COMMUNITY INVESTMENT AND DEVELOPMENT PLAN

ITUKA WEST NILE UGANDA LIMITED

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ITUKA-E&S-CIDP

RESPONSIBILITIES

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REVISION HISTORY

VERSION	DATE	AUTHOR	COMMENTS
00	05.06.2024	Anna Savoskina	First issue

INDEX

ACRONYMS

ACRONYM	DEFINITION
AC	Alternating Current
ARC	Anti-Reflective Coating
CID	Community investment and development
E&S	Environmental and Social
EHS	Environment, Health and Safety
EPC	Engineering, Procurement and Construction
ESHS MS	Environment, Social, Health and Safety Management System
ESIA	Environmental and Social Impact Assessment
ESMP	Environmental and Social Management Plan
FMC	Facilities Management Company
IFC	International Finance Corporation
NGO	Non-Governmental Organization
TOT	Training of Trainers
CBO	Community Based Organisation
NREA	New and Renewable Energy Authority
NTS	Non-Technical Summary
O&M	Operation and Maintenance
PPA	Power Purchase Agreement
PS	Performance Standard
PV	Photovoltaic
QHSE	Quality, Health, safety, and Environmental
SEP	Stakeholder Engagement Plan

1 INTRODUCTION

The Ituka West Nile 20 MW power plant (the "Project") is a solar project to be developed by the Ituka West Nile Uganda Limited (the "Project Company" or "Ituka"), a wholly owned Ugandan subsidiary of AMEA Power LLC (the "Sponsor" or "AMEA") which was established in 2016 in United Arab Emirates (UAE). Ituka contracted Danway Electrical & Mechanical Engineering LLC (the "EPC Contractor" or "Danway") to carry out the Engineering, Procurement, and Construction for the Project.

The Project Company has got financing for the Project from Emerging Africa Infrastructure Funds (the "Lenders"). Therefore, the Project will be built and operated in accordance with good international industry practice and Lenders' standards. This includes the "International Finance Corporation (IFC) Performance Standards" (IFC, 2012), the Equator Principles (EP IV), the IFC Environment, Health, and Safety (EHS) Guidelines" and PIDG Policies and Safeguards.

This document represents the Community Investment and Development Plan (CIDP) that will be implemented by Ituka for the local communities within the Project area.

The CIDP involves voluntary contributions or actions by the Project Company to help communities in their areas of operation address their development priorities and take advantage of opportunities created by private investment. This is done in ways that are sustainable and support business objectives.

The CIDP is the Project Company's vision for a positive economic, social, and environmental impact through business. It covers governance, products and services, community and employee well-being, and environmental impacts. It is a process of integrating the organization's social purpose and, in particular, its concerns about effectiveness of all members, employees, communities, and the environment into the institution's decision-making process.

To ensure realism and practicality, this Community Investment and Development Plan refers to the construction period (expected 14-months) and the first 5 (five) years of operations of the PV plant, covering in total almost 6-years that is believed to be a reasonable timeframe for the implementation of the Community Investment and Development programs included in this plan. At the end of this timeframe, a new needs assessment will be carried out and consequently a new CIDP will be issued.

2 OBJECTIVE AND SCOPE

This strategy aims to define the Community Investment and Development Plan (CIDP) actions that will be implemented by the Project during the construction and first 5-years of operations of Ituka Solar Project to improve the living conditions of local communities and the local environment and put in place the relevant management structure for their implementation.

CIDP actions are not directly related to negative impacts or risks from the Project but aim to maximize positive impacts and improve the livelihoods of the local communities residing in the area within which AMEA Power and the Project Company operate. CIDP strategies are to promote sustainable economic growth, environmental protection, education, skills building, and the health and welfare of the local community.

This Plan focuses on the screening, assessment, and selection of actions and on the implementation of actions in line with the strategy included in the chapter 6. This Plan will be updated during the lifecycle of the Project, as required.

The objectives of this Plan are to:

- Identify, assess and discuss with local stakeholders the list of potential CIDP actions.
- Develop a list of CIDP actions that reflects stakeholder's priorities, is technically viable, is aligned with Ugandan Government and Sponsor programs, and is viable within the established budget;
- Build positive relationships with local communities by building local ownership, using participatory planning, implementing CIDP actions in a transparent and accountable manner and considering the local communities as partners of the Project;
- Describe CIDP actions implemented to date;
- Plan and implement CIDP actions that support the livelihoods of the communities and that are aligned to the SDG supported by the Sponsor;
- Support the local communities by providing them skill development, in order to maximise local employment and building capacity for future PV plants;
- Specifically consider the requirements of vulnerable groups;
- Measure the results and impacts of the CIDP by tracking and assessing performance indicators, community perceptions, returns on community investment and proactive participation.

2.1 GUIDING PRINCIPLES

The Project Company will be implementing a Community Investment and Development (CID) that will be guided by the following principles:

Ethics

- Follow honest, transparent, ethical and socially responsible business practices;
- Follow industry norms and best practices in all operations.

Stakeholders

- Maintain constructive dialogue and on-going engagement with all stakeholders to build rapport and contribute to sustainable development;
- Uphold respect, equality and diversity of all stakeholders by maintaining professional and non-discriminatory relationships

Community

- Reaching out to the greatest number of local community members and target to the best extent possible various and diverse stakeholder groups including vulnerable groups identified in the Project area;
- Support the local community by contributing and investing in initiatives to enhance social, health and economic development programs;
- Establish and maintain partnership with government authorities, businesses, NGOs and communities to promote and strengthen community welfare;
- Share business knowledge and expertise to support educational learning development.
- Aid programme to provide for basic needs including food, clothing and shelter, among others.

Environment

- Utilise cost-effective methodologies for efficient use of energy and resources;
- Safeguard the environment and support sustainable development by implementing environment friendly initiatives

2.2 ELIGIBILITY CRITERIA

The following represents the key rationale that will be taken in consideration during the initial screening to cut off the potential CIDP activities that won't be considered eligible. Therefore, will be not considered eligible the following activities.

- Activities that exceed the maximum budget set by the Project Company for the Social Responsibility Program. Based on internal discussion between the Project Company and the Sponsor, the budget allocated for the CIDP will be **50,000 USD during the construction phase** and **40,000 USD per year during the operational phase, totalling 250,000 USD** over the period of implementation of the CIDP.
- The budget required for each activity was estimated based on knowledge of local costs required for implementation.
- Activities that clearly exceeded that allocated budget were excluded. In addition, activities listed that were very general were excluded as well given that cost estimation could not be realistically determined;
- Activities that are not within the Project Company's authority to implement or participate in any activities that include recurring or operational expenditure such as salaries, utility bills, medications hiring teachers for schools, hiring municipal cleaning workers, etc.;
- Activities that are considered too complicated for implementation as they require a substantial investment of resources (human resources, capital resources, etc.) which the Project Company might not be able to allocate or provide (this includes for example developing and creating incentive programs);
- Activities that are not clearly aligned with the SDGs supported by the Sponsor and the Project Company.

3 LEGAL FRAMEWORK

The following identifies the relevant regulatory requirements related to the implementation of a social responsibility program including Ugandan requirements as well as Lender's requirements.

3.1 NATIONAL LEGISLATION

This plan was prepared in compliance with the Ugandan legislation, covering environmental and social compliance; human rights; public consultation; antiquities; tendering; and procurement procedures.

- Constitution of the Republic of Uganda
- Local government act
- Uganda National Environment Management Policy, 2014.
- Uganda Employment Act, 2006
- Public procurement and disposal act, 2003
- The Occupational Safety act, 2006
- The human Rights Enforcement act, 2019
- Persons with disability act 2020
- National gender policy, 2017

3.2 INTERNATIONAL STANDARDS

3.2.1 IFC Performance Standards

The "International Finance Corporation (IFC) Performance Standards in Environmental & Social Sustainability" (IFC, 2012) and Environment, Health and Safety (EHS) Guidelines" do not have specific requirements for the implementation of a social investment program for local communities by Project Company.

However, they offer a "Good Practice Handbook for Companies Doing Business in Emerging Markets on Strategic Community Investment" (February 2010). The Good Practice Principles for Strategic Community Investment are structured around five elements which are:

1. **Strategic**
   - Activities flow from a well-defined strategy (objectives, criteria, guiding principles) linked to a clear business case and assessment of risks and opportunities
   - Addresses both short and long-term objectives through a strategic mix of investments
   - Focuses selectively on a few key areas for greatest impact where the company can most
   - Effectively leverage its unique role and competencies to address community priorities
   - Looks beyond financial resources and considers how to make best use of company assets,
   - Resources, expertise, advocacy, and relationships to benefit local communities
   - Evolves with the business phase and uses different approaches along the project cycle

2. **Aligned**
   - Aligns the strategic issues of the business with the development priorities of local communities, civil society, and government to create "shared value"

- Coordinates CI with other company policies and practices that affect communities, such as impact management, stakeholder engagement, and local hiring and procurement
- Promotes cross-functional coordination and responsibility for supporting CI objectives among all business units that interact with local stakeholders

3. **Multi-stakeholder driven**
   - Positions the company as a partner in multi-stakeholder processes rather than as the principal actor in promoting local development
   - Recognizes that a multi-stakeholder approach reduces company control but adds value by building local ownership and complementarity around shared interests
   - Supports communities and local governments in defining and meeting their own development goals and aspirations through participatory planning and decision making

4. **Sustainable**
   - Seeks to avoid dependency, encourage self-reliance, and create long-term benefits that can outlast company support
   - Does not commence activities without a viable exit or handover strategy
   - Invests heavily in capacity building, participatory processes, and organizational development to enable local communities, institutions, and partners to take progressively greater roles and responsibilities
   - Reinforces, rather than replaces, local institutions and processes where feasible

5. **Measurable**
   - Measures return on community investment to both the company and the community
   - Uses outcome and impact indicators to measure the quantity and quality of change
   - Tracks changes in community perceptions to gain real-time feedback on performance
   - Uses participatory methods of monitoring and evaluation to build trust and local ownership of outcomes
   - Proactively communicates the value generated by CI to internal and external audiences

3.2.2 Equator Principles

The Equator Principles (EPs) are a risk management framework adopted by financial institutions to assess and manage environmental and social risks in the project. They aim to ensure the project is developed responsibly and sustainably.

Principles

- Review and Categorization: Classify projects by risk (A, B, C).
- Environmental and Social Assessment: Conduct thorough assessments for high-risk projects.
- Applicable Standards: Comply with local laws and international standards.
- Management System and Action Plan: Develop systems and plans to mitigate risks.
- Stakeholder Engagement: Engage effectively with affected communities.
- Grievance Mechanism: Provide a way for communities to raise concerns.
- Independent Review: Require independent reviews for high-risk projects.
- Covenants: Include compliance requirements in loan agreements.
- Monitoring and Reporting: Ensure ongoing independent monitoring.
- Transparency: Publicly report on adherence to the principles.

3.2.3 IFC Good Practice Note

In addition, the Project aims to follow the IFC Handbook called "Good Practice Principles for Strategic Community Investment" (June 2010) that provides guidance on voluntary contributions or actions by companies to help communities in their areas of operation address their development priorities, and take advantage of opportunities created by private investment, in ways that are sustainable and support business objectives.

3.2.4 PIDG Policies and Safeguards

The Private Infrastructure Development Group (PIDG) has a set of policies and safeguards designed to ensure responsible investment and sustainable development in infrastructure projects:

1. Environmental, Social, and Governance (ESG):

- Environmental: Minimize negative impacts and promote sustainability.
- Social: Protect community rights and welfare.
- Governance: Ensure transparency and accountability.

2. Climate Change: Support climate resilience and low-carbon projects.

3. Gender and Inclusion: Promote gender equality and social inclusion.

4. Anti-Corruption: Prevent fraud and unethical practices.

5. Health, Safety, and Security: Maintain high safety standards and manage risks.

6. Monitoring and Evaluation: Continuously monitor and report on project impacts.

These policies ensure responsible investment and sustainable development in infrastructure of the project.

3.2.5 ISO Standards

For businesses and organizations committed to operating in a socially responsible way, there is ISO 26000:2010. It provides guidance to those who recognize that respect for society and environment is a critical success factor. As well as being the "right thing" to do, application of ISO 26000 is increasingly viewed as a way of assessing an organization's commitment to sustainability and its overall performance. The seven key underlying principles of social responsibility are:

- Accountability
- Transparency
- Ethical behaviour
- Respect for stakeholder interests
- Respect for the rule of law
- Respect for international norms of behaviour
- Respect for human rights

4. STAFFING

This section defines the roles, responsibilities and authority for the designated individuals, groups or teams responsible for the implementation and monitoring of the CID.

4.1 PROJECT COMPANY GENERAL MANAGER

The project company General Manager has the following responsibilities:

- Ensure resources required are available for the implementation of this CIDP;
- Ensure compliance with this CIDP;
- Collaborate with all parties in liaison with the Social Specialist and CLO to ensure appropriate CIDP implementation; and
- Review the monthly performance reporting on the delivery of community investment and development activities and submit to Sponsor Senior Management.

4.2 PROJECT COMPANY DIRECTOR

The Project Company Project Director has the following responsibilities

- Track CIDP actions details (timeline, steps, status, etc.) in the CIDP Action Tracker;
- Keep detailed track of all CIDP spending and document it;
- Define detailed steps and budgets for each CIDP action;
- Monitor and document the ongoing implementation process against targets in terms of deliverables, planned schedule and budget.

4.3 SOCIAL SPECIALIST

The Project Social Specialist has the following responsibilities:

- Monitor the implementation of the plan, to define the best corrective actions and their follow-up in case of nonconformities with the support of the Project manager when necessary.
- Document all stakeholder engagement activities that are undertaken in regard to this plan to report to Management and Lenders.
- Track CIDP actions details (timeline, steps, status, etc.) in the CIDP Action Tracker;
- Collaborate with all parties to make sure that all CIDP Actions are being implemented in a timely manner and according to the planned schedule;
- Keep detailed track of all CIDP spending and document it;
- Assess and verify if the allocated resources are adequate for the implementation of the CIDP activities;
- Conduct meetings with the parties involved in the implementation regarding progress and obstacles that need to be addressed;
- Monitor and document the ongoing implementation process against targets in terms of deliverables, planned schedule, and budget;
- Provide monthly performance reporting on the delivery of community investment and development activities to the Project Company General Manager.

4.4 COMMUNITY LIASON OFFICER

The Project Company Community Liaison Officer (CLO) has the following responsibilities:

- Implementation of this CIDP;
- Arrange meetings with the local communities, CBOs (Community Based Organizations), authorities, and other key stakeholders to announce, organise and coordinate the implementation of the CIDP;
- Assist the Project to disseminate information among the local community;
- Oversee the implementation of the Community Investment and Development Plan;
- Prepare a detailed briefing on the implementation of CIDP actions to the Project Company Site Manager;
- Provide feedback on the effectiveness of implemented CIDP actions, includes reporting and evaluating.

5. LOCAL CONTEXT

The project site is located in the West Nile sub region of Uganda, in Madi Okollo district, Uleppi subcounty, Laura Parish, at Ombachi and Muni Villages. The area is approximately 1.4 km south of Uleppi town, and 500 meters off the Nebbi – Arua highway.

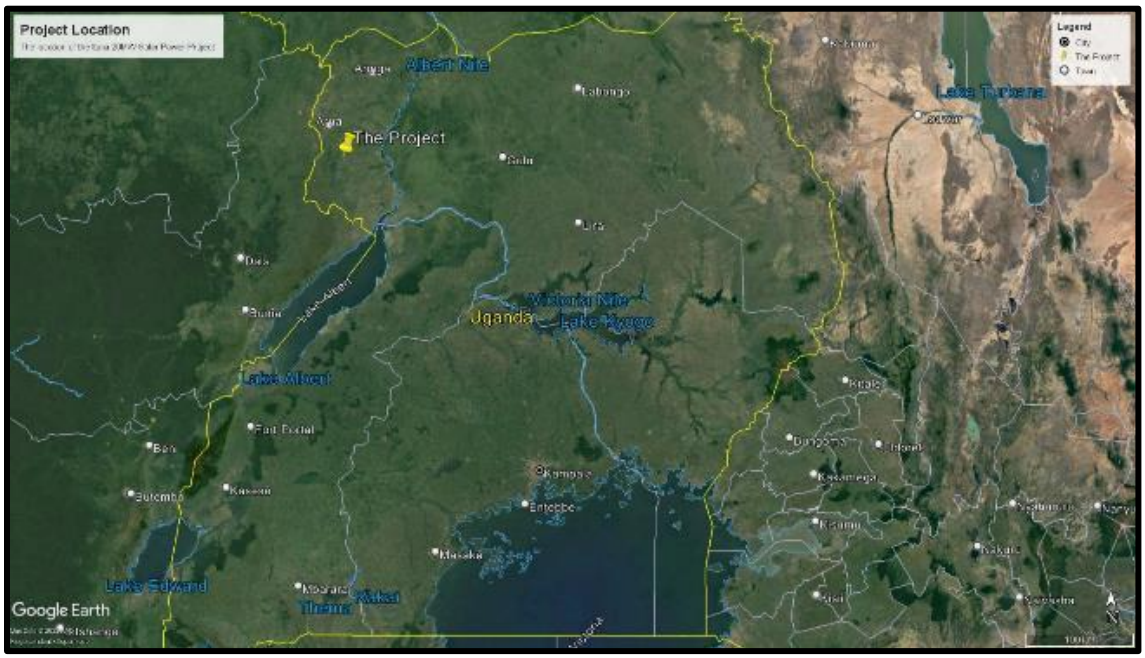

FIGURE 1 - LOCAL CONTEXT

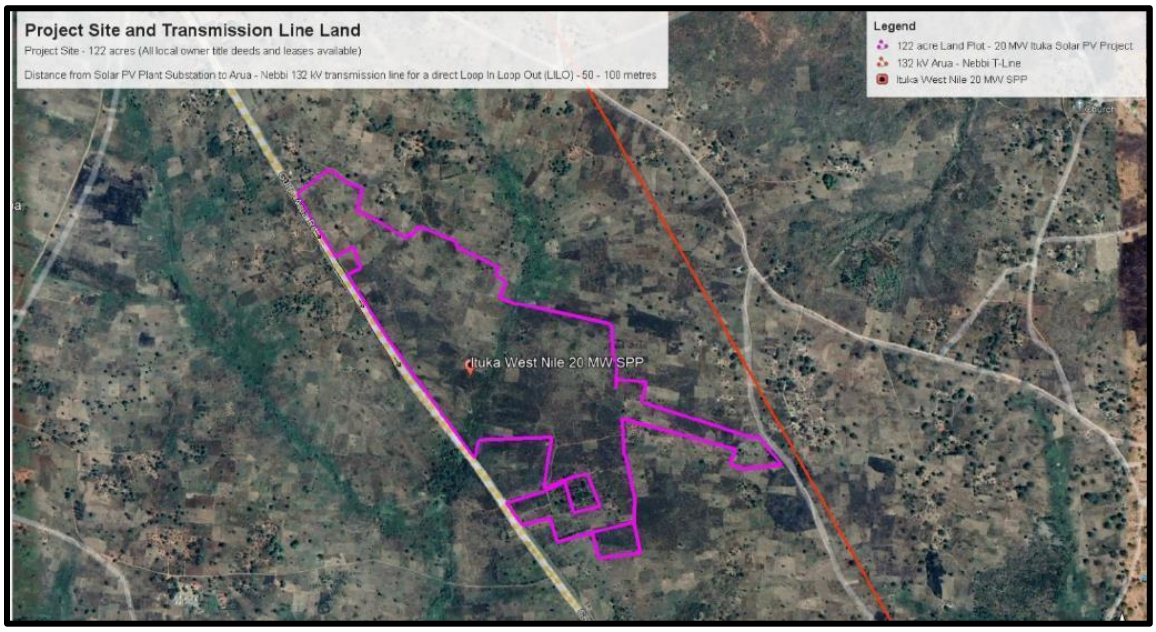

FIGURE 2 - THE PROJECT SITE

5.1 AFFECTED COMMUNITY

The Project Company is committed to a technically and culturally appropriate approach to consultation and engagement with all stakeholders affected either directly or indirectly by the Project. The consultation program for the Project is based on Informed Consultation and Participation (ICP) with affected people and is designed to be both fair and inclusive. Consultation activities have been underway since the commencement of the ESIA in July 2022, as such stakeholders have been identified at all geographic levels, including national, regional and local levels.

The two principal categories of stakeholders are as follows:

- **Affected Communities**, defined as people and organizations directly affected by the Project and/or those who have been identified as most vulnerable to change and who need to be engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures (see below).
- **Other Interested Parties**, defined as people and organizations that are interested in the Project and/or could affect the Project in some way.

For the full list of the Project Stakeholders, please refer to the Stakeholder Engagement Plan (ref. ITUKA-E&S-SEP).

The affected communities have been identified based on a detailed understanding of the Project site location and its administrative setup. Therefore, the affected communities include in particular:

(i) Ombachi village of Laura Parish, Uleppi subcounty, Madi Okollo district;

(ii) Muni village of Laura Parish, Uleppi subcounty, Madi Okollo district; and

(iii) Uleppi trading center, located about 1.4 km north of the project site.

5.2 SOCIOECONOMIC CONDITIONS

The Project Company has collected socio-economic information for distribution to communities near the Project area that is likely to affect people's needs. This section describes the current social and economic conditions in Uleppi sub county and the sounding areas.

SOCIO-ECONOMIC INDICATOR	RESULT	
Administrative set up	District	Madi Okollo
	Subcounty	Uleppi
	Parish	Laura parish
	Villages	Ombachi
		Muni
		Uleppi
Population demographics	Madi-Okollo District has an estimated total population of 140,188; out of which 68,376 are males and 71,812 are females, with a total number of households of 26,936. The average household size was 5.2. An average of 23.34 % of all households are headed by females. Uleppi Sub County has an estimated population of 8,781, comprising of 4,098 males and 4,683 females.	

SOCIO-ECONOMIC INDICATOR	RESULT
Religion and ethnicity	98% of people in Ombach and Muni village belong to the Madi tribe and speak the Madi language. The other category of ethnic group in the village only takes 2% and these are Lugbara and Sudanes. It should be noted that all tribes share most of the cultural norms. Majority of the people in Ombachi village are Christians 95% and only 5% are Muslims. The Christians are mostly Catholic and Anglicans.
Land and tenure systems	Like in many rural districts of West Nile and Northern Uganda, land here is mainly communally owned and governed by the customary system of tenure ship. under this arrangement, land ownership is vested in the lineage and is allocated by a father to his sons, who in turn, assign it to their wives and children, for mainly carrying out cultivation.
Livelihood and employment pattern	Agriculture is the most important economic activity in Madi-Okollo district, growing both food and cash crops. Over 96% of the households (26,936) depend on subsistence farming as their principal source of livelihood. The sector employs over 80% of the active rural population (140,188). However, much as agriculture is the major economic activity, less than 50% of the arable land is under crop due to the poor land tenure systems. Most of the farmers (70%) are smallholders who entirely depend on nature/rain for producing food crops on small plots (3acres) using family labour and traditional tools which are responsible for poor yields.
Infrastructure	Muni village has no primary school, secondary school and health center. Ombachi village has no government housing, one government primary school but no secondary school, health centres, waste management facilities and wastewater management facilities.
Education	As a sub county, Uleppi only has 2 nursery schools, 5 primary schools and 1 secondary school.
Health	Common diseases in Uleppi subcounty among children are malaria, respiratory tract infections, diarrhea and worms. For adults' HIV/AIDS and its related infections such as Tuberculosis. others common adult diseases are malaria and cough.
Vulnerability	Local consultations at FGDs ascertained that there are about 20 women headed households and 20 people with a disability (physical or mental) in Ombachi village and that no one in the village receives social assistance from any entity.

TABLE 1 - SOCIAL ECONOMIC CONDITIONS

6. GENERAL STRATEGY

The Project Company will implement a social responsibility program that aims to benefit the local communities to the greatest extent possible, taking also in count that will develop a structured approach where it will identify priority development projects that could benefit local communities, allocate budget, timeline for implementation, etc.

As with any good strategy, the strategy will have both short-term and long-term objectives. Different types of investments can be used to respond to business needs at various stages of the project. While it is not realistic to expect every activity a company supports to have sustainable long-term impacts, productive investments with lasting benefits should ideally make up the bulk of the CIDP portfolio. The benefits of quick impact projects and donations need to be weighed carefully against the risks of creating dependency.

- **Quick impact project**
  High visibility projects (sometimes referred to as "ribbon cutting"). These can be done quickly in the early stages to create goodwill, demonstrate tangible benefit, and gain social license. Example: Infrastructure projects

- **Long-Term Investments**
  Productive investments that build local capacity over time. These support longer-term business objectives such as risk management, reputation, productivity, and sustainability. Example: Skills building and livelihoods support

- **Discretionary Funds**
  Donations fully driven by requests from the community. While often short-term and ad hoc, allow the company to be seen as responsive to local needs. Example: Support for local festivals and sports, or donation of supplies.

7. NEEDS ASSESSMENT

Based on the local community consultation session and focus group discussion, interviews taken with the governmental entities, and further consultations via live meetings, which included open public consultation with community natural leaders; we indicated that Fares community has developed priority needs/development projects.

The local community representatives stressed that the social responsibility program that will be implemented by the Project Company should be based on the needs assessment which already prioritizes development projects for local communities.

The key output of the above is a needs assessment matrix that identifies the following:

- Key issues facing the local community.
- Development projects which can resolve/address the issue
- Description of the suggested development project in each sector
- Condition of the project (new project or update/upgrade to an existing project)
- Impact of the project and its importance (through percentage calculation)
- Timeline for project implementation.

7.1 COMMUNITY KEY NEEDS

Unemployment and poverty are among the main social and economic challenges. This can be attributed mainly to the following.

- The general difficult economic conditions in Uganda as a whole, with a decrease in purchasing power due to inflation over the years, which was reflected in actual spending.
- The local community works in agriculture, which is considered a low-income profession, in addition to that it needs support and services that are not available in Madi Okollo, so it is still established in a primitive way.
- The lack of governmental and private investment projects that can employ labour and thus positively affect the levels of unemployment and poverty.
- Uleppi subcounty is isolated from the major towns like Arua, a factor which reduces job opportunities.

Insufficient basic healthcare and educational services. This can be attributed mainly to the following:

- The long distances to the nearest medical centre
- Lack of financial abilities to pay for the services.

7.3 ADDITIONAL POTENTIAL CIDP ACTION

Based on the community needs assessment survey, the experience of the Project Company's E&S team from other projects, and their knowledge of local community dynamics, the potential CIDP actions outlined in the table below have been proposed and will be incorporated into the screening and assessment process.

NEED	RECOMMENDED ACTION FROM PROJECT COMPANY
HEALTHCARE SUPPORT	▪ Support the in-need families within the area due to high level of poverty. As the community is very religious, this could be done during religious celebrations and holidays. ▪ Provide ambulance and healthcare awareness training
EDUCATION	▪ Carry-out awareness sessions on first aid & health and safety preventive measures. ▪ Carry-out training to the youth on technical, safety and IT matter. ▪ Carry-out awareness training for both women and youth in the pre-marriage age about reproductive system, health precautions, roles, responsibilities & duties to support the reduction of divorce ratio in the village. ▪ The Training of Trainers (TOT) for volunteers
ELECTRICITY	▪ Installation of PV panels on the rooftop of local schools
WATER	▪ Provide access to clean water though construction of a water borehole
AFFORESTATION	▪ Carry-out afforestation of specific areas in the village

TABLE 2 - ADDITIONAL POTENTIAL CIDP ACTION

8. INITIAL SCREENING

The list of projects below serves as guidance and does not constitute commitments to the community. The strategic direction of the community plan may be adjusted in response to changes in the economic and social conditions within the area where Project operates.

#	SDG	POTENTIAL CIDP PROJECT	POTENTIAL STEPS	INITIAL SCREENING	CONCLUSION / NEXT STEP
1.		**Girls' Education Program** Educational initiative targeting girls aged 16 and above from rural areas including Uleppi, Ombachi, and Muni villages.	▪ Identify the required budget, including costs for materials, transportation, personnel, and any scholarships; ▪ Identify schools in Uleppi, Ombachi, and Muni villages that would be keen to participate and implement the program ▪ Collaborate with local educational authorities, community leaders, and NGOs to gain support for the program and enhance its reach. ▪ Prepare a clear and transparent criterion choosing for candidates to ensure fairness and inclusivity, taking into consideration socio-economic factors. ▪ Identify caregivers of the candidates, and disclose program to them about the program's objectives, benefits, and requirements. ▪ Create a tailored curriculum that meets the educational needs of the girls, along with support programs such as mentorship and life skills training.	Currently, there is a significant lack of awareness among many parents regarding the importance of educating girls. Traditional beliefs that prioritize early marriage and dowry over education remain prevalent, which adversely impacts enrolment and completion rates, particularly at the upper primary, secondary, and tertiary levels. To address this issue, it is essential to engage parents and community leaders through awareness campaigns and educational workshops. Highlighting the long-term benefits of girls' education, such as improved health, economic independence, and community contributions, can encourage families to prioritize their daughters' education.	**Viable**. This program aims to offer sponsorships and empowerment to girls born in Uleppi, Ombachi, and Muni villages, enabling them to enhance their educational opportunities and attend the best schools in Madi-Okollo District.

#	SDG	POTENTIAL CIDP PROJECT	POTENTIAL STEPS	INITIAL SCREENING	CONCLUSION / NEXT STEP
2.		**Girls Support Initiative** Support Initiative for Girls' Hygiene Awareness and Needs	▪ Identification of the number of girls in need; ▪ Define the budget; ▪ Identify the trainees; ▪ Discuss with trainer and set the duration and resources revision; ▪ Assign affixed area for the training.	Financial constraints hinder parental support for girls' hygiene needs, such as providing sanitary pads during their menstrual cycles. This lack of support consequently affects the girls, often resulting in them dropping out of school.	**Viable.** This program will encourage girls to stay in school and reduce the dropout rate.
3.		**Internship Program.** A ten-weeks internship and training program tailored for female university students studying engineering.	▪ Identify the University for this program. ▪ Define the stage of internship ▪ Determine how many days per week will the student be involved ▪ Identify the budget for the program ▪ Identify the program that will be delivered to the students during scholarship ▪ Determine and confirm the monitoring, measuring, reporting methodology	No specific constraints have been identified at this stage. This initiative aims to provide hands-on job experience and support to female undergraduate engineering students, as well as enhance their knowledges and competence on renewable energy projects.	**Viable**. This program will provide opportunities for female undergraduate engineering students. The students are expected to join AMEA Power's site engineering team for an internship training aimed at empowering women to enhance their knowledge and technical skills through exposure to a real-world engineering project.
4.		**Upgrade of Existing Educational Infrastructure.** Upgrade the current educational facilities such as classrooms and toilet infrastructure within the designated project area.	▪ Identify the required budget ▪ Get the structural drawings specifications ▪ Procure the contractor ▪ Get construction approvals from the Madi Okollo district ▪ Deliver the structures to the education department – Madi Okollo district ▪ Start the operation of the facility with an opening and celebration of all stakeholders	Schools lack inclusive infrastructure, particularly accessible toilets for children with disabilities, and exhibit limited gender-sensitive facilities, impacting both students and staff. Additionally, many schools face issues with overcrowding and insufficient classroom space.	**Viable.** This initiative aims to upgrade the existing educational infrastructure in Uleppi, Ombachi, and Muni villages to create child, disability, and gender-sensitive learning environments

#	SDG	POTENTIAL CIDP PROJECT	POTENTIAL STEPS	INITIAL SCREENING	CONCLUSION / NEXT STEP
5.		**Educational Tour and Outreach Program** Offer sponsorships and empowerment to girls born in Uleppi, Ombachi, and Muni villages	▪ Identify the number of participants ▪ Selection of participating schools ▪ Make schedules and plans with the selected schools ▪ Assign the tour guide ▪ Identify the time for the tour	Education Institutions within the project area that have educational clubs	**Viable.** This program aims to provide education to children in local schools on the importance of saving energy and renewable resources. The education will be tailored to the school audience
6.		**Distribution of food and essential products** to impoverished families during Christian holiday celebrations like Christmas and Easter.	▪ Identification of the number of families in need ▪ Identification of potential food and essential products to provide them ▪ Identification of potential partners	This initiative addresses immediate needs while fostering community spirit and support during festive times.	**Viable**. Positive impact: improving and supporting families in need, while fostering a strong connection between the project and the village residents.
7.		**Training center for youth and women.** To raise awareness among youth and women through various training programs and courses.	▪ Define the budget; ▪ Identify the trainees; ▪ Discuss with trainer and set the duration and resources revision; ▪ Assign affixed area for the training; ▪ Identify the certificates issuing criteria.	There is a lack of education and information in society, especially regarding technical IT areas and awareness of gender-sensitive issues. For example: awareness training for both women and youth in the pre-marriage age about reproductive system, health precautions, roles, responsibilities & duties to support the reduction of divorce ratio in the village.	**Viable.** Training can still be provided without building a training center that is currently missing in the community.

#	SDG	POTENTIAL CIDP PROJECT	POTENTIAL STEPS	INITIAL SCREENING	CONCLUSION / NEXT STEP
8.		**Ambulance.** Equipped ambulance station with a nurse	▪ Identify the number of people in needs and the frequency of emergencies in the area. ▪ Establish a budget, including costs for the ambulance, equipment, nurse salaries, and maintenance. ▪ Determine a strategic location for the ambulance station that ensures accessibility for the population. ▪ Selection of the local partner (e.g., healthcare provider, NGO) to collaborate in managing the station and services. ▪ Acquire well-equipped ambulance and necessary medical supplies based on healthcare standards. ▪ Prepare the ambulance station with necessary facilities for staff and vehicle maintenance. ▪ Hire or assign a qualified nurse and other essential personnel for ambulance operations.	The local community faces significant barriers to accessing healthcare due to its remote location, situated far from the nearest healthcare centres. Transportation to medical facilities is limited, and travel times are often long, especially in cases of emergency. Additionally, high levels of poverty mean that many residents cannot afford the cost of transportation or healthcare services, which severely restricts their access to timely and quality medical care. Establishing a locally accessible ambulance station equipped with essential medical support would address these challenges by providing immediate response services and bridging the healthcare gap for this underserved population.	**Not Viable.** It has become clear that it is uncertain whether this action can be sustained after the program is completed, as the allocated budget is insufficient to support it adequately.
9.		**Water borehole.** Access to clean water though construction of a water borehole	▪ Study the hydrology of the area to identify the optimal location for the borehole and sufficiently close to target population. ▪ Define the engineering requirement with water resources ▪ Establish a budget covering drilling, construction, equipment, and ongoing maintenance; ▪ Obtain necessary permits and approvals from local authorities and regulatory bodies	Agricultural activities are a primary source of livelihood and employment in the village, making access to clean water essential for productivity. Reliable water sources are critical for irrigation, especially during dry seasons when rainfall is inadequate. The installation of a borehole would ensure a consistent water supply, enabling farmers to improve crop yields and diversify their agricultural projects.	**Viable.** This Project will bring a positive impact to local smallholder farmers and the local and export economy based on the agricultural industry and lately will grant food security for the villages. Implementation of this action required hydrology study.

#	SDG	POTENTIAL CIDP PROJECT	POTENTIAL STEPS	INITIAL SCREENING	CONCLUSION / NEXT STEP
			▪ Discuss the specifications and purchasing process; ▪ Identify a local contractor to execute the works and provide the required material. ▪ Install the borehole facilities.	Currently, water leakage and contamination from existing sources threaten crop health, leading to lower outputs and food insecurity. By providing safe and reliable water for irrigation, the borehole will help mitigate these risks, support local economies, and enhance overall community resilience. Investing in this borehole is vital for boosting agricultural productivity and ensuring food security for the village.	
10.		**PV panels for the rooftop** Installation of PV panels on the rooftop of local schools	▪ Estimate costs for purchasing and installing PV panels, including any maintenance and operational expenses. ▪ Identify and select a reliable partner or contractor with experience in solar energy installations; ▪ Conduct a survey to determine which local schools are interested and suitable for participating in the program. ▪ Evaluate the rooftops of selected schools for structural integrity, orientation, and solar exposure to ensure they can support PV panel installations ▪ Secure necessary permits and approvals from local authorities or school boards for the installation of PV panels.	The community within the project area is facing significant challenges regarding access to electricity. Frequent power outages and unreliable energy sources hinder daily activities, impacting both students and educators. The installation of photovoltaic (PV) panels will provide a stable and sustainable electricity supply, ensuring that schools can operate consistently. This reliable energy access will facilitate regular school attendance, allowing students to benefit from a full educational experience. Additionally, it will enhance the overall quality of education by enabling the use of modern teaching tools and technologies, improving learning outcomes and fostering a more conducive learning environment.	**Viable.** further discussion with local educational authorities, contractors and photovoltaic (PV) panel suppliers to ensure alignment on needs, expectations, and implementation strategies

#	SDG	POTENTIAL CIDP PROJECT	POTENTIAL STEPS	INITIAL SCREENING	CONCLUSION / NEXT STEP
			▪ Work with technical experts to design a solar energy system tailored to the specific needs and capacities of each school ▪ Source high-quality PV panels and related equipment from reputable suppliers ▪ Coordinate the installation of the panels on the rooftops of the selected schools, ensuring safety and compliance with regulations.		
11.		**Afforestation program** Planting of 5 000 trees	▪ Engage with local forest authorities to obtain the necessary permits and involve them in the project to ensure compliance with regulations and enhance collaboration ▪ Identify and confirm suitable land for planting, ensuring it is adequate for the planned number of trees and suitable for the selected species. ▪ Clear and prepare the land for planting, which may involve removing debris, tilling the soil, and ensuring proper drainage. Source indigenous tree seedlings from reputable nurseries, prioritizing species that are well-suited to the local climate and ecosystem. ▪ Organize a planting event, engaging community members, volunteers, and local	The proposed project involves site clearing and excavation, which may lead to significant loss of vegetation and crops. To mitigate this impact, the program aims to implement replanting efforts by proposing to plant three times the number of affected trees and crops. This approach not only addresses the immediate environmental concerns but also contributes to restoring local biodiversity as well as enhancing the ecosystem resilience.	**Viable.** Consultations with local Environmental Officer will be required.

#	SDG	POTENTIAL CIDP PROJECT	POTENTIAL STEPS	INITIAL SCREENING	CONCLUSION / NEXT STEP
			organizations to assist with the planting process and ensure proper spacing and technique. Develop a maintenance plan that includes regular watering, weeding, and protection from pests and diseases to ensure healthy growth of the newly planted trees. ▪ Establish a monitoring system to track the growth and survival rates of the trees, conduct regular audits, and assess the overall impact of the project on the environment and community.		

TABLE 3 POTENTIAL COMMUNITY ACTIVITIES

12. RISK ASSESSMENT

Risk management is used to methodically address the risks attached to different activities related to each proposed project. The foundation for effective risk management is a comprehensive risk assessment, based on a solid understanding of the context and ensuring clear and consistent communication around each project. Effective risk management allows addressing threats by avoiding, minimizing /reducing, or mitigating risks and impacts.

This section includes the risk assessment of the CIDP Projects that have been considered viable after the initial screening. This risk assessment included the risks and opportunities as well as the management measures to offset the potential negative impacts and reduce the risks.

This risk assessment will be updated and developed further for the shortlisted actions once the project prepares a detailed implementation plan and budget.

It's important to mention that one of the common risks for all the projects proposed is the high expectation of the engaged stakeholders. The Project Company, during the preparation and initial stages of the project, will manage expectations by delivering a consistent and clear message regarding the project's support phases. It is essential to communicate that project support will cease at a certain stage, ensuring that all interested parties are aware of the exit plan before the project begins.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
1	**Girls' education program** Educational initiative targeting girls aged 16 and above from rural areas including Uleppi, Ombachi, and Muni villages.	▪ Raising awareness about the importance of educating girls and increasing the number of female students in schools. ▪ The program can empower young women to pursue their education and develop skills that enhance their self-esteem and confidence. ▪ Educated girls are more likely to contribute to their communities' economic development through improved employment prospects, which can lead to better financial stability for their families.	▪ Unfair identification of beneficiaries, like those from other geographical areas that are out of scope but study in schools located within the project area. ▪ Relocation of the families of the beneficiaries. ▪ School dropout of beneficiaries due to unforeseen events such as teenage pregnancies and diseases. ▪ Traditional beliefs prioritizing early marriage and dowry may lead to resistance from families, making it challenging to enroll girls in the program and sustain their participation. ▪ Geographic barriers and lack of transportation may affect girls' ability to attend educational sessions, especially in remote rural areas.	▪ Create selection guidelines that should be followed by a special team that will be identified. ▪ Closely engage parents, with awareness training programs to ensure that understand the value for the program. ▪ Create trainings and awareness programs to all beneficiaries and caregivers, aligning them to the purpose of the program ▪ Develop a robust monitoring and evaluation framework to track progress, measure impact, and assess the effectiveness of the program ▪ Ensure that beneficiaries have access to necessary educational resources, such as textbooks, supplies, and technology, to support their learning.	Beneficiaries should be females and not below the age of 16 years. cultural norms may still prioritize marriage and household responsibilities over education for younger girls. By focusing on those aged 16 and above, the program can better navigate these cultural challenges.
2	**Girls Support Initiative** Support Initiative for Girls' Hygiene Awareness and Needs	▪ This program will encourage girls to stay in school and reduce the dropout rate. ▪ The initiative can empower girls by educating them about hygiene, helping them to take	▪ Grievances from unselected girls ▪ Insufficient resources (financial, educational materials, trained personnel) could hinder the effective implementation of the program	▪ Actively involve community leaders, local organizations, and other stakeholders in planning and executing the program to ensure it meets community needs and garners broad support	This activity requires the involvement of a third party for its implementation. NGO should possess specialized knowledge and expertise that can enhance the quality of the program. They may have

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
		control of their health and well-being. ▪ Raising awareness about hygiene practices can lead to better health outcomes, reducing the incidence of infections and diseases related to poor hygiene.	▪ The topic of menstrual hygiene may be sensitive in some cultures, leading to potential resistance from families or communities. ▪ There's a risk that beneficiaries may become reliant on the initiative for hygiene products and support, rather than fostering self-sufficiency. ▪ Delay may affect the project's reputation ▪	▪ Actively involve community leaders, local organizations, and other stakeholders in planning and executing the program to ensure it meets community needs and garners broad support ▪ The Project CLO must be involved in the process to have latest update of people in need. ▪ Adhere to the timeline strictly to prevent or detect any delays sooner. ▪ Establish a monitoring and evaluation framework to assess the program's impact and effectiveness continuously. This can help identify areas for improvement and ensure accountability. ▪ Implement a feedback mechanism that allows beneficiaries to share their experiences and suggestions, fostering a sense of ownership and continuous improvement in the program.	experience in similar initiatives, making them well-equipped to design and implement effective strategies that address the specific needs of the target population. Engaging a third party can provide an unbiased perspective for the Project.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
3	**Internship Program.** A ten-week internship and training program tailored for female university students studying engineering.	▪ This provides female undergraduate students with the opportunity to apply their theoretical knowledge, thereby enhancing their technical skills. ▪ Targeting female students helps promote gender equality in a traditionally male-dominated field, empowering participants and encouraging them to pursue careers in engineering. ▪ The program can foster strong ties between the educational institution, the local community and AMEA Power, showcasing the project company's commitment to supporting women's education and career development.	▪ There may be challenges in attracting enough qualified candidates, especially if awareness of the program is low or if there are barriers to entry for prospective interns. ▪ Availability of engineering students study other engineering disciplines. ▪ High expectations for interns could lead to dissatisfaction or burnout if they are not met with adequate support, potentially resulting in low retention rates or negative feedback. ▪ Cultural norms may discourage women from pursuing careers in engineering, which could impact recruitment and participation in the program. ▪ Measuring the success of the internship program can be challenging. Without clear metrics, it may be difficult to assess its impact or justify continued investment.	▪ Partner with local universities to promote the internship program, ensuring it reaches potential candidates and integrates with their academic curriculum ▪ Enroll engineering students who are born in the project area but reside in other localities. ▪ Conduct awareness campaigns in the project area to inform potential candidates and their families about the program's benefits, addressing any cultural barriers to participation ▪ Establish a mentorship program where current engineers and alumni provide guidance, support, and career advice to interns, enhancing their learning experience. ▪ Implement regular feedback sessions with interns to gauge their experiences and needs, allowing for timely adjustments to the program.	The selection of beneficiaries needs to be conducted carefully. It is crucial to choose the right time to initiate this activity, as the construction period can be hectic and may not provide an adequate environment for the effective selection and engagement. Probably it would be better to implement this activity during the operational phase.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
4	**Upgrade existing educational infrastructures** Upgrade the current educational facilities such as classrooms and toilet infrastructure within the designated project area.	▪ This will encourage daily attendance of students since it will create a disability and gender-sensitive learning environment. ▪ Upgrading classrooms and toilet facilities can create a more conducive learning environment, leading to increased student attendance and participation ▪ Improved toilet infrastructure can significantly enhance sanitation, reducing the risk of disease and promoting better hygiene among students	▪ Upgrading infrastructure may exceed the initial budget estimates due to unforeseen costs related to construction or materials. ▪ Construction activities might disrupt ongoing educational activities, leading to temporary closures or reduced classroom time for students. ▪ Delayed process of acquiring legal approvals. ▪ Contractor might delay work beyond agreed time frame. ▪ Upgraded facilities require ongoing maintenance; failure to secure funding or support for maintenance can lead to deterioration over time. ▪ If upgrades focus only on certain schools, it may exacerbate inequalities within the educational system, leaving some students without improved facilities.	▪ Start documentation and permit approval process early. ▪ Ensure the contractor is working according to specification. ▪ Ensure that work activities are being done under company requirements. ▪ On the initiation of the project the team must be clear about the challenges that may affect the project and cause delay. ▪ Implement a schedule for on-site inspections to monitor progress, quality, and adherence to safety standards ▪ Involve key stakeholders (teachers, parents, and local community members) in the planning stages to gather input and ensure that the upgrades meet the needs of the users. ▪ Regularly review budget expenditures and timelines to ensure the project stays on track. Adjust plans as necessary to avoid overruns or delays.	Existing facilities are analysed. Plan for upgrade is established and budget is settled. t's essential to maintain ongoing communication with all stakeholders, including teachers, parents, and students, throughout the upgrade process. Their insights can help identify specific needs and enhance the effectiveness of the upgrade. the upgrade plan should include considerations for sustainability, such as energy-efficient designs, environmentally-friendly materials, and maintenance plans to ensure long-term functionality.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
5	**Educational and outreach program** Offer sponsorships and empowerment to girls born in Uleppi, Ombachi, and Muni villages	▪ The program can empower girls through education, increasing their self-esteem and enabling them to pursue further opportunities. ▪ Involving community leaders and parents can help build support for the program and promote a culture of education for girls. ▪ Collaborating with local NGOs or educational institutions can enhance program effectiveness and provide additional resources. ▪ The program can include skills training and mentorship, equipping girls with valuable competencies for future employment. ▪ Educated girls can contribute to their families and communities, leading to improved economic conditions and health outcomes. ▪ The program can raise awareness about the importance of girls' education and gender equality, leading to broader societal changes.	▪ Road safety risks ▪ if the local community does not support the program, it could hinder participation and reduce its effectiveness ▪ Traditional beliefs regarding gender roles and education may create resistance to the program, affecting enrolment and engagement. ▪ Ensuring ongoing funding and resources for the program can be challenging, especially if sponsorships are not secured long-term. ▪ Low awareness of the program's benefits among potential beneficiaries may result in under-enrolment and reduced impact. ▪ Managing sponsorships, tracking beneficiaries, and ensuring compliance with program guidelines may pose logistical challenges. ▪ Without a proper framework to monitor progress and evaluate outcomes, it may be difficult to measure success and make necessary adjustments.	▪ Carry out travel plans and risk assessment ▪ Develop effective communication strategies to keep all stakeholders, including beneficiaries, parents, and community leaders, informed about the program's objectives, activities, and updates. ▪ Schedule regular meetings with community leaders and parents to gather feedback, address concerns, and build support for the program. ▪ Implement a tracking system to monitor the attendance and engagement of beneficiaries in the program, allowing for timely interventions if issues arise.	The exact number of beneficiaries for the proposed initiative has not yet been established. Further assessment and consultation with community stakeholders will be necessary to determine an appropriate target.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
6	**Support to family in need.** Distribution of food and essential products to impoverished families during the religious holiday and celebrations	▪ The distribution of food and essential products can strengthen community ties and foster goodwill among residents, enhancing social cohesion during religious celebrations. ▪ This activity can raise awareness of the challenges faced by impoverished families, potentially attracting more support from local organizations, businesses, and government agencies. ▪ Aligning the support with religious celebrations can resonate with beneficiaries, making the assistance more meaningful and accepted within the community. ▪ The initiative can create opportunities for collaboration with local religious organizations and charities, leveraging their networks and resources for greater impact.	▪ Regular distribution of aid may lead to dependency among beneficiaries, reducing their motivation to seek sustainable solutions to their needs. ▪ Ensuring equitable distribution can be challenging; there may be perceptions of favouritism or unequal access among families, potentially leading to conflicts. ▪ Limited availability of food and essential products could result in inadequate support, leading to dissatisfaction among the beneficiaries. ▪ Food quality may affect Project company reputation ▪ Difficulties in transportation and storage of food and products, especially during peak celebration times, could hinder the effectiveness of the distribution effort. ▪ Ensuring food safety and managing hygiene during distribution are critical to prevent health issues, particularly in crowded settings during religious celebrations.	▪ Conduct a thorough needs assessment to identify the most vulnerable families in the community and determine the types and quantities of food and essential products required. ▪ Develop clear and transparent criteria for beneficiary selection to ensure fair distribution and minimize perceptions of bias or favouritism. ▪ Collaborate with local organizations, religious institutions, and community leaders to enhance outreach, secure resources, and ensure effective distribution. ▪ Prepare for potential challenges, such as supply shortages or increased demand, by having contingency plans in place to address unforeseen circumstances. ▪ Implement a monitoring and evaluation framework to assess the effectiveness of the distribution process, gather feedback from beneficiaries, and make improvements for future initiatives.	The program has been undertaken in the previous years. It's recognized that the program may not be sustainable in the long term; however, it is culturally appropriate and important for the community, which necessitates its continuation. It will be considered an exit-strategy for following cycle.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
7	**Training center for youth and women** To raise awareness among youth and women through various training programs and courses.	▪ Opportunities for youth and women include training and awareness in various income-generating activities ▪ Engaging local communities can foster collaboration and support for the initiative, enhancing its sustainability. ▪ Offering a variety of training programs (e.g., vocational skills, entrepreneurship, health awareness) can cater to different needs and interests. ▪ The initiative can lead to improved economic conditions and increased social status for women and youth in the community.	▪ People may have high expectations regarding the job opportunities offered by the Project Company. ▪ Traditional beliefs or gender roles may limit the participation of women and youth in certain training programs. ▪ Cultural barriers may limit the number of females participating. ▪ Appropriate trainer/ training institution ▪ The training center may lack the necessary infrastructure or resources (e.g., equipment, training materials) to effectively conduct programs. ▪ There is a risk of engaging trainers who may not have the appropriate qualifications or experience, impacting the quality of training.	▪ Conduct a thorough needs assessment to identify the specific training requirements and interests of the target population. ▪ Involve the village local council committees ▪ Ensure that this selection criteria do not concentrate on a given household/ family ▪ Establish partnerships with local organizations, businesses, and educational institutions to secure resources, funding, and expertise. ▪ The Project Company will select a training institute with relevant experience ▪ Implement awareness campaigns to inform the community about the training programs and their benefits, encouraging higher participation rates. ▪ Develop a monitoring system to evaluate the effectiveness of the training programs, gather feedback from participants, and make necessary adjustments.	Collaboration with existing NGOs and training centres has been requested. Taking advantage of lesson learned in similar project in the region.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
8	**Water borehole.** Access to clean water though construction of a water borehole	▪ This Project will bring a positive impact to local smallholder farmers and the local and export economy based on the agricultural industry and lately will grant food security for the villages. ▪ Access to clean water can significantly reduce waterborne diseases in the community. ▪ Reliable water access can support local agriculture, leading to improved food security. ▪ Increased water availability can boost local businesses and economic activities.	▪ Drilling complications or equipment failure. ▪ Navigating permits and water rights could be challenging. ▪ Unexpected expenses and maintenance costs. ▪ Potential contamination of the water source could lead to health risks for the community. ▪ Difficulties in drilling or constructing the borehole may arise due to geological conditions. ▪ Over-extraction of water could deplete local aquifers, affecting long-term water availability. ▪ Resistance from local communities regarding the borehole location or management could hinder the project's success.	▪ Hire experienced and reputable drilling contractors. ▪ Obtain all necessary permits before drilling. ▪ Prepare a detailed budget that includes a contingency fund for unexpected costs. ▪ Regular monitoring of water quality to ensure it meets safety standards. ▪ Involve community members in the planning and decision-making processes to gain their support and input. ▪ Implement strategies to ensure responsible water usage and long-term sustainability. ▪ Create a maintenance schedule to ensure the borehole remains functional and clean.	Request consultation with local water management authorities and partnership with local company for conducting this activity. Ensure to engaging with community leaders during the consultation to ensure that the project aligns with local priorities and garners support
9	**Solar Schools.** Installation of Solar PV Systems on School Roofs for Renewable Electricity Generation	▪ The installation of PV panels will provide a stable electricity supply, facilitating regular school attendance for students and enhancing the overall quality of education. ▪ Long-term reduction in electricity costs for schools, allowing school funds to be redirected to educational programs. ▪ Involvement of local communities can foster support	▪ High upfront costs and maintenance expenses ▪ Potential damage to the building's roof. ▪ Potential failures in the solar PV systems or equipment could lead to reduced efficiency or operational downtime ▪ Lack of community buy-in or support for solar initiatives might hinder project implementation.	▪ Plan a detailed budget and secure funding or incentives. ▪ Conduct a structural assessment to ensure the roof can support the panels. ▪ Involve local communities, schools, and relevant authorities in planning and decision-making processes to ensure support and buy-in. ▪ Assess the technical and financial viability of the project	Collaboration with local school management representative and partnership with the local company for providing PV panels and installation.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
		and increase awareness of renewable energy benefits. ▪ Opportunities for local job creation through installation and maintenance of solar PV systems.	▪ Changes in local regulations or permitting requirements could delay installation or increase costs. Budget overruns or lack of funding may impact the project's completion or quality.	to minimize risks and ensure proper budgeting. ▪ Create a comprehensive maintenance strategy to ensure the solar systems operate efficiently over their lifespan. ▪ Establish monitoring mechanisms to track system performance and address any issues promptly, ensuring transparency and accountability.	
10	**Afforestation program** Planting of 5 000 trees	▪ The program can improve local biodiversity by providing habitats for various species of flora and fauna. ▪ Planting trees contributes to carbon capture, helping to mitigate climate change effects. ▪ Trees can help prevent soil erosion and improve soil quality, benefiting local agriculture. ▪ Engaging the community in tree planting can foster a sense of ownership and responsibility toward local environmental stewardship. ▪ The program can serve as an educational tool for local schools and community members, raising awareness	▪ There is a risk that newly planted trees may not survive due to adverse weather conditions, pests, or disease. ▪ Poor soil quality or contamination can hinder the growth and health of the planted trees. ▪ If the local community is not engaged or invested in the project, there may be issues with ongoing maintenance and protection of the trees. ▪ Limited access to necessary resources, such as water or tools for planting and maintenance, may affect the program's success. ▪ There could be risks related to compliance with local regulations or obtaining necessary permits for land use.	▪ Carefully select planting sites based on soil quality, sunlight, and water availability. Prepare the land adequately before planting. ▪ Choose native and drought-resistant tree species to increase the chances of survival and reduce maintenance needs. ▪ Involve local communities in the planning and planting process to ensure their buy-in and long-term commitment to maintaining the trees. ▪ Support from experience with reforestation process NGOs ▪ Ensure to work in compliance with regulations and secure necessary permits from the local Environmental Officer ▪ Develop a monitoring system to track tree growth and health,	Collaboration with NGOs and local environmental management authorities is essential for this initiative's success. Their expertise will aid in selecting suitable native tree species and identifying appropriate planting sites. Engaging these partners can also enhance community outreach and education, fostering local ownership and ensuring the long-term maintenance of the trees.

#	PROJECT	OPPORTUNITIES	RISKS	MANAGEMENT MEASURES	COMMENTS
		about environmental conservation. ▪ Increased greenery can enhance the aesthetic value of the area and provide spaces for recreation and community gatherings.	▪ Insufficient funding could affect the project's execution and ongoing maintenance. ▪ Changes in climate or land use may impact the viability of the afforestation project over time.	with regular maintenance activities (e.g., watering, mulching, weeding) to support survival.	

TABLE 4 RISK ASSESSMENT

12.1 KEY PARTNERS

The implementation of the CIDP requires support from different parties, each specializing in a specific area. One party can provide trainers, another can supply training materials, and a third can offer volunteer youth and share previous experiences. All these entities are key partners in the success of these projects. For the implementation of its CIDP Project, the Project Company has identified key partners such as associations, NGOs, government entities, etc., with whom the Project Company can exchange resources and knowledge.

#	ENTITY	CONTACTS	BRIEF DESCRIPTION	PARTNERSHIP AREA
1	Madi Okollo Local Government	District Chief Administrative Officer 0772302975 bnawoya@gmail.com	Madi Okollo is the main administrative unit of the district in which the project site is located.	Support in educational activities, healthcare services providing and water access

#	ENTITY	CONTACTS	BRIEF DESCRIPTION	PARTNERSHIP AREA
2	Naguru Teenage Information and Health Center (NTIHC)	Naguru Teenage Information and Health Centre Spring Road, Bugolobi P.O. Box 27572, Kampala, Uganda. Phone: +256 393 216467 Mobile: +256 – 700857275 jnguza@ntihc.or.ug	NTIHC was founded in 1994. It is the pioneer program in providing adolescent sexual and reproductive health services in Uganda. Some of the services provided include, general medical services, counselling services, HIV testing, Condom distribution, antenatal and postnatal services, family planning.	Training center for youth and women
3	West Nile civil society Organization for good governance. (WAKIGO)	+256 762816320 +256 772863292 ezagajames@gmail.com Okollo Town Council	WAKIGO is a community-based organization dedicated to empowering communities and advocating for their rights and quality service delivery in the West Nile region. The organization delivers services through comprehensive education, health, and environmental programs. Additionally, WAKIGO focuses on skills training in livelihood, aiming to enhance the economic stability and overall well-being of the communities it serves	Youth empowerment Social protection
4	Nile Community Empowerment Network (NICEN)	+256 782929202 +256393197130 nilecommunitynetwork2017@gmail.com nyakuruviolet@gmail.com	NICEN is a community-based organization dedicated to enhancing the quality of life in rural areas through a multifaceted approach. Their primary focus is on education, providing crucial support to primary school children by covering school fees and supplying sanitary products for girls to ensure uninterrupted attendance and participation. NICEN also engages in community dialogues to foster awareness and understanding of various social issues. In the realm of environmental sustainability, the organization promotes clean energy solutions for lighting and cooking, aiming to improve health outcomes and reduce environmental impact. Additionally, NICEN empowers local farmers by offering training in commercial agriculture, enhancing their productivity and economic stability. The organization is deeply committed to child protection,	Health and sanitation Girl child empowerment

#	ENTITY	CONTACTS	BRIEF DESCRIPTION	PARTNERSHIP AREA
			conducting awareness campaigns, and offering support to teenage mothers, helping them navigate the challenges they face. Through these diverse initiatives, NICEN plays a vital role in fostering educational opportunities, environmental sustainability, agricultural development, and social welfare in the communities it serves.	
5	Jacob Aniku Foundation	Amaniyo Never 0783567600 amaniyonever242@gmail.com	The Jacob Aniku foundation works to enhance the quality of life for individuals and families by providing resources and support that improve economic stability and overall well-being. The foundation offers education and training programs to improve financial literacy, enabling community members to manage their finances effectively, make informed financial decisions, and achieve long-term financial stability. Ensuring reliable access to sufficient, safe, and nutritious food is a key priority, and they implement programs and initiatives that address food scarcity and promote sustainable agricultural practices. Through these focused efforts, the Jacob Foundation plays a crucial role in fostering sustainable development and enhancing the resilience and prosperity of the communities they serve.	Financial literacy
6	WATER POTS LIMITED	+256772-410264 +256700578715 E-mail:waterspringslimited@yahoo.com	WATER POTS LIMITED is a registered company under the Ministry of Water and Environment in Uganda, specializing in the drilling of wells throughout the country. Committed to providing sustainable water solutions, serving communities in all regions, ensuring access to clean and reliable water sources. Our experienced team employs advanced drilling techniques and equipment while strictly observing Health, Safety, Health, and Environmental (HSHE) standards. At WATER POTS LIMITED, prioritizing	Local partner to water access activities through construction a water borehole.

#	ENTITY	CONTACTS	BRIEF DESCRIPTION	PARTNERSHIP AREA
			environmental sustainability and community engagement in every project, striving to improve the quality of life in Uganda through effective water management and accessibility.	
7	MYSOL UGANDA	onesmas.asiimire@engie.com +256 773 865 +256 703 376 761	MySol Uganda has a mission to deliver life changing, affordable, reliable, and sustainable energy solutions with an exceptional customer experience. It is having a regional office in the western Region of Uganda	Local partner of the PV panels for the rooftop for schools
8	AFRIPADS-SOSURE REUSABLE SANITARY PADS	Plot 28 Ntinda Viewcresent, Naguru, Kampala, Uganda Tel:392-177523 sosurepads@afripads.com p.o.box:1396 Masaka, Uganda	Afripads are the leading producers of Reusable sanitary pad; an affordable solution for a comfortable, stress-free moment for girls and women in Uganda and beyond. They use high -Tech-fabrics, tested and approved for the best protection.	Local partner for manufactured reusable sanitary pads.
9	Uganda Rotary Club of Arua Eco City	Rotaryclubofaruaecocity@gmail.com Dorahpsn1@gmail.co +256 702 533 507	Rotary club of Arua Eco city is a member of Rotary International. It is non-political and non-religious organization with members that have a shared responsibility to take action on Uganda's west Nile region's most persistent issues through local and international projects.	Local partner for Girls' Menstrual Hygiene Awareness and Needs

#	ENTITY	CONTACTS	BRIEF DESCRIPTION	PARTNERSHIP AREA
10	NURI-Northern Uganda Resilience Initiative	info@nuri.ag 0312351600	NURI pursues this objective by supporting activities in climate smart agriculture (CSA), rural infrastructure (RI), and water resources management (WRM). Activities in support of agriculture focus on improving farmers knowledge on climate-smart production methods, as well as their understanding of, and ability to engage with, markets and services.	Training centre for youth and women
11	GIZ	Livelihood activities and farmer groups, Capacity building for DLG in LED and public-private partnership	In Uganda, GIZ works to improve rural development, for better and greener energy supplies and on good governance	Training centre for youth and women

TABLE 5 KEY PARTNER

13. PRIORITY ASSESSMENT

Project Company defines the seven priority areas for social investment, all of which show considerable alignment with current SDGs.

- **Good health and well-being**: The CIDP strategy focuses on increasing public awareness of public health and preventive health related issues through community-based health education and outreach.
- **Quality Education**: the CIDP strategy focuses on upgrading community education level and enabling income generation across sectors. The strategy requires that capacity-building programs also introduce skills in environment, health and safety.
- **Affordable clean energy**: the CIDP focusing on expanding technologies to provide a clean and more efficient energy in all countries will encourage growth and help the environment.
- **Decent work and economic growth**: the CIDP supports sustainable, full and productive employment and decent work for all.
- **Climate Change**: the CIDP support to combat climate change and its impacts as a priority area for social investment
- **Gender Equality**: the CIDP will provide priority and importance to the gender gap, in the attempt to support the women of the local community.

To ensure the sustainability of this CIDP; it is important to create a balance between the project company investment objectives, community development priorities and government plans. From a business case standpoint, it is important to ensure that the investment will contribute to both a social return and a return on investment that will strengthen the project's legitimacy. The investment also must consider the priorities of the relevant communities that were surveyed using participatory methods and ensure alignment with current government plans.

This should appear in group discussions enabling community members to discuss town hall- and local-level socioeconomic conditions; to identify priority socio-economic needs; and to discuss the potential for CIDP projects to make positive and lasting improvements in the life of Ituka solar host communities. The discussions enabled the CIDP study team to interpret secondary data and the outcomes of stakeholder interviews and generate discussion on issues of critical importance to the community designed with focus groups to provide a broad representation of community leadership, generally including community representatives (women, girls, youth, men, farmers, CBOs, the informal council, local education service providers, the executive authority, municipalities, and officials from the directorates of agriculture and social solidarity. The chosen project needs to be aligned with ITUKA business commitment. Declaring a specific area for investment doesn't mean that ITUKA does not care about issues that fall outside of your scope, it simply means you're committing to depth rather than breadth when it comes to impact.

In prioritizing CIDP projects, the following aspects have been considered:

- Cost-benefit;
- Feasibility of carrying out the project;
- The likelihood that the project will resolve the issue;
- The match with SDG supported by AMEA Power;
- The fit of the project with ITUKA's vision and mission;
- The fit of the project with community needs;
- The compatibility of the project with efforts already ongoing;
- The availability of adequate resources to be effective.

Please find below the CIDP project with their level of priority:

#	PROJECT	PRIORITY	JUSTIFICATION
1	Girls' Education program	High	This will improve the low enrolment rates and enhance the completion rates of girls in schools within the project area, as well as increased awareness for the importance of educating the girl child.
2	Support Initiative for Girls' Hygiene Awareness and Needs	Medium	A support program for girls' hygiene needs is essential for promoting health, education, and gender equality by providing access to menstrual hygiene products and education, fostering dignity, and confidence, and breaking societal taboos.
3	Internship Programme for Female Engineering Students	Medium	This is a good opportunity for female undergraduate engineering students to have practical training on the site about what they have been studying.
4	Upgrading the existing educational infrastructure of selected schools within the project area.	High	This will create significant impact on student learning and community well-being. Improved facilities create a more conducive learning environment, boost attendance, especially for girls, enhance health and hygiene standards, and support retention rates.
5	Education tour and outreach program	Low	Learners will gain new skills, gain confidence and expand their knowledge, especially in saving energy and renewable sources, and learn the related technologies at a young age.
6	Distribution of food and essential products	Low	The distribution of food and essential products is vital to ensure basic needs are met, promote health and well-being, alleviate hunger, and support communities, particularly during times of crisis or economic hardship.
7	Training center for youth and women	Medium	Establishing a training center for youth and women is essential to empower marginalized groups, enhance their skills and employability, promote gender equality, and foster socio-economic development within the community.
9	Access to clean water through the construction of a water borehole	Medium	This project benefits a big area of land which considers a sustainable yield and support the largest sector of the village which is the agriculture.
10	Installation of Solar PV Systems on School Roofs for Renewable Electricity Generation	Medium	The installation of PV panels will provide a stable electricity supply, facilitating regular school attendance for students and enhancing the overall quality of education.
11	Afforestation program Planting of 5 000 trees	Medium	This program will preserving indigenous species while restoring local ecosystems and improving biodiversity It will contribute to carbon sequestration, helping mitigate climate change while preventing soil erosion and enhancing water retention.

TABLE 6 PRIORITY ASSESSMENT

14. BUDGET AND ASSUMPTIONS

The budget allocated for the CIDP will be 50,000 USD during the construction phase and 40,000 USD per each year of the operation phase for a total of 5 years, so **the total budget for this CIDP is 250,000 USD**. This budget will be dedicated fully to the implementation of CIDP actions, including any related expenses (consultancy, studies, monitoring, reporting, etc..).

Additionally, on this budget it is required to consider a contingency percentage equal to 10-15% of the total budget to accommodate inflation (supply, demand, built-in), allow some flexibility and reduce risks of budget overruns.

The below table shows the expected budget for each activity that is considered viable and the main assumptions that have been considered. A detailed budget will be provided in a later stage

#	PROJECT	EXPECTED BUDGET TOTAL	MAIN ASSUMPTIONS
1	Girls' Education program	**38,400 USD**	The main assumptions for 6 years of the program: 1. School Fees – 916 USD 2. Scholastic Material – 474 USD 3. Boarding Requirements (One Off) – 134 USD 4. Pocket Money – 316 USD 5. Transport Fee – 189 USD 6. UNEB Fees – 53 USD 7. Monitoring Fees – 316 USD 8. Miscellaneous – 158 USD This targets 10 girls above the age of 16 born in Uleppi, Ombachi and Muni villages, who are excellent in class performance. Monitoring system will be used to follow up with girls' performance, in case if performance will drop down participant of the program will be reconsidered.
2	Support Initiative for Girls' Hygiene Awareness and Needs	**5,000 USD**	The main assumption of this initiative includes the appointment of a training company. Given that the majority of the centres are located far from the project site, travel costs need to be considered. Additionally, the cost of materials to be used is also included.

#	PROJECT	EXPECTED BUDGET TOTAL	MAIN ASSUMPTIONS
3	Internship Program for Female Engineering Students	**15,000 USD**	This budget includes PPE, Transport, Accommodation and meals, as well as coaching and monitoring. There is main assumption: 1. Stipend paid to Intern – 395 USD 2. Accommodation for the Intern – 66 USD (Should the intern not have a home in the project area) 3. PPE for the Intern – 132 USD The program is expected to last for a period of 5 years, during 2-3 months each, benefitting over 30 students.
4	Upgrading the existing educational infrastructure of selected schools within the project area.	**11,000 USD**	Unit cost for a Classroom Block – 9, 331 USD Unit cost for a toilet facility – 1,807 USD
5	Education tour and outreach program	**6,000 USD**	Educational Tours: 1. Transportation – 105 USD 2. Meals – 79 USD 3. Subsistence allowance fee for the Programme Coordinator – 26 USD 4. PPE for the visiting students – 474 USD Outreach Program: 1. Transportation – 105 USD 2. Teaching Tools/Learning Aids – 26 USD 3. Hire of Public Address System – 132 USD 4. Subsistence Allowance fee for the Program Coordinator – 26 USD
6	Distribution of food and essential products	**20,000 USD**	This initiative will focus on assisting impoverished families within the mentioned villages. This budget is to be considered annually and includes food and essential products.

#	PROJECT	EXPECTED BUDGET TOTAL	MAIN ASSUMPTIONS
7	Training center for youth and women	**5,000 USD** Trainer fees & transportation, training materials, certificates issuing	The main cost will be for transportation for the trainers, facilitating, training materials and certificates. This intimately will be: 1. Transportation from Kampala to Arua minivan – 300 USD 2. Meals – 150 USD 3. Training materials – 200 USD 4. Issuing certificates and delivery – 350 USD
8	Access to clean water though construction of a water borehole	**7,000 USD**	This budget including primarily geological survey, drilling and installation of pump and cost of the material: 1. Mobilization and surveying - 1,360 USD 2. Drilling and Casing – 2,600 USD 3. Well Development and Testing – 540 USD 4. Equipment – 2,500 USD
9	Installation of Solar PV Systems on School Roofs for Renewable Electricity Generation	**18,000 USD**	Five schools will be included in this program. The estimated budget for each school is 5. Solar Panels 250 W – 750 USD 6. Inverters – 500 USD 7. Batteries – 500 USD 8. Installation – 1,000 USD 9. Maintenance and Contingencies – 850 USD
10	Afforestation program Planting of 5 000 trees	**15,000 USD**	Tree planting, maintenance and monitoring during the 3 years: 1. Sensitisation and Needs Assessmment – 270 USD 2. Land size confirmation – 270 USD 3. Land preparation – 650 USD 4. Procurement of indigenous seedlings – 1600 USD 5. Planting 5000 plants – 675 USD 6. Maintenance of 5,000 trees – 1,200 USD 7. Performance monitoring and audits – 400 USD

9. TIMEFRAME

This paragraph provides details on the suggested project timeframe and budget assumptions during the construction phase and the first 5-years of the operational phase.

a. CONSTRUCTION PERIOD

Year 2025

#	PROPOSED PROJECT	SDG	EXPECTED BUDGET [USD]	TIMELINE
1	Girls' Education program	SDG5	6,400	Q4
2	Support Initiative for Girls' Hygiene Awareness and Needs	SDG3	1,000	Q2
3	Training center for youth and women	SDG4	1,000	Q2
4	Upgrade of Existing Educational Infrastructure.	SDG4	11,200	Q4
5	Educational Tour and Outreach Program	SDG4	1,000	Q3
6	Afforestation program	SDG15	3,750	Q4
7	PV panels for the rooftop Installation of PV panels on the rooftop of local schools	SDG7	18,000	Q4
8	Distribution of food and essential products	SDG3	5,000	Q1

TABLE 7 - ACTIVITIES DURING THE CONSTRUCTION PHASE (YEAR 2025)

Total spending during the Construction period = **47,350 USD**

Contingency= **2,650 USD**

b. OPERATIONAL PERIOD

Year 2026

#	PROPOSED PROJECT	SDG	EXPECTED BUDGET [USD]	TIMELINE
1	Girls' Education program	SDG5	6,400	Q4
2	Internship Program	SDG5	3,000	Q4
3	Educational Tour and Outreach Program	SDG4	1,000	Q4
4	Training center for youth and women	SDG4	1,000	Q4
5	Support Initiative for Girls' Hygiene Awareness and Needs	SDG3	1,000	Q4
6	Afforestation program	SDG15	3,750	Q4
7	Distribution of food and essential products	SDG3	5,000	Q1

TABLE 8 - ACTIVITIES DURING THE OPERATION PHASE (YEAR 2026)

Total spending during year 2026 = 21,150 USD

Year 2027

#	PROPOSED PROJECT	SDG	EXPECTED BUDGET [USD]	TIMELINE
1	Girls' Education program	SDG5	6,400	Q4
2	Internship Program	SDG5	3,000	Q4
3	Educational Tour and Outreach Program	SDG4	1,000	Q4
4	Training center for youth and women	SDG4	1,000	Q4
5	Access to clean water though construction of a water borehole	SDG6	7,000	Q4
6	Support Initiative for Girls' Hygiene Awareness and Needs	SDG3	1,000	Q4

#	PROPOSED PROJECT	SDG	EXPECTED BUDGET [USD]	TIMELINE
7	Afforestation program	SDG15	3,750	Q4
8	Distribution of food and essential products	SDG3	5,000	Q1

TABLE 9 ACTIVITIES DURING THE OPERATION PHASE (YEAR 2027)

Total spending during year 2027 = 28,150 USD

Year 2028

#	PROPOSED PROJECT	SDG	EXPECTED BUDGET [USD]	TIMELINE
1	Girls' Education program	SDG5	6,400	Q4
2	Internship Program	SDG5	3,000	Q4
3	Educational Tour and Outreach Program	SDG4	1,000	Q4
4	Training center for youth and women	SDG4	1,000	Q4
6	Support Initiative for Girls' Hygiene Awareness and Needs	SDG3	1,000	Q4
7	Distribution of food and essential products	SDG3	5,000	Q1

TABLE 10 - ACTIVITIES DURING THE OPERATION PHASE (YEAR 2028)

Total spending during year 2028 = 17,400 USD

Year 2029

#	PROPOSED PROJECT	SDG	EXPECTED BUDGET [USD]	TIMELINE
1	Girls' Education program	SDG5	6,400	Q4
2	Internship Program	SDG5	3,000	Q4
3	Educational Tour and Outreach Program	SDG4	1,000	Q4
4	Training center for youth and women	SDG4	1,000	Q4
5	Support Initiative for Girls' Hygiene Awareness and Needs	SDG3	1,000	Q4

TABLE 11 - ACTIVITIES DURING THE OPERATION PHASE (YEAR 2029)

Total spending during year 2029 = 12,400 USD

Year 2030

#	PROPOSED PROJECT	SDG	EXPECTED BUDGET [USD]	TIMELINE
1	Girls' Education program	SDG5	6,400	Q4
2	Internship Program	SDG5	3,000	Q4
3	Educational Tour and Outreach Program	SDG4	1,000	Q4
4	Training center for youth and women	SDG4	1,000	Q4
5	Support Initiative for Girls' Hygiene Awareness and Needs	SDG3	1,000	Q4

TABLE 12 ACTIVITIES DURING THE OPERATION PHASE (YEAR 2030)

Total spending during year 2029 = 12,400 USD

c. RECAP COSTS PER ACTIVITY AND PER YEAR

PROPOSED PROJECT	2025	2026	2027	2028	2029	2030	TOTAL PER ACTIVITY
Girls' Education program	6,400	6,400	6,400	6,400	6,400	6,400	38,400
Support Initiative for Girls' Hygiene Awareness and Needs	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Internship Program for Female Engineering Students	-	3,000	3,000	3,000	3,000	3,000	15,000
Upgrading the existing educational infrastructure of selected schools within the project area	11,200	-	-	-	-	-	11,200
Education tour and outreach program	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Distribution of food and essential products	5,000	5,000	5,000	5,000	-	-	20,000
Training center for youth and women	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Access to clean water though construction of a water borehole	-	-	-	-	7,000	-	7,000
PV panels for the rooftop Installation of PV panels on the rooftop of local schools	18,000	-	-	-	-	-	18,000

PROPOSED PROJECT	2025	2026	2027	2028	2029	2030	TOTAL PER ACTIVITY
Afforestation program	3,750	3,750	3,750	3,750	-	-	15,000
TOTAL PER YEAR	47,350	21,150	21,150	17,400	12,400	12,400	**131,850**

TABLE 13 RECAP COSTS PER ACTIVITY AND PER YEAR

d. FINANCIAL FORECASTING

PROPOSED PROJECT	2025	2026	2027	2028	2029	2030	TOTAL
TOTAL PER YEAR	47,350	21,150	21,150	17,400	12,400	12,400	131,850
BUDGETED CONTRIBUTION	50,000	40,000	40,000	40,000	40,000	40,000	250,000
DIFFERENCE	+2,650	+18,850	+18,850	+32,600	+27,600	+27,600	+118,150

TABLE 14 FINANCIAL FORECASTING

10. MONITORING, EVALUATION AND REPORTING

The Project Company will be implementing a stakeholder grievance mechanism that the local communities will be able to use to provide feedback on the implementation of the CIDP. Additional details on the grievance mechanism are provided in the Stakeholder Engagement Plan (SEP). This feedback (either positive or negative) will be the main KPI to be used by the Project Company to assess the performance and efficacy of the CIDP.

The main responsibility for the implementation of the CIDP will be on the Project Company CLO with the support from the Site Manager, as applicable.

This will include in specific the following tasks:

- Follow up with the relevant authority on implementation arrangements as identified in the table above to include preparation of Request for Proposal, announcement of tenders, review of proposals, selection of contractor/supplier, etc.
- Follow up implementation of the project on a monthly basis (as applicable) on the ground with contractor/supplier in coordination with relevant authority to ensure requirements are met
- Undertake at least semi-annual visits upon completion to ensure project is being implemented and managed properly according to requirements

The implementation of each activity will be reported by the Project Company CLO to the Site Plant Manager and the General Manager, who in turn will evaluate and assess the CIDP performances. Therefore, the Project Company Site Manager will make a report to the Sponsor by using a tab called "CIDP" within the Project monthly QHSE Statistics that is used as reporting system.

The report will comprise the following information:

- CIDP activity
- SDG triggered by the activity
- Budget allocated for the activity
- Budget effectively spent for the activity
- Timeframe for the activity
- External references for relevant documentation and pictures

Once consolidated at the Sponsor level, the QHSE statistics will be made available to the Project Lenders and Advisors on a monthly basis.

The Project Company will be preparing an "**Annual Environmental and Social Report**" during the 1st quarter of every year which provides a summary of the environmental and social performance of the Project during the reporting year. As part of the report, it will include a summary of the overall Community Investment and Development Program along with details on the initiatives that were implemented for the reporting year along with photo presentations as appropriate; in addition, the stage of each project from progress. The report will be made available in the local language at fares village municipality.

11.COMMUNICATIONS

The Project Company will make sure to communicate with the local communities all the activities that will be implemented as part of the Community Investment and Development Program.

Effective Communication with local authorities and communities will be carried out by the community liaison officers, who will be in charge of establishing adequate relations with stakeholders, addressing any community concerns and providing engagement with local government representatives. Communication with stakeholders will be carried out in accordance with the stakeholder engagement plan.

In addition, the Project Company CLO will also prepare a leaflet that summarizes the CIDP activities performed during the year. The leaflet will be prepared in the local language and will be distributed at key local community platforms to include municipalities and CBO's (including women).

12. REVIEW AND UPDATE

A review and update of this plan will be done annually. The review work will consist of the efficacy of the study that has been carried out and on the efficiency of its implementation. At this time the Plan will be also updated for the following 5-years.