

ESMS Questionnaire and Screening Report – for non-field projects

Project Data

The fields below are completed by the project proponent

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|---|---|--------------------------------|--|
| Project Title: | Global Learning, Finance and Partnerships project under TRI | | |
| Project proponent: | IUCN GFCCP – Joshua Schneck | | |
| Executing agency: | IUCN (Components 1 and 4 of the Project); FAO (Component 2); UN Environment (Component 3) | | |
| Funding agency: | GEF | | |
| Country: | Global | Contract value (add currency): | \$1,676,306 USD (IUCN portion); \$3,519,725 USD (total project) |
| Start date and duration: | January 1, 2018 – December 31, 2022 | Amount in CHF: | 1,648,714 CHF (IUCN portion); 3,461,790 (total project) |
| Has a safeguard screening or ESIA been done before? | yes no | Provide details, if yes: | |

Step 1: ESMS Questionnaire

The fields below are completed by the project proponent; the questionnaire is presented in Annex A

| | Name and function of individual representing project proponent | Date |
|--|--|-------------------|
| ESMS Questionnaire completed by: | Joshua Schneck, Program Manager, TRI | November 22, 2017 |
| ESMS Screening is (tick one of the three options) | 1. required because the project budget is CHF 500, | 50 |

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| <p>stakeholder engagement process, Section B on the 4 Standards, Section C on other E&S impacts and Section D on risk issues related to Climate change</p> | <p>different national projects, knowledge sharing and learning, mobilization of financing and development of partnerships. The national child projects are implemented by three different GEF agencies which also share responsibility for the Global Child.</p> <p>While the implementation of the national child projects might involve environmental or social risks and/or trigger one or more Standards, the activities conceptualized under the Global Child project are not expected to trigger any of these issues, mainly because the Global Child project does not include any field intervention.</p> <p>However, it is recognized that the implementation of certain activities under the four components of the Global Child offers opportunities for promoting ESMS principles and objectives of ESMS Standards - in particular the principles on Rights-based Approach, Gender Equality and Protection of Vulnerable Groups and the Standard on Indigenous Peoples. This could include capturing lessons learned and good practices on relevant safeguard aspects from the different national child projects and sharing them among the executing agencies as well as disseminating key findings to a wider audience. The knowledge products developed by the project present another opportunity for sharing good practices for addressing and mitigating environmental and social risks. Component 4, which aims at enhancing in-country enabling environments for FLR, might provide opportunities for stressing the importance of procedures for assessing and addressing social risks of FLR interventions and for promoting good practices on inclusive decision making and protecting the rights and needs of indigenous communities and vulnerable groups.</p> |
| <p>Required assessments</p> | <p>Full Environmental and Social Impact Assessment (ESIA) Partial Environmental and Social Impact Assessment (ESIA) Social Impact Assessment (SIA) Other:</p> |
| <p>Required actions for gender mainstreaming</p> | <p>When coordinating and supporting the Program- and Project-level M&E system the project should promote good practice for collecting gender disaggregated data and monitoring achievements in gender mainstreaming at the level of the national child projects. This component also offers opportunities for sharing good practice among partner agencies on designing and implementing gender-sensitive FLR interventions.</p> |

Annex A: ESMS Questionnaire

Project summary

To be completed by project proponent - Please summarise the project briefly using no more than one page. The summary can be in form of bullet points. Include goal/objectives, expected results/outcomes, outputs (project deliverables) and main activities.

Strengthen overall delivery of TRI by establishing and supporting structures and processes for coordination, monitoring, and adaptive management of the Program, while providing key supports to TRI country projects in the areas of policy identification and uptake, knowledge generation and dissemination, and mobilization of new/additional finance for FLR, to generate enhanced programmatic benefits and support the achievement of country FLR objectives.

The Global Learning, Finance and Partnerships project under TRI (the Global Child) will be responsible for overall Program coordination to ensure coherence and promote integration of the different national child projects. It will support, strengthen and add value to the work of the TRI national projects along each of the four Program components defined in the PFD. It will play an essential role in ensuring that the TRI Program delivers enhanced programmatic benefits, providing many of the supports that facilitate enhanced learning, partnership, technical support and tools through a single project

A. Process of stakeholder engagement during project conceptualization

Section A is not applicable for non-field projects

B. Potential impacts related to ESMS standards

B1: Standard on Involuntary Resettlement and Access Restrictions

| | Project proponent | | IUCN ESMS Reviewer |
|---|-------------------|--|-------------------------------------|
| | Yes, no, n/a, TBD | Answer question and provide further detail | Comments, additional considerations |
| 1. Is there a risk that by providing advice or knowledge the project might lead to future relocation or resettlement of people? if yes, answer a-b below | No | <i>Shaded cells do not need to be filled out</i> | |
| a. Describe the project activities that might prompt relocation or resettlement of people | | | |
| b. Have risks been considered and advice been given to minimise adverse impacts? If yes, explain. | | | |
| 2. Is there a risk that advice or knowledge provided by the project might lead to future restrictions on access to land or natural resources or changes in the use and management of natural resources? if yes, answer a-b below | No | | |
| a. Describe how project activities might prompt future access restrictions | | | |

| B2: Standard on Indigenous Peoples ³ | | | |
|--|--------------------------|---|--|
| | | Project proponent | IUCN ESMS Reviewer |
| | <i>Yes, no, n/a, TBD</i> | Answer question and provide further detail | <i>Comments, additional considerations</i> |
| 1. Is there a risk that by providing advice or knowledge the project might indirectly affect the rights and livelihood of indigenous peoples? Consider material and non-material impacts on livelihoods (e.g., in terms of self-determination, cultural identity, values and practices)? | No | The project will provide case studies, policy briefs, information on forest landscape restoration experiences and best practices. Restoration of deforested and degraded lands are intended to support and enhance local livelihoods. | |
| 2. Is there a risk that by providing advice or knowledge the project might indirectly affect the rights and livelihood of indigenous peoples? Consider material and non-material impacts on livelihoods (e.g., in terms of self-determination, cultural identity, values and practices)? | | | |

Project proponent

IUCN ESMS Reviewer

Yes, no,
n/a, TBD *Answer question and provide further detail*

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| <p>1. Is there a risk that by providing advice or knowledge the project might inadvertently affect biodiversity in areas of high biodiversity value? Consider risks related to the development of infrastructure for PA management or to ecotourism.</p> | <p>No</p> | <p>The project will provide case studies, policy briefs, information on forest landscape restoration experiences and best practices. Conservation and enhancement of biodiversity is one objective of restoration that will be considered in identifying and selective restoration interventions.</p> | |
| <p>2. Will / might the advice or knowledge provided by the project trigger risks for biodiversity related to the introduction or translocation of species (e.g. development invasive characteristics) or other pathways for spreading invasive species (e.g. through creation of corridors, introduction of facilitatory species, import of commodities, tourism or movement of boats)?</p> | <p>No</p> | <p>The project will provide case studies, policy briefs, information on forest landscape restoration experiences and best practices. Recommendations include assessing and mitigating the risk that restoration would trigger risks for biodiversity related to the introduction or translocation of species.</p> | |

3.

Project proponent

Yes,*no*,

IUCN ESMS Reviewer

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| 15. Is there a risk that the project might conflict with existing legal social frameworks including traditional frameworks and norms? | No | | |
| C2: Other environmental impacts | | | |
| | | Project proponent | IUCN ESMS Reviewer |
| | <i>Yes, no, n/a, TBD</i> | <i>Answer question and provide further detail</i> | <i>Comments, additional considerations</i> |
| 1. Are there any statutory requirements for environmental impact assessments in the host country the project needs to adhere to? | No | Project has no field component. | |
| 2. Is there a risk that the project might conflict with existing environmental regulations? | No | Project has no field component. | |

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| | | changes and increasing the adaptive capacity of these communities. | |
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Conclusion of ESMS Reviewer on the Climate Change Risks

Are negative impacts expected from the project?