)

Large-scale industrial, manufacturing or waste management systems (e.g. domestic, biomedical, electronic, industrial systems)

Medium or large-scale energy production, supply or transmission (e.g. wind or solar farm, dams, power plant, bioenergy)

Extractive sector activities (e.g., mining, oil, gas, quarries)

Medium or large-scale procurement, use, storage, or disposal of hazardous or toxic substances (e.g., pesticides, fertilizers, petrochemicals)

Medium or large-scale population relocation or resettlement

Any activities that could have negative effects on environmentally sensitive or protected areas, including:

- Areas containing vulnerable natural features (e.g., coral reefs, mangrove forests, tropical forests)
- Ecosystems containing plant or animal species at risk, or critical biodiversity or habitat
- National parks, areas protected by law or regulation (international, national or municipal laws, regulations or conventions

Category B—Low or Moderate Environmental Risk or Opportunity

Definition: Initiatives involving sectors and activities with *potentially low or moderate environmental risk or opportunity*.

Category B initiatives require an environmental assessment, using the AKFC EA Form (Annex A, Tool #3), which can be completed by the NPO. Some components or activities with more significant potential impacts may require a more detailed Environmental Assessment Report or a Class EA Report, prepared with external expertise. The decision on which type of EA is required, and its scope, length and level of detail, depends on the significance of the possible environmental risks, impacts and opportunities.[51] (See further guidance under each tool.)

Examples of Category B initiatives include, but are not limited to:

- Construction, repurposing, operation, expansion, abandonment, or decommissioning of small or medium-scale infrastructure (e.g., small- or medium-scale buildings, such as clinics, schools, houses, storage facilities)
- Small- or medium-scale water resources management activities (e.g., wells, latrines, irrigation/drainage activities)
- Small- or medium-scale changes in land use
- Small- or medium-scale food production (e.g. agriculture, horticulture, fruit production, animal husbandry, agro-industries, food processing, fisheries, aqua- or mariculture)
- Small- or medium-scale forestry (e.g. agro-forestry, community forestry, reforestation, nurseries and seed production))
- Small-scale energy production and conservation projects: e.g., heating and cooking, alternative energy, conservation projects
- Small- or medium-scale waste management (e.g. domestic, biomedical, electronic)
- Small-scale procurement, use, storage, or disposal of hazardous or toxic substances (e.g. pesticides, fertilizers, petrochemicals)
- Economic development (e.g., micro, small or medium enterprise development; microfinance; trade; investment):
  - Fishing, shellfish, sea product harvesting, aquaculture
  - Food & beverage processing or marketing (e.g., food smoking and canning, brewing)
  - Small-scale mining, smelting, stone grinding, brassware production
  - Small-scale foundries, metal mechanics and finishing, welding, electroplating, plumbing, car repair and car parts recycling
  - Recycling: collection, reuse, reprocessing and remanufacture, e.g., computers/ electronics, batteries, paper, wire/metals, plastic & glass
  - Tourism and ecotourism
  - Textile manufacturing and finishing, leather tanning
  - Handicrafts, home-based enterprises and piece-work (e.g., textile production, basket-weaving, candle-making, glass-making and ceramics)
  - Production and packaging of chemicals, pesticides and soaps
  - Charcoal brick production and sales
  - Wood processing, such as furniture construction
  - Paint, printing and sign-making shops
  - Production of products from plants and animals, e.g., seashells, turtles, coral reefs, tusks, antlers, bark, plants, seeds, coconuts (especially if rare or threatened species)
- Small-scale population relocation or resettlement
- Humanitarian assistance *after* initial emergency period (e.g. in response to a protracted humanitarian crisis, reconstruction and rehabilitation during the recovery phase, disaster prevention and preparedness)
- Capacity building, training, extension services related to environment, natural resources, or infrastructure (e.g., engineering, agriculture, forestry and small-scale enterprise training)
- Governance or human rights related to environment, natural resources, or infrastructure
- Health, e.g., new medical waste treatment systems or changes to current systems; immunization programs involving

[51] See Annex B, Box 7 on how to determine the "significance" of an impact.

medical waste
Education (unless in category C)
Public engagement or awareness-raising (unless in Category C)

Category C – Negligible Environmental Risk or Opportunity

Definition: Initiatives involving sectors and activities with *negligible environmental risk or opportunity and no physical works or physical activities related to physical works.* Category C applies only to initiatives that focus *solely* on the specific sectors or activities listed below, and that are not related to activities identified under Categories A or B including infrastructure, environment and natural resources.

Category C initiatives may proceed without further environmental assessment.

Examples of Category C initiatives include, but are not limited to:

Routine repair and maintenance of small-scale infrastructure, if it does not involve major rehabilitation or renovation, and as long as the original design, location and use is not causing negative environmental effects:
- school, medical clinic or other building
- road, bridge or other infrastructure
- irrigation, water and sanitation projects
- small scale hydro-electric dams, mini-hydels
- livestock/animal husbandry facilities such as barns, animal pens or any other permanent physical works

Governance and civil society strengthening (e.g., community mobilization, capacity-building, policy development, public sector reform, information management)
Human rights, gender equity and child protection programs
Public engagement and professional learning (e.g., public awareness and education activities, conferences, meetings, seminars, temporary exhibitions)
Human resource development, including AKFC Internship Programs[52]
Technical assistance programs, including Canadian Exchange program or CADEX
Medical professional training, health management information systems, pharmaceutical policy development and management
Immunization programs
Reproductive health, child survival, nutrition education, community health and family planning programs
HIV/AIDS prevention and treatment programs
Agricultural extension, training, technical advice or other capacity building, unless related to environment and natural resources
Educational systems strengthening, research and training
Early childhood education, literacy, teacher training programs
Business development activities, e.g., training, technical assistance and training for marketing, management, bookkeeping, basic employment skills (literacy, numeracy, financial literacy, business communication skills), unless related to infrastructure, environment and natural resources sectors

Category D – Emergency

Definition: Initiatives carried out in response to an emergency, according to CEAA 2012, where "carrying out the initiative without delay is in the interest of preventing damage to property or the environment or is in the interest of public health and safety."[53]

This applies to *short-term initiatives carried out during and in the immediate aftermath of a disaster*. Initiatives undertaken after the initial emergency period are not considered Category D and therefore do require environmental assessment – the

[52] International Development Management (IDM), International Microfinance and Micro enterprise (IMM), International Development Scholarship (IDS)
[53] The determination of "short-term" will depend on the situation, but generally refers to the period of time for any project component or activity which is carried out in response to a disaster, for example, from several months to a year or more.

latter include initiatives in response to a protracted humanitarian crisis, reconstruction and rehabilitation during the recovery phase, or disaster prevention and preparedness. Category D initiatives may proceed without further environmental assessment, although international best practices are recommended (e.g. Rapid Environmental Assessment, Sphere Minimum Standards for Humanitarian Response.)
Examples of Category D initiatives include, but are not limited, to humanitarian assistance in *immediate* response to: A rapid onset emergency such as a natural disaster, e.g., catastrophic earthquake, tsunami, hurricane, flooding An emergency conflict situation The sudden deterioration of a complex emergency

Annex G Short Biography of the Consultant

Simon Mead has a BSc and MA in Environmental Management and over twenty years' experience working in developing countries in the environment and water, sanitation, and hygiene (WASH) sectors. His experience includes designing, managing, and evaluating projects and developing environmental assessments and environmental management plans.

For the past five years he has worked as an independent consultant in the environment and water resources sector, assisting non-profits and international development agencies in activities including project/proposal development, environmental management planning and assessments, project monitoring and evaluation and organizational strategic reviews. Simon has completed strategic environmental assessments on a number of AKFC projects including most recently the SPARC project in Mozambique and IMPACT in Tanzania.