

Tool 2a. The Simplified Environmental and Social Impact Assessment (ESIA). Verification Assessment.

INSTRUCTIONS:

How to use this tool:

This tool is **valid for both We Effect and partner organisations.**

- First, use the Tool 1 (ESIA screening assessment) to define whether use the tool 2a (simplified ESIA) or 2b (full ESIA) in the sub-programme / project.
- **In any case, it is recommended that a simplified ESIA should be conducted before funding is secured as part of the project development/design stage as part of the context analysis for an application/proposal. Also, because it can happen that the findings in the simplified ESIA informs the need of the development of the full ESIA.**
- If a full ESIA is required, the simplified ESIA is a starting point for it.
- **Who needs to be involved in this assessment to determine a simplified or full ESIA for a funded project?**
 1. The We Effect **project leader/Programme Director (i.e. the person responsible for implementing the project/programme)**
 2. The involved partner organisation(s), and
 3. The ECCR focal points or the Global ECCR Advisor.

How to answer the questions:

This tool includes mandatory and optional questions. **The optional questions are specifically marked, and all other questions are mandatory.**

The optional questions consider specific issues such as the rights-based approach, shrinking civic space and conflict sensitive approach. You are strongly encouraged to ask partners to complete the optional questions as well.

Please use the probing questions under each question as a guide.

Impacts of the sub-programme on the area

1. What is the focus of the sub-programme / project (it can be multiple options)?

- ☐ Advocacy activities
- ☐ Farm-led / production activities
- ☒ Construction activities
- ☒ Capacity building activities
- ☐ Value chain activities / activities at factory level

2. Is ECCR the principle focus of the programme/project?

YES

3. What is the problem that the sub-programme / project aims at solving?

Al Amal Vocational Training Center for Deaf in An Nabi Elyas Community east of Qalqiliya Governorate, founded in 2005 and owned by Al-Amal Association for Deaf, it's the only TVET of its kind in the West Bank that works on integrating deaf students with normal ones in the same compound including males and females from different localities of the Governorates of Qalqilya and Salfit. The Vocational Rehabilitation Center currently has six vocational training workshops, namely carpentry, aluminum, blacksmithing, sewing - fashion design, beauty arts, printing and binding, which includes more than 100 students, the center located on 8500 square meters of land, consists of two buildings, the first is for vocational training sections and workshops, with a total area of 1,000 square meters of two floors, while the second building includes the administration of the center section, printing press, the computer lab and the dormitory, with a total area of 1,000 square meters of three floors, it's a non-profit center with no other source of income, as the center suffers from high expenditures on electrical energy needed to operate training equipment and tools, as well as center dormitory and other domestic uses, according to energy consumption records, the center's consumption rate is about 15 kilowatts per hour, and there are frequent power outages, which leads to disruption of the center's training schedule in the various workshops, especially since there is no alternative source of energy in case of blackouts. The issue of energy is a haunting and disturbing topic locally and internationally because of its negative environmental, social and economic consequences, as the daily demand for energy increases to keep pace with development and modernity. At the same time, traditional energy sources are depleting, moreover, there is a lack of awareness in the field of energy, especially renewable energy, and the scarcity of educational centers that care about energy awareness and building technical and professional capacities in this sector. Thus, needs to now focus on skills development in clean energy technologies, as currently the country is faced with a vast shortage of skilled labour in this sector. To address this

issue, The ECJP Programme, together with the TVET department at the Ministry of Labour jointly proposed a number of activities: Creating and equipping a new training workshop for practical training in the field of clean energy inside Al Amal vocational training center, develop and redesign the training curriculum related to clean energy technologies. The new training workshop section will be equipped with training tools and educational models, as well as operating this section and other sections in the training center with solar energy in order to promote the idea of clean energy and raise awareness among the students of the center, as well as attracting vocational training centers and other educational centers from the West Bank to visit the new center in order to encourage learning about clean energy and scale-up the idea and circulate it to other educational centers.

4. How will the sub-programme / project solve the problem?

The pilot aims to integrate and promote clean energy education in TVET centers through creating new training workshop section at Al Amal vocational training center for deaf, the pilot is focusing on meeting these goals:

- Improve learning and teaching environments
 - Reduce energy consumption and costs
 - Increase use of clean energy
 - Increased energy awareness among students
 - Provide instructional material to teach students about the importance of energy conservation and efficiency through hands-on lessons.
- the project has the potential to reduce gender inequalities if opportunities are sought to create a "solar installation design" learning stream that is attractive to female students in the graphic design course. This is a necessary step as both the school and the community consider it inappropriate and dangerous for girl students to learn the technical aspects of solar installation.
 - Contribute to solving the energy crisis by meeting the needs of the labor market in the clean energy sector for skilled technicians.
 - Improving youth employment opportunities by providing them with quality training that suits the market needs in the field of clean energy.

- Increasing the competitiveness of private sector institutions working in the field of designing and installing clean energy systems by providing them with skilled technicians.
- Strengthening the role of the community training center by creating equipping new training specialization on clean energy to meet the labor market demand.

5. Could the sub-programme / project have any **negative effects on the environment, including the climate or increase vulnerability to disasters?**

There are no significant negative environmental and social risk associated with implementing the project, although it will be necessary to ensure that ongoing maintenance is kept up so that equipment functions optimally. The proposed pilot project is environmentally friendly and it will have positive social and environmental impacts. The proposed project will not have any long-term adverse impacts on the natural or physical environment, including the climate or increase vulnerability to disaster. However, at the implementation phase, the project may have a potential for a temporary environmental impact on the environment. These anticipated potential environmental impacts may include: noise nuisance, natural habitats disturbance. These impacts may occur during the implementation phase which will not produce long term damages. Therefore, a mitigation measures are required to be carried out to mitigate and eliminate any damage to the environment.

6. Has the sub-programme / project been adjusted to avoid, or reduce, and manage the negative effects on the environment?

☒ Yes.

As mentioned above, the proposed pilot project is environmentally friendly and there are no negative impacts on short- term or long- term. Some temporary environmental impacts may influence the environment during implementation phase like noise nuisance, natural habitats disturbance for few days and a suitable mitigation plan will be followed during these few days of implementation.

Short-term negative impacts can be mitigated and avoided by the proper mitigation and monitoring plans.

Assessed Impacts	Mitigation Measures	Risk level and Impact Significance
noise pollution generated by installing and welding the steel	Minimizing noise levels using: <ul style="list-style-type: none"> • Controlling movement within the work area • The interval period of installing and fixing the solar panel system will be minimized • The daily work interval will be fixed 	Low

frame and fixing the solar panel or unloading goods.	between 8 am-15pm	
Labor and working conditions for staffs directly employed under and are not up to the standards	<p>Insuring staff safety by:</p> <ul style="list-style-type: none"> • Safety and awareness signs should be fixed when are needed and required. • Under no circumstances will child labour be allowed • Construction work shall be limited to daylight hours, Develop safety operational procedures 	Low
Natural habitats disturbance and landscape disturbance	<p>Avoiding the disturbance of native flora habitats by:</p> <ul style="list-style-type: none"> • Clean the work area and the surrounding areas continuously. • Train stakeholders about ecosystem services, to be aware of sensitive flora and fauna and to apply best practices for their protection 	Low

7. Could the sub-programme / project offer any positive

The project will mainly have positive social and environmental impacts. The project intervention will contribute positively in six main outcomes, that are:

- (1) A noticeable increase in the number of skilled technical graduates from vocational training centers in the clean energy sector in the West Bank.
- (2) Young people and students turn out for vocational training centers to learn clean energy technology, with specific adaptation of learning approaches to ensure young women are also equipped to support the unrolling of green energy. This is achievable by including solar installation design to the existing graphic design course.
- (3) Increased awareness of the importance and benefits of clean energy and its role in mitigating the risks of climate change.
- (4) Creating job opportunities for young people in the clean energy sector and reducing the unemployment rate among graduates of vocational training centers.
- (5) Increased awareness of environmental protection and ways to mitigate the effects of climate change.
- (6) Breadth and adoption of the idea of integrating clean energy learning in vocational training centers.

8. Has the sub-programme / project been adjusted to enhance the positive contributions on the environment?

☒ Yes.

9. We Effect defines a conflict sensitive approach as: (1) analysing and understanding the context and the impact of conflict or risk of conflict, (2) ensuring that our intervention or programme at a bare minimum does no harm, but also that the programme is adapted to minimise negative and maximise positive impacts on conflict and peace. We Effect considers conflict-affected countries to range from countries with civil wars to contexts in which conflict amongst communities is less obvious, but communities face threats and insecurity, which might escalate into conflict and violence. We Effect recognises gender inequality as a driver of conflict and therefore, in adopting a CSA, the organisation works to shift harmful social

norms that perpetuate gender inequality. This is particularly important in all We Effect projects in recognition of the multiple stigma and exclusion that women can experience. We Effect also tries to ensure that sexual gender-based violence (SGBV) is addressed in programming. **Based on this definition could the sub-programme/project worsen the impact of conflict or increased the vulnerability or risk to any population or group?**

The proposed pilot project doesn't have any risk to population or groups. The project enhances the gender dynamics within the community by both boys and girl's participation in the deaf center.

10. What has been proposed to ensure a conflict sensitive approach in this sub-programme/project?

There will be no conflict by implementing the proposed pilot project. The proposed project will serve both male and female students in the deaf center. Building capacity by training will be for both male and female in the center

11. To what extent will this project recognise and affirm the linkages between the triple nexus of conflict, environment and human rights?

The proposed project will have many positive impacts on human and environment and there are no negative impacts. The project will maintain a good relationship between the human rights and the environment and it will help in decreasing the conflict issues between them.

Climate change and environmental degradation impacts on the area

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12. What are the current and projected impacts of climate change and environmental degradation in the programme / project area(s) (environmental aspects)?

Al Amal Vocational Training Center for Deaf in An Nabi Elyas Community is a non-profit center with no other source of income, as the center suffers from high expenditures on electrical energy needed to operate training equipment and tools, as well as center dormitory and other domestic uses, according to energy consumption records, the center's consumption rate is about 15 kilowatts per hour, and there are frequent power outages, which leads to disruption of the center's training

schedule in the various workshops, especially since there is no alternative source of energy in case of blackouts.

The TVET's management pays great attention to preserving the environment, and aspires to invest in environmentally friendly projects. It has already started working with some environmental organizations in environmental initiatives such as hydroponics. It also aspires to establish a new section within the vocational center for practical training in the field of clean energy, in order to create qualified technicians in the field of clean energy, as well as to raise environmental awareness related to clean energy among students and the community. As with the training for solar engineers, every effort will be made to ensure that female students are encouraged to learn these new fields. The TVET is sensitive to community concerns about the safety of disabled girls, but recognizes that training in online technologies and design should be open to both female and male students.

Constructing the electrical solar unit, establishing a new section for practical training, and raising the awareness about the cleaning energy among the students in the center will contribute to mitigating climate change.

Impacts on the rights-holders

13. What are the current and projected social impacts as a result of the identified climate change impacts and the environmental degradation issues?

Energy problem in Palestine is among many other problems that affect social and economic conditions of the Palestinian People. The fact that most of the energy is imported with relatively higher prices places more economic burdens on the poor and marginal people where on average, nearly 9% of income is spent on energy (electricity and liquid gas). This reflects the vulnerability of the society especially the poor and marginal segments and limits their ability to obtain the energy they need for their daily use. Furthermore, there is a clear gap in clean energy awareness, environmental preservation and stimulating the effective participation of Palestinian citizens in the use of clean energy to generate electricity and feed it to the electricity network. There is also a gap in experience, skills and knowledge in clean energy technologies among youth and students due to the lack of Technical and Vocational Education and Training Centers (TVET's) specialized in clean energy and practical training.

Question 14 is optional:

14. To what extent will the identified climate change impacts and environment degradation exacerbate or worsen existing conflict?

Energy demand in the Palestinian territories is growing rapidly while the availability of natural resources is scarce, making the power sector almost entirely dependent on energy imports from neighboring countries. Electricity demand is forecasted to grow by 6 percent annually until 2030, with the Israeli Electricity Corporation (IEC) being the largest supplier of electricity, providing the West Bank with 99 percent and Gaza with 64 percent of the total supply.

Furthermore, the fact that the electricity used in the West Bank and Gaza Strip is entirely controlled by Israel, either directly or indirectly, increases the complexity of the situation and the energy insecurity of Palestinian communities at large.

Finding another alternative green energy will limit the dependent on energy imports from Israel and decrease the complexity of the situation.

15. How will the identified negative effects of the intervention on the environment impact the targeted women and men?

The proposed pilot project environmentally friendly and it will not have any negative impacts on either short term or long term

Some minor impacts during the short period of construction will be appear and a mitigation plan will be followed to overcome these minor impacts.

16. The identified positive contributions to environmental sustainability of the intervention impact the targeted women and men? Remember – it is not because the intervention contributes to environmental sustainability, that the programme / project necessarily contributes to gender equality and equity!

The proposed pilot project has many positive impacts on environment and both men and women. The saving from the electricity in the center after constructing the electrical solar panel will benefit both men and women in the center. Also, increasing the building capacity by training and raising the environmental awareness about clean energy for the students in the center either men and women. Specific efforts must be made to ensure that female students gain access to new learning about green energies and technologies: at present, there is a strong social belief that technology is

something for men to handle and benefit from. This belief needs to be consistently and creatively challenged.

100 students as direct beneficiaries will directly benefit from the new installed solar power plant (30 females and 70 males) from Qalqiliya Governorate and surrounding communities of Salfit Governorate.

20 students will directly benefit from vocational and practical training in the field of Energy after equipping and operating a new section (workshop) within the vocational center for technical training in the field of clean energy. Female students in the graphic design stream can we supported to learn the design aspects of solar technology.

Addressing the environmental-social impacts on the area

17. Has the sub-programme / project been adjusted to avoid, or reduce, and manage the negative effects on the social and gender dynamics?

☒ Yes.

18. What has been proposed to reduce the negative impacts on social and gender dynamics within the community and promote positive contributions?

It is proposed that the pilot project will be serve the students in the deaf center for both men and women. The practical training in the field of Energy after equipping and operating a new section (workshop) within the vocational center for technical training in the field of clean energy for both men and women.

19. Could the sub-programme/project have any other positive impact on the social and gender dynamics within the community?

Building capacity and raising awareness of students in the center about the clean energy and its role and positive impacts on sustainable environment and mitigating the risks of climate change, at individual (boys and girls of the center), household (Families of boys and girls students), and community levels (expansion of the idea of clean energy).

20. Has the sub-programme / project been adjusted to enhance the positive contributions on the social and gender dynamics?

☒Yes.

21. What are the planned capacity building interventions to address (i) the identified negative and positive effects on the environment and community of the sub-programme / project, and (ii) the climate change impacts?

The pilot idea is focusing on promoting the concept of clean energy, raising awareness, and build capacities of students in order to create skilled technicians capable of maintaining and installing clean energy systems, this pilot presents preliminary efforts and a proposal to implement green energy technical education by:

- creating and equipping a new section (training workshop) for the clean energy systems at Al Amal vocational training center.
- providing it with solar photovoltaic simulator, equipment, tools, furniture and raw materials necessary for the implementation of training in line with the needs of the labor market in the energy sector.
- training content (curricula) will be prepared and developed based on the competencies necessary to practice this profession efficiently and effectively in the labor market.
- It is anticipated that this project will raise public awareness of the requirement to protect the environment by promoting the use of green energy.
- The project will also provide a platform to help teach about clean energy by developing curriculum material with applied projects to boost creativity in students.

22. Is there capacity at organisational level to implement the mitigation measures that emanates from the ESIA analysis or will you have to consider bringing in (a) technical partner(s)? To what extent does the technical partner have gender expertise?

Yes, PHG executed many full and simplified ESIA for different projects in water supplying system, wastewater treatment plants, solid waste dumping sites. PHG has the capacity by its specialized staff to make, implement and follow the mitigation plan for any project. PHG may be hire an expert in electrical solar energy to design technically the pilot project.

23. Are the current and projected impacts of climate change and environmental degradation likely to impact the sustainability of the contribution?

☒ No.

The projected impacts of climate change and environmental degradation will encourage the administrative Board of the center to develop the training center and make periodical maintenance of the solar unit.

After operation of the training center and raising the awareness of the students in the center, the clean energy will spread into other locations.

24. Please fill in the ESIA management matrix and incorporate the mitigation measures into your activity plan. NB: Below are just examples in the table! Do not copy paste these.

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Nr.	Climate change impact / Environmental issue/Women's rights /Conflict issue	Issues identified by the rights-holders	Identified impacts from the ESIA analysis (technical angle)	Level of importance: Critical; High; Medium*	Mitigation measures / points of action	Timeline	Frequency of monitoring	Budget / Action	Source of finance / donor
Factory level – these are the processing sites (e.g. dairy processing sites, ginnery sites, coffee roasting sites, etc.									
1	Drought	<i>Ex: Lack of organisation and capacity to handle drought</i>	Lack of environmental governance system and capacity / knowledge	Critical	Development of an environment and climate policy and strategy Incorporate strategic actions in strategy plan	1 st 6 months of the project	Semi-annually	100,000 SEK	We Effect

2	Poor labour conditions for women	Women are leaving their jobs to take care of the family. Women get worse job positions than men.	Families do not have good childcare systems nor parental leave. There are internal norms that make women more vulnerable to worse labour conditions than men (e.g.: women	Critical	Assure women in leadership positions in cooperatives. Capacity building and advocacy actions for women and men in labour rights.	12 months of the project	Five times per year	100,000 SEK	We Effect

			do not wear protective gear in the farms; women have to care for the family and for their jobs).						
3									
4									
5									
Farmer level / Right-holder level									
1	Drought	Ex: Low levels of knowledge on environmental sustainability and climate change.	Medium risk exposure to drought for the smallholder farmers (indirectly linked to project). Low level of knowledge about insurance for their crops.	High	Capacity building activities on environment, climate change and resilience, on financial insurance and on SALM practices. Support farmers in having access to insurance to purchase irrigation systems and renewable energy.	6-12 months of the project	Once per year	100,000 SEK	We Effect
2	Women have limited decision-making power	Women do most of the farming at	The dynamics in the households do	Critical	Ensure trainings are attended at	12 months of the project	Five times per year	100,000 SEK	We Effect

		production level, but are not included in technical training on SALM practices for example	not favour women to leave their homes. Women do not have information about occurring SALM trainings. There are no spaces for women to freely talk and discuss about their needs.		least by 50% women (adapt based on women's needs). Create women sharing spaces for exchanging their traditional agriculture knowledge. Male champions: men teaching other men how to break barriers in norms, attitudes and values that are harmful to women.				
3									
4									
5									

* Level of importance: **Critical; High; or Medium**

- **Critical:** Implemented < 6 months
- **High:** 6-12 months
- **Medium:** > 12-18 months