

## Check list for environmental assessment in project planning

The check list develops and supplements the guidelines adopted by the LO-TCO Secretariat of the International Trade Union Development Cooperation and Sida's policy for environmental impact assessment. More detailed check lists are available at [www.sida.se](http://www.sida.se). These guidelines and the check list presuppose that projects approved by the LO-TCO Secretariat have overall perspectives which encompass poverty and human rights and ensure good quality for projects, that is, planning, implementation and evaluation follow existing guidelines and instructions for Swedish development projects. The environmental impact should be adjusted to the needs of individual projects should this be needed, more thorough assessment should be carried out with the implementing organisation (the local union). Responsibility for assessment lies chiefly with the Swedish union which studies project proposals before they are presented to the LO-TCO Secretariat.

### General climate and environment:

- Does the union or global union federation have its own environmental policy including working environment issues and the external environment? Will the project contribute to the formulation of a similar policy?
- Does the project discuss matters relevant to the internal or external environment and climatic questions in education, lobby work and social dialogue?
- Will project activities have an impact on questions contrary to the Climate Convention ([www.unfccc.int](http://www.unfccc.int)) or other environmental regulation?
- Does the project take into consideration choice of material, transport and communication with least impact on the environment?
- Will the project contribute to activities promoting long-term sustainable development and maintenance of future generations?
- Will the project include research into or development of methods related to the environment and sustainable development?

### The human factor:

- Do proposed training and capacity development activities include knowledge of environmental issues?
- Does the project contribute to promoting attitudes, values and knowledge which can prevent and counteract environmental problems? If the answer is yes, how and in which groups?
- Will the project have impact on accident risks which could have consequences for people and the surrounding environment?
- Do project activities take into consideration the risk of propagating diseases such as malaria, bilharzia, and HIV/Aids, TB or other health hazards such as insanitary conditions?
- Does the project take into consideration threatened or stressed maintenance systems or particular groups in society?
- Does the project take into consideration effects on the mobility of people in project areas and possible changes in the use of natural resources?

### Social Dialogue:

- Will the project encourage greater and more fruitful dialogue, exchange of information and coordination for sustainable development at central and local levels?
- Will the project lead to inclusion of environmental questions in social dialogue and three-party dialogue for sustainable development in the sector?

Political impact:

- Will the project have substantial political impact on legislation? If the answer is yes, does the union's proposal include environmental issues as a component of proposed legislation, dialogue or argument?

Chemicals and waste disposal:

- Will the project have an impact on, for example, handling of dangerous chemicals by workers, environmentally dangerous waste or other residual materials?
- Does the project include education in handling dangerous or potentially dangerous products and other health risks faced by workers?

Trade and transport:

- Does the project include activities promoting awareness of environmentally friendly production, trade and consumption of goods and services?
- Does the project contribute to sustainable transport solutions?

Tourism:

- Does the project take into consideration the propagation of disease, exploitation of local inhabitants (sexually and as workers) and immigration or emigration of workers?
- Will the project include activities promoting protection of ecosystems, reinvestment of income from tourism in environment maintenance or consider local inhabitants' access to cultural environments or other natural resources?

Health care:

- Does the project include important environmental factors such as water and energy supplies, waste disposal and management where health posts or clinics are set up?
- Does the project include neighbourhood hygiene and environmentally related diseases in curricula for education of health care staff?
- Does the project take responsibility for increasing awareness of the effects of environment and environmental impact on people's health?

Education:

- Does the project include development of competence and methods related to the working environment and sustainable development?
- Will the project involve union members and familiarise them with environment training?

Links and further information:

[www.sida.se](http://www.sida.se)

[www.ilo.org](http://www.ilo.org)

[www.unep.org](http://www.unep.org)

[www.unmilleniumproject.org](http://www.unmilleniumproject.org)

[www.greenfacts.org](http://www.greenfacts.org)