

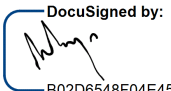
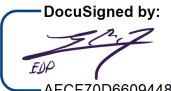
<b>Cover Pages Joint programme title:</b> Youth Environment Living Labs (YELL)	
Outcomes(s): <verbatim from CF> Youth in Malaysia are empowered and inspired with the knowledge, skills, and networks to address local environmental issues meaningfully.	
Duration: 26 Months	
Anticipated start and end dates:	Start: 1 December 2022 End: 31 Dec 2024
JP Team UNDP Malaysia, Singapore and Brunei Darussalam, UNICEF Malaysia	
Lead PUNO: UNDP and UNICEF (Co-Chairs of the Steering Committee)	
PUNOs:	
Fund management modality: (Parallel)	

<b>Total estimated budget:16</b>	USD 1,700,000.00
Out of which:	
» Funded	USD 1,050,000.00
» Un-funded	USD 650,000.00
<b>Source of funds:</b>	
» Government	
» PUNO 1	UNDP USD 325,000.00 (Cash USD 175,000.00, In-Kind USD 150,000.00)  Local currency: Cash RM 835,000.00, In-kind RM710,000.00
» PUNO 2	UNICEF USD 325,000.00 (Cash USD 175,000.00, In-Kind USD 150,000.00)  Local currency: Cash RM 835,000.00, In-kind RM710,000.00
» Donor 1	ALAM USD 400,000.00  Local currency: RM1,800,000.00
» Donor 2	
» Non-UN partner 1	

The **legal basis** for the joint programme comprises the cooperation or assistance agreements or other agreements that are the existing legal basis for the relationship between the Government of Malaysia and each Participating UN Organization.

### Declaration of commitment and signatures

By signing this Joint Programme document, all signatories commit to work together in a spirit of partnership to achieve the results identified in the **results framework, work plan and budget**.

<b>Co-Chairs of Steering Committee</b>	
<b>UN Organizations</b>	
Niloy Banerjee Resident Representative Signature  <small>DocuSigned by:</small> UNDP Malaysia, Singapore & Brunei Darussalam Date 14-Dec-2022 <small>B02D6548F04E455</small>	Edgar Donoso Representative a.i. Signature  <small>DocuSigned by:</small> UNICEF Malaysia Date 14-dic.-2022 <small>AECFZ0D6609448E</small>

## Rationale and theory of change

### Development Challenge

#### Background: Youth Environment Living Labs (YELL)

1. Beginning in February 2020, the Youth Environment Living Labs (YELL) was jointly ideated by UNDP and UNICEF in Malaysia to reimagine youth participation in climate and environmental action in the country. The concept by the two UN agencies was supported by the Ministry of Education and the Ministry of Environment and Water. YELL's concept is anchored on the Living Labs model that promotes sustainability through action learning and is built on the work of living lab leaders in Malaysia including Universiti Malaya, Universiti Sains Malaysia and Universiti Teknologi Malaysia. In July 2021, YELL was piloted after it received UNDP-UNICEF regional seed funding on "Investing in 21st Century Skills, Engagement and Entrepreneurship for Young People across Asia Pacific". Through this seed-funding, YELL implemented some activities including stakeholder engagements that provided insights to the development challenge.

#### Box 1. Definition of Living Labs

The 'Living Labs' in YELL is defined as an approach which uses an iterative feedback process to innovate and experiment in real-life (not controlled) environments, centred on user-experience and involves multi-stakeholders to create positive changes and sustainable impact.

#### Difficulties getting into action

2. The idea for YELL came about when UNDP and UNICEF in Malaysia conducted the National Youth Climate Change (NYCC) baseline survey 2020 (published in the Change for Climate Report), and held stakeholder consultations in 2020 and 2021, which validated some challenges faced by youth in participating meaningfully in environment and climate action. Based on the results of the NYCC survey, 92% of young people think that climate change is a crisis. Compounding this result, a survey conducted by Arti Advisory and Amanah Lestari Alam (ALAM) suggests that 96% of Malaysians support the global target of protecting 30% of the world's forests. However, based on the NYCC survey, 37.3% of youth respondents report that there is a lack of available information on how to get involved in movements and activities that address climate change. As such, one of the issues is grounded in the difficulty of getting started in environmental action. Youths report a lack of knowledge or guidance on how to start, or find it challenging moving from awareness to action. Resources such as good practices, funding, and information are often limited or scattered.

#### Gaps in access to centralised, comprehensible, and contextualised information

3. Contributions to the lack of resources include language barriers and a lack of inclusive information that persists and marginally affects vulnerable communities in the country. In Malaysia, the discussions surrounding environmental and climate issues have often been technical and scientific. As such, the conversation in the country regarding the awareness and effects of the issues caused by climate change is still low due largely to inaccessible comprehensive information. This has resulted in communication and dialogue about climate change in Malaysia to be urban-centric, leaving out vulnerable and underrepresented communities such as those living on the coast. In a qualitative study conducted on coastal communities in peninsular Malaysia, affected groups such as

fishermen have the lowest amount of awareness about climate change which is due to how the information is communicated to them (Shaffril et al., 2015). While the youths in the NYCC survey indicated a good understanding of climate change, an analysis of qualitative responses to the survey suggests that there are still some confusions around basic scientific climate concepts.

4. Local narratives on climate and the environment are limited while ideas and solutions for addressing the crisis are often rooted more in western-centric knowledge given more published resources and research are generated. Local knowledge, shared values and experiences of the environment are not always visible nor contextualised to Malaysia. As exemplified in the NYCC survey, 69% respondents reported that they had low awareness of local youth-led climate action or initiatives. As a result, many do not know the local entry points in addressing climate change and the low awareness of local organizations indicates that they are unable to partake in environment and climate initiatives. Communities must be able to comprehend environment and climate impacts on their livelihood and culture, to demand greater inclusion in adaptive and mitigation policy- and decision-making.
5. Results from the NYCC survey indicated that indigenous youth are more attuned to climate issues but may have less access to scientific knowledge or information. In contrast, young people with disabilities were more likely to mention that climate change is not a problem that worries them which may be due to competing problems affecting priorities. Because youth with disabilities are often underrepresented in climate action, the NYCC survey records that they were less optimistic that youth could make a difference with regards to climate change. Youths from marginalised background should have the right to amplify their voices in this space as they may have valuable and unique insights which can help shape how the climate response can be framed by inclusive policies.

### **Perceptions about green careers**

6. The low awareness of environment and climate issues in turn affects the popularity of career choices that focus on environmental sustainability. While it's considerably easy to get school and university students interested and engaged, many "leave their environmental days" behind when they graduate. One of the major issues raised from the stakeholder consultation conducted with youth representatives from environmental organisation was the issue of succession planning. Participants in the consultation raised that a challenge in mobilising youth towards environmental action is the lack of green careers. As green careers are not as viable as other traditional career paths, there is often less interest and to a certain extent, provided from anecdotal evidence suggested that they have faced social stigma due to the perceived low viability of green careers. Furthermore, participants of the consultation highlighted that the challenge in sustaining the organisation is closely related to lack of financial resources and the need to rely on seed funding and grants to support involvement in the organisations.

### **Youth participation overlooked in public-private sector decision-making process**

7. Majority of the issues stated above is a structural and systemic issue. As it stands, there are poor interfaces between the Government, private sector, professional/ academic sector, and civil society in decision-making processes. In 2021, the Kuala Langat North Forest Reserve was approved to be de-gazetted by the state government with little to no consultations with local indigenous groups and actors on the ground. Additionally, environmental action is often event-oriented, and there is little coherence for knowledge retention and sharing knowledge across actors.

## Gender gaps in environment sector

8. Not enough publicly accessible studies and information are currently available to understand the gender gaps in the environment sector in Malaysia. Specific gender gaps of interest for YELL include participation and leadership in environmental action or projects, as well as the impact of environment and climate crisis on gender.

## Strategy

9. YELL wants to focus on moving youth from awareness to action, empowering young people with the knowledge, skills, and networks to address sustainability issues. YELL wants to prioritise youth that face barriers of entry in taking their first steps by providing them with structured entry points. This also includes a focus on youth from low-income backgrounds, or who are otherwise marginalised. YELL has two objectives:
  - i) Address the knowledge and resource gaps among local youth from diverse background that motivates them to take action to tackle the environmental and climate threats affecting their community; and
  - ii) Strengthen the ecosystem of actors to support and hold the space for youth to engage as agents of change in environmental policy- and decision-making and in environmental actions.
10. Leveraging on the Living Labs model, YELL has the potential to create conditions that are necessary to achieve the objectives. These conditions refer to a support system in place for youth to experiment solution ideas; develop as agents of change and have access to collaborate with other actors in the ecosystem; an avenue to access awareness-raising, skills-building and capacity development that shapes behaviours and mindsets, and which is transferable to careers; and a centralised environment and climate resources and network information akin to the all-in-one “yellow pages”.
11. YELL’s objectives will be achieved through three programmatic pillars (project outputs): the ‘Exploration’ programme, the ‘Conservation’ programme, and the YELL Network Resource Hub. In order to facilitate these activities, YELL will be utilising CARD, an acronym that stands for Connecting, Advocating, Running and Documenting. **Connecting** youth environmental movers and advocates across the nation and region, tapping into national and subnational networks will be valuable in amplifying and addressing climate and environmental issues. Within the same frame, it is critical to be **Advocating** jointly on issues of concern, including youth empowerment, climate and environmental futures, and SDG localization. To address the climate and environmental issues, YELL aspires to empower youths in **Running** action-learning projects in collaboration with youth organizations, institutions of learning, and other partners. Finally, in order to increase the accessibility in environmental movements, it is important to continue **Documenting** learnings, wins and losses, successes and failures, to inform, inspire and strengthen a growing youth movement.
12. Through the utilisation of the CARD strategy as well as the Exploration, Conservation and Network Resource Hub programmes, YELL envisions the goal to be achieved when youths in Malaysia and in the region be empowered and inspired to address local environmental issues and are

equipped with the knowledge, skills, and networks to participate meaningfully in policy- and decision-making and in actions.

13. YELL's approach and strategies looks to fill gaps in the ecosystem to facilitate access for youth to participate in environmental and climate decision-making and action. Stakeholder consultations were conducted in 2020 and 2021, including with established environmental NGOs to mitigate against duplication or replication of functions. Hence, YELL's set-up will be different but complementary of past and existing initiatives such as, Malaysian Environmental NGO (MENGO) and Malaysia Environmental Sustainability Youth Movements (MESYM).

Table 1. Past and Existing Initiatives

Organisation	Aim
Malaysian Environmental NGO (MENGO)	<ul style="list-style-type: none"> <li>To contribute to the strengthening of the MENGOs and facilitate their impact on the decision making at all levels in the Malaysian society.</li> <li>To support and facilitate a more effective interaction between MENGO and the Government of Malaysia on environmental policies.</li> </ul>
MESYM	<ul style="list-style-type: none"> <li>To provide a central repository of information on environmental movements: who's doing what – when, where, why and how</li> <li>To provide a voice and platform for experts to share their knowledge on issues of environmentalism and sustainability</li> <li>To support networking and collaboration of environmentalists, whether individuals or organizations</li> <li>To encourage online discussions and offline participation in good causes and events</li> </ul>

14. The target stakeholder group for MENGO are with other environmental NGOs to amplify advocacy messaging towards government agencies and partners to promote better environmental policies through recommendations and coalition press statements. The coalition consist of twenty-five members, some of which have become part of the YELL network. Many of MENGO's network are more established environmental organisations and do not include youth organisations. On the other hand, MEYSM targets the general public without too much focus on youths. The similarities with MESYM however, is to amplify and include a participatory approach in conveying environmental messages. MESYM also employs a similar approach to YELL by attempting to convene participants from various backgrounds such as students, activists and academics to produce content for their platform in various media formats. Neither MENGO nor MESYM offer seed-funding nor capacity building programmes. YELL as a joint programme anchored by UNDP and UNICEF in Malaysia, supported by regional offices and robust partnership strategy would contribute to the promotion of its longevity and sustainability beyond the project cycle.

15. YELL's proposed objectives and strategies will support the objectives and Strategic Plans of UNDP Malaysia, Singapore and Brunei Darussalam, and UNICEF Malaysia. These plans refer to:

- i) UN Sustainable Development Cooperation Framework (UNSDCF): Outcome area for Planet - Environmental sustainability and resilience are mainstreamed as priorities within the national development agenda, across all sectors and levels of society.
- ii) UNICEF Malaysia's Climate and Environment pillars – (1) evidence generation, (2) child-sensitive climate policies, (3) climate awareness and education, and (4) innovation and youth participation.

### ***Expected Results***

16. YELL will achieve its objectives and deliver on its strategies through the following programmes and activities:

#### **Output 1: Exploraction: Seed-funding programme for environment and climate solution ideas led by or with youth**

17. Exploraction aims to (i) increase participation of youth in environmental and climate advocacy, and (ii) enhance environmental education through participation. Here, youth of school ages (ages 7-17) and university ages (ages 18 and beyond) participate in citizen science activities such as facilitating access in working hand in hand with researchers and decision makers to produce timely and relevant data for better policy- and decision-making.
18. With YELL, youths will be empowered to implement citizen science projects to address real-life environmental issues in their immediate local communities (campuses, cities, and neighbourhoods), building capacity for youth to understand and take the lead on sustainability. Seed funding will help support the implementation and facilitation of these youth-led projects, while larger flagship funding micro-grants, such as funding to campus-based researchers and NGO programmes, will be critical to address integrated areas of concern.

- **Activity 1.1: Knowledge exchange between institutions and organizations to share insights and experience on action learning;**
  - YELL will facilitate knowledge exchange between institutions of higher learning (universities, community colleges, vocational schools, etc.) about the Living Lab model to encourage collaborations and cross-learning as a strategy to improve existing models and/or increase its adoption to more institutions, thereby increasing accessibility to more students. Among others, this may involve collaboration in module development and piloting between institutions.
  - For institutions of higher learning with existing Living Labs model, YELL will seek partnership with them to serve as hubs for 'action learning' projects. This approach wants to leverage on the institution's framework and resources in effective teaching, learning and evidence-gathering. The aim is to facilitate access for youth to gain exposure to socio-environmental and climate issues, and be systematically empowered to produce inclusive impact-oriented experiments or research in those areas.
- **Activity 1.2: Workshops and local engagements to co-create action plans.**
  - To facilitate youth's citizen-science and action learning projects, YELL will run workshops and local engagement opportunities to provide youths with relevant information that is critical in creating action plans. This includes workshops on how to localize climate and environmental issues in the Malaysian context; building capacity and confidence of youth to design and implement experimental action learning projects within their community;

and facilitate youths to co-create a network of community-based youth-led initiatives that can inspire more partnership for action at the local level.

- YELL will work with youth initiatives or projects to assess if the impact of environment and climate is different, based on gender. Over time, such information will be used to inform YELL's flagship project designs in disaster response and resilience.
- **Activity 1.3 Implementation of seed funded action learning projects by youth-environment individuals or entities**
  - An annual seed-funding programme will target youth in the age range of 18-30, from diverse backgrounds, with action leaning project ideas to address local environment and climate issues affecting communities. Organised using an incubator approach, teams shortlisted for their ideas will be provided training and resourced with access to coaching, partnership network and technical specialists to pilot their ideas. By localising action through action learning projects, youth can build awareness and see that they are making a tangible difference in their immediate local environment.
  - YELL will also seek to fund network members' programme ideas that are focused on youth development and increasing youth participation in environment and climate action. The advantages of this are that YELL not only supports innovations by its network partners to meaningfully engage youth, which can be documented for others to learn and adapt from, but by extension more youth can access opportunity to participate.
- **Activity 1.4 Monitoring, evaluation and documentation of grantees projects**
  - There will be multiple points of documentation particularly on: learnings from project facilitation and from on-ground results of implemented projects. A key metric in monitoring would be to assess the reflections of participants on the successes and lessons of their action learning project idea. This includes regularly monitoring whether projects have had an impact in local communities and beneficiaries, and introducing course corrections to address shortcomings. YELL also intends to monitor and evaluate whether the programmes have empowered and enhanced the capacity, behaviour and mindsets of youths in addressing environment and climate issues in their community. Beyond that, YELL also plans to document grantees projects onto the YELL Network Resource Hub so that it may inform and inspire others to implement a similar project in their own community. This can be used as a resource and be passed down to future participants of the programme.

## **Output 2: Conservocation: Funded skills-building, internship programme**

19. Under this pillar, Conservocation targets youth of university age or older (18 onwards) where they will gain access to masterclasses, mentoring, work-shadowing, and immersive apprenticeship opportunities with environmental professionals, institutions, businesses, and organisations. They will gain skills, hands-on knowledge, experience, and inspiration, supporting the exploration of vocation and viability of a career in green jobs and beyond.

- **Activity 2.1 Engaging environmental organizations, NGOs and social enterprises, public and private sector organizations that will provide opportunities for youth**

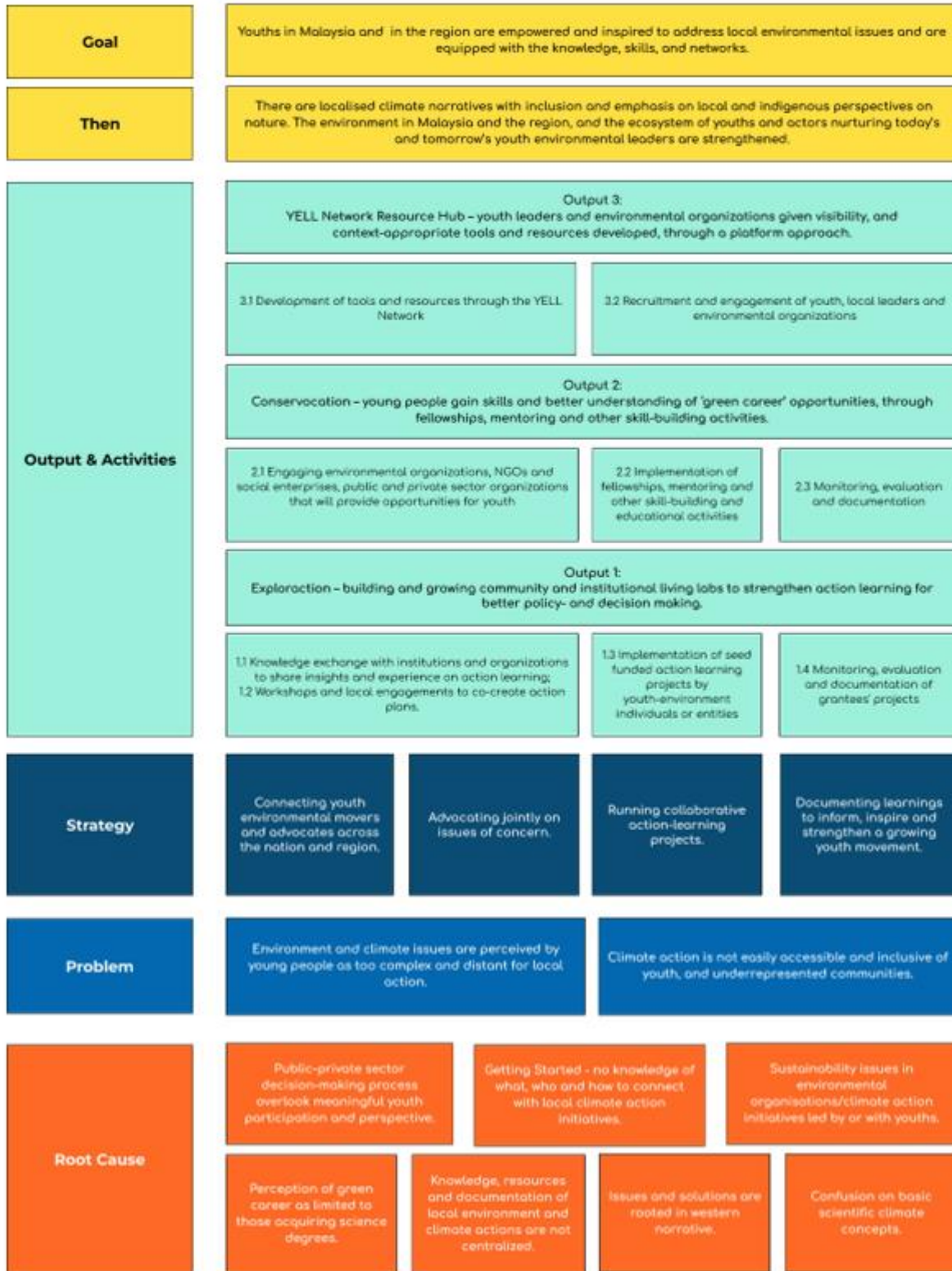
- By engaging with environmental organizations, NGOs and social enterprises, public and private sector, there will be opportunities to address critical working areas for youths. YELL will organize events and supplement travel funds for youth participants to immerse themselves on-ground and in office, to increase the visibility and interest in green careers in Malaysia. By increasing the awareness of green careers, youths will be able to explore different avenues and hone their skills in their interest areas which will ensure that they are marketable in the field.
  - YELL will design and conduct gender baseline surveys to understand gender gaps in the environment sector. For instance, in access to participation and leadership in environmental organisations and green careers. This is to provide input to the design of Conservocation activities to respond any gaps found to be significant.
- **Activity 2.2 Implementation of fellowships, mentoring and other skill-building and educational activities**
    - The programme will be anchored with entities within UNDP's and UNICEF's networks, including the existing YELL network of NGOs, social enterprises, research organisations, and public and private sector entities that will act as host organisations. Host organisations will have a service and engagement platform established with youth (a readily available talent pool) to further strengthen their work. YELL will engage with MSME's and NGOs by providing funding for organizations to host youths in fellowships, mentoring or skill-building educational activities. This includes YELL providing stipends, allowances, travel, development and piloting of climate and environmental modules.
  - **Activity 2.3 Monitoring, evaluation and documentation of grantees projects**
    - Learnings and reflections will be documented and shared to inspire other youth and raise awareness of different kinds of environmental work. By providing youth with on-the-job experience, embodied knowledge, clearly defined skills, and useful networks, youth will be able to embark on viable green careers. The case for green jobs is strengthened, with viability demonstrated (to youth) and skills acquired (by youth). A talent pool of youth resource will also be readily available for environmental organisations. YELL aims to evaluate the skills that youths have developed in their placement through an assessment of the applicability of their soft and technical skills. In order to monitor youth's interest levels in green career, surveys will be handed out on whether they are applying for other green careers after the placement or are considering on furthering their studies in the field. This will be an indicator to determine whether they're or they have looked to deepen their understanding of environment and local issues in the community.

### **Output 3: Network Resource Hub**

20. The resource hub will contain practical, shared resources that localise climate narratives, document YELL learnings, and provide youth with relevant tools, knowledge, opportunities and networking to build their environmental action journey. The hub will also be continuously updated, as a marketplace for ideas and collaborations, a starting point for climate and environmental action, and a tool to drive the narrative forward with global visibility and branding. In the future, YELL may include localized stories from other Southeast Asian countries which explores the environmental and climate narrative on the ground.



- **Activity 3.1 Development of tools and resources through the YELL Network**
  - Resources will be co-created with partners in the YELL Network and housed online. By grounding youth-led climate and environmental action in local narratives, culture, and context, YELL will ensure that innovations such as nature-based solutions are implemented sensibly, and sensitive to needs of local community.
  
- **Activity 3.2 Recruitment and engagement of youth, local leaders and environmental organizations**
  - By continuously adding new and established youth, local leaders and environmental organizations, YELL will become an effective engagement platform for youths and the YELL network. This ensures that work done by the YELL network can be amplified and shared to inform and inspire innovation and local action. The knowledge on the hub also lowers entry points and can also be effectively utilised to inform public-professional-policy interfaces strengthened for more relevant and responsive policy and decision making.



**Figure 1. YELL theory of change.**

**Sustainability**

21. This project aims to support greater youth participation in climate and environmental actions, through establishing enabling conditions and ecosystem to empowering young people. Given the project budget and the timeline, YELL intends to serve as pilot to test out key solutions and generate insights, lessons and a knowledge repository to inform and improved future strategies for climate and environment accessible by the society in Malaysia and in the region. For greater impact, the case for scale-up of the project is implicit, hence integral in the project design, planning and execution.

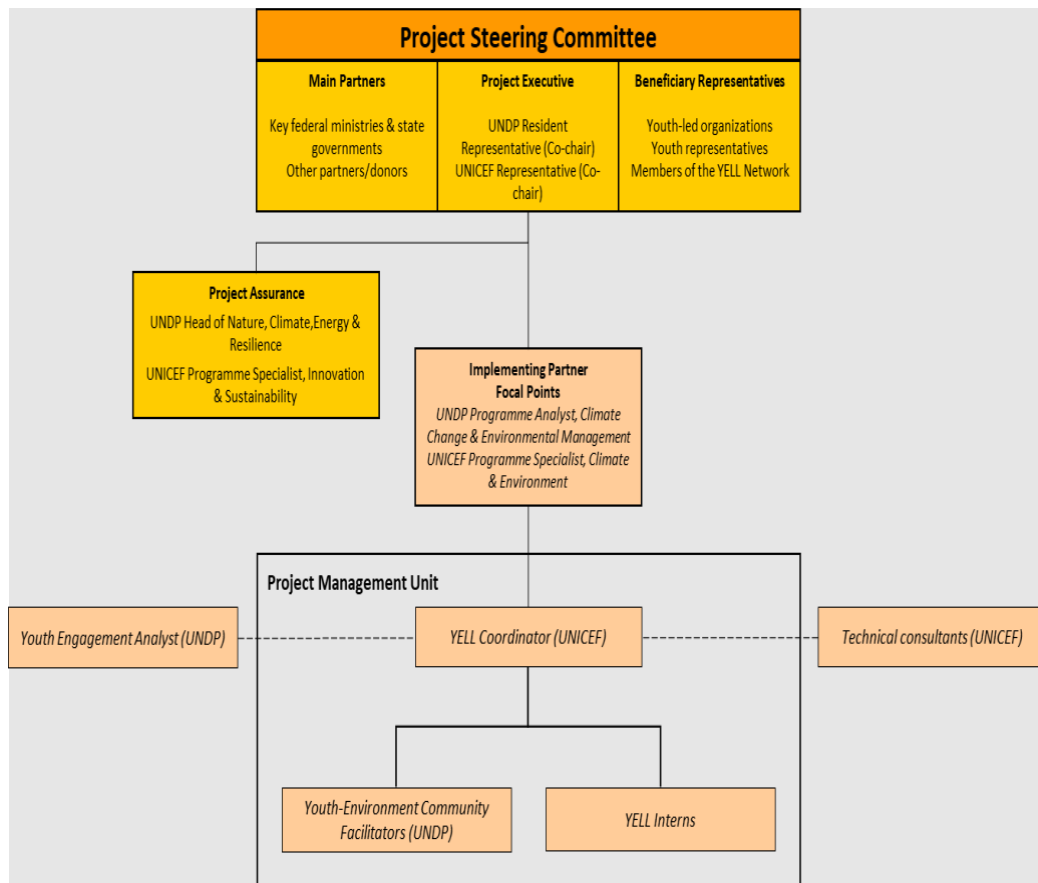
UNDP and UNICEF will work with the Government of Malaysia, through key ministries (Ministry of Natural Resources, Environment and Climate Change, Ministry of Youth and Sports, and Ministry of Education) to ensure youth have a seat on the table to provide perspectives in decisions and policies that will impact their futures such as implementation plans to achieve the Net Zero 2050 agenda.

**Risks**

22. Refer to the full risk register, attached in the Annex D

**2. Steering and management arrangements**

23. From UNDP’s side, the project will be managed under the Nature, Climate, Energy & Resilience cluster under the Direct Implementing Modality (DIM) utilising UNDP procedures. While on UNICEF’s side, the project will be managed under the Climate and Environment Unit utilising UNICEF procedures. The staff from UNDP and UNICEF, in collaboration with relevant partners where applicable, will be involved in the project coordination which provides supervision on project implementation and financial management. The day-to-day operation of the project workflow will be overseen by the YELL Coordinator. The YELL Coordinator will work directly and be supported by two UN Volunteers, UNDP and UNICEF technical consultants and interns in project design, implementation, monitoring and liaising with stakeholders (when relevant). The project will explore collaborative arrangements with the UNDP’s Accelerator Lab to introduce and test future foresight and sensemaking approaches into YELL programmes inception and implementation. The project will also seek guidance from UNICEF’s Adolescent Development and Participation (ADAP) team on best practices in engaging with youth and adolescents. Please refer Annexes B and C for Terms of References of JP Steering Committee and JP Management Unit.



### 3. Fund management modality

*This project will utilize parallel funding modality where UNDP and UNICEF will manage respective funds separately.*

24. Available resources for programming this project will total to USD 750,000 through co-funding by UNDP, UNICEF and ALAM, with ALAM's funds mobilised through UNDP's accounts. The breakdown of available funds will follow:

Source	Programme by		Funding expires
	UNDP	UNICEF	
Green Shark Funds	USD 125,000	USD 125,000	2023 March
UNDP	USD 50,000	-	2023 December
UNICEF	-	USD 50,000	2024
ALAM	USD 400,000	-	2024
<b>Sub-total funds (as of Oct 2022)</b>	<b>USD 575,000</b>	<b>USD 175,000</b>	
<b>Total available funds (as of Oct 2022)</b>	<b>USD 750,000</b>		
<b>Balance funds (to be mobilised)</b>	<b>(USD 650,000)</b>		

25. YELL received a contribution of a total of USD 250,000 from the Green Shark Funds, and additional financial contributions from UNDP (USD 50,000) and UNICEF (USD 50,000) in Malaysia. In December 2022, the first partner to invest in YELL is Amanah Lestari Alam (ALAM)<sup>1</sup>. In addition to that, UNDP, on behalf of YELL, will sign a Financing Agreement with Amanah Lestari Alam (ALAM) that formalises ALAM's contribution to YELL totalling USD 400,000 over 3 years (2022 – 2024). Overall funding available for programming is USD 750,000. YELL will continue to actively seek out partners whose objectives are aligned with YELL's to support activities beyond 2022. In addition to the financial resources, UNDP and UNICEF will contribute time of staff and technical specialists (non-core) not funded by the project who will directly support YELL in oversight, strategy development, partnership coordination and management, innovation approaches, data management and analysis, quality assurance, communications, advocacy, and promotion. The in-kind contribution will amount to USD 300,000 over 3 years between UNDP (USD 150,000) and UNICEF (USD 150,000). YELL's 3-year proposal is an estimated total of USD 1,700,000. This means USD 650,000 remains to be mobilised through more partnership efforts.

#### Financial Monitoring

26. Based on the approved joint work plan, UNDP and UNICEF will respectively provide the required financial resources to carry out the project activities during the project period. The following modality will be used, where applicable and relevant:
- Direct payment to NGOs or other third parties, for obligations incurred to carry out the project;
- or

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<sup>1</sup> Amanah Lestari Alam (ALAM) is a non-governmental organisation (NGO) established in 2021 under a local bank, Bank Pembangunan Malaysia Berhad (BPMB). It is an independent legal entity of BPMP. ALAM's commitment is to transform the mindset and change the behaviors of Malaysians on the environment through education.

- Reimbursement to the appointed Implementing Partner for obligations made and expenditures incurred by them in support of the activities executed.

27. UNDP and UNICEF, respectively, shall monitor the use of the financial resources and be accountable for:

- Managing the project resources to achieve the expected results; and
- Maintaining an up-to-date accounting system that contains records and controls to ensure the accuracy and reliability of financial information and reporting. Expenditures made should be per the Annual Work Plan (AWP).

28. A project revision shall be made when appropriate; to respond to changes in the development context or to adjust the design and resources allocation to ensure the effectiveness of the project provided to ensure the project remains relevant to UNDP, and UNICEF's strategic plans. A project revision shall be supported by the record of an approval decision made by the Project Steering Committee with an updated and signed AWP.

## 4. Monitoring, learning, and reporting

The project will be monitored through the following monitoring and evaluation plans:

### Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners	Cost (if any)
<b>Track results progress</b>	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.	UNDP UNICEF (and other partners)	Refer to Integrated results framework, work plan and budget (Annex A)
<b>Monitor and Manage Risk</b>	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Quarterly	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.		
<b>Learn</b>	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.		
<b>Annual Project Quality Assurance</b>	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.		
<b>Review and Make Course Corrections</b>	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.		

Monitoring Activity	Purpose	Frequency	Expected Action	Partners	Cost (if any)
<b>Project Report</b>	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	Semi-annually, and at the end of the project (final report)			
<b>Project Review (Project Board)</b>	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	At least annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.		

<sup>1</sup>  
**5. Evaluation (Project Review)**

Evaluation Title	Partners (if joint)	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
YELL (2022-2024) Project Review	UNDP UNICEF (and other partners)	Dec 2024	Beneficiaries of YELL programmes and relevant partners	USD 10,000

## ANNEX A. Integrated results framework, work plan and budget

<b>Intended Outcome:</b>									
Youth in Malaysia are empowered and inspired with the knowledge, skills, and networks to address local environmental issues meaningfully.									
<b>Outcome Indicators:</b>									
Number of youths supported through the YELL internship programme continue their careers in green sectors 6 months post-internship. Baseline: None Target: 30									
Number of youth-led initiatives responding to local environmental issues. Baseline: None Target: 30									
Number of communities of practice established on the youth and environment agenda. Baseline: None Target: 30									
<b>Applicable Output(s) from the UNSDCF Outcome:</b>									
Outcome 2: Planet. By 2025, environmental sustainability and resilience are mainstreamed as priorities in the national development agenda, across all sectors and all levels of society.									
Output 2.3: Prevention, preparedness and resilience against climate change, natural hazards and disaster risks are strengthened, especially among indigenous, poor and at-risk communities.									
EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)				DATA COLLECTION METHODS
			Value	Year	Year 1	Year 2	Year 3	Final	
<b>Output 1:</b> Exploration – Vibrant and growing community and institutional living labs to strengthen action learning for better policy- and decision making.	1.1 Number of seed funded projects implemented by youth-environment individuals and entities with guidance and support	Project report	0	2021	20	30	50	100	Mid-term & final seed funded project reports
	1.2 Number of media and comms pieces (e.g blogs, videos, photo stories) produced by Exploraction participants and partners	Project	0	2021	40	60	100	200	Media & communication pieces



	1.3 Number of youth benefitted from Exploraction activities, e.g., action plan development processes and seed-funded projects	baseline report	0	2021	4,000	6,000	10,000	20,000 (50% girls & women participation)	Project reports & registration lists
<b>Output 2:</b> Conservocation – young people have skills and better understanding of ‘green career’ opportunities, through fellowships, mentoring and other skill-building activities.	2.1 Number of organizations partnering to provide skills building opportunities	Project	0	2021	N/A	10	20	30	Registration lists
	2.2 Number of youth capacitated with new skills and knowledge in green careers.	Project	0	2021	N/A	40	80	120	Baseline & completion surveys, interview
	2.3 Number of media and comms pieces (e.g blogs, videos, photo stories) produced by Conservocation participants and partners	Project	0	2021	N/A	20	40	60	Media & communication pieces
<b>Output 3:</b> YELL Network Resource Hub – youth leaders and environmental organizations given visibility, and context-appropriate tools and resources developed, through a platform approach.	3.1 Number of tools and resources focused on empowering youth action and participation in environment and climate action, co-developed with YELL network partners	Project & partners	1	2021	4	10	15	30	Project trackers & reports
	3.2 Number of youth and local leaders and environmental organizations recruited to the YELL Network	Project	60	2021	30	50	70	150	Project trackers & reports
	3.3 Number of youth and community members with increased participation in the environment and climate agenda	Project & partners	0	2021	1 mil	1.5 mil	2.5 mil	5 mil	Pre- and post- surveys.

## A. Planned budget (Multi-year)

EXPECTED OUTPUTS	PLANNED ACTIVITIES	PLANNED BUDGET BY YEAR				BUDGET DESCRIPTION
		2022	2023	2024	TOTAL (USD)	
<b>Output 1:</b> Exploration – building and growing community and institutional living labs to strengthen action learning for better policy- and decision making.	1.1 Knowledge exchange with institutions and organizations to share insights and experience on action learning	-	35,000	35,000	70,000	Events, conferences
	1.2 Workshops and local engagements to co-create action plans	30,000	40,000	60,000	130,000	Workshops, travel
	1.3 Implementation of seed funded action learning projects by youth-environment individuals or entities	105,000	80,000	100,000	285,000	Seed funding
	1.4 Monitoring, evaluation and documentation of grantees' projects	15,000	20,000	25,000	60,000	Documentation, travel, communications
	<b>Sub-Total for Output 1</b>	<b>150,000</b>	<b>175,000</b>	<b>220,000</b>	<b>545,000</b>	
<b>Output 2:</b> Conservation – young people gain skills and better understanding of 'green career' opportunities, through fellowships, mentoring and other skill-building activities.	2.1 Engaging environmental organizations, NGOs and social enterprises, public and private sector organizations that will provide opportunities for youth	10,000	30,000	50,000	90,000	Events, travel
	2.2 Implementation of fellowships <sup>[1]</sup> , mentoring and other skill-building and educational activities <sup>[2]</sup>	30,000	40,000	60,000	130,000	Stipends, allowances, travel, development and piloting of climate and environmental modules
	2.3 Monitoring, evaluation and documentation	10,000	15,000	25,000	50,000	Documentation, travel, communications
	<b>Sub-Total for Output 2</b>	<b>50,000</b>	<b>85,000</b>	<b>135,000</b>	<b>270,000</b>	
<b>Output 3:</b> YELL Network Resource Hub – youth leaders and environmental organizations given visibility, and context-	3.1 Development of tools and resources through the YELL Network	30,000	40,000	70,000	140,000	Consultants, vendors
	3.2 Recruitment and engagement of youth, local leaders and environmental organizations	-	40,000	70,000	110,000	UN Volunteers, consultants, vendors

EXPECTED OUTPUTS	PLANNED ACTIVITIES	PLANNED BUDGET BY YEAR				BUDGET DESCRIPTION
		2022	2023	2024	TOTAL (USD)	
appropriate tools and resources developed, through a platform approach.	<b>Sub-Total for Output 3</b>	<b>30,000</b>	<b>80,000</b>	<b>140,000</b>	<b>250,000</b>	
<b>Project Management, Monitoring and Communications</b>	Project management team	77,000	55,000	60,000	192,000	Project coordinator, interns
	Communications, marketing, advocacy and public engagement	15,500	10,000	30,000	55,500	Vendors
	General Management Support & Direct Project Cost	27,500	30,000	30,000	87,500	
	<b>Sub-Total for Project Management, Monitoring and Communications</b>	<b>120,000</b>	<b>95,000</b>	<b>120,000</b>	<b>335,000</b>	
<b>Total Budget (Cash)</b>		<b>350,000</b>	<b>435,000</b>	<b>615,000</b>	<b>1,400,000</b>	
<b>UNDP-UNICEF cash contribution</b>		<b>350,000</b>	<b>0</b>	<b>0</b>	<b>350,000</b>	As of Oct 2022
<b>ALAM &amp; Network cash contribution</b>		<b>0</b>	<b>200,000</b>	<b>200,000</b>	<b>400,000</b>	As of Oct 2022
<b>(Cash contributions to be mobilized)</b>		<b>0</b>	<b>(235,000)</b>	<b>(415,000)</b>	<b>(650,000)</b>	As of Oct 2022
<b>UNDP's in-kind contribution</b>		<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>150,000</b>	
<b>UNICEF's in-kind contribution</b>		<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>150,000</b>	
<b>OVERALL RESOURCES</b>		<b>435,000</b>	<b>515,000</b>	<b>700,000</b>	<b>1,700,000</b>	

<sup>[1]</sup> Curated programme involving job placements with environmental organizations, NGOs, social enterprises, public and private sector organizations, and personal & soft-skills development opportunities

<sup>[2]</sup> Including developing and piloting climate and environmental education modules for tertiary education institutes

**B. Planned budget for 2022**

EXPECTED OUTPUTS	PLANNED ACTIVITIES	PLANNED BUDGET				PROJECTS / BUDGET DESCRIPTION
		TOTAL 2022	UNDP	UNICEF	ALAM	
<b>Output 1:</b> Exploration – building and growing community and institutional living labs to strengthen action learning for better policy- and decision making.	1.1 Knowledge exchange with institutions and organizations to share insights and experience on action learning	-	-	-	-	To be implemented in 2023
	1.2 Workshops and local engagements to co-create action plans	30,000	30,000	0	0	Youth engagements plans for relevant national plans
	1.3 Implementation of seed funded action learning projects by youth-environment individuals or entities	105,000	10,000	95,000	0	Incubator and accelerator programmes
	1.4 Monitoring, evaluation and documentation of grantees' projects	15,000	2,500	12,500	0	Monitoring of seed-funded projects (Travel, documentation)
	<b>Sub-Total for Output 1</b>	<b>150,000</b>	<b>42,500</b>	<b>107,500</b>		
<b>Output 2:</b> Conservocation – young people gain skills and better understanding of 'green career' opportunities, through fellowships, mentoring and other skill-building activities.	2.1 Engaging environmental organizations, NGOs and social enterprises, public and private sector organizations that will provide opportunities for youth	10,000	10,000	0	0	Logistics and administrative expenses to Conservocation hosts.
	2.2 Implementation of fellowships, mentoring and other skill-building and educational activities	30,000	30,000	0	0	Pilot 10 six-month internships in 2022. Launch programme in 2023.
	2.3 Monitoring, evaluation and documentation	10,000	10,000	0	0	Monitoring of funded internship pilot.
	<b>Sub-Total for Output 2</b>	<b>50,000</b>	<b>50,000</b>	<b>0</b>	<b>0</b>	
<b>Output 3:</b> YELL Network Resource Hub – youth leaders and environmental organizations given visibility, and context-appropriate tools and resources developed, through a platform approach.	3.1 Development of tools and resources through the YELL Network	30,000	30,000	0	0	Procurement of products and services.
	3.2 Recruitment and engagement of youth, local leaders and environmental organizations	-	-	-	-	
	<b>Sub-Total for Output 3</b>	<b>30,000</b>	<b>30,000</b>	<b>0</b>	<b>0</b>	
<b>Project Management, Monitoring and Communications</b>	Project management team	77,000	25,000	52,000	0	Project coordinator, interns, UNVs
	Communications, marketing, advocacy and public engagement	15,500	0	15,500	0	YELL launch
	General Management Support & Direct Project Cost	27,500	27,500	0	0	UNDP GMS, DPC, ISS
	<b>Sub-Total for Project Management, Monitoring and Communications</b>	<b>120,000</b>	<b>42,500</b>	<b>67,500</b>	<b>0</b>	
<b>TOTAL Cash contribution</b>		<b>350,000</b>	<b>175,000</b>	<b>175,000</b>	<b>0</b>	
<b>UNDP-UNICEF In-kind contribution</b>		<b>100,000</b>	<b>50,000</b>	<b>50,000</b>	<b>-</b>	

### C. Planned budget for 2023

EXPECTED OUTPUTS	PLANNED ACTIVITIES	PLANNED BUDGET				PROJECTS / BUDGET DESCRIPTION
		TOTAL 2023	UNDP	UNICEF	ALAM	
<b>Output 1:</b> Exploration – building and growing community and institutional living labs to strengthen action learning for better policy- and decision making.	1.1 Knowledge exchange with institutions and organizations to share insights and experience on action learning	35,000	0	0	35,000	Events, conferences
	1.2 Workshops and local engagements to co-create action plans	40,000	(40,000)		0	Sub-national youth consultations
	1.3 Implementation of seed funded action learning projects by youth-environment individuals or entities	80,000	(80,000)		0	Incubator and accelerator programmes
	1.4 Monitoring, evaluation and documentation of grantees' projects	20,000	(20,000)		0	Monitoring of seed-funded projects (Travel, documentation)
	<b>Sub-Total for Output 1</b>	<b>175,000</b>	<b>(140,000)</b>		<b>35,000</b>	
<b>Output 2:</b> Conservation – young people gain skills and better understanding of 'green career' opportunities, through fellowships, mentoring and other skill-building activities.	2.1 Engaging environmental organizations, NGOs and social enterprises, public and private sector organizations that will provide opportunities for youth	30,000	0	0	30,000	Logistics and administrative expenses to Conservacion hosts.
	2.2 Implementation of fellowships, mentoring and other skill-building and educational activities	40,000	0	0	40,000	Should include stipends, allowances, travel, development and piloting of climate and environmental modules
	2.3 Monitoring, evaluation and documentation	15,000	0	0	15,000	Monitoring or internship programmes.
	<b>Sub-Total for Output 2</b>	<b>85,000</b>	<b>0</b>	<b>0</b>	<b>85,000</b>	
<b>Output 3:</b> YELL Network Resource Hub – youth leaders and environmental organizations given visibility, and context-appropriate tools and resources developed, through a platform approach.	3.1 Development of tools and resources through the YELL Network	40,000	0	0	40,000	Procurement of products and services.
	3.2 Recruitment and engagement of youth, local leaders and environmental organizations	40,000	0	0	40,000	Stakeholder consultations, travel, accommodations
	<b>Sub-Total for Output 3</b>	<b>80,000</b>	<b>0</b>	<b>0</b>	<b>80,000</b>	
<b>Project Management, Monitoring and Communications</b>	Project management team	55,000	(55,000)		0	Project coordinator, interns, UNVs
	Communications, marketing, advocacy and public engagement	10,000	(10,000)		0	Products and services
	General Management Support & Direct Project Cost	30,000	(30,000)		0	
	<b>Sub-Total for Project Management, Monitoring and Communications</b>	<b>95,000</b>	<b>(95,000)</b>		<b>0</b>	
<b>TOTAL Cash contribution</b>		<b>435,000</b>	<b>(235,000)</b>		<b>200,000</b>	
<b>UNDP-UNICEF In-kind contribution</b>		<b>100,000</b>	<b>50,000</b>	<b>50,000</b>		

**D. Planned budget for 2024**

EXPECTED OUTPUTS	PLANNED ACTIVITIES	PLANNED BUDGET				PROJECTS / BUDGET DESCRIPTION
		TOTAL 2024	UNDP	UNICEF	ALAM	
<b>Output 1:</b> Exploration – building and growing community and institutional living labs to strengthen action learning for better policy- and decision making.	1.1 Knowledge exchange with institutions and organizations to share insights and experience on action learning	35,000	0	0	35,000	Events, conferences
	1.2 Workshops and local engagements to co-create action plans	60,000	(60,000)		0	Sub-national youth consultations
	1.3 Implementation of seed funded action learning projects by youth-environment individuals or entities	100,000	(100,000)		0	Incubator and accelerator programmes
	1.4 Monitoring, evaluation and documentation of grantees' projects	25,000	(25,000)		0	Monitoring of seed-funded projects (Travel, documentation)
	<b>Sub-Total for Output 1</b>	<b>220,000</b>	<b>(185,000)</b>		<b>35,000</b>	
<b>Output 2:</b> Conservation – young people gain skills and better understanding of 'green career' opportunities, through fellowships, mentoring and other skill-building activities.	2.1 Engaging environmental organizations, NGOs and social enterprises, public and private sector organizations that will provide opportunities for youth	50,000	0	0	50,000	Logistics and administrative expenses to Conservocation hosts.
	2.2 Implementation of fellowships, mentoring and other skill-building and educational activities	60,000	0	0	60,000	Should include stipends, allowances, travel, development and piloting of climate and environmental modules
	2.3 Monitoring, evaluation and documentation	25,000	0	0	25,000	Monitoring or internship programmes.
	<b>Sub-Total for Output 2</b>	<b>135,000</b>	<b>0</b>	<b>0</b>	<b>135,000</b>	
<b>Output 3:</b> YELL Network Resource Hub – youth leaders and environmental organizations given visibility, and context-appropriate tools and resources developed, through a platform approach.	3.1 Development of tools and resources through the YELL Network	70,000	(40,000)		30,000	Procurement of products and services.
	3.2 Recruitment and engagement of youth, local leaders and environmental organizations	70,000	(70,000)		0	Stakeholder consultations, travel, accommodations
	<b>Sub-Total for Output 3</b>	<b>140,000</b>	<b>(110,000)</b>		<b>30,000</b>	
<b>Project Management, Monitoring and Communications</b>	Project management team	60,000	(60,000)		0	Project coordinator, interns, UNVs
	Communications, marketing, advocacy and public engagement	30,000	(30,000)		0	Products and services
	General Management Support	30,000	(30,000)		0	
	<b>Sub-Total for Project Management, Monitoring and Communications</b>	<b>120,000</b>	<b>(120,000)</b>		<b>0</b>	
<b>TOTAL Cash contribution</b>		<b>615,000</b>	<b>(415,000)</b>		<b>200,000</b>	
<b>UNDP-UNICEF In-kind contribution</b>		<b>100,000</b>	<b>50,000</b>	<b>50,000</b>		

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## Annex B: Terms of Reference – Joint Programme Steering Committee (JPSC)

The Project Steering Committee (PSC) will provide strategic guidance and direction to the project implementation. The PSC will be co-chaired by UNDP Resident Representative and the UNICEF Representative, or their respective alternate.

Both UNDP and UNICEF will act as the Secretariat to the PSC. Members of the PSC will consist of representatives from public and private sector partners, UNDP Malaysia, UNICEF Malaysia and other relevant stakeholders to be determined by the Committee to ensure inclusive and balanced representation among state and non-state stakeholders. The PSC members cannot receive remuneration from project funds for their participation in the Board, unless qualified expenses related to travel and lodging to attend board meetings.

The PSC will meet at least once a year at a minimum. Meeting quorum is achieved when 50% of PSC membership is in attendance via physical presence or telephone conference. For the change of chairperson or project leadership, however, will require full quorum in attendance via physical presence or telephone conference and full consensus amongst the members. If a consensus cannot be reached within the Board, the final decision shall rest with the UNDP and UNICEF representatives on the Project Steering Committee or a UNDP and UNICEF staff member with delegated authority as the programme manager.

The PSC will have the following duties and responsibilities:

- Provide high-level guidance and recommendations on matters pertaining to the project implementation;
- Review project performance based on monitoring, evaluation and reporting;
- Advise on high-level project issues as raised by the Project Management Unit;
- Advise on emerging and / or pressing project risks and provide guidance on possible mitigation and management actions to address risks;
- Review, approve and endorse annual work plan and budget, and changes to a project budget, or total estimated project costs require a formal budget revision;
- Review and approve relevant changes to the project result framework;
- Ensure commitment of human resources to support project implementation, arbitrating any issues within the project;
- Provide guidance on roles of the various organizations/entities involved in the project execution and ensure coherence among the relevant outputs and activities;
- Review and approve all related reports or deliverables produced by the project;
- Advice and provide direction on the long-term sustainability strategy of the project; and
- Provide high-level direction and recommendations to the Project Management Unit to ensure that the agreed deliverables are produced satisfactorily according to plans.
- Engage in the low value grant selection process where there is no Grant Selection Committee, as guided by the [Low Value Grants – UNDP Operational Guide](#).

### MEMBERS

#### Co-Chairs (Project Executive):

- i. UNDP Resident Representative
- ii. UNICEF Representative

- i. Ministry of Youth and Sports
- ii. Ministry of Natural Resources, Environment and Climate Change
- iii. Amanah Lestari Alam (ALAM)

#### Main partners:

#### Members of Beneficiary:

Beneficiary membership is to be recruited through an open call to NGOs/CSOs, industry associations, and local governments.

Some key criteria for selection include, but not limited to:

1. Geographically representative (by state)
2. Representative of diverse communities
3. Representative of environment and climate issues/concerns
4. No more than 15 representatives

#### Note:

Where applicable, representatives from responsible parties to the project cannot sit on the Project Steering Committee as a formal voting member; they can (if requested) attend board meetings as observers. Since the chief responsibility of the Board is

to provide high-level oversight of project implementation, to avoid any conflicts of interest, it is not appropriate for representatives of third-party entities engaged by the project to provide services – whether responsible parties or contractors/service providers – to concurrently sit on the Board. Representatives of responsible parties can attend board meetings (as observers) but can have no official role in board decision-making. The same principle applies to the project manager who in attending and presenting at board meetings, does so in a non-voting capacity.

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## **Annex C: Terms of Reference – Joint Programme Management Unit (JPMU)**

The YELL Coordinator is the senior most representative of the Project Management Unit (PMU) and is responsible for the overall management of the project on behalf of UNDP and UNICEF, including the mobilization of all project inputs, supervision over project staff, responsible parties, consultants and sub-contractors. The project coordinator typically presents key deliverables and documents to the Board for review and approval, including progress reports, annual work plans, adjustments to tolerance levels and risk logs.

A designated representative of the PMU is expected to attend all board meetings and present the required progress reports and other documentation needed to support board processes as a non-voting representative.

The YELL Coordinator may be recruited under the joint project by either UNDP or UNICEF, but is responsible to ensure the interests of both agencies are taken care and given due consideration in every project decision.

Summary of key functions:

### **Project Management**

- Supervision of the overall day-to-day management and implementation of project outputs and activities as outlined in the project document, inception report and National/ Steering Committee decisions where applicable;
- Strategic guidance and management oversight to ensure project implementation is on track;
- Management of risks and issues, and execution of adaptive management in consultation with and upon decision from UNDP and UNICEF Focal Points and partners, if required;
- Management of project team to ensure the team operates in a productive manner, through a clear division of labour;
- Management of experts and service providers through planning, implementing, managing and monitoring the delivery of outputs, reports and knowledge products; and
- Ensure that the project draw from other UNDP or UNICEF-supported projects, avoiding duplication and maximizing synergy.

### **Technical Support**

- Review and contribution to all outputs and deliverables produced under the project;
- Analysis and aggregation of project results/outputs, and reporting of project progress at the objective and outcome level;
- Review and ensure technical soundness and cost effectiveness of project activities;
- Development and implementation of capacity building activities aimed at government counterparts, civil society groups, media and relevant stakeholders to implement this project;
- Preparation and design of management solutions at the national, sub-national and/or local level in full-fledged proposals/roadmaps for initiation by implementing partners and relevant stakeholders;
- Contribution of written inputs to UNDP or UNICEF flagship products/newsletter/policy brief, knowledge networks and communities of thematic practice based on results, data and information, lessons learned and best practices.

### **Knowledge Management**

- Supervision of project information page, project stories for YELL website, on a regular basis;
- Supervise and contribute to knowledge products co-developed with network partners;
- Supervision and contribution to the design and publication of communication materials and knowledge products and knowledge-sharing platforms; tools and mechanisms;
- Supervision to the synthesis and documentation of project results, lessons learned, best practices and case studies draw from project; and
- Sharing of knowledge and information between UNDP, UNICEF, project partners, project management and government counterparts in the process of project implementation.

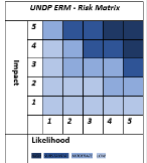
### **Partnership and Stakeholder Management**

- Identification of stakeholders and implementation partners for the undertaking of various outputs and activities;
- Preparation and implementation of a stakeholder mapping and stakeholder engagement/partnership strategy including civil society/non-government organisations and indigenous & local communities that is relevant to the project activities; and



- Development of new partnership with civil society and/or non-governmental based organizations; local communities and private sector to deliver the project outputs and activities.

## Annex D: Risk Register

#	Description (Cause – event – impact)	Risk Category	Impact & Likelihood = Risk Level	Risk Treatment / Management Measures	Risk Owner
1	Lack of public-private organizations and NGOs/CSOs that partner with YELL as hosts for fellowships <sup>2</sup> , mentoring and other skill-building activities, lead to limited avenues for youth to access 'green career' exposure opportunities, results in low number of youths that participate to get mentorship and exposure, resulting in low uptake of green careers.	Strategic	 <p>L: 2 I: 3 Risk level: Moderate</p>	<ol style="list-style-type: none"> <li>Key project activities include partnership engagements and recruitment strategies. A stakeholder engagement plan will be prepared to focus engagement efforts on the sector players.</li> <li>Phase 3 project budget has considered allocation for stipends to support fellowship, mentorship and skill-building activities, alleviating the financial burden of public-private environmental organizations and social enterprises in recruiting youth participants.</li> </ol>	YELL Coordinator
2	YELL activities overlap and duplicate the work of other youth environment organizations in terms of activities and initiatives, might increase competition among environmental organizations, and ultimately fail to achieve YELL's objective of becoming a one-stop resource hub and a platform for building environmental networks.	Strategic	L: 2 I: 4 Risk level: Moderate	<ol style="list-style-type: none"> <li>Develop YELL programming principles to define and guide YELL activities' design, including informed by extensive and regular consultations with youth and environmental organisations to ensure not only avoidance of overlap, but identification of opportunities for strategic partnership.</li> <li>YELL's project steering committee will consist of members representing multistakeholder groups, including environmental organizations, that will provide oversight to the activities and programme direction.</li> </ol>	YELL Coordinator
3	YELL events are not designed with inclusivity and diversity considerations might restrict accessibility to YELL's activities, resulting in potential exclusion of marginalized groups, including persons with disabilities, from participating.	Social	L: 2 I: 4 Risk level: Moderate	<ol style="list-style-type: none"> <li>YELL will prepare a project checklist as a guidance to project team members and partners to ensure activities are designed to align and adhere to UN and SDG principles of Leaving No One Behind. Additionally, YELL will also apply UNDP and UNICEF programming best practices and SOPs to ensure and safeguard inclusivity and diversity.</li> </ol>	YELL Coordinator
4	Lack of efforts to mobilize resources for YELL, leading to insufficient funding beyond end of year 2 and leading to YELL ultimately unable to deliver on its planned activities and objectives	Financial	L=3 I=3 Risk level: Moderate	<ol style="list-style-type: none"> <li>UNDP-UNICEF and ALAM will continuously seek and explore strategic partners for resource mobilization.</li> <li>The team will scale YELL and open new opportunities for extended work and interest from potential donors</li> </ol>	YELL Project Steering Committee
5	Grantees' and network partners' activism and direct action against competing	Operational	L: 2 I: 4	<ol style="list-style-type: none"> <li>YELL will consult with network partners to determine non-confrontational approaches in activism and direct action, and</li> </ol>	

<sup>2</sup> Curated programme involving job placements with environmental organizations, NGOs, social enterprises, public and private sector organizations, and personal & soft-skills development opportunities

	agendas of other stakeholder groups such as corporates, builds tension and creates conflict that pose safety and security threats on activists, results in widespread distrust and breakdown of multistakeholder partnership principles that disrupts a supporting ecosystem of actors.		Risk level: Moderate	<p>adopt from other protection toolkits and make it publicly accessible resource on the YELL Network Resource Hub.</p> <ol style="list-style-type: none"> <li>YELL will support non-confrontational activities such as relating with generating evidence to support advocacy and activism strategies.</li> </ol>	
6	Seed-funding grantees may encounter circumstances within or beyond their control, affecting their timely implementation of action plans or projects, impacting project delivery and reporting milestones.	Financial	L: 3 I: 4 Risk level: Substantial	<ol style="list-style-type: none"> <li>YELL will take a hands-on approach to co-designing projects or initiatives with grantees, identifying and managing risks early.</li> <li>YELL team will arrange regular progress meetings and provide mentorship support through local partners.</li> </ol>	YELL Coordinator
7	Grantees applying to YELL seed-funding may not have comprehensive understanding of climate change and environment issues and impact, may produce small number of quality action plans resulting in seed-funded projects that lack sustainability and feasibility.	Strategic	L: 3 I: 4 Risk level: Substantial	<ol style="list-style-type: none"> <li>YELL's approach and methodology includes providing step-by-step guidance and co-designing facilitation to seed-funded action plans with applicants, through partnerships. For larger seed-funded projects, YELL will leverage connection with established NGOs/CSOs/youth groups that are familiar with complicated climate change and environmental challenges in the local context.</li> </ol>	YELL Coordinator
8	Donor imposes new requirements that may not align with YELL's core objectives, influencing YELL's activity and programme design, resulting in YELL interventions not achieving its original intended impact.	Operational	L: 3 I: 5 Risk level: Substantial	<ol style="list-style-type: none"> <li>YELL's Project Management Unit (PMU) has undertaken team and partner norming to align expectations, shared goals and objectives for YELL, and will continue to be guided by the YELL's objectives.</li> <li>YELL will develop communications and stakeholder engagement materials that clearly state YELL objectives and expectations for donors and partners.</li> </ol>	YELL Project Steering Committee
9	Public-private organizations that sign up as YELL partners might be purely motivated by marketing, reputation and profit opportunities only (aka greenwashing), leading to youth experiencing disingenuous 'green' practices and uninformed decision-making, resulting in youth having a distorted understanding of sustainability in its truest sense.	Organizational	L = 4 I = 5 Risk level: High	<ol style="list-style-type: none"> <li>YELL will conduct an initial mapping and screening of public-private organizations to ensure capacity of partners in delivering quality experiences to youth. We will ensure that the organization's policies, best practices, code of conduct, ethics and public track record are aligned with UN principles of sustainability.</li> </ol>	YELL Project Steering Committee

## Annex E: Joint Programme Quality Standards

Quality Standard	Assessment on how this JP address them
<p><b>1. Programmatic rationale and relevance:</b> The extent to which the JP is relevant and strategic, builds upon the comparative advantages of PUNOs, and makes clear, causal links to the identified CF outcome(s), country priorities, and related SDG targets.</p>	<p>YELL is convened through the strengths of youth empowerment and environment programming of both UNDP and UNICEF and the JP is aligned to UNSCDF Results and Resources Framework Outcome 2 and Output 2.3 (Annex A).</p>
<p><b>2. Clearly defined results and strategies:</b> The extent to which JP results are SMART (Specific-Measurable-Achievable-Relevant-Timebound) with well-articulated strategies, and a theory of change, anchored in the CF and related JWP. The JP design should draw on the CCA with concept draws on the CCA with robust disaggregated data and evidence.</p>	<p>YELL Theory of Change and Results were co-designed with the consultations with relevant stakeholder groups including youth networks, civil society and government counterparts. YELL also aligns well with the country programme documents for UNDP and UNICEF which are developed aligned to the CCA of UNSCDF Results and Resources Framework.</p>
<p><b>3. Engagement and ownership of JP partners:</b> The extent to which the JP design was done in consultation with government and key partners and was inclusive of all interested UNOs, regardless of location.</p>	<p>YELL JP design was done in consultation with Ministry of Youth and Sports and Ministry of Natural Resources, Environment and Climate Change and key project partner Amanah Lestari Alam (ALAM). YELL also links closely to the joint regional Youth Empowerment in Climate Action Platform which engages UNFCCC, UNEP, OHCHR, UNESCO, UNV in addition to UNDP and UNICEF.</p>
<p><b>4. Integration of guiding principles:</b> The extent to which the design of the JP adequately integrates the guiding principles and applies markers. Important tools for the quality of results and indicators are: <a href="#">Gender equality, human rights, and peace markers</a>; UNCT-SWAP <a href="#">Gender equality scorecard</a>; <a href="#">UNCT Gender Equality Marker Guidance Note</a>; UNCT accountability scorecards on <a href="#">disability inclusion</a> and the participation and engagement with young people, <a href="#">Youth 2030</a>.</p>	<p>YELL is aligned with the guiding principles of the current UNSCDF Results and Resources Framework and Gender and Sustainability Markers of UNDP and UNICEF. The project aims to align with the future developments of the UNSCDF and relevant guiding principles of joint programme partners.</p>
<p><b>5. Incorporation of substantive areas of focus from the CF:</b> The extent to which the design of the JP is likely to effectively support: (1) social and economic transformation; (2) environment and climate change action; and/or (3) disaster risk reduction and the promotion of peaceful societies (as appropriate to the identified CF outcome(s), country policy priorities, and related SDG targets).</p>	<p>YELL strongly aligns with the outcome area 2 of environment and climate change action and through the skills development activities, apprenticeships and entrepreneurship support, YELL also supports outcome area 1 of social and economic transformation.</p>
<p><b>6. Designed to mitigate risks and sustain results:</b> The extent to which the design of the JP: (1) identifies critical risks with risk mitigation; and (2) includes a sustainability plan and exit strategy to strengthen national systems and scale-up results.</p>	<p>YELL JP designed involved a strong risk assessment and Social and Environmental Screening Procedure (SESP), using the UNDP Programme and Operations Policies and Procedures (POPP) and also a sustainability approach with linking to Net Zero 2050 vision of Malaysia.</p>
<p><b>7. Governance and management arrangements:</b> The extent to which the design of the JP offers well-defined governance and management arrangements, including secretariat functions, aligned with section 2.3 of the JP guidance and standard TORs.</p>	<p>Governance arrangements are well articulated in the section 2 – steering and management arrangements and also through the annexes of TORs for joint programme steering committee and Joint Programming Management Unit</p>
<p><b>8. Monitoring, learning, reporting and evaluation:</b> The extent to which the design of the JP offers effective arrangements for result-based monitoring, learning, and reporting and for evaluation.</p>	<p>YELL JP involves a detailed Monitoring, learning, and reporting plan and final evaluation will take place during the end of the programme period (sections 4 and 5)</p>

<b>9. Well written and presented:</b> The extent to which the JP document is well written, in line with the guidance, with effective arrangements for communications and for visibility of PUNOs and for government, donors, IPs, and non- UN partners (as applicable).	While the overall JP guideline is new at the time of YELL development with less examples across the UN networks, YELL JP follows the overall guideline for simplified JP template and the documents are shared with the relevant stakeholder through the PAC process.
<b>10. Legal basis:</b> The cover pages of JP document include reference to the Legal Annex for the signed CF.	Cover page includes the reference to the UNSCDF Results and Resources Framework for Malaysia for 2021-2025.

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## Annex F: Social and Environmental Screening Procedure (SESP) based on UNDP Standards

### Project Information

<b>Project Information</b>	
1. Project Title	Youth Environment Living Labs (YELL)
2. Project Number (i.e. Atlas project ID, PIMS+)	UNDP ATLAS Award ID:00128242 Project/Output ID: 00138071
3. Location (Global/Region/Country)	Malaysia
4. Project stage (Design or Implementation)	Implementation
5. Date	December 2022

### 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*

YELL's main objective is to address the knowledge and resource gap to facilitate greater youth participation in environmental and climate actions in Malaysia. YELL is a joint programme between UNDP and UNICEF, whose comparative advantage in youth networking and programming experience are expected to maximize the outcomes of the project. Since January 2022, UNICEF has begun implementation by laying the foundation/ a strong Project Team for YELL which led to the launch of YELL on 2 August 2022.

At the outset, YELL aims to bring the youth closer to the environmental agenda which has been identified as a key gap in climate policy through a nationwide Youth and Climate Change Survey conducted in 2021 (YELL Phase 1). Thus, the Project seeks to ensure the meaningful, effective and informed participation of the targeted youth stakeholders in the formulation, implementation, monitoring and evaluation of project activities which consisting of capacity building, fostering environment for green careers and establishing a community of youth climate actors. For example, a key activity is to develop a directory of YELL network members involved in environmental and climate initiatives as a resource and inspiration to other youth to ensure youth actively participates in the climate discourse and have their views reflected in the climate and environmental policy. To achieve this, YELL will ensure communication materials are developed in the local language (Bahasa Malaysia) and where possible, other dialects along with materials in English. YELL also seeks to expand its geographical and cultural reach by leveraging its network partners so that youth from any background can participate.

YELL's strategy or calling CARD consists of advocacy, creating enabling environments, capacity development and support for civil society, and community empowerment. To ensure that YELL upholds the principle of human rights approach, gender equality and leave no one behind, YELL programmes' participation criteria are non-discriminatory and considers equal representation from various race, ethnicity, sex, language, disability, religion, geographical origin, and indigenous identity.

YELL's Project Steering Committee Members will include youth actors and beneficiaries, environmental and climate organisations and policymakers to safeguard a representative decision-making process that balances interests of youth and the environment.

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

YELL is designed as a GEN2 project which means '*advancing gender equality is a significant objective but not the principal reason*' to undertake this project. YELL will leverage its Network Partners and will undertake gender-based surveys and interviews to better understand how environmental impact affects genders differently, and to understand the gender disparity in participation and leadership in the context of environmental action in Malaysia. These surveys can inform the thematic objectives of YELL's action learning projects annually via Exploraction pillar, i.e. pilot projects with strong elements of gender-based empowerment activities; or via Conservocation pillar i.e. an additional gender-based internship programme in sectors where disparities are found to be wide.

At the activity level, YELL will ensure both men and women are targeted and can participate meaningfully and equitably, and that activity impacts are distributed to men and women. Project outputs are gender responsive (Exploraction and Conservocation), and some indicators are disaggregated by gender, where relevant.

Briefings on Prevention of Sexual Exploitation (PSEA), where relevant will be introduced into programme agendas, i.e. briefing about clear PSEAgrievance mechanism in the introduction of YELL organized stay-in workshops.

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

Climate adaptation and mitigation is an important agenda and theme under YELL. Given Malaysian are experiencing more frequent and severe natural disasters from year to year, intergenerational climate decisions and actions becomes increasingly important to ensure a just transition which brings about job creation and community renewal. . YELL combines 3 pillars of "Exploraction", "Conservocation" and "Networking" to initiate a critical mass of youth to support/ ensure sustainability and equity in the country's pathway to become carbon neutral by 2050. The Project will also bridge the youth group with the relevant ministries (Ministry of Natural Resources, Environment and Climate Change; Ministry of Youth and Sports, Ministry of Education etc) to influence policy directions on these areas.

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

A key objective of YELL is to strengthen ecosystem of actors to hold space for young people to participate in environmental policy and action. In this vein, YELL's is committed to continually consulting its network partners to ensure YELL's programmes are fit for purpose and remain relevant and sensitive to current developments. YELL's governance structure will consist of multistakeholder groups to ensure that different interests are considered in interventions, and stakeholders can communicate their concerns. In terms of the accountability mechanism, grievances or complaints will be addressed via the Project Steering Committee level, guided by the UNDP Grievance Redress Mechanism..

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

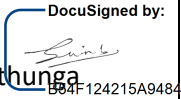
<b>QUESTION 2: What are the Potential Social and Environmental Risks?</b>  <i>Note: Complete SESP Attachment 1 before responding to Question 2.</i>	<b>QUESTION 3: What is the level of significance of the potential social and environmental risks?</b>  <i>Note: Respond to Questions 4 and 5 below before 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</b>  <i>(broken down by event, cause, impact)</i>	<b>Impact and Likelihood</b>  <i>(1-5)</i>	<b>Significance</b>  <i>(Low, Moderate, Substantial, High)</i>	<b>Comments (optional)</b>	<b>Description of assessment and management measures for risks rated as Moderate, Substantial or High</b>
Risk 1: Project proposals submitted to YELL do not conduct FPIC consultations, excluding Orang Asli / Asal communities in project design resulting in project experience lack of participation and ownership by community.	I = 4  L = 2	<b>Moderate</b>		<ol style="list-style-type: none"> <li>1. Provide training to the team who engages the OA communities on FPIC procedures and best practices.</li> <li>2. Set allocations for FPIC consultations and training in the workplan.</li> </ol>
Risk 2: YELL documenting and promoting traditional knowledge and practices of Orang Asli / Asal on the website may lead to the usage of information for commercialization without appropriately compensating the Orang Asli / Asal communities for their traditional knowledge, result in cultural and economic exploitation	I = 3  L = 2	<b>Low</b>		Organise training on the fair and equitable sharing of benefits that might arise from the use of traditional knowledge according to the rules of the National law of Access to Biological Resources and Benefit Sharing 2017.

that exacerbates inequality towards Orang Asli/Asal communities.				
<b>QUESTION 4: What is the overall project risk categorization?</b>				
<i>Low Risk</i>		<input type="checkbox"/>		
<i>Moderate Risk</i>		<input checked="" type="checkbox"/>		
<i>Substantial Risk</i>		<input type="checkbox"/>		
<i>High Risk</i>		<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><i>Is assessment required? (check if "yes")</i></b>	<input checked="" type="checkbox"/>		<b><i>Status? (completed, planned)</i></b>	
<i>if yes, indicate overall type and status</i>	<input checked="" type="checkbox"/>	Targeted assessment(s)		
	<input type="checkbox"/>	ESIA (Environmental and Social Impact Assessment)		
	<input type="checkbox"/>	SESA (Strategic Environmental and Social Assessment)		
<b><i>Are management plans required? (check if "yes")</i></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 <i>risks</i>, which Principles/Project-level Standards triggered?</b>		<b>Comments (not required)</b>
	<b>Overarching Principle: Leave No One Behind</b>		
	<b>Human Rights</b>	<input type="checkbox"/>	
	<b>Gender Equality and Women's Empowerment</b>	<input type="checkbox"/>	
	<b>Accountability</b>	<input type="checkbox"/>	
	<b>1. Biodiversity Conservation and Sustainable Natural Resource Management</b>	<input type="checkbox"/>	
	<b>2. Climate Change and Disaster Risks</b>	<input type="checkbox"/>	
	<b>3. Community Health, Safety and Security</b>	<input type="checkbox"/>	
	<b>4. Cultural Heritage</b>	<input type="checkbox"/>	
	<b>5. Displacement and Resettlement</b>	<input type="checkbox"/>	
	<b>6. Indigenous Peoples</b>	<input checked="" type="checkbox"/>	
	<b>7. Labour and Working Conditions</b>	<input type="checkbox"/>	
	<b>8. Pollution Prevention and Resource Efficiency</b>	<input type="checkbox"/>	

### Final Sign Off

<b>Signature</b>	<b>Date</b>	<b>Description</b>
QA Assessor  Savinda Ranathunga Regional Youth Project Manager UNDP Bangkok Regional Hub	18 November 2022	UNDP staff member responsible for the project, typically a UNDP Programme Officer. Final signature confirms they have "checked" to ensure that the SESP is adequately conducted.

<p>QA Approver</p> <p>Manon Bernier</p> <p>Deputy Resident Representative</p> <p>UNDP Malaysia, Singapore, and Brunei Darussalam</p>	<p>DocuSigned by: Manon Bernier F649FFC9E4D3469...</p> <p>13-déc. -2022</p>	<p>UNDP senior manager, typically the UNDP Deputy Country Director (DCD), Country Director (CD), Deputy Resident Representative (DRR), or Resident Representative (RR). The QA Approver cannot also be the QA Assessor. Final signature confirms they have "cleared" the SESP prior to submittal to the PAC.</p>
<p>PAC Chair</p> <p>Manon Bernier</p> <p>Deputy Resident Representative</p> <p>UNDP Malaysia, Singapore, and Brunei Darussalam</p>	<p>DocuSigned by: Manon Bernier F649FFC9E4D3469...</p> <p>13-déc. -2022</p>	<p>UNDP chair of the PAC. In some cases PAC Chair may also be the QA Approver. Final signature confirms that the SESP was considered as part of the project appraisal and considered in recommendations of the PAC.</p>

## 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>3</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

<sup>3</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.

<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		
<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 <a href="#">Natural</a> 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>4</sup>	No
1.13	utilization of genetic resources? (e.g. collection and/or harvesting, commercial development) <sup>5</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? <i>For example, through increased precipitation, drought, temperature, salinity, extreme events, earthquakes</i>	No
2.3	increases in <a href="#">vulnerability to climate change</a> 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

<sup>4</sup> See the [Convention on Biological Diversity](#) and its [Cartagena Protocol on Biosafety](#).

<sup>5</sup> See the [Convention on Biological Diversity](#) and its [Nagoya Protocol](#) on access and benefit sharing from use of genetic resources.

<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?	No
<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>6</sup>	
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)?	Yes
6.2	activities located on lands and territories claimed by indigenous peoples?	No
6.3	impacts 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?	Yes
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>	Yes
<b>Standard 7: Labour and Working Conditions</b>		

<sup>6</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.

<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>		
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 <a href="#">transboundary impacts</a> ?	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