Save the Children

Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLKAS)

Annex 12: Environmental and Social Assessment and Residual Risk Management Plan

Accredited Entity: Save the Children Australia

Version: B.36

Contents

1 Project Overview

1. The Solomon Islands, an aid-dependent LDC/SIDS with an overwhelmingly poor and rural population that is widely dispersed over the archipelago, is highly climate vulnerable due to geographic and socio-economic factors. Increasing temperatures, changing rainfall patterns and increasing frequency/intensity of extreme events are the key climate drivers affecting targeted communities directly and indirectly, leading to reduced food security, increased exposure to hazards, reduced livelihood security and reduced access to education. These impacts lead to the core problem the project will seek to address that children, youth and rural communities do not have the information, skills or resources to reduce exposure to climate hazards and build sustainable and resilient communities and livelihoods.

2. The project's paradigm shift goal is: IF remote and rural children, youth and communities in Solomon Islands have increased understanding of the impacts of climate change, stronger ability to utilise climate information for planning, improved ability to pursue climate resilient livelihood strategies, and are supported to implement priority local-level adaptation actions related to food security, nutrition and community infrastructure; THEN they will have increased resilience to the impacts of climate change; BECAUSE they will have increased adaptive capacity, reduced exposure and better health outcomes, more diverse livelihood structures and receive support from higher capacity government systems.

3. This goal will be achieved via three interlinked outcomes, each working across the project's four participant cohorts (school-aged children, youth, communities and government):

   - **Outcome 1** – Communities and schools have localised adaptation plans anchored in increased climate change-relevant knowledge and skills and access to up-to-date climate information
   - **Outcome 2** – Communities and schools have access to locally-led climate-resilient livelihoods, food security, nutrition, and infrastructure
   - **Outcome 3** – Strengthened institutions enable adaptive governance that is inclusive, responsive to community needs, and facilitates access to resources for sustainable adaptation and innovation.

4. The project will be implemented in 52 Wards across six provinces, directly reaching 185,000 people (49% F, 51%M, 50% under 18yrs). This represents 27% of the total population and 33% of the population outside the capital, Honiara.

5. The project will have two co-Executing Entities: the Solomon Islands Government (SIG) represented by its Ministry of Environment, Climate Change, Disaster Management, and Meteorology (MECDM) and Save the Children Solomon Islands (SCSI). Key implementing partners will include the Ministry of Rural Development (MRD), the Ministry of Education and Human Resources Development (MEHRD), the Ministry of Agriculture and Livestock (MAL), Ministry of Fisheries and Marine Resources (MFMR), the Ministry of Women, Youth, Children, and Family Affairs (MWYCFA), and the Ministry of Provincial Government and Institutional Strengthening (MPGIS); as well as with departments within MECDM, including Climate Change Division (CCD), the National Disaster Management Office (NDMO) and the Solomon Islands Meteorological Service (SIMS).

6. Few donors have made significant funding available for the delivery of community-based / locally-led adaptation projects and the majority of highly vulnerable countries struggle to

meet existing development needs at the community level, let alone provide substantial resources to address future challenges. This is especially true for the Solomon Islands, an LDC and SIDS. Due to its economic circumstances, SIG is not able to meet all of the urgent adaptation needs of its dispersed population. These needs have been made more acute by climate change, to which Solomon Islanders have made almost no contribution historically. If SIG were to divert existing budgetary resources to community-based adaptation, it would necessarily compromise the government's ability to provide other essential public goods and services. In addition, most needed investments in institutional strengthening and for increasing adaptive capacity at the community level are essentially public goods with negligible potential to provide a financial return on investment. Despite this, SIG has prioritised community-based adaptation in its response to climate change. However, action to date has been curtailed by lack of funding options and implementation capacity. This context provides a strong justification for GCF investment and for maximum concessionality.

1.1 Integration of ESS Management

7. It is the responsibility of SCA as the Accredited Entity (AE), and Ministry of Environment, Climate Change, Disaster Management, and Meteorology (MECDM) and Save the Children Solomon Islands as co-Executing Entities (EE) to ensure that the requirements of this Residual Risk Management Plan (RRMP) are fully integrated into the Project. It is the AE's responsibility to ensure that that proper ESS processes and reporting is in place to ensure the Project is delivered with minimal or no negative environmental or social impact.

8. SCA, SCSI and MECDM will:

- Ensure that all relevant implementing parties are sensitized on aspects of the plan and received appropriate training to fulfil their individual environmental and social responsibilities
- Ensure that the necessary resources and skills are retained to successfully carry out all mitigation measures
- Formally monitor and report on the environmental and social performances of all activities
- Require that implementing parties manage their environmental and social performance in line with this RRMP.

9. The AE will also coordinate the Project Management Unit (PMU) to:

- Continually monitor and report as needed issues related to social and environmental risk
- Raise awareness amongst target communities on this RRMP and the SOLKAS Grievance Redress Mechanism (GRM).

10. The RRMP shall form part of any procurement documentation or Terms of Reference (TOR), and it shall be the AE's responsibility to ensure that all procurement documents and contractual specifications are subject to review against this RRMP to ensure that all appropriate safeguard measures are captured at the bid stage and in all contracts.

11. It is further the responsibility of the AE to ensure that this RRMP is considered in review of any TOR for Technical Assistance developed for the Project. The safeguard requirements for any design or supervision of the Project will be fully integrated into TOR

to ensure that all safeguard responsibilities allocated within the RRMP are realized at the tender stage.

12.   In this way, the RRMP will be fully integrated within the Project so that the required measures will be fully appreciated by all responsible parties and successful implementation will be achieved.

1.2 **Green Climate Fund Safeguard Requirements**

13.   The objectives of the GCF revised ES Policy are to:

- Avoid, and where avoidance is impossible, mitigate adverse impacts to people and the environment
- Avoid, and where avoidance is impossible, mitigate the risks of SEAH to people impacted by GCF-financed activities
- Enhance equitable access to development benefits; and
- Give due consideration to vulnerable and marginalised populations, groups, and individuals, local communities, indigenous peoples, and other marginalised groups of people and individuals that are affected or potentially affected by GCF-financed activities.

14.   The ESP requires that all projects be screened for their environmental and social impacts, that those impacts be identified, and that the proposed project be categorised according to its potential environmental and social impacts. Regardless in which category a project is screened, all environmental and social risks shall be adequately identified and assessed by the AE in an open and transparent manner with appropriate consultation.

15.   The scope of the environmental and social assessment shall be commensurate with the scope and severity of potential risks. The assessment should assess all potential environmental and social risks and include a proposed risk management plan, or in this case a Residual Risk Management Plan (RRMP).

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

PS1   **Assessment and management of environmental and social risks and impacts**
a) Identify the funding proposals environmental and social risks and impacts
b) Adopt mitigation hierarchy: anticipate, avoid; minimize; compensate or offset
c) Improve performance through an environmental and social management system
d) Engagement with affected communities or other stakeholders throughout funding proposal cycle. This includes communications and grievance mechanisms

PS2   **Labour and Working Conditions**
a) Fair treatment, non-discrimination, equal opportunity
b) Good worker–management relationship
c) Comply with national employment and labour laws
d) Protect workers, in particular those in vulnerable categories
e) Promote safety and health
f) Avoid use of forced labour or child labour

PS3   **Resource Efficiency and Pollution Prevention**
a) Avoid, minimize or reduce project-related pollution

b) More sustainable use of resources, including energy and water
c) Reduced project-related greenhouse gas emissions

PS4 Community Health, Safety and Security
a) To anticipate and avoid adverse impacts on the health and safety of the affected community
b) To safeguard personnel and property in accordance with relevant human rights principles

PS5 Land Acquisition and Involuntary Resettlement
a) Avoid/minimize adverse social and economic impacts from land acquisition or restrictions on land use:
  (i)   Avoid/minimize displacement
  (ii)   Provide alternative project designs
  (iii)   Avoid forced eviction
b) Improve or restore livelihoods and standards of living
c) Improve living conditions among displaced persons by providing:
  (i)   Adequate housing
  (ii)   Security of Tenure

PS6 Biodiversity conservation and sustainable management of living natural resources
a) Protection and conservation of biodiversity
b) Maintenance of benefits from ecosystem services
c) Promotion of sustainable management of living natural resources
d) Integration of conservation needs and development priorities

PS7 Indigenous Peoples
a) Ensure full respect for indigenous peoples
  i)   Human rights, dignity, aspirations
  ii)   Livelihoods
  iii)   Culture, knowledge, practices
b) Avoid/minimize adverse impacts
c) Sustainable and culturally appropriate development benefits and opportunities
d) Free, prior and informed consent in certain circumstances

PS8 Cultural Heritage
a) Protection and preservation of cultural heritage
b) Promotion of equitable sharing of cultural heritage benefits

1.3 Disclosure

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

2 Environmental and Social Screening

2.1 Introduction

18.   During project planning, the eight PS of the GCF ESP were assessed. It was determined that, in line with the SOLKAS Category C risk rating, only PS 1 has been triggered.

19.   As part of their AE status SCA implement all projects according to their own Program Environmental and Social Sustainability Management System (PESSMS) through a four-step screening and management process on which their Category C GCF accreditation was based. To ensure that all ongoing environmental and social screening of SOLKAS activities as they are further developed continue to capture all potential impacts that are outside the Category C rating, the risk categorisation table within the SCAC PESSMS has been tailored to SOLKAS and includes expanded aspects of the applicable GCF PSs. The GCF Simplified Approval Process (SAP) has been used as the base document for tailoring of the PESSMS. Table 2 highlights the additional tailored elements in blue.

20.   In addition to tailoring the PESSMS specifically to the SOLKAS using the GCF SAP, this RRMP also includes a Gender Equity and Human Rights checklist (Table 3) as part of the screening. The GCF ESP requires every project, regardless of category, screens to ensure compliance with these standards.

21.   SCA has zero tolerance for any abuse and exploitation committed by representatives against adults or children in the communities projects are implemented in. A key priority is safeguarding all children and adults who come into contact with our organisation from all forms of abuse and harm including sexual exploitation, abuse and harassment (SEAH). All projects implemented must complete a Safeguarding Risk Assessment (SRA) included with the over-all project risk assessment (PART – refer Annex 7a, paragraph 14). The SRA ensures that safeguarding risks including SEAH are identified and adequate controls are developed and monitored.

3 Screening Methodology

22.   The SCA Project ESSMS has been expanded and tailored for SOLKAS and is used to screen the project activities described in the SOLKAS Log frame (Appendix 2).

23.   Section 3.2 describes the GCF SAP ESS screening including the final result.

3.1 SOLKAS Excluded Activities

Excluded activities	
Activity category	**Description**
Infrastructure	Construction of walled or roofed structures
Fisheries	Introduction of any aquatic species which have the potential to become invasive or to escape into nearby ecosystems
Fisheries	Establishment or refurbishment of any aquaculture in or adjacent to critical natural habitats
Fisheries	Introduction of formalised marine protected or Community Conservation Areas
Forestry	Reforestation with non-native vegetation
Forestry	Activities which may result in unsustainable extraction of native tree species
Agriculture	Use of species that are not approved by the Government. No GMOs will be used

Agriculture	Introduction of any invasive crops or crops not approved by Government of Solomon Islands
Natural Resource Management	Any activity that will lead to involuntary resettlement or land acquisition (including non-physical displacement and involuntary restrictions to economic activities and land use)
Natural Resource Management	Any activity that will lead to increased use of agro-chemicals
Natural Resource Management	Any other activity that, during implementation, would lead to medium or high environmental or social risks, as per GCF SAP risk screening

3.2   SOLKAS ESS Screening

The SCA PESSMS Screening Tool consists of two parts:

24.   **Part 1:** This part is used to determine the appropriate extent and type of environmental and social assessment required for the design phase. It involves identifying activity-specific environmental and social risks and impacts through an initial assessment of all activities using the questions in

25.   Table 1. Where the responses to questions in

26.   Table 1 are 'yes' or 'unsure', the extent of that impact must be assessed under Part 2.

27.   **Part 2**: This is a Risk Categorisation Checklist which takes into consideration any potential environmental and social risks including requirements based on specific ESS standards. The checklist identifies any other potential environmental and social issues that will still have to be considered and managed. The result of Part 2 screening will be the basis of the Environmental and Social Action Plan (ESAP).

28.   Answers to the detailed Part 2 questions result in one of three degrees of concern. If any question is answered with a 'yes', the indicated degree of concern will be determined using the PESSMS definitions (Figure 1). Only a 'low' degree of concern is permitted under the AE accreditation. Any 'yes' responses which result in a 'medium' or 'high' (as identified in Table 2) are not eligible activities under SOLKAS and must either be changed or removed.

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

Figure 1: SCA PESSMS Risk Categorisation

29.   Below is the full screening tool applied to the SOLKAS proposed suite of activities.

30.   The SCA SRA tool is used to screen for safeguarding and SEAH risks caused by project activities, staff and representatives, including consultants, volunteers, partners and suppliers. Also safeguarding and SEAH risks in the project context and external environment. The full tool is attached as Appendix 3.

3.2.3 *Part 1: Screening Questions*

Table 1: SOLKAS ESS Screening Table Results

Category C Exclusion Criteria	Yes/No
Will the activities involve associated facilities or generate cumulative impacts that would require further detailed due diligence and management planning?	No
Will the activities involve transboundary impacts including those that require further due diligence and notification to affected states?	No
Will the activities adversely affect working conditions and health and safety of workers or potentially employ vulnerable categories of workers including women and children?	No
Will the activities potentially generate hazardous waste and pollutants including pesticides and contaminate lands that would require further studies on management, minimization and control and compliance to the country and applicable international environmental quality standards?	No
Will the activities involve the construction, maintenance, and rehabilitation of critical infrastructure (like dams, water impoundments, coastal and riverbank infrastructure) that would require further technical assessment and safety studies?	No
Will the proposed activities potentially involve resettlement and dispossession, land acquisition, and economic displacement of persons and communities?	No
Will the activities be located in protected areas and areas of ecological significance including critical habitats, key biodiversity areas, and internationally recognised sites?	No

3.2.4 *Part 2: Environmental and Social Risk Categorisation Checklist*

Table 2: SOLKAS Risk Categorisation Checklist Results

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

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.				
		Y/N/?	**Concern**	**Comment**
	Involve harvesting of natural forests, plantation development, or reforestation?	N		
	Cause subsidence, instability or substantial erosion, or involve medium or large-scale excavation of soil or minerals?	N		
	Measurably reduce or change the movement quantity, quality or availability of surface or ground water,	N		
	Channelize, divert or impound rivers or creeks or substantially alter drainage patterns, or measurably alter water table levels?	N		
	Alter coastal processes, including wave action, sediment movement or accretion, or water circulation patterns?	N		
	Permanently alter tidal patterns, water flows or water quality in estuaries?	N		
	Alter water circulation patterns by modification of existing landforms or the addition of artificial reefs or other large structures?	N		
	Extract large volumes of sand or substantially destabilize sand dunes?	N		
2	Impacts on Biodiversity and Species. Will the proposed activity:			
	Reduce biological diversity or change species composition on estuaries, reefs, seamounts or in other sensitive marine environments?	Y		Near shore Fish Aggregating Devices (FAD) may be installed as part of the project activities under Activity 2.2.3.6. Impact has been assessed as 'low' as the FADs are targeting community level artisanal fisheries and will therefore be small. See ESAP for measures to avoid risk.
	Involve medium or large-scale native vegetation clearance?	N		
	Involve any clearance of any vegetation containing a listed threatened species which	N		

	Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.			
		Y/N/?	**Concern**	**Comment**
	is likely to result in a long-term decline in a population or which threatens the viability of the species?			
	Introduce potentially invasive plant or animals species?	N		
	Involve the use of chemicals which substantially stunt the growth of native vegetation?	N		
	Involve large-scale controlled burning or any controlled burning in sensitive areas, including areas which contain listed threatened species?	N		
	Cause a long-term decrease in, or threaten the viability of, a native or endangered species through death, injury or other harm to individuals?	?	LOW	Near shore Fish Aggregating Devices (FAD) may be installed as part of the project activities under Activity 2.2.3.6. Dislodged FADs have the potential to become an entanglement risk for marine mammals and turtles. Impact has been assessed as 'low' as the FADs are targeting community level artisanal fisheries and will therefore be small. See ESAP for measures to avoid risk.
	Displace or substantially limit the movement or dispersal of native or endangered species?	N		
	Involve the production and/or harvesting of fish populations or other aquatic species?	N		
3	Resource Efficiency and Pollution Prevention. Will the proposed activity:			
	Potentially result in the release of pollutants to the environment with the potential for adverse local, regional, and/or transboundary impacts?	N		
	Involve the application of pesticides that may have a negative effect on the environment or human health?	N		

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.			
		Y/N/?	Concern	Comment

		Y/N/?	Concern	Comment
	Involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials	Y	LOW	There is the possibility of concrete being used for footings to support appliances or solar panels. The site-specific footing designs have not yet been defined so the need for concrete is unknown, however anything would be very small scale and the potential environmental risk would be minimal. Demonstration agricultural activities may lead to the use of pesticides and other chemicals which could encourage their wider use as activities are scaled up leading to contamination of water and soils. Can be managed effectively through promotion of organic or non-harmful techniques. See ESAP for measures to avoid risk.
	Potentially result in the generation of waste (both hazardous and non-hazardous)?	N		
	Propose use of chemicals or materials subject to international bans or phase-outs?	N		
	Activities that require significant consumption of raw materials, energy, and/or water?	N		
4	Impacts on habitats. Will the proposed activity:			
	Cause adverse impacts to habitats (e.g., modified, natural, and critical habitats) and/or ecosystems and ecosystem services? For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes?	Y		Potential for impact to sources of sand/gravel/aggregate. Risk is assessed as low since construction is local and small-scale (footings, etc.). See ESAP for mitigation measures to further reduce risk
	Take place within or adjacent to critical habitats and/or environmentally sensitive	N		

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.			
	Y/N/?	**Concern**	**Comment**
	areas, including legally protected areas (e.g., nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?			
	Substantially damage or modify large areas of the seafloor or ocean habitat, such as sea grass,	N		
	Impacts on people and communities (indigenous and nonindigenous). Will the proposed activity:			
5	Substantially increase demand for, or reduce the availability of, community services or infrastructure which have direct or indirect impacts on the environment, including water supply, power supply, roads, waste disposal, and housing?	N		
	Affect the health, safety, welfare or quality of life of the members of a community, due to the transport, storage and use and/or disposal of hazardous or dangerous materials, or through factors such as noise, odours, fumes, smoke, or other pollutants?	N		
	Through construction, operation, or decommissioning pose potential safety risks to local communities?	Y	LOW	Near shore Fish Aggregating Devices (FAD) may be installed as part of the project activities under Activity 2.2.3.6. FAD fishing may pose a safety risk to fishers who are not trained in or experienced in this method. Risk is assessed as low as these FADS will be nearshore. See ESAP for mitigation measures to further reduce risk
	Result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	N		
	Potentially affect the rights, lands and territories of indigenous peoples (regardless	N		

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.				
		Y/N/?	Concern	Comment
	of whether Indigenous Peoples possess the legal titles to such areas)?			
	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	N		
	Potentially affect the traditional livelihoods, physical and cultural survival of indigenous peoples?	N		
	Potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	N		
6	Impacts on land use and resources. Will the proposed activity:			
	Possibly result in economic displacement (e.g., loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	N		
	Possibly affect land tenure arrangements and/or community-based property rights/customary rights to land, territories and/or resources?	N		Any measures under the activity package which manage use of or access to resources will only be implemented based on the directives of the community following traditional methods (tabu), participatory planning consultations and securing broad community support through free, prior, and informed consent. All measures will be voluntary.
	Involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods?	N		Any measures under the activity package which manage use of or access to resources will only be implemented based on the directives of the community following traditional methods (tabu), participatory

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.				
		Y/N/?	**Concern**	**Comment**
				planning consultations. Broad community support will be established using GESI and Free, Prior and Informed Consent principles in engagement. All measures will be voluntary.
	Result in secondary or consequential development activities, which could lead to adverse social and environmental effects, or would generate cumulative impacts with other known existing or planned activities in the area?	N		
7	Impacts on cultural resources (tangible and intangible). Will the proposed activity:			
	Result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture?	N		
	Propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	N		
	Substantially restrict or inhibit the existing use of a heritage place as a cultural or ceremonial site?	N		
8	Labour and Working Conditions. Will the proposed activity:			
	Pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during project/programme construction, operation, or decommissioning?	Y	Low	There will be some retrofitting of infrastructure at schools, potentially leading to health and safety risks for workers. The works have not yet been defined so the extent of H&S risks in undefined. However, the risk is assessed as low as the activities proposed are all small scale and the potential for injury would be minimal. See ESAP for measures to avoid risk.

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.				
		Y/N/?	Concern	Comment
	Involve support for employment or livelihoods that may fail to comply with national and international labor standards?	Y		Given the potential forced labour in the supply chain of solar PV the project will ensure that Save the Children's global procurement policies, which address forced as well as child labour, are followed.
	Engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	N		
	Gender Equity and Women's Empowerment. Will the proposed activity:			
	Have adverse impacts on gender equality and/or the situation of women and girls?	N		
	Potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	N		
	Have women's groups/leaders raised gender equality concerns regarding the project/programme during the stakeholder engagement process and has this been included in the overall project/programme proposal and in the risk assessment?	N		
9	Potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services?	N		Any measures under the activity package which manage use of or access to resources will only be implemented based on the directives of the community following traditional methods (tabu), participatory consultations. Broad community support will be established using GESI and Free, Prior and Informed Consent principles in engagement. All measures will be voluntary.

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.				
		Y/N/?	**Concern**	**Comment**
10	Access, Equity and the Protection of Human Rights. Will the proposed activity:			
	Lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	N		
	Would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups?	N		
	Potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	N		
	Exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	N		
	Are there measures or mechanisms in place to respond to local community grievances?	Y		A compliant GRM has been developed and is described in the RRMP. Early notification of the GRM process will be provided to communities
	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the project/programme?	N		
	Is there a risk that rights-holders do not have the capacity to claim their rights?	N		
	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	Y		A fully participatory engagement process has been designed into the Project following GESI principles of equality and inclusion and following the principles of Free, Prior and Informed consent for communities.
	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project affected communities and individuals?	N		

Consider the following questions in order to assess whether the project is likely to have a low, medium or high level of concern (negative) environmental or social impacts.			
		Y/N/?	Concern	Comment
Categorisation				
	Determined Risk Category:	CATEGORY C		
	Screening Completed by:	Kate Walker		
	Role:	Environmental and Social Safeguards Specialist		
	Signed			

Gender Equity and Human Rights Checklist

Table 3: SOLKAS Gender Equity and Human Rights Check List Results

	Gender Equity and Women's empowerment	Y/N/?	Concern	Comment
1	Is there a likelihood that the proposed project/programme would have adverse impacts on gender equality and/or the situation of women and girls?	N		
2	Would the project/programme potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	N		
3	Have women's groups/leaders raised gender equality concerns regarding the project/programme during the stakeholder engagement process and has this been included in the overall project/programme proposal and in the risk assessment?	N		
4	Would the project/programme potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services?	N		Any measures under the activity package which manage use of or access to resources will only be implemented based on the directives of the community following traditional methods (tabu), participatory consultations. Broad community support will be established using GESI and Free, Prior and Informed Consent principles in engagement. All measures will be voluntary.

Access and equity and protection of human rights			
5	Could the project/programme lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	N		
6	Is there a likelihood that the project/programme would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups?	N		
7	Could the project/programme potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	N		
8	Is there a likelihood that the project/programme would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	N		
9	Are there measures or mechanisms in place to respond to local community grievances?	Y	LOW	A compliant GRM has been developed and is described in the RRMP. Early notification of the GRM process will be provided to communities
10	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the project/programme?	N		
11	Is there a risk that rights-holders do not have the capacity to claim their rights?	N		
12	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	Y	LOW	A fully participatory engagement process has been designed into the SOLKAS following GESI principles of equality and inclusion
13	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project affected communities and individuals?	N		

SEAH screening results

Table 4: SOLKAS SEAH screening result

SEAH screening	Concern	Comment

Project staff, consultants or volunteers have ongoing direct contact with children and adults in communities and commit SEAH breaches	LOW	AE will ensure SEAH policy and standards are embedded in the project recruitment design and implementation. See mitigation measures included in the RRMP to reduce risk.
Community impacted by the project are not aware of Safeguarding or SEAH policy and how to identify or report concerns or incidents	MEDIUM	Awareness of SEAH included in community-based activities. Early notification of the GRM process will be provided to communities. See mitigation measures included in the RRMP to reduce risk.

4   Environmental and Social Action Plan

4.1   Introduction

31.   This section contains the required management measures for the identified risks of the Project as well as instructions for ongoing environmental and social screening, including SEAH, of community-level interventions as they are selected and developed. The plan considers the environmental and social risks, including SEAH, identified during the screening, the risk significance, and measures to manage and address the identified risks.

32.   In addition to this, the section provides some higher-level guidance to the AE and EE on how to ensure environmental and social safeguards are integrated into any technical advisory activities. This ensures that all contracts, TORs, policies, plans, frameworks, etc developed under this project are screened to ensure that the development process and the recommendations follow the principles of the GCF.

4.2 Management of Identified Residual Risks

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

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
Small-scale production and use of concrete for school retrofit upgrades and installation solar array footings leading, etc to localised contamination or soils from concrete slurry or wastewater.	Concrete will be prepared on bunded and covered hard stand surface. All wastewater from concrete production will be collected to allow particulates to settle out before being discharged. Slurry from concrete production will be collected allowed to harden Solid and cured concrete waste is considered safe to be reused by the community for infrastructure maintenance.	LOW Project and therefore investments requiring construction are designed to be small scale, will take place within existing facilities/buildings and are readily managed by easy-to-implement measures	Project Management Unit (PMU)	Mitigation measures to be integrated into planning/design of activity and implemented during building stage	Fully contained concrete use and production with no environmental impacts	No additional costs – part of activity 1.1.3 and 2.2.1 development budget
PV procurement increases the risk for potential forced labor in supply chain as well	Save the Children will follow official procurement guidelines when	LOW Save the Children's global	Project Management Unit (PMU)	Mitigation measures to be integrated into procurement	Community members are aware of and trained in the correct storage, usage and	No additional costs – part of the activity 1.1.3

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
as localised contamination resulting from damaged or end-of-life PV panels and batteries	sourcing solar panels (PVs) including due diligence and . Solar installation will include workshops and training on correct use, storage and waste management with all relevant community members.	procurement standards incorporate robust controls for potential forced labor. Project investments requiring PVs are designed to be small scale are readily managed through local management.		processes as well as planning/ design of activity and implemented during building and monitoring stages	waste disposal of solar panels and associated technologies. Official channels of procurement of solar-technology and products are followed	development budget
Small-scale production and use of concrete for school retrofit upgrades and installation solar array footings leading, etc poses a health and safety risk to workers.	Appropriate PPE will be provided to all workers. Appropriate H&S training will be provided to all workers. Accident register to be maintained on site. First aid kit and plan for access to medical facilities available on site.	LOW Project and therefore investments requiring construction are designed to be small scale are readily managed by industry standard OHS measures	Project Management Unit (PMU)	Mitigation measures to be integrated into planning/design of activity and implemented during building stage	All work is completed with no significant injuries.	No additional costs – part of activity 2.2.1 and 1.1.3 development budget
Sand/gravel/aggregates for construction purposes impact on	All sand/gravel/aggregate for construction will	LOW Project and therefore investments	Project Management Unit (PMU)	Mitigation measures to be integrated into the planning	All work is completed with minimal impacts to	No additional costs – part of activity 2.2.1 and 1.1.3

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
sources (e.g. in rivers or coastal areas).	be acquired from approved sites.	requiring construction are designed to be small scale, will take place within existing facilities/buildings and are readily managed by easy-to-implement measures		and development of activity design and monitored throughout implementation.	sand/gravel/aggregate sources.	development budget
Installation of FADs within marine habitats has the potential change the species distribution and abundance either through increased fishing pressure or changes on existing natural behaviour patterns potentially leading to impacts to biodiversity in natural and/or critical habitats	FAD site selection process will include biodiversity assessment to identify any critical or natural habitats.

No FADs will be installed in critical habitats or in natural habitats where no fishing currently takes place.

Biodiversity baseline will be established for any sites in natural habitats. | LOW

Avoidance of critical habitats or unfished natural habitats will help ensure minimal negative impacts on biodiversity attributed to FAD fishing at those sites. Ongoing monitoring will help to verify this. | Project Management Unit (PMU) and Technical Fisheries Specialist | Mitigation measures to be integrated into FAD site selection process as well as planning/ design of activity and implemented during installation and monitoring stages | No net biodiversity loss in natural habitats. No impacts or changes within critical habitats | No additional costs – government Ministry of Fisheries staff to provide ongoing biodiversity monitoring during project implementation as part of planned community visits. Ministry of Fisheries will incorporate post-project monitoring in their existing FAD monitoring procedures |

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
	Training to be provided on sustainably FAD fishing practices to minimise impacts on biodiversity. Biodiversity assessment will include a robust, appropriately designed, and long-term community-led biodiversity monitoring and evaluation program for any natural habitats. Placement of FAD will be reassessed should ongoing monitoring identify measurable net loss of biodiversity at site attributed to FAD fishing.					
Dislodged FADs have the potential to become and	FAD design will follow recommendations for small-scale near shore	LOW Where implemented,	PMU and Technical	Mitigation measures to be integrated into	Minimised risk of impacts through loss equipment.	No additional cost – part of activity 2.2.3 budget

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
entanglement risk for marine mammals and turtles.	fisheries in the Pacific such as those produced by SPC. FADs will only be installed to support artisanal fisheries and will not be designed to support commercial scale fishing. FADs will be deployed in the nearshore environment FADs will be regularly inspected and maintained on a regular basis to avoid loss and ghost fishing	FADs will be simple in construction, near shore, and using proven designs. Low number of FADs are expected, reducing the risk and maintenance program will help further minimize risk	Fisheries Specialist	the planning and development of activity design and monitored throughout implementation.		
Safety risk to small scale fishers not used to FAD fishing methods.	When selecting FAD deployment sites, careful consideration will be given to existing fishing practices and identification of additional safety equipment needs or safety at seal training for fishers.	LOW

Nearshore placement of FADs lowers risk for fishers. Selection of recipient communities will identify sites where there is existing knowledge of fishing at sea and | PMU and Technical Fisheries Specialist | Mitigation measures to be integrated into the planning and development of activity design and monitored throughout implementation. | Safe FAD fishing practices are transferred to target fishers. | No additional cost – part of activity 2.2.3 budget |

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
	FAD design will follow recommendations for small-scale near shore fisheries in the Pacific such as those produced by SPC. FADs will only be installed to support artisanal fisheries and will not be designed to support commercial scale fishing. FADs will be deployed in the nearshore environment	ESAP measures will further reduce risks to fishers.				
If not designed in an inclusive and participatory way, management measures to improve natural resources and their habitats have the potential to disrupt access to natural resources for subsistence or livelihood activities for individuals or groups within the community	Activities and associated management measures will be community driven, only implemented with broad community support achieved through using GESI and Free, Prior and Informed Consent principles in engagement and will be voluntary.	LOW Design of activities requires community support and community driven solutions. Ongoing ESS screening ensures risk remains low.	Accredited Entity and Project Management Unit	Mitigation measures to be integrated into the planning and development of activity design and monitored throughout implementation.	Fully inclusive and community driven development of natural resource management measures with no negative impacts on individuals or groups	No additional costs – part of all activity development budgets

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
	Activities will be screened for ESS risks and impacts during their design. Participatory planning principles will be implemented. Broad community support will be established using GESI and Free, Prior and Informed Consent principles in engagement					
Potential soil and water pollution by chemical fertilizers and pesticides	No encouragement of agro-chemicals; encouragement of compost as fertilizer and natural remedies against pests	LOW Activity designs will use non-polluting substances and will incorporate this practice into capacity buildings.	PMU	Mitigation measures to be part of asset design and asset building	Use of agrochemicals is avoided or reduced. Compost is created and used.	No additional costs – part of activity 1.3.2, 2.2.1, and 2.2.5 development budget
Project staff, consultants or volunteers have ongoing direct contact with children and adults in communities	All staff and consultants trained on safeguarding and SEAH and sign policy. New project staff undergo safe	LOW Mitigation measures are AE standard practice and embedded in	Accredited Entity and PMU	During recruitment, staff induction and training, and then further integrated into planning and	Staff and consultants are aware of and abide to the Safeguarding and SEAH Policy.	No additional costs – part of all activity development budgets

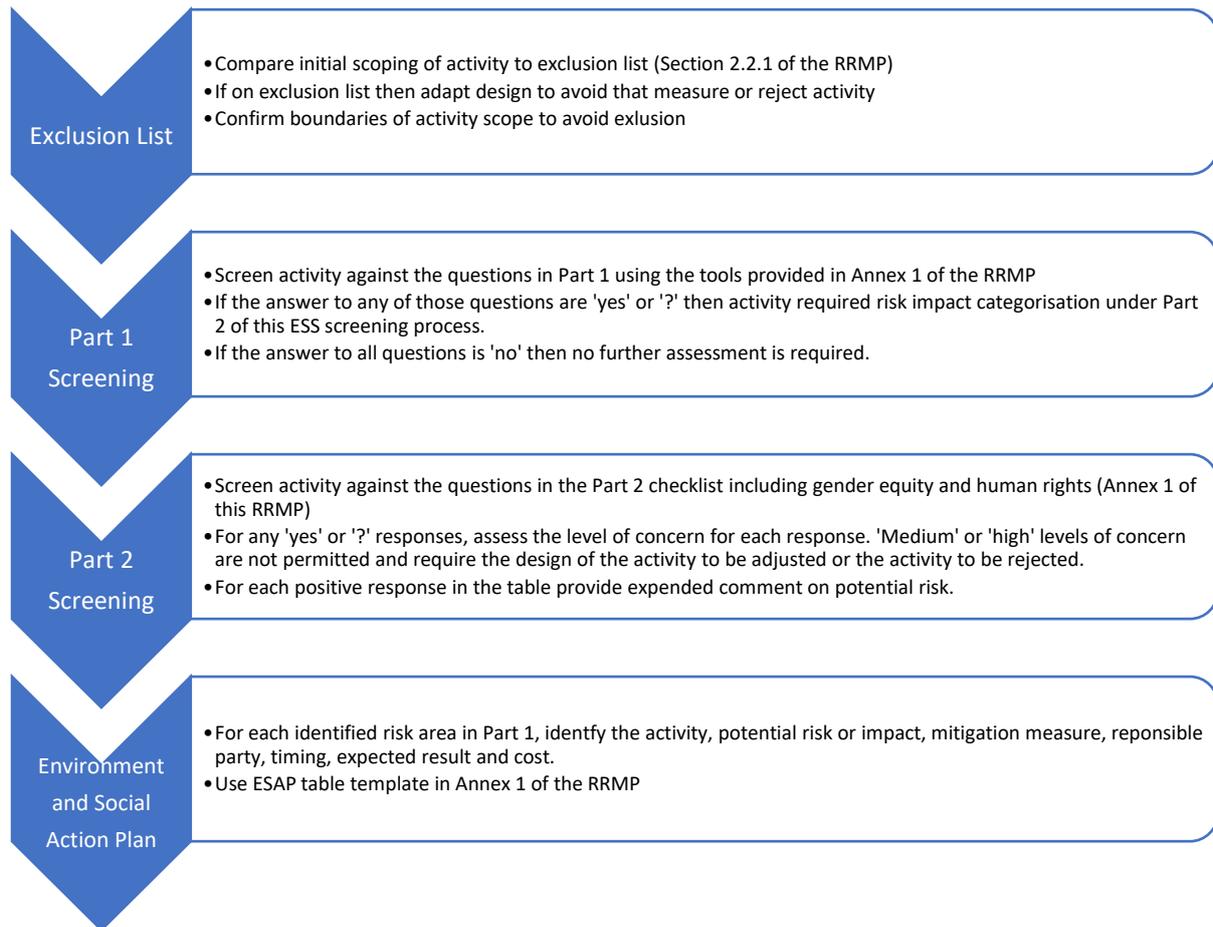| Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
and commit SEAH breaches	recruitment and screening processes. Communities, children, and staff are made aware of reporting procedures (GRM) and contact details of relevant staff (including local Child Safeguarding and Child Protection Focal Point). Ensure children and adults' full understanding of the activity, including their roles and responsibilities when engaged.	project implementation		initiation of community-based activities and monitored throughout implementation. Project GRM to be established during Year 1.	Community focal points are equipped to monitor project staff, consultants and volunteers during implementation and report concerns or incidents as they arise. Children and adults impacted by the project are aware of SEAH risks and able to report any concerns or incidents.	
Community impacted by the project are not aware of Safeguarding or SEAH policy and how to identify or report concerns or incidents	Include Safeguarding and SEAH awareness in community-based activities. Communities, children, and staff are made aware of reporting procedures (GRM) and contact details of relevant	MEDIUM Acceptance of violence and abuse in families and lack of awareness of rights makes it challenging to	PMU	Integrated into planning and initiation of community-based activities and monitored throughout implementation. Project GRM to	Children and adults impacted by the project are aware of safeguarding and SEAH risks and able to report any concerns or incidents.	No additional costs – part of all activity development budgets

Summary of risks	Mitigation measures	Risk significance	Responsible party/person	Schedule	Expected results	Cost/Budget
	staff (including local Child Safeguarding and Child Protection Focal Point). Mainstream gender-based violence and SEAH throughout the project with awareness raising about impacts on project objectives (e.g. resilient households and communities); principles for inclusion and participation and providing information on referral services	speak out against behaviours		be established during Year 1.		

4.3 Management of ESS Risks for Undefined Activities

As activities may be further defined through project implementation has started ongoing screening is required. These activities will also be screened using the methodology described in earlier sections of this report using the SCA PESSMS Environmental and Social Risk Screening Tool following the process described below and the screening forms in Annex 1 of this report.

The PMU will be responsible for undertaking the ESS screening which will then be validated by SCA with support from an International Safeguards Specialist where required. Only 'low risk' activities will be accepted for implementation. Activities whose risk level is medium or high will not be accepted.

The PMU will lead the ESS screening of activities identified during the implementation of the project.

Exclusion List
- Compare initial scoping of activity to exclusion list (Section 2.2.1 of the RRMP)
- If on exclusion list then adapt design to avoid that measure or reject activity
- Confirm boundaries of activity scope to avoid exlusion

Part 1 Screening
- Screen activity against the questions in Part 1 using the tools provided in Annex 1 of the RRMP
- If the answer to any of those questions are 'yes' or '?' then activity required risk impact categorisation under Part 2 of this ESS screening process.
- If the answer to all questions is 'no' then no further assessment is required.

Part 2 Screening
- Screen activity against the questions in the Part 2 checklist including gender equity and human rights (Annex 1 of this RRMP)
- For any 'yes' or '?' responses, assess the level of concern for each response. 'Medium' or 'high' levels of concern are not permitted and require the design of the activity to be adjusted or the activity to be rejected.
- For each positive response in the table provide expended comment on potential risk.

Environment and Social Action Plan
- For each identified risk area in Part 1, identfy the activity, potential risk or impact, mitigation measure, reponsible party, timing, expected result and cost.
- Use ESAP table template in Annex 1 of the RRMP

4.4 Technical Assistance and Plan Development

4.4.1 Policy and Plan Development

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

4.4.2 Gender Mainstreaming

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

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

4.4.3 *Consultants*

37.   Consultants may be required for the fisheries, agriculture and land use management
        design elements of the Project. They may also be required for other technical, governance
        and capacity building activities. TORs for any consultants will require the consultant to
        comply with this RRMP, the SOLKAS GESI Action Plan and the GCF safeguards and
        gender policies.

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

4.4.4 *Capacity Building and Materials Development*

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

4.5 **Grievance Redress Mechanism**

40.   The SOLKAS Grievance Redress Mechanism (GRM) is included in the project RRMP.

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

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

43.   The key objectives of the GRM are:

        - Record, categorize and prioritize the grievances;
        - Provide a survivor centred approach to instances of SEAH;
        - Settle the grievances via consultation with all stakeholders (and inform those
          stakeholders of the solutions);
        - Forward any unresolved cases to the relevant authority.

44.   The following process will be used to address the issues and concerns that an affected
        party may have. Under traditional practices in Solomon Islands, the first point of contact
        for the AP is likely to be the AP's Ward officer who will be advised to liaise with the PMU
        directly (this includes via members of the project team in the field). The Ward officer
        receiving the complaint will receive and document all matters and issues of concern from

the local community and forward copies of all grievances to the PMU's ESS representative. The AP is also able to contact the PMU or project field staff directly to register a grievance if preferred.

45.   Grievances, issues and concerns related to SEAH will be manged through this GRM process but will implemented the additional survivor centred measures described in Section 4.5.1 below.

46.   At all times it is the responsibility of the PMU to record, manage and close all grievances. Management of grievances may include issuing instructions to the relevant party to resolve the matter. If the PMU's ESS representative receiving the grievance is able to effectively resolve the matter to the satisfaction of the AP, they will action this, record the details in the GRM register and provide the Project Manager with the details for reporting purposes.

47.   For concerns such as damage to non-land assets, the AP or Ward officer will discuss this with the PMU's ESS representative, who will then raise the matter immediately with the offending party or their supervisors, if unresolved at the activity level. If the concern can be addressed without delay, and the outcome is satisfactory to the AP, the matter is closed. This will be reported to the Project Manager as soon as the complaint has been resolved.

48.   For more extensive complaints such as impacts to livelihoods or land issues such as restrictions to access, the Project Manager will document and record the grievance and manage the response process. APs can submit these types of complaints through any number of channels including via the village council or other third party; directly to the Consultant or project team; in writing; anonymously; verbally; etc. The complaint must be acknowledged within 24 hours of it being lodged. The timing and manner in which it will be resolved will be conveyed to the AP within 48 hours. The delegated party will provide a corrective action report to the Project Manager as soon as the action has been taken.

49.   Should the complainant remain unsatisfied with the response of the delegated party, the complaint will be referred by the Project Manager to the AE, SCA.

50.   All grievances received and handled will be reported by the EE to the AE via periodic reporting. SCA will review the handling of grievances to ensure they have been handled correctly.

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

Table 4: Grievance Redress process in tabulated form

Step	Application/How	Responsibility
Publicise the process	Develop a procedure which explains how the grievance mechanism will work in the target community	SCA, EE
	Present the grievance mechanism (including SEAH process) at a public meeting to help with affected communities	PMU
Receive and register	Identify locations to receive grievances and ensure	Receiving authorities (Ward, Village Leaders), PMU

	accessibility to all affected stakeholders	
	Recognise that some grievances may be submitted in writing while others will be communicated verbally. All grievances are to be treated with the same level of seriousness and respect.	
	Log all complaints into a database	
Review and investigate grievances	Review and investigate grievances	PMU
	Explain the process and the timeframe for the GRM process	
	Appoint an appropriate person to obtain information and investigate.	
Develop resolution options, response to grievances and closeout	Develop a proposed resolution process, involving communities where appropriate	PMU
	Implement the agreed solution	PMU and Receiving Authority
	Follow-up with complainant to ensure satisfaction (either directly or through their receiving authority if preferable)	
	If unsatisfied: Discuss further options. Identify local partners who might be able to assist in finding solutions	
	If still unresolved, refer matter to third-party mediation or external review.	
Monitor and Evaluate	Regularly monitor the number and type of grievances received, resolved and outstanding	EE, SCA
	Evaluate trends over time and stages of project development	
	Report all grievances to SCA via relevant periodic reporting	EE

52. SCA will also maintain an email-based grievance mechanism, so that the public can also lodge grievances directly to SCA, should they wish to do so. Contact details for this GRM will be available to all project stakeholders and included on project websites and materials as appropriate.

53. The SOLKAS GRM does not prevent any affected person from accessing the GCF Independent Redress Mechanism.

4.5.1 *Grievances on Sexual Exploitation, Abuse and Harassment*
Survivor-Centered Approach

In all situations involving complaints related to gender-based violence (GBV), sexual exploitation, abuse or harassment (SEAH), violence against children (VAC) and human trafficking (HT), the MIMIP will use a "*survivor-centered approach*". In line with this approach, the following principles will be systemically applied through all steps and actions:

- The rights, needs, and wishes of the survivor (or victim) is the foremost priority of everyone involved with the project.

- The survivor has a right to:

    ➢ be treated with dignity and respect instead of being exposed to victim-blaming attitudes.

    ➢ choose the course of action in dealing with the violence instead of feeling powerless.

    ➢ privacy and confidentiality instead of exposure.

    ➢ non-discrimination instead of discrimination based on gender, age, race/ ethnicity, ability, sexual orientation, HIV status or any other characteristic.

    ➢ receive comprehensive information to help her make her own decision instead of being told what to do.

- The safety of the survivor shall always be ensured. Potential risks to the survivor will be identified and action take to ensure the survivor's safety and to prevent further harm including ensuring that the alleged perpetrator does not have contact with the survivor. If the survivor is an employee, reasonable adjustments may be made to the survivor's work schedule and work environment to ensure their safety.

- All actions should reflect the choices of the survivor.

- All information related to the case must be kept confidential and identities must be protected. Only those who have a role in the response to an allegation should receive case-level information, and then only for a clearly stated purpose and with the survivor's consent.

- The survivor must provide informed consent to progress with each stage of the complaints process. Survivors may withdraw their consent at any time during the process.

5 RRMP Implementation

5.1 Integration of RRMP into Project Management

54.   This RRMP will be included in all bid document packages.

55.   The safeguards requirements of this RRMP will be referenced in appropriate parts of agreements, technical specifications, contracts or any TORs issued under the Project. The AE will be required to review all bid documents prior to approval.

56.   Prior to project implementation, the PMU will be required to attend a safeguards workshop with the AE Safeguards Specialist to ensure that all parties understand their obligations under the requirements of the RRMP and the safeguard policy of the Green Climate Fund.

5.2 **ESS Roles and Responsibilities**

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

5.2.1 *Steering Committee*

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

5.2.2 *Accredited Entity*

59. Save the Children Australia is the AE for this project and provides a support to the co-Executing Entities Save the Children Solomon Islands and MECDM. As the AE, SCA is fully responsible (legally and financially) for the implementation of this project including the safeguards standards required by the GCF. The AE:

- Acts as a focal point for communications with GCF on project related matters;
- Ensures compliance with GCF funding requirements, including safeguard compliance;
- Provide inputs into project scope and design;
- Provide additional technical capacity to PMU where required
- Updating the RRMP as necessary to reflect changes in the designs.

5.2.3 *Project Management Unit*

60. The PMU will have the responsibility to oversee the implementation of the RRMP and their responsibilities include, but are not limited to:

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

61. The PMU Team Leader will be responsible for overall project coordination and technical guidance and will support the procurement of various packages and studies. Technical staff will be recruited as necessary to support the implementation of technical advisory components.

5.2.4 *Technical Advisors / Consultants*

62. All technical advisors are required to comply with the RRMP and GCF Safeguards Policy more broadly in terms of the work methodologies and outputs. They will be required to

work with the PMU to ensure meaningful community and stakeholder engagement in their work programme.

5.3 ESS Training

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

64. Areas recommended for training include the following –

- GCF environmental and social safeguard policies, in particular areas identified during Part 2 screening
- Roles and responsibilities of different key agencies in safeguards implementation
- How to effectively integrate the RRMP into project management, implementation, monitoring and reporting
- Management of the GRM
- How to facilitate meaningful participatory-planning community consultations
- Integration of the RRMP and safeguard specific clauses into the contract and bid documentation.

65. On-going support will be provided to the PMU by the AE for the duration of the Project.

5.4 Stakeholder Engagement

66. The Project Management Unit (PMU) will be responsible for ensuring that relevant stakeholders who are part of the project implementation are consulted and part of the project development and ongoing activities planning and implementation.

67. The project will maintain a robust stakeholder engagement procedure and the PMU is responsible for ensuring its implementation, either directly or through delegation. The Gender and Social Inclusion Advisor will ensure that gender and social inclusion sensitive approach is achieved throughout the implementation of this procedure and should ensure culturally appropriate strategies are used. To achieve this, application of methodologies such as focus group discussion (FGD), key informant through formal systems and socially established groups are conducted. Separate meetings for males and females or targeting females through women's groups including people with disabilities for input. Data generated required by this procedure (e.g., consultation, implementation and actions planning, etc.) are recorded and managed by the PMU.

68. The procedure includes six steps in the stakeholder engagement process to be employed by Save the Children during the SOLKAS project. This process is applicable to planned activities.

1. Inputs – Identification of relevant persons
2. Stakeholder Identification – use of a standardised stakeholder mapping method to compile a list of potentially relevant persons, including those involved in design consultations
3. Consultation Activities – vary engagement techniques to promote participation for all relevant stakeholders
4. Methodology considerations – Sufficiency of information will be ensured by using targeted information and language that is easily understood
5. Administration – Records generated during a consultation process will be saved in a stakeholder database and kept on file for the duration of the project.

6. Ongoing Consultation – Ongoing consultation provisions of updates on activity progress; closes out of communication commitments made during initial consultation; provides a platform to notify relevant persons of any deviations to the activity details originally provided during initial consultation and highlight if the plan is no longer appropriate or effective; and supports the development of open communication channels with key relevant persons.

Additional details on the SOLKAS Stakeholder Engagement procedure can be found in Annex 2 - Feasibility Study, Section 8.2.

Annex 1: Environmental and Social Screening Forms

Part 1: Environmental and Social Screening Questions

PESSMS Part 1 Screening Questions	Yes/No/Unsure
Does the project involve any of the following: • medium to large-scale infrastructure such as roads, bridges, railways, ports, infrastructure for energy generation; or • development of irrigation and drainage, diversion of water; or • land clearing, intensification of land use; or • hazardous materials, wastes, pollutants; or • activity in mining, energy, forestry, fisheries, water supply, urban development • (construction), transport, tourism or manufacturing sectors?	
Does the project involve any of the following: • small to medium scale infrastructure such as localised water supply and/or sanitation • infrastructure; irrigation and drainage; rural electrification, rural roads; or • construction/structural renovation /demolition of any building for example: schools, hospitals or public buildings; or • localised use of natural resources, including small-scale water diversion, fisheries, agriculture, commercial animal farming, or other types of land-use change?	
Does the project involve any of the following: • the temporary or permanent dislocation of ((non-)indigenous) individuals or communities; or • negatively impact the availability of community services and/or the quality of life, safety or cultural identity/heritage of ((non-)indigenous) communities and their resources, or • alter, remove or destroy the fabric and/or value of a heritage place or setting?	
Will the activities potentially generate hazardous waste and pollutants including pesticides and contaminate lands that would require further studies on management, minimization and control and compliance to the country and applicable international environmental quality standards?	
Does this project need to meet any national environmental standards or requirements?	
Will the proposed activities potentially involve resettlement and dispossession, land acquisition, and economic displacement of persons and communities?	

Part 2: Risk Categorisation Checklist

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

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

	habitats and/or environmentally sensitive areas, including legally protected areas (e.g., nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?			
	• Does the project/programme involve the production and/or harvesting of fish populations or other aquatic species?			
	Impacts on people and communities (indigenous and nonindigenous)			
9	• substantially increase demand for, or reduce the availability of, community services or infrastructure which have direct or indirect impacts on the environment, including water supply, power supply, roads, waste disposal, and housing,			
	• affect the health, safety, welfare or quality of life of the members of a community, through factors such as noise, odours, fumes, smoke, or other pollutants,			
	• cause physical dislocation of individuals or communities, or			
	• substantially change or diminish cultural identity, social organisation or community resources?			
	• provide for activities to be designed, implemented and monitored to ensure they are safe and prevent Sexual Exploitation, Sexual Abuse and Sexual Harassment (SEAH)			
	Impacts on land use and resources			
10	• Would the project/programme possibly result in economic displacement (e.g., loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation), or			
	• Would the proposed project/programme possibly affect land tenure arrangements and/or community-based property rights/customary rights to land, territories and/or resources?			
	• Does the project/programme involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods?			
11	Impacts on heritage (indigenous and non-indigenous)			

	• permanently destroy, remove or substantially alter the fabric (physical material including			
	• structural elements and other components, fixtures, contents, and objects) of a heritage place			
	• involve extension, renovation, or substantial alteration of a heritage place in a manner which is inconsistent with the heritage values of the place,			
	• involve the erection of buildings or other structures adjacent to, or within important sight lines of, a heritage place which are inconsistent with the heritage values of the place,			
	• substantially diminish the heritage value of a heritage place for a community or group for which it is significant,			
	• substantially alter the setting of a heritage place in a manner which is inconsistent with the heritage values of the place, or			
	• substantially restrict or inhibit the existing use of a heritage place as a cultural or ceremonial site?			
	Impacts on landscapes and soils			
12	• substantially alter natural landscape features,			
	• cause subsidence, instability or substantial erosion, or			
	• involve medium or large-scale excavation of soil or minerals?			

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

Solomon Islands Knowledge-Action-Sustainability for Resilient Villages
Environmental and Social Assessment and Residual Risk Management Plan

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

Environmental and Social Action Plan Template

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

Annex 2: SOLKAS Activity List (Log frame)

Output	Activities	Description
Component 1 – Community, school and youth stakeholders have increased understanding of climate change and the ability to develop and implement locally-relevant adaptation plans		
Output 1.1 Children, youth, and communities have access to (and can utilise) climate change materials, climate information services and early warning systems	Activity 1.1.1 Increase school children's understanding of current climate change impacts and future risks (including curriculum materials and teacher training)	Develop climate change curriculum for integration into schools, including teacher training materials 1.1.1.1 Assessment of existing efforts to integrate climate change into the curriculum and international best practice approaches 1.1.1.2 Development (with MEHRD) of climate change micro-learning modules for students, for integration into school curriculum 1.1.1.3 Development of teacher training materials 1.1.1.4 Pilot testing of teacher training 1.1.1.5 Pilot testing of student curriculum materials 1.1.1.6 Review of pilot testing and refinement of materials
	Activity 1.1.2 Increase children and community members' capacity to understand and identify climate change and disaster risks at the local level (including to food security and nutrition) *Includes co-finance from Government of Australia*	Develop SBC / IEC materials for community education sessions and implement sessions across targeted communities 1.1.2.1 Development of locally relevant SBC / IEC materials to support community education (using inputs from activities 1.1.1, 1.1.3 and 1.3.3) 1.1.2.2 Roll out of community education sessions (See also 1.3.3)
	Activity 1.1.3 Increase access to and use of climate information and early warning systems at the local level	Development and distribution of CIS products to inform community-level climate change adaptation planning processes, including enhanced connectivity for village DRCs. CIS products and knowledge management materials (including print, digital, audio, and mixed media) for use in target communities in partnership with national authorities (including MECDM and NDMO) 1.1.3.1 Conduct review of existing access to EWS in high-risk communities (disaggregated by sex, age, disability, language/dialect, etc.) 1.1.3.2 Enhance community connectivity and EWS infrastructure where gaps exist (installation of satellite dishes with solar PV/battery), establish system for DRCs to on-sell data capacity to cover costs, and support SIMS to procure and install three additional automatic weather stations in under-served areas (in targeted provinces) 1.1.3.3 Support DRCs to develop/update EWS protocols and communications strategies (including training on CBDRM and effective responses to hazards) and ensure that warning systems reach all community members (last mile)

		1.1.3.4 Deliver CIS products and materials to communities from MECDM/NDMO identifying opportunities to further extend tailored materials for community-level use in target communities 1.3.1.5 Disseminate climate information to target communities through a range of media, including printed materials, social media, text messages and radio (e.g., radio drama)
	Activity 1.1.4 DRC members have increased capacity to address gender equality and disability inclusion adaptation and project implementation	Ensure that all key stakeholders understand the need to address the gendered impacts of climate change and relevant methodologies (e.g. data collection, analysis, mainstreaming and inclusion) 1.1.4.1: Gender Equality and Disability Inclusion training package developed (to be used for activity 2.1.4 also) 1.1.4.2 Deliver trainings
Output 1.2 Inclusive local adaptation action plans are developed by schools and communities	Activity 1.2.1 Increase school and community understanding of immediate locally relevant climate and disaster risks via school and community climate and disaster risk assessments	Support targeted schools and communities to undertake climate and disaster risk assessments to guide action planning 1.2.1.1 Support targeted schools to undertake annual climate and disaster risk assessments, via the School Climate and Disaster Risk Assessment app (developed under activity 3.1.2 and with inputs from activity 1.1.3) 1.2.1.2 Support DRCs in targeted communities to lead community assessments, via the Community Climate and Disaster Risk Assessment app (developed under activity 3.1.1)
	Activity 1.2.2 Support inclusive adaptation planning processes in schools and communities *Includes co-finance from Government of Australia*	Support schools and communities to undertake participatory, locally-led adaptation planning processes, building on the findings of the climate and disaster risk assessments, identifying key resilience building actions 1.2.2.1 Support participatory adaptation planning processes in targeted schools, via the School Resilience Planning app (developed under activity 3.1.2 and with inputs from activity 1.2.1) 1.2.2.2 Support DRCs to lead participatory adaptation planning processes in targeted communities, via the Community Resilience Planning app (developed under activity 3.1.1 and with inputs from activity 1.2.1) 1.2.2.3 Schools' key 3-year structural /infrastructural /environmental priority activities will be submitted for validation by DRCs, and by MEHRD at provincial level, implementation by SOLKAS and future projects. 1.2.2.4 Community Resilience Plans, including key priority activities for implementation by SOLKAS and future projects will be finalized and validated with community members and ward and provincial officials and updated on a 3-year cycle
Output 1.3 Youth have increased skills for resilient livelihoods	Activity 1.3.1 Support youth to effectively engage with local level adaptation planning processes	Formalise youth representative role(s) on Village and Ward Disaster Risk Committees and School Committees, and build youth capacity to constructively engage in adaptation planning 1.3.1.1 Work with NDMO and MPGIS to revise the village and ward DRC terms of reference to mandate youth representation

		1.3.1.2 Work with MEHRD and schools for systematic engagement of children and youth in school safety and resilience
		1.3.1.3 Support DRCs and School Committees in targeted villages and wards to engage youth and allocate roles
		1.3.1.4 Develop targeted training for youth DRC and School Committee members on effective engagement in adaptation planning and implementation (in coordination with broader DRC training under activity 3.2.2)
		1.3.1.5 Roll out training for youth DRC and School Committee members
		1.3.1.6 Mentoring sessions to support the empowerment of girls focused on confidence-building and leadership skills for adaptation
		1.3.1.7 Establish a youth DRC network to share experiences and build capacity
	Activity 1.3.2 Support youth to develop skills for resilient livelihoods in a changing climate	Working with the Young Entrepreneurs Council Solomon Islands and government operated Rural Training Centres and other providers, youth in targeted villages will be supported to develop the skills they will need to pursue resilient livelihoods as climate change impacts escalate 1.3.2.1 Initial and ongoing assessment of private sector to assess opportunities to link with youth entrepreneurs for livelihood resilience 1.3.2.2 Review of existing training packages in Solomon Islands and the region targeted at appropriate and relevant climate resilient rural livelihoods skills development, with emphasis on climate resilience and business management, especially financial management, marketing, and digital solutions 1.3.2.3 Develop 'flipped classroom' and 'micro learning' model trainings on key issues (including climate-resilient agriculture, fisheries and livestock processes, food preservation and processing, natural resource management and nature-based solutions, non-timber forest product development, native cash cropping, etc., and linked to opportunities identified in 1.3.2.1) 1.3.2.4 Roll out training packages to youth in targeted communities 1.3.2.5 Engage interested youth in the Youth Climate Resilient Livelihoods Incubator (under activity 2.3.1)

	Activity 1.3.3 Support children and youth to develop knowledge and skills for household, school and community resilience in a changing climate *Includes co-finance from Government of Australia*	Engaging children and youth in household and school risk identification, risk reduction, and response preparedness 1.3.3.1 Roll-out children and youth-led implementation of Family Safety and Resilience Plan using FSRP App 1.3.3.2 Generate evidence on nudges and incentives to maximize behaviour change for safety and resilience at household, school and community levels 1.3.3.2 Ward and Province level aggregated reports provide inputs to DRCs for community-level planning
Component 2 – Communities and schools increase climate resilience via upgraded infrastructure, increased knowledge, enhanced food and water security, and sustainable livelihoods		
Output 2.1 School buildings are retrofitted to address identified climate risks	Activity 2.1.1 Support the implementation of School Climate and Disaster Resilience Plans *Includes co-finance from Government of New Zealand*	Targeted schools have climate and disaster resilience assessments completed and School Climate and Disaster Resilience Plans in place 2.1.1.1 Use School Climate and Disaster Resilience Planning app annually for action planning at school level (using the digital toolsets developed in activity 3.1.2) 2.1.1.2 Support MEHRD with development and roll out of micro-learning modules for training on school safety and educational continuity management 2.1.1.3 Support MEHRD and NDMO to identify key priorities for school climate and disaster resilience planning at Provincial and National levels
	Activity 2.1.2 Support schools to increase physical resilience to the impacts of extreme weather and climate change (retrofitting and additions) *Includes co-finance from Governments of Australia and New Zealand*	Schools in targeted communities have increased physical resilience to the impacts of extreme weather and climate change via small-scale retrofits and additions within the existing building footprint (i.e. WASH system upgrades, securing roofs, solar greening, evacuation route preparation, upgraded school access routes, etc.) 2.1.2.1 Physical infrastructure risk/resilience assessment undertaken annually (in conjunction with the school climate and disaster risk assessment under activity 1.2.1) 2.1.2.2 Resilient infrastructure retrofits undertaken in accordance with validated plans and priorities 2.1.2.3 School WASH systems upgraded to increase climate resilience 2.1.2.4 Solar PV systems installed at schools to increase access to energy for learning

Output 2.2 School children have access to climate change curriculum materials	**Activity 2.2.1** Support use of climate change curriculum materials in targeted schools	Targeted schools are using project-supported climate change curriculum materials in classrooms 2.2.3.1 Teacher training for climate change micro-learning modules developed in activity 1.1.1 rolled out across targeted schools 2.2.3.2 Formal and informal curriculum materials developed in activity 1.1.1 rolled out in targeted schools 2.2.3.3 Evaluate materials and implementation progress in year four 2.2.3.4 Update materials, if needed, based on review
	Activity 2.2.2 Provide Gender Equality, Disability and Social Inclusion capacity strengthening support to MEHRD and NDMO	Activity 2.2.4.1 3-day training on theoretical underpinnings and practical approaches to gender equality and disability inclusion in climate change adaptation and disaster risk reduction Activity 2.2.4.2 Identification of GESI focal points within MEHRD and NDMO Activity 2.2.4.3 Peer to peer learning among relevant government departments on GESI with progress workshop held
Output 2.3 Communities improve yields from small-scale agriculture and fisheries, and water storage capacity	**Activity 2.3.1** Support application of locally-led climate resilient agriculture innovations	Based on the key activities identified in Community Resilience Plans (activity 1.2.2), support implementation of local scale climate resilient agriculture initiatives to increase food security 2.3.1.1 Confirm and document what existing and traditional men and women's agricultural practices exist in each target community and their seasonal calendar (in combination with activity 1.2.2) 2.3.1.2 Climate-driven risks to agriculture resources integrated into community adaptation planning processes (with activity 1.2.2) 2.3.1.3 Identify, adapt and/or develop gender-sensitive and socially inclusive training materials on climate-resilient agriculture and water conservation techniques that will best suit changing conditions – including intercropping, seed selection, grafting techniques and planting, management (in combination with activity 1.3.2) 2.3.1.4 Conduct training on climate-resilient agriculture techniques tailored to men's and women's roles at community level 2.3.1.5 Establish field demonstrations of climate-resilient agriculture techniques tailored to men's and women's agricultural roles (including traditional methods where appropriate) 2.3.1.6 Establish new or support existing nurseries at Ward level for raising climate-resilient seed stocks, including native food crops varieties, and germinating seedlings for food crops and native grasses and tree seedlings 2.3.1.7 Distribute resilient native food crops planting materials (simple agricultural tools) to men and women farmers, including identified, locally-appropriate climate-resilient varieties of: fruit and nut trees, coconut, vegetables
	Activity 2.3.2 Establish/scale-up community-, school- and home-based kitchen gardens for	Support adoption (through increased understanding, supply and accessibility) of kitchen gardens to promote enhanced nutrition and climate-resilient crops

	enhanced nutrition utilizing climate-resilient crops	2.3.2.1 Deliver family-based nutrition education based on local food and kitchen gardens with diversified, climate-resilient crops and training to promote nutrition and greater use of traditional foods 2.3.2.2 Distribute seeds, seedlings and plants to schools, communities and households to facilitate seed exchanges and seed saving to increase local independence and resilience 2.3.2.3 Establish demonstration training gardens in schools and communities to raise vegetable and tree seedlings for increased climate resilient nutrition
	Activity 2.3.3 Support climate-resilient adaptations to local fisheries for food security	Based on the key activities identified in Community Resilience Plans (activity 1.2.2), support implementation of local scale climate resilient fisheries initiatives to increase food security 2.3.3.1 Engage communities (50%M; 50%W) to determine coastal habitat and resource conditions and threats (in combination with activity 1.2.1) 2.2.3.2 Risks to fisheries resources integrated into community adaptation planning processes (with activity 1.2.2) 2.3.3.3 Develop a locally appropriate and scalable coastal resource management training program that includes key capacity areas: the effects of fishing, habitat management tools, monitoring and sustainable self-governance (in combination with activity 1.3.2) 2.3.3.4 Conduct training on climate-resilient fisheries and coastal resource management techniques at community level to suit men's and women's different roles in fishing and coastal resource management 2.3.3.5 Support community-level implementation of climate-resilient fisheries management and development of locally appropriate governance mechanisms 2.3.3.6 Support diversification and sustainability of fisheries resources (alleviating pressures on inshore fisheries) by providing off-shore fishing equipment in targeted communities (including, in some instances, FADs)
	Activity 2.3.4 Support application of village climate resilient water resource management techniques and technologies	Based on the key activities identified in Community Resilience Plans (activity 1.2.2), support implementation of local scale climate resilient investments to address hazards and vulnerabilities related to water resources 2.3.4.1 Engage communities (50%M; 50%W; 5%PWD) to determine key climate risks to water resources (in combination with activity 1.2.1) 2.3.4.2 Risks to water resources integrated into community adaptation planning processes (with activity 1.2.2) 2.3.4.3 Support implementation of priority adaptation actions, focused on improved rainwater harvesting and storage in existing building footprints and introduction of deficit irrigation techniques
	Activity 2.3.5 Strengthen extension worker service to support women's roles in agriculture	2.3.5.1 Conduct analysis of gender differences in access to extension services, technology adoption and agricultural productivity 2.3.5.2 Disseminate findings of analysis and hold action planning workshop

		2.3.5.3 Develop strategy for improving agricultural services to account for gender differences in agricultural roles and access to extension services and agricultural inputs
		2.3.5.4 Develop training module on gender-responsive extension and advisory services
		2.3.5.5 Train agricultural extension workers, and others involved in ag extension programmes, in GESI considerations esp. responding to women's needs
Output 2.4 Targeted youth develop sustainable livelihood opportunities	Activity 2.4.1 Establish and scale Youth Climate Resilient Livelihoods Incubator	Youth engaged to develop and/or refine resilient livelihoods ideas into business opportunities via establishment of a Youth Climate Resilient Livelihoods Incubator to help scale up ideas generated under activity 1.3.2 2.4.1.1 Identify best practice youth entrepreneurship models in the region 2.4.1.2 Identify diverse young men's and women's priorities and challenges for entrepreneurship 2.4.1.3 Work with key partners to develop Incubator model suitable for the context, based on evidence from current and past youth entrepreneurship efforts in Solomon Islands and the region 2.4.1.4 Pilot in a sub-set of target communities and revise as necessary 2.4.1.5 Scale model out to all targeted communities 2.4.1.6 Undertake outreach in targeted communities to help youth generate innovative livelihood ideas for the incubator that are viable and respond to market opportunities (as identified in 1.3.2.1) 2.4.1.7 Incubator 'challenges' held for key sectors to identify new ideas 2.4.1.8 Youth incubator 'ideation bootcamps' held in regional centres /Honiara

	Activity 2.4.2 Support youth to access new/emerging resilient livelihoods opportunities within and beyond communities	Youth supported by the Incubator are accessing sustainable resilient livelihoods opportunities within and beyond their communities 2.4.2.1 Challenge finalists supported with training (with activity 1.3.2), mentoring and facilitating connections to markets 2.4.2.2 Challenge finalists pitch ideas to an expert panel and winners are selected 2.4.2.3 Work with partners to expand Incubator model beyond the project targeted areas 2.4.2.4 Link youth entrepreneurs with each other via virtual and/or analogue platforms and/or events
Component 3 – Communities and schools are making data-driven adaptation decisions, are supported by sub-national government with enhanced capacity, and have more climate resilient livelihoods		
Output 3.1 Climate Resilience Info Management System is used by schools and communities to make climate informed decisions	Activity 3.1.1 Co-develop and deploy Climate Resilience Information Management digital toolset suite for data-driven **community** climate adaptation planning and decision-making	Digital toolsets suite will include: A. Family Safety and Resilience Planning B. Community Climate and Disaster Risk Assessment C. Community Adaptation Planning D. Community Climate Program Management Modules These will be co-developed with leadership of MECDM and oversight by MECDM Community-based Adaptation Technical Working group. Data is used for local, sub-national and national planning and decision-making Technical Working Group(s) will be formed, led by MECDM, to provide ongoing oversight of the digital toolset suite for community-based adaptation and anchor ownership 3.1.1.1 Global best practices and processes used for co-development of digital toolsets (includes participatory needs analysis)

		3.1.1.2 Four toolset modules co-developed, piloted and refined under MCDEM leadership (Phase 1) 3.1.1.3 Four toolset modules deployed and evaluated under MECDM leadership (Phase 2) 3.1.1.4 Four toolset modules revised and scaled up, under MECDM leadership (Phase 3) 3.1.1.5 Ward, province and national stakeholders are trained in effective use of community-based inputs for data-driven planning decision-making and resource allocation for community-based climate adaptation
	Activity 3.1.2 Co-develop and deploy Climate Resilience Information Management digital toolsets for data-driven **school-based** climate adaptation planning and decision-making	Digital toolsets suite will include: E. School Climate and Disaster Risk Assessment F. School Climate Resilience Planning Digital toolsets for school climate and disaster risk self-assessment and school climate resilience planning are co-developed and rolled out, with leadership of MEHRD and oversight by MEHRD School Safety Technical Working Group. Data is used for local, sub-national, and national planning and decision-making. 3.1.2.1 Two toolset modules are co-developed, piloted and refined under MEHRD leadership (Phase 1) 3.1.2.2 Two toolset modules deployed and evaluated under MEHRD leadership (Phase 2) 3.1.2.3 Two toolset modules are revised and scaled up, under MEHRD leadership (Phase 4) 3.1.2.4 Provincial and national stakeholders trained in use of school-based inputs for data-driven planning decision-making and resource allocation for school-based climate adaptation and resilience.
	Activity 3.1.3 Utilize project experience developing/deploying digital toolsets to inform future locally-led adaptation	Project experience utilizing digital toolsets to capture and analyze climate risk and action data inform future locally-led adaptation initiatives in Solomon Islands and beyond 3.1.3.1 Aggregated climate risk and adaptation action data from targeted communities and schools are utilized to identify common challenges and trends to inform government/donor supported planning and action in targeted and non-targeted communities 3.1.3.2 Aggregated data on climate risk assessment and adaptation planning process for communities and schools, will inform locally-led adaptation globally via development of knowledge products and engagement in key forums 3.1.3.3 Open source digital toolset suite materials are made available for adaptation and use in other projects/contexts (including future Save the Children projects)

Output 3.2 Ward institutions have knowledge and skills to support to community adaptation *Includes co-finance from Government of Australia*	Activity 3.2.1 Support targeted Wards to adopt adaptive governance systems and develop adaptation plans	3.2.1.1 Consolidate and synthesise community analyses (from activities 1.2.1 and 1.2.2) to develop Ward level vulnerability mapping to inform planning and adaptation action 3.2.1.2 Identify and address gaps in the integration of climate risks and adaptation actions into Ward planning and budgeting processes 3.2.1.3 Provide training and capacity building to Ward representatives and technical advisory groups on the integration of climate change risks and adaptation actions into planning and budgeting processes (including gender-based risks of climate change and gender responsive budgeting) 3.2.1.4 Provide technical assistance/ resources to Ward officials to undertake new/ updated assessments of climate and disaster risk to inform Ward development plans and budgets 3.2.1.5 Facilitate linkages between Ward development plans and Community Adaptation Plans to avoid duplication or contradictions, and ensure consistent planning and budgeting 3.2.1.6 Provide technical assistance/resources to local and Ward government to assess gender gaps through gender-responsive and inclusive climate change budgeting and planning
	Activity 3.2.2 Ongoing stakeholder engagement	Annual project workshops at national and provincial level. Safeguarding training
	Activity 3.2.3 Capture lessons learned, emerging themes and best practices at the community level to ensure sub-national and national planning processes are informed by local needs and that local actions support national objectives	Promote national and sub-national planning processes that are informed by community level experiences and that community-level actions are in support of national public policy objectives. Bespoke knowledge management products and resources will be produced and disseminated. Participation of community champions in national and regional forums 3.2.3.1 Produce knowledge management products that capture and emphasise local needs of diverse groups including for women/men/youth/persons with disabilities etc. to national stakeholders directly involved in the production of high-level adaptation planning processes (Updated NDC, NAP development, UNFCCC reporting) 3.2.3.2 Facilitate participation of communities and Wards in national and regional forums (Pacific Resilience Partnership, PIFS side events, national climate change conferences/events, other CBA/GCF project meetings) supported by governments and development partners 3.2.3.3 Facilitate visibility and engagement of senior officials through project site visits

		3.2.3.4 Disseminate knowledge management products (participatory tools, videos, project reports, technical toolkits) that are translated in all three national languages to encourage meaningful consideration and usage at local level 3.2.3.5 Increase the global adaptation knowledge base by linking project outcomes to national, regional and global processes
Output 3.3 Youth launch climate resilient livelihood options	Activity 3.3.1 Facilitate youth entrepreneur matchmaking with private sector actors	3.2.1.1 Engage with private sector partners interested in engaging with Incubator on sector challenge areas as buyers or suppliers as identified in 1.3.2.1 3.2.1.2 Support private sector partners in fine-tuning their business models, supply chain or distribution, to facilitate youth and women entrepreneur inclusion 3.2.1.3 Incubator-supported youth with viable resilient livelihoods ideas matched with potential private sector partners to establish/scale
	Activity 3.3.2 Provide seeding support to scale up incubated ideas	3.2.2.1 Identify most viable livelihood ideas under each challenge and provide further seed support to scale up businesses 3.2.2.2 Support most viable livelihood generators to engage with other youth by becoming Incubator Champions and mentors

Annex 3: SC Safeguarding Risk Assessment

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