



**U.S. Agency for International Development
INITIAL ENVIRONMENTAL EXAMINATION
Reading Advancement in Georgia (Re-Ad-in-G)
USAID/Georgia
New Education Project**

A. PROGRAM AND ACTIVITY DATA

PROJECT NAME: Georgia Primary Education (G-PriEd) Project

ASSISTANCE OBJECTIVE: Investing in People/Improved Delivery of Social Services/Provision of Key Social & Health Services Expanded to Meet Needs of Vulnerable Groups

PROGRAM AREA: 3.2 - Education

COUNTRY: Georgia/Caucasus/E&E

ORIGINATING OFFICE: Health and Social Development Office

DATE: 05/07/2011

IEE AMENDMENT: Yes No

DCN OF ORIGINAL IEE: N/A

IMPLEMENTATION START DATE: August/September, 2011

IMPLEMENTATION END DATE: September, 2016

CONTRACT/AWARD # IF KNOWN: Contract

Environmental Media and/or Human Health Potentially Impacted (check all that apply):
None Air Water Land Biodiversity Human health Other

Environmental Action Recommended:

Categorical Exclusion: Positive Determination:
Negative Determination: Deferral:
Neg. Deter. With Conditions: Exemption:

The IEE with **categorical exclusion** for all technical assistance and training activities will cover USAID/Georgia’s activities in response to Program Objective “Investing in People”, Program Area “Education”, Program Elements: “Basic Education, Higher Education” and incorporate appropriate health and safety measures and environmental safeguards.

The proposed activity contributes to the AO of *Improved Delivery of Social Services, and IR 1: Management capacity exists within the government to ensure provision of quality service*. More specifically, the activity will respond to Sub-IR 1.1: *education workforce skills developed*; and Sub-IR 1.2: *Regulatory and policy environment strengthened*.

B. PROGRAM DESCRIPTION

USAID’s 5-year activity will provide comprehensive assistance to the primary education system to improve reading and math competencies of Georgian and ethnic minority students. This will be achieved through supporting instructional improvements, testing and improving standards, use of technology, and development of subject experts in reading and math in schools as well as in the education departments of Georgia’s universities. The significance of training teachers in using new approaches cannot be overstated. According to lessons learned in the NCAC and TPDC, teachers’ readiness to bring the new curricula to classrooms determines successful learning outcomes. Objectives and corresponding activities:

I. Improve reading outcomes for grades 1-6, including reading outcomes in Georgian language for minority students

1. Create a working group together with the MES, NCAC, TPDC/TH, and local and international experts to lead the reading program reforms for grades 1-6;
2. Facilitate activities of the working group in setting national reading speed standards, revising/revisiting national reading comprehension standards, and developing assessment tests for every grade in grades 1-6 (take guidance from existing studies and norms in the U.S., Europe, and Latin America);
3. Facilitate activities of the working group, and hire additional local and international experts as needed, for the review of the current teacher guidelines in reading for Georgian and ethnic minority students, and revise them if necessary; support the MES in publishing teacher guidelines;
4. Facilitate activities of the working group, and hire additional local and international experts as needed, for the development of paper-based books, as well as electronic content for the MES-provided netbooks for grades 1-6. For grades 2-6 aim to increase speed and comprehension through increasingly complex literature and interactive content;
5. In cooperation with the MES and the working group, pilot the reading programs for every grade in grades 1-6 in at least 270 Georgian and 50 ethnic minority schools selected through a stratified random selection¹;
6. Train grade 1-6 teachers in pilot schools to conduct reading courses and tests (including fluency and comprehension);
7. Distribute paper-based reading textbooks and make electronic content for reading accessible for the netbooks in the pilot schools; Provide additional electronic devices

¹ 10 % of Georgian language schools within each of nine regions, and 10% of ethnic minority schools in two regions (Samskhe-Javakheti and Kvemo Kartli) representatively selected of Georgia

- necessary for teaching with the use of netbooks (i.e. interactive boards, video technology, etc.);
8. Facilitate the working group inputs for revision of national reading assessment methodology;
 9. Test the new assessment tools for reading fluency and comprehension for grades 1-6 in the pilot schools²; set the baseline in pilot schools, and generalize it to Georgia;
 10. Support teachers of grades 1-6 to implement the reading curricula throughout the school year; conduct assessment at the end of the pilot year;
 11. Process the results of the first pilot year (target and control groups) and develop recommendations and strategy for country-wide implementation.
 12. If pilot results call for standards improvement, advocate for changes in reading fluency and comprehension standards, and assist the MES to accomplish revision of standards.
 13. Facilitate expansion of the pilot to all schools in Georgia; Provide interactive boards and low-cost technologies to at least 1,200 Georgian and 400 ethnic minority schools country-wide³;
 14. Assist the MES in creating reading libraries in schools by developing/translating additional reading materials for grades 3- 6 and grades 7-9; print and distribute paper-based and electronic/video books; train teachers to integrate additional reading lessons in the curricula;
 15. Develop remediation and promotion programs (e.g. summer school, extra time after hours, distance learning programs); and
 16. Starting in Year Two, assist the MES in conducting national assessment of reading fluency and comprehension. Process country data on reading in grades 1-6 on annual basis and develop trends and produce reports.

II. Improve math outcomes for grades 1-6, including math outcomes for ethnic minority students

1. Create a working group together with the MES, NCAC, TPDC/TH, and local and international experts with the task of leading math outcome improvement in Georgia's primary schools;
2. Facilitate activities of the working group, and hire additional local and international experts as needed, for the review of the current teacher guidelines for math for Georgian and ethnic minority students, and revise if necessary; support the MES in publishing teacher guidelines;
3. Facilitate activities of the working group, and hire additional local and international experts as needed, for the development of paper-based books, as well as electronic content in math for the MES-provided netbooks for grades 1-6. Develop list of minimum visuals and learning aid supports for math.
4. Pilot new, technology-based math methodology for grades 1-6 in 270 Georgian and 50 ethnic minority schools (same schools as for reading pilot):

² Letter reading and 1-minute reading of a simple text of about 60 words with 5 questions. For grades 4-6 use a text of 150 words with a summary; use a criterion of 80% correct responses in “shallow”, simple questions. [potentially lower comprehension percentage for minority language students – to be set by the Ministry of Education). Helen Abadzi, Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvements, manuscript, 2011.

³ Schools that need technological support will be selected in consultation with the MES; the MES invests its own resources in interactive boards, also large schools buy interactive boards with their own resources; the project will donate boards and support other interactive infrastructure in small size, rural, mountainous, and ethnic minority schools, where the technology-based teaching may increase interest and access to schooling

- i) Train grade 1-6 teachers in pilot schools to conduct improved math courses and tests;
 - ii) Distribute paper-based math textbooks and make electronic content for math accessible for netbooks; Provide additional equipment and school supplies for improved learning of math;
 - iii) Facilitate working group inputs for revision of national math assessment methodology; and conduct such revision;
 - iv) Test the new national math assessment methodology and tools for grades 1-6 in the pilot school⁴; set the baseline in pilot schools, and generalize it to Georgia;
 - v) Support teachers of grades 1-6 to implement the math curricula throughout the school year; conduct assessment at the end of the pilot year;
 - vi) Process the results of the first pilot year (baseline and end-of-year) and develop recommendations and strategy for country-wide implementation.
 - vii) If pilot results call for standards improvements, advocate for changes in math standards, and assist the MES to accomplish revision of standards;
5. Facilitate expansion of the pilot to all schools in Georgia by training teachers of grades 1-6, providing paper-based textbooks, as well as access to electronic content of math courses; low-cost equipment and teaching aid supplies to at least 1,200 Georgian language and 400 ethnic minority schools;
 6. Monitor the expansion and provide hands-on assistance to teachers of math in grades 1-6.
 7. Assist the MES in creating math libraries/laboratories in schools by developing/translating and distributing additional math materials;
 8. Develop remediation and promotions programs (e.g. summer schools, extra time after hours, distance learning programs, math clubs, math nights, between-school competitions, etc.); and
 9. Starting from Year Two, assist the MES conduct national math assessment. Process country data on math assessment in grades 1-6 on annual basis, and develop trends and produce reports.

III. Strengthen capacity to develop and implement pre- and in-service teacher training programs for teaching reading and math

1. Advise the MES on effective mechanisms for induction and retention of teachers; assist in creation and implementation of effective programs in these areas;
2. Propose effective mechanisms for developing a professional teacher cadre for rural and mountain schools; assist the MES in creating and implementing effective programs in these areas;
3. Assist the MES in the establishment of at least three regional and one Tbilisi-based Teacher House. This may include development of TH model, staffing pattern, operations and procedures, as well as provision of training equipment (i.e. smart boards and distance learning devices);
4. Assist the TH in developing a clear policy and effective and sustainable approach to teacher professional development;

⁴ Letter reading and 1-minute reading of a simple text of about 60 words with 5 questions. For grades 4-6 use a text of 150 words with a summary; use a criterion of 80% correct responses in “shallow”, simple questions. [potentially lower comprehension percentage for minority language students – to be set by the Ministry of Education). Helen Abadzi, Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvements, manuscript, 2011.

5. Assist the THs in attracting and supporting at least 10 experts of reading, and 10 experts of math.
6. Facilitate the process of nurturing Georgia's experts in reading and math, including those currently working on curricula and standards, as well as those newly selected through the program. This could include study tours to other countries, partnerships with other universities/experts of reading and math, other professional development opportunities;
7. With the help of trained experts, provide a series of ToT to at least 50 teacher trainers of reading and math;
8. Strengthen the capacity of THs to deliver teacher training to all teachers of reading and math in Georgia by:
 - a. Training at least 3000 teachers in grades 1-4 every year starting from Year Two in reading and math⁵;
 - b. Training at least 1000 teachers of reading Georgian as a second language in grades 1-6;
 - c. Training at least 1500 teachers of grades 5- 6 in reading and math subjects⁶;
 - d. Providing continued/professional development opportunities to teachers and teacher trainers, such as seminars, summer schools, exchange study tours, subscription to international journals, or scholarships for post-graduate study/research.
9. Assist THs establish paper-based and electronic teacher training library in reading and math;
10. Assist THs establish and implement activities and programs that assist teachers to apply their new knowledge. This could include demo-classes, open-day classes, video- classes, incentives programs, seminars, workshops, student evaluation etc.
11. Review current education programs of universities. Where needed, assist universities to create new courses, train university faculty, enhance faculty development and access to current educational information and resources; and develop and print new reference materials and university textbooks; and
12. Assist universities to create internship opportunities in schools through cooperation with the MES; develop practice-based approach to student theses grounded in their experience observing teaching of reading and math.

C. COUNTRY AND ENVIRONMENTAL INFORMATION (BASELINE INFORMATION)

a. Sector Specific Information (Baseline Information on the Need for the Project)

Georgia is a lower-middle-income country with GDP per capita of \$3,000, a negative annual population growth index at -0.3 percent. Approximately 31 percent of Georgia's population lives below the poverty line. Chronic unemployment remains one of the greatest obstacles to improving living standards. In three years' time, after the war with Russia, and in the confines of the global economic crises, Georgia's economy is slowly recovering and in 2013-2015 is projected to return to the pre-war growth of 6-9 percent annually. However, Georgia's workforce lacks skills and education commensurate with requirements of such rapid growth, and can significantly challenge

⁵ In these grades, a head teacher teaches all major subjects, including math, reading, and nature (except for foreign language)

⁶ In these grades, different subjects are taught by different teachers

the country's economy and further development. Such deficiency is being reinforced by a persistent lack of fundamentals of education, such as literacy, numeracy, and critical thinking.

Ethnic minorities, of which Azeri and Armenian groups are the largest, comprise 17 percent of Georgia's population. They have very limited levels of the Georgian language knowledge, which eventually excludes them from higher education programs. The overall share of the rural population in Georgia is 56 percent, of which at least half live in high mountain areas of low population density and with distantly located schools.

b. Environmental Legislative Framework

National Environmental Action Plan (NEAP, 2000) and National Biodiversity Strategy and Action Plan (NBSAP, 2005) are the main national level policy documents related to biodiversity conservation. Both of these documents are outdated and not used in practice in Georgia. The MES began the process of preparing a new NEAP and NBSAP in 2009.

Georgia is a party to the major international treaties concerning biodiversity and natural resources. These include: Convention on Biological Diversity 1994, United Nations Framework Convention on Climate Change 1994, Convention on International Trade in Endangered Species of Wild Fauna and Flora 1996, Convention on Wetlands of International Importance especially as Waterfowl Habitat 1997, Convention on the Conservation of Migratory Species of Wild Animals 2000, Agreement on the Conservation of Bats in Europe 2002, and a number of others. The most relevant to biodiversity conservation include: Convention on the Conservation of European Wildlife and Natural Habitats (2009), Cartagena Protocol on Biosafety to the Convention on Biological Diversity (2009); and the Protocol to the Convention on the Prevention of Marine Pollution by Dumping of Wastes and other.

Georgia has a significant number of laws, presidential orders and government acts on environmental protection. Some examples include:

- The Law on Environmental Protection (1999 and updated)
- Law on Environmental Impact Permit (1991 and updated)
- Law on Ecological Expertise (2007)
- Law on Protected Areas
- Forestry code (under the process of updating)
- Water law (under the development)

The Law on Ecological Expertise of 2007 remains the framework for environmental impact assessments (EIAs) that apply to new projects that may have adverse impacts on the environment. EIAs are part of the state ecological expertise (SEE) authority. Citizens and public organizations have access to EIAs and can express their views according to Aarhus and Esposo conventions.

D. EVALUATION OF ACTIVITY WITH RESPECT TO ENVIRONMENTAL IMPACT POTENTIAL AND IDENTIFICATION OF MITIGATION MEASURES

The proposed IEE to the new **G-PriEd** project will assist with the following activities towards current objectives:

Illustrative Activities	Potential Impacts	22 CFR 216 Environmental Determination	Mitigation Measures/Conditions
Objective 1 -- Improve reading outcomes for grades 1-6, including reading outcomes in Georgian language for minority students			
1) Create a working group together with the MES, NCAC, TPDC/TH, and local and international experts to lead the reading program reforms for grades 1-6;	For the activities under Objective 1 no significant environmental impacts anticipated	Categorical exclusion pursuant to 216.2 (c) (2) (i) Education, technical assistance, or training programs except to the extent such programs include activities directly affecting the environment (e.g., construction of facilities)	N/A
2) Facilitate activities of the working group in setting national reading speed standards, revising/revisiting national reading comprehension standards, and developing assessment tests for every grade in grades 1-6 (take guidance from existing studies and norms in the U.S., Europe, and Latin America);			
3) Facilitate activities of the working group, and hire additional local and international experts as needed, for the review of the current teacher guidelines in reading for Georgian and ethnic minority students, and revise them if necessary; support the MES in publishing teacher guidelines;			
4) Facilitate activities of the working group, and hire additional local and international experts as needed, for the development of paper-based books, as well as electronic content for the MES-provided netbooks for grades 1-6. For grades 2-6 aim to increase speed and comprehension through increasingly complex literature and interactive content;			

5) In cooperation with the MES and the working group, pilot the reading programs for every grade in grades 1-6 in at least 270 Georgian and 50 ethnic minority schools selected through a stratified random selection ⁷ ;			
6) Train grade 1-6 teachers in pilot schools to conduct reading courses and tests (including fluency and comprehension);			
7) Distribute paper-based reading textbooks and make electronic content for reading accessible for the netbooks in the pilot schools; Provide additional electronic devices necessary for teaching with the use of netbooks (i.e. interactive boards, video technology, etc.);			
8) Facilitate the working group inputs for revision of national reading assessment methodology;			
9) Test the new assessment tools for reading fluency and comprehension for grades 1-6 in the pilot schools ⁸ ; set the baseline in pilot schools, and generalize it to Georgia;			
10) Support teachers of grades 1-6 to implement the reading curricula throughout the school year; conduct assessment at the end of the pilot year;			

⁷ 10 % of Georgian language schools within each of nine regions, and 10% of ethnic minority schools in two regions (Samtskhe-Javakheti and Kvemo Kartli) representatively selected of Georgia

⁸ Letter reading and 1-minute reading of a simple text of about 60 words with 5 questions. For grades 4-6 use a text of 150 words with a summary; use a criterion of 80% correct responses in “shallow”, simple questions. [potentially lower comprehension percentage for minority language students – to be set by the Ministry of Education). Helen Abadzi, Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvements, manuscript, 2011.

11) Process the results of the first pilot year (target and control groups) and develop recommendations and strategy for country-wide implementation.			
12) If pilot results call for standards improvement, advocate for changes in reading fluency and comprehension standards, and assist the MES to accomplish revision of standards.			
13) Facilitate expansion of the pilot to all schools in Georgia; Provide interactive boards and low-cost technologies to at least 1,200 Georgian and 400 ethnic minority schools country-wide ⁹ ;			
14) Assist the MES in creating reading libraries in schools by developing/translating additional reading materials for grades 3- 6 and grades 7-9; print and distribute paper-based and electronic/video books; train teachers to integrate additional reading lessons in the curricula;			
15) Develop remediation and promotion programs (e.g. summer school, extra time after hours, distance learning programs); and			
16) Starting in Year Two, assist the MES in conducting national assessment of reading fluency and comprehension. Process country data on reading in grades 1-6 on annual basis			

⁹ Schools that need technological support will be selected in consultation with the MES; the MES invests its own resources in interactive boards, also large schools buy interactive boards with their own resources; the project will donate boards and support other interactive infrastructure in small size, rural, mountainous, and ethnic minority schools, where the technology-based teaching may increase interest and access to schooling

II. Objective 2: Improve math outcomes for grades 1-6, including math outcomes for ethnic minority students

<p>1). Create a working group together with the MES, NCAC, TPDC/TH, and local and international experts with the task of leading math outcome improvement in Georgia's primary schools;</p>	<p>For the activities under Objective 2 no significant environmental impacts anticipated</p>	<p>Categorical exclusion pursuant to 216.2 (c) (2) (i) Education, technical assistance, or training programs except to the extent such programs include activities directly affecting the environment (e.g., construction of facilities)</p>	<p>N/A</p>
<p>2) Facilitate activities of the working group, and hire additional local and international experts as needed, for the review of the current teacher guidelines for math for Georgian and ethnic minority students, and revise if necessary; support the MES in publishing teacher guidelines;</p>			
<p>3) Facilitate activities of the working group, and hire additional local and international experts as needed, for the development of paper-based books, as well as electronic content in math for the MES-provided netbooks for grades 1-6. Develop list of minimum visuals and learning aid supports for math.</p>			
<p>4) Pilot new, technology-based math methodology for grades 1-6 in 270 Georgian and 50 ethnic minority schools (same schools as for reading pilot):</p>			
<p>5) Facilitate expansion of the pilot to all schools in Georgia by training teachers of grades 1-6, providing paper-based textbooks, as well as access to electronic content of math courses; low-cost equipment and teaching aid supplies to at least 1,200 Georgian language and 400 ethnic</p>			

minority schools;			
6) Monitor the expansion and provide hands-on assistance to teachers of math in grades 1-6.			
7) Assist the MES in creating math libraries/laboratories in schools by developing/translating and distributing additional math materials;			
8) Develop remediation and promotions programs (e.g. summer schools, extra time after hours, distance learning programs, math clubs, math nights, between-school competitions, etc.); and			
9) Starting from Year Two, assist the MES conduct national math assessment. Process country data on math assessment in grades 1-6 on annual basis, and develop trends and produce reports.			
III. Objective 3: Strengthen capacity to develop and implement pre- and in-service teacher training programs for teaching reading and math			
1. Advise the MES on effective mechanisms for induction and retention of teachers; assist in creation and implementation of effective programs in these areas;	For the activities under Objective 3 no significant environmental impacts anticipated	Categorical exclusion pursuant to 216.2 (c) (2) (i) Education, technical assistance, or training programs except to the extent such programs include activities directly affecting the environment (e.g., construction of facilities)	N/A
2. Propose effective mechanisms for developing a professional teacher cadre for rural and mountain schools; assist the MES in creating and implementing effective programs in these areas;			
3. Assist the MES in the establishment of			

<p>at least three regional and one Tbilisi-based Teacher House. This may include development of TH model, staffing pattern, operations and procedures, as well as provision of training equipment (i.e. smart boards and distance learning devices);</p>			
<p>4. Assist the TH in developing a clear policy and effective and sustainable approach to teacher professional development;</p>			
<p>5. Assist the THs in attracting and supporting at least 10 experts of reading, and 10 experts of math.</p>			
<p>6. Facilitate the process of nurturing Georgia’s experts in reading and math, including those currently working on curricula and standards, as well as those newly selected through the program. This could include study tours to other countries, partnerships with other universities/experts of reading and math, other professional development opportunities;</p>			
<p>7. With the help of trained experts, provide a series of ToT to at least 50 teacher trainers of reading and math;</p>			
<p>8. Strengthen the capacity of THs to deliver teacher training to all teachers of reading and math in Georgia by:</p>			
<p>9. Assist THs establish paper-based and electronic teacher training library in reading and math;</p>			
<p>10. Assist THs establish and implement activities and programs that assist teachers</p>			

<p>to apply their new knowledge. This could include demo-classes, open-day classes, video- classes, incentives programs, seminars, workshops, student evaluation etc.</p>			
<p>11. Review current education programs of universities. Where needed, assist universities to create new courses, train university faculty, enhance faculty development and access to current educational information and resources; and develop and print new reference materials and university textbooks; and</p>			
<p>12. Assist universities to create internship opportunities in schools through cooperation with the MES; develop practice-based approach to student theses grounded in their experience</p>			

E: RECOMMENDED ENVIRONMENTAL THRESHOLD DECISION

RECOMMENDED ACTION: CATEGORICAL EXCLUSION:

Pursuant to 22 CFR 216.2 (c) (3), the activities under Objectives 1, 2, and 3, proposed in this IEE fall within the classes of action cited in CFR 216.2(c)(2), of Title 22 CFR Part 216, "AID Environmental Procedures" and are therefore recommended for categorical exclusion from any further environmental review requirements. The originator of the proposed action has further determined that the proposed activities are fully within the following classes of actions:

- Education, technical assistance, or training programs except to the extent such programs include activities directly affecting the environment (such as construction of facilities, etc.) [22 CFR 216.2(c)(2)(i)];
- Analyses, studies, or academic workshops and meetings - [22 CFR 216.2(c)(2)(iii)];
- Document and information transfers - [22 CFR 216.2(e)(2)(v)];
- Studies, projects or programs intended to develop the capacity of recipient countries to engage in development planning, except to the extent designed to result in activities directly affecting the environment (such as construction of facilities, etc.) [22CFR216.2(c)(2)(xiv)].

F. MANDATORY INCLUSION OF ENVIRONMENTAL COMPLIANCE REQUIREMENTS IN SOLICITATIONS, AWARDS, BUDGETS AND WORKPLANS

- Appropriate environmental compliance language shall be included in solicitations and awards for this activity with an appropriate level of funding and staffing to satisfy the environmental compliance requirements set forth in this IEE.
- The implementing partner will incorporate conditions set forth in this IEE in to their work plans.

G. LIMITATIONS OF THE IEE: This IEE does not cover activities involving:

1. Classes of actions normally having a significant effect on the environment pursuant to 22 CFR 216.2(d):
 - a. programs of river basin development;
 - b. irrigation and water management;
 - c. Agricultural land leveling
 - d. Drainage projects
 - e. Large scale agricultural mechanization
 - f. New land development
 - g. Penetration road building and road improvement
 - h. Power plants;
 - i. Industrial plants
 - j. Potable water and sewerage projects
2. Activities effecting endangered species or introducing exotic species
3. Support to extractive industries (e.g. mining and quarrying).
4. Support for activities that promote timber harvesting;
5. Assistance for the procurement (including payment in kind, donations, guarantees of credit) or use (including handling, transport, fuel for transport, storage, mixing, loading, application, clean-up of spray equipment, and disposal) of pesticides or activities involving procurement, transport, use, storage, or disposal of toxic materials. Pesticides cover all insecticides, fungicides, rodenticides, etc. covered under FIFRA – ‘Federal Insecticide, Fungicide, and Rodenticide Act’.
6. Potential activity components dealing with privatization of industrial facilities or infrastructure with heavily polluted property. In such cases, an amendment to the IEE will be

required to conduct Environmental Liability Assessment (ELA) as part of the privatization process.

7. Procurement or use of genetically modified organisms (GMOs).
8. Project preparation, project feasibility studies, and infrastructure investments for projects that may have a potentially significant impact on the environment.
9. New Construction
10. Activities involving support to industrial enterprises, and regulatory permitting.
11. DCA or GDA programs.

Any of the above actions would require an amendment to the IEE approved by the E&E Bureau Environmental Officer (EE/BEO).

H. REVISIONS:

Pursuant to 22 CFR 216.3(a) (9), if new information becomes available that indicates that activities covered by the IEE might be considered “major” and their effect “significant,” or if additional activities are proposed that might be considered “major” and their effect “significant,” this recommendation for Categorical Exclusion will be reviewed and, if necessary, revised by the Mission Environmental Officer (MEO) with concurrence by the EE/BEO. It is the responsibility of the USAID COTR to keep the MEO and BEO informed of any new information or changes in the activity that might require revision of the IEE.