

Building the Climate Resilience of Children and Communities through the Education Sector (BRACE)

Annex 6: Environmental and Social Assessment and Residual Risk Management Plan

Accredited Entity: Save the Children Australia

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1 Introduction

1.1 Project Overview

1. Exposure to climate hazards is positively associated with reduced years of schooling. School buildings, water, sanitation and hygiene (WASH) facilities, and school materials are damaged or destroyed during extreme weather events, or slowly eroded by harsher climate conditions affecting children's attendance and their physical safety and psychosocial well-being. Further, children may be displaced by climate-related disasters affecting their attendance at school.
2. Marginalized groups are disproportionately affected. Girls face unique risks due to climate change such as increased risk of child, early and forced marriage and unions as families struggle to cope with the economic impact of climate shocks, which may lead them to drop out of school permanently.¹
3. Save the Children Australia's (SCA) Building the Climate Resilience of Children and Communities through the Education Sector Project (BRACE) seeks to address through a series of targeted interventions. The BRACE goal statement is if education stakeholders in climate-vulnerable countries integrate climate change across education sector plans, strategies and budgets and use climate data for decision making and scaling-up finance, then they will have increased adaptive capacity to build climate resilience, sustainability, and equity in their education sectors, while school communities and children will be less vulnerable to climate risks and hazards because the education sector's resilience will be increased, and governments' adaptive planning will reduce the barriers to scaling up climate action in the education sector.
4. This goal will be achieved via implementation of activities under three components, each with an associated outcome:

Component 1: Building Climate-Resilient School Infrastructure and Systems), with outputs and activities leading to **Outcome 1** – Increased climate resilience of the education sector and its stakeholders at the national and sub-national levels

Component 2: Enhancing Access to Climate Finance for Education, with outputs and activities leading to **Outcome 2** – Ministries have increased their capacity to access finance and use climate information to build resilience through transformational planning embedded in existing planning and financial systems and processes.

Component 3: Coordination and Knowledge Sharing on Climate and Education, with outputs and activities leading to **Outcome 3** – Education and climate stakeholders globally are connecting, coordinating, collaborating and cross-learning for enhanced climate action in the education sector

1.1.1 Project Activities

These outcomes will be achieved through the outputs and activities in Table 1 below.

Table 1: BRACE Log Frame Activities

Component 1: Building Climate-Resilient School Infrastructure and Systems, with outputs and activities leading to Outcome 1 – The education sector at national and sub-national levels in targeted countries is more resilient to the impacts of climate change.	
Components Outputs	Output Activities
Output 1.1: Enabling systems and policies are in place and supported	Activity 1.1.1 Facilitate preparation and endorsement of climate and education policies, plans, and guidelines Activity 1.1.2 Strengthen coordination on climate change within Ministries of Education and other relevant line ministries at national and sub-national level Activity 1.1.3 Facilitate integration of Disaster Risk Reduction (DRR) into existing and/or new plans with education authorities Activity 1.1.4 Support children to participate in climate change and education policy initiatives

¹ Plan International 2023. Climate Change and Girls' Education: Barriers, Gender Norms and Pathways to Resilience. Available [here](#).

Output 1.2: School facilities are safer and greener	<p>Activity 1.2.1 Develop a national standard for climate-resilient school facilities</p> <p>Activity 1.2.2 Retrofit school facilities, including WASH and internet connectivity, to strengthen climate resilience</p> <p>Activity 1.2.3 Strengthen school communities and education officials to operate and maintain school infrastructure and facilities</p>
Output 1.3: School safety and educational continuity management systems are operating effectively	<p>Activity 1.3.1 Build capacity of national and sub-national education officials to be master trainers on climate-related school safety</p> <p>Activity 1.3.2 Build knowledge and capacity of school management, teachers, and children to prepare climate-related school safety plans</p> <p>Activity 1.3.3 Implement school-level climate-related school safety plans.</p> <p>Activity 1.3.4 Provide climate resilience tools, equipment and kits to schools.</p> <p>Activity 1.3.5 Strengthen access to and use of Early Warning Systems (EWS) and Climate Information Systems (CIS) in schools.</p>
Output 1.4: Climate change resilience teaching and learning embedded in national systems	<p>Activity 1.4.1 Develop teaching and learning materials on climate change ready to implement through national, non-formal, and informal curriculum</p> <p>Activity 1.4.2 Build knowledge and capacity of teachers and education managers to implement climate change lessons inside the classroom</p> <p>Activity 1.4.3 Strengthen capacity of child clubs to lead climate change initiatives in their school and community</p> <p>Activity 1.4.4 Disseminate climate change teaching and learning materials through Ministry of Education e-learning and other platforms</p> <p>Activity 1.4.5 Prepare learning documents and hold events with Ministries of Education and other partners to share experience of integrating climate change into the curriculum</p>
Component 2 Enhancing Access to Climate Finance for Education, with outputs and activities leading to Outcome 2 – Ministries have increased their capacity to access finance and use climate information to build resilience through transformational planning embedded in existing planning and financial systems and processes.	
Components Outputs	Output Activities
Output 2.1: Key stakeholders (in BRACE countries) have access to, and the ability to interpret and utilize relevant climate information as well as participate in NAP decision-making within the education sector	<p>Activity 2.1.1: Development of education sector risk analyses on the impact of climate change and climate risks on the education sector and children's learning</p> <p>Activity 2.1.2: Support Ministries of Education to coordinate with climate change Ministries and engage in NAP processes, including those that may feed into global decisions such as those of the UNFCCC.</p>
Output 2.2 Key stakeholders (in BRACE countries) have increased access to, and the ability to utilize, scaled up finance for climate action in the education sector to replicate and scale BRACE to a greater percentage of the country	<p>Activity 2.2.1: Development of climate finance mobilization road maps</p> <p>Activity 2.2.2: Direct Access Entity (DAE) support for working with the education sector on GCF projects</p>

Component 3: Coordination and Knowledge Sharing on Climate and Education, with outputs and activities leading to Outcome 3 – Education and climate stakeholders globally are connecting, coordinating, collaborating and cross-learning for enhanced climate action in the education sector

Components Outputs	Output Activities
<p>Output 3.1</p> <p>Climate resilient education co-investment platform is established and effective in aligning strategic initiatives and financing</p>	<p>Activity 3.1.1: Support a BRACE Climate and Education Financing Coordination Platform, including steering committee and core team</p> <p>Activity 3.1.2: Face-to-Face meetings between Ministries of Education and Environment for cross-learning and building political momentum</p> <p>Activity 3.1.3 Map and track global climate finance opportunities in the education sector</p> <p>Activity 3.1.4: Support adjustments to international climate finance reporting to reflect dual-benefit investments in climate and education</p>
<p>Output 3.2</p> <p>Key stakeholders are supported to engage in cross-learning and south-south collaboration</p>	<p>Activity 3.2.1: Develop and host information on the CSEI knowledge management platform on climate change and education for improved evidence and learning</p> <p>Activity 3.2.2: Develop guidance on climate and education for the GCF and the global education sector</p> <p>Activity 3.2.3: Organize webinars, thematic sessions and learning events on climate change and education</p> <p>Activity 3.2.4: Develop and share strategic communications materials</p>

5. This Environmental and Social Action Plan (ESAP) has been prepared to document the environmental and social screening of the project, to identify any residual risks and impacts and sets out the associated actions that will be implemented as part of project delivery.
 6. Environmental and social screening based on a project development discussion, stakeholder meetings and a desktop study of similar projects in the region as well as a review of potential options confirms an assessment of Category C (low risk) for the Project. It finds that the proposed activity package will have minimal or no adverse environmental or social risks or impacts. Furthermore, any minimal identified risks or impacts can be easily avoided through the application of simple management measures. In accordance with the Green Climate Funds (GCF) Environmental and Social Safeguard (ESS) policy (ESP), an environmental and social assessment was required to adequately screen and assess potential environmental and social impacts.
 7. This Residual Risk Management Plan (RRMP) incorporating an Environmental and Social Action Plan (ESAP) has been produced to ensure the ongoing integration of the GCF ESS and ESP into the Project throughout the development and implementation of the community level activities. It provides the set of processes, actions and institutional measures to be taken during the implementation of the Project to ensure the Project remains low risk and that there are minimal or no environmental and social impacts, offset them or reduce them to acceptable levels.
- 1.1.2 Retrofitting School Facilities:**
8. This activity (Activity 1.2.2.) will apply the country-level standards developed in Activity 1.2.1 to strengthen the climate resilience of school facilities in Cambodia (80), South Sudan (60) and Tonga (6) through retrofitting. Physical interventions will be in line with Save the Children Australia's ESS Category C Accreditation and be gender-responsive and disability inclusive. An infrastructure assessment to identify the needs of each school targeted by BRACE will be led by technical experts.
 9. The school retrofits are anticipated to include:
 - cooling systems (Cambodia, Tonga)
 - improved ventilation (South Sudan)
 - solar PV systems to improve access to renewable energy, lighting, and internet connectivity (Tonga)
 - providing shade through tree planting within (South Sudan)
 - rainwater harvesting

- upgrading of drinking water systems
- handwashing stations and latrines.

1.1.3 Project Locations

The project will be implemented across three participating countries:

Cambodia

10. Cambodia, located in mainland Southeast Asia, borders Thailand, Laos, and Vietnam, and has a 443-kilometer coastline along the Gulf of Thailand. The country covers an area of 181,035 square kilometers with a population of about 16.7 million. Its landscape is characterized by a central plain surrounded by uplands and low mountains. While the country is rapidly urbanizing, 76% of Cambodians still live in rural areas. Cambodia faces significant climate risks, ranking 144th out of 181 countries in the 2021 Notre Dame Global Adaptation Index and 58th in the 2024 INFORM risk index. The education sector in Cambodia is particularly vulnerable to climate change. Flooding affects about 1% of students, or 30,000 children, annually. Many schools, especially those made of wood or bamboo, are not resilient to extreme weather. Around 30% of schools lack latrines, and 40% have no access to water, exacerbating sanitation issues and contributing to higher dropout rates, particularly among girls. Floods across Kampong Chhnang, Kampong Cham and Koh Kong provinces led to the closure of 50 schools in 2023. About 1,700 students decided to give up their studies because of difficulties caused by floods per year. Efforts to address these challenges included the Green Generation project, which provided climate and environmental education materials on weather and climate information services, early warnings and disaster risk reduction/anticipatory action for students to learn in 24 primary schools. This complements BRACE outputs 1.1, 1.2 and 1.4 which aims to expand this initiative to 240 schools, focusing on climate-proofing schools and integrating climate education into the curriculum.

South Sudan

11. South Sudan, the world's youngest country, gained independence from Sudan in 2011. It is a landlocked nation in east-central Africa, covering about 650,000 square kilometers. The country has a population of approximately 12.4 million, with 54% aged between 15 and 64 years. South Sudan is classified as a least developed country and is one of the most underdeveloped nations globally. Oil is the backbone of its economy, contributing 60% of GDP, 95% of exports, and 90% of government revenue. However, about 95% of the population relies on agriculture for income, and over 80% live in poverty. The country is home to Africa's largest refugee crisis, with over 2.23 million people having fled to neighboring countries and 2.2 million internally displaced due to conflict. The country ranks 179th out of 181 countries in the 2021 Notre Dame Global Adaptation Index and is second in the 2024 INFORM risk index, highlighting its vulnerability to climate change. The education sector in South Sudan is severely impacted by climate-related disasters. The country has the world's highest rate of out-of-school children, with 62% of primary school-age children not attending school. In 2022, droughts affected 8 million people, and over 1 million people were impacted by floods, which in turn damaged about 893 schools across Unity, Warrap, Eastern Equatoria, Lakes, Upper Nile and Jonglei. Since then, several pre-primary, primary and secondary schools in South Sudan had been closed. Again, heat waves in Jonglei and Lakes States caused significant displacement and school damage. BRACE will complement the Multi Year Resilience Programme (MYRP), Accelerated Funding Flood Response projects, etc, which aims to enhance safe, equitable, and uninterrupted access to quality learning opportunities for crisis-affected children.

Tonga

12. Tonga is a Polynesian archipelago in the Central South Pacific Ocean, consisting of 176 coral and volcanic islands, 36 of which are inhabited. The largest island, Tongatapu, hosts 70% of Tonga's approximately 100,179 people. The country is predominantly rural, with 75% of the population living outside urban areas. Tonga is highly vulnerable to climate change, ranking 140th out of 181 countries in the 2021 Notre Dame Global Adaptation Index and 94th in the 2024 INFORM risk index. The country experiences frequent tropical cyclones, with an average of 21 cyclones passing through its EEZ per decade. Cyclone Gita in 2018 damaged 72% of schools on Tongatapu, leaving 23,000

children without access to education. In 2023, severe droughts and extreme rainfall events further threatened school infrastructure. BRACE seeks to enhance school safety and resilience by coordinating with the Tonga Safe and Resilient Schools Project (TSRSP) and other initiatives. BRACE will also collaborate with the Pacific Coalition for Advancement of School Safety (PCASS) to promote comprehensive school safety across Tonga, building on the lessons learned from previous initiatives.

1.2 Integration of ESS Management

13. It is the responsibility of SCA as the Accredited Entity (AE) and the Ministries of Education (MoEs) for each country as Executing Entity (EE) to ensure that the requirements of this ESAP are fully integrated into the Project. It is the AE's responsibility to ensure that proper ESS processes and reporting is in place to ensure the Project is delivered with minimal or no negative environmental or social impact.
14. SCA and MoEs will:
 - Ensure that all relevant implementing parties are sensitized on aspects of the plan and received appropriate training to fulfil their individual environmental and social responsibilities
 - Ensure that the necessary resources and skills are retained to successfully carry out all mitigation measures
 - Formally monitor and report on the environmental and social performances of all activities
 - Require that implementing parties manage their environmental and social performance in line with this RRMP.
15. The AE will also coordinate the Project Management Unit (PMU) to:
 - Continually monitor and report as needed issues related to social and environmental risk
 - Raise awareness amongst target communities on this RRMP and the BRACE Grievance Redress Mechanism (GRM).
16. The RRMP shall form part of any procurement documentation or Terms of Reference (TOR), and it shall be the AE's responsibility to ensure that all procurement documents and contractual specifications are subject to review against this RRMP to ensure that all appropriate safeguard measures are captured at the bid stage and in all contracts.
17. It is further the responsibility of the AE to ensure that this RRMP is considered in review of any TOR for Technical Assistance developed for the Project. The safeguard requirements for any design or supervision of the Project will be fully integrated into TOR to ensure that all safeguard responsibilities allocated within the RRMP are realized at the tender stage.
18. In this way, the RRMP will be fully integrated within the Project so that the required measures will be fully appreciated by all responsible parties and successful implementation will be achieved.

1.3 Green Climate Fund Safeguard Requirements

19. The objectives of the Green Climate Funds Environmental and Social Safeguard Policy are to:
 - Avoid, and where avoidance is impossible, mitigate adverse impacts to people and the environment
 - Enhance equitable access to development benefits; and
 - Give due consideration to vulnerable and marginalised populations, groups, and individuals, local communities, indigenous peoples, and other marginalised groups of people and individuals that are affected or potentially affected by GCF-financed activities.
20. The ESP requires that all projects be screened for their environmental and social impacts, that those impacts be identified, and that the proposed project be categorised according to its potential environmental and social impacts. Regardless in which category a project is screened, all environmental and social risks shall be adequately identified and assessed by the AE in an open and transparent manner with appropriate consultation.
21. The scope of the environmental and social assessment shall be commensurate with the scope and severity of potential risks. The assessment should assess all potential environmental and social

risks and include a proposed risk management plan, or in this case a Residual Risk Management Plan.

22. All projects supported by the GCF shall be designed and implemented to meet the ESP Performance Standards (PS), although it is recognised that depending on the nature and scale of a project not all PS will be relevant to every project. The PS of the GCF and their objectives are listed below.

PS1 Assessment and management of environmental and social risks and impacts

- a) Identify the funding proposals environmental and social risks and impacts
- b) Adopt mitigation hierarchy: anticipate, avoid; minimize; compensate or offset
- c) Improve performance through an environmental and social management system
- d) Engagement with affected communities or other stakeholders throughout funding proposal cycle. This includes communications and grievance mechanisms

PS2 Labour and Working Conditions

- a) Fair treatment, non-discrimination, equal opportunity
- b) Good worker–management relationship
- c) Comply with national employment and labour laws
- d) Protect workers, in particular those in vulnerable categories
- e) Promote safety and health
- f) Avoid use of forced labour or child labour

PS3 Resource Efficiency and Pollution Prevention

- a) Avoid, minimize or reduce project-related pollution
- b) More sustainable use of resources, including energy and water
- c) Reduced project-related greenhouse gas emissions

PS4 Community Health, Safety and Security

- a) To anticipate and avoid adverse impacts on the health and safety of the affected community
- b) To safeguard personnel and property in accordance with relevant human rights principles

PS5 Land Acquisition and Involuntary Resettlement

- a) Avoid/minimize adverse social and economic impacts from land acquisition or restrictions on land use:
 - (i) Avoid/minimize displacement
 - (ii) Provide alternative project designs
 - (iii) Avoid forced eviction
- b) Improve or restore livelihoods and standards of living
- c) Improve living conditions among displaced persons by providing:
 - (i) Adequate housing
 - (ii) Security of Tenure

PS6 Biodiversity conservation and sustainable management of living natural resources

- a) Protection and conservation of biodiversity
- b) Maintenance of benefits from ecosystem services
- c) Promotion of sustainable management of living natural resources
- d) Integration of conservation needs and development priorities

PS7 Indigenous Peoples

- a) Ensure full respect for indigenous peoples

- i) Human rights, dignity, aspirations
- ii) Livelihoods
- iii) Culture, knowledge, practices
- b) Avoid/minimize adverse impacts
- c) Sustainable and culturally appropriate development benefits and opportunities
- d) Free, prior and informed consent in certain circumstances

PS8 Cultural Heritage

- a) Protection and preservation of cultural heritage
- b) Promotion of equitable sharing of cultural heritage benefits

1.4 Disclosure

23. As part of the requirements of the GCF ESP, this RRMP is to be publicly disclosed by the PMU. The PMU will ensure the RRMP is disclosed in hard copy and online, in a manner that can be easily downloaded with existing network bandwidth and the accessibility that people currently have to the internet. Communities should be made aware of the disclosure during consultations. Likewise, the PMU will ensure that several copies of all prepared safeguard instruments are available locally at the relevant Area Council offices and easily accessible to affected groups and local Non-Governmental Organisations (NGOs).

2 Environmental and Social Screening

2.1 Introduction

24. During project planning, the eight PS of the GCF ESP were assessed. It was determined that, in line with the BRACE Category C risk rating, the following four PS have been triggered:

- PS 2: Labour and Working Conditions
- PS 3: Resource Efficiency and Pollution Prevention
- PS 6: Biodiversity Conservation and Sustainable Management of Living Resources
- PS 7: Indigenous People

25. As part of their Accredited Entity status SCA implement all projects according to their own Program Environmental and Social Sustainability Management System (PESSMS) through a four-step screening and management process on which their Category C GCF accreditation was based.

2.2 Screening Methodology

26. The BRACE log frame (Table 1) has been used as a basis for screening the project activities. Given that the Project includes interventions within the activity package will be finalised during project implementation, section 2.2.1 defines the maximum scope of community level activities to make clear which types of interventions are eligible or excluded from the BRACE. The list of excluded activities is composed of activities that could entail medium to high risks.

Section 2.2.2 describes the GCF SAP ESS screening including the final result.

2.2.1 BRACE Excluded Activities

Excluded activities	
Activity category	Description
Infrastructure	Construction of new walled or roofed structures. E.g. New school buildings in new locations.
Infrastructure	Demolition of any walled or roofed structures. E.g. Demolition of exiting schools supported by the project.
Infrastructure	Groundworks or excavations larger than those required for concrete pad footings or small drainage systems for irrigation or greywater WASH systems in schools that are being retrofitted to enhance their climate resilience
Infrastructure	Any form of works outside of target schools existing footprint of the school grounds.
Infrastructure	Any other activity that, during implementation, would lead to medium or high environmental or social risks, as per ESS screening checklist
Natural Resources	Removal of any mature tree specimens or medium/large areas of vegetation for the benefit of school retrofitting supported by project activities
Agriculture	Introduction of any invasive crops or crops not approved by the subject government in the case of any demonstration gardens being include in school curriculum activities.
Agriculture	Planting of any species with the potential to become invasive or spread to nearby ecosystems in the case of any demonstration gardens being include in school curriculum activities.
Agriculture	No use of pesticides or chemicals that are not endorsed by subject government in the case of any demonstration gardens being include in school curriculum activities.

2.2.2 BRACE ESS Screening

The SCA PESSMS Screening Tool consists of two parts:

27. Part 1: This part is used to determine the appropriate extent and type of environmental and social assessment required for the design phase. It involves identifying activity-specific environmental and social risks and impacts through an initial assessment of all activities using the questions in Below is the full screening tool applied to the BRACE proposed menu of activities.
28. Table 2. Where the responses to questions in Below is the full screening tool applied to the BRACE proposed menu of activities.
29. Table 2 are 'yes' or 'unsure', the extent of that impact must be assessed under Part 2.
30. Part 2: This is a Risk Categorisation Checklist which takes into consideration any potential environmental and social risks including requirements based on specific ESS standards. The checklist identifies any other potential environmental and social issues that will still have to be considered and managed. The result of Part 2 screening will be the basis of the Environmental and Social Action Plan (ESAP).
31. Answers to the detailed Part 2 questions result in one of three degrees of concern. If any question is answered with a 'yes', the indicated degree of concern will be determined using the PESSMS definitions (Figure 1). Only a 'low' degree of concern is permitted under the AE accreditation, any 'yes' responses which result in a 'medium' or 'high' (as identified in Table 3) are not eligible activities under BRACE and must either be changed or removed.

Risk category	Description of risks
Low	Activity is considered to have minimal or no adverse impact (direct or indirect) on the environment – unlikely to have a significant impact on the environment.
Medium	Activity might have a significant impact on the environment (direct or indirect), particularly in the absence of mitigation measures. Impacts are typically local and short-term and are not in environmentally sensitive areas. Activities where impacts are uncertain are likely to fit into this category.
High	Activity is likely to have a significant impact on the environment (direct or indirect), even if mitigation measures are successfully implemented. Impacts typically affect a large or sensitive geographic area or have permanent and long-lasting effects.

Figure 1: SCA PESSMS Risk Categorisation

2.2.2.1 Part 1: Screening Questions

Below is the full screening tool applied to the BRACE proposed menu of activities.

Table 2: BRACE ESS Screening Table Results

Category C Exclusion Criteria	Yes/No
Will the activities involve associated facilities or generate cumulative impacts that would require further detailed due diligence and management planning?	No
Will the activities involve transboundary impacts including those that require further due diligence and notification to affected states?	No
Will the activities adversely affect working conditions and health and safety of workers or potentially employ vulnerable categories of workers including women and children?	No Activities involving small scale construction works are deemed low risk in

	<p>terms of negligible negative impacts to worker conditions or the health and safety of workers.</p> <p>Activities involving small scale construction works could potentially employ children, however in the context of this proposed project given the works locations within the grounds of schools and therefore an understood and controlled environment, it is deemed to be a low risk in the context of this project and can be managed through the ESAP.</p>
Will the activities potentially generate hazardous waste and pollutants including pesticides and contaminate lands that would require further studies on management, minimization and control and compliance to the country and applicable international environmental quality standards?	No
Will the activities involve the construction, maintenance, and rehabilitation of critical infrastructure (like dams, water impoundments, coastal and riverbank infrastructure) that would require further technical assessment and safety studies?	No
Will the proposed activities potentially involve resettlement and dispossession, land acquisition, and economic displacement of persons and communities?	No
Will the activities be located in protected areas and areas of ecological significance including critical habitats, key biodiversity areas, and internationally recognised sites?	No

2.2.2.2 Part 2: Environmental and Social Risk Categorisation Checklist

Table 3: BRACE Risk Categorisation Checklist Results

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.				
		Y/N/?	Concern	Comment
1	Impacts on Natural Landscapes, Processes and Resources. Will the proposed activities:			
	Substantially alter natural landscape features?	N		
	Involve harvesting of natural forests, plantation development, or reforestation?	N		

	Cause subsidence, instability or substantial erosion, or involve medium or large-scale excavation of soil or minerals?	N		
	Measurably reduce or change the movement quantity, quality or availability of surface or ground water,	N		
	Channelize, divert or impound rivers or creeks or substantially alter drainage patterns, or measurably alter water table levels?	N		
	Alter coastal processes, including wave action, sediment movement or accretion, or water circulation patterns?	N		
	Permanently alter tidal patterns, water flows or water quality in estuaries?	N		
	Alter water circulation patterns by modification of existing landforms or the addition of artificial reefs or other large structures?	N		
	Extract large volumes of sand or substantially destabilize sand dunes?	N		
2	Impacts on Biodiversity and Species. Will the proposed activity:			
	Reduce biological diversity or change species composition on estuaries, reefs, seamounts or in other sensitive marine environments?	N		
	Involve medium or large-scale native vegetation clearance?	N		
	Involve any clearance of any vegetation containing a listed threatened species which is likely to result in a long-term decline in a population or which threatens the viability of the species?	N		
	Introduce potentially invasive plant or animal species?	Y	LOW	<p>Drought resilient seeds will be planted at schools in South Sudan.</p> <p>Only native species will be used.</p> <p>No species which do not have the potential to become invasive will be permitted.</p> <p>Measures to avoid and mitigate this risk are provided in the Environmental and Social Action Plan.</p>
	Involve the use of chemicals which substantially stunt the growth of native vegetation?	N		

	Involve large-scale controlled burning or any controlled burning in sensitive areas, including areas which contain listed threatened species?	N		
	Cause a long-term decrease in, or threaten the viability of, a native or endangered species through death, injury or other harm to individuals?	N		
	Displace or substantially limit the movement or dispersal of native or endangered species?	N		
	Involve the production and/or harvesting of fish populations or other aquatic species?	N		
3	Resource Efficiency and Pollution Prevention. Will the proposed activity:			
	Potentially result in the release of pollutants to the environment with the potential for adverse local, regional, and/or transboundary impacts?	N		
	Involve the application of pesticides that may have a negative effect on the environment or human health?	N		
	Involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials	Y	LOW	<p>There is the possibility of small amounts of concrete being used for footings to support WASH infrastructure or solar panels. These activities have not yet been defined so the need for concrete is unknown, however anything would be very small scale, and the potential environmental risk would be minimal.</p> <p>Measures to avoid and mitigate this risk are provided in the Environmental and Social Action Plan.</p>
	Potentially result in the generation of waste (both hazardous and non-hazardous)?	Y	LOW	<p>It can be expected that there will low amounts of non-hazardous waste generated in the form of packaging from items purchased for infrastructure activities.</p> <p>If concrete is used, there will be small quantities of concrete slurry waste.</p> <p>Due to the likely small quantities of both types of waste and the readily available management</p>

				<p>measures to avoid any impact, this is rated as low risk.</p> <p>Introduction of solar PVs may result in the production of hazardous waste in the form of end-of-life panels and batteries that needs to be adequately managed after project completion.</p> <p>Measures to avoid and mitigate these risks are provided in the Environmental and Social Action Plan.</p>
	Propose use of chemicals or materials subject to international bans or phase-outs?	N		
	Activities that require significant consumption of raw materials, energy, and/or water?	N		<p>Small quantities of aggregates will be required for the small-scale works, however this is not at a level which is considered to pose any risks. The Environmental and Social Action Plan provides for measures to manage the sourcing of aggregates as part of good practice.</p>
4	Impacts on habitats. Will the proposed activity:			
	Cause adverse impacts to habitats (e.g., modified, natural, and critical habitats) and/or ecosystems and ecosystem services? For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes?	N		
	Take place within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g., nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	N		
	Substantially damage or modify large areas of the seafloor or ocean habitat, such as sea grass,	N		
5	Impacts on people and communities (indigenous and nonindigenous). Will the proposed activity:			
	Substantially increase demand for, or reduce the availability of, community services or infrastructure which have direct or indirect impacts on the environment, including water supply, power supply, roads, waste disposal, and housing?	N		


	Affect the health, safety, welfare or quality of life of the members of a community, due to the transport, storage and use and/or disposal of hazardous or dangerous materials, or through factors such as noise, odours, fumes, smoke, or other pollutants?	N		<p>While Tonga, South Sudan and Cambodia have populations which are considered indigenous or minority ethnic, at the project site intervention level across the program, school communities are considered to be homogenous in language, culture and practices. Therefore, Project benefits or impacts will not adversely affect indigenous people under the GCF definition at the Project site level.</p> <p>There are no project activities which would require Free, Prior and Informed Consent (FPIC).</p>
	Through construction, operation, or decommissioning pose potential safety risks to local communities?	N		
	Result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	N		
	Potentially affect the rights, lands and territories of indigenous peoples (regardless of whether Indigenous Peoples possess the legal titles to such areas)?	N		
	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	N		
	Potentially affect the traditional livelihoods, physical and cultural survival of indigenous peoples?	N		
	Potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	N		
6	Impacts on land use and resources. Will the proposed activity:			
	Possibly result in economic displacement (e.g., loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	N		
	Possibly affect land tenure arrangements and/or community-based property rights/customary rights to land, territories and/or resources?	N		All physical activities will take place within existing defined school footprints where the school has

				<p>documented a lease or secure usage rights of that land.</p> <p>Sub activities linked to policies and strategies proposed by the project relate to education policy and school infrastructure resilience. No lands or resources used by indigenous people other minority groups will be subject to any policies or plans developed by the project.</p> <p>There are no project activities which would require Free, Prior and Informed Consent (FPIC)</p>
	Involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods?	N		
	Result in secondary or consequential development activities, which could lead to adverse social and environmental effects, or would generate cumulative impacts with other known existing or planned activities in the area?	N		
7	Impacts on cultural resources (tangible and intangible). Will the proposed activity:			
	Result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture?	N		
	Propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	N		Where relevant and where possible traditional knowledge will be utilised to enhance teaching and learning material delivered in schools to improve the quality of the learning on climate change by explicitly building on positive experiences in the past.
	Substantially restrict or inhibit the existing use of a heritage place as a cultural or ceremonial site?	N		
8	Labour and Working Conditions. Will the proposed activity:			
	Pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during project construction, operation, or decommissioning?	Y	LOW	Project activities will include some small-scale physical works (e.g., retrofitting of WASH facilities or infrastructure to

				<p>support PV arrays) that may potentially result in exposure to typical physical health and safety risks associated with small scale construction for workers. This risk is assessed as low since all these activities are small-scale and potential for injury would be minimal.</p> <p>Measures to avoid and mitigate this risk are provided in the Environmental and Social Action Plan.</p>
	Involve support for employment or livelihoods that may fail to comply with national and international labor standards?	Y	LOW	<p>There is the potential for small-scale physical works requiring labourers to employ children in some project countries. This risk is assessed as low since the activities will be taking place within known and controllable areas (i.e. schools) where mitigation measures can be readily implemented and effectively monitored.</p> <p>There is further risk that there may be issues with inadequate wages being provided for workers. This risk is also assessed as low given the small scale and short term nature of the work and, therefore, the limited scale of impact this could generate.</p> <p>Measures to avoid and mitigate these risks are provided in the Environmental and Social Action Plan</p>
	Engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	N		
9	Gender Equity and Women's Empowerment. Will the proposed activity:			
	Have adverse impacts on gender equality and/or the situation of women and girls?	N		
	Potentially reproduce discriminations against women based on gender, especially	Y	Low	There is a risk that if engagement of women is

	regarding participation in design and implementation or access to opportunities and benefits?			<p>not mainstreamed across the design or implementation of all project activities (particularly: the development of national plans, guidance or strategies related to climate resilience/DDR and education; the formation of working/stakeholder groups; capacity building opportunities), the Project might not fully incorporate or reflect views of women and girls or ensure equitable opportunities for their involvement and benefit.</p> <p>This risk is considered low as measures to avoid this risk are integrated into project design and M&E frameworks through the BRACE Gender Action Plan (GAP).</p> <p>The ESAP is also aligned with the GAP.</p>
	Have women's groups/leaders raised gender equality concerns regarding the project/programme during the stakeholder engagement process and has this been included in the overall project/programme proposal and in the risk assessment?	N		
	Potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services?	N		
10	Access, Equity and the Protection of Human Rights. Will the proposed activity:			
	Lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	N		
	Would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups?	N		
	Potentially restrict availability, quality of and access to resources or basic services, in	N		

	particular to marginalized individuals or groups?			
	Exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	N		
	Are there measures or mechanisms in place to respond to local community grievances?	Y	n/a	<p>A GRM has been developed and is described in the Environmental and Social Action Plan.</p> <p>Early notification of the GRM process will be provided to communities through implementation of the SEP.</p>
	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the project?	Y	LOW	<p>There is a possibility that implementing partners are not adequately aware of their responsibilities under the ESS requirements in implementing the BRACE Project.</p> <p>The PMU will be trained in the effective implementation of the Environmental and Social Action Plan and responsibilities within that plan will be clearly defined.</p> <p>This is considered of low risk or concern given the limited potential negative impacts associated with the BRACE interventions.</p>
	Is there a risk that rights-holders do not have the capacity to claim their rights?	N		
	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	N		
	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project affected communities and individuals?	N		
	Categorisation			
	Determined Risk Category:	Category C		
	Screening Completed by:	Kate Walker		
	Role:	Environmental and Social Safeguards Specialist		

	Signed	
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2.2.3 Confirmation of Category

Name and location of the project:	Building the Climate Resilience of Children and Communities through the Education Sector (BRACE)				
Brief summary:	Climate change adaptation project funded by GCF				
Screening carried out by:	Environmental & Social Specialist for SCA				
Result of screening: Category A / High		Category B / Medium		Category C / Low	X
<p>The overall project design, as well as the list of eligible activities at community level, have been screened against the GCF PS. The screening indicates a low degree of concern, i.e., category C.</p> <p>There is a risk that some of the eligible activities at community level could lead to minimal negative environmental or social impacts, but these can be avoided as per the measures in the BRACE Environmental and Social Residual Risk Management Plan.</p>					

3 Environmental and Social Action Plan

3.1 Introduction

32. This section contains the required management measures for the identified suite of activities for the BRACE as well as instructions for ongoing environmental and social screening of site-level interventions as they are selected and developed. The plan considers the environmental and social risks identified during the screening, the risk significance, and measures to manage and address the identified risks.
33. In addition to this, the section provides some higher-level guidance to the AE and EEs on how to ensure environmental and social safeguards are integrated into any technical advisory activities. This ensures that all contracts, TORs, policies, plans, frameworks, etc developed under this project are screened to ensure that the development process and the recommendations follow the principles of the GCF.

3.2 Management of Identified Residual Risks

Due to the small-scale nature of the proposed activities, the environmental and social risks are considered 'low'. However, some residual risks are possible, as identified by the Part 2 risk screening. These residual risks can be minimised or avoided by following the measures described in the table below.

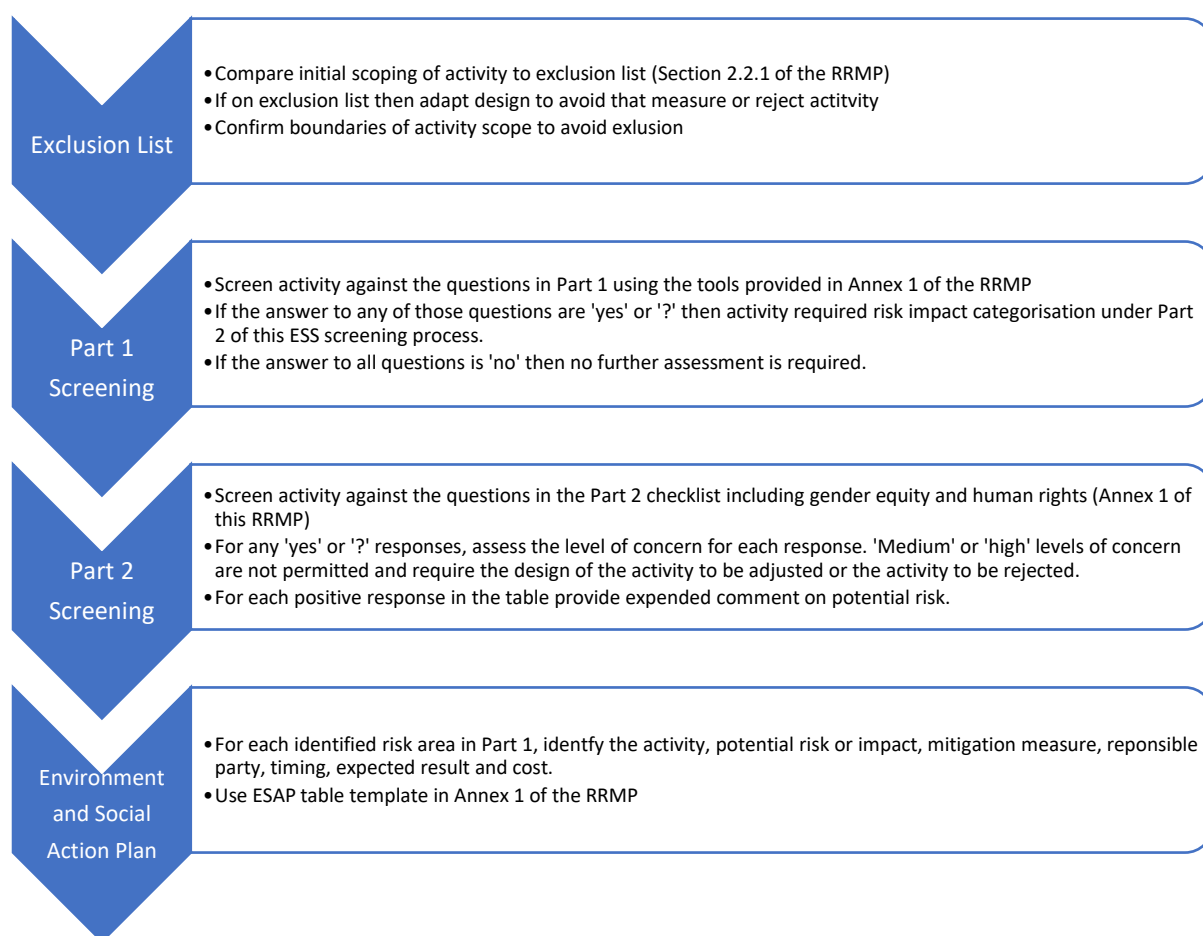
Proposed activity	Residual risks	Mitigation measures	Responsible party/person	Timing	Expected results	Cost implication
Small-scale physical works required for climate resilient infrastructure (such as footings for WASH installations or ground mounted solar arrays)	Small-scale production and use of concrete for installation footings leading to localised contamination or soils from concrete slurry or wastewater.	<p>Concrete will be prepared on bunded and covered hard stand surface.</p> <p>All wastewater from concrete production will be collected to allow particulates to settle out before being discharged.</p> <p>Slurry from concrete production will be collected allowed to harden</p> <p>Solid and cured concrete waste is considered safe to be reused by the community for infrastructure maintenance.</p> <p>Workers will be provided with appropriate PPE.</p> <p>Any required aggregates will be sourced from existing permitted quarries or suppliers</p>	Project Management Unit (PMU)	Mitigation measures to be integrated into planning/design of activity and implemented during building stage	Fully contained concrete use and production with no environmental impacts	No additional costs – part of activity development budget
Minor physical works required for climate resilient infrastructure.	Low healthy and safety risk for workers constructing interventions.	<p>All workers will be provided with appropriate training on how to use tools, equipment and materials prior to commencement of works.</p> <p>Workers will be provided with correct PPE where appropriate.</p> <p>First aid kit will be kept at any sites where works are taking place.</p>	PMU	Prior to commencement of any physical works or installations of equipment as relevant.	No injuries or accidents	No additional cost – part of activity budget and standard practices.

Proposed activity	Residual risks	Mitigation measures	Responsible party/person	Timing	Expected results	Cost implication
	Low risk of child labour being used.	All workers will be required to provide proof of age and contractors will be required to declare that no child labour is used on any project associated works	PMU and Contractor	Prior to commencement of any physical works or installations of equipment as relevant.	No child labour used in any activities	No additional cost – part of activity budget and standard practices.
	Risk of inadequate wages being paid to workers	Contracts will specify that workers will be paid in line with national wage regulations. Where no regulations exist, contracts will stipulate wage expectations in line with the existing market wages. ILO Standards will be used where the national framework provides insufficient guidance.	PMU	Prior to commencement of any physical works or installations of equipment as relevant.	All workers are paid fair market value for their work.	No additional cost – part of activity budget.
Planting drought resilient school gardens in South Sudan and shade trees in all target countries.	Potential introduction or spread of invasive plant species, particularly invasive weeds	Only native species will be planted under project activities. No known invasive plant plants or seeds will be used in the project.	PMU	Mitigation measures to be part of activity design.	No invasive plant species are introduced to project sites.	No additional costs as these should be part of the activity budget.
Solar PV and battery disposal at their end of life	Potential to generate hazardous waste which is improperly disposed of	Solar PV and batteries will be disposed of as hazardous waste following the national requirements at licensed permitted facilities or with designated waste authorities.	Schools support ministries with of	After project closure, at equipment end of life	All end of life equipment disposed of correctly	Outside of project budgeted activities, will be part of

Proposed activity	Residual risks	Mitigation measures	Responsible party/person	Timing	Expected results	Cost implication
						schools maintenance budgets.
Implementation and oversight of all project activities.	Lack of ESS capacity within Duty Bearers leads to poor ESS outcomes	The PMU will be trained in the effective implementation of the Environmental and Social Action Plan and responsibilities within that plan will be clearly defined.	SCA	Mitigation measures part of activity design and implementation	ESAP is effectively implemented	No additional costs as these are part of design.
Training and capacity building	Vulnerable groups or community members are excluded from trainings	GESI principles are applied during the design of training to ensure that vulnerable groups or community members are able to participate in trainings by adapting content/location/time/language to their specific needs All project team members are trained on correct implementation of GESI Action Plan	PMU	Mitigation measures to be part of activity design	Vulnerable groups or community members have equal access to training	No additional costs as these are part of design.
	Education materials do not properly recognise the role of traditional knowledge system	<u>Should</u> teaching material include traditional knowledge then the review process will include representative from the indigenous groups from which the material came from to review and endorse prior to finalisation and utilisation	PMU	Mitigation measure to be include in the design of the material review process	High quality of the learning material	No additional costs as quality assurance is built into the activity budgets.

3.3 Management of ESS Risks for Undefined Activities

34. Site-level activities will be further defined during project implementation. These activities are selected a menu of permissible inventions presented in Section 1.1.2 and bound by the list of excluded activities, listed in section 2.2.1 of this report, that are likely to have low environmental and social risks.
35. These activities will also be screened using the methodology described in earlier sections of this report using SCA PESSMS Environmental and Social Risk Screening Tool following the process described below and the screening forms in Annex 1 of this report.
36. The PMU will be responsible for undertaking the ESS screening which will then be validated by SCA with support from an International Safeguards Specialist where required. Only 'low risk' activities will be accepted for implementation. Activities whose risk level is medium or high will not be accepted.
37. The PMU ESS and GESI Officer will lead the ESS screening of activities identified by the communities during the implementation of the project.



3.4 Technical Assistance and Plan Development

3.4.1 Policy and Plan Development

38. Any activities which require the development of policies or plans will follow this RRMP and the Gender Action Plan to ensure that all affected parties are engaged in the process of development and that broader impacts on gender, environment, etc. are considered.

3.4.1.1 Gender Mainstreaming

39. The design of the Project requires equal and active participation, however, there is a risk that gender may not be mainstreamed into management plans developed under this project.

40. In order to ensure these activities fully incorporates the GCF Gender Policy, the PMU Gender Officer (supported by an International gender specialist where necessary) should undertake a gender-sensitive review of any plans. The findings from the review will be used to inform and strengthen the final outputs of these activities.

3.4.1.2 Consultants

41. Consultants may be required for physical interventions, vulnerability assessment and policy development elements of the Project. They may also be required for other technical, governance and capacity building activities. TORs for any consultants will require the consultant to comply with this RRMP, the BRACE GAP the GCF safeguards and gender policies.

42. For all technical assistance consultants this RRMP will be included in the TOR and final contract.

3.4.2 Capacity Building and Materials Development

43. Awareness materials will be developed and awareness raising activities will be undertaken under the Project aimed at the general public for raising awareness on climate change. Gender balance shall be considered during the activities to ensure that women are equally represented.

3.5 Grievance Redress Mechanism

44. The BRACE Grievance Redress Mechanism (GRM) is included in the project Stakeholder Engagement Plan as well as in this RRMP.

45. Any parties wishing to raise grievances caused by or associated with the Project will be able to do so. In the first instance grievances will be managed by the BRACE Project Management Unit (PMU). The PMU will inform the communities about this GRM early in the stakeholder engagement process and in an understandable format and in the relevant language. This notification will include details of where and how to direct complaints.

46. A GRM is presented below to uphold the Project's social and environmental safeguards performance. The purpose of the GRM is to record and address any complaints that may arise during the implementation phase of the Project and/or any future operational issues that have the potential to be designed out during implementation phase. It should address concerns and complaints promptly and transparently with no impacts (cost, discrimination) for any reports made by project affected people (APs). The GRM works within existing legal and cultural frameworks, providing an additional opportunity to resolve grievances at the local, project level.

47. The key objectives of the GRM are:

- Record, categorize and prioritize the grievances.
- Settle the grievances via consultation with all stakeholders (and inform those stakeholders of the solutions).
- Forward any unresolved cases to the relevant authority.

48. The following process will be used to address the issues and concerns that an affected party may have. Under traditional practices, the first point of contact for the AP is likely to be the AP's Area Council officer who will be advised to liaise with the PMU directly (this includes via members of the project team in the field). The Area Council officer receiving the complaint will receive and document all matters and issues of concern from the local community and forward copies of all grievances to the PMU's ESS representative. The AP is also able to contact the PMU or project field staff directly to register a grievance if preferred.

49. At all times it is the responsibility of the PMU to record, manage and close all grievances. Management of grievances may include issuing instructions to the relevant party to resolve the matter. If the PMU's ESS representative receiving the grievance is able to effectively resolve the matter to the satisfaction of the AP, they will action this, record the details in the GRM register and provide the Project Manager with the details for reporting purposes.
50. For concerns such as damage to non-land assets, etc., the AP or Area Council officer will discuss this with the PMU's ESS representative, who will then raise the matter immediately with the offending party or their supervisors, if unresolved at the activity level. If the concern can be addressed without delay, and the outcome is satisfactory to the AP, the matter is closed. This will be reported to the Project Manager as soon as the complaint has been resolved.
51. For more extensive complaints such as impacts to livelihoods or land issues such as restrictions to access, the Project Manager will document and record the grievance and manage the response process. APs can submit these types of complaints through any number of channels including via the village council or other third party; directly to the Consultant or project team; in writing; anonymously; verbally; etc. The complaint must be acknowledged within 24 hours of it being lodged. The timing and manner in which it will be resolved will be conveyed to the AP within 48 hours. The delegated party will provide a corrective action report to the Project Manager as soon as the action has been taken.
52. Should the complainant remain unsatisfied with the response of the delegated party, the complaint will be referred by the Project Manager to the AE, SCA.
53. All grievances received and handled will be reported by the EE to the AE via periodic reporting. SCA will review the handling of grievances to ensure they have been handled correctly.

The five-step grievance management process will be applied to the Project by the following process:

Table 4: Grievance Redress process in tabulated form

Step	Application/How	Responsibility
Publicise the process	Develop a procedure which explains how the grievance mechanism will work in the target community	SCA, EE
	Present the grievance mechanism at a public meeting to help with affected communities	PMU
Receive and register	Identify locations to receive grievances and ensure accessibility to all affected stakeholders	Receiving parties, PMU
	Recognise that some grievances may be submitted in writing while others will be communicated verbally. All grievances are to be treated with the same level of seriousness and respect.	
	Log all complaints into a database	

Review and investigate grievances	Review and investigate grievances	PMU
	Explain the process and the timeframe for the GRM process	
	Appoint an appropriate person to obtain information and investigate.	
Develop resolution options, response to grievances and closeout	Develop a proposed resolution process, involving communities where appropriate	PMU
	Implement the agreed solution	PMU and Receiving Parties
	Follow-up with complainant to ensure satisfaction	
	If unsatisfied: Discuss further options. Identify local partners who might be able to assist in finding solutions	
	If still unresolved, refer matter to third-party mediation or external review.	
Monitor and Evaluate	Regularly monitor the number and type of grievances received, resolved and outstanding	EE, SCA
	Evaluate trends over time and stages of project development	
	Report all grievances to SCA via relevant periodic reporting	EE

54. SCA will also maintain an email-based grievance mechanism, so that the public can also lodge grievances directly to SCA, should they wish to do so. Those wishing to, can contact the SCA Accountability Office on (+61) 1800 76 00 11 or email support.care@savethechildren.org.au or can lodge a grievance via the online form at <https://www.savethechildren.org.au/about-us/accountability>
55. The BRACE GRM does not prevent any affected person from accessing the GCF Independent Redress Mechanism. The GCF IRM can be contacted via email at irm@gcfund.org or by filling out the complaints form at <https://gcf.i-sight.com/external/case/new/group=Complaint>. Full details of the GCF IRM can be found at <https://irm.greenclimate.fund/>. The project team are able to access the GCF's IP Specialist if needed.

3.5.1 Grievances on Sexual Exploitation, Abuse and Harassment

Survivor-Centered Approach

56. In all situations involving complaints related to gender-based violence (GBV), sexual exploitation, abuse or harassment (SEAH), violence against children (VAC) and human trafficking (HT), the MIMIP will use a “*survivor-centered approach*”. In line with this approach, the following principles will be systemically applied through all steps and actions:
57. The rights, needs, and wishes of the survivor (or victim) is the foremost priority of everyone involved with the project.
58. The survivor has a right to:
- be treated with dignity and respect instead of being exposed to victim-blaming attitudes.
 - choose the course of action in dealing with the violence instead of feeling powerless.
 - privacy and confidentiality instead of exposure.
 - non-discrimination instead of discrimination based on gender, age, race/ ethnicity, ability, sexual orientation, HIV status or any other characteristic.

- receive comprehensive information to help her make her own decision instead of being told what to do.
59. The safety of the survivor shall always be ensured. Potential risks to the survivor will be identified and action taken to ensure the survivor's safety and to prevent further harm including ensuring that the alleged perpetrator does not have contact with the survivor. If the survivor is an employee, reasonable adjustments may be made to the survivor's work schedule and work environment to ensure their safety.
60. All actions should reflect the choices of the survivor.
61. All information related to the case must be kept confidential and identities must be protected. Only those who have a role in the response to an allegation should receive case-level information, and then only for a clearly stated purpose and with the survivor's consent.
62. The survivor must provide informed consent to progress with each stage of the complaints process. Survivors may withdraw their consent at any time during the process.

3.6 Conflict management

In conflict affected project locations of the BRACE implementation area such as South Sudan will adopt an adaptive conflict-sensitive approach by leveraging local institutions and staff for monitoring conflict situations, following the model applied in our country office for similar projects in conflict-affected areas. This includes:

Step 1: Conflict analysis of each intervention area

The first action to be taken for the implementation of the strategy for integrating conflict sensitivity into project activities is to understand:

- In depth and very localized context in which the project activities will be implemented examining the dynamics of violent conflict and the management of natural resources, intergroup tensions, "divisive" elements with a potential for conflict, and "connector" elements with the possibility of mitigating conflicts and strengthening social cohesion
- The interaction between project activities and the context at local level and any potential for triggering conflict. Noting that working with school is rarely a point of contention between communities with regards to access to resources that can lead to conflict.

The analysis is carried out with the support and participation of local partners and the Monitoring, Evaluation, Accountability and Learning (MEAL) and security teams. The team follows a participatory approach to build an understanding of the local people and communities based on the knowledge of our partners in the field.

The instruments for dynamic and iterative updating, aligned the Save the Children standard ways of working in conflict sensitive areas are:

Up-to-date follow-up:

- Follow-up in the field with the "conflict sensitivity" focal points: the information of the implementation areas will be transmitted to the project team through the designated focal points in each intervention area.

Grievance Redress Mechanism:

- If the information relates to an incident that affects the implementation of the project activities or affects the population because of the implementation of the activities, the incident will be reported immediately to the project governance body for decision-making and identification of mitigation measures, applicable immediately.

Update:

- Depending on the need, the project team will make rapid analyses of local dynamics affected by changes in internal and external factors. Gathering information for scan updates can be done in synergy with security teams, MEAL.

Step 2: Evaluation of the interaction of the context and the planned interventions: Inform and adapt the project activities

The second step of the conflict sensitivity integration strategy is to use conflict analysis to inform and adapt project activities to be conflict-sensitive to avoid unintentionally fueling further divisions, and to capitalize on factors that connect communities, build social capital and consider the needs of diverse groups (children, young women, men, pastoralists, agro-pastoralists, other groups e.g. people with reduced mobility). Though as noted above education sector work is generally not considered as high risk in term of unintentionally fuelling divisions.

Step 3: Adaptation of the intervention and monitoring of conflict sensitivity; Supporting the integration of conflict sensitivity into the implementation of activities

- Implement the agreed adjustments to the activities. The goal is to build capacity within project teams to take ownership of the conflict sensitivity approach and this becomes their way of working during implementation.
- Through a participatory approach, the project team seeks to raise awareness among the target population on conflict sensitivity, increase their ownership of the approach and strengthen their capacities in conflict management, non-violent communication, communication in crisis situations and Do no Harm and peacebuilding.

Capacity building

- All program staff and partners will receive basic training on conflict sensitivity during the first year of the project, this training is incorporated in the wider country office training package as mandator for all new starters.
- Training and support for stakeholders at the community level (community leaders, authorities, etc.).
- All project staff will refer to and use Save the Children's Conflict Sensitivity Guide building on our work from other projects in the area.
- Organize brainstorming workshops (or similar) to monitor the specific context of the project with partners, including documentation, discuss potential needs for adaptation and learning collection. These workshops can be combined with planned gender equality learning and/or monitoring workshops.
- Save the Children is recognized as a trusted local organization with local offices and staff that maintain existing presence in the BRACE proposed locations.

Save the Children's South Sudan Conflict Sensitivity guide.



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4 RRMP Implementation

4.1 Integration of RRMP into Project Management

63. This RRMP will be included in all bid document packages.
64. The safeguards requirements of this RRMP will be referenced in appropriate parts of agreements, technical specifications, contracts or any TORs issued under the Project. The AE will be required to review all bid documents prior to approval.
65. Prior to project implementation, the PMU will be required to attend a safeguards workshop with the AE Safeguards Specialist to ensure that all parties understand their obligations under the requirements of the RRMP and the safeguard policy of the Green Climate Fund.

4.2 ESS Roles and Responsibilities

Details of the roles assigned to various agencies / organizations are summarised below –

4.2.1 Steering Committee

66. The Project Steering Committee (SC) is formed of representatives from the AE (SCA) and the EEs as well as other government ministries and other key project partners. The SC will provide high-level risk management by reviewing and providing feedback on performance reports which will include ESS monitoring, and any grievances raised by communities. The SC will also endorse management improvement actions arising from audits and addressing serious implementation issues (including sensitive safeguards issues).

4.2.2 Accredited Entity

67. Save the Children Australia is the AE for this project and provides a support through Save the Children offices in participating countries and high-level project management support to the Executing Entity. As the AE, SCA is fully responsible (legally and financially) for the implementation of this project including the safeguards standards required by the GCF. The AE:
- Acts as a focal point for communications with GCF on project related matters.
 - Ensures compliance with GCF funding requirements, including safeguard compliance.
 - Provide inputs into project scope and design.
 - Provide additional technical capacity to PMU where required.
 - Updating the RRMP as necessary to reflect changes in the designs.

4.2.3 Executing Entities

68. As a multi country project the BRACE project will have multiple Executing Entities (EEs). Each country will be implemented as separate country specific and country owned projects each with two EEs to manage fund flows and fiduciary requirement of the project in accordance with GCF standards. In Tonga the EEs will be a newly registered legal entity SC Tonga. In Cambodia the EEs will be Save the Children International in Cambodia and Ministry of Education, Youth and Sport (MoEYS). In South Sudan it will be Save the Children International in South Sudan. All EEs will have Subsidiary Agreements (SAs) with Save the Children Australia as Accredited Entity (AE).

4.2.4 Project Implementation Unit

69. Each EE will implement their activities through a Project Implementation Unit (PIU). In each country, the PIU staff will include a: Project Manager, core support staff, and technical advisors as require. The PMU will also include a combined ESS, GESI and Engagement Specialist to

undertake the implementation of RRMP, GESI Action Plan and community consultations. Other staff may also be involved or appointed on a part-time or casual basis as the Project develops.

70. The PIUs will have the responsibility to oversee the implementation of the ESAP/RRMP and their responsibilities include, but are not limited to:

- Acts on behalf of the Project Board and works closely with all parties to ensure that project objectives are delivered in a compliant manner consistent with national and GCF safeguard requirements
- Monitor and evaluate project activities and outputs and report the findings to the AE by periodic progress reports. These reports will include all aspects of safeguards compliance of the Project including the results of scheduled monitoring, and instances of non-compliance, any environmental incidents and any GRM submissions/responses
- Monitors and manages all complaints/incidents reported to the Project GRM
- Updating the RRMP as necessary to reflect project change
- Implement the Stakeholder Engagement Plan to facilitate meaningful, GESI and participatory consultations with stakeholders and communities to enable them to provide meaningful input and direction into the Project
- Publicly discloses any project information and reports including this RRMP
- Receive and review monthly reports/updates from Community Champions and share report
- The PMU Project Managers will be responsible for overall project coordination and technical guidance and will support the procurement of various packages and studies. Technical staff will be recruited as necessary to support the implementation of technical advisory components.

4.2.5 Technical Advisors / Consultants

71. All technical advisors are required to comply with the RRMP and GCF Safeguards Policy more broadly in terms of the work methodologies and outputs. They will be required to work with the PMU to ensure meaningful community and stakeholder engagement in their work programme.

4.3 ESS Training

72. The PMU and other partners will require training to ensure effective implementation and oversight of the RRMP including ESS Screening.

73. Areas recommended for training include the following –

- Green Climate Fund environmental and social safeguard policies, in particular areas identified during Part 2 screening
- Roles and responsibilities of different key agencies in safeguards implementation
- How to effectively integrate the RRMP into project management, implementation, monitoring and reporting
- Management of the GRM
- How to facilitate meaningful participatory-planning community consultations
- Integration of the RRMP and safeguard specific clauses into the contract and bid documentation.
- On-going support will be provided to the PMU by the AE for the duration of the Project.

Annex 1: Environmental and Social Screening Forms

Part 1: Environmental and Social Screening Questions

PESSMS Part 1 Screening Questions	Yes/No/Unsure
Does the project involve any of the following: <ul style="list-style-type: none"> • medium to large-scale infrastructure such as roads, bridges, railways, ports, infrastructure for energy generation; or • development of irrigation and drainage, diversion of water; or • land clearing, intensification of land use; or • hazardous materials, wastes, pollutants; or • activity in mining, energy, forestry, fisheries, water supply, urban development • (construction), transport, tourism or manufacturing sectors? 	
Does the project involve any of the following: <ul style="list-style-type: none"> • small to medium scale infrastructure such as localised water supply and/or sanitation • infrastructure; irrigation and drainage; rural electrification, rural roads; or • construction/structural renovation /demolition of any building for example: schools, hospitals or public buildings; or • localised use of natural resources, including small-scale water diversion, fisheries, agriculture, commercial animal farming, or other types of land-use change? 	
Does the project involve any of the following: <ul style="list-style-type: none"> • the temporary or permanent dislocation of ((non-)indigenous) individuals or communities; or • negatively impact the availability of community services and/or the quality of life, safety or cultural identity/heritage of ((non-)indigenous) communities and their resources, or • alter, remove or destroy the fabric and/or value of a heritage place or setting? 	
Will the activities potentially generate hazardous waste and pollutants including pesticides and contaminate lands that would require further studies on management, minimization and control and compliance to the country and applicable international environmental quality standards?	
Does this project need to meet any national environmental standards or requirements?	
Will the proposed activities potentially involve resettlement and dispossession, land acquisition, and economic displacement of persons and communities?	

Part 2: Risk Categorisation Checklist

Consider the following questions in order to assess whether the project is likely to have significant (negative) environmental or social impacts.				
		Y/N/?	Concern	Comment
1	Impacts on landscapes and soils			
	• substantially alter natural landscape features,			
	• cause subsidence, instability or substantial erosion, or involve medium or large-scale excavation of soil or minerals?			
2	Impacts on coastal landscapes and processes			
	• alter coastal processes, including wave action, sediment movement or accretion, or water circulation patterns,			
	• permanently alter tidal patterns, water flows or water quality in estuaries,			
3	• reduce biological diversity or change species composition in estuaries, or extract large volumes of sand or substantially destabilise sand dunes?			
	Impacts on ocean forms, ocean processes and ocean life			
	• reduce biological diversity or change species composition on reefs, seamounts or in other sensitive marine environments,			
	• alter water circulation patterns by modification of existing landforms or the addition of artificial reefs or other large structures,			
4	• substantially damage or modify large areas of the seafloor or ocean habitat, such as sea grass,			
	• release oil, fuel or other toxic substances into the marine environment in sufficient quantity to kill larger marine animals or alter ecosystem processes, or release large quantities of sewage or other waste into the marine environment?			
	Impacts on water resources			
5	• measurably reduce the quantity quality or availability of surface or ground water,			
	• channelise, divert or impound rivers or creeks or substantially alter drainage patterns, or measurably alter water table levels?			
5	Resource Efficiency and Pollution Prevention			
	• generate smoke, fumes, chemicals, nutrients, or other pollutants which will			

	substantially reduce local air quality or water quality,			
	• involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials,			
	• increase atmospheric concentrations of gases which will contribute to the greenhouse effect or ozone damage, or			
	• substantially disturb contaminated or acid-sulphate soils, or			
	• activities that require significant consumption of raw materials, energy, and/or water?			
6	Impacts on plants			
	• involve medium or large-scale native vegetation clearance,			
	• involve any clearance of any vegetation containing a listed threatened species which is likely to result in a long-term decline in a population or which threatens the viability of the species,			
	• introduce potentially invasive species,			
	• involve the use of chemicals which substantially stunt the growth of native vegetation, or			
	• involve large-scale controlled burning or any controlled burning in sensitive areas, including areas which contain listed threatened species, or			
	• involve harvesting of natural forests, plantation development, or reforestation?			
7	Impacts on animals			
	• cause a long-term decrease in, or threaten the viability of, a native animal population or populations, through death, injury or other harm to individuals,			
	• displace or substantially limit the movement or dispersal of native animal populations,			
	• introduce invasive or exotic species which will substantially reduce habitat or resources for native species, or undertake large-scale controlled burning or any controlled burning in areas containing listed threatened species?			
8	Impacts on habitats			
	• Would the project/programme potentially cause adverse impacts to habitats (e.g., modified, natural, and critical habitats) and/or ecosystems and ecosystem services? For example, through habitat loss, conversion or			

	degradation, fragmentation, hydrological changes			
	<ul style="list-style-type: none"> Are any project/programme activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g., nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities? 			
	<ul style="list-style-type: none"> Does the project/programme involve the production and/or harvesting of fish populations or other aquatic species? 			
9	Impacts on people and communities (indigenous and nonindigenous)			
	<ul style="list-style-type: none"> substantially increase demand for, or reduce the availability of, community services or infrastructure which have direct or indirect impacts on the environment, including water supply, power supply, roads, waste disposal, and housing, 			
	<ul style="list-style-type: none"> affect the health, safety, welfare or quality of life of the members of a community, through factors such as noise, odours, fumes, smoke, or other pollutants, 			
	<ul style="list-style-type: none"> cause physical dislocation of individuals or communities, or 			
	<ul style="list-style-type: none"> substantially change or diminish cultural identity, social organisation or community resources? 			
10	Impacts on land use and resources			
	<ul style="list-style-type: none"> Would the project/programme possibly result in economic displacement (e.g., loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation), or 			
	<ul style="list-style-type: none"> Would the proposed project/programme possibly affect land tenure arrangements and/or community-based property rights/customary rights to land, territories and/or resources? 			
	<ul style="list-style-type: none"> Does the project/programme involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? 			
11	Impacts on heritage (indigenous and non-indigenous)			
	<ul style="list-style-type: none"> permanently destroy, remove or substantially alter the fabric (physical material including 			

	<ul style="list-style-type: none"> • structural elements and other components, fixtures, contents, and objects) of a heritage place 			
	<ul style="list-style-type: none"> • involve extension, renovation, or substantial alteration of a heritage place in a manner which is inconsistent with the heritage values of the place, 			
	<ul style="list-style-type: none"> • involve the erection of buildings or other structures adjacent to, or within important sight lines of, a heritage place which are inconsistent with the heritage values of the place, 			
	<ul style="list-style-type: none"> • substantially diminish the heritage value of a heritage place for a community or group for which it is significant, 			
	<ul style="list-style-type: none"> • substantially alter the setting of a heritage place in a manner which is inconsistent with the heritage values of the place, or 			
	<ul style="list-style-type: none"> • substantially restrict or inhibit the existing use of a heritage place as a cultural or ceremonial site? 			
12	Impacts on landscapes and soils			
	<ul style="list-style-type: none"> • substantially alter natural landscape features, 			
	<ul style="list-style-type: none"> • cause subsidence, instability or substantial erosion, or 			
	<ul style="list-style-type: none"> • involve medium or large-scale excavation of soil or minerals? 			

Gender Equity and Women's empowerment		Y/N/?	Concern	Comment
1	Is there a likelihood that the proposed project/programme would have adverse impacts on gender equality and/or the situation of women and girls?			
2	Would the project/programme potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?			
3	Have women's groups/leaders raised gender equality concerns regarding the project/programme during the stakeholder engagement process and has this been included in the overall project/programme proposal and in the risk assessment?			
4	Would the project/programme potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and			

	men in accessing environmental goods and services?			
Access and equity and protection of human rights				
5	Could the project/programme lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?			
6	Is there a likelihood that the project/programme would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups?			
7	Could the project/programme potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?			
8	Is there a likelihood that the project/programme would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?			
9	Are there measures or mechanisms in place to respond to local community grievances?			
10	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the project/programme?			
11	Is there a risk that rights-holders do not have the capacity to claim their rights?			
12	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?			
13	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project affected communities and individuals?			

Annex 2 Save the Children Safeguarding Risk Assessment



Combined_GCF_BRA
CE_SRA.xlsx

Annex 3 Environmental and Social Action Plan Template

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
<i>This contains the description of risks and can be derived from the responses to the screening questions in Part 2.</i>	<i>Options to avoid, reduce, mitigate risks and impacts. This may also indicate additional due diligence and specific management plans</i>	<i>This contains a description of the overall level of risk using the SCA PESSMS definitions.</i>	<i>Individual person, unit, or entity tasked to carry out the mitigation measures</i>	<i>Timing of implementation of measures including any additional due diligence and management plans and may depend on the stage of implementation</i>	<i>Expected outputs of the measures</i>	<i>Estimated cost of carrying out the measures</i>