

## Social and Environmental Screening Template

The completed template, which constitutes the Social and Environmental Screening Report, must be included as an annex to the Project Document. Please refer to the [Social and Environmental Screening Procedure](#) and [Toolkit](#) for guidance on how to answer the 6 questions.

### Project Information

<b>Project Information</b>	
1. Project Title	Croatia Education Recovery Support CERS
2. Project Number	00132984
3. Location (Global/Region/Country)	Europe and the CIS, Albania

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

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

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

The project mainstreams a human rights-based approach that struggles to eradicate discrimination and bring dignity and entitlement to excluded communities by prioritizing criteria in the selection of targeted education facilities. This mind-set is also important because it sets the path for State institutions to see the problems faced by vulnerable communities in the education sector also under the loop of human rights entitlement. The project plans to address the specific human-rights/discrimination related exclusion challenges experienced by the Roma and Egyptian community via addressing the discrimination challenges experienced when integrating them into schools.

The infrastructure planning, project development and implementation, through the community meetings and consultations, will be identifying and addressing potential negative human rights impacts early in the process and will make it throughout the project cycle to avoid or minimize the types of human rights negative impacts. Through detailed stakeholder analysis, the Action will disaggregate the affected stakeholder groups and focus especially on those who are poor, vulnerable, disadvantaged or discriminated against to help understand the potential adverse impacts on them. This analysis, and the active stakeholder engagement will provide the basis for appropriate measures to avoid, minimize or manage adverse impacts and for ongoing feedback and engagement thereafter during action implementation.

The action promotes, and is informed by, the principle of inclusion. School design may potentially contribute to promoting inclusion through optimizing all students' access to the school environment and removing unnecessary barriers to participation. Well-designed schools allow all students to participate fully and independently. This frees their teachers to focus on educational goals.

The design of new school Action will take into consideration the particular accessibility requirements of all users: students, teachers and administration staff, parents, and visitors, however the main focus will be on the special needs of students with disabilities.

To allow all users to make use of the services available in the school building, the action will adopt the “universal design” approach which will ensure that the school can be accessed and used: i) to the greatest possible extent, ii) in the most independent and natural manner possible, and iii) in the widest range of situations, without the need for adaptation, modification, or specialized solutions.

The Action interventions will be in line with the aim and provisions of the Convention on the Rights of Persons with Disabilities (adopted by Albania in 2012), where accessibility is both a principle and a standalone article based on which the State should take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, identify and eliminate obstacles and barriers to accessibility of indoor and outdoor facilities, including schools.

***Briefly describe in the space below how the Project is likely to improve gender equality and women’s empowerment***

Being fully aware that gender remains a largely neglected aspect of many infrastructure projects based on the assumption that women and men will benefit equally, this action plans to target women teachers, parents, girl students and pupils as both stakeholders and end-users. The action will build on the premise that women’s participation and leadership are key to the successful implementation of all infrastructural interventions targeted in this project. All data will be segregated by gender.

More concretely, consultative processes will be part of the design, planning and implementation of the infrastructural work covered by the action. These consultations will provide opportunities to recognize the needs and wants of both women, girls and men and boys in the educational facilities. Therefore, women and girls will be consulted at all stages of the project cycle in order to identify potential gendered risks and design prevention/mitigation strategies. By conducting gender-responsive consultations throughout this project cycle, all relevant beneficiaries will gain valuable insights into elements such as women and girls’ preferred locations for sanitary needs as well as easy access to the involved services.

Furthermore, the infrastructural designs of all targeted educational facilities will have a keen focus on women and girls’ specific needs as users of infrastructure, being these teachers, parents, students/pupils and children at crèches.

Ensuring equal opportunities to women and men will be one of the guiding principles throughout the project cycle. One concrete way to ensure guidance by this principle is through involving women as co-workers in several planned interventions of this project. Women and young girls still represent a minority in the infrastructure workforce, particularly among staff with a technical background and in management of the infrastructural development projects. Therefore, this action will encourage women engineers, architects, designers and other technical women specialists be part of the implementing teams. Promoting women and girls throughout the recruitment process both as skilled and semi-skilled female workers and later ensure that both men and women, workers in this project, undergo training on key concepts on gender mainstreaming in infrastructural development projects are some concrete planned interventions in ensuring equal opportunities for both men and women.

***Briefly describe in the space below how the Project mainstreams environmental sustainability***

The project team and management bodies will ensure reconstruction/ retrofit/ rebuilding project selection and design are consistent with the country's national development plan and international human rights and environmental commitments, the SDGs. Air, water and soil pollution from construction can seriously affect the natural environment. The Action will pay importance to meet environmental and greenhouse gas emissions standards. The decision-makers will base project selection and design decisions on quality preliminary studies, such as strategic impact assessment, regulatory impact assessment, and cost-benefit analysis, referring to the international environmental and human rights framework as well as domestic law.

The Action will promote investment in “sustainable, accessible, affordable and resilient quality infrastructure” and standardize environmental responsibility in infrastructure. The approach of the private companies to be involved should embrace both “doing no harm” (or risk management) and “doing good” (or enhancing the economic, environmental and social co-benefits) in infrastructure implementation.

Rubble generated due to destruction or damage caused by the earthquake should be referred to as “Construction and Demolition Waste” (C&D Waste). C&D Waste is a regulated waste stream in the EU and included in the EU List of Wastes (Chapter 17). UNDP will implement the EU Construction & Demolition Waste Management Protocol in the post-earthquake reconstruction process.

UNDP’s strategic approach to C&D Waste management and demolition management is based on four pillars:

- Safety: ruins and piles of C&D Waste constitute a health and safety risk for school children, students and teachers that needs to be eliminated.
- Space: C&D Waste on site occupies space needed for construction activities, either for the construction itself or for construction infrastructure.
- Sorting and segregating: while some components of C&D Waste have a certain value, either in the form of scrap metals or for re-use, other materials mixed into the piles may consist of hazardous materials (asbestos, cleaners, disinfectants) or specific waste types (electronic waste, white wares including air conditioners); and
- Recovering and repairing reusable items, e.g., furniture, blackboards, sports equipment, equipment from chemistry and physics laboratories, etc.

As part of the repairing and reconstruction process, the waste will be segregated on site as much as possible or will be transported to interim storage sites where materials can be recovered for valorization or for disposal. The aim is to clear the construction sites as quickly as possible, in order to rebuild schools, and bring the students back into their schools as quickly as possible. Inert waste will be disposed of on local available dumpsites and landfills, using as much as possible to improve the sites, or to use it as cover materials. Concrete and bricks will be crushed, to be used as road repair or construction materials in the communities. Hazardous waste and special waste will be treated and disposed of separately and according to their hazard potential.

In terms of environmental sustainability considerations, improvements to energy efficiency, through better joinery and green heating systems, will be pursued through the reconstruction process. Thermal insulation facades will also be put up, where cost-effective. This will help manage the carbon footprint for the buildings and reduce cost for the beneficiaries. In order to ensure the energy efficiency, during the repairing/retrofitting and rebuilding will be carry out the detailed engineering design for social buildings, schools and education facilities to be rehabilitated or newly constructed: the proposed Energy Efficiency measures to make reference to the Energy Performance Building Law, Energy Building Code and Governmental Decree on Minimum Requirement for the introduction of Energy Efficiency measures in Buildings. The design should aim the achievement of the optimal building energy efficiency within the construction cost restrictions and local parameters.

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

<b>QUESTION 2: What are the Potential Social and Environmental Risks?</b> <i>Note: Describe briefly potential social and environmental risks identified in Attachment 1 – Risk Screening Checklist (based on any “Yes” responses). If no risks have been identified in Attachment 1 then note “No Risks Identified” and skip to Question 4 and Select “Low Risk”. Questions 5 and 6 not required for Low Risk Projects.</i>	<b>QUESTION 3: What is the level of significance of the potential social and environmental risks?</b> <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 6</i>			<b>QUESTION 6: What social and environmental assessment and management measures have been conducted and/or are required to address potential risks (for Risks with Moderate and High Significance)?</b>
<b>Risk Description</b>	<b>Impact and Probability (1-5)</b>	<b>Significance (Low, Moderate, High)</b>	<b>Comments</b>	<b>Description of assessment and management measures as reflected in the Project design. If ESIA or SESA is required note that the assessment should consider all potential impacts and risks.</b>
Risk 1: The Project will result in the generation of non-hazardous waste due to the demolishing of old buildings	I = 3 P = 4	<b>Moderate</b>		The project will pay importance to meet environmental and greenhouse gas emissions standards
Risk 2: The Project includes activities that require significant consumption of raw materials, energy, and water.	I = 3 P = 3	<b>Moderate</b>		The project will ensure usage of quality raw material and energy efficiency and will promote “do not harm” and “doing good” in infrastructure implementation.
[add additional rows as needed]				
<b>QUESTION 4: What is the overall Project risk categorization?</b>				
Select one (see <a href="#">SESP</a> for guidance)			<b>Comments</b>	
<i>Low Risk</i> <input type="checkbox"/>				
<i>Moderate Risk</i> <input checked="" type="checkbox"/>				
<i>High Risk</i> <input type="checkbox"/>				
<b>QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?</b>				
Check all that apply			<b>Comments</b>	
<i>Principle 1: Human Rights</i>			<input type="checkbox"/>	

	<b>Principle 2: Gender Equality and Women's Empowerment</b>	<input type="checkbox"/>	
	<b>1. Biodiversity Conservation and Natural Resource Management</b>	<input type="checkbox"/>	
	<b>2. Climate Change Mitigation and Adaptation</b>	<input type="checkbox"/>	
	<b>3. Community Health, Safety and Working Conditions</b>	<input type="checkbox"/>	
	<b>4. Cultural Heritage</b>	<input type="checkbox"/>	
	<b>5. Displacement and Resettlement</b>	<input type="checkbox"/>	
	<b>6. Indigenous Peoples</b>	<input type="checkbox"/>	
	<b>7. Pollution Prevention and Resource Efficiency</b>	<input checked="" type="checkbox"/>	

### Final Sign Off

<b>Signature</b>	<b>Date</b>	<b>Description</b>
QA Assessor	Entela Lako	UNDP staff member responsible for the Project, typically a UNDP Programme Officer. Final signature confirms they have "checked" to ensure that the SESP is adequately conducted.
QA Approver	Nuno Quieros	UNDP senior manager, typically the UNDP Deputy Country Director (DCD), Country Director (CD), Deputy Resident Representative (DRR), or Resident Representative (RR). The QA Approver cannot also be the QA Assessor. Final signature confirms they have "cleared" the SESP prior to submittal to the PAC.
PAC Chair	Nuno Quieros	UNDP chair of the PAC. In some cases PAC Chair may also be the QA Approver. Final signature confirms that the SESP was considered as part of the project appraisal and considered in recommendations of the PAC.

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

<b>Checklist Potential Social and Environmental Risks</b>		<b>Answer (Yes/No)</b>
<b>Principles 1: Human Rights</b>		
1.	Could the Project 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?	No
2.	Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? <sup>1</sup>	No
3.	Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	No
4.	Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	No
5.	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	No
6.	Is there a risk that rights-holders do not have the capacity to claim their rights?	No
7.	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
8.	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
<b>Principle 2: Gender Equality and Women's Empowerment</b>		
1.	Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	No
2.	Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
3.	Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	No
4.	Would the Project 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? <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	No
<b>Principle 3: Environmental Sustainability:</b> Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below		
<b>Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management</b>		
1.1	Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services?	No

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

	<i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	
1.2	Are any Project 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?	No
1.3	Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4	Would Project activities pose risks to endangered species?	No
1.5	Would the Project pose a risk of introducing invasive alien species?	No
1.6	Does the Project involve harvesting of natural forests, plantation development, or reforestation?	No
1.7	Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	No
1.8	Does the Project involve significant extraction, diversion or containment of surface or ground water? <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	No
1.9	Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	No
1.10	Would the Project generate potential adverse transboundary or global environmental concerns?	No
1.11	Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area? <i>For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.</i>	No
<b>Standard 2: Climate Change Mitigation and Adaptation</b>		
2.1	Will the proposed Project result in significant <sup>2</sup> greenhouse gas emissions or may exacerbate climate change?	No
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental vulnerability to climate change now or in the future (also known as maladaptive practices)? <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	No
<b>Standard 3: Community Health, Safety and Working Conditions</b>		
3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	No
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No

<sup>2</sup> In regards to CO<sub>2</sub>, 'significant emissions' corresponds generally to more than 25,000 tons per year (from both direct and indirect sources). [The Guidance Note on Climate Change Mitigation and Adaptation provides additional information on GHG emissions.]

3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	No
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	No
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	No
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	No
3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	No
3.9	Does the Project 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)?	No
<b>Standard 4: Cultural Heritage</b>		
4.1	Will the proposed Project 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 (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	No
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
<b>Standard 5: Displacement and Resettlement</b>		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	No
5.2	Would the Project 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)?	No
5.3	Is there a risk that the Project would lead to forced evictions? <sup>3</sup>	No
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	No
<b>Standard 6: Indigenous Peoples</b>		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No
6.3	Would the proposed Project potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the Project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)?  <i>If the answer to the screening question 6.3 is “yes” the potential risk impacts are considered potentially severe and/or critical and the Project would be categorized as either Moderate or High Risk.</i>	No

<sup>3</sup> Forced evictions include acts and/or omissions involving the coerced or involuntary displacement of individuals, groups, or communities from homes and/or lands and common property resources that were occupied or depended upon, thus eliminating the ability of an individual, group, or community to reside or work in a particular dwelling, residence, or location without the provision of, and access to, appropriate forms of legal or other protections.



6.4	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No
6.5	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	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?	No
6.7	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No
6.8	Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No
6.9	Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	No
<b>Standard 7: Pollution Prevention and Resource Efficiency</b>		
7.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	No
7.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	Yes
7.3	Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose use of chemicals or materials subject to international bans or phase-outs?  <i>For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol</i>	No
7.4	Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	No
7.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	Yes