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**THIS ACTION IS FUNDED BY THE EUROPEAN UNION**

**ANNEX 6**

to the Commission Implementing Decision on the financing of the action plan for the Resilience Rapid Response Pillar for 2024 - Part 1

**Action Document for Climate Resilient Sheltering Schools (CRSS)**

**ANNUAL PLAN**

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

**1 SYNOPSIS**

**1.1 Action Summary Table**

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	Climate Resilient Sheltering Schools (CRSS) OPSYS number: ACT-62669 Financed under the Neighbourhood, Development and International Cooperation Instrument ( <u>NDICI-Global Europe</u> )
<b>2. Team Europe Initiative</b>	X Not applicable <input type="checkbox"/> Supporting (inter alia) TEI.
<b>3. Zone benefiting from the action</b>	The action will be carried out in the Pacific region
<b>4. Programming document</b>	Rapid Response Pillar (RRP), Resilience and linking humanitarian and development actions component
<b>5. Link with relevant MIP(s) objectives / expected results</b>	Pacific multi-country multiannual indicative programme for 2021-2027 <i>1.1 Climate action and environmental sustainability.</i> More precisely, the action fits into Sector 1.2: <i>Adaptation, resilience and recovery.</i>  Objective linked <ul style="list-style-type: none"> <li>To help Pacific countries <i>adapt to the effects of climate change</i>, improve their overall <i>resilience to natural disasters</i>, support <i>recovery efforts</i> in case of severe events and crises, and meet their international commitments under the <i>Paris Agreement</i> and Sendai Framework</li> </ul> Result linked <ul style="list-style-type: none"> <li>Pacific Islands Countries (PICs) have integrated climate adaptation and natural disaster risk in their national development and investment strategies and have adequate disaster preparedness, response and recovery capacity;</li> </ul>
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	740 Disaster prevention & preparedness

<b>7. Sustainable Development Goals (SDGs)</b>	<p>Main SDG: SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>Other significant SDGs: SDG 6: Ensure access to water and Sanitation for all SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation SDG 13: Take urgent action to combat climate change and its impacts</p>			
<b>8 a) DAC code(s)</b>	<p>11120 - Education facilities and training 72050 Relief coordination and support services (50%) 43060 Disaster risk reduction (50%)</p>			
<b>8 b) Main Delivery Channel</b>	41122 – Unicef			
<b>9. Targets</b>	<input type="checkbox"/> Migration <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
<b>10. Markers (from DAC form)</b>	<b>General policy objective</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Participation development/good governance	X	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input type="checkbox"/>	<input type="checkbox"/>	X
	Gender equality and women’s and girl’s empowerment	<input type="checkbox"/>	X	<input type="checkbox"/>
	Reproductive, maternal, newborn and child health	X	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction	<input type="checkbox"/>	<input type="checkbox"/>	X
	Inclusion of persons with disabilities	<input type="checkbox"/>	X	<input type="checkbox"/>
	Nutrition	X	<input type="checkbox"/>	<input type="checkbox"/>
	<b>RIO Convention markers</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Biological diversity	X	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>11. Internal markers and Tags:</b>	<b>Policy objectives</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Digitalisation	<input type="checkbox"/>	X	<input type="checkbox"/>
	digital connectivity	YES X	NO <input type="checkbox"/>	/

	digital governance	<input type="checkbox"/>	X	/
	digital entrepreneurship	<input type="checkbox"/>	X	
	digital skills/literacy	<input type="checkbox"/>	X	
	digital services	X	<input type="checkbox"/>	
	Connectivity	<input type="checkbox"/>	X	<input type="checkbox"/>
	transport	YES <input type="checkbox"/>	NO X	/
	people2people	<input type="checkbox"/>	X	
	energy	<input type="checkbox"/>	X	
	digital connectivity	X	<input type="checkbox"/>	
	Migration	X	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities	X	<input type="checkbox"/>	<input type="checkbox"/>
	COVID-19	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET INFORMATION</b>				
<b>12. Amounts concerned</b>	Budget line(s): 14.020320 Total estimated cost for 2024: EUR 10 000 000 Total amount of EU budget contribution for 2024: EUR 10 000 000			
<b>MANAGEMENT AND IMPLEMENTATION</b>				
<b>13. Type of financing</b>	<b>Indirect management</b> with the entities to be selected in accordance with the criteria set out in Section 4.3.1.			

## 1.2 Summary of the Action

<p>Pacific Small Island Developing States (SIDS) are confronting escalating threats from climate change and El Niño, which exacerbate vulnerabilities inherent to their geographical location. The heightened frequency and intensity of tropical cyclones significantly elevate the risk of devastating storm surges, flooding and widespread infrastructure damage.</p> <p>Illustrating this, on 24 October 2023, an unprecedented event occurred when tropical cyclone Lola, a Category 5 storm, made landfall in Vanuatu outside the typical cyclone season. Lola set a record as the earliest Category 5 tropical cyclone in the Pacific Basin and the Southern Hemisphere. The cyclone caused extensive damage and displacement in northern provinces, impacting 110 000 people and causing widespread destruction to homes, schools, and critical infrastructure. This emergency follows the twin cyclones (Judy and Kevin) that hit Vanuatu in March 2023.</p> <p>Recognising the urgent need for disaster preparedness in the Pacific, particularly the development of climate resilient infrastructure, the recent Pacific Islands Forum (PIF) Leaders' meeting reiterated their call for support to increase the region's resilience to climate change. For the first time, the Conference of Pacific Education Ministers set climate change and resilience as a priority in their 2023 Statement of Commitment.</p> <p>The proposed <b>Climate Resilient Sheltering Schools (CRSS)</b> initiative is a direct response to the needs of the most vulnerable Pacific countries, such as Vanuatu. Aligned with the Pacific Leaders' call, this rapid response action under NDICI-Global Europe aims to make schools and society in general more resilient to natural hazards, and to link humanitarian aid and development action.</p> <p>Post-disaster needs assessments (PDNA) typically identify the repair of schools as a priority measure along with bridges, roads and housing. In addition to repairs, the CRSS initiative aims to introduce measures to strengthen the overall resilience of schools, including infrastructure (making it resistant to future cyclones, inclusive and self-sufficient in terms of water, energy and telecommunications in the aftermath of an extreme weather event). The initiative will also build the skills and resilience of students and communities through education, and will ensure learning continuity in case of a disruption. The initiative aims to make these schools operational from day zero</p>
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after a disaster, seamlessly integrating them into the national shelter network. A policy dialogue on disaster preparedness, education and resilient infrastructure will be held throughout the implementation process, including on the use of schools as safe learning environments that can serve as community hubs for services, and as shelters as a last resort.

The project improves the three resilience capacities by: (1) making schools operational from day zero after a disaster (absorptive capacity), and able to serve as safe havens and community hubs for services during emergencies, absorbing the initial shock of a disaster and providing essential support to affected populations; (2) providing knowledge and tools to cope with disasters, which empowers individuals and communities to adapt to and thrive in the face of challenges (adaptive capacity); and (3) empowering communities to take ownership of their resilience efforts to prepare and respond to disasters (long-term transformative capacity).

While the implementing partner could be any international organisation, collaboration with the respective Ministry of Education and Training (MoET) and the Ministry of Infrastructure & Public Utilities and the National Disaster Management Office (NDMO) is crucial. The impact of the CRSS initiative extends beyond tangible results, benefiting not only students, but also entire communities, who could use these schools as shelters, as a last resort, with access to essential services immediately after a disaster.

The overarching goal of the CRSS initiative is to increase the education system's preparedness and resilience to disasters in Vanuatu. The specific objective is to ensure that school facilities affected by recent tropical cyclones are resilient to disasters and seamlessly integrated into the national shelter network.

### 1.3 Zone benefitting from the Action

The action will be carried out in the Pacific, specifically in Vanuatu.

## 2. RATIONALE

### 2.1 Context

The proposed Climate Resilient Sheltering Schools (CRSS) initiative is a direct response to the needs of the most vulnerable Pacific countries, such as Vanuatu. Aligned with the Pacific Leaders' call and meeting the criteria outlined by the Rapid Response Pillar of the Neighbourhood, Development and International Cooperation Instrument (RRP, NDICI), the CRSS initiative will make schools more resilient to natural hazards while strengthening their ability to ensure learning continuity for children, and to play a central role as community shelters in the absence of other alternatives.

Equipping schools affected by recent tropical cyclones with features that would make them resilient to disasters and able to provide services (water, energy and communications) in the aftermath of a shock is the principal objective. This RRP action therefore provides a link between humanitarian and development aid and equips communities with essential tools to face future climate-related crises.

The CRSS is aligned with the European Commission's priorities and coherent with the specific regional and multi-country programmes. It links with:

- The **EU Green Deal** <sup>(1)</sup>, which acknowledges the power of education by developing skills and knowledge, fostering resilient communities and preventing education shocks. Specifically, the 2050 vision set out in the zero pollution action plan to reduce air, water and soil pollution to levels no longer considered harmful to health and natural ecosystems, for which the CRSS has a specific approach in the form of nature-based solutions and using renewable energy when rehabilitating school infrastructure.

Additional measures could also be designed to strengthen the initiative's greening component, which would require specific terms of reference for the procurement of materials for the works. Local and proximity approaches would be used to avoid emissions related to transport. Energy and water for the schools will include renewable sources and rain harvesting.

- The **2030 Agenda for Sustainable Development** <sup>(2)</sup>, notably SDGs 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), 6 (Ensure access to water and

<sup>1</sup> European Commission, "A European Green Deal," [https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en).

<sup>2</sup> United Nations, "Transforming Our World: The 2030 Agenda for Sustainable Development," <https://sdgs.un.org/2030agenda>.

sanitation for all), 9 (Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation), and 13 (Take urgent action to combat climate change and its impacts), with some other SDGs having a secondary role.

- The **EU gender action plan III** <sup>(3)</sup> - a priority in EU external action policy, which targets women in all their diversity, influencing decision-making on environment, climate change policies and actions. The initiative will include a gender component (from the design phase to implementation), which will also extend to other vulnerable groups, such as people with disabilities, LGTBIQ+, etc.
- The **EU adaptation strategy** <sup>(4)</sup>, as adaptation is a cross-cutting element in the EU's and Member States' external action, spanning international cooperation, migration, trade, agriculture and security. As an EU external action, the CRSS targets adaptation in a more effective way and through the Rapid Response Pillar (humanitarian-development-peace nexus approach to reach the most exposed, vulnerable people).
- The **EU action plan for the Sendai Framework for disaster risk reduction** <sup>(5)</sup>: the CRSS follows the main lines by calling for an effective disaster information policy that will prevent damage if similar events are likely to happen or disasters are likely to reoccur (as it is the case for Vanuatu). In addition, the CRSS will ensure that local authorities (including community leaders) have an institutional and political responsibility to protect the public and are a first line of response in crisis situations, ensuring basic services and oversight and managing disasters as they happen.

In addition to these general initiatives, the CRSS links directly with (and it is complementary to) the 11th European Development Fund (EDF) Intra-African Caribbean & Pacific (ACP)-EU Building Safety and Resilience in the Pacific Phase II (BSRP II). The BRSP II is a natural continuation of the BRSP and there are multiple lessons learnt that can be applied to the CRSS, since the BRSP II is an ongoing programme.

Although the BRSP II takes a global approach under the ACP umbrella, the CRSS applies BRSP principles in practice (harmonising and coordinating disaster risk reduction efforts). The CRSS could have a major impact once the solutions can be escalated and it could have a regional dimension if other donors (e.g. development banks) continue to take the same approach in other vulnerable Pacific countries.

The Pacific region, with its unique geographical and environmental challenges, has long been at the forefront of addressing complex issues such as natural hazards, climate change and economic vulnerabilities. In response to these challenges, several regional policies have been developed to foster resilience, sustainable development and collaborative efforts among Pacific nations. These include:

- The Framework for Resilient Development in the Pacific (FRDP): The FRDP serves as a comprehensive blueprint for building resilience across various sectors. Rooted in the principles of sustainability, inclusivity and local ownership, the FRDP emphasises community engagement, disaster preparedness, and climate adaptation. This framework aligns perfectly with the goal of enhancing community resilience, as it encourages member nations to develop tailored strategies that address their unique challenges.
- The 2023 Conference of Pacific Education Ministers (CPEM) Statement of Commitment emphasised the importance of prioritising climate change and resilience within education sector discussions. This represents a significant step forward, with Ministries of Education now proactively engaging in risk-informed planning and enhancing resilient education systems to promote climate literacy, resilience, and uninterrupted learning under all circumstances.
- Pacific DRM Ministers Meeting Declaration: The Pacific Disaster Risk Management (DRM) Ministers Meeting Declaration underscores the importance of disaster risk reduction (DRR) and effective response mechanisms. This declaration acknowledges that community resilience is closely tied to a well-

<sup>3</sup> European Commission, "EU Gender Action Plan III (GAP III) 2021-2025," [https://ec.europa.eu/international-partnerships/topics/eu-gender-action-plan-iii-gap-iii-2021-2025\\_en](https://ec.europa.eu/international-partnerships/topics/eu-gender-action-plan-iii-gap-iii-2021-2025_en).

<sup>4</sup> European Commission, "Forging a Climate-Resilient Europe - The New EU Strategy on Adaptation to Climate Change," [https://ec.europa.eu/clima/eu-action/adaptation-climate-change/eu-adaptation-strategy\\_en](https://ec.europa.eu/clima/eu-action/adaptation-climate-change/eu-adaptation-strategy_en).

<sup>5</sup> European Commission, "Action Plan on the Sendai Framework for Disaster Risk Reduction 2015-2030," [https://ec.europa.eu/echo/what/humanitarian-aid/risk-reduction/eu-action-plan-sendai-framework-disaster-risk-reduction-2015-2030\\_en](https://ec.europa.eu/echo/what/humanitarian-aid/risk-reduction/eu-action-plan-sendai-framework-disaster-risk-reduction-2015-2030_en)

coordinated disaster response strategy. By enhancing disaster preparedness, sharing best practices, and fostering cross-border collaboration, the declaration aligns with efforts to bolster community resilience.

- 2050 strategy for the Blue Pacific Continent: The 2050 strategy envisions a sustainable and secure future for the Pacific region. Anchored in principles of climate leadership, ecological stewardship and social cohesion, the strategy echoes the importance of community empowerment and sustainable development. By investing in green technologies, promoting equitable access to resources, and emphasising regional solidarity, the strategy reinforces the foundation for community resilience.

### Regional Indicative Programme (RIP)

The regional multiannual indicative programme for Asia and the Pacific for 2021-2027 is designed to support regional priorities and EU interests. It complements and is coherent with country and thematic MIPs in the broad areas, aligning with the Green Deal (including support for climate resilience measures and sustainable connectivity) and the Digital Agenda (including the EU's human-centric model for digital transformation and connectivity and the EU Global Gateway).

Both initiatives are fully in line with the CRSS which focuses on greener rehabilitations and comprises a connectivity aspect (independent communication kits).

The RIP priority 1 for the Pacific (Climate action and environmental sustainability) sets out actions to strengthen regional integrated approaches for research, policy planning and measures in support of climate action, disaster risk reduction, ocean governance, nature-based solutions and environmental protection and sustainable management. These aim to help the Pacific region to live up to its climate and environmental commitments. The proposed action is aligned on every point. The regional dimension is not yet included but could be a next step. Indeed, this could be considered a 'pilot' project that will eventually set the basis for a regional measure.

The CRSS also aligns with Specific Objective 1 of the RIP (Support Pacific partners in their sustainable responses to the impacts of global warming), as its expected impact is to increase capacity (including research capacity and use of digital tools) to anticipate, adapt to and become resilient to the impacts of global warming, including severe climate-related risks and events.

### Multiannual indicative programme (MIP)

The CRSS is perfectly aligned with the Pacific multi-country MIP on the first priority area (Climate action and environmental sustainability). More precisely, the action fits into sector 1.2: Adaptation, resilience and recovery. The CRSS will seek to strengthen resilience in school buildings by introducing a set of structural and equipment measures. PICs are regularly affected by natural disasters, such as tropical cyclones, droughts or flooding, causing significant economic damage. Responding to such events occupies the limited administrative capacities of governments, distracting from long-term reform efforts. Improved preparedness and capacity to reduce such risks need to be supported (cf. excerpt of the Pacific MIP).

Furthermore, the CRSS' green approach will focus on the environmental impact of the reconstruction by using (to the extent possible) local materials and local solutions, including nature-based solutions that will reduce the carbon footprint of the reconstruction itself. The rehabilitation/reconstruction will be based on green measures (e.g. natural ventilation flows, renewable energy equipment, solar powered water supply systems, water tanks and Sawyer filters for rainwater harvesting) that have been pre-tested and are guaranteed. In addition, a number of training courses on behaviour in the event of a disaster will be scheduled. These courses will include subjects such as gender equality, disability and social inclusion in the post-disaster management. Workshops and training courses will not only be open to students but also the whole community. People with disabilities and other marginalised groups will be included in all programme activities and phases.

As the Pacific MIP pays attention to the EU response to global warming (mitigation, adaptation and resilience), the CRSS will help Vanuatu to strengthen the implementation of its DRM policies by involving the NDMO in the schools' reconstruction design phase. This will help the NDMO to meet the minimum requirement to rehabilitate facilities so that they are resistant to natural hazards.

Pacific MIP actions should endorse integrated approaches to ecosystem management. Incorporating nature-based solutions and hybrid approaches in the construction or reconstruction of schools will yield environmental and resilience benefits, serving as models for other infrastructure projects in the country and beyond. This aligns with the post-2020 global biodiversity framework and the EU biodiversity strategy for 2030.

### Team Europe Initiative - Global Gateway

This action is not strictly considered to be a Team Europe initiative (TEI), since it will be designed by an international organisation and it only involves an EU contribution.

However, the flexible approach to the reconstruction, the use of innovative nature-based solutions and the practical dual use of the schools (as shelters in absence of alternatives) could attract further donors or trigger additional investment. Depending on the Vanuatu government's willingness and if the country's economic situation allows it, the action could receive a higher level of investment with the participation of the European Investment Bank.

The EU Global Gateway strategy intends to boost smart, clean and secure links in digital, energy and transport sectors and to strengthen health, education and research systems across the world. The EU Commission President Ursula von Der Leyen affirmed, 'We will support smart investments in quality infrastructure, respecting the highest social and environmental standards, in line with the EU's values and standards. The Global Gateway strategy is a template for how Europe can build more resilient connections with the world'.

Indeed, the infrastructure component of CRSS creates a high-quality resilient network of schools with green standards and cross-cutting issues integrated since the conception phase.

The CRSS will coordinate with the **Global Partnership for Education (GPE)** implemented by Save the Children Vanuatu to avoid duplication and will seek to bridge any gaps (e.g. audits on schools' gender policies and accessibility for people with disabilities to be extended to all affected schools). The CRSS will contribute to Vanuatu's education and training sector strategy (VETSS).

## 2.2 Problem Analysis

Taking the most recent extreme weather event as an example, Vanuatu's national response plan after tropical cyclone (TC) Lola focuses on the early recovery phase to help affected communities become more resilient to future disasters. This includes the '*(re) construction of disaster-resistant housing and infrastructure, and the development of systems that could allow public facilities to withstand disasters and make them operational for other disasters taking into consideration the current and future impacts of climate change*'. In addition, following this assessment and the main priorities of the PDNA in the aftermath of TC Judy and Kevin (2023), the action will focus on the reconstruction of schools in Vanuatu (highest priority after roads and bridges). The initiative will be carried out in alignment with the actions of the Ministry of Education and the Ministry of Infrastructure & Public Utilities (or equivalent). This example applies to the entire region, and schools are always the top priority for reconstruction.

Due to consecutive crises, measures for the recovery of buildings may understandably not have met minimum requirements on building codes, as this is repeatedly on Vanuatu's priority list. Long procurement procedures or rapid measures may also have had an impact, notably construction that does not comply with minimum requirements (lack of quality due to a rapid rebuild), or buildings that are still under repair when another TC hits.

Following an assessment by CARE International on the damage caused by Lola in Pentecost and Maewo, it was revealed that 90% stemmed from basic construction issues. These included non-cyclonic roof fixing, inadequate inner timber connections, improper spacing of trusses and absence of fascia board. These shortcomings highlight the lack of monitoring and supervision during school (re)construction activities, coupled with a general neglect of preventive maintenance. Consequently, the buildings, especially the roofs, proved incapable of withstanding cyclonic winds, leading to widespread damage.

Traditional architecture can play an important role in tourism, which accounts for approximately 40% of gross domestic product (e.g. Vanuatu) and one third of people in formal employment. The collaborative Department of Tourism Vanuatu/TVET programme 'Build Local Build Strong', has continued to encourage participants to build from local materials post-TC Pam. *Nakamals* (traditional community centres in Vanuatu) are anecdotally known to have been designed to withstand high winds and cyclonic conditions and have often been described as hurricane shelters. Several of the *nakamals* inventoried played an important role in disaster risk reduction in the communities in which they are located. A debate focusing on the role of traditional architecture in Vanuatu emerged post- TC Pam, with many advocating for the role of traditional buildings.

Post- TC Pam, Vanuatu experienced a surge in prefabricated buildings. While these structures serve a crucial purpose in post-disaster situations, their widespread adoption poses potential implications including loss of building knowledge, self-reliance, identity and social connection. Incorporating a prefabricated primary base

structure that supports the use of local secondary materials could preserve local building traditions and empower communities to self-determine the environments in which they live.

However, the quick adoption of imported materials has led to a proliferation of poorly made buildings by people not adequately trained in how to construct them. Compare this to the intergenerational knowledge related to the building of traditional houses which is based on centuries of expertise. This knowledge is now being lost, partly due to the practice of building with imported materials, the hybridisation of building construction and the subsequent loss of traditional knowledge on how to build using local materials.

Ideally, a new set of building guidelines should be developed to improve the quality of buildings constructed from imported materials, while encouraging the continuation of traditional methods. This will be particularly important for people living in rural and remote areas that may have neither access to nor the means to purchase imported materials, and whose shelter requirements depend on locally-sourced building materials.

The CRSS will aim not only to repair infrastructure using green techniques and nature-based solutions, but to make the facilities cyclone proof. The goal is to ensure that schools are operational in the immediate aftermath of a natural disaster (day zero) and can therefore be included in Vanuatu's shelter network.

The initiative, besides its specific tangible results, will benefit not only students of all levels – from early childhood education (ECE), to primary and secondary education, but also the entire community, as schools could be used as shelters with access to drinkable water, electricity and telecommunications.

Main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles and capacities) to be covered by the action:

As beneficiaries of the CRSS, the communities of the countries and the selected schools to be repaired are the main stakeholders. As explained above, education is not only a priority of the PDNAs, but is also a structural community concern.

As students are particularly impacted by education disruption due to cyclic disasters affecting the school buildings, they are the key stakeholders. Climate-related disasters are demonstrated to have a disproportionate effect on girls' education, with a growing body of evidence showing a risk of exposure to gender-based violence, child marriage, unwanted pregnancy and school dropout. However, there is a positive association between girls' education and better resilience to climate disasters at country level. Other vulnerable groups in the community (when schools are used as a shelter) with a key stake in the initiative include marginalised communities, people with disabilities, older people and people living in economic hardship. These groups are often the most impacted by natural events and have a particular stake in both education services and the use of shelters.

Government agencies are responsible for setting up and maintaining the education network in the countries involved and are therefore also key stakeholders in the action. More specifically:

- the national government (of countries of the Pacific region) which provides guidance and assistance for assessing the needs of the education sector and the list of needs in the PDNA, including funding support and coordination of other infrastructure projects to the state and municipal governments;
- two Ministries: Education and Infrastructures (or Civil Works), in coordination with the NDMO (or equivalent) for the minimal requirement of a building to be a shelter.

The Ministries of Education take the lead role in the management, operations and maintenance of primary and secondary schools.

At the national level, Departments with a key role in the management of schools include:

- the NDMO, which supervises the preparation of the PDNA and (together with the Ministry of Infrastructures) establishes the parameters needed for a shelter;
- the Department of Education (when existing), which is responsible for activities in schools and for the accessibility of buildings; and
- the Department of Health or Social Affairs, which has an overarching responsibility for ensuring accessibility to buildings and adherence with relevant standards, and for determining the needs of vulnerable groups.

This summary provides only an overview of the many stakeholders in the Pacific region. If needed, a detailed stakeholder mapping will be carried out, ensuring that all relevant stakeholders are identified and fully engaged.

### 3. DESCRIPTION OF THE ACTION

#### 3.1 Objectives and Expected Outputs

The overall objective (impact) of the CRSS is to ensure that:

Vanuatu's education system is better prepared for and more resilient to the impact of climate-related disasters.

The specific objectives (outcomes) of the action are to make school facilities, teachers and learners resilient to climate change and other external shocks and, in absence of an alternative, to integrate schools into the national shelter network. More specifically, ensuring that:

1. students (including girls and vulnerable groups) in Vanuatu can complete the education cycles without interruption;
2. Vanuatu's education network is improved in terms of schools having inclusive and adapted constructive solutions for disabled people and independent equipment systems providing water, sanitation, hygiene, energy and connectivity;
3. schools can build environmental and climate literacy, resilience and digital skills among students and become resilient institutions themselves, ready to ensure learning continuity in the face of disruptions;
4. communities are better prepared for disasters, having engaged in disaster risk reduction efforts, strengthened ownership of school facilities by participating in the reconstruction process (including design, works and maintenance), and obtained access to internet services at school facilities;
5. ownership of the facilities and services by communities is strengthened by their participation in the reconstruction process (including design, works and maintenance) and in ongoing disaster risk reduction efforts.

The outputs that are intended to deliver the programme objective and goal are:

- Contributing to outcome 1:
  - At least 5 schools in Vanuatu are rehabilitated/reconstructed with cyclone proof standards and equipped with water, sanitation and hygiene (WASH) and hybrid energy systems (renewable energy with a backup) to make them independent from grids during a crisis.
  - Several additional schools (according to the priority list set out in the PDNA) will be reached with a preventive maintenance campaign to identify and resolve outstanding issues to better prepare them for future cyclones.
  - Specific features for vulnerable groups (girls, disabled, LGBTIQ, etc.) are included in the design of the reconstruction, paying specific attention to child friendly and gender sensitive sanitation facilities, ensuring total privacy and high-quality waste incinerator units.
- Contributing to outcome 2:
  - Communities and vocational schools nearby participate in the conception, design and rehabilitation works, introducing traditional and local knowledge with a combination of local and modern materials.
  - Nature-based solutions, ecosystems-based adaptation and local materials are introduced for the rehabilitation of schools in line with the circular economy principle.
  - The government of Vanuatu prepares specific accessibility legislation and policies and enforces them.
  - Concrete plans and budget lines for the management and maintenance of school buildings are regularly included in the upcoming fiscal years.
  - Maintenance of specific equipment for the water, sanitation, energy and telecom units in the rehabilitated schools (and in the rest of the network, when existing) is regularly performed and reviewed by the NDMO.
  - The training of school principals and school maintenance teams on the building code and the

construction and maintenance manual is supported in order to increase their knowledge and skills on resilient buildings and WASH services.

- Contributing to outcome 3:
  - Capacities of teachers and students in environmental, resilience components and climate literacy, climate resilience and digital skills are enhanced.
  - Schools have better internet connectivity.
- Contributing to outcome 4:
  - Awareness and action in schools and communities about disaster risk reduction is increased through the roll-out of the school-based DRR programme (following Unicef implementation plans).
  - Specific crisis management training courses are provided to communities to establish different protocols in a disaster situation and to better meet their needs in the aftermath of a hazard (direct link with BRSP II, output 2.2.3).
- Contributing to outcome 5:
  - A catalogue of solutions using traditional architecture upgraded with local or modern materials is prepared and reviewed with the communities and relevant Ministries (Habitat, Civil Works or similar).
  - Community participation activities are organised throughout the reconstruction period, from the priority setting phase to the reconstruction work itself.

### 3.2 Indicative Activities

The activities listed below will be further detailed with the implementing partner. The list is non-exhaustive and complementary/parallel activities could be added later:

- Contributing to output 1:
  - Consultation with communities on design and potential methods for effectively combining global best practice and technologies with traditional knowledge and design principles.
  - Services associated with the preparation of bids (tailored according to the priority schools) and structural needs (structure, roof, doors, windows, external installations, etc.)
  - Ensure climate vulnerability and risk assessment is carried out to ensure that the impact of any construction work is not detrimental.
  - Where existing community water/power supplies are serving schools as the primary supply, upgrade these to make them climate resilient for both schools and local community in addition to providing independent sources with backup reserves of water and energy storage.
  - Services associated with the design of 'off grid' features/renewable/solar powered water supply system (tailored to the needs of each school) for basic WASH services in schools (including child friendly gender sensitive private toilets and high-quality incinerators for safe disposal of sanitary pads, waste composting, reuse and recycling of waste, etc.), renewable energy and telecommunications, and accessibility needs.
  - Services associated with the independent supervision of works.
  - Procurement of works contracts for the rehabilitation of at least 5 schools.
  - Climate risk assessments (CRAs) depending on the schools.
- Contributing to output 2:
  - Review of building codes, alignment with national standards and applicability to schools, taking into consideration the need for rapid reconstruction to ensure the rapid resumption of education

services and protection against future cyclones.

- Policy dialogue to work on new or complementary legislation on the accessibility of disabled people to public buildings.
  - Preparation of a 'Maintenance of public buildings' act (when inexistent), schedule for regular, punctual and other maintenance, and dialogue to enforce a specific budget line in every fiscal year.
  - Meetings and training courses for communities to help determine the design of the rehabilitation of schools while including traditional knowledge, nature-based solutions and a combination of modern and local materials.
  - Workshops with NDMO to help determine the minimal standards for shelters and the legislation to be enacted and enforced.
  - Review and monitoring of government budget reports on capital expenditure and school grants, with a budget set aside for capital and maintenance costs. Wherever feasible, funds should be disbursed to schools and/or local authorities in line with the decentralisation policy.
- Contributing to output 3:
    - Procurement of telecom kits for the schools, related installation, teacher and community training.
    - Producing a set of guidelines for community management of the telecom kits.
    - Ensure resilient and effective renewable power supplies with backups to support telecom kits and other services such as lighting, water pumping and other critical utilities.
    - Ensure appropriate IT installations are in place to properly utilise telecom facilities.
    - Workshops with the line Ministry (Education) to include connectivity subjects in school and teacher training curricula.
  - Contributing to output 4:
    - Training with NDMO and communities on crisis management and disaster risk reduction.
  - Contributing to output 5:
    - Preparation of a baseline of traditional solutions and architecture upgraded with local or modern materials.
    - Workshops that include community members to be organised throughout the reconstruction process.
    - Identification of master trainers and experts in local construction techniques to be supported with knowledge collection and sharing.
    - Explore potential to develop TVET courses to build local capacity for professional construction practitioners.
    - Technical review and assessment of local building materials for inclusion into building codes and standards.

### 3.3 Mainstreaming

#### **Environmental protection & climate change**

##### **Outcomes of the SEA screening**

The strategic environmental assessment (SEA) screening concluded that no further action was required.

##### **Outcomes of the EIA screening**

The environment impact assessment (EIA) screening classified the action as Category C (no need for further assessment).

**Outcome of the CRA screening** (relevant for projects and/or specific measures within a project)

The climate risk assessment (CRA) screening concluded that this action is at risk (a **CRA will be carried out**). More specifically, point 4 of the Guidelines: *Project description foresees specific measures to strengthen resilience and reduce vulnerability including by improving knowledge related to climate risks (e.g. capacity building/training/awareness raising, stakeholder engagement), and notably targeting vulnerable groups.*

### **Green**

There is broad consensus on the importance of greener / more environmentally-sensitive infrastructures, with international organisations increasingly committed to collective action in response to the impacts of climate and environmental crises. However, experience appears to be limited on what this could look like in practice and when ‘usual business’ for building infrastructures (including procurement of materials from overseas, massive use of concrete and diminishing local operators, etc.) should be the way forward. The design literature review suggests a focus on:

- Protecting habitats and their inhabitants: Rehabilitating schools' processes could have a net positive impact on the habitat and biodiversity of crisis-affected areas. Comprehensive CRAs will be carried out for every rehabilitation/reconstruction. CRAs may also be carried out for existing schools (if the funds allow), as required, to suggest mitigation options including nature-based solutions.
- Choosing clean energy solutions: All schools are powered by clean renewable energy, where possible. Solar or wind-powered equipment will be calculated for the use of schools as shelters.
- Tackling waste: All rehabilitations will systematically use green approaches to reduce waste. This could include the **use of local materials and local procurements** and using tanks to harvest rainwater. It could also include responsible recycling, and behaviour change being included in school education and specific community training courses.

### **Gender equality and empowerment of women and girls**

Of the OECD Gender DAC codes identified in Section 1.1, this action is labelled as G1. This implies that the provision of inclusive and resilient schools is instrumental in protecting against discrimination related to gender across multiple sectors. The action enhances the safety, participation, and status of women and girls as responders, community members and eligible recipients of quality education. For instance, women’s and girls’ safety can be strengthened by schools that are accessible, well lit, and equipped with gender-segregated and non-isolated WASH facility access with appropriate services for dignified menstrual hygiene management and disposal/cleaning facilities for sanitary pads.

In pre-crisis phases, and in the event that schools are used as shelters, the community will involve women and people with disabilities in planning, preparation, and response activities by ensuring comprehensive and inclusive consultation and participation, inclusion targets for staff and contractors, and gender aware and disability inclusive approaches, training, briefing, and coordination (including shelter management protocols).

The CRSS design framework will take a comprehensive and proactive approach to addressing, incorporating, and enhancing gender equality, disability and social inclusion (GEDSI) outcomes across all aspects of the programme. This includes:

- testing and ensuring alignment with the EU gender action plan III (tbd);
- ensuring the GESDI activities are assessed and delivered against key safeguarding measures and adhere to ‘do no harm’ principles;
- prioritising the inclusion of diverse voices in all in-person and remote stakeholder consultations;
- incorporating GESDI considerations into the monitoring, evaluation and learning (MEL) framework to enable sex, age, and disability-disaggregated data collection, as well qualitative indicators to reveal GESDI trends and outcomes;
- allocating around 10% (tbd) of the programme’s draft budget to GESDI activities.

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## **Human rights**

The project respects human rights as it prioritises accountability, meaningful participation and non-discrimination. It will take a human rights-based approach, improving gender equality and the empowerment of women. Fundamentally, access to education is a basic human right and a universal development priority.

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## **Disability**

Of the OECD Disability DAC codes identified in Section 1.1, this action is labelled as D1. This implies that measures will be taken to ensure inclusion (developed together with the point on gender mainstreaming).

Accessibility policies (if none exist already) will be drafted and shared with the line Ministries to be adopted and enforced. For example, minimum accessibility criteria for public buildings will be integrated in the national building codes (when not present). The action will therefore need to engage groups representing people with disabilities to ensure their full participation in identifying needs and developing policies and plans.

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## **Reduction of inequalities**

Communities living in areas affected by the latest TC have a poorer access to education. By facilitating a better access to education (and resilient schools) with the CRSS, this action will reduce inequalities between communities.

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## **Democracy**

As mentioned above, local authorities and civil society organisations will participate in the initiative as from the design phase.

Furthermore, the ‘local’ approach will be applied throughout the rehabilitation works to ensure the action is ‘green’. Inevitably, communities, local NGOs and local authorities will play an integral part in all activities. Thanks to this right-based approach, the initiative will promote participation and bottom-up democracy.

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## **Conflict sensitivity, peace and resilience**

The CRSS is expected to significantly increase the resilience of the education sector in Vanuatu. By ensuring the continuity of all levels of education, it will help create a better environment, better awareness of disaster management and reduce household and community-level conflict caused by water shortages.

The initiative has been designed with the help of a broad range of stakeholders and aims to benefit the wider community. However, as with any project that involves construction, some dissatisfaction can occur, and conflicts may arise. It is important that potential areas of tension are recognised early, and appropriate action taken to avoid or minimise conflict. Plans and processes to ensure a transparent and accessible complaints procedure will be outlined in the project on the Grievance Redress Mechanism.

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## **Disaster risk reduction**

The initiative is specifically aimed at disaster risk reduction (DRR). By engaging and supporting the NDMO, it will complement Vanuatu’s DRR efforts. The CRSS will directly contribute to national DRR goals and policies by including schools in the shelter network.

Given that it is the main objective, DRR is fundamental to the design of the initiative and the theory of change. As mentioned, the CRSS is aligned with and directly delivers on the priorities outlined by the PDNA of Vanuatu in addition to major policy frameworks and SDGs. Project activities relating to output 2 of the *delivery of schools having inclusive and adapted constructive solutions for disabled people and independent equipment systems providing water, energy and telecommunications*, improving existing schools and installing new features to make them reliable in the face of natural hazards (water, sanitation, energy and telecoms) will increase crisis preparedness and make infrastructure more resilient.

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**Other considerations if relevant**

NA

**3.4 Risks and Lessons Learnt**

<b>Category</b>	<b>Risks</b>	<b>Likelihood (High/Medium /Low)</b>	<b>Impact (High/Medium /Low)</b>	<b>Mitigating measures</b>
External environment	Exclusive reliance on overseas materials limits the timely delivery of outputs.	Medium	Medium	Logistical issues will be addressed through two risk mitigation measures: First, for the transport of construction materials, one of the selection criteria for the vendor/construction company will be transportation capability. Second, the prioritisation of local materials will diminish this risk.
External environment	Extreme climate events will affect the progress of the action and the work sites may not withstand climate change impacts including intensity of cyclones.	High	Medium	Despite the annual probability of severe cyclones affecting Vanuatu being relatively high, the reconstructions will be designed to ensure resilience at any moment in the process by structural interventions creating 'safe heavens' for the storage of construction materials, if it proves necessary.
External environment	Government and community capacity to engage in project is affected by urgent priorities such as natural disaster and response efforts.	High	Medium	During the design phase, the implementing partner will ensure the project work plan is risk-informed and a level of flexibility is built into activities during times of heightened risk.
Planning, processes and systems	Remote locations and supply chain constraints constrain capacity of project to procure necessary resources and services within timeframe.	Medium	Medium	The government list of priorities not being established, these can be updated according to the ratio investment/efficiency. The reconstructions need a fit-for-purpose procurement plan in place early in the project (and insurance accompanying every work site).
Planning, processes and systems	Inadequate data, information and knowledge to provide a proper priority list.	Medium	High	Ensure with NDMO and the PDNA performers that the list is prepared. Work closely with line Ministries to have the best ratio explained in the above point. Establish baselines and work closely with national knowledge hubs (including CSOs, NGOs and local authorities).
Planning, processes and systems	Building ownership in project locations can cause delays	Medium	High	Customary owners are expected to allow the reconstructions in order to the benefit the community. The process of obtaining a community endorsement will start during

	and limit the successful implementation.			the climate risk assessment (CRA). Awareness campaigns about the reconstructions will improve the understanding of the proposed actions making sure they are supported and endorsed by the community.
People and the organisation	Inadequate political will constrains the implementation of policies across the various levels of government.	Medium	High	Ensure the action is well aligned to national priorities to maximise relevance and government ownership. Support the cultivation of profile, influence and connections, including development of champions within the community.
People and the organisation	High competition for skilled specialists limits availability of suitably qualified candidates for project roles.	Medium	Medium	Ensure recruitment early on in the work programme. Ensure terms and conditions are attractive to candidates, including provisions for mobilisation to worksites/communities.
People and the organisation	Inadequate levels of awareness, participation, engagement and acceptance by key stakeholders, particularly communities.	Medium	High	Incentivise participation by making clear linkages to investment in improved education services and provide opportunities for stakeholders to publicly advocate for general education improvements.
People and the organisation	Dissatisfaction linked to construction, procurement and implementation.	Medium	High	Ensure total transparency and clarity during all procedures. Involve the community in the dissemination of information.
People and the organisation	Changes in administrations lead to discontinuity of government efforts.	Medium	Medium	Identify, engage and support champions outside of government. Work closely with development partners to ensure policy efforts are incentivised with potential additional investments in the education sector.
People and the organisation	Lack of coordination of funding and efforts across multiple development partners, and duplication of education/DRR-related programmes and projects.	High	Medium	Position action closely within national and community coordination mechanisms to maximise relevance and government ownership. Establish effective working connections with other relevant national, NGO and donor-funded programmes.
People and the organisation	High staff turnover and limited local human resource base could	Medium	Medium	The implementing partner will have some necessary 'redundancies' in the functions of project personnel so that staff turnover would have minimal impact on continuity of the project implementation.

	compromise the project management unit and delay implementation.			
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### Lessons Learnt:

The remoteness and size of Vanuatu has caused several challenges with the implementation of project activities such as technical design surveys and community consultations. The availability of sea and air transport is limited, with some islands not served regularly. To ensure the project runs on schedule, careful planning and consulting with all parties to ensure their availability is necessary. Occasionally, other community commitments such as graduations and funerals can create difficulty. As a result, project activities will need to be both well-planned and reactive, with sufficient backup options and flexibility if transport is unavailable or if community leaders or households cannot participate for other reasons.

Other relevant lessons have been learnt from works contracts implemented in the Pacific region by international organisations or by regional organisations in other Pacific Island countries, which will inform the management of project risks. While these lessons are wide-ranging, some particularly relevant areas of learning are outlined below:

**Prepare for the logistical constraints of island settings:** Significant logistical constraints and uncertainties exist when working in the FSM and other remote island settings, and experience has shown that these should be identified early in the project implementation. There should be a level of flexibility in the timing of activities in remote communities, as changes in shipping schedules and community availability can have a significant impact on project timelines.

**Ensure capacity needs are fully identified and addressed:** A key lesson shared by regional agencies of Pacific Island countries is that, while more can be done to improve the education sector of island communities, inadequate infrastructure is not always the biggest barrier to achieving success. Equally relevant can be the capacity to effectively and efficiently utilise and maintain current schools in a way that ensures education throughout all expected conditions. This will need to be carefully considered in investment plans, in close cooperation with the line Ministries (Education).

**Ensure alignment to national processes:** At a country level, projects are most successful when the activities are well aligned to national strategic priorities, anchored closely to national coordinating mechanisms, and supported by champions within the community and at the executive level of government. It will therefore be important to position the project under national coordination mechanisms to maximise relevance and government ownership, and to establish effective working connections with other relevant national, NGO and donor-funded programmes in the same area.

**Consider lessons from regional Pacific processes:** Significant lessons and guidance have been generated by Pacific Island countries through regionally coordinated processes such as the Pacific Resilience Partnership and forums such as the Pacific High-Level Dialogue on Water and Sanitation convened by SPC in 2019. This Dialogue resulted in a call to action that calls on Pacific Island governments and partners to engage in a broader dialogue on water and sanitation, to make commitments to prioritise water and sanitation investments, and to take urgent and immediate action across leadership, local capacity, evidence-based decision-making, advocacy, coordination and frameworks for action.

Another climate-related action is the *Coping with Climate Change in the Pacific Islands Region (CCCPIR) programme* currently implemented by the German Agency for International Cooperation (GIZ), and more specifically, its component 6: Climate change education. As the programme is working regionally with the Ministries of Education, links to the activities in Vanuatu will need to be explored to insert climate change and adaptation into existing curricula and training programmes.

**Synergies:** The action will build on the lessons learnt from similar regional projects, such as the EU-funded *Building Safety and Resilience in the Pacific Phase I and II (BSRP II)* projects that aim to reduce the impact of disasters, through strengthened disaster risk governance, greater understanding, monitoring, and mapping of risks and the impacts of extreme events. Lessons taken forward in the BRSR II action that are directly linked to the CRSS include:

- Actions that are informed by risk analysis and wide stakeholder engagement have greater impact and are likely to be more sustainable. While there is often pressure to provide results quickly, a well-planned and targeted initiative will ultimately be more cost effective.

- Comprehensive planning combined with good stakeholder communications can provide opportunities for certain activities to be carried out at regional or sub regional level to achieve better economies of scale while addressing individual PIC priorities. Political realities can, however, make delivering multi-country initiatives challenging, leading to significant delays.
- Implementation is most efficient where PICs focus on fewer, but larger activities, engage a full-time in-country project coordinator who is competent and well-integrated into the lead in-country agency, and deeply engage senior decisionmakers in government and civil service in project supervision.
- Infrastructure and equipment investments should accompany training and wider institutional change (backed by budgetary shifts) to have the most impact and provide the best chance for regular maintenance to be carried out after the project ends. A project with relatively small individual country budgets is better placed to deliver smaller infrastructure activities than large construction projects.
- It should not be assumed that early discussions and agreements on equipment/infrastructure maintenance and sustainability will be followed through. There needs to be regular follow-up (which includes Ministries of Finance and Planning who maintain national asset registries and maintenance plans) to ensure sufficient resources and capability to maintain them when hand over occurs. Technical solutions can offer low cost but effective solutions to PICs, but they need to be easy to maintain and accompany and enhance traditional DRM approaches and knowledge.

The CRSS's governance and management arrangements will be driven by the principle of locally-led recovery action and participation by diverse people and communities from the affected areas in Vanuatu. As mentioned, the programme might involve multiple partners such as NDMOs and other Ministries, civil society organisations, local authorities and community leaders.

The CRSS education component will be complementary to the ongoing GPE programme.

### 3.5 The Intervention Logic

#### **Assumptions**

The primary assumption underpinning both the theory of change and the programme design framework is that appropriately planned and designed school facilities, with functional management and maintenance agreements with the communities, can enable greener and more inclusive education, while being available as shelters following a disaster. Additional assumptions include:

- having cyclone proof infrastructures will allow communities to better protect themselves against any natural disaster;
- having schools integrated into the shelter network with independent telecom systems will facilitate more rapid access to, and distribution of, humanitarian supplies in the first 48 hours after a disaster;
- if buildings are proven to be resilient in the face of cyclones, this could help leverage existing in-country programmes aimed at increasing the use of nature-based solutions;
- increasing national and community ownership by supporting their participation in the whole reconstruction process will increase the sustainability of the programme's outputs;
- increasing access to decision-making by marginalised groups in the community will empower them and amplify their voices;
- there is sufficient investment in the national budget to cover the maintenance of the school network;
- design and implementation of the rehabilitation of schools will include key cross-cutting elements: green behaviour, inclusion, sustainability, and complementarity with existing national and regional approaches to disaster management.

The CRSS will:

- build on existing national education infrastructures (affected by the cyclones);
- focus on community-led capability building, and sharing that capability with the closest communities;
- align with existing national strategies and supporting documents;
- ensure community-owned approaches - working at an appropriate pace and timeframe.

### 3.6 Logical Framework Matrix

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

Results	Results chain (@): Main expected results (maximum 10)	Indicators (@): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
<b>Impact</b>	Vanuatu's education system is better prepared for and more resilient to the impact of climate-related disasters.	Number of countries implementing child-sensitive programmes that enhance the climate and disaster resilience of children, reduce environmental degradation and promote low carbon development and environmental sustainability, with Unicef support.			National sector reports/ national statistics	<i>Not applicable</i>
<b>Outcome 1</b>	Students (including girls and vulnerable groups) in Vanuatu can complete the education cycles without interruption.	1.1 Average number of weeks of education lost by disaster. 1.2 School-aged children and adolescents in affected areas back in school (including early childhood education programmes) after interruption or newly enrolled since the emergency – number/ per cent.	TBD at the inception phase	1.1 0 (2028) 1.2	National Statistics/ Ministry of Education reports	Line Ministry data collection enabled.
Output 1.1	At least 5 schools in Vanuatu are rehabilitated/reconstructed with cyclone proof standards and equipped with WASH and hybrid energy systems (renewable energy with a backup) to make them independent from grids during a crisis.	1.1.1 Number of sheltering schools rehabilitated/ reconstructed. 1.1.2 Number of schools per country with off grid features installed.	TBD at the inception phase	1.1.3 At least 5 1.1.2 Water, energy and telecoms in at least 5 schools (2028)	Project reports, certificates of completion	Weather conditions allowing works. Transport of materials is possible.
Output 1.2	Several additional schools (according to the priority list set out in the PDNA) will be reached with a preventive maintenance campaign to identify and resolve outstanding	1.2.1 Number of schools with early warning systems for locally relevant climate hazards.				

	issues to better prepare them for future cyclones.	1.2.2 Number of schools with a climate-related continuity of learning plan.				
Output 1.3	Specific features for vulnerable groups (girls, disabled, LGBTIQ, etc.) are included in the design of the reconstruction, paying specific attention to child friendly and gender sensitive sanitation facilities, ensuring total privacy and high-quality waste incinerator units.	1.2.1 Number of schools supported to become accessible to children with disabilities. 1.2.2 Schools with access to basic water, sanitation (sex separated) and hygiene services.	TBD at the inception phase	1.2.1 at least in the 5 schools 1.2.2 at least in the 5 schools (2028)	Project reports, certificates of completion, line Ministry reports	Communities are willing and prone to inclusivity.
Outcome 2	Vanuatu's education network is improved by the delivery of schools having inclusive and adapted constructive solutions for disabled people and independent equipment systems providing water, sanitation system, hygiene services energy and connectivity.	2.1 Improved accessibility (in rehabilitated schools). 2.2 Rehabilitated schools are off grid. 2.2 b Number of children accessing basic WASH in schools' services. 2.3 Rehabilitated schools have permanent internet connection. 2.4 # of schools that have been reached with a preventive maintenance campaign.	TBD at the inception phase	2.1 No accessibility issues (2028) 2.2 Number of children accessing basic WASH services (all CRSS 2028) 2.3 Permanent access to Wi-Fi (2028) 2.4 Number	Reports from line Ministry or Social department/ Certificates of installation	Line Ministry data collection enabled. Telecom sets available.
Output 2.1	Communities and nearby vocational schools participate in the conception, design and works of rehabilitation, introducing traditional and local knowledge with a combination of local and modern materials.	2.1.1 Evidence of combination of local and modern materials. 2.1.2 Participation of communities in workshops.	TBD at the inception phase	2.1.1 Yes (2028) 2.1.3 at least 50% of attendance	Project reports, minutes of meetings, NDMO assessments	Communities are willing to participate and share traditional solutions. NDMO tests and accepts traditional solutions.
Output 2.2	Nature-based solutions, ecosystems-based adaptation and local materials are introduced for the rehabilitation of	2.2.1 Nature-based solutions used.	TBD at the inception phase	2.2.1 Yes (2028) 2.2.2 At least 30% (2028)	Project reports, Completion	Weather conditions

	schools in line with the circular economy principle.	2.2.2 Circular economy principles applied in the rehabilitation. % of savings.			certificates, on built plans / Project reports with specific mention to % of resources saved	allowing works.
Output 2.3	The Government of Vanuatu prepares specific accessibility legislation and policies and enforces it.	2.3.1 Research on accessibility and role in legislation is conducted and presented to government bodies.	TBD at the inception phase	2.3.1 Existing (2028)	Official bulletin	Line Ministry capacity to prepare and enact bills is flexible and robust. Line Ministry agreements.
Output 2.4	Concrete plans and budget lines for the management and maintenance of school buildings are regularly included in the upcoming fiscal years.	2.4.1. Costing of management and maintenance of schools is conducted and prepared for use in future fiscal year (FY) budgets.	TBD at the inception phase	2.4.1 Existing (2028)	Official bulletin	Line Ministry agreements. Parliament approval of FY budget.
Output 2.5	Maintenance of specific equipment for the water, sanitation, energy and telecom units in the rehabilitated schools (and in the rest of the network, when existing) is regularly performed and reviewed by the NDMO.	2.5.1 Existence of maintenance manual for school climate proof features.	TBD at the inception phase	2.5.1 Existing (2028)	NDMO reports and approved budget, MoU signed	Line Ministry agreements and NDMO approval of the facilities.
Output 2.6	Support the training of school principals and school maintenance team on building code and the construction and maintenance manual, to increase their knowledge and skills on resilient buildings and WASH services.	2.6.1. Trainings provided.	TBD at the inception phase	2.6.1 Programme of the training approved by NDMO or Ministry (2028)	Training certificates	NDMO or Ministry of Infrastructures approves the contents of the training.
<b>Outcome 3</b>	Schools can build environmental and climate literacy, resilience and digital skills among students and become resilient institutions themselves, ready	3.1 Availability of internet in rehabilitated schools.	TBD at the inception phase	3.1 One kit per school (2028)	Certificates of installation/ Ministry-approved modules aligned	Ministry of Education enables new subjects.

	to ensure learning continuity in the face of disruptions.	3.2 Online learning approach and capacity building tested.		3.2 Development of modules (2028)	with curricula	Telecom sets available.
Output 3.1	Capacities of teachers and students in environmental, resilience components and climate literacy, resilience and digital skills will be enhanced.	3.1.1. Number of schools and communities where resilience and/or preparedness has been strengthened (disaggregated by: rural; municipal/urban; intervention type). 3.1.2 Internet availability in rehabilitated schools. 3.1.3 Number of teachers trained with increased knowledge and/or skills in environmental/climate change subjects. 3.1.4 Extent to which in-service/pre-service training programmes integrate climate-relevant topics, learner-centred pedagogies and green competencies.	TBD at the inception phase	3.1.1 at least 5 schools 3.1.2 at least in 5 schools (2028) 3.1.3 at least in 5 schools (2028) 3.1.4 CC pedagogies integrated	Project reports, line Ministry statistics Education curricula	Line Ministry agreements and NDMO approval of the kits. Telecom kits are available in the region.
Output 3.2	Schools have enhanced internet connectivity.	3.2.1 Awareness sessions conducted on the risks of internet in the school environment.	TBD at the inception phase	3.2.1 awareness sessions provided in at least in 5 schools (2028)	Project reports	Ministry of Education enables the programme for awareness according to different levels of education.
Outcome 4	Communities are better prepared for disasters by having engaged in disaster risk reduction efforts, having strengthened ownership of school facilities through participation in the reconstruction process (including design, works and maintenance), and	4.1 Assessment of reactions in drills (or real situations). 4.2 Five (5) new shelters in Vanuatu network. 4.3 Trainings and workshops.	TBD at the inception phase	4.1 Reduction of casualties (better humanitarian assistance) 2028 4.2 at least 5 more (2028)	NDMO reports/ Project reports	NDMO gives guidance on shelters minimal requirements. Drills are carried out.

	having access to internet services at resilient school facilities.			4.3 X trainings on DRR mgmt, shelter mgmt, etc.		
Output 4.1	Increased awareness and action in schools and communities for disaster risk reduction through roll-out of the school-based DRR programme (in line with Unicef implementation plans).	4.1.1 Reduction of casualties and better humanitarian assistance. 4.1.2 Crisis management training courses provided to communities to establish different protocols in a disaster situation and to better reach the community needs in the aftermath of a hazard. 4.1.3 Drills carried out (out of cyclone season).	TBD at the inception phase	4.2.1 % (to be established) 4.1.2 at least in the 5 communities benefiting (2028) 4.1.3 One per year	NDMO reports and statistics/ Project reports/ NDMO state of activities and year reports	NDMO eases communities' participation and spread lessons learnt NDMO establish protocols for crisis situations.
Output 4.2	Specific crisis management trainings are delivered to communities to establish different protocols in a disaster situation and to better reach the community needs in the aftermath of a hazard.	4.2.1 Number of education staff trained with increased knowledge and/or skills in disaster risk reduction, prevention and crisis management. Data Source: Pre- and post-training test reports 4.2.2 Number of students trained with increased knowledge and/or skills in disaster risk reduction and prevention and crisis management. 4.2.3 Number of disaster risk reduction and prevention plans developed for specific schools/communities.	TBD at the inception phase	4.2.1 TBD 4.2.2 TBD 4.2.3 at least one per school rehab.	Pre- and post-training test reports	
Outcome 5	Ownership of the facilities and services by communities is strengthened by their participation in the reconstruction process (including design, works and maintenance) and in ongoing disaster risk reduction efforts.	5.1 Communities take care (total or partially) of the sheltering schools. 5.2 Use of traditional resilient solutions.	TBD at the inception phase	5.1 Five (5) signed MoU (2028)	Project reports/Evaluations/ Catalogue of solutions	Line Ministry includes traditional resilient solutions for other disaster-proof buildings.
Output 5.1	A catalogue of solutions using traditional architecture upgraded with	5.1.1 Catalogue produced and distributed.	TBD at the inception phase	5.1.1 Existence: yes (2028)	Catalogue available online or hard	Traditional solutions are

	local or modern materials is prepared and reviewed with the communities and Ministries in line (Habitat, Civil Works or similar).	5.1.2 Workshops with engineers and architects in collaboration with traditional community builders.		5.1.2 Number (to be established)	copies / Engineer or architect associations MoU with NDMO	still in practice and communities willing to test the mix of materials. Social acceptance of the traditional solutions.
Output 5.2	Community participation activities are organised throughout the reconstruction period, from the priority setting phase to the reconstruction work itself.	5.2.1 Programme of activities set and validated by the school directors.	TBD at the inception phase	5.2.1 Content of the activities	Catalogue of activities and reports and lessons learnt for future scaling up	

## 4. IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

To implement this action, it is not envisaged to conclude a financing agreement with the partner country.

### 4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in Section 3 will be carried out and the corresponding contracts and agreements implemented, is 54 months from the date of adoption by the Commission of this Financing Decision. Extensions of the implementation period may be agreed by the Commission's responsible authorising officer in duly justified cases.

### 4.3 Implementation Modalities

The Commission will ensure that the appropriate EU rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures.

#### 4.3.1 Indirect Management with an entrusted entity

This action may be implemented in indirect management with Unicef, selected by the relevant Commission services using the following criteria:

- It has extensive experience in the Pacific region (mostly in works contracts and preferably in the education sector), with in-country staff to manage the action on the ground.
- It also has a long-term recognised experience in a wide variety of areas, including climate change adaptation and disaster risk reduction.

The role of this entity will be to support the country in strengthening its adaptive capacity and reducing its exposure to climate risks.

If the entity needs to be replaced at some point, the relevant Commission department may select a replacement using the same criteria. If the entity is replaced, the decision to replace it needs to be justified.

#### 4.3.2 Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances (one alternative second option)

If the envisaged implementation modality (indirect management) cannot be implemented due to circumstances outside of the Commission's control, the action will be implemented through: Grant(s): **direct management**. Types of applicants targeted: International organisations.

### 4.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility for participating in procurement and grant award procedures, based on place of establishment and origin of the supplies purchased, as laid down in the basic act and the relevant contractual documents, will apply subject to the provisions below.

The Commission's authorising officer may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make it impossible or exceedingly difficult to carry out this (Article 28(10) NDICI-Global Europe Regulation).

## 4.5 Indicative Budget

<b>Indicative Budget components</b>	<b>EU contribution (amount in EUR)</b>
<b>Indirect management with UNICEF cf. section 4.3.1.</b>	9 000 000
<b>Evaluation</b> – cf. Section 5.2 <b>Audit</b> – cf. Section 5.3	200 000
<b>Contingencies</b>	800 000
<b>Totals</b>	10 000 000

## 4.6 Organisational Set-up and Responsibilities

As part of its prerogative of budget implementation and to safeguard the financial interests of the EU, the Commission may participate in the above governance structures set up to govern the implementation of the action and may sign or enter into joint declarations or statements to increase the visibility of the EU and its contribution to this action and to ensure effective coordination.

The table below summarises the roles of the implementing partners. Stakeholders participating in the action since its design phase include line Ministries, NDMOs, CSOs, NGOs, local associations, communities etc. These groups will be invited to any related activity.

<b>International Organisation</b>	<b>Line Ministries</b>	<b>EU</b>
<ul style="list-style-type: none"> <li>• Design and deliver school reconstruction or rehabilitation options in line with the PDNA needs.</li> <li>• Provide programme leadership, coordination and cohesion to meet programme deliverables, including corporate functions (finance, HR, ICT).</li> <li>• Convene partners and stakeholders; identify and align programme with other investments.</li> <li>• Convene and manage programme governance mechanism.</li> <li>• Monitoring, evaluation and learning services for CRSS.</li> <li>• Set up programme risk and safeguarding systems.</li> <li>• Develop localisation, GEDSI and green humanitarian action strategies.</li> <li>• Communication and information management.</li> <li>• Conduct feasibility assessments, geotechnical reports, climate risk assessment, and ensure compliance with building standards &amp; codes.</li> <li>• Procurement of materials, labour, fittings and equipment for schools.</li> <li>• Set up risk and safeguarding systems</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement in the models and inclusion of nature-based solution standards and climate proof solutions in further constructions.</li> <li>• Facilitate shelter governance and management systems at the national level, including capacity building activities.</li> <li>• Agreement of a strong maintenance programme and approval of a corresponding budget line.</li> <li>• Incorporate localisation, GEDSI and green and resilient strategies.</li> <li>• Policy dialogue and preparation of legal acts and enforcement arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison and coordination with development partners.</li> <li>• Management of resources and programme monitoring.</li> <li>• Participation in policy dialogue</li> </ul>

for each infrastructure project.		
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## 4.7 Pre-conditions

The pre-conditions of the CRSS are:

- the existence of a PDNA;
- the related government's priority list for the interventions;
- the availability of an international organisation as an implementing partner.

# 5 PERFORMANCE MEASUREMENT

## 5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. For this, the implementing partner has to set up a permanent internal, technical and financial monitoring system for the action and prepare regular progress reports (not less than annual) and final reports. Every report must provide an accurate account of the implementation of the action, difficulties encountered and changes introduced.

The Commission may carry out additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

### **Data collection, analysis and monitoring:**

The project results, as structured in the logical framework matrix, will be monitored and reported annually, and evaluated regularly throughout the project's lifespan.

The international organisation (and the designated programme manager) will be responsible for day-to-day project management and the regular monitoring of project results and risks - including social and environmental risks - and ensuring that all project staff maintain a high level of transparency, responsibility and accountability in monitoring & evaluation and the reporting of project results.

By developing annual work plans, the programme manager will make sure the project is implemented efficiently and that the standard implementing partner, EU and M&E requirements are fulfilled to the highest quality.

The international organisation will deliver quarterly snapshots to the EU on the action's progress and challenges.

The international organisation will support EU staff (or their designate) during any missions in the country and support any *ex post* evaluations that may be required by the EU. The international organisation will retain all records for this project for up to 7 years after its financial completion in order to support any *ex post* reviews or evaluations.

## 5.2 Evaluation

Given the importance of the initiative, a final evaluation may be carried out for the entire action or its components (depending on the progress of the rehabilitation works and the policies adopted) by independent consultants contracted by the Commission. The objectives of the evaluations include problem solving, accountability and learning at various levels (including for policy revision), taking into account the complexity of the action.

The Commission must inform the implementing partner at least 1 month in advance of the dates envisaged for the evaluation missions. The implementing partners should collaborate efficiently and effectively with the evaluation experts, and provide them with all necessary information and documentation, as well as access to the project premises and activities.

Evaluation reports are to be shared with the partner country and other key stakeholders. The implementing partners and the Commission will analyse the conclusions and recommendations of the evaluations and, where appropriate, decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Evaluation services may be contracted under a framework contract.

### 5.3 Audit and Verifications

Setting aside the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments through one or several contracts or agreements.

## 6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle takes a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

In line with the 2022 guide on ‘Communicating and Raising EU Visibility: Guidance for External Actions’, it will remain a contractual obligation for all entities carrying out EU-funded external actions to inform the relevant audiences about the EU’s support for their work by displaying the EU emblem and a short funding statement, as appropriate, on communication materials related to the actions. This obligation will apply regardless of whether the actions are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU Member States.

## Appendix 1 REPORTING IN OPSYS

A primary intervention (project/programme) is a coherent set of activities and results structured in a logical framework aimed at delivering development change or progress. Identifying the level of the primary intervention will allow for:

- finetuning actions or contracts according to an expected chain of results and therefore allowing them to ensure efficient monitoring and reporting of performance;
- differentiating these actions or contracts from those that do not produce direct reportable development results, defined as support entities (i.e. audits, evaluations);
- having a complete and exhaustive mapping of all results-bearing actions and contracts.

Primary interventions are identified during the design of each action by the responsible service (operational unit in delegation or headquarters).

The level of the primary intervention chosen can be modified (directly in OPSYS) and the modification does not constitute an amendment of the action document.

The intervention level for the present Action identifies as (select one of the 4 following options);

<b>Action level (i.e. Budget Support, blending)</b>		
<input type="checkbox"/>	Single action	Present action: all contracts in the present action
<b>Group of actions level (i.e. top-up cases, different phases of a single programme)</b>		
<input checked="" type="checkbox"/>	Group of actions	Actions reference (OPSYS) Action 62669:
<b>Contract level</b>		
<input checked="" type="checkbox"/>	Single Contract 1	Contribution Agreement with an International Organisation
<b>Group of contracts level (i.e. series of programme estimates, cases in which an Action includes for example four contracts and two of them, a technical assistance contract and a contribution agreement, aim at the same objectives and complement each other)</b>		
<input type="checkbox"/>	Group of contracts 1	<foreseen individual legal commitment (or contract) 1> <foreseen individual legal commitment (or contract) 2> <foreseen individual legal commitment (or contract) #>