(First DRAFT)

Environmental and Social Management Framework (ESMF)

ENHANCED VOCATIONAL EDUCATION AND TRAINING PROJECT (EVENT II)

Government of Nepal
Ministry of Education
Enhanced Vocational Education and Training Project
Kathmandu, Nepal

June 2017

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Annexes:

Abbreviations

AWPB	: Annual Work Plan and Budget
BPfA	:Beijing Platform for Action
CEDAW	: Convention on the Elimination of All Forms of Discrimination against Women
CTVET	: Council for Technical Education and Vocational Training
DCC	:District Coordination Committee
DDC	:District Development Committee
DEO	: District Education Office
DOL	: Department of Labor
EFA	: Education for All
EIA	: Environmental Impact Assessment
EPA	: Environmental Protection Act
EPR	: Environmental Protection Rules
ESMF	: Environmental and Social Management Framework
EVENT	: Enhanced Vocational Education and Training
GESI	: Gender Equality and Social Inclusion
GoN	: Government of Nepal
HDI	: Human Development Index
IEE	: Initial Environmental Examination
ILO	: International Labor Organization
IPDP	: Indigenous Peoples Development Plan
MDGs	: Millennium Development Goals
MIS	: Management Information System
MOE	: Ministry of Education
MOI	: Ministry of Industry
MOLT	: Ministry of Labor and Transport
NEFEN	: Nepal Federation of Nationalities
NFDIN	: National Foundation for the development of Indigenous Nationalities
NSTB	: National Skill Testing Board
PCC	: Project Coordination Committee
PIC	: Project Implementing Committee
PS	: Project Secretariats
RM	: Rural Municipality
RMA	:Rapid Market Survey
TVET	: Technical and Vocational Education and Trainings
TSLC	: Technical School Leaving Certificates
VCDF	: Vulnerability Capacity Development Framework
VDC	: Village Development Committee
WB	:World Bank

1. INTRODUCTION

1.1 The Project

Technical and Vocational Education and Training (TVET) has long been considered as a crucial subsector to address the countries development need through generation of skilled and trained manpower and to enhance employment opportunities in the competitive markets within the country and abroad both in short and long term. By now it is well recognized that the workforce skills need to be improved to help increase the productivity level to be able to harness the nation's human resources. The Government of Nepal (GoN) together with the development partnersis investing resources to ensure and improve the skill level of the country's human resources.

In this regard, the GoN implemented the Enhanced Vocational Education and Training (EVENT) Project (2011-2017). The project was supported by World Bank (WB) and implemented by the Ministry of Education (MoE) in partnership with local Technical Education and Vocational Training (TVET) providers. The project was successfully implemented and achieved the intended objectives and goals. Based on the achievement of EVENT Project, the GoN expressed its interest in receiving further support from the WB in the TVET sector. Citing the achievement, the WB agreed to help with a new project, EVENT II. EVENT II is a 5 yearproject and plans to utilize the institutional set up of EVENT and involves the following two overall objectives:

- Higher Level Objective and
- Project Development Objective

1.2 Higher Level Objectives

EVENT II is designed to focus on performance and accountability of the TVET system through a shift in focus to outcomes, particularly quality training, access to the world of education and employment outcomes. The project is consistent with the Nepal's current Fourteenth Development Plan that includes specific national educational level development vision to prepare competitive, entrepreneurial and innovative human resources to enhance socio-economic situation through access to quality education and skill development opportunities. Also, the project will contribute to the agendas of inclusiveness as it especially focuses on the under-served regions with special focus on the disadvantaged communities and youths.

1.3 Project Development Objectives

EVENT II aims to improve equitable access to market relevant training programs and strengthened Technical and Vocational Education and Training (TVET) sector service delivery in Nepal.

1.4 Project Components Activating World Bank Policies

The project comprises following four components with additional sub-components to support the main components.

Component 1: Results Area 1: Strengthening Service Delivery in Technical Education
Sub-Results Area 1.1: Quality Improvement Grants for Technical Education
Sub-Results Area 1.2: Improving Management and Instructor Quality
Sub-Results Area 1.3: Modernizing Technical Education Curricula

Component 1: Results Area 2: Widening access to TVET programs
Sub-Results Area 2.1: Demand side support for TSLC/Diploma programs
Sub-Results Area 2.2: Performance based Funding of Short-term Vocational Training
Sub-Results Area 2.3: Skill Testing of Prior Skills

Component 1: Results Area 3:Pilots in Enabling Youth Transition to Work
Sub-Results Area 3.1: Apprenticeship Programs
Sub-Results Area 3.2: Placement Services

Component 2: Project management, monitoring and Evaluation
Sub-Component 2.1: Project Management, Monitoring and Evaluation
Sub-Component 2.2: Sector-wide initiatives

EVENT II project emphasizes on quality service and delivery mechanism in the field of TVET by adopting above mentioned components and sub-components. The project includesquality improvement grants and performance based funding, which are similar to the components of EVENT. Component 1: Results Area 1 of the project is primarily focused on quality and relevance of training in TSLC/Diploma programs through strengthening service dimensions of technical schools. Component 1: Results Area 2 aims to widen the access to formal long and short-term TVET programs incorporating/examining the previous skills and knowledge of the youth. The project will provide youth with mechanisms to transition into workthrough job placement support of Component 1: Results Area 3. The project management, monitoring and evaluation the second component of the project deals with sector wide initiatives to improve coordination, governance and outreach. The objectives of these components are to improve the quality of services through modernizing and widening access of youth by modernizing the TSLC/Diploma curricula.

The best practices and implementation modalities of EVENT project demonstrated that the project by no means caused any significant adverse environmental or social impact. As in EVENT project, EVENT II also involves TVET related activities utilizing the best practices (e. g. field monitoring, observation, etc.) and lesson learned from EVENT project (e. g. MIS, compliance monitoring, etc.). Further, EVENT II is more focused on service delivery and quality TVET and planning to reach the disadvantaged youth communities utilizing the institutional set up of EVENT. Establishment of quality and efficient service delivery mechanism for quality technical education/trainings is one of the prime objectives of the project that improves the management skill and availability of instructors at specific areas and communities. It also aims to widen access to TVET by performing demand side support, performance based funding and skill testing of prior skills through additional skill testing facilities and to improve management and instructors' skills of the institutions engaged in the field of TVET. The Component 2 is for the overall management, monitoring and evaluation of the project.

The project document demonstrated that there will be no or minimal construction activities, rather focused on quality and efficient services delivery mechanisms. Implementation of the

project components and sub-components are location specific where the project is not designed for additional infrastructures and construction of new civil structures that require screening of environmental and social impacts. The provision of additional and new skill testing services and instructors training may require improvement in the existing facilities and services of the institutions engaged in TVET. However, such institution and location is yet to be known to perform screening of environmental and social impacts. The environmental and social impact of the project component at this stage can be categorized as low and insignificant. In addition, it is difficult to practice impact screening process at the early stage of the project where the project location more specifically the training venues and the communities are not yet identified. Also, the project is expected to be implemented within small spans of area and small volume of works of various types. It is expected that the environmental and social impacts will be negligible in terms of volume, duration and extent. Nevertheless, during the implementation of the project, if adverse effects to the environment are observed, then mitigation measures along with the necessary plan shall be prepared as part of the annual planning process.

1.5   Anticipated project impacts

As stated above the project (EVENT II)is not designed for any new construction and upgrading of civil structures which mean that there is no threat of adverse environmental and social impacts. In addition, the project does not require additional land area and thus there is no provision or requirement of any involuntary land acquisition or force eviction. Project Component 1, however aims to support the beneficiaries based on quality services and performance and provision of management and instructors' trainings indicates that the possibility of facility upgrading of TVET providers in the extended and new areas within the VCDF framework. Facility upgrading activities such as maintenance, electrical and mechanical workshops, science laboratories, etc.have to be evaluated in terms of volume, extent and duration during the planning stages of the project. The activities mostly consist of small volume and short span of time and are limited within the training venues. They do not impose significant adverse environmental or social impacts. Ifadverse environmental impacts and issues are anticipated or arise while implementing the project components/activities, they have to be addressed suitably and plan should be made to address the issues and provide mitigation measures. In addition, the sub-component 2.3 for the skill testing of prior skills may require establishment of additional skill testing laboratories/centers in the new locations for which the necessary activities for setting up skill testing laboratories have to be identified and theirpotential impacts should be evaluated and mitigation measures should be designed to address the issues.

1.6   Objectives of Environmental and Social Management Framework (ESMF)

The objective of ESMF is to provide a policy framework, guideline and planning procedures to: i) address environmental and social impacts associated with the implementation of this project; and ii) ensure that the vulnerable communities receive culturally appropriate benefits. Specific objectives of this framework are as follows:

- Establish a policy framework to guide future planning activities to mitigate adverse social and environmental impacts;
- Outline the process for identifying and planning measures to address potential adverse social and environmental impacts

- Provide guidelines for preparing the environmental and social mitigation plans to address the adverse impacts;
- Design a Vulnerable Community Development Framework (VCDF) to enhance and maximize project benefits to vulnerable communities;
- Outline a process for public consultation and participation through the design and implementation of the project activities;
- Describe the implementation and institutional arrangements for managing environmental and social impacts, mitigation measures, and the VCDF.

1.6   Outline of ESMF Framework

This framework consists of seven chapters. The first chapter presents project overview, purpose and objectives of the ESMF. The second chapter contains an overview of applicable environmental and social policies, acts and guidelines of the GoN, and the World Bank's operational policies. Chapter three presents an account of potential environmental and social impacts and mitigation measures. The fourth chapter deals with the Vulnerable Community Development Framework and plan preparation under each project component. Chapter V describes the consultation, participation and grievance mechanisms whereas the Institutional Arrangement is discussed in Chapter VI. Chapter VII briefly discussed about the monitoring and reporting mechanisms of the project. In addition, there are three annexes supporting the framework.

2. ENVIRONEMNTAL AND SOCIAL POLICES, REGULATIONS AND GUIDELINES

The Government of Nepal (GoN) has issued, formulated and reformed several national policies, Acts, regulations and guidelines that are adapted and used while designing and implementing development projects. This chapter presents briefly presents the relevant policies and regulatory frameworks to address the environmental and social issues pertaining to the planning and implementation of the project components and sub-components under the proposed EVENT II Project.

2.1 Environmental Regulations, Guidelines and Policies

Constitution of Nepal, 2072. Section 3, Article 18 provides equality and no discrimination based on the origin, sex, casts, tribe, physical conditions, geographical region, etc. In the same section in Article 30 proclaims that, "Every citizen of Nepal has right to live in a clean and healthy environment". Further in Articles 31 and 33 respectively describe the citizens right to education and employment. The Article 40 of Section 3 declares the right of the Dalits and proclaims the right to the social justices.

The Environmental Protection Act (1997) (EPA), and Environmental Protection Rules (1997)(EPR). According to the EPA and following amendments, all development projects, including upgrading of existing facilities and construction of activities, should first be screened using certain criteria such as project type, size, location and cost, stipulated in the Environmental Protection Regulation (EPR) to determine the level of environmental assessment required (Initial Environmental Examination (IEE) or Environmental Impact Assessment (EIA) or none).[1] EVENT II is expected to have much less or no construction activities in comparison to EVENT project, and thus is not expected to cause significant environmental damage. However, there might be a possibility of upgrading the training and educational facilities by adding some equipment (training and educational materials). This is however small in amount of work and cost involving and hence is exempted from formal environmental assessment beyond environmental screening.

Forest Act (1993), Forest Regulations (1995). The use of forest land is subject to the Forest Act and Regulations. Education and training related projects need to comply with the provisions of forest law if infrastructure and civil work related activities are located in forest areas, or resources from the forests are used. In the case of EVENT II, the project does not seek any construction activities or the construction activities are relatively small in volume and confined within the existing complex of training centers or schools. Therefore, the Forest Act and Forest Regulations will not apply to the project.

The Labor Act, (1991). The Labor Act regulates working environment and also contains provisions regarding occupational health and safety. Management is required to make arrangements to remove waste accumulated during production or training processes and prevent accumulation of dust, fume, vapor, and other impure materials which would adversely affect the

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[1]IEE is required for small or simple activities (Schedule I), while EIA is required for larger or complicated activities with potential for larger environmental impacts (Schedule II). Activities not-included in EPR Schedule I and Schedule II are not subjected to environmental investigation beyond screening.

health of the workers and trainees. Similarly, it is also required to provide protective clothing and devices to workers/trainees handling chemical substances and other hazardous and explosive substances. Since upgrading of training facilities, use of electro-mechanical equipment for the training/demonstration and other minor works are envisaged in the EVENT II project, the aforementioned provisions in the Labor Act will have to be followed.

Standards. The current environmental law empowers the government to issue standards for the promotion of environmental management in Nepal. The two types of environmental standards relevant to the EVENT II Project are: (i) Drinking Water Quality Standards (Annex IIIa); and (ii) Ambient Air Quality Standards (Annex IIIb). These standards issued can either be voluntary or legally binding.

Environmental Guidelines. The guidelines that are relevant to the activities proposed under EVENT II include the National Environmental Impact Assessment Guidelines 1993 and following amendments the Environmental Guidelines for Higher Education in Nepal (EGHEIN).[2] The former provides guidance to the project proponents on integrating environmental management and mitigation measures, as well as process to be followed for IEE and EIA. The latter, EGHEIN, describes typical environmental issues relevant to higher education facilities and recommends specific measures to address them.

Public Work Directives, (2002). The directives provide general guidance pertaining to public works including construction of buildings. These include procedures and requirements related to: environmental assessment; social assessment; earthquake-related considerations in infrastructure projects; occupational health and safety; environmental management in civil/construction works; and specific sectoral procedures to be followed.

Government Policies Regarding Extraction of Construction Materials: Previously the Local Self Governance Regulation, 1999 had given authority to the District Development Committees (DDC) and District Forest Officers (DFO) (if the area lies within the forest boundary) to award license for extraction of riverbed materials. However, under the new federal political system DDC is now District Coordination Committee (DCC) owned coordination role among the districts, and line agencies and development partners within the district. DCC is given coordinating role with concerned government authority within and outside the district. Accordingly, DCC will be helpful to get support and any approval or permission to get materials required for the project. Similarly, the Mines and Mineral Act, (1985), requires that the extractable quantity of materials should be estimated, before tendering. If the civil works envisaged under EVENT II requires obtaining construction materials from rivers and forest areas, these regulations and requirements will have to be fulfilled according to the prevailing government rules and regulations.

2.2   Legal Framework for Land and Property Acquisition

Constitution of Nepal, 2072: Section 3, Article 25 of the Constitution specifies that except for public benefits, the State cannot seize the property of individuals and cannot create any type of

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rights under such property. The State may acquire property from its owner by providing due compensation to the owner, as prescribed by law.

Land Acquisition Act, (1977) and Land Acquisition Regulations, (1970) and Land Acquisition Guidelines: These laws specify the procedures for land acquisition and compensation for public purposes. In particular, Clause 3 of this Act states that any land that is required for public purposes shall be acquired by providing compensation. While additional land acquisition is not envisaged currently under the EVENT II project, these laws and guidelines will have to be followed if in case there is a felt-need during project implementation.

2.3   Relevant Government Policies Supporting Vulnerable Communities

In order to support vulnerable policies, the GoN has adopted several instruments and passed various laws. The main ones that would be especially relevant to the EVENT II project include the following:

The Constitution of Nepal, 2072 Section 3, Articles 40, 42, and 43 recognize that marginalized groups should be provided with positive discrimination and have specifically mentioned such groups: women, Dalits, Madhesis, and Indigenous Peoples (Adivasi/Janajatis), as well as disabled, peasants, and laborers. It has also introduced measures to improve social justice; institutionalized proportional inclusion of Madhesis, Dalits, Janajatis, and women, in all organs of the state; and provided for setting up necessary commissions like the National Dalit Commission and the National Women's Commission, and formed National Foundation for the development of Indigenous Nationalities (NFDIN) to safeguard the rights of the disadvantaged/indigenous groups and communities.

14th Development Plan 2073/74-2075/76: Sections 6 and 7 of the development plan include the following provisions for IPs and other disadvantaged groups: (i) creating an environment for social inclusion; (ii) participation of disadvantaged groups in policy and decision making; (iii) developing special programs for disadvantaged groups; (iv) positive discrimination or reservation in education, employment, etc.; (iv) protection of their culture, language and knowledge; (vi) proportional representation in development; and (vii) making the country's entire economic framework socially inclusive.

The 14th developmental plan also adopted the Gender Equality and Social Inclusion (GESI) framework in planning, programming, and monitoring and evaluation of development activities. The plan has been adopted by many ministries including the Ministry of Education.

Civil Service Act, (1993), amended in (2007): The amendment to the Civil Service Act has introduced 45 percent reservation policy for women, Dalits, Madhesis, Adivasis/Janajatis, persons with disabilities, and backward regions. The Act invokes to enforce this provision within MOE in coordination with the Ministry of General Administration and according to the provision expected in the new federal system.

TVET Skill Development Policy, 2064: One of the major objectives of this policy is to expand and improve the access of training programs to women, Dalits, ethnic groups, Madhesi and deprived communities of all areas. The policy also seeks to increase the participation of targeted

groups in income generation activities or professions and requires that such programs be conducted amongst all groups or levels of Nepali society.

The Education Act (Seventh Amendment, 2001) and Regulations (2002): These laws and regulations have emphasized representation of women in important committees and bodies of school management and education management as a whole, and arranged for scholarships for girls and students from Dalit and other underprivileged ethnic groups below the poverty line.

Foreign Employment Act, (2007): Article 9 of the Act specifies that the GoN may provide special facility to the women, Dalit, indigenous nationalities, oppressed, victims of natural calamities and people of remote areas who go for foreign employment. Further, it also specifies that in sending workers for foreign employment, any institution shall provide reservation to women, Dalit, indigenous nationalities, oppressed class, and people of remote areas.

Local Self Governance Act, (1999): In 1999, the Local Self-Governance Act was promulgated to give more power to local bodies, including the authority to promote, preserve and protect the language, religion, culture and welfare of indigenous groups. Further, in 2006, NFDIN played an important role in helping establish Adivasi/Janajati District Coordination Committees (DCCs) following a directive from the Ministry of Federal Affairs and Local Development (MoFALD). DCCs were intended to be a forum that would enable indigenous peoples at the district level to influence decisions over the local distribution of public resources.

International Instruments: In addition, through various international instruments, the GoN is also committed to supporting vulnerable communities especially through inclusive development and participation. To fulfill the commitments made under gender-related international agreements such as Convention on the Elimination of All Forms of Discrimination against Women(CEDAW), Beijing Platform for Action (BPfA), Millennium Development Goals (MDGs), and United Nations Security Council Resolution 1325, the GoN has launched a number of programs and policies in the economic and social sectors including: scholarship programs for girls' education in school and universities, provisions for a 25% rebate in registration fee on land transfer to woman, 10% rebate on income tax to the women professionals, expansion of micro-credit programs for poverty alleviation primarily targeted to women.

Additionally, other international conventions to which Nepal as a member state has committed to are:
i)   the (1990) Jomtien World Conference on Education for All (EFA);
ii)   the Dakar framework for Action;
iii)   the Millennium Development Goals, (2000);
iv)   the UN Declaration for the Rights of Indigenous Peoples, (2007);
v)   ILO Convention 169 on Indigenous and Tribal Peoples.

The ILO Convention 169, is a legally binding international instrument and the government is currently in the process of formulating a National Action Plan for the implementation of the Convention. Further, the substantive themes covered by Convention 169 and UNDRIP include

among others, indigenous peoples' right to self-determination, self-governance, autonomy, free, prior and informed consent and the right to land and natural resources, etc.

2.4 World Bank Environmental and Social Safeguard Policies

EVENT II Project incorporates the best practices and institutional set ups adopted in EVENT I. Further, EVENT II has given less stress in structural elements of civil construction minimizing the adverse environmental impacts considerably. Considering the activities of EVENT II, the environmental and social safeguard policies of WB applicable to the Project are as follows.

Environmental Assessment (EA) OP 4.01: Any World Bank project that is likely to have potential adverse environmental risks and impacts in its area of influence requires an EA indicating the potential risks, mitigation measures and environmental management framework or plan. The impacts covered include impacts on the natural environment (air, water and land); human health and safety; physical cultural resources; and transboundary and global environment concerns.

Indigenous Peoples Development Policy (OP 4.10). Key objectives of the Indigenous Peoples policy are to: (i) ensure that indigenous people affected by World Bank funded projects have a voice in project design and implementation; (ii) ensure that adverse impacts on indigenous peoples are avoided, minimized or mitigated; and (iii) ensure that benefits intended for indigenous peoples are culturally appropriate. The policy is triggered when there are indigenous peoples in the project area and there are likely potential adverse impacts on the intended beneficiaries of these groups. When this policy is triggered an Indigenous Peoples Development Plan or Framework is to be prepared to mitigate the potential adverse impacts or maximize the positive benefits of the project interventions.

3. POTENTIAL ENVIRONMENTAL IMPACTS AND MITIGATION APPROACH

The project deals with quality service delivery mechanism of TVET to the youth utilizing the best practices and learnings of EVENT project. The project has given less priority in the development of infrastructure and construction ofcivil structures. As a result, the expected adverse impacts are generally considered to be minimal both on the environmental and social fronts. However, in accordance with the GoN and World Bank policies, the project will comply with the following guidelines to ensure that it is environmentally sound and sustainable.

3.1 Environmental Steps for Project Development

The adverse environmental impacts were observed to be insignificant under infrastructure construction under EVENT I and all the construction complied with the environmental requirements. EVENT II does not prioritize construction and extension of individual training venues and civil structures. In general, according to scope of EVENT II, no formal environmental investigations, such as IEE and EIA are likely to be required as there is no provision for the construction and upgrading of individual training facilities.However, the project, as a precautionary measure, will adopt the following environmental steps in order to ensure that during implementation there won't be any adverse environmental consequences, and the project will fully comply with environmental requirements and good practices:

(i)   Environmental screening;
(ii)   Use of environmental guidelines and criteria for planning and design;
(iii)   Incorporation of environmental measures into plan, design and contract documents; and
(iv)   Monitoring of environmental compliance.

In addition, there will be no involuntary land acquisition or forced eviction in the new program. Some minor civil works (e. g. maintenance, improvement of laboratories: that has to be identified) that are anticipated under Sub-Results Areas 1.2, 2.2 and 2.3 will be limited within the existing premises of the recipient institutions.

3.1.1 Environmental Screening

Each proposal under EVENT II for upgrading of education and training facilities (e. g. use of electrical-mechanical equipment, maintenance, improvement of laboratories, etc.) shall subject to environmental screening[3]. The screening will:

(i) Check if the proposed works (i.e. upgrading the training facility and services) requires any further environmental investigation such as EIA or IEE prior to permitting upgrading activities,
(ii) To identify the key environmental and social issues
(iii)Review the plan at early stage to ensure that it adopts environmental guidelines, criteria and good practices; and
(iv) Provide environmental guidance for preparing simple EMP, and/or attach applicable environmental terms and conditions specific to the proposed upgrading activities.

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[3] Responsibility and stage of screening is explained in Chapter 6 institutional Arrangement

Annex I includes a checklist for environmental screening.

As mentioned earlier, the activities envisaged under the EVENT II Project are of low-risk type and unlikely to require full EIA or IEE. However, each sub project activity will be subjected to formal screening to meet the above mentioned purposes, and to guide preparation of simple EMP described below in subsequent Section (3.1.4). If in exceptional cases, an activity does fall within the above mentioned EIA or IEE categories (or higher risk category), an EIA or IEE will be carried out following the standard process/procedures, best practices, complying with all the related legal requirements.

3.1.2 Environmental Guidelines for sub project Planning and design Phase

Irrespective of the outcome of environmental screening, the EVENT II Project will adopt the following guidelines and criteria for planning, and operation/upgrading of training facilities/ physical infrastructure works within the training block.

Long-term plan for future development (Area Master Plan). Any proposed upgrading activities under EVENT II will be part of a longer term plan for developing larger area of the training facilities in the future. The long term physical plan, inter alia, should give considerations to: minimize /avoid risks and protection against flood, landslide, fire, air pollution, water-logging and include provision of user friendly facilities and plantation with greener premise to minimize potential adverse impact on surrounding environment; will be reflected in a broader area layout plan. Land acquisition will be ineligible criteria for sub project selectionunder EVENT II program. However, the project can still check the quality of the training blocks, their orientation, emergency exit, healthy environment, user friendly and adopted energy efficiency system, etc. accordingly suitable measures (e. g. plantation, solar energy, provision of ventilation, water supply and toilets, etc.)have to be implemented to adjust and reduce the potential adverse impacts. Good area planning also contributes to efficient energy consumption and visitors/residents comfort. Following are some the important points to be considered while implementing the project activities and plan to mitigate or reduce the adverse impacts:

i) *Location/sitting of the proposed infrastructure*. To ensure the safer educational/training center/facility following criteria will be used to verify location specific hazard-risks proposed under EVENT II.
   - Is the venue (educational/training) is located in safe distance away from landslides and flood risk zones, as well as spots with potential water-logging or drainage problem. Flood plains should be avoided.
   - Steepness of the slope where the educational/training venue is located and identifies possibility of slope failure. As a rule of thumb, slopes greater than 45 degrees are likely to failed during intense monsoonal rain,
   - Check the training block is earthquake resistance and provision of emergency exits.
   - Does the location is inside the forest boundaries? Or protected areas? Proper approval is necessary from the forest authority and without compensatory measures.
   - Training location should not involve using or adversely impacting cultural/heritage site(s).
   - The training venue should be under the registered land parcel (e.g. Ailani, Parti lands should be discouraged).

- Is the training venue located at safe distance from existing road that create sound pollution? near a noise source (road, bus-stops/parks should be avoided as far as possible).

ii) *Climatic Orientations.* During the implementation of EVENI II the training venue/buildings orientation will be verified according to the following guidelines for orientations of buildings, depending on the ecological/ climatic zone of Nepal, that allows to make necessary plan in case of any need.

- <u>Tarai region</u> - In general, the buildings should be oriented facing between West to North. In case, the building is not following the proper orientation (location and orientation specific), necessary precaution shall be adopted. This can be made at the early stage of the project implementation

- <u>Hill region</u> – The building surrounding should be verified and checked with the elevation and aspects of the location accordingly expert precaution shall be adopted if not maintained the climate orientation (e. g. protection measure by plantation or adopting modern tools and equipment for the safety and comfort of the trainees/workers).

- <u>Mountain region</u> – To make a use of solar energy/heat the building rooms shall be exposed to the sun direction. Therefore, building orientation should be between East and West. In case of the building is not following the guideline expert advices shall be adopted.

iii) *User friendly.* The training venue/block shall consider comfort of the users and needs of trainees, disabled, women, etc.

iv) *Standards.* However, the civil works are small scale in EVENT-II, it will comply with the following standards while planning and designing construction/upgradation of training facilities/buildings.

- Earthquake resistant design. Structural safety will be ensured by following the National Building Codes of Nepal, as well as other guidelines as suggested by the Public Works Directives (i.e., Earthquake Considerations in Infrastructure Sector).

- Ventilation and lights. Design of the building will ensure ventilation and lights standards defined in the National Building Codes and other applicable standards for the class rooms and other facilities. Design will give priority to make use of the natural systems and renewable energy sources.

- Water and sanitation. The training facility will have safe water supply system and sanitation facility as required by the National Standards. The plan and design of the buildings will include necessary sanitary waste water disposal system to the locality.

v) *Minimizing construction period disturbances.* Site specific and measures will be detailed during the design process of upgradation/construction works for avoiding or controlling nuisances such as dust, noise, labour camps, etc., arising from the construction or upgrading of the training centers and facilities. These, for example, could be related to stockpiling of construction materials, dust and noise generated during construction, pollution, etc. The provisions of Public Works Directives and noise standards will be the basis for this.

3.1.3 Incorporation of Mitigation Strategies into sub project Plan, Design and Contract

The training facility/ upgrading plan (if any) shall incorporate site specific environmental mitigation measures including above mentioned compliances. The tender instruction to contract

bidders shall explicitly implement the site specific issues and mitigation measures identified from Environmental and Social Screening according to the ESMP.

3.1.4 Simple Site Specific Environmental and Social Management Plan (ESMP)

In order to manage environmental and social issues/impacts that may arise during sub project upgrading activities, based on the issues identified/predicted in environmental and social screening (Annex -1) based   a simple site specific ESMP needs to be prepared in a simple matrix-table format listing out potential environmental and social issues and its' mitigation measures, cost estimate and responsibility with sketch map of the area. The simple ESMP shall be prepared by the training institution, reviewed and cleared by PS during clearance of the detailed plan of upgrading. The site specific ESMP will reflect the *Environmental Guidelines for Planning and Upgrading* (described above) as well as measures to mitigate potential adverse impacts due to the upgrading of the training facilities. The ESMP has to be prepared and submitted along with contractor bid documents along with cost estimates, specification, and contract/agreement clauses. Electro-mechanical hazards avoidance/mitigation, and accident/risk reduction strategies, etc. shall be the part of ESMP. (Annex II is a sample format for screening).

3.1.5 Monitoring Environmental Compliance

The upgrading training facilities plan shall be monitored to ensure that the environmental and social compliance monitoring (*Environmental Guidelines and Criteria*: such as related to building orientations, location/siting, ventilations & lights, water & sanitation, earthquake resistance etc. described above in Section 3.1) have been implemented while upgrading the training facility. For each upgrading activities, the PS shall hire experts to monitor implementation of environmental and social compliance. Each compliance monitoring/ report shall contain the findings and recommendations for each site and each facility separately. These will be checked during follow up supervision mission as well. Compliance monitoring report will be submitted to PS and copy will be shared to Bank.

The GoN shall also commission annual third party independent review of application of and compliance with environmental guidelines, criteria and ESMF in the upgrading of physical infrastructure/ equipment under the program. This will be done by reviewing the implementing/ supervising agencies reports (e.g. reports on plan and design checks, supervision reports, and progress reports) as well as visiting randomly selected samples of the training facilities upgraded under EVENT II. Final copy of report will be shared to the Bank.

3.2 Capacity Strengthening

Over the period, although the GoN has improved its capacity in terms of environmental management, monitoring and implementation of the plan and policy significantly, the lesson learned from EVENT project suggest that there are rooms for improvement. Therefore, environmental and training institution management capacity should be strengthened during EVENT II through the following measures:

- Making institutional arrangement with a full time designated staff at centers (either at MOE, or at DoE, or hiring private party), with clear mandate to coordinate, oversee and manage environmental issues at sectoral level. The management of environmental and social impacts at the sites will be done by the training institutions themselves. Orientations and training will be given to them. Project will hire technical assistance, if

required, for supporting training institutes in mainstreaming environmental considerations. Gradually, the GoN will require all training facility to have clear institutional approach for environmental considerations, mainstreaming and management.

- Enhancing environmental management related competency through Technical Assistance (as part of the EVENT II Project), undertaking special/focused studies as well as availing services from other agencies including from private sectors, as may be necessary.
- Organizing training and orientations at different levels, tailored to the needs of different stakeholders. These activities will be planned and undertaken each year, by the Project Secretariat in consultation with the implementing institutions.
- Ensuring annual budget allocations for environmental management activities.

4. VULNERABLE COMMUNITY DEVELOPMENT FRAMEWORK (VCDF)

4.1   Background

The EVENT project (2011-17) was designed to support the Government of Nepal (GoN) in expanding the supply of skilled and employable labor by expanding access to the market and by strengthening the TVET sector in the country. The project was focused to support vulnerable communities as described in VCDF in a sustainable manner to enhance the livelihood of the trainees from the low income group. The aim of the project was to benefit the poor, women, disadvantaged population residing in the far remote regions including Dalit, disadvantaged communities, poor Madhesis, and Muslims as described in the VCDF. In this regard, the project fully complied with the prevailing laws and policies of the GoN to address the issues on skills and employment opportunities to be delivered to the women, disadvantaged population, and backward regions. To ensure effective implementation of the project objectives and to address vulnerable groups, VCDF as a part of ESMF was prepared and various project components were designed in such a way that the project benefits all groups. EVENT II will build on the existing VCDF and best practices that were documented during the implementation of EVENT project.

4.2   Objectives of VCDF

VCDF has been prepared to ensure the project implemented with sufficient attention on the issues of access, equity, quality and sustainability of TVET for the vulnerable groups, and these groups are not affected adversely due to project interventions. The main rationale for the framework is to guarantee meaningful consultations with these communities/groups throughout the project preparation and implementation followed by facilitation of the implementation of the project subcomponents. Intervention of the project was designed to increase the participation of vulnerable communities/groups in vocational education and training, and to ensure that they are provided assistance in accordance with their own priorities. In addition, this VCDF also serves as a precautionary measure to address the potential adverse impacts on vulnerable communities during the implementation of the project, at various stages. Also, VCDF identifies strategies and interventions to ensure the project compliance with relevant laws and policies of the GoN, and the World Bank towards the indigenous people and concerns such as gender parity, inclusion and equity (Section 2.3 and 2.4).

4.3   Defining Vulnerable Communities

The social structure of Nepal is complex and heterogeneous which makes it challenging to define vulnerable communities. The 2011 census has identified 125 different social groups in the country that speak over 123 different languages. Amongst these, the vulnerable people and communities are generally recognized as Dalits, poor Madhesis, disadvantaged Janajatis, those living in remote isolated location who are generally poor to very poor, the landless and marginal farmers, bonded laborers, woman headed households, single women, and people with disabilities. Overall, these communities have no or very limited access to public resources, and have almost no participation in the national level planning and policy decisions on development initiatives. Resource wise, they comprise the weakest sections of the population, and are always at high risk of getting into the vicious cycle of poverty.

Statistics shows that the Dalits are the most deprived social groups in the country. Comprising some 13.6% of the total population, Dalits generally tend to lag behind other groups in every human development indicator, as well as in terms of representation in state mechanisms. Countrywide, about 4.5 million Dalits are estimated to live below the poverty line with the most vulnerable groups within the Dalit population including females, children, and Dalits from the Tarai. The 2011 census identified5 and 15different Dalit castes in the Hill and the Terai region respectively, while the National Dalit Commission (NDC) in 2002 prepared a schedule of 28 social groups (Table 1).

Table 1: Dalit Communities of Nepal

Hill Group	Newar Group	Tarai Group
Badi, Chunar, Damai, Gaine, Kadara, Kamai, Parki, Sarki, Sunar	Chyame, Kasai, Kuche, Kusule, Pode	Bantar, Chamar, Chidimar, Dhainr, Dom, Dusadh, Gothe, Halkhar, Jhangad, Khatawe, Lohar, Musahar, Paswan, Tatma

Source: NDC, 2002

In Nepal, the term indigenous people (Adivasi) and ethnic nationalities (Janajati) are used interchangeably as well as jointly as Adivasi/Janajati. The National Foundation for Improving the Living Standard of Adhibasi/Janajati has defined indigenous people as 'those ethnic groups or communities who have their own mother tongue and traditional customs, distinct cultural identity, distinct social structure and written or oral history of their own'. Following this definition, the National Foundation for Development of Indigenous Nationalities (NFDIN) Act, 2002, has recognized 59 different nationalities as indigenous people or Adivasi/Janajatis.[4] Further, the Nepal Federation of Nationalities (NEFIN) has classified Adivasi/Janajati groups into five different categories in terms of their demographic, economic and social characteristics: (i) endangered, (ii) highly marginalized, (iii) marginalized, (iv)disadvantaged, and (v) advantaged (Table 2). Amongst these, the first two categories represent some of the most vulnerable population groups in Nepal. The ethnic groups in the last category, on the other hand, lead the nation in terms of most socio-economic indicators.

Table 2: Indigenous Groups of Nepal according to NEFIN 2002

Category	Groups
Endangered (10 groups)	Kusunda (H), Bankariya (IT), Raute (IT), Surel (H), Hayu (H), Raji (IT), Kisan (T), Lepcha (H), Meche (T), Kuswadiya (T)
Highly Marginalized Groups (12 groups)	Majhi (IT), Siyar (M), Lhomi/Shinsaba (M), Thudam (M), Dhanuk (T), Chepang (H), Santhal (T), Jhagad (T), Thami (H), Bote (IT), Danuwar (IT), Baramu (H)
Marginalized Groups (20 groups)	Sunuwar (H), Tharu (T), Tamang (H), Bhujel (H), Kumal (H), Rajbanshi (T), Gangaai (T), Dhimal (T), Bhote (M), Darai (IT), Tajpuriya (T), Pahari (H), Topkegola (M), Dolpo (M), Fri (H), Mugal (M), Larke (M), Lohpa (M), Dura (H), Walung (M)

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[4]This definition, evidently, is very board and could potentially include other caste and ethnic groups in Nepal. Recently, many more ethnic groups have applied to be listed as Adivasi/Janajatis.

Category	Groups
Disadvantaged Groups (15 groups)	Chairotan (M), Tanbe (M), Tingaule Thakali (H), Baragaunle Thakali (M), Marphali Thakali (M), Gurung (H), Magar (H), Rai (H), Limbu (H), Sherpa (M), Yakkha (H), Chhantyal (H), Jirel (H), Byansi (M), Yolmo (H)
Advanced Groups (2 groups)	Newar (H), Thakali (M)

M: Mountain (17 groups); H: Hills (24 groups), IT: Inner Tarai (7 groups), T: Tarai (11 groups)
Source: NEFIN, 2002

In addition to the Dalits and indigenous groups, there are also substantial numbers of other groups that are not included in the indigenous group's category but identified by the Government of Nepal as marginalized groups, e.g., Madhesis, landless, ex-Kamaiyas, and those who are in backward regions.

The Madhesis who are concentrated in Nepal's southern belt constitute approximately 31 percent of the total population. Their historic grievances include: treatment as second class citizens, clear underrepresentation in both elected and administrative government (though this has changed significantly, at least amongst the upper caste Madhesis and Yadavs since 2007), and exclusion from the country's development activities. This is despite the fact that the Tarai region is strategically important both politically and economically—it is considered to be the center for agricultural and industrial production and the transit point for trade with India. Amongst the Madhesis, women, Muslims, Dalits and Tarai Janajatis are more disadvantaged than the Tarai Brahmin/Chhetris and Madhesi Middle Castes (e.g., Yadavs) who dominate the region's political and economic affairs.

Besides the caste and ethnic groups, small farmers, landless, ex-*Kamaiyas* and other types of bonded laborers (e.g., Kamlari, Haliya, Haruwa, Charuwa), women headed households, poorest of the poor (based on local wealth ranking), are equally classified as highly vulnerable groups due to their limited access to economic resources and livelihood. They are at permanent risk of facing severe poverty in Nepal and more likely to be adversely affected when projects involve land acquisition and civil works.

Finally, the districts of the mid-west and far-west regions are considered to be lagging regions that score very low on human development indicators primarily due to inaccessible and unproductive terrain, poor human and natural resources, and minimal efforts, until now, on the part of the government to develop the region. Of the districts in the mid-west and far-western regions, the government has categorized Achham, Kalikot, Jajarkot, Jumla, Dolpa, Bajhang, Bajura, Mugu and Humla (9 out of 75 districts that have the lowest HDI score), as the ones that qualify to receive quotas and other targeted benefits[5].

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[5] The project beneficiaries will come from across the country including the low HDI districts listed here. The delivery of short-term training, however, will take place in the districts listed in the following subsections.

4.4 World Bank's Policy Objectives on Indigenous People

As stated in Section 2.4, when the World Bank OP 4.10 Indigenous Peoples Policy is triggered, an Indigenous Peoples Development Plan (IPDP) is prepared to mitigate the potential adverse impacts or maximize the positive benefits of the project interventions. Because of complex population composition in many settlements where difficulties arise in separating indigenous population with vulnerable groups, the Bank Funded Projects often resort to the preparation, endorsement and implementation of VCDP, which is often interchangeable with the IPDP.

The overall policy contributes to the World Bank's missions of poverty reduction and sustainable development by ensuring that the development process fully respects the dignity, human rights, economics, and cultures of indigenous peoples. For all projects that are proposed for Bank financing and affect local people, the Bank requires the borrower to engage in a process of free, prior, and informed consultation. The Bank provides project financing only where free, prior, and informed consultations results in broad community support to the project by the affected indigenous peoples. Bank financed projects include measures to: a) avoid potentially adverse effects on the Indigenous People's communities; or b) when avoidance is not feasible, minimize, mitigate or compensate for such effects. Bank financed projects are also designed to ensure that the Indigenous Peoples receive social and economic benefits that are culturally appropriate and gender inclusive.

In the backdrop of this policy framework, the details of the proposed EVENT II Project in terms specific sites and interventions are not known yet except a broader project objective that it will be executed nationally, with a special focus on new federal system of the country. Among the 7 provinces EVENT II is targeted to intervene where Dalit and vulnerable community population is high and where the EVENT in its first phase was not able to reach. However, Dalit, indigenous people and vulnerable communities are spread across the country, it is likely that people under the category of indigenous nationalities and vulnerable groups, as defined by GoN, will be served according to the project components.

4.5 Strategies and Actions

4.5.1 Identification of Vulnerable Groups

As mentioned earlier, the social structure of Nepal is complex—caste/ethnic identities, geographical locations, income, gender, etc., intersect with each other in manifold ways making it challenging to define/identify vulnerable communities. In order to initiate EVENT II, the project team has started preliminary consultation to identify the most vulnerable and indigenous communities in different provinces of the country. Under the new federal system new boundary has been established, the project will explore the neediest and vulnerable communities in close consultation with the development partner, government institutions, local NGOs, regional offices of the CTEVT, etc. For this purpose, different survey tools and kits will be used (for example key informants survey, focused group discussion, Participatory Rapid Appraisal, Rapid Market Survey) followed by workshops and interactions. However, the EVENT phase I demonstrated that the importance of TVET is important in major area of Mid-hill and Terai region of the country where population density is high. Importantly, EVENT II aims to cover and reach to the place where EVENT was not able reach due to some technical reason (e. g. the notice and information about the TVET training is difficult to reach to the pro-poor, Dalit,

Muslims, due to remoteness and where road access and communication system such as mobile, internet is yet to be established). In the same time the PS will make use of existing information sources and data base such as CBS report, VDC and district profile in consultation with social development experts to better identify vulnerable groups from amongst the potential beneficiary population in each of the provinces and districts and surrounding areas. Once the initial identification is completed, the groups that are identified as being vulnerable will be validated in consultation with primary stakeholders like the CTEVT, constituent government and affiliated private institutions and annex programs, representatives of women, Dalits, Janjatis, and other disadvantaged groups, local government representatives, local party leaders, and social worker, etc.

Implementation of EVENT project declared that the Management Information System (MIS) is an important tool not only to keep the records but also to identify the vulnerable groups. The data base that has been developed in EVENT can also be useful information for the later.

The data collected during the identification phase will be entered into the PS's own Management Information System (MIS). MIS will help to target certain groups, monitor progress, design interventions and prepare a baseline, etc. The collection and analysis of disaggregated data will allow the project to generate a much more accurate picture of the local realities, help design and tailor appropriate interventions and enhancement activities for vulnerable groups in the project areas, facilitate in the assessment of progress, and eventually help identify problems on the path towards gender equality and social inclusion.

4.5.2 Stakeholder Consultations

Consultation is the cornerstone in planning, preparing and implementing the VCDF. Free, prior and informed consultation with vulnerable people and their organizations at different levels will ensure that culturally appropriate and collective decisions. Further, public consultations and information dissemination, which ensures public understanding of project impacts and allows the vulnerable population to express their voices, are important parts of this framework.

In this regard, this VCDF seeks to ensure that vulnerable communities in project areas where training institutions are likely to be supported, are informed, consulted and mobilized to participate in the proposed project. Their participation can either provide benefits with more certainty, or protect them from any potential adverse impacts of the project, both environmental and social, though they are likely to be minimal.

The VCDF has been revised on the basis of consultations at the national level with various stakeholders including government, educationists, NGOs, private sector, manpower agencies, etc. During implementation, further consultations are required with representatives from Dalit, women, Janajati/Adivasi and disabled people like the National Dalit Commission, the National Women's Commission, National Foundation for Development of Indigenous Nationalities, the National Federation for Indigenous Nationalities and the National Federation for People with Disabilities.

Further, at the local level, where the social screening as explained in Section 4.5.1 indicates the presence of vulnerable groups, public consultations and information dissemination will be carried out to inform local communities about the EVENT phase II project. These consultations

will also help identify specific community needs, interests and expectations from the EVENT II project in a transparent manner. Further, specific modalities will also be developed to ensure regular and meaningful consultations with vulnerable groups throughout the EVENT II implementation period. The information thus collected will be entered into the PS's MIS and updated on a regular basis.

Overall, the project's consultative and communication strategy will place a special emphasis to ensure free, prior and informed consultations with all indigenous and ethnic groups, women, Dalits, poor, backward/lagging regions and other vulnerable groups in the project area (Table 3).

Table 3: Consultation Plans/Strategies for Vulnerable Communities

Institutions/ Stakeholders	Issues	Purpose	Information collection tools/ Techniques
Central Level Government Organizations • NFDIN, • Women's Commission • Dalit Commission • DEO /MOE • Ministry of Women, Children and Social Welfare	• National/project level issues relating to vulnerable communities' • Access to vocational education and trainings • Endorsement and cooperation of vulnerable communities for the project.	• information sharing about the project interventions • encourage participation of vulnerable communities in vocational training	Discussions/ workshops
National Level Non-Governmental Organizations • NEFIN • women's organizations • Dalit organizations • Madhesi organizations • FNCCI • National Federation of Disabled Nepal	• issues barring /constraining access of these groups to technical education and vocational training • possible measures to enhance participation of vulnerable groups in the project activities	• information sharing • feedback on project interventions • other support measures required to enhance the participation of, and project benefits to vulnerable groups	Discussion/ workshops

Institutions/ Stakeholders	Issues	Purpose	Information collection tools/ Techniques
Local level ■ local level Janajati groups and organisations ■ women's/mother's groups and organisations ■ Dalit organizations ■ People with disabilities organisation ■ Madhesi organizations (in the Terai districts/provinces) ■ district and Rural/urban municipality and ward officials ■ other relevant civil society and ■ Local Youth Clubs ■ Local NGOs ■ Community groups	■ training and vocational education needs of different types vulnerable groups ■ measures to enhance the participation of vulnerable groups ■ ways of enhancing benefits to vulnerable communities	■ assess skills and education levels of vulnerable communities ■ assess local needs in terms of vocational education and training ■ receive feedback from the respective organizations on project components and implementation strategies ■ understand the nature of support required to enhance their participation ■ develop/modify information dissemination strategy to vulnerable households and groups	Discussions/ Roundtables/ Information will be gathered through mobilizing local facilitators and members of the vulnerable communities/social organizations to the extent possible and appropriate, use local languages and sign languages during consultations and discussions

In addition, following aspects will be given due consideration while conducting the consultations at all levels.

- Well targeted, meaningful, two-way, and inclusive
- Clarity on the issues/topics of discussions to be held at different locations and with different stakeholders;
- Appropriate timing and venue of consultations for different groups; and
- Use of local language, sign languages and local facilitators including females for consultation
- Free, documented and localized.

4.5.3 Development Actions/Strategies for Vulnerable Groups

During EVENT implementation various actions and strategies were established for better implementation of VCDF. Experiences have shown that these actions and strategies demonstrated better outcomes. Various monitoring and evaluation report of the EVENT clearly describes the effectiveness of the adopted actions and strategies. The learnings of EVENT project has been followed for the EVENT II with additional provisions due to the changed political system and legal provision of the country. Key policy goals and concerns such as gender parity, inclusion and equity (i.e., GESI strategy/framework) have guided the preparation

of the VCDF and have been integrated as guiding principles for strategic interventions (See Table 6 for details).

Because EVENT II is a national level project with a focus on the lagging regions according to 14th Development Plan of the country and the Constitution of Nepal 2072, the precise nature of interventions and additional activities necessary to address the specific concerns, needs and problems of vulnerable groups will have to be determined once the location of training institutes selected for project implementation are decided upon. In these areas, as stated in Section 4.5.1, the vulnerable communities would be identified through social screening.

Further, all specific measures for project intervention will be carried out in consultation with the different vulnerable communities. Consultations shall include group discussions, workshops and interactions with key individuals. These consultations, including their views about project design and implementation arrangements will be documented. Communication modalities developed during the EVENT project such as MIS, regular consultations with the vulnerable communities/groups, interaction with the key informants, discussions with the local youth clubs and members of local community organizations and development partners will also be adopted for EVENT II. Further additional communication modalities such as mobile text messages, online posting of grievances, arrangement of toll free telephone will be implemented where possible. In addition, the PS will further develop and presents the details of communication and media strategy as part of the Component 2.

Project activities which receive endorsement from the different sections of vulnerable communities will be included in the Annual Work Plan and Budget (AWPB) of the EVENT. The AWPB will include cost-estimates, financing plan and implementation schedule. The responsibility of preparing AWPB including the elements of the safeguards would be with the PS, unless otherwise stated.

4.5.4   Specific Incentive Mechanisms

The effectiveness ofthe incentive mechanism was mixed in EVENT. Importantly, the voucher based incentive was reported to be effective as it reduces the drop out of the students in rural and semi urban areas. However, in urban areas such as Kathmandu and Pokhara, incentive was said to be low due to costly livelihood. In general, for the semi-urban and rural areas the Voucher based incentive was effective that encouraged the trainee participants to pursue the training. In addition, the performance based incentive was designed to deliver better services from the engaged training institutions. This mechanism of incentive was not highly successful in addressing the issue of vulnerable communities/group because it centered on gathering the participants with limited implementation of VCDF. With the experience from EVENT, EVENT II is planning to implement following incentive mechanism with the provision of location specific variation/modification in the incentives:

1) Quality Improvement Grant and
2) Performance based Funding

Project Component 1 presents a lot of scope to enhance quality service delivery considering the performance of the institutions to be engaged in the training and other services that benefits the vulnerable communities, the following measures shall be adopted:

Component 1: Results Area 1: By now it is well understood that the quality education/training mostly depends on the quality curricula, quality management and qualified instructors and assistance. For this reason, quality improvement grant has been proposed in Sub-Results Area 1.1. In addition, provision of quality management and trainings to the instructors and assistance instructors have been made to ensure the availability of instructors. Modernizing the TSLC and Diplomas is an added value due to the provision made in Sub-Results Area 1.3. The existing curricula for various level of training available from CTEVT may need to be improved or require modification according to the change in teaching learning methods/techniques, advancement in technology and change in practices, etc. For better implementation of the project component consideration of following points are helpful:

- Identify the location and institutions that address VCDF and establish institution selection criteria,
- Evaluate existing performance and facilities of the institution;
- Identify potential managers, instructors and assistance instructors and
- Expert evaluation of existing TSLC and Diploma curricula and develop improved/modify curricula towards modernizing the courses

Component 1: Results Area 2: This results area focuses on widening access to TVET programs to the various levels of disadvantaged group and marginalized community. For this reason, demand side support for TSLC/Diploma programs shall be implemented such as a scholarship program for those meritorious but poor students to enable them to attend long terms TVET courses. Also performance based funding for short term vocational training is focused to the disadvantaged youth community in the age group of 16-40 years, women and migrants. Specially designed curricula or customized course is also possible for those who are interested in non-traditional trades and business. For better and transparent implementation of the scheme following activities will be performed:

- Establish selection criteria, the accessibility of the institutions to vulnerable groups in terms of their location, their institutional policies on vulnerable communities, and their track record on trainees' backgrounds. Institutions that have been more sensitive and more accessible to vulnerable groups and lagging regions will be awarded extra points in both the eligibility and selection and processes.
- Encourage institutions selected for the project to develop Institutional Plans that will incorporate gender and social inclusion related matters.
- Anchor performance grants to project institutions, among other things, on the basis of their ability to provide training and diplomas to members of vulnerable communities.
- Allocate stipends for attending TSLC and Diploma programs to students from vulnerable communities.
- Identify location/institutions that can handle skill testing of prior skills and perform skill testing services according to the established standard and practices that meet the CTEVT criteria.

Component 1: Results Area 3: This results area will provide youth with mechanism to bridge the world of education and the world of work through work-placed based learning and job placement support. For this reason, Training Provider's (TPs) located close to the industrial clusters will be supported to offer TSLC/Diploma programs that combines institutional based learnings with work-place based learning in industry through apprenticeships. Provision of job placement assistance services is added to this results area especially to those who secured TSLC/Diploma with level 2 and 3 NSTB certificates. However, EVENTS II PS and WB teams will hold further consultation with the various placement service providers to identify the elements of job matching and ancillary services.

4.5.5 Incentive provisions for EVENT II

Unlike EVENT project, EVENT II appealed for demand side support for TSLC and Diplomas for which the provisions of incentive are applicable for Sub-Results Area 2.1. Further in Sub-Results Area 2.2 performance based funding for short-term vocational training are also exist. The provisions of incentives in EVENT were based on training costs and target categories and were distributed upon the receipt of voucher and evaluation of the performance. As stated earlier the result of these provisions were mixed where both trainees and institutions were benefited and where targeted groups were categorized as A, B, C and D (Table 4 and 5). The classification of target category adopted in EVENT was found to be realistic and practical at this stage and thus similar incentive provision has been proposed for EVENT II

Incentives: The following incentive provisions and target categories will be applied for institutions that support the training of vulnerable groups:

Table 4: Incentive provisions for EVENT

Rates for incentives on the basis of training costs and target categories			
Target category A	Target category B	Target category C	Average
100 % of the training cost	80 % of the training cost	60 % of the training cost	80 % of the training cost

Table 5: Target groups for EVENT

Categories	Target Groups (aged 16-40 years (female 16-45 years)
A	Poor Dalit men and women; Muslims; Special groups: widows, men and women with disabilities, ex-kamaiyas, kamlaris and other bonded laborers.
B	Poor women of all caste, religions, ethnic groups; poor Madhesi and disadvantaged Janajati[6] men; poor men from disadvantaged districts.[7]

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[6] All 42 ethnic groups included in "endangered," "highly marginalized," and "marginalized" categories of the NFDIN Act (2002): Kusunda, Bankariya, Raute, Surel, Hayu, Raji, Kisan, Lepcha, Meche, Kuswadiya, Majhi, Siyar, Lhomi/Shinsaba, Thudam,

Categories	Target Groups (aged 16-40 years (female 16-45 years)
C	Poor men from other castes.

Payment modalities: Payment for skills training and employment services are outcome based. The "outcome" price includes direct training costs, placement and follow up costs, and incentives. In exceptional cases, additional costs can be paid for youths coming from very remote areas, which is location specific.

Payments to the training institutions will be scheduled in the following ways:

a) First instalment: 10% of the agreed total outcome price is paid to the training provider one month after the beginning of the training upon submission of necessary information on individual enrolled trainees to the Secretariat's Training Management Information System.

b) Second instalment: 40% of the agreed total outcome price is paid after submission of the training completion and skills test report by the training provider to the EVENT Secretariat. Payments will only be made for trainees who have registered for the skill test.

c) Third instalment: 25% of the agreed outcome price is paid after submission of the three months graduates-employment verification report by the training provider. The EVENT Secretariat will verify the outcomes claimed made by the training provider.

d) Fourth instalment: 25% of the agreed outcome price is paid after the submission of the six months graduates-employment verification report by the training provider.

The submitted reports must correspond with the field check and verification done by the Secretariat, or regional monitors based on a random sample which includes at least 15% of the employed graduates.

Dhanuk, Chepang, Santhal, Jhagad, Thami, Bote, Danuwar, Baramu, Sunuwar, Tharu, Tamang, Bhujel, Kumal, Rajbanshi, Gangaai, Dhimal, Bhote, Darai, Tajpuriya, Pahari, Topkegola, Dolpo, Fri, Mugal, Larke, Lohpa, Dura, Walung.

[7]Disadvantaged districts that constitute the bottom 20 in terms of HDI : Mugu, Bajura, Kalikot, Bajhang, Jajarkot, Jumla, Acham, Humla, Dolpa, Dailekh, Rolpa, Rukum, Baitadi, Rasua, Salyan, Doti, Mahottari,Sarlahi, Dang, Rautahat.

Table 6: Proposed Actions for Vulnerable Communities

PROJECT COMPONENTS	ENTRY POINTS	RELEVANT GON AND WORLD BANK POLICIES	ACTIONS FOR VULNERABLE COMMUNITIES	RESPONSIBLE ORGANIZATIONS/AGENCIES
Component 1: Results Area 1: Strengthening Service Delivery in Technical Education				
Ensure quality and performance, strengthening Service Deliver mechanisms and modernizing TSLC/Diplomas	Quality Improvement grants for Technical Education Improvement management and instructor availability and their quality Modernizing TSLC/Diploma curricula	- Constitution, 2072 -14th Development Plan -Civil Service Act -TVET Skill Development Policy -Foreign Employment Act -Education Act and Regulations -NRIP and ILO 169 -Millennium Development Goals -NFDIN Act	Development of performance based quality indicators and select the and engage institution that are more sensitive such as the "Inclusive Education Section," "Gender Equity Development Section," and "Gender Focal Person" in the concerned agencies such that issues of gender and inclusion are integrated in the TSLC/Diploma program Develop and implement selection criteria of the Institutions, there location and head of the institutions for the 1) leadership and management trainings 2) occupational training of instructors and 3) trainings to the assistant instructors in the new and emerging trade areas and locations. Formulate expert committee to ensure any modification/changes in the TSLC/Diploma curricula to ensure the quality skills and knowledge of the graduates Build upon the TVET Skill Development Policy (2008) that seeks to expand training programs in order to ensure access and inclusion of women, Dalits, ethnic minorities, Madhesis and other deprived communities and to ensure quality curricula CTVET will engaged and associated standards will be implemented where PS will evaluate the training need for the for the curricula development	MOE, CTVET, NSTB, MOI, DOL/MOLT, PS, PIC

PROJECT COMPONENTS	ENTRY POINTS	RELEVANT GON AND WORLD BANK POLICIES	ACTIONS FOR VULNERABLE COMMUNITIES	RESPONSIBLE ORGANIZATIONS/AGENCIES
		-World Bank's Indigenous Peoples Development Policy (OP 4.10)	and instructor training Ensure free, prior and informed consultations in all these activities with representatives of vulnerable groups like the Dalit Commission, Women's Commission, the National Federation of Indigenous Nationalities, etc. as and when required. Data base and MIS should be established as part of the project management and monitoring for this components in such was that the details of beneficiaries can be accessed and evaluate participation of vulnerable group and their status in terms of employment.	

Component 1: Results Area 2: Widening access to TVET programs				
Identify and widening of access to formal TSLC/Diploma, skill testing of prior skills and short term vocational training for the youth belonging to disadvantaged groups and migrant workers	Demand side support for TSLC/Diploma programs incorporating provision of scholarships to a) poor but meritorious students and b) students with low academic attainment. Youth who are no longer in the system due to financial constraints despite being eligible Performance based funding of short term vocational trainings Skill Testing of Prior Skills	Constitution of Nepal 2072 14th Development Plan TVET Skill Development Policy Education Act and Regulations Millennium Development Goal FDIN Act WB's IPDP (OP 4.10) NRIP and ILO 169	Information dissemination and outreach strategies specifically targeted to vulnerable groups should be developed so that they are equally aware of the TSLC/Diplomas, performance based short term vocational training programs for the youth especially under EVENT II and should not be limited to the urban centers but also disseminated widely across the nation importantly rural and remote areas, among the migrants and those communities belonging to disadvantaged group Ensure free, prior and informed consultations in all these activities with representatives of vulnerable groups like the Dalit Commission, Women's Commission, the National Federation of Indigenous Nationalities, etc. and their local representatives as and when required. The eligibility and selection criteria for scholarships to the poor meritorious students for TSLC/Diploma course and those having low academic attainment can access to the specially designed TVET bridge programs leading vertical mobility in the TVET system. Selection criteria for performance based funding of short-term training focusing to the disadvantaged and rural youth (16-40), women, migrants, etc. Demand side training module shall be prepared in consultation to the government line agencies and departments, experts and through RMA Selection criteria for the additional skill-testing centers	MOE, NSTB, CTVET, PS, Training Institutes

			shall be developed in rural areas Institutions to vulnerable groups in terms of their location, their institutional policies on vulnerable communities, and their track record on trainees' backgrounds and facilities available will include in the selection criteria. Institutions that have been more sensitive and more accessible to vulnerable groups and lagging regions will be awarded extra points in both the eligibility and selection and process Information dissemination strategies should be targeted to vulnerable communities especially from backward regions and those with low incomes A database should be developed as part of the monitoring and evaluation system for this component such that information of individuals who receive certification are disaggregated by gender, caste, ethnicity, religion, and religion. This will help track whether or not vulnerable groups are actually benefiting from the project	

Component 1: Results Area 3: Enabling Youth transition to Work				
Support to bridge the world of education and work through work place based learning and job placement	Apprenticeship programs

Job Placement assistance | Constitution of Nepal 2072

14th Development Plan

TVET Skill Development Policy

Education Act and Regulations

Millennium Development Goal

FDIN Act

WB's IPDP (OP 4.10)

NRIP and ILO 169 | Information dissemination about the youth transition to bridging the workplace to the world of education, PS will develop selection criteria of the technical education institutions closer to the industrial zone for which monitoring mechanisms shall be developed in consultation with FNCCI

Job Portal will be established in partnership with the private sector organizations. PS and WB will work closely and figure out the various placement service providers to identify the elements of job matching and ancillary services

MIS will be developed as part of the Monitoring and evaluation system designed for this component should be disaggregated along gender, caste, ethnic, regional, religious lines to ensure that vulnerable groups are actually benefiting from the project | MOE, CTVET, NSTB, Training Institutes, PS, PIC, FNCCI |

4.5.5 Monitoring and Evaluation of VCDF

In order to ensure effective monitoring and evaluation of the project impacts on the vulnerable community/groups, information gathered during social screening stage shall be captured in PS's MIS. PS team along with the expert will prepare socio-economic baseline and analyze the data to be established for the project. During the EVENT implementation VCDF was followed in order to address the issues related to the vulnerable communities according to the data and information gathered during the social screening stage. The technique was found to be efficient and effective to derive the information and to figure out the vulnerable communities within the project impact areas. Consultation and key informants survey were performed and tracer studies were carried out in order to understand the status of trainee graduates before and after receiving the trainings in various sectors and communities revealed that the VCDF was implemented as per the IPDP of WB. In addition, a web-based project management information system was developed from which the status of vulnerable communities can be disaggregated helping to better understand whether the implementation of VCDF was successful. The monitoring and evaluation of the project towards the vulnerable community was further examined through the joint monitoring mechanism of third party assessment. This was observed to be effective as indicated in several interim monitoring and evaluation reports of EVENT project. Utilizing the experience and knowledge gathered from EVENT project, EVENT II plans to further strengthen and expand the established MIS and continue the joint monitoring mechanisms of the project for which supplementary partner will be deployed and the provision of representation of a third party will be made mandatory. MIS will be updated utilizing the recent socio-economic information, data from existing DDC and VDC portfolio, census data, information gathered from the consultation, and RMA. Accordingly, the MIS derived information will be used to prepare project impacts on the vulnerable community/group as a part of project monitoring and evaluation.

To ensure that the VCDF is implemented, PS is responsible to develop realistic monitoring indicators and the indicators will be evaluated during the various stages of the project implementation stages. Further, the monitoring and evaluation mechanisms will include gender equality and vulnerability for which specific indicators such as the number of project beneficiaries from vulnerable groups and whether the participation of the gender is based on equality or not, the number of training graduates from these groups, the number of stipend recipients from these groups etc. All monitoring reports shall present data disaggregated by gender and vulnerability.

5. CONSULTATION, PARTICIPATION AND GRIEVANCES

5.1 Consultation and Participation

Public consultation and participation are the foundation for the preparation and implementation of social safeguard measures. They also provide possible measures to enhance the project benefits to all groups on the basis of gender parity, inclusion and equality in all forthcoming components envisaged under EVENT II project. Such consultations and participation will also provide for the timely information dissemination to the project-affected people and beneficiaries, while utilizing the same time for all agencies responsible for implementing and monitoring process. Care shall be taken to maintain transparency of the project, reduce potential conflicts, minimize the risk of project delays, and enable the project to design the project elements as a comprehensive development program to suit the needs and priorities of the vulnerable communities.

5.2 Consultation Mechanisms

Like in EVENT project, in EVENT II public consultation will include national actors, local governments, civil society representatives and community members who would be regularly provided with information on the project. Mechanisms of consultation and participation will include:

i)   Public meetings in the areas where training institutions are located;
ii)   Information/awareness campaigns facilitated by the PS, engaged NGOs, local youth clubs, local community organizations, and training providers;
iii)   Interviews/surveys of project affected households;
iv)   Focus group discussions and
v)   Development of grievance redresses mechanism in the project premises.

For consultation mechanism to be effective, the role of different stakeholders becomes important. In general, at national level consultation workshop is beneficial, whereas at local interactions with the government bodies (e. g. Rural/urban Municipality, ward offices and District Coordination Committee), district line agencies, civil society representatives, community members, is effective. FGD, key informant survey and RMA are few other techniques to explore the most effective and efficient means of project planning and implementation mechanisms. Coordination among the entire institutions including the vulnerable communities/groups is important for better planning and implementation of VCDF in particular shall be requested to participate in the meetings to express their concerns about the various aspects of the project, informed about the outcome of the decision-making process, as well as how their views were incorporated.

5.3 Grievance Redress Mechanism

The provision of grievance redress mechanism was made while implementing the EVENT project. The experience of EVENT project indicated that the provision was effective in many cases such as posting the complaints, seeking information about the TVET in specific areas, etc. Following the experience and knowledge gathered during the implementation of EVENT, EVENT II also claimed to implement similar and effective grievance redress mechanism that allows the people to file, and appeal any disagreeable decisions and practices. Special project grievance mechanisms such as on site provision of complain hearings will be developed by the PS to allow people to get fair treatment on time. Simplified information dissemination system and process will be followed and established. The web-based information system will be extended by incorporating more detailed information and a provision of

complainingand filing appeal on any disagreeable decisions/practices through the web based MIS will be added. A toll free phone number will be arranged in coordination with the Nepal Telecommunication Authority so that people can reach directly to the PS without any cost. The PS will make use of group SMS to deliver any new update and information useful to the partner institution, trainee participates, line agencies and other organizations. In addition, student of any level can text a message through their mobile in case of any information including complain related to the trainings and course directly to the PS. A separate unit will be established within the PS to handle the issues regarding the complaints related to the quality of training and services, compensation of damages done during trainings, any construction or upgrading activities. Further, they will also be exempt from all administrative fees incurred during the grievance procedures except for cases filed in court. The grievance redress mechanism will be published in the project website and will also be communicated to training applicants when they apply and the institution selected for the relevant training will also be informed about the provisions.

6. INSTITUTIONAL ARRANGEMENTS

6.1   Institutions

The Ministry of Education (MOE) is the agency responsible for leading and the implementation of the EVENT II project. The scope of this project covers a range of ministries and government agencies such as MOE, MOI, MOL, MOT, NSTB, and CTVET. The MOE will also play the role of a coordinator and facilitator. The implementation arrangements for this project are based on a three-tiered structure consisting of a Project Coordination Committee (PCC), a Project Implementation Committee (PIC), and a Project Secretariat (PS). The delivery of services and training takes place through different public and private training providers.

6.2   Environmental and Social Management

The EVENT II Project related infrastructure project cycle and corresponding safeguard activities will involve the following guidelines and principles.

Table 7: Project cycle and corresponding safeguard activities

No.	Detailed Infrastructure/upgrading of the training facilities steps with responsibility, and clearances (approval)	Safeguard activities with responsibilities and clearances/ approval
1	Identification of TVET, demand and Planning for the Trainings	Screening will be carried out by PS/Beneficiary Institutions
1.1	Development of institutional plan (including available infrastructures and require upgrading plan). Responsible party: training institution	The institutional plan will include the existing Area Master Plan and requirement for the upgrading Responsible party: training institution
1.2	Appraisal and approval of institutional plan Responsible party: Owner of institution (e.g., CTVET) and Project Secretariat.	Check available infrastructure and upgrading plan uses guidelines for climatic orientation and location/siting. (Screening approval) Responsible party: Project Secretariat
2	Detailed description of the upgrading of the training facilities and prepare Bid Documents for the suppliers (if needed)	Include environmental issues/mitigation measures and cost in detailed description (Responsibility: Beneficiary institutions)
2.1	Selection, feasibility study of the upgrading in the training facilities Responsible party: training institution	Check/review ESMP (environmental mitigation cost) Responsibility: Project Secretariat (with the help of full-time designated staff at center)

No.	Detailed Infrastructure/upgrading of the training facilities steps with responsibility, and clearances (approval)	Safeguard activities with responsibilities and clearances/ approval
3	Regular supervision of environmental and social compliance	• The supervision firm will include services of environmental expert for regular environmental supervision. • Supervision reports will cover environmental mitigation works carried out. • PS, with help from full-time dedicated environmental staff at center, conducts periodic environmental compliance checks on sample activities. • PS will prepare six-monthly report on environmental mitigation and compliance. • GoN commission annual third party independent environmental monitoring
4	Operation phase	
4.1	Monitoring Responsible party: Institution, Secretariat	Check functional aspects of environmental mitigation works, as well as environmental situation that exist.

6.3   Funding Mechanism

All environmental and social program costs will be estimated by experts using various techniques and methods.The process of costing will involve interactions/consultations with local people and construction companies/suppliers local daily wages, inputs, and materials required. For structures and equipment, the price shall be based on market value without deducting depreciation or salvage value of the materials. The costs for all environmental programs will generally be based on EMP prepared for each site and will be included in the BOQ. The training institution building the structure will be responsible for paying for the mitigation measures.

For the VCDF, specific project activities which have received endorsement from the different sections of vulnerable communities will be included in the Annual Work Plan and Budget (AWPB) of EVENT II. The responsibility of preparing AWPB including the elements of the safeguards, would be with the PS that will also be responsible for ensuring that they are implemented in accordance with the overall development strategy of the project.

6.4   Fund Delivery

Based on the implementation arrangements, all funds for the project will be channeled through the PS. The PS will convene a selection committee, comprising of TVET experts and independent experts, to select TSLC/Diploma institutions that will receive support under Component 1: Results Area 2. Since the PS will disburse funds directly to these institutions, it will also be responsible for ensuring that funds are delivered on time to the affected persons in case of environmental costs. Civil works in relevant sections will not commence unless required compensation payment has been completed.

The PS will disburse funds to support VCDF specific activities in Component 1: Results Area 2 to the concerned agencies. As stated above, VCDF related activities under Component 1: Results Area 1 will be channeled from the PS directly to the respective public and private institutions. Under Component 1: Results Area 3, training providers to the support institutions will receive funds directly from the PS.

7. MONITORING AND REPORTING

The PS will be responsible for regular monitoring and reporting of progress and achievements of the ESMF including activities under VCDF, on a periodic basis. The project has already identified a detailed set of monitoring and reporting guidelines including, baseline data on participating and nonparticipating training institutions; reporting formats for each project component; reporting and verification mechanism to be used for results-based financing to all short-term training providers; employers, instructors and student surveys; etc., in the project design.

Based on these measures, the monitoring and reporting of the ESMF will include:
a) Routine monitoring by the PS to ensure that implementation of specific activities under the ESMF and VCDF, are on schedule and problems are dealt with on a timely basis;
b) Monitoring of key socio-economic indicators such as the number of individuals receiving vocational training, technical education, entrepreneurship trainings; increase in employment and income levels, etc. all disaggregated according to gender, caste, ethnicity, location, etc.
c) Environmental monitoring of construction related activities including, new construction, extension, refurbishment, etc. of training centers to ensure that necessary safeguard measures have been duly implemented.
d) Environmental compliance will be checked during:
   i. Pre-activity: to ensure any requirement for the upgrading on the existing facilities, maintenance activities subjected to environmental screening; plan and design for the activities shall be confirmed according to the Environmental Guidelines for Planning and Design; and simple site specific EMP shall be prepared and shall incorporated into bidding documents;
   ii. During Activity: implementing and supervising agency will check compliance with the specific environmental measures relevant and prescribed for the activities as well as general environmental management. Supervision as well as progress report shall contain information with regard to compliance to environmental provisions as well as any difficulty or outstanding works. Findings of these will be incorporated into four-monthly Government Portfolio Review. GoN will also commission an annual independent monitoring on environmental management and performance;
   iii. Post-activity: the project Completion Report will also contain the status of the environmental works relevant to the facilities/infrastructures. The training institute will establish monitoring mechanism for operational stage monitoring.
e) Joint reviews by the GON and the World Bank each year when the project is under implementation to ensure the collection of reasonably complete and credible data from all participating project institutions on the key performance indicators, on intermediate output indicators and on indicators that moderate or influence the values of these indicators, including those that are included in the VCDF.

f) Mid-Term and End-term Reviews roughly during the middle of the project period, and an end-term review close to the time when the project ends. Important elements of these reviews will the impact on vulnerable communities.

While most of the monitoring will be conducted internally by the PS, if necessary, it can also use competent third party monitors to provide periodic and objective assessments of progress, shortfalls, and

challenges in the implementation of specific project components/sub-components, especially those related to training and certification.

Annex I: Checklist and Format for Environmental Screening

Annex Ia: Checklist

The following checklist may be used as a reference guide during environmental screening of the proposed physical infrastructure maintenance or upgrading.

➢ Is the training venue or the block under the threat of flood risks?
   - Water inundation and river-bank cutting due to natural river/stream floods.
   - Temporary water-inundation/ water-logging due to blockage of surface water run-off drainage systems (by building, walls, disposal of construction wastes etc.)

➢ Is the training venue located potentially landslides and soil erosion prone area that may increase landslide hazards-risks?
   - Steep & vulnerable slopes, weak geological areas (in the up and down slopes)
   - Diverted water causing erosion and landslides in the vicinity

➢ Does the design incorporate earthquake consideration/ standards? Location of the facility in high earthquake risk zone (such as thrust and fault lines).

➢ Does the training venue incorporate fire-resistant and fire-fighting considerations?

➢ Is there a practice of conducting drills/ orientations for earthquake, flood, fire-fighting etc.?

➢ Drinking water
   - Is there provision for adequate amount of drinking water as defined by the standards?
   - Is the drinking water quality checked?

➢ Sanitation
   - Does the training facility have adequate (toilets as defined in the standards– separate for ladies and gents?
   - Where and how are the toilet wastes (sewage) are being disposing off?
   - Is there solid waste collection and disposal system (e. g. waste pit, etc.) ?

➢ Is there existing laboratory or any plan to build new laboratory or upgrading the facilities?
   - Where do the wastes generated from the laboratory go?

➢ Is there any plan to upgrade the training center? Any plan of adding new equipment's and service facilities in the training center/block?

➢ If yes, what types of upgrading or facility is being planned and for what purpose?
   - Does the upgrading or added facility produce or generate additional wastes? What types of waste does the new system produces? Is it chemical or does it induce any health hazard?

➢ What types of hazardous wastes may be generated due to skill training activities? How are the wastes are managed? (depends on the material used/consumed during the training)
   - Are there protective gears and safety measures provided/adopted to the trainee/trainers?

➢ Is it likely that the physical infrastructure results encroachment on the common property (land belonging to forest, temple, monastery or unregistered (Ailani/Parti) or Guthi land etc.)?

➢ Is it likely to require acquisition of private land and other assets?

- Is there any risk of accident during the upgrading of the training facility (risks to the students, staff/teachers or workers, etc.)?
- Is there any chance of having noise pollution/disturbances by upgrading/construction activities or during the operation due to location and lack of sound-proof measures, etc.?
- Have the climate factors been considered by plan or during design or have any protection measures been adopted due to the fault design or unavailability of sufficient space/suitable location?
- Have the plan and design incorporated measures to control dusts during the upgrading/construction activities of the training center?
- Does the training block have the facility of the design/standard ventilation system?
- Has the training block been provided sufficient lighting system?
- What security/safety measures are in-place or the institute plans to have in place?
- Is there any long-term area perspective plan/master plan for the development/extension of training center with added physical facility and services? Is it likely to result congestion?

Annex Ib: Environmental Screening Format

A	Proposed physical infrastructure upgrading/ maintenance/construction activities
	i……………………………… ii…………………………… iii………………………… iv………………………

B	Potential environmental issue and screening stage suggestions	
S.N	**Issues (during upgrading/ construction and/or operation)**	**Remarks/ suggestions**
1	Risks of Flood, landslide/erosion hazards	
2	Water inundation, drainage problem	
3	Earthquake and fire hazards	
4	Drinking water (quality, quantity)	
5.	Sanitary wastes (toilets) and solid-wastes	
6.	Chemical pollution/ hazardous wastes (from laboratories, etc)	
7.	Encroachment into common property (forest, unregistered land, lands of cultural entity etc)	
8.	Acquisition of private assets (land, structures, trees, etc.)	
8.	Risks of accident during construction/ upgrading	
9.	Noise pollution and disposal of construction wastes	
10.	Air pollution, dusts	
11.	Source of construction material, and material processing/ crushing etc	
12.	Sound, ventilation and light (facility design and standards)	
13.	Security/safety at Training institute	
14.	Environmental and climatic consideration in plan and design	
15.	Long-term Infrastructure Master Plan of the Institute	
Screening conclusions/ recommendations		

C. Screened by	(signature and date)
i.	
ii.	
F. Screening Approved by	

Sketch of the Institute premises, its surroundings and lay-out plan of the infrastructure and future plan if any:

Annex II: Format for Simple Site Specific Environmental Management Plan

Description of activities and location (what activities and where)	Potential environmental concerns (what issue) and significance (why)	Potential mitigation measures (what may be done at what stage/time?)	Who is responsible for the mitigation measures?	Estimated cost of mitigation

Sketch map of the proposed infrastructure location, surroundings, lay-out plan of the infrastructure facilities, and waste disposal system/location.

Guidance for monitoring. What are the main issues / parameters to be checked during implementation (what issue/parameter at what stage/when)?

Annex IIIa: National Drinking Water Quality Guidelines

Categories	Parameters	Maximum Concentration Limits, (MCLs)	Remarks
Physical	Turbidity, (NTU)	5(10)	
	pH	6.5-8.5*	
	Color, (TCU)	5(15)	
	Taste & Odor		
	Total Dissolved Solid, (mg/l)	1000	
	Electrical Conductivity	1500	
Chemical	Iron, (mg/l)	0.3(3)	
	Manganese, (mg/l)	0.2	
	Arsenic, (mg/l)	0.05	
	Cadmium, (mg/l)	0.003	
	Chromium, (mg/l)	0.05	
	Cyanide, (mg/l)	0.07	
	Fluoride, (mg/l)	0.5-1.5*	
	Lead, (mg/l)	0.01	
	Ammonia, (mg/l)	1.5	
	Chloride, (mg/l)	250	
	Sulphate, (mg/l)	250	
	Nitrate, (mg/l)	50	
	Copper, (mg/l)	1	
	Total Hardness, (mg/l)	500	
	Calcium, (mg/l)	200	
	Zinc, (mg/l)	3	
	Mercury, (mg/l)	0.001	
	Aluminum, (mg/l)	0.2	
	Residual Chlorine, (mg/l)	0.1-0.2*	Only for chlorinated systems
Micro-Biology	E-Coli, (MPN Index / 100ml)	0	
	Total Coliform, (MPN Index / 100ml)	0(95)%)	

Note:

1. *: Represents the range values.

2. ( ): The indicated values inside the brackets represent for those water if other alternative options are unavailable.

Source: Standards adopted from Department of Water Supply & Sewerage

Annex IIIb: Ambient Air Quality Standards

Parameters	Units	Averaging Time	Concentration in Ambient Air, maximum
TSP (Total Suspended Particulates)	µg/m^3	Annual	-
		24-hours*	230
PM10	µg/m^3	Annual	-
		24-hours*	120
Sulphur Dioxide	µg/m^3	Annual	50
		24-hours**	70
Nitrogen Dioxide	µg/m^3	Annual	40
		24-hours**	80
Carbon Monoxide	µg/m^3	8 hours**	10,000
		15 minute	100,000
Lead	µg/m^3	Annual	0.5
		24-hours	-
Benzene	µg/m^3	Annual	20****
		24-hours	-

Source: National Ambient Air Quality Standards adopted from MOEST

*Note: 24 hourly values shall be met 95% of the time in a year. 18 days per calendar year the standard may be exceeded but not on two consecutive days.

**Note: 24 hourly standards for NO_2 and SO_2 and 8 hours standard for CO are not to be controlled before MOPE has recommended appropriate test methodologies. This will be done before 2005.

***Note: If representativeness can be proven, yearly averages can be calculated from PM10 samples from selected weekdays from each month of the year.

****Note: To be re-evaluated by 2005.