

## Social and Environmental Screening Template (2021 SESP Template, Version 1)

The completed template, which constitutes the Social and Environmental Screening Report, must be included as an annex to the Project Document at the design stage. Note: this template will be converted into an online tool. The online version will guide users through the process and will embed relevant guidance.

### Project Information

<b>Project Information</b>	
1. Project Title	Phase 2: Supporting the Economic Empowerment of Afghan Women through Education and Training in Kazakhstan, Uzbekistan and Kyrgyzstan
2. Project Number (i.e. Atlas project ID, PIMS+)	00130011
3. Location (Global/Region/Country)	Region
4. Project stage (Design or Implementation)	Design
5. Date	9 August 2021

### Part A. Integrating Programming Principles to Strengthen Social and Environmental Sustainability

#### QUESTION 1: How Does the Project Integrate the Programming Principles in Order to Strengthen Social and Environmental Sustainability?

##### **Briefly describe in the space below how the project mainstreams the human rights-based approach**

The Human-Rights Based Approach has been fully reflected and integrated in the inception phase of the project. This Project will be implemented following a rights-based approach encompassing all human rights. The five working principles below will be applied at all stages of Programme implementation:

1. Legality, universality and indivisibility of human rights;
2. Participation and access to the decision-making process;
3. Non-discrimination and equal access;
4. Accountability and access to the rule of law;
5. Transparency and access to information.

##### **Briefly describe in the space below how the project is likely to improve gender equality and women's empowerment**

As the project targets specifically women, the Project will continue to monitor on a systematic basis the impact that it will have on gender equality and gender balance. The overarching aim of this project remains to be empowerment of Afghan women through providing opportunities to get competitive higher and/or professional education and, as a result, decent jobs in Afghanistan. The project targets have been based on the assumptions that by getting modern and competitive education and extra-curriculum leadership training, the women graduates will become competitive and equal candidates for jobs in Afghanistan.

##### **Briefly describe in the space below how the project mainstreams sustainability and resilience**

The programme is inspired by the Women, Peace and Security (WPS) agenda and its potential for transformative action to ensure the creation of more equitable and sustainable societies. The programme aims to promote economic empowerment and resilience of women in Afghanistan, especially those living in vulnerable situations and with disabilities, through post-secondary/higher education and vocational training in three countries of Central Asia.

Apart from promoting academic, economic and social empowerment of women in Afghanistan, the action will help to strengthen capacity of receiving institutions in Kazakhstan, Uzbekistan and Kyrgyzstan to manage learning mobility programmes in interaction with UNDP and address gender inequalities in higher education and TVET. The action is intended as a logical continuation of the pilot action and aims to further facilitate the development of a sustainable system of academic exchange that will allow women from Afghanistan to benefit from higher education opportunities in Central Asia also beyond the project lifetime.

**Briefly describe in the space below how the project strengthens accountability to stakeholders**

The accountability to stakeholders will be strengthened through ensuring active involvement of various stakeholders. A Steering Committee, established in the Inception phase of the project, will maintain as a multi-stakeholder board to review performance-based monitoring and evaluation, and address implementation issues to ensure UNDP's accountability for activities, results and the use of resources, while at the same time fostering national ownership and alignment to national processes.



## Part B. Identifying and Managing Social and Environmental Risks

<b>QUESTION 2: What are the Potential Social and Environmental Risks?</b> <i>Note: Complete SESP Attachment 1 before responding to Question 2.</i>	<b>QUESTION 3: What is the level of significance of the potential social and environmental risks?</b> <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 5</i>			<b>QUESTION 6: Describe the assessment and management measures for each risk rated Moderate, Substantial or High</b>												
<b>Risk Description (broken down by event, cause, impact)</b>	<b>Impact and Likelihood (1-5)</b>	<b>Significance (Low, Moderate, Substantial, High)</b>	<b>Comments (optional)</b>	<b>Description of assessment and management measures for risks rated as Moderate, Substantial or High</b>												
Engagement of security personnel to protect facilities and property or to support project activities: Risk of change of political power in Afghanistan could result in new vision of regional cooperation and its focus, hence – overall potential negative impact on security situation in Afghanistan	1	Low														
	<b>QUESTION 4: What is the overall project risk categorization?</b>															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;"><b>Low Risk</b></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Moderate Risk</b></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Substantial Risk</b></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;"><b>High Risk</b></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> </table>				<b>Low Risk</b>	<input checked="" type="checkbox"/>		<b>Moderate Risk</b>	<input type="checkbox"/>		<b>Substantial Risk</b>	<input type="checkbox"/>		<b>High Risk</b>	<input type="checkbox"/>	
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<b>High Risk</b>	<input type="checkbox"/>															
	<b>QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are triggered? (check all that apply)</b>															
	Question only required for Moderate, Substantial and High Risk projects															

	<b><u>Is assessment required? (check if “yes”)</u></b>	<input type="checkbox"/>		<b>Status? (completed, planned)</b>
	<i>if yes, indicate overall type and status</i>		<input type="checkbox"/>	Targeted assessment(s)
			<input type="checkbox"/>	ESIA (Environmental and Social Impact Assessment)
			<input type="checkbox"/>	SESA (Strategic Environmental and Social Assessment)
	<b>Are management plans required? (check if “yes”)</b>	<input type="checkbox"/>		
	<i>if yes, indicate overall type</i>		<input type="checkbox"/>	Targeted management plans (e.g. Gender Action Plan, Emergency Response Plan, Waste Management Plan, others)
			<input type="checkbox"/>	ESMP (Environmental and Social Management Plan which may include range of targeted plans)
			<input type="checkbox"/>	ESMF (Environmental and Social Management Framework)
	<b>Based on identified <u>risks</u>, which Principles/Project-level Standards triggered?</b>		<b>Comments (not required)</b>	
	<b>Overarching Principle: Leave No One Behind</b>		Not applicable to this project	
	<b>Human Rights</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>Gender Equality and Women’s Empowerment</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>Accountability</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>1. Biodiversity Conservation and Sustainable Natural Resource Management</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>2. Climate Change and Disaster Risks</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>3. Community Health, Safety and Security</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>4. Cultural Heritage</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>5. Displacement and Resettlement</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>6. Indigenous Peoples</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>7. Labour and Working Conditions</b>	<input type="checkbox"/>	Not applicable to this project	
	<b>8. Pollution Prevention and Resource Efficiency</b>	<input type="checkbox"/>	Not applicable to this project	

## Final Sign Off

Final Screening at the design-stage is not complete until the following signatures are included

<b>Signature</b>	<b>Date</b>	<b>Description</b>
QA Assessor	09-авг-2021	Dosbol Tursumuratov, Monitoring and Evaluations Associate 
QA Approver / PAC Chair	09-Aug-2021	Vitalie Vremis, Resident Representative OIC 

## SESP Attachment 1. Social and Environmental Risk Screening Checklist

<b>Checklist Potential Social and Environmental Risks</b>		
<b>INSTRUCTIONS:</b> The risk screening checklist will assist in answering Questions 2-6 of the Screening Template. Answers to the checklist questions help to (1) identify potential risks, (2) determine the overall risk categorization of the project, and (3) determine required level of assessment and management measures. Refer to the <a href="#">SES toolkit</a> for further guidance on addressing screening questions.		
<b>Overarching Principle: Leave No One Behind</b>		<b>Answer (Yes/No)</b>
<b>Human Rights</b>		
P.1	Have local communities or individuals raised human rights concerns regarding the project (e.g. during the stakeholder engagement process, grievance processes, public statements)?	No
P.2	Is there a risk that duty-bearers (e.g. government agencies) do not have the capacity to meet their obligations in the project?	No
P.3	Is there a risk that rights-holders (e.g. project-affected persons) do not have the capacity to claim their rights?	No
<i>Would the project potentially involve or lead to:</i>		
P.4	adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
P.5	inequitable or discriminatory impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups, including persons with disabilities? <sup>1</sup>	No
P.6	restrictions in availability, quality of and/or access to resources or basic services, in particular to marginalized individuals or groups, including persons with disabilities?	No
P.7	exacerbation of conflicts among and/or the risk of violence to project-affected communities and individuals?	No
<b>Gender Equality and Women's Empowerment</b>		
P.8	Have women's groups/leaders raised gender equality concerns regarding the project, (e.g. during the stakeholder engagement process, grievance processes, public statements)?	No
<i>Would the project potentially involve or lead to:</i>		
P.9	adverse impacts on gender equality and/or the situation of women and girls?	No
P.10	reproducing discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
P.11	limitations on 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? <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	No
P.12	exacerbation of risks of gender-based violence? <i>For example, through the influx of workers to a community, changes in community and household power dynamics, increased exposure to unsafe public places and/or transport, etc.</i>	No
<b>Sustainability and Resilience:</b> Screening questions regarding risks associated with sustainability and resilience are encompassed by the Standard-specific questions below		

<sup>1</sup> Prohibited grounds of discrimination include race, ethnicity, sex, age, language, disability, sexual orientation, gender identity, religion, political or other opinion, national or social or geographical origin, property, birth or other status including as an indigenous person or as a member of a minority. References to "women and men" or similar is understood to include women and men, boys and girls, and other groups discriminated against based on their gender identities, such as transgender and transsexual people.

<b>Accountability</b>		
<i>Would the project potentially involve or lead to:</i>		
P.13	exclusion of any potentially affected stakeholders, in particular marginalized groups and excluded individuals (including persons with disabilities), from fully participating in decisions that may affect them?	No
P.14	grievances or objections from potentially affected stakeholders?	No
P.15	risks of retaliation or reprisals against stakeholders who express concerns or grievances, or who seek to participate in or to obtain information on the project?	No
<b>Project-Level Standards</b>		
<b>Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management</b>		
<i>Would the project potentially involve or lead to:</i>		
1.1	adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services? <i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	No
1.2	activities within or adjacent to critical habitats and/or environmentally sensitive areas, including (but not limited to) 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?	No
1.3	changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4	risks to endangered species (e.g. reduction, encroachment on habitat)?	No
1.5	exacerbation of illegal wildlife trade?	No
1.6	introduction of invasive alien species?	No
1.7	adverse impacts on soils?	No
1.8	harvesting of natural forests, plantation development, or reforestation?	No
1.9	significant agricultural production?	No
1.10	animal husbandry or harvesting of fish populations or other aquatic species?	No
1.11	significant extraction, diversion or containment of surface or ground water? <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	No
1.12	handling or utilization of genetically modified organisms/living modified organisms? <sup>2</sup>	No
1.13	utilization of genetic resources? (e.g. collection and/or harvesting, commercial development) <sup>3</sup>	No
1.14	adverse transboundary or global environmental concerns?	No
<b>Standard 2: Climate Change and Disaster Risks</b>		
<i>Would the project potentially involve or lead to:</i>		
2.1	areas subject to hazards such as earthquakes, floods, landslides, severe winds, storm surges, tsunami or volcanic eruptions?	No
2.2	outputs and outcomes sensitive or vulnerable to potential impacts of climate change or disasters?	No

<sup>2</sup> See the [Convention on Biological Diversity](#) and its [Cartagena Protocol on Biosafety](#).

<sup>3</sup> See the [Convention on Biological Diversity](#) and its [Nagoya Protocol](#) on access and benefit sharing from use of genetic resources.

	<i>For example, through increased precipitation, drought, temperature, salinity, extreme events, earthquakes</i>	
2.3	increases in vulnerability to climate change impacts or disaster risks now or in the future (also known as maladaptive or negative coping practices)? <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	No
2.4	increases of greenhouse gas emissions, black carbon emissions or other drivers of climate change?	No
<b>Standard 3: Community Health, Safety and Security</b>		
<i>Would the project potentially involve or lead to:</i>		
3.1	construction and/or infrastructure development (e.g. roads, buildings, dams)? (Note: the GEF does not finance projects that would involve the construction or rehabilitation of large or complex dams)	No
3.2	air pollution, noise, vibration, traffic, injuries, physical hazards, poor surface water quality due to runoff, erosion, sanitation?	No
3.3	harm or losses due to failure of structural elements of the project (e.g. collapse of buildings or infrastructure)?	No
3.4	risks of water-borne or other vector-borne diseases (e.g. temporary breeding habitats), communicable and noncommunicable diseases, nutritional disorders, mental health?	No
3.5	transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No
3.6	adverse impacts on ecosystems and ecosystem services relevant to communities' health (e.g. food, surface water purification, natural buffers from flooding)?	No
3.7	influx of project workers to project areas?	No
3.8	engagement of security personnel to protect facilities and property or to support project activities?	Yes
<b>Standard 4: Cultural Heritage</b>		
<i>Would the project potentially involve or lead to:</i>		
4.1	activities adjacent to or within a Cultural Heritage site?	No
4.2	significant excavations, demolitions, movement of earth, flooding or other environmental changes?	No
4.3	adverse impacts to sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	No
4.4	alterations to landscapes and natural features with cultural significance?	No
4.5	utilization of tangible and/or intangible forms (e.g. practices, traditional knowledge) of Cultural Heritage for commercial or other purposes?	No
<b>Standard 5: Displacement and Resettlement</b>		
<i>Would the project potentially involve or lead to:</i>		
5.1	temporary or permanent and full or partial physical displacement (including people without legally recognizable claims to land)?	No
5.2	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)?	No

5.3	risk of forced evictions? <sup>4</sup>	No
5.4	impacts on or changes to land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	No
<b>Standard 6: Indigenous Peoples</b>		
<i>Would the project potentially involve or lead to:</i>		
6.1	areas where indigenous peoples are present (including project area of influence)?	No
6.2	activities located on lands and territories claimed by indigenous peoples?	No
6.3	impacts (positive or negative) to the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)?  <i>If the answer to screening question 6.3 is "yes", then the potential risk impacts are considered significant and the project would be categorized as either Substantial Risk or High Risk</i>	No
6.4	the absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No
6.5	the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?  <i>Consider, and where appropriate ensure, consistency with the answers under Standard 5 above</i>	No
6.7	adverse impacts on the development priorities of indigenous peoples as defined by them?	No
6.8	risks to the physical and cultural survival of indigenous peoples?	No
6.9	impacts on the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?  <i>Consider, and where appropriate ensure, consistency with the answers under Standard 4 above.</i>	No
<b>Standard 7: Labour and Working Conditions</b>		
<i>Would the project potentially involve or lead to: (note: applies to project and contractor workers)</i>		
7.1	working conditions that do not meet national labour laws and international commitments?	No
7.2	working conditions that may deny freedom of association and collective bargaining?	No
7.3	use of child labour?	No
7.4	use of forced labour?	No
7.5	discriminatory working conditions and/or lack of equal opportunity?	No
7.6	occupational health and safety risks due to physical, chemical, biological and psychosocial hazards (including violence and harassment) throughout the project life-cycle?	No
<b>Standard 8: Pollution Prevention and Resource Efficiency</b>		
<i>Would the project potentially involve or lead to:</i>		

<sup>4</sup> Forced eviction is defined here as the permanent or temporary removal against their will of individuals, families or communities from the homes and/or land which they occupy, without the provision of, and access to, appropriate forms of legal or other protection. Forced evictions constitute gross violations of a range of internationally recognized human rights.



8.1	the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	No
8.2	the generation of waste (both hazardous and non-hazardous)?	No
8.3	the manufacture, trade, release, and/or use of hazardous materials and/or chemicals?	No
8.4	the use of chemicals or materials subject to international bans or phase-outs? <i>For example, DDT, PCBs and other chemicals listed in international conventions such as the <a href="#">Montreal Protocol</a>, <a href="#">Minamata Convention</a>, <a href="#">Basel Convention</a>, <a href="#">Rotterdam Convention</a>, <a href="#">Stockholm Convention</a></i>	No
8.5	the application of pesticides that may have a negative effect on the environment or human health?	No
8.6	significant consumption of raw materials, energy, and/or water?	No