



Contracting Authority: Delegation of the European Union to Albania

EU4Schools

Description of the Action

Title of the action:	EU4Schools
[Number and title of lot]	N/A
Location(s) of the action:	Albania, with a focus on municipalities affected by the earthquake of 26 th of November 2019
Name of the applicant	United Nations Development Programme in Albania
Nationality of the applicant ¹	International Organisation

Dossier No	
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(for official use only)

EuropeAid ID ²	N/A
Ongoing contract/Legal Entity File Number (if available) ³	
Legal status ⁴	International Organisation
Co-applicant ⁵	N/A
Affiliated entity ⁶	N/A

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Any change in the addresses, phone numbers, fax numbers or e-mail, must be notified in writing to the Contracting Authority. The Contracting Authority will not be held responsible in the event that it cannot contact an applicant.

1 An organisation's statutes must show that it was established under the national law of the country concerned and that the head office is located in an eligible country. Any organisation established in a different country cannot be considered an eligible local organisation. See the footnotes to the Guidelines for the call.

2 To be inserted if the organisation is registered in PADOR (Potential Applicant Data On-Line Registration). For more information and to register, please visit <http://ec.europa.eu/europeaid/onlineservices/pador>.

3 If an applicant has already signed a contract with the European Commission and/or has been informed of the Legal Entity File number. If not, write 'N/A'.

4 E.g. non-profit, governmental body, international organisation.

5 Use one row for each co-applicant.

6 Use one row for each affiliated entity.

* This designation is without prejudice to positions on status and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

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1. Summary of the Action

Title of the action:	EU4Schools
Location(s) of the action: — <i>specify country(ies), region(s) that will benefit from the action</i>	Albania, with a focus on municipalities affected by the earthquake of 26 th of November 2019
Total duration of the action (<i>months</i>):	18 months
EU financing requested (amount)	15.000.000 EUR
EU financing requested as a percentage of total budget of the Action (indicative)	99,24%
Objectives of the action	<p>The overall objective of the action is to support national and local governments in reducing further social and economic losses, and to accelerate the recovery process through educational facility repairs and reconstruction.</p> <p>The specific objectives are:</p> <p>(i) To support repairing/retrofitting and rebuilding, including basic furnishing, of education facilities in municipalities affected by the earthquake according to international standards;</p> <p>(ii) To offer better education services in creches, pre-schools, basic schools and secondary schools, for children and students, girls and boys, in areas affected by the earthquake; and</p> <p>(iii) To provide increased transparency, accountability and inclusiveness to the recovery process of education facilities.</p>
Target group(s) ⁷	<p>The action targets the following groups:</p> <ul style="list-style-type: none"> • Local service providers of education, including: creches, pre-schools, basic schools, and secondary schools; • Children, students and their families in the areas affected by the earthquake; • Teachers and academic staff; • Local communities.
Final beneficiaries ⁸	Final action beneficiaries will include all residents of local communities targeted by the action.
Estimated results	<p>The main results are as follows:</p> <p>Result 1: Education facilities repaired⁹ and furnished</p> <p>Result 2: Education facilities reconstructed and furnished</p> <p>Result 3: Strengthened transparency, accountability and inclusiveness in this process of recovery</p>
Main activities	<p>Main activities to be implemented under this action are:</p> <p>Activity 1.1: Technical assessment for education facilities and identification of the needs for infrastructure intervention.</p> <p>Activity 1.2: Contracting of companies for the preparation of detailed technical design and supervision services for 15 schools to repair.</p> <p>Activity 1.3: Contracting construction companies and implementation of the civil works for repair.</p> <p>Activity 1.4: Testing and commissioning for repaired facilities</p>

⁷“Target groups” are the groups/entities who will directly benefit from the action at the action purpose level.

⁸“Final beneficiaries” are those who will benefit from the action in the long term at the level of the society or sector at large.

⁹ Throughout the document, the reference to repair must be read as repair and/or retrofitting.

	<p>Activity 1.5: Formal handover of repaired education facilities</p> <p>Activity 1.6: Preparation of technical specifications of basic furniture and equipment for repaired facilities</p> <p>Activity 1.7: Purchase and delivery of basic furniture and equipment for each repaired educational facility</p> <p>Activity 2.1: Contracting of companies for the preparation of detailed technical design and supervision services for 3 educational facilities to be reconstructed</p> <p>Activity 2.2: Contracting construction companies and implementation of the civil works for educational facilities to be reconstructed</p> <p>Activity 2.3: Testing and commissioning for reconstruction of educational facilities</p> <p>Activity 2.4: Formal handover of reconstructed education facilities</p> <p>Activity 2.5: Preparation of technical specifications for basic furniture and equipment</p> <p>Activity 2.6: Purchase and delivery of basic furniture and equipment for each educational facility</p> <p>Activity 3.1: Signature of Memorandum of Understanding (MoU) with municipalities</p> <p>Activity 3.2: Community led local consultations on the interventions</p> <p>Activity 3.3: Develop an online, publicly accessible BI (Business Intelligence) dashboard to be made available to all partners and the public through web and mobile technologies, for showing Action progress.</p>
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2. Description of the Action

The overall objective of the action is to support national and local governments in reducing further social and economic losses, and to accelerate the recovery process through educational facility repairs and reconstruction. The action will be focused on the education facilities affected by the earthquake of 26th of November 2019.

The specific objectives of the action are:

- i. To support repairing and rebuilding, including the basic furnishing and equipping of education facilities in municipalities affected by the earthquake according international standards;
- ii. To offer better education services in creches, pre-schools, basic schools and secondary schools, for children and students, girls and boys, in areas affected by the earthquake;
- iii. To provide increased transparency, accountability and inclusiveness to the recovery process of education facilities.

In response to the needs of those most affected, vulnerable and marginalized, as well as the local communities impacted by the earthquake, the focus will be to support national and local governments in reducing further social and economic losses, and to accelerate the recovery process by building on prior UNDP work with vulnerable communities ensuring that the poorest and most-at-risk population segments can benefit from educational facility repairs and reconstruction.

The Post Disaster Need Assessment (PDNA) indicated that a total of 213 public Creches, Pre-Schools, Basic Schools and Secondary Schools were either fully destroyed, partially damaged or lightly damaged in the 11 affected municipalities. 60% of destroyed and damaged schools are in rural areas. Facilities which have been lightly or partially damaged will be the subject of repairs. Facilities that have been severely damaged or fully destroyed will need to be rebuilt.

A team of engineers will individually visit each school to be repaired and prepare the technical documentation for detailed structural assessments to determine the exact rehabilitation needs. It is assumed that demolitions, where required, will be done by the municipalities. Otherwise, upon request and in coordination with local authorities, companies will be contracted for the demolition and management of construction and demolition waste according to the EU Construction and Demolition Waste Management Protocol. In both processes UNDP will develop the required technical designs for the works, which will be the basis for launching the competitive procurement process. This will be followed by obtaining construction permits from the respective municipalities before any work starts. An expedited procurement process, dividing the work in lots, will identify a group of companies that will be engaged in the works for the facilities. Before handing over the repaired and retrofitted schools to the respective authorities, a process of testing and commissioning will be undertaken.

In order to move fast and assist affected communities, the recovery interventions are twinned with medium- and longer-term strategies that will strengthen resilience, build capacity and social capital and reduce the risk and effects of future disasters. In addition to the “build back better” approach, the intervention will apply a “build back together” approach within each locality, working together with local governments, local public institutions and communities to design and implement recovery activities rapidly with a participatory approach and a transparent and accountable system.

Data on all beneficiary communities, information on geographic areas of intervention, objects to be reconstructed or repaired, and the progress of civil works, among other data points, will be captured in an online, publicly accessible BI (Business Intelligence) dashboard. This platform will be aligned with government transparency platform as feasible.

The action will deliver rapid assistance to help restore education services in local communities in order to ensure students loose minimum school and learning days, and to enable the gradual normalization of life of affected population in those municipalities, with education the foremost priority due to the upcoming start of the school year.

The decision on the prioritization of the education facilities to be repaired and reconstructed must be made foremost by the national government in consultation with the MoESY, local education authorities, municipalities and the beneficiary communities. In those cases where repairing has been the chosen option, should the cost of such repairs be close financially to rebuilding the same educational facility, adequate consideration should be given to rebuilding the school instead of just repairing it. According to the PDNA, recovery needs are prioritized and sequenced over the short, medium, and long term.

The short-term needs refer to interventions that focus on the continuation of educational services through the provision of transportation for relocating children and teachers to host schools, the provision of teaching and learning materials, the training of teachers on psycho-social support and close monitoring of enrolment and attendance of children, especially the vulnerable groups. Institutional arrangements for reconstruction will be established as well as policies and guidelines for improving school safety. For the majority of the educational facilities to be repaired the works will be completed prior to start of the new academic year. For the remaining educational facilities to be repaired and for the new ones to be reconstructed the work will be completed within the implementation period of the action.

Transparency, accountability and inclusiveness will be the guiding principles of all results foreseen to be achieved under this action. These principles will be applied in all stages of implementation, including design, procurement, contracting, construction, supervision and engagement with beneficiary communities. The engagement of and collaboration with central and local institutions is considered of key importance to ensure speed of implementation and paperwork, strengthen joint government-community oversight, and promote ownership and the sustainability of investments.

The action will address issues of transparency and inclusiveness through the implementation of different activities, such as: organization of consultancy forums mainly with main beneficiaries, including students, teachers, student's government, local community, local and central institutions etc. A Memorandum of Understanding will be signed with the municipalities where the interventions will take place to clearly define roles and responsibilities of all parties. In order to track the progress of the Action, an online publicly accessible business intelligence platform, complementary with government platform will be created. Visibility of the action will be ensured based on a joint EU-UNDP communication and visibility strategy, aiming to promote the support of the European Union to the education sector recovery.

The action will be guided by nine principles of engagement foreseen in the Statement of Intent at the occasion of the International Donor's Conference after the earthquake, on 17 February 2020 in Brussels, namely: consistency, clarity, participatory, transparency, accountability, equity, efficiency, resiliency and sustainability.

3. Relevance of the Action

3.1. Relevance to the needs and constraints of the target country and region

The 6.3 magnitude earthquake that hit Albania on 26 November 2019, has left 51 people dead and injured at least 913 others. Eleven municipalities situated in three prefectures (Tirana, Durrës and Lezha), with an approximate population of 1,185,286 persons, have suffered to varying degrees from the earthquake with 202,291 people affected directly or indirectly. According to government sources, around 17,090 affected inhabitants had to vacate their homes. For the first time in recent history, the Government of Albania announced a State of Natural Emergency in the three prefectures. According to the findings of the PDNA, the total effect of the disaster in the 11 municipalities amounts to 985.1 million EUR (121.21 billion ALL). Most of the damages are recorded in the Housing sector (78.5%), followed by the Productive sector (8.4%) and the Education (7.5%) sector.

According to the PDNA, damages were reported to 321 educational institutions (including crèches, pre-schools, basic schools, secondary schools, vocational and education training schools, high education

schools and dormitories) in the 11 affected municipalities, representing 24% of all educational establishments. About 90% of damaged institutions are in the public sector. The municipalities of Tirana and Durres have the highest share of damage, with 55% and 21%, respectively. Schools were also damaged in smaller municipalities such as Vora, where half of all education facilities were either fully or partially destroyed. Furthermore, 60% of destroyed and damaged schools are in rural areas. In addition to infrastructure, the earthquake also damaged physical assets such as furniture, labs, ICT equipment, libraries, textbooks, and other learning materials. The physical infrastructure of education facilities, especially in rural areas, do not meet current regulations on safety and accessibility.

The overall analysis of the damages caused to the education facilities can be grouped into: (i) institutions lightly damaged or partially destroyed and that need repairing; and (ii) facilities that are severely damaged or fully destroyed and need to be reconstructed. The action will therefore target both groups through rebuilding and repairing/retrofitting of education facilities in affected municipalities. The strategic approach will ensure that all interventions are inclusive, participatory and transparent, and that the educational infrastructure rehabilitation and recovery is implemented through “build back better” principles of reconstruction and full consideration of accessibility and environmental standards, whilst promoting a culture of resilience in development and maintenance of the infrastructure.

The action will contribute to address the recommendations of the last EC report to Albania, which stated that “*in the coming year, Albania should in particular: implement the pre-university education strategy and the higher education reform, with a focus on ensuring inclusive and quality education at all levels both in urban and rural areas*”.¹⁰

3.2. Describe and define the target groups and final beneficiaries, their needs and constraints, and state how the action will address these needs

In line with the action structure, the intervention will target three primary groups:

- Local service providers of education, including: creches, pre-schools, basic schools, secondary schools;
- Children, students and families in areas affected by the earthquake;
- Teachers and academic staff.

These institutions are instrumental in restoring quality of life of the families and individuals affected by the earthquake as they meet the essential service requirements catered for at the municipal level. The intervention will assist with the physical repair and/or reconstruction of 15 affected educational facilities with a total of 30.000 m². These facilities will also be targeted for refurbishment of their basic equipment and didactic materials. It is expected that the action will directly benefit 10,000 students, while around 50.000 inhabitants living in municipalities where the action will intervene will be affected. Selection of institutions eligible for assistance under this component will be based on the results of an extensive assessment process.

Disruption in education and relocating children to a new school environment can negatively affect internal efficiency and equity in education, leading to an increase in the number of out-of-school children and a decline in the quality of education, especially for internally displaced children. For socio-economically disadvantaged children, ethnic minorities, children with special needs, and children struggling academically in school, such changes could have greater negative effects.

After the earthquake, many teachers have had to travel numbers of kilometres to their newly reallocated education facilities. Teachers have expressed concerns regarding the difficulty in the management of different shifts and teaching workload. The burden of domestic work, especially for female teachers, has also increased.

¹⁰ Commission staff working document, Albania 2019 Report, Accompanying the document, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 2019 Communication on EU Enlargement Policy, {COM (2019) 260 final}, page 87

Consultations in the field with relevant stakeholders revealed that after the earthquake, the rate of absenteeism had gone up. Students and staff with limited mobility require additional assistance to travel to the relocation site. There are also reports of parents not allowing girls to travel long distances to neighbouring schools for safety reasons.

This action will directly support the local communities to solve these issues that arose after the earthquake. It will ensure a strategic integration and cohesion with other projects of UN organizations in the country working the area of disaster risk reduction and resilience, human security, human rights and vulnerable communities. The project will also aim at building partnerships with other organizations in the country that work towards similar goals in order to broaden the scope of beneficiaries and ensure the synergy of development results. The implementation of activities will also consider the gender aspect, with a focus on greater girl's and women's participation in education-related activities. All assessments and analysis will be gender sensitive and socially inclusive.

The design of new education facilities and improvements to existing one in the framework of the 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 education facilities buildings, the action will adopt the "universal design" approach which will ensure that the education facilities 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 specialised solutions.

The decision on the prioritization of the education facilities to be repaired and reconstructed will be made in partnership with national government and municipalities. The prioritization criteria to be deployed for the identification of schools to be repaired and reconstructed include completion of technical verification process; feasibility of completing repair before start of academic year; students' population, catchment area served by the schools and geographical reach; property titles and assurance of no legal disputes; urban and rural coverage; ensuring a mix of creches, pre-schools, basic and secondary schools.

Initial consultative meetings to discuss on the prioritization of the facilities where this Action will focus, were organized with: (i) Acting mayor, deputy mayor and respective staff of Vora municipality (06.03.2020), (ii) Mayor, deputy mayors, member of parliament and respective staff of Shijak municipality (07.03.2020) and (iii) Deputy mayor and respective staff of Durres municipality (09.03.2020).

3.3. Added-value elements

The Action will benefit from UNDP's field experience and expertise in the country, which would help link developmental activities with technical assistance as well as methods of integrating gender, poverty reduction and capacity development throughout activities.

Community engagement in the planning and implementation of recovery and resilience activities will also be ensured through employing mechanisms commonly utilized in the development of long-term municipal strategies. The thorough on-process, as well as post-assistance quality assurance provided by the action will not only safeguard the investment by the European Union but will enable timely addressing of potential post-completion issues and flaws, thus ensuring maximum effects and sustainable recovery outcomes. Particularly the post-assistance quality assurance approach embraced by the action is unprecedented in common recovery interventions and is meant to provide post-completion monitoring, as a mechanism to guarantee quality and sustainability of investments and reassure beneficiaries that any defects that may arise will be immediately addressed.

In the realization of the project goals UNDP follows successfully proven methodological principles, which distinguishes the work of UNDP in inclusion initiatives developed through and applied in

previous experiences built around the concept of area-based (territorial approach) and human development grounded on some key principles.

The action takes stock of the fact that recovery needs for the education sector were estimated for four components: i) the reconstruction of infrastructure and physical assets; ii) the resumption of service delivery; iii) capacity development and governance; and iv) risk reduction and resilience in education. Recovery needs are prioritised and sequenced over the short, medium, and long term. Institutional arrangements for reconstruction will be established as well as policies and guidelines for improving school safety.

The following guiding principles will be followed during the implementation:

- Use the recovery strategy as an opportunity for improving access to enhanced quality education through improved design of learning spaces, teacher development, and strengthening the capacity of education authorities at all levels in the planning and implementation of the education system's recovery;
- Conduct a facility-by-facility survey to update the estimates of rehabilitation needs (buildings, furniture and equipment, learning materials, etc.);
- Give priority to the repair of partially damaged institutions because they can be made operational at a lower cost and in less time. In this regard, close coordination with municipalities and communities affected will be ensured. The action will coordinate and be aligned with other actions undertaken by government implementation agencies such as the Albanian Development Fund or other development partners.

4. Expected results and activities

Result 1: Education facilities repaired¹¹ and furnished

Facilities which have been lightly or partially damaged will be the subject of repairs. Throughout the Action document the term repair also includes retrofitting as deemed necessary. For this, UNDP will engage engineers to visit each education facility and determine the exact rehabilitation needs. This assessment will guide the development of the required technical design for the retrofitting and repair work. The assessment will be followed by obtaining construction permits from the respective municipalities before any construction works starts.

An expedited procurement process, dividing the work in lots, grouping schools of on the basis of proximity of construction sites. will identify a group of companies that will be engaged in the repairing works that will be implemented in full compliance with national legislation and Eurocode 8, and using the Build Back Better principles. Before handing over the repaired education facilities to the respective authorities, a process of testing and commissioning will be undertaken. More specifically the activities to be implemented under this result include:

Activity 1.1: Technical assessment for education facilities and identification of the needs for infrastructure intervention.

All education facilities identified for repairs by the action will undergo a quick technical survey to assess the extent of the repairs needed to make them fully operational. This process will also gather data on the exact number of students impacted as well as the current status of education services, to determine whether they are being provided in the damaged school or the students have been temporarily transferred to another educational facility. This activity will result in the preparation of Terms of Reference (ToR) and technical specifications for the design and supervision for 15 education facilities.

¹¹ All repair works in this proposal include retrofitting as necessary.

Activity 1.2: Contracting of companies for the preparation of detailed technical design and supervision services for 15 schools to repair.

This activity includes, the procurement process for companies that will prepare the technical designs and provide supervision for 15 education facilities in line with the specifications foreseen in the ToRs. All the processes will be in line with international standards with a special focus on transparency and inclusiveness. As necessary the preparation of technical designs includes a detailed structural assessment (soil test and seismic assessment).

Activity 1.3: Contracting construction companies and implementation of the civil works for repair

Under this activity a competitive procurement process for the selection of service providers to implement the repairs will be selected. Eligible providers need to have the appropriate professional licences issued by the Ministry of Infrastructure and Energy to undertake repairing/retrofitting works, provide proofs of successful past experiences as well as able to demonstrate ample operating capacity. While the focus will be on quality and due standard implementation, service providers will be encouraged to deliver quickly in order to restore normal conditions in affected education facilities as soon as possible. The company contracted for the technical designs of the facilities to be repaired, will proceed with the supervision of the civil works conducted under this activity.

Activity 1.4: Testing and commissioning for repaired facilities

After the completion of works testing of all education facilities repaired and retrofitted will be performed. It will be done by a group of experts, including representatives of the municipality and other responsible institutions. All the works must be done in line with specifications and contracts provisions.

Activity 1.5: Formal handover of repaired/retrofitted education facilities

All facilities repaired/retrofitted under the auspices of the action will be formally handed over to the relevant beneficiaries following a satisfactory assessment of the works done by a quality assurance body.

Activity 1.6: Preparation of technical specifications of furniture and equipment for repaired facilities

Based on the identified needs, a detailed assessment of required furniture and equipment for each educational facility to be repaired will be undertaken and technical specifications prepared. The process will be based on the BBB principle.

Activity 1.7: Purchase and delivery of furniture and equipment for each repaired educational facility

According the needs identified, all furniture and equipment for repaired educational facilities will be purchased through a competitive process in a transparent manner. Representatives from related institutions will be involved and will check the standards of the equipment before delivery to the institutions. Maintenance will be ensured by authorities in charge and municipalities responsibilities regarding maintenance will be duly outlined in the Memorandum of Understanding outlined under 3.1.

Result 2: Education facilities reconstructed and furnished

Facilities that have been severely damaged or fully destroyed will need to be rebuilt. It is assumed that demolitions, where required, will be done by the municipalities. Otherwise, upon request and in coordination with local authorities, companies will be contracted for the demolition and debris management. UNDP's demolition management expert will supervise this process. With the assumption that 5% of all fully destroyed basic and secondary schools in affected municipalities will be relocated to safer locations, governmental provisions for adequate land allocation must be made. Consultations with the MoESY and Municipalities will be conducted to identify the exact location of all new education facilities that will be reconstructed (if not the same as currently) as well as whether pre-school services will be integrated within the education facilities. Concurrently, UNDP will proceed with the

development of the required technical designs for the new education facilities. This will be followed by obtaining the relevant construction permits, including the assurance regarding land ownership, from the respective municipalities before any construction works starts.

An expedited procurement process, dividing the works in lots according municipalities, will contract a group of companies that will be engaged in the construction of the new schools. The construction works will be implemented in full compliance to the national legislation and Eurocode 8, and using the Build Back Better principles, including disaster-resilient technology, quality improvements, energy efficient systems, and accessibility features for those with disabilities. Before handing over the reconstructed schools to the respective authorities, a process of testing and commissioning will be undertaken. The development of standard school building designs to suit the number and age of students is desirable, facilitating their use for building more schools in the second phase of the action. More specifically the activities to be implemented under this result are as follow:

Activity 2.1: Contracting of companies for the preparation of detailed technical design and supervision services for 3 educational facilities to be reconstructed

This activity includes procurement of services for the preparation of the technical designs and provision of supervision for the reconstruction of 3 education facilities in line with specifications foreseen in the ToRs. All the processes will be in line with international standards, focusing on transparency and inclusiveness.

Activity 2.2: Contracting construction companies and implementation of the civil works for educational facilities to be reconstructed

Under this activity a tender for the selection of service providers to reconstruct education facilities will be undertaken. Eligible providers need to have the appropriate licences issued by the Ministry of Infrastructure and Energy, provide proof of successful past experiences as well as able to demonstrate ample operating capacity. While the focus will be on quality, service providers will be encouraged to deliver quickly in order to restore normal conditions in affected education facilities as soon as possible.

Activity 2.3: Testing and commissioning for reconstructed education facilities

After the completion of the works, testing of all education facilities reconstructed will be performed. It will be done by a group of experts, including representatives of the municipalities and other responsible institutions. All the works must be done in line with international standards and the specifications contained in the signed contracts.

Activity 2.4: Formal handover of reconstructed education facilities

All facilities rebuilt under the auspices of the action will be formally handed over to the relevant beneficiaries following a satisfactory assessment of the works done by a quality assurance body.

Activity 2.5: Preparation of technical specifications for furniture and equipment for reconstructed facilities

Based on the identified needs, a detailed assessment of required furniture and equipment for each reconstructed educational facility will be undertaken and technical specifications prepared. The process will be based on the BBB principle.

Activity 2.4: Purchase and delivery of furniture and equipment for each reconstructed educational facility

According the needs identified, all furniture and equipment for reconstructed educational facilities will be purchased through a competitive process in a transparent manner. Representatives from related institutions will be involved and will check the standards of the equipment before delivery to the

institutions. Maintenance will be ensured by authorities in charge and this will be outlined in the Memorandum of Understanding under 3.1

Result 3: Transparency, accountability and inclusiveness in recovering processes strengthened

Transparency, accountability and inclusiveness will be the guiding principles under which the above results will be achieved. In this regard, the following activities will be implemented:

Activity 3.1: Signature of Memorandum of Understanding (MoU) with municipalities

The MoU will foresee joint obligations, responsibilities and roles of all actors, to be followed during the repairing and rebuilding processes. It will include also preconditions to be fulfilled by municipalities before the start of the works, such as delivering on time the permits and other documents relating to land ownership, demolishing of the place where the new facilities will be rebuilt when possible, among others, as well as the role of municipality and local institutions after handover especially adequate maintenance of the facilities to ensure sustainability.

Activity 3.2: Community led local consultations on the interventions

A bottom up consultation process with targeted groups such as: teachers, students, government of students, parents, local institutions, etc. will be organized, during repair/retrofitting and rebuilding processes. Building back together will be the main approach within each locality, working together with local governments, local public institutions and communities to design and implement recovery activities rapidly with a participatory approach and a transparent and accountable system. Involvement of main stakeholders is crucial to identify and address the needs for adequate education facilities in line with the international standards.

Activity 3.3: Develop an online, publicly accessible BI (Business Intelligence) dashboard to be made available to all partners and the public through web and mobile technologies, for showing Action progress.

The following elements will be reported through the system: education facility name; geo-location; number of students and teachers; status of the building before the intervention; start date of the construction work; pictures of education facility renders; progress of works; completion date and project costs. This platform will increase transparency and will be an important tool during the monitoring process. It will also be linked and feed into government platform on reconstruction.

5. Methodology

5.1. Guiding principles and methodological approach

The action will be guided by nine principles of engagement foreseen in the Statement of Intent at the occasion of the International Donor's Conference after the earthquake, on 17 February 2020 in Brussels, namely: consistency, clarity, participatory, transparency, accountability, equity, efficiency, resiliency and sustainability. To ensure consistency and clarity, coordination with all national and international interventions will be ensured as well as clear implementation arrangements will be defined clarifying the roles and responsibilities of all actors involved. On the other hand, a participatory approach will be implemented in all phases of the action and transparency will be the key principle.

Despite publishing all the documents related with procurement and other procedures, UNDP will design a monitoring and transparency information system for building and reconstruction of education facilities, with key features and basic complexity. The online dashboard is designed to serve for multi-purpose environment such as informing the stakeholders and the public and engaging them in monitoring the ongoing projects and future building and reconstruction activities. All information will be captured from a web-based and responsive information system and visualized in a modern and integrated reporting tool dashboard, using latest Business Intelligence Software.

A clear communication strategy will be integral to program design and potential negative social and environmental impact from demolition, new construction will be managed pro-actively to ensure accountability. Equity and efficiency will guide the delivering of the results.

Build back better principle

The Action will ensure that the recovery process does not recreate the vulnerability that led to the disaster in the first place and must leave the communities safer by reducing risks and building resilience. Therefore, for the repairing and reconstruction, a Build Back Better (BBB) approach will be taken. The recovery within a BBB framework would give the impacted communities the chance to reduce risk not only from the immediate hazard but provide an opportunity to sustainably reduce the future risk. BBB offers the opportunity to rebuild stronger, safer, and more disaster-resilient infrastructure and systems. In this context the following activities would constitute BBB in the reconstruction of education infrastructure:

- Introducing disaster risk reduction measures;
- Design and construction of multi-hazard resilient buildings to the modern standards; and
- Multi-hazard resilient retrofitting (strengthening) of damaged or undamaged existing vulnerable buildings.

It is also proposed that the recovery process be utilized as an opportunity to upgrade the services of the existing buildings and infrastructure to meet the current requirements of the learning process in these facilities.

In addition to the above, and to ensure BBB, it is crucial to adopt Eurocode 8 as the standard providing a uniform approach for the design of new buildings, and seismic retrofitting of the existing buildings.

Hazardous construction materials (e.g. asbestos, POP containing sealants) will be avoided, and environmentally friendly furnishings and equipment (e.g. LED lights instead of mercury containing fluorescent light bulbs) will be promoted. The BBB principle also includes the application of accessible construction principles, e.g. building ramps for wheelchairs (EU 6° incline), accessible door sills, stairs, doors, hygienic facilities, among others. Hygienic facilities should comply with EU standards, taking hygiene, child protection and gender into account. Chemistry and physics labs should be equipped according to EU safety standards and include e.g. fume hoods in chemistry cabinets/labs, secure and safe storage rooms for chemicals, etc.

The Action will adopt the most-up-to date Build Back Better approaches while institutional and regulatory framework that promote resilient reconstruction will be established, including codification of multi hazard risk reduction aligned with the Eurocodes, improved construction quality control, assurance that settlement designs pursue concepts of liability and infrastructure resilience. In order to ensure sustainability, the reconstruction process will support broader urban development goals, including promotion of transformative urban development that is modern, green, energy efficient, low-carbon and community friendly.

The action will attempt to ensure that all investments are "disaster-smart" and that partner institutions work on business continuity plans that would ensure better disaster resilience in the future. Building back better will also entail using energy efficient and resistant materials in line with Eurocode 8 standards. Inclusiveness will be pursued both in the planning as well as in the execution of action activities. The interventions in education infrastructure will take in consideration all appropriate energy efficiency measures. Increasing energy savings in education sector have four potential benefits: economic (by avoiding costs to the Albanian economy); financial (by reducing the costs of the supplied energy and schools electricity bill); comfort (for students and teachers as building users); environmental (by reducing the GHG emissions).

In order to move fast and assist affected communities, the recovery interventions are twinned with medium- and longer-term strategies that will strengthen resilience, build capacity and social capital and reduce the risk and effects of future disasters. The strategic approach will ensure that all interventions

are inclusive, participatory and transparent, and that the educational infrastructure rehabilitation and recovery is implemented through “Build Back Better” principles of reconstruction and full consideration of accessibility and environmental standards, whilst promoting a culture of resilience in development and maintenance of the infrastructure.

Through this recovery process, the following guiding principles will be followed:

- Use the recovery strategy as an opportunity for improving access to enhanced quality education through improved design of learning spaces;
- Engage with the MoESY and affected municipalities to assess the needs of every municipality for educational institutions (type, size and capacity) based on existing population needs, number of enrolled students, and other area development or recovery plans.
- Conduct a facility-by-facility inception survey to update the estimates of rehabilitation needs (buildings, furniture and equipment, learning materials, etc.);
- Give priority to the repair of partially damaged institutions because they can be made operational at a lower cost and in less time.

Considering that new buildings provide a great opportunity to ensure accessibility without incurring significant additional costs over and above an alternative building project, in the case of ‘new build’ projects, accessibility will form a key part of the initial design brief, and will be part of the criteria used to select the design team and the developer. Education facilities staff, students and parents will be a valuable source of information to guide the design of the new facilities. The education facilities external environment, entrances, internal circulation, evacuation, other facilities, and classrooms will be given attention when designing for accessibility. Improving the accessibility of an education institution will result in improved health and safety for all users. This is one of the benefits of a universally - accessible approach. Accessibility will be monitored and reviewed throughout the lifetime of the action.

5.2 Steering and Management Arrangements

Considering the importance of the process and the many stakeholders involved, coordination will be crucial in order to minimize overlap and maximize complementarity. Existing coordination mechanisms, such as the State Committee for Reconstruction, Ministry of Reconstruction and related coordination mechanisms will be used to promote the action but also regularly disseminate information to key national and international stakeholders. In addition to bilateral initiatives by other international donors, UNDP is implementing several recovery actions that will be adjusted to accommodate the action, create synergies and enhance its effects, wherever possible.

The Action Steering Committee (ASC) will be established to oversee and coordinate the operations of this intervention. Based on the project’s initial plan and budget as well as on monitoring data, the ASC oversees the project’s implementation and takes all necessary strategic decisions. It will provide policy guidance and recommendation regarding the Action strategy and objectives, receive and comment semi-annual reports, approve annual plans of operation and reports. The ACS will also guide the formulation of a potential second phase of the Action. The ASC will convene at least twice a year, and upon necessity. All ASC members can request a meeting within a week, if need be.

The ASC will be composed of representatives from the European Union Delegation to Albania, as the donor, UNDP, as the implementing agency, a Representative of the Government of Albania (Ministry for Reconstruction or the Ministry of Education Sports and Youth) and one representative from each of beneficiary municipalities.

The Action requires the cooperation of several actors at national and local level; its success depends on the good quality of their cooperation and coordination. It will be the task of the Action Steering Committee to guarantee cooperation and coordination.

In terms of management responsibility for the action, UNDP will be responsible for carrying out all activities under the action. This entails ensuring that results and targets are reached within agreed deadlines. UNDP will also be in charge of carrying out all procurement for services, goods, equipment, and works and managing grant award procedures; as well as awarding, signing and executing the

resulting procurement. UNDP will be responsible for monitoring the implementation of the action, in line with the set targets and action indicators. The monitoring responsibilities (including data to be collected, tools and frequency of monitoring activities) will be managed by the action team. Mid-term and final reports will be prepared by the UNDP and submitted to the EUD. An independent evaluation will be conducted upon completion of the action.

The Action team will have 14 staff members and will be led by a full-time Programme Manager. The team will consist of the following staff: 1. Programme Manager; 2. Community Coordinator; 3. Programme Associate; 4. Procurement Associate 5. Public Information and Visibility Associate; 6. Finance Associate; 7. Admin and Logistics Assistant; 8. Data and Quality Assurance Officer; 9. Monitoring and reporting officer, 10-12 Three engineers; 13-14 Two drivers. An international procurement advisor will be engaged for a period of 6 months. UNDP will mobilize specialised procurement support from its regional or global structures. The country office Programme Specialist, Public Information Specialist; Procurement Associate and Finance associate will provide policy advisory and support services.

An Information System for Monitoring (ISM) will be designed and developed tracking and monitoring of end to end reconstruction projects. Project baseline and buildings status, activities and granular management for each of activity, and contract compliance and budget monitoring will be part of the management of the tool, in order to ensure systemic tracking, transparency and accountability of all contracts. The ISM System is designed to serve for multi-purpose environment, serving to monitor the ongoing projects and future building and reconstruction activities.

As per standard UNDP requirements, the Project Manager will monitor risks quarterly and report on the status of risks to the ACS. Progress will be recorded in the UNDP ATLAS (ERP) risk log. Risks will be reported as critical when the impact and probability are high. The risk and mitigation measures identified during the project design phase are outline in the Risk and Mitigation Measure, at section 2.1.5. Potential social and environmental risks have also been analysed during the project development. Screening of the social and environmental risks resulted with low, risk categorization. During the preparation of the Project Proposal, all relevant issues related to environmental and social risks were identified, through the application of UNDP Social and Environmental Safeguards Procedure.

5.3. Visibility

The action will ensure visibility according to the Joint Visibility Guidelines for EC-UN Actions in the field.¹² The visibility activities will be executed in close cooperation between UNDP and EU Delegation to Albania focusing on outputs and the impact of the action's results. A draft Communication and Visibility Plan for this action, is already prepared and will be further finetuned in consultation with the European Union Delegation to Albania and other stakeholders. It will rely heavily on local partners and beneficiaries as communication platforms with an exclusive EU visual identity for all deliverables.

The draft Communication and Visibility Plan (*attached as Annex C*) defines the strategic approach to communicate the EU support to Albania's post-earthquake recovery action, through "EU Education Infrastructure Action", the results and impact, provide transparency on the fund delivery and timely information about progress on the ground. UNDP will utilize a myriad of communications channels and tools to raise awareness about the action and emphasize the support provided by the European Union.

6. Duration and indicative action plan for implementing the Action

The duration of the action will be 18 months as per the action plan below:

¹² Document available here:

http://ec.europa.eu/europeaid/work/procedures/financing/international_organisations/other_documents_related_united_nations/index_en.htm.

Activity	Year 1												Year 2						Implementing body
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
Inception phase																			UNDP
Activity 1.1: Technical assessment for education facilities and identification of the needs for infrastructure intervention.																			UNDP, Municipalities
Activity 1.2: Contracting of companies for the preparation of detailed technical design and supervision services for 15 schools to repair.																			UNDP
Activity 1.3: Contracting construction companies and implementation of the civil works for repair.																			UNDP
Activity 1.4: Testing and commissioning for repaired facilities																			UNDP, Municipalities
Activity 1.5: Formal handover of repaired education facilities																			UNDP, Municipalities
Activity 1.6: Preparation of technical specifications of basic furniture and equipment for repaired facilities																			UNDP
Activity 1.7: Purchase and delivery of basic furniture and equipment for each repaired educational facility																			UNDP
Activity 2.1: Contracting of companies for the preparation of detailed technical design and supervision services for 3 educational facilities to be reconstructed																			UNDP
Activity 2.2: Contracting construction companies and implementation of the civil works for educational facilities to be reconstructed																			UNDP
Activity 2.3: Testing and commissioning for reconstruction of educational facilities																			UNDP, Municipalities

Activity 2.4: Formal handover of reconstructed education facilities																			UNDP, Municipalities
Activity 2.5: Preparation of technical specifications for basic furniture and equipment																			UNDP
Activity 2.6: Purchase and delivery of basic furniture and equipment for each educational facility																			UNDP
Activity 3.1: Signature of Memorandum of Understanding (MoU) with municipalities																			UNDP, Municipalities
Activity 3.2: Community led local consultations on the interventions																			UNDP, local authorities
Activity 3.3: Develop an online, publicly accessible BI (Business Intelligence) dashboard to be made available to all partners and the public through web and mobile technologies, for showing Action progress.																			UNDP

7. Sustainability of the Action

The PDNA results indicate considerable damages to education facilities across many of the 11 municipalities straining the capacities of local governments to respond. In response to the needs of those most affected, vulnerable and marginalized, as well as the local communities impacted by the earthquake, the focus will be to support national and local governments in reducing further social and economic losses, and to accelerate the recovery process by building on prior UNDP work with vulnerable communities ensuring that the poorest and most-at-risk population segments can benefit from educational facility repairs and reconstruction.

To ensure consistency, the action build on follow up from other initiatives, such as findings of School Inventory and Conditions' Survey - Albania 2011, prepared under the Project Preparation Facility: Optimizing the Pre-university Education Schools' Network, funded by EU under the Investment Facility Program.

From the very start UNDP will sign a Memorandum of Understandings with each of the Municipalities to outline the long-term obligations of partner institutions in the implementation of the action as well as their roles and responsibilities when it comes to the operation and maintenance of the newly refurbished facilities. The Municipalities will have to adhere to the new established standards in education infrastructure facilities and allocate funding for the appropriate maintenance of the new facilities.

The Action will promote that the new models of consultative processes with the interested stakeholders, students, teachers and parents' communities are adopted by the Municipalities as a new standard for public consultation and stakeholder's engagement.

It is critical to ensure that recovery efforts do not end up recreating the vulnerability that led to the disaster in the first place. These must leave the communities safer by reducing risks and building resilience. The recovery within a BBB framework would give the impacted communities the chance to reduce risk not only from the immediate hazard but provide an opportunity to sustainably reduce the future risk. BBB offers the opportunity to rebuild stronger, safer, and more disaster-resilient infrastructure and systems.

In this context the following activities would constitute BBB in the reconstruction of education infrastructure:

- Introducing disaster risk reduction measures;
- Design and construction of multi-hazard resilient buildings to the modern standards; and
- Multi-hazard resilient retrofitting (strengthening) of damaged or undamaged existing vulnerable buildings.

The Action through its agenda will also contribute to building sustainable infrastructure. In terms of environmental sustainability considerations, the action will bring improvements to energy efficiency, that will be pursued through the reconstruction/ rebuilding process in the education facilities This will help manage the carbon footprint for the buildings and reduce cost for the beneficiaries.

7.1. Risks and mitigation measures

The following risks and mitigation measures were identified:

Type or risks	Probability	Lightly impact	Mitigation measures and contingency plan
Low level of coordination of central and local actors to make information available, share data and cooperate expediently during the process of Action implementation.	Likely	Moderate	UNDP will take a facilitator role in engaging different stakeholders, including governmental authorities in all the steps of planning, implementing and

			monitoring of Action interventions.
Lack of capacity of Municipalities to provide construction permits expediently.	Possible	Moderate	Several consultation meetings will take place with various offices of the Municipalities to receive appropriate guidance for an expedited process for obtaining the relevant construction permits,
Limited number of service providers available to deliver the services to a satisfactory level, while several reconstruction and recovery interventions are taking place in the country.	Possible	Moderate	UNDP will use all instruments to attract a considerable number of companies in the competitive processes and use diligent evaluation processes to select the best service providers.
Coronavirus epidemic delays community meetings and consultative processes.	High	Major	The Action team will design and adopt virtual communication and consultation methodologies.
Constitution of mandate/role within the education sector, of the existing Ministry of Education, Sports and Youth and municipalities may change after fully implementation of this action.	Unlikely	Minor	The Action team, EU and UNDP should continue the policy dialogues through various occasions with the municipalities, Ministry of Education, Sports and Youth on their roles may change after fully implementation of the action, by ensuring there happens amendment of the implementation plan as per the changed situation.
Municipalities do not have proper documentation of property titles of some rural education facilities that have been damaged by the earthquake	High	Major	The programme will plan its intervention in stages. It will start by reconstructing/refitting the kindergartens and schools where the municipality has clear ownership over the facility. The Action team will engage in dialogue with the relevant central institutions to settle all pending issues and equip Municipalities with due documentation on the education sector assets.
Non-structural mitigation of risks in schools.	Possible	Moderate	MoU to be agreed with municipalities will contain reference to the implementation of cost-efficient, non-structural mitigation activities (at least with furniture and content, e.g., fixing the bookshelves against the walls) to minimize non-structural risks.

Quality of reconstructed/retrofitted facilities.	Possible	Moderate	The action will use the recovery efforts as an opportunity for improving access to enhanced quality education through improved design of learning spaces, teacher development, and by strengthening the capacity of education authorities at all levels in the planning and implementation of the education system's recovery.
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8. Cross cutting issues

Gender mainstreaming and equal opportunities

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 creches.

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.

Accessibility and vulnerable groups

The action promotes, and is informed by, the principle of inclusion. School design may potentially contribute to promoting inclusion through optimising 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 schools and improvements to existing schools in the framework of the 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 buildings, 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 specialised 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.

These interventions will contribute to the implementation of: the Law on Inclusion of and Accessibility for Persons with Disabilities (93/2014) which defines the responsibilities of all public and non-public structures in the implementation of the principles of inclusion and accessibility, to reduce, and ultimately remove, the barriers faced by persons with disabilities with a view to enabling their equal participation in society; the Law on Pre-university Education (69/2012) providing for the education of children with disabilities in mainstream school and for the provision of an accessible environment; the measures related to the Accessibility area as part of the National Action Plan on Persons with Disabilities 2016-2020. The implementation of action infrastructure projects will be guided by the accessibility standards as defined in the existing rules and regulations, namely, the “Regulation on the Use of Spaces by People with Disabilities” approved by the Decision of the Council of Ministers, No.1503, dated 19.11.2008.

The action will make all efforts to take into consideration the unique requirements of the various groups of persons with disabilities. For example, students with mobility disabilities may have difficulties with steps, or heavy doors. They may need additional desk space if they use a wheelchair, or additional storage space for a walking frame or crutches. Students with visual difficulties will benefit from improved lighting and clear visual contrasts on doorframes and support columns. Some students with emotional, psychological or mental health difficulties will benefit from a calming environment created by appropriate use of light and colour schemes.

Considering that new buildings provide a great opportunity to ensure accessibility without incurring significant additional costs over and above an alternative building project, in the case of ‘new build’ projects, accessibility will form a key part of the initial design brief and will be part of the criteria used to select the design team and the developer. School staff, students and parents will be a valuable source of information to guide the design of the new facilities. The school external environment, entrances, internal circulation, evacuation, other facilities, and classrooms will be given attention when designing for accessibility.

Human rights and equal opportunities

The action 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 mindset 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 action 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.

Environment and waste management

The action 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.

Hazardous construction materials (e.g. asbestos, POP containing sealants) will be avoided, and environmentally friendly furnishings and equipment (e.g. LED lights instead of mercury containing fluorescent light bulbs) will be promoted. The BBB principle also includes the application of accessible construction principles, e.g. building ramps for wheelchairs (EU 6° incline), accessible door sills, stairs, doors, hygienic facilities, among others. Hygienic facilities should comply with EU standards, taking hygiene, child protection and gender into account. Chemistry and physics labs should be equipped according to EU safety standards and include e.g. fume hoods in chemistry cabinets/labs, secure and safe storage rooms for chemicals, etc.

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 valorisation 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.

9. Logical Framework

The logical framework is enclosed as Annex A to this document.

10. Budget for the Action

The total budget of the action is 15.115.000 EUR. Budget requested from EU is 15.000.000 EUR, while 115.000 EUR is the contribution from UNDP. Detailed budget is attached as Annex B.

11. UNDP's relevant experience

UNDP is recognized worldwide as a leader in crisis response and recovery and long-term development. On the ground in more than 170 countries and territories, UNDP offers global perspective and local reach to empower lives and build resilient nations. UNDP work is done in collaboration with the national and local government and partners, whose capacity enhancement is supported by UNDP. UNDP uses its convening and brokering capacity to facilitate cooperation between central and local governments, civil society organizations, community groups and international partners. As per the Aid Transparency Index, UNDP remains one of the most transparent development organizations in the world, according to a new index rating similar organizations across the world.

With its focus on support to partner countries, UNDP's transparency work concentrates on relevancy for national development planning, public financial management and mutual accountability at the country level, while working toward increasing implementation of the IATI Standard. Described as a good example of applying data standards in the outcome document from the Third International Conference on Financing for Development in Addis Ababa in July 2015, IATI members are now considering ways in which the standard can contribute concretely to the 2030 Agenda for Sustainable Development. UNDP also serves as a leading example of IATI Standard implementation. The independent assessment undertaken by Publish What You Fund for its 2016 Aid Transparency Index ranked UNDP first overall in transparency for the second time in succession.

The UNDP operational system is composed of an accountability framework and an oversight policy. The accountability framework underscores the commitment of UNDP to results-based performance management, as well as to the shared values of accountability and transparency. The oversight policy of UNDP includes conducting independent internal and external audits providing assurances to the Executive Board and the Administrator that functional systems of internal controls are in place, including evaluation of the policy framework, efficient utilisation of resources, and adherence to professional and ethical standards. Government counterparts participate directly in the design, as well as in the implementation and monitoring of UNDP activities through joint project boards, regular meetings with action staff to review the results achieved and to take decisions on future actions.

UNDP must procure a significant volume of goods and services. As a public organization entrusted with donor funds and committed to supporting developing economies, UNDP works to improve access to quality assured supplies in a cost effective and reliable way. We do this by abiding the following principles: (i) Best Value for Money, (ii) Fairness, Integrity and Transparency, (iii) Effective

International Competition and (iv) in the best interest of UNDP, which means that any business transactions must conform to the mandates and principles of UNDP and the United Nations.

UNDP works is clustered around mutually interlinked four programme areas: Social Inclusion, Democratic Governance and Rule of Law, Environmental and Climate Change, Economic Growth and Employment. This action, is in synergy and follow up with different initiatives implemented by UNDP, most of them funded by European Union, such as: EU Flood Protection Infrastructures, Support to Administrative Territorial Reform (STAR), Regional Programme on Local Democracy in Western Balkans (ReLOaD), Integrates Support for Decentralisation, etc.... Detailed information on these initiatives are described below:

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: Economic and Social Empowerment for Roma and Egyptians- a booster for social inclusion (ESERE)		Sector (see Section 3.2.2 of Section 3): 16-16050, 16010			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)¹³	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Albania (Tirana, Durres, Berat, Shkoder)	EUR 4,000,000	Coordinator	EU Municipality of Durres;	4,000,000 EUR (EU) 174,257 EUR (Municipality of Durres)	05/01/2016 - 30/06/2019
Objectives and results of the action		<p>Overall Objective: Contribute to the economic and social empowerment of Roma and Egyptian communities in Albania, aiming to:</p> <ul style="list-style-type: none"> - Improve and diversify employment promotion measures developed and provided to Roma and Egyptian women and men aiming at enhancing their skills and employability chances. - Implement priority infrastructure rehabilitation projects in Roma neighbourhoods and rehabilitate and improve community infrastructure for social services. - Strengthen Roma and Egyptian civil society capacity to combat discrimination and improve their successful participation in financial support schemes; - Improve access to basic equitable, inclusive and decentralised services and integration in the Albanian society. - Enhance institutional capacities at the central and local level to address social inclusion of Roma and Egyptian women, men, boys and girls. 			

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: STAR-Support to Territorial Administrative Reform II		Sector (see Section 3.2.2 of Section 3): 15-15110, 15140			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co- applicant, affiliated entity	Donors to the action (name) ¹⁴	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy y)
Nationwide Albania	EUR 7,337,450	Coordinator	USAID SIDA EU UNDP SDC Italian Development Cooperation Office Gov. of Albania	91,000 EUR (USAID) 1,556,290 EUR (SIDA) 3,660,728 EUR (EU) 1,235,405 EUR (Gov of Italy) 448,718 EUR (SDC) 254,309 EUR (GOA) 91,000 EUR (UNDP)	01/01/2016 – 31/03/2020
Objectives and results of the action		Overall Objective: Provide operational support to complete Territorial and Administrative reform in Albania, specifically to: <ul style="list-style-type: none"> - Develop technical and institutional capacity of Ministry of State for Local Issues to implement TAR - Facilitate public information and consensus building - Secure timely logistical inputs to all stages of the process - Provide transition support for TAR implementation - Ensure integrated and quality financial management and coordination 			

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: STAR-Support to Territorial Administrative Reform I		Sector (see Section 3.2.2 of Section 3): 15-15110, 15140			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co- applicant, affiliated entity	Donors to the action (name)¹⁵	Amount contributed (by donor)	Dates (from dd/mm/yyyy y to dd/mm/yyyy y)
Nationwide Albania	EUR 3,616,779	Coordinator	SIDA USAID UNDP SDC Italian Development Cooperation Office Government of Albania UNDP	364,000 EUR (USAID) 1,270,211 EUR (SIDA) 906,600 EUR (Gov of ITA) 912,492 EUR (SDC) 72,475 EUR (GOA) 91,000 EUR (UNDP)	08/11/2013 to 30/06/2016
Objectives and results of the action		Overall Objective: Provide operational support to complete Territorial and Administrative reform in Albania, specifically to: <ul style="list-style-type: none"> - Elaborate and adopt a new local administrative division - Prepare the ground and packing the necessary information and assistance for the new local decision-makers and LGUs' heads/mayors to rapidly adapt and act on setting up the new LGUs' with efficiency and minimal disruption. 			

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: EU Flood Protection Infrastructures		Sector (see Section 3.2.2 of Section 3): 15-15110, 15140			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co- applicant, affiliated entity	Donors to the action (name)¹⁶	Amount contributed (by donor)	Dates (from dd/mm/yyyy y to dd/mm/yyyy y)
Vlora, Fier, Korca, Gjirokaster, Albania	6,300,000 Euro	Coordinator	EU	6,100,000 Euro	01/09/2015 – 31/12/2017
Objectives and results of the action		Overall Objective: Strengthen resilience and disaster risk preparedness and prevention in southeast Albania in line with the post-disaster needs assessment report prepared by Gov. of Albania with support from the EU, the WB and the UN following the February 2015 floods in Albania. The project interventions consist of infrastructure rehabilitation projects such as reconstruction of embankments, dams and river protection; repairing and/or upgrading of damaged irrigation and drainage canals; etc.			

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: Leave No One Behind		Sector (see Section 3.2.2 of Section 3): 15-15110, 15140			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)¹⁷	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Fier, Kruja, Lezha, Lushnja and Pogradec	5,100,000 Euro	Coordinator	Gov of Switzerland through UN-SDGs Acceleration Fund	5,100,000 Euro	02/06/2017 – 31/12/2021
Objectives and results of the action		Overall Objective: Support implementation of Albania's new policy framework in the area of social inclusion aiming to i) strengthen the vulnerable population to request and receive adequate social services from local authorities that support their social inclusion, ii) help municipalities to effectively manage the provision of social services and promote social inclusion, and iii) support national institutions to implement their policy framework for providing social services and adequately fund social services. Municipalities are supported to build/rehabilitate and equal new community centres for providing services to children with disabilities and other vulnerable groups.			

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: Regional Programme on Local Democracy in the Western Balkans		Sector (see Section 3.2.2 of Section 3): 16-16050, 16010			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)¹⁸	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy y)
Albania, Bosnia and Herzegovina, Kosovo*, the former Yugoslav Republic of Macedonia, Montenegro, Serbia	EUR 8,500,000	Coordinator	EU - Multi- Country Civil Society Facility (CSF); National Bosnia and Herzegovina CSF; National Albania CSF	EU: 5 mil EUR - Multi-Country Civil Society Facility (CSF); 3 mil EUR - national Bosnia and Herzegovina CSF; 0.5 mil EUR - national Albania CSF	01/02/2017 – 31/08/2020
Objectives and results of the action		Overall Objective: Strengthen participatory democracies and the EU integration process in the Western Balkans (WB) by empowering civil society to actively take part in decision making and by stimulating an enabling legal and financial environment for civil society.			

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: Integrated Support for Decentralization		Sector (see Section 3.2.2 of Section 3): 16-16050, 16010			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)¹⁹	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Tirana, Elbasan, Berat, Kukes, Diber	EUR 5,200,000	Coordinator	EU UNDP	EUR 4,700,000 (EU) EUR 500,000 (UNDP)	09/10/2008 – 31/12/2012
Objectives and results of the action		<p>Overall Objective: Institutional and administrative capacities for regional development are built in compliance with national priorities and the EU regional development and cohesion policies and instruments:</p> <ul style="list-style-type: none"> - The necessary institutional, legal and administrative framework conducive to the implementation of national and EU regional development policy is established; - Capacity in policymaking, development planning, implementation and monitoring the regional development established at existing institutions at central level and in selected regions; - Public infrastructure related to transport and/or environment improved/built in selected qarks in accordance with respective sector strategies/plans 			

PART C. ANNEXES

ANNEX A. LOGICAL FRAMEWORK²⁰

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objective:	To support national and local governments in reducing further social and economic losses, and to accelerate the recovery process through educational facility repairs and reconstruction.	Number of people in affected areas benefiting from improved education facilities	Official related reports from affected municipalities Official related reports from central institutions Official related reports from the international community. Action reports	

²⁰ Indicators to be clearly defined within first two months

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific objective(s):</p>	<p>SO1: To support repairing/retrofitting and rebuilding, including furnishing, of education facilities in municipalities affected by the earthquake (except Tirana municipality) according to international standards;</p> <p>SO2: To offer better education services in creches, pre-schools, basic schools and secondary schools, for children and students in areas affected by the earthquake;</p> <p>SO3: To increase transparency, accountability and inclusiveness after recovery processes</p>	<p>SO1: 15 education facilities repaired SO1: 3 education facilities reconstructed SO1: Number of education facilities with adequate furniture and equipment</p> <p>SO2: Number of children and students (boys and girls) benefiting from improved education facilities SO2: Number of teachers (women and men) benefiting from the new education facilities SO2: Number of new services provided in new education facilities SO2: Number of education facilities with increased energy efficiency SO2: Number of education facilities with improved accessibility</p> <p>SO3: Number of consultative forums organised SO3: Number of people participating in consultative processes SO3: Number of recommendations from local communities addressed in final decisions SO3: Number of municipalities accepting new standards for maintenance of education facilities SO3: 1 monitoring tool in place;</p>	<p>Action reports and relevant technical/tender documentation</p> <p>Education facilities work/equipment delivery protocols signed by beneficiaries</p> <p>Official documentation and reports from target municipalities</p> <p>Equipment/goods delivery protocols signed by beneficiaries</p> <p>Memorandum of Understanding with municipalities</p>	<p>Coordination and complementarity with recovery assistance interventions delivered by governments and international community</p> <p>Central government is committed to collaborate in sharing information</p> <p>Target municipalities cooperate effectively and engage in all relevant action activities by providing relevant documentation</p> <p>Weather conditions are conducive of construction works</p>
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<p style="text-align: center;">Results</p>	<p>Result 1: Education facilities repaired and furnished Result 2: Education facilities reconstructed and furnished Result 3: Strengthened transparency, accountability and inclusiveness in this process of recovery</p>	<p>R1: 15 technical designs in place for repair R1: 3 technical designs prepared for rebuild R2: Number of companies contracted for repair R2: Number of construction companies contracted for rebuild R1 and 2: Number of classrooms furnished R 1 and 2 Number of labs equipped R3: Number of MoUs signed with municipalities R3: Number of consultative meetings organised;</p>	<p>Action reports and relevant technical documentation Contracts signed with service providers Official documentation and reports from target municipalities Monitoring reports provided by businesses intelligence database Minutes of meetings for consultative forums Participant lists Photos</p>	<p>Target municipalities are committed to provide necessary documents Availability of qualified construction companies Procurement procedures are implemented in due time</p>
	<p><i>Activities relevant for Result 1:</i> Activity 1.1: Technical assessment for education facilities and identification of the needs for infrastructure intervention. Activity 1.2: Contracting of companies for the preparation of detailed technical design and supervision services for 15 schools to repair. Activity 1.3: Contracting construction companies and implementation of the civil works for repair. Activity 1.4: Testing and commissioning for repaired facilities Activity 1.5: Formal handover of repaired education facilities Activity 1.6: Preparation of technical specifications of basic furniture and equipment for repaired facilities Activity 1.7: Purchase and delivery of basic furniture and equipment for each repaired educational facility</p> <p><i>Activities related with Result 2 :</i></p>	<p>Main means and costs</p> <ol style="list-style-type: none"> 1. Human Resources: EUR 660,850 2. Travel: EUR 8,400 3. Equipment and supplies: EUR 108,040 4. Local office; EUR 72,900 5. Other costs, services: EUR 239,000 6. Other/work contracts: EUR 12,894,501.59 		<p>Preliminary pool of potential service providers (construction works/delivery of equipment/other services) is created. Strong motivation for participation and engagement on behalf of target municipalities Motivation and participation from teachers, students and local community with concrete ideas</p>

<p>Activity 2.1: Contracting of companies for the preparation of detailed technical design and supervision services for 3 educational facilities to be reconstructed</p> <p>Activity 2.2: Contracting construction companies and implementation of the civil works for educational facilities to be reconstructed</p> <p>Activity 2.3: Testing and commissioning for reconstruction of educational facilities</p> <p>Activity 2.4: Formal handover of reconstructed education facilities</p> <p>Activity 2.5: Preparation of technical specifications for basic furniture and equipment</p> <p>Activity 2.6: Purchase and delivery of basic furniture and equipment for each educational facility</p> <p><i>Activity related with Result 3:</i></p> <p>Activity 3.1: Signature of Memorandum of Understanding (MoU) with municipalities</p> <p>Activity 3.2: Community led local consultations on the interventions</p> <p>Activity 3.3: Develop an online, publicly accessible BI (Business Intelligence) dashboard to be made available to all partners and the public through web and mobile technologies, for showing Action progress. Activity 2.4: Formal handover of</p>		
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ANNEX B: BUDGET OF THE ACTION



Annex C: DRAFT COMMUNICATION AND VISIBILITY PLAN

This annex defines the strategic approach to communicate the EU support to Albania's post-earthquake recovery Action, through "EU4Schools", the results and impact, provide transparency on the fund delivery and timely information about progress on the ground. UNDP will utilize a myriad of communications channels and tools to raise awareness about the Action and emphasize the support provided by the European Union.

I. OVERALL GOAL

The Communication Strategy for the EU- Recovery Action aims to raise awareness among stakeholders about the EU post-earthquake recovery assistance through namely in the reconstruction or repair or retrofitting of creches, pre-schools, secondary schools, professional schools, provision of didactic materials and refurbishment through "EU4Schools", provide timely information and full transparency on the progress of the Action, which is expected to have a long-lasting impact on sustainable development, specifically in the education sector, reduce further social and economic losses and accelerate the recovery process.

Raise awareness that this specific post-disaster recovery is not just about rebuilding the status quo, but about building back better by tackling risks and vulnerabilities. The communications strategy will focus on ensuring that all stakeholders see the Action as a clear EU-contribution to affected communities and Albania.

II. OBJECTIVES

- Raise awareness about the EU support to the earthquake-affected communities and which consists in physical rehabilitation and reconstruction of educational facilities benefitting around 10000 students.
- Raise awareness about the key contribution provided by the EU to improve education opportunities for children in the Action areas and impact on sustainable human development and SDG 4.
- Provide transparency and timely information on the works being implemented and other Action interventions.
- Raise awareness among key EU bodies and EU publics/taxpayers on the impact of their support Albania's recovery after the 26 Nov earthquake.
- Raise awareness that this specific post-disaster recovery is not just about rebuilding the status quo, but about building back better by tackling risks and vulnerabilities. (such as build safer structures by enforcing disaster-resilient construction standards).
- Raise awareness that the Action proves an excellent opportunity to improve access to more qualitative education through improved design of learning spaces, teacher development and strengthening capacities of education authorities in the planning and implementation of the education system recovery.
- Raise awareness that this EU funded Action is implemented by UNDP in partnership with the Ministry of Education Sports and Youth and local government institutions and that UNDP relies on its long-term experience in the post-disaster recovery programmes.
- Generate media attention to the Action and encourage accurate reporting.
- Generate public interest in the work and dedication of the EU to reconstruct education institutions so that pupils can go back to their schools.
- Put people at the center of recovery processes: Raise awareness that recovery is driven by their development goals and ambitions and informed by their knowledge and experiences. Create opportunities for active and meaningful participation of the communities through local NGOs and Civil Society groups.

III. EXPECTED RESULTS

- The targeted audiences of this communications plan are well informed about EU's support to post-earthquake recovery efforts.

- Results and impact of the EU Earthquake recovery Action documented through a myriad of communication tools and channels. All this will showcase the EU as a valuable partner on the ground delivering long-lasting and tangible results for people.
- Demonstrate EU's added value in post-crisis situations regarding the humanitarian-development nexus

IV. TARGET AUD AND OBJECTIVES OF THE COMMUNICATION PER GROUP

a) Primary target groups

Objective: Ensure that the beneficiary population is aware of the Action, the EU's role and financing.

Direct beneficiaries:

- Families and children whose schools were affected by the earthquake and whose schools will be rehabilitated through the Action
- Residents of local communities targeted by the intervention
- Teaching personnel of the affected schools.
- Local governments
- Other local population

Decision makers within the country (Governments at all levels)

Objective: Provide them with timely information on the progress and ensure their support. Show the impact of the EU intervention on the ground.

Media

Objective: Media represents a useful tool for getting the message through to a wider audience. It plays an important role in public orientation and in shaping the image of the Action and its impact. Provide timely information on the Action progress and results/impact, highlighting the beneficiary angle and benefits in the education sector.

The General public in the earthquake-affected areas

Objective: Raise awareness among the country population of the EU Action to rehabilitate/restore the most affected schools in the earthquake-affected areas and contribution in advancing human development and SDG 4. Raise support for the EU integration process in Albania.

EU publics and EU bodies and structures

Objective: Raise awareness and understanding about the EU support to Albania's recovery efforts and impact on education and sustainable human development.

b) Secondary target audiences

NGOs

Objective: Get them to feel like one of the partners in the implementation of the Action on the ground through consultations and sharing of information – as some of NGOs might currently feel they have been excluded from the process.

International Community

- Diplomatic corps
- International organizations

Objective: To communicate clearly to the rest of the donor community the goals, the progress and the results of the EU Recovery Action. To ensure that the EU member states are fully aware of what their taxpayers' contribution is being spent on.

c) Internal target audience

Communications Objective: The EUD and the UNDP/UN staff should be fully aware of the Action activities, results and impact.

V. PROPOSED ACTIVITIES

- Public event/press conference to launch the Action with participation of high EU officials, Government and UNDP.
- Building and Reconstruction Management Information System Monitoring- a web-based and responsive information system, visualized in a modern and integrated reporting tool dashboard, using latest Business Intelligence Software to provide real-time updates on the development works. The digital tool to be shared on social media through boosting to encourage people to check it out for public information purposes.
- Interviews on the national and local media to inform the local population about the Action, interventions and that the EU as the supporter of the Action.
- National and International press trips to Action sites.
- Blog posts
- Infographics
- On-site visits with EU representatives to see progress.
- Meeting with representatives of communities on the site where construction work is being implemented.
- Public meetings to brief them on the progress and receive their feedback.
- Production of video stories: Before and After the Earthquake. Beneficiary perspective on focus.
- In partnership with the Education Departments, organize a competition, including photos, pictures and essays among school students: Before and After the Earthquake. The winning entries to be exposed in a small exhibition at school and the winners will receive modest prizes.
- Produce stories highlighting Action progress and impact.
- Produce a newsletter on progress to be shared with national and international partners.
- UNDP Facebook account to be updated with information regularly. Members of the affected communities to be featured continuously through short video stories.
- Production of public awareness materials such as flyers and posters to raise awareness about the Action.
- A photo album: "Before and after the earthquake".

VI. MESSAGES (DRAFT)

The following messages will be conveyed during the communication activities

- The European Union is helping accelerate the recovery process through education facility repairs and reconstruction embedding Building Back Better approach.
- The EU Recovery Action is constructing/repairing 18 schools and improving quality of education through capacity building programmes and provision of improved design of learning spaces and teacher development. Around 10.000 students will be the beneficiaries of the Action.

VII. SOCIAL MEDIA

Social media accounts will be used to provide information about the Action. Digital platforms include Facebook, Instagram, Twitter, LinkedIn

The EU Action will be frequently featured on those sites through:

- Short stories,
- Video diaries
- Photos/before and after
- Video documentaries

- Infographics

VIII. Annex: GUIDELINES

All promotional materials should clearly state the following:

EU Education Infrastructure Action *is funded by the European Union and implemented by the United Nations Development Programme (UNDP)*

All reports should include the following text, without modifications:

DRAFT: EU Education Infrastructure Action Worth Euro 15 million will construct X number of schools and repair XXX others, affected by the 26 November earthquake embedding building back better approach, improve access to quality education through improved design of learning spaces, provision of teacher training, didactic materials and refurbishment of facilities. The Action is funded by the European Union and implemented by the United Nations Development Programme (UNDP).

IX. VISUALS

The EU Flag

For all projects funded by the EU, it is important to display the [EU flag](http://europa.eu/about-eu/basic-information/symbols/flag/index_en.htm) following the guidelines. Official EU flag is available here: http://europa.eu/about-eu/basic-information/symbols/flag/index_en.htm

X. Print and audio-visual materials

- All publications, reports, leaflets, video stories and other multi-media products should acknowledge that the product or material was developed “with funding by the European Union”.
- The EU and UNDP logos should be displayed properly.
- All materials should include the following disclaimer: “This document/report/publication/study was produced with the financial assistance of the European Union. The views expressed herein can in no way be taken to reflect the official opinion of the European Union and UNDP

XI. INDICATORS OF ACHIEVEMENT

The success of the “EU Action Infrastructure Education” Communications Strategy will be measured through several indicators:

▪ Press clippings

Media references and appearances remain a good way to measure the visibility of the Action, as well as the image it has among the public.

▪ Number of public events and attendance

The more local public events the Action will have, the more awareness it will obtain among the local population.

▪ Statistics on the Internet subpage of the project visits and social media reach

The rise in the number of visits from the start of the Action, creation of the Action web page, will be a good indicator of the visibility of the Action. The number of people reached on social media and interaction.