



Contracting Authority: Delegation of the European Union to Albania

EU4Schools Phase II

Annex I

Description of the Action

Title of the action:	EU4Schools Phase II
[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)

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Co-applicant ⁵	N/A
Affiliated entity ⁶	N/A

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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 Phase II
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 26th of November 2019
Total duration of the action (<i>months</i>):	36 months
EU financing requested (amount)	50.000.000 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 local and local governments in reducing further social and economic losses, and to accelerate the recovery process through educational facility repairs and reconstruction, and through support to community infrastructure.</p> <p>The specific objectives are:</p> <p>(i) To support repairing and reconstruction, including basic furnishing, of education facilities in municipalities affected by the earthquake, and community infrastructure, according to international standards;</p> <p>(ii) To provide increased transparency, accountability and inclusiveness to the recovery process; and</p> <p>(iii) To improve capacities of central and local governments in accelerating the recovery processes according international standards</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: Educational facilities and community infrastructure repaired⁹ and reconstructed</p> <p>Result 2: Quality of learning environment improved</p> <p>Result 3: Technical capacities of central and local institutions enhanced</p> <p>Result 4: Transparency, accountability and inclusiveness in recovering processes strengthened</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>

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 1.2: Contracting of companies for the preparation of detailed technical design (FEED)¹⁰ and supervision services for educational facilities to repair or reconstructed.</p> <p>Activity 1.3: Contracting construction companies and implementation of the civil, mechanical and electrical works for repair and reconstruction</p> <p>Activity 1.4: Testing and commissioning for repaired and reconstructed facilities</p> <p>Activity 1.5: Formal handover of repaired and reconstructed education facilities</p> <p>Activity 2.1: Preparation of technical specifications for furniture and equipment for repaired and reconstructed facilities</p> <p>Activity 2.2: Purchase and delivery of furniture and equipment for each repaired and reconstructed educational facility</p> <p>Activity 3.1 Strengthen capacities of relevant local authorities in recovery process, disaster preparedness, operation and maintenance (O&M) of facilities.</p> <p>Activity 3.2: Strengthen capacities of all users (teachers, children and parents) on digital skills</p> <p>Activity 4.1: Signature of Memorandum of Understanding (MoU) with municipalities</p> <p>Activity 4.2: Community led local consultations on the interventions</p> <p>Activity 4.3: Updating the online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web and mobile technologies, for showing Action progress.</p>
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¹⁰ FEED: Front to End Engineering Design

2. Description of the Action

This action is the EU4Schools Phase II funded by European Union to accelerate the recovery process in education sector, after earthquake of November 26, 2019 in Albania. The first phase started on April 2020 and will be implemented in an 18 months period, in five affected municipalities, namely: (i) Durres, (ii) Kavaje, (iii) Kruje, (iv) Kamez and (v) Kurbin. It targets 22 educational facilities, including creches, pre-schools, basic schools and secondary schools, from which 16 will be repaired and 6 reconstructed. The action is implemented by UNDP in collaboration with Albanian Government.

As indicated by the Post Disaster Need Assessment (PDNA), education sector is one of the most affected by the earthquake. Damages were reported to 321 educational institutions (all types including dormitories) in the 11 affected municipalities, representing 24% of all educational establishments. In this context, the European Union (EU) pledged EUR 15 Million allocated for Phase I of the reconstruction of the education sector, as part of the donor's conference organised in Brussels on February 17, 2020. Together with this additional EUR 50 Million for Phase II, the European Union pledged in total EUR 65 Million dedicated to improve the education sector, and the community infrastructure in the municipalities most affected by the earthquake in Albania in November 2019.

The **overall objective** of the action is to support local and national governments in reducing further social and economic losses, and to accelerate the recovery process through educational facility repairs and reconstruction, and through support to community infrastructure.

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, and community infrastructure, according to international standards;
- ii. To provide increased transparency, accountability and inclusiveness to the recovery process; and
- iii. To improve capacities of central and local governments in accelerating the recovery processes according international standards.

The Action aims to 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.

It will target educational facilities, including creches, pre-schools, basic education, secondary schools and universities, including dormitories in eleven affected municipalities, six new one: (i) Lezha, (ii) Tirana, (iii) Rrogozhina, (iv) Mirdita (v) Vora and (vi) Shijak; and five targeted already by the EU4Schools Phase I: (i) Durresi, (ii) Kruja, (iii) Kurbini, (iv) Kamza and (v) Kavaja.

The decision on the prioritisation of the education facilities to be repaired and reconstructed must be made foremost by the national government coordinated by the Ministry of State for Reconstruction in close collaboration with the Ministry of Education, Sport and Youth (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.

In order to move fast and assist affected communities, the recovery interventions will be 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 (hereinafter BBB), the intervention will apply a “build back together” approach within each locality (hereinafter defined as BBT), 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.

COVID-19 epidemic hit Albania as well with its first case of COVID-19 on March 8, 2020. On 24 March, Albania declared the coronavirus a “natural calamity” giving the authorities 30-day emergency powers. Albania's parliament endorsed on 3 April a government decision to extend the state of

emergency until June 23 in response to the spread of the novel coronavirus disease (COVID-19) in the country. On 18 May, all public and economic activities opened except public transport, sports activities, schools and mass gathering activities.

Still reeling from a devastating November 2019 earthquake, Albania is faced with two back-to-back shocks, that are likely to cumulate into severe economic and social hardship for the country, as well as more restricted fiscal space, in the context of dwindling global financial resources. Caring for the most vulnerable, maintaining and ensuring access to equitable service delivery including full disruption of the education system, addressing the digital divide, experimenting with alternative working options, improving community infrastructure and providing uninterrupted basic services for the most affected population are among key challenges to overcome for increased resilience to shocks.

The following guiding principles will be followed during recovery process: (i) the recovery process will be used 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, (ii) a facility-by-facility survey will be conducted to update the estimates of rehabilitation needs (buildings, furniture and equipment, learning materials, etc.), (iii) essential community infrastructure will be the second priority to support response and recovery after the double crises of earthquake and COVID-19, (iv) priority will be given to the repair of partially damaged facilities, as they can be made operational at a lower cost and in less time, and (v) the concepts of Building Back Better and Building Back Together will be adopted.

In this context, a team of engineers will individually visit each facility and prepare the technical documentation for detailed structural assessments to determine the exact rehabilitation needs. The initial assessment will include environmental and social impact as well as exigencies from COVID-19 pandemic situation. It is assumed that demolitions, where required, will be done by the municipalities according to the EU Construction and Demolition Waste Management Protocol.

Terms of references for detailed designs and supervision will be prepared based on these assessments. While, UNDP will consult the relevant project ideas in case they are already prepared by Albanian authorities and will launch a competitive procurement process for technical designs and supervisions, based on the findings from EU4Schools Phase I.

The companies engaged for the civil works will be identified by a roster created after a pre-qualification process organised under EU4Schools Phase I. The qualified companies will be invited to bid for all announced construction works. The finalization of procurement process will be followed by application for construction permits from the respective municipalities before any selected contractors that will provide starts civil works. All contractors will be required to adhere to the HSE rules in their work and the amended rules to comply with COVID-19 protection requirements.

Before handing over the repaired and reconstructed schools to the respective authorities, a process of testing and commissioning will be undertaken, including quality assurance process. Training on system operations and maintenance will be provided to respective authorities. Educational facilities will be equipped with furniture considering exigencies of COVID-19 pandemic situation. Dedicated structures and mechanisms within the Action will be instituted, including Action team, government structures, local authorities and independent consultants to ensure quality control in the repair and reconstruction of educational facilities.

In order to ensure value and quality of the interventions, the Action will conduct post-hand-over quality assurance, thus not only provide the best possible quality of works but also secure a refund from the contractor in the amount commensurate to the works performed to unsatisfactory degree or not performed at all, utilising mechanisms of bank guarantees. The post-completion quality assurance is proven to be critical in ensuring accountability to beneficiaries and maintaining the public investment.

The capacity of the education authorities at all levels (policy, training, budgeting, and support to operationalizing ministry / municipality / district / school level responses) needs to be strengthened in

order to effectively and efficiently respond to future emergencies. This assistance should empower recovery actors.

The COVID-19 pandemic has already had profound impact on education and will exacerbate pre-existing learning issues and inequities. In this context, dedicated activities to address these exigencies are foreseen. They are focusing on: (i) improve and upgrade health standards of education facilities under reconstruction and repair and (ii) prepare educational facilities for easily adapting to new way of online teaching. In this regard, concrete measures include increasing number of sanitary facilities, adding extra premises for washing hands, when possible plan for individual desks for students and other distancing and design options, and where design parameters allow provide for a specific room to serve as a health center. While IT laboratories and teachers' rooms to prepare students with adequate IT skills and online tools will be upgraded to support online education.

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.

Data on all beneficiary communities, information on geographic areas of intervention, objects to be reconstructed or repaired, and the progress of construction/ renovation works, among other data points, will be captured in an online, publicly accessible BI (Business Intelligence) dashboard already put in place by the EU4Schools Phase I. This platform is aligned and compliment the government transparency platform on reconstruction.

Visibility of the action will be ensured based on a joint EU-UNDP communication and visibility strategy, aiming to promote and highlight the support of the European Union to the education sector recovery. Continuous coordination will be ensured with Europe House/Delegation of the European Union to Albania, to disseminate the information and better communicate the results of the Action.

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. 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 Durrës 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.

Community Infrastructure constituted 3.6% of damages, 2.13% of losses and 5.68% of the reconstruction and recovery needs in the PDNA. In absolute terms, damages amounted to 33.42 million EUR, losses were equal to 3.01 million EUR and the reconstruction and recovery needs were estimated at 60.99 million EUR.

The overall analysis of the damages caused to the education facilities and community infrastructure 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. It should be noted that detailed examination of education facilities affected by the earthquake was undertaken by the Institute of Construction during the period January June 2020. The detailed analysis reports are the key technical documents used by the State Committee for Reconstruction in approving the lists of public objects subject to earthquake recovery support. The action will target both groups through repairing/retrofitting and reconstruction of education facilities in affected municipalities. Similarly for community infrastructure verification on site will be conducted.

The COVID-19 outbreak poses a very real threat to children's education. About 572 thousand students from preschools to higher education in Albania were disrupted from their learning since March 9, 2020. School closures have been linked with interrupted education and limited social interaction. For the most vulnerable children, it also limits their access to essential services like information on disease prevention, water and sanitation, measures against violence, psychological support etc. At least 11 thousand students have been identified as not having access to online learning, many of them due to living in remote and rural areas with no internet or devices at home. Roma children and children with learning difficulties and disabilities have also not accessed online learning.

COVID-19 pandemic shocks to the education systems will have negative short- and long- term impact. Like in many other countries, Albania's education system was not built to deal with extended shutdowns like those imposed by the COVID-19 pandemic. Teachers, administrators, and parents have worked hard to keep learning alive; nevertheless, these efforts are not likely to be as effective as education that's delivered in the classroom. Learning loss will be unavoidable and considerable, disproportionately affecting the disadvantaged, with a larger share of students likely to fall back into functional illiteracy and potentially dropping out of school altogether. This means that the pandemic will likely deepen the equity challenges for the most vulnerable students who will consequently require additional resources.

In the context of the new COVID-19 crises as foreseen in the PDNA, recovery needs are prioritised 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. Issues of health safety gain prominent importance in the current situation. The medium-term needs will also be dominated by the reconstruction of infrastructure and physical assets. The remaining schools will be reconstructed and retrofitted, and the host schools will undergo minor repairs. Human resource needs at various levels will be strengthened to ensure compliance and quality assurance in all phases of reconstruction. In the long term, efforts will concentrate on risk reduction, such as translating disaster-risk education into regular pre- and in-service teacher training, and on the implementation of effective disaster-risk management in all schools of the country.

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" and "build back together" 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 in addressing 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”.¹¹ It is based on the European Union support programme on recovery process and principles underlined during the Donor Conference, organized in Brussels February 17, 2020.

It will address the needs stipulated by Post - Disaster Need assessment (PDNA) conducted by European Union, United Nations and World Bank in partnership with Government of Albania. Through PDNA the recovery needs for the education sector are 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. While the Action reflects the needs of the Reconstruction Programme of the Albanian Government and is drafted based on continuous communication and contribution by the Ministry of State for Reconstruction and Ministry of Education Sports and Youth.

By delivery of its objectives, the Action will contribute to achievement of the targets set within the Sustainable Development Agenda 2030, more specifically the SDG 4 “Quality education”, the SDG 9, “Industry, Innovation and Infrastructure”, the SDG 10, “Reduced Inequalities”, SDG 16, and SDG 17 “Partnership for the Goals”.¹² EU4Schools Phase II, is in line with 2030 Sustainable Development Agenda and 2018 -2021 UNDP Strategic Plan: Development Setting C. Build resilience to shocks and crises and Signature Solution 3: Enhance prevention and recovery for resilient societies

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 and universities;
- Children, students and families in areas affected by the earthquake;
- Teachers and academic staff;
- Local communities;

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.

According to the PDNA, the physical infrastructure of education facilities, especially in rural areas, do not meet current regulations on safety and accessibility. The quality of education in remote rural schools remains a challenge, where schools use multi-grade teaching without adequate teacher training and mentoring support. Schools lack interactive classrooms, laboratory equipment, support resources, and teaching aids. Initiatives and programmes on risk reduction education, school safety, and school-based disaster-risk management have been limited in scope, fragmented, and lacking a systematic approach.

The intervention will assist with the physical repair and/or reconstruction of indicatively xxx affected educational facilities with a total of approximately xxx m², from which approximately xxx m² will be repaired and xxx m² will be reconstructed. These facilities will also be targeted for refurbishment of their basic equipment and didactic materials. It is expected that the action will directly benefit around xxx students, while around xxx 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, in coordination with Ministry of State for Reconstruction, Ministry of Education Sports and Youth and beneficiaries’ municipalities.

¹¹ 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

¹² <https://sustainabledevelopment.un.org/>

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 kilometers 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.

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 neighboring 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 Action 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.

Aiming to offer a friendly child environment, EU4Schools Phase II, will address the needs and constrains of target group by taking all measures in: (i) providing safe, inclusive, welcoming environments for all children, (ii) providing enabling learning environments, including accommodating children with physical and mental/learning disabilities, (iii) building a sense of community within the school, (iv) involving parents and the community in relevant phases of Action's implementation, (v) cultivating harmony between the school and its community, (vi) harmonizing buildings, school grounds and environment as children interact with them and (vii) equipping the facilities to deal with post COVID-19 situation.

The decision on the prioritisation of the education facilities to be repaired and reconstructed will be made in partnership with national government institutions and municipalities by selecting among the educational facilities that have not been targeted by other government or donor's reconstruction programs. The prioritisation criteria to be deployed for the identification of schools to be repaired and reconstructed include: (i) completion of technical verification process, (ii) feasibility of completing repair works by the start of academic year, (iii) students' population, catchment area served by the schools and geographical reach, (iv) property titles and assurance of no legal disputes, (v) urban and rural coverage and (vi) ensuring a mix of different types of education facilities such as: creches, pre-schools, basic schools, secondary schools and universities.

The cost estimates have been calculated in accordance with Decision of Council of Ministers No. 629, dates. 15.07.2015 "On the approval of the technical manuals of prices of construction works and their technical analysis" and are based on reference prices of the existing decree on "Technical Pricing Manual" Decision of Council of Ministers No. 627, dated 15.09.2015. These two government decrees guided the process of assessing damages and losses of the community buildings in the Post Disaster

Needs Assessments. While the PDNA has envisaged lower costs for fully and partially damaged buildings as mostly the educational facilities were built before 1990, the Action cost estimates will ensure the fulfilment of national standards for all educational facilities. The open competitive process to be organized for all design and civil works will surely reduce the envisaged costs and allow for increasing the built or repaired surface area.

The Action will be implemented in full collaboration with central and local authorities responsible for education sector. The Government of Albania is committed to lead the recovery process in all sectors and municipalities affected. They prepared a detailed work program to cope with the situation created by the earthquake. Authorities moved swiftly to respond with search and rescue operations and humanitarian aid. In this context, the Government approved the Decision no. 878, dated 24.12.2019 “On the composition, organisation, activities and rules of functioning of the State Committee of Reconstruction”, as the main inter-ministerial structure to coordinate the works among all institutions in central and local level to address the recovery process after the earthquake of November 26, 2019. The Committee is chaired by the Minister of State for Reconstruction.

In terms of policy making, main institution responsible is the Ministry of Education Sports and Youth. While, her competencies in local level in the field of pre-university education are exercised by the Regional Directorates of Pre-University in four regions and 51 Local education offices in municipalities. These structures are responsible to ensure a qualitative education in all pre-university institutions. In this context, the role of these structures is very important to ensure the adequate implementation of the Action and to ensure that all standards are applied in the repaired /reconstructed facilities. In terms of investments and maintenance, main institutions are the municipalities, which will be main partners in local level. A Memorandum of Understanding will be signed with each targeted municipality to define the roles and responsibilities, before, during and after interventions in each educational facility.

The overall impact and success of the EU4Schools Phase II is closely linked to the Action’s unwavering commitment to coordination and cooperation with other recovery interventions, and in particular those funded by EU and other development partners. Coordination will be ensured and synergies will be built with UN organizations support for earthquake recovery. and other partners and implemented by implemented under the UN umbrella. The Action will capitalize on the EU4Schools Phase I funded by European Union and implemented by UNDP in collaboration with the Albanian Government.

3.3. Added-value elements

This Action will capitalize on the results and lessons learnt from the implementation of the EU4Schools Phase I, funded by European Union and implemented by UNDP in collaboration with Albanian Government. Lessons learnt and findings from the implementation of first phase will be considered during implementation of this Action. While partnership with central institutions and five of the targeted municipalities are already in place.

It 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.

The Action applies an inclusive and partnership-based approach throughout its activities, with gender equality and social inclusion principles in mind, thus contributing to further development of social capital in targeted municipalities. Special consideration will be given to all forms of vulnerability. In relation to this, it is important to underline that UNDP has extensive experience in dealing with the socially and economically vulnerable groups in local level, including, among others, minority groups such as Roma and Egyptians, persons with disability, children, etc.

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, thus ensuring maximum effects and sustainable recovery

outcomes. Particularly the post-assistance quality assurance approach embraced by the Action 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.

UNDP is working in partnership with other UN agencies in its role as the technical lead of UN Response and Recovery Plan on COVID-19. The plan sets out participating multilateral partners consolidated socio-economic recovery and response offer to the Government of Albania in addressing the impact of the COVID-19 pandemic. It is complementary to the national Strategic Preparedness & Response Plan (SPRP), issued in February 2020 and updated in May 2020.

In the realization of the Action 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 will commence with a quality assurance assessment, a process done by UNDP to ensure that the Action is in line with strategic criteria and is relevant in fully addressing the needs to the given situation. During quality assurance assessment it is checked if the Action fulfil the social and environmental standards and has in place the management and monitoring mechanisms to implement the Action. Efficiency and effectiveness of the Action are also assessed during this process. The Action intervention logic and planned activities have been built as such to ensure that sustainability and national ownership will be achieved through the implementation of the EU4Schools Phase II.

The construction works to be implemented under the auspices of the Action are expected to result in the creation of additional jobs in the construction industry and will have a significant multiplier effect on economic growth in affected localities.

Environmental sustainability will be a major consideration in the construction of new educational facilities that will apply the international standards for energy efficiency, serving as a model for any such future intervention. The Action will adopt modern technologies of heating and water heating based on local context to ensure efficiency in investment, use and maintenance.

Local governments will benefit from these new technological and environmental standards. Through working with local companies, UNDP will help in building the capacities of those companies by introducing some of the international standards in construction and applying the FEDIC Yellow book conditions as well as ensuring the application of the HSE rules and amended HSE rules to cope with COVID-19 situation.

4. Expected results and activities

Result 1: Educational facilities repaired and reconstructed

The objective of this result is to support enhancing educational infrastructure in facilities damaged by the earthquake of November 26, 2019. Design reviews, seismic, environmental and safety assessment, or other analysis for ground conditions and construction supervision will also be supported under this component. Education facilities to be repair and/or reconstructed will satisfy all applicable EU standards in construction field, especially Eurocode 8 and Albanian regulations and codes for seismic safety, land use planning, energy efficiency, fire, safety at workplace, access for people with disabilities and so on as well as all standards related with the materials to be used. Building up-to-standard and safe education facilities will result in avoiding the creation of new risks and serve the purpose of long-term risk reduction in educational facilities buildings. New, disaster-resilient and modern facilities will also contribute to a better learning environment.

Facilities which have been partially damaged will be the subject of repairs. In this context, 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 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 Building Back Better (BBB) principles. Contractors will be guided and trained to use the international standards on safety at workplace. Local governments as well will need to be trained to ensure maintenance, operational safety and sustainability. Components being discussed under EU4Schools Phase I include seismic structures, accessibility and built environments suitable for persons with disabilities, energy efficiency and green environments, health and coping with coronavirus, digital solutions and technology, and safety of the structures. Similarly, the Action will use Building Back Together (BBT) principles, including school and community consultations, local engagement in decision-making and monitoring, citizen accountability, and transparency.

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.

Before handing over the repaired and reconstructed educational facilities to the respective authorities, a process of testing and commissioning will be undertaken. In addition, quality assurance process will be undertaken, and relevant authorities will be trained on maintenance of the facilities.

More specifically the activities to be implemented under this result are as follow:

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 interventions 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 (ToRs) and technical specifications for the design and supervision for all education facilities.

Activity 1.2: Contracting of companies for the preparation of detailed technical design and supervision services for educational facilities to repair or reconstructed.

This Activity includes the procurement process for companies that will prepare the technical designs and provide supervision for all education facilities to be repaired or reconstructed 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 and reconstruction

Under this activity a competitive procurement process for the selection of service providers to implement the repairs and reconstruction will be undertaken. If relevant, companies that applied for the same process under the EU4Schools Phase I Action. Eligible providers need to have the appropriate professional licenses issued by the Ministry of Infrastructure and Energy to undertake repairing and reconstructed 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. The contractors will be guided and trained to use international standards on safety at workplace.

Activity 1.4: Testing and commissioning for repaired and reconstructed facilities

After the completion of works testing of all education facilities repaired /reconstructed facilities will be performed. It will be done by a group of experts, including representatives of the municipality and other responsible institutions. This process must be done in line with specifications and contracts provisions. A post-recovery quality assurance for the repaired /reconstructed facilities will be undertaken. The post-assistance quality assurance will not only safeguard the investment by the European Union but will enable timely addressing of potential post-completion issues, thus ensuring maximum effects and sustainable recovery outcomes.

Activity 1.5: Formal handover of repaired and reconstructed education facilities

All facilities repaired and reconstructed 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. Adequate time has been allocated to design and administer a comprehensive quality assurance regime across all components, ensuring that commitments by all stakeholders are met in full, while handing-over knowledge and tools to relevant domestic authorities.

Result 2: Quality learning environment improved

Result 2 aims to improve the indoor and outdoor quality of educational facilities to create an enhanced learning environment, considering COVID-10 pandemic exigencies as well. Under this result will be provided support for equipment and furnishing required to create a quality learning environment and to enable flexible use of education facilities. Equipment and furniture support will include not only all desks and chairs but also establishment of laboratories with proper equipment and material for various science and technical courses, language labs with equipment and systems, sports equipment and tools, IT equipment, and vocational/skills training materials where is needed and possible.

More specifically the activities to be implemented under this result are as follow:

Activity 2.1: Preparation of technical specifications for furniture and equipment for repaired /reconstructed facilities

Based on the identified needs, a detailed assessment of required furniture and equipment for each repaired and reconstructed educational facility will be undertaken and technical specifications prepared. The process will be based on the BBB principle. Issues like accessibility, energy efficiency, health and safety, inclusion and environmental protection will be considered during preparation of the technical specification.

Activity 2.2: Purchase and delivery of furniture and equipment for each repaired and reconstructed educational facility

According the needs identified, all furniture and equipment for repaired and reconstructed educational facilities will be purchased through a competitive process in a transparent manner. Schools will be also equipped with relevant labs and IT equipment. 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 foreseen under activity 4.1.

Result 3: Technical capacities of central and local institutions enhanced

The Action will bring innovative and smart solutions in the construction processes for education sector. In this context, training of main target groups to get used and profit new skills will be organised. They will be focused on getting knowledge and usage of new international standards such as those related with environmental protection, energy efficiency, information technology, safety and health etc... Focus will be made to situation related with COVID-19, which shocks the education systems and will have negative short- and long- term impact. Like in many other countries, Albania's education system was not built to deal with extended shutdowns like those imposed by the COVID-19 pandemic. Teachers, administrators, and parents have worked hard to keep learning alive; nevertheless, these efforts are not likely to be as effective as education that's delivered in the classroom.

More specifically the activities to be implemented under this result are as follow:

Activity 3.1 Strengthen capacities of relevant local authorities in recovery process, disaster preparedness, maintenance and operations of facilities.

Target groups under this activity are representatives of local authorities responsible for maintenance of educational facilities. It will be focused on two main components: (i) trainings on: a) application of fully/elements of the Energy Management System for the public buildings as well as repair and ensure energy performance in the rehabilitated/newly built educational facilities and b) trainings on health and safety with a focus on promoting hygiene practices and maintain social distancing in a low-cost creative way and (ii) preparation of a User Manual illustrating the best practice for maintaining indoor comfort and healthy environment while reducing energy and resource needs and operation and maintenance costs, including heating, cooling / shading, ventilation, energy conservation, energy efficient lighting, appliances – purchasing / replacement, appliances – avoiding stand-by and water conservation. These support measures will assist to illustrate solutions which require significantly less energy within the same construction cost framework. The comparison is necessary to initiate a market transformation towards a more energy efficient and ecological building market.

Activity 3.2: Strengthen capacities of all users (teachers, children and parents) on digital skills

Under this activity, trainings on IT equipment usage and platforms in place for e-learning will be provided to teachers, children and parents. Curricula of the trainings will be drafted in collaboration with the Ministry of Education Sports and Youth.

Result 4: 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 4.1: 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 4.2: 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 4.3: Updating the n online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web and mobile technologies, for showing Action progress.

An accessible dashboard will be established under the EU4Schools Phase I Action. 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. Data collected during the implementation of this intervention will be included in this database.

5. Methodology

5.1. Guiding principles and methodological approach

The Action will expand the successfully tested approaches of the EU4Schools Phase I. Its implementation will be guided by several considerations that are geared towards ensuring maximum effect. 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. In this context, the recovery strategy will be seen as an opportunity for improving access to enhanced quality education through improved design of learning spaces.

On the other side, engagement with the Ministry of Education Sports and Youth and the Ministry of State for Reconstruction 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 will be established. While, a facility-by-facility inception survey to update the estimates of rehabilitation needs (buildings, furniture and equipment, learning materials, etc.) will be conduct and priority will be given to the repair of partially damaged institutions as they can be made operational at a lower cost and in less time.

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 using “Build Back Together” principles, 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 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.

The BBB and BBT principles and elements are further underpinned in UNDP programmes already working in the municipalities in these areas, bringing a depth of expertise and experience. Such UNDP programmes include, Support to Territorial and Administrative Reform (STAR2), Leave No One Behind Social Inclusion Programme, Economic and Social Empowerment of Roma and Egyptian (ESERE), Climate Change Communication & Information and Reporting, Climate Resilient Risk Management, Drini Water Management, Energy Efficiency Project, among others.

Main principles that will guide the implementation of this Action are Build Back Together, Build Back Better, and sustainability, as follow:

Build Back Better (BBB)

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, more disaster-resilient infrastructure and systems and with higher standards. In this context the following activities would constitute BBB in the reconstruction of education infrastructure: (i) introducing disaster risk reduction measures, (ii) design and construction of multi-hazard resilient buildings to the modern standards and (iii) multi-hazard resilient retrofitting (strengthening) of damaged or undamaged existing vulnerable buildings.

The Action will adopt the most-up-to date BBB 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. To better deal with COVID-19 impact, **digital solutions and technology** like internet and wifi will be essential investments, as well as IT labs to better prepare and equip the future generations and their teachers.

In addition to the above, and to ensure BBB, it is crucial to adopt **Eurocode 8 as the seismic standard** providing a uniform approach for the design of new buildings, and seismic retrofitting of the existing buildings. 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. Additional **safety measures** will also be applied to international standards, including managing emergency exits, etc.

Build Back Together (BBT)

Participation and inclusion will be pursued across all phases as critical enablers of long-term success and sustainability. Affected communities will be afforded an active role in shaping and delivering the intervention, giving them an opportunity to voice their unmet needs and help tailor solutions. On the other side it will represent an opportunity for local authorities to reassert themselves as partners to their communities and providers of critical services. In addition, a strong role for municipal authorities will enable a smooth transition from a donor-funded programme when it comes time to exit.

Community engagement and participation is crucial to address the needs of communities. In this context, based on the experiences with five municipalities targeted by the EU4Schools Phase I, a detailed strategy for community led consultations will be drafted and implemented. Exigencies related with COVID-19 pandemic situation will be considered during its implementation.

On the other side, consultation and coordination with other actors working with similar or complimentary initiatives will be ensured to avoid overlapping and create the needed synergies to achieve the best results.

Sustainability

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. The efforts to build back better in response of dual emergencies will be risk-informed and climate-smart. Building back better will also entail using energy efficient and resistant materials in line with Eurocode 8 standards. Building Back Together will ensure the transparency of the process, but also hold local and central government accountable, thus also ensuring sustainability. Inclusiveness will be pursued both in the planning as well as in the execution of action activities, as well as the monitoring of investments and public goods. The infrastructure investments will be coupled with soft interventions and capacity

building to ensure the optimal utilisation and maintenance of facilities, and to ensure that students, schools and communities benefit the most and that interventions are impactful.

Sustainable environment and promotion of energy efficiency

The objective is to achieve recovery in a manner that increases the resilience of infrastructures, ecosystems, the environment, and vulnerable communities to future disasters and to promote adaptation to climate change by introducing specific measures. Elements such as climate change, biodiversity, waste management and energy efficiency will be key during implementation of the intervention. An environmental impact assessment will be undertaken prior to reconstruction to avoid potential impacts to the environment.

Recovery activities will also provide for the safe, sound, and environmentally friendly management of solid and hazardous waste. Special attention will be paid during the removal, recycling (as far as possible) and management of the large amount of debris and rubble in accordance with the national environmental protection regulations and also with internationally known best practices. In this context, hazardous construction materials (e.g. asbestos, POP containing sealants) will be banned and environmentally friendly furnishings and equipment (e.g. LED lights instead of mercury containing fluorescent light bulbs) will be promoted.

In light of the impending threat of climate change, the Action will promote sustainable construction that contributes to saving financial resources by reducing expenses on energy consumption, water, and other materials, saving energy, making efficient use of water, reducing carbon dioxide (CO₂) emissions, recycling waste; planting trees in yards, along fences, and in gardens to improve the quality of air in the school, offering comfortable and cozy conditions for learning, setting an example for other community buildings

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).

Digital solutions and technology

The COVID crisis has brought forward the pre-identified gaps in digital skills of students and teachers often nurtured by poor IT infrastructure in schools. To better deal with COVID-19 impact, like internet and wifi will be essential investments, as well as IT labs to better prepare and equip the future generations and their teachers. The country should seize the opportunity to make education more effective, inclusive and resilient. Improving and scaling up COVID-19 response policies that have worked, including reducing the digital divide and building teachers' digital skills would build system resilience to future shocks. The Action will embrace modern innovative approaches to upgrade IT infrastructure in the targeted schools setting thus a new standard contributing to narrowing the gap in learning equity. The new standards would have to be approved by government, and associated costs would have to be incorporated in national and local budgets.

Health and safety

Health and safety principles, especially during construction works will be followed in Action implementation. Considerations such as raise fire safety and earthquake awareness, measures foreseen for severe weather must be considered. Dedicated spaces for medical and psychological support will be encouraged in each of the educational facilities. Contractors will be guided and training to use international standards on health and safety at workplace (HSE). Addressing

Human rights principles

The Action will ensure that the repaired /reconstructed facilities are disaster resilient and disabled-accessible. 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.

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. In this context, the Action will 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 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 mind-set is also important because it sets the path for State institutions to see the problems faced by vulnerable communities in the education sector also under the loop of human rights entitlement. The recovery process should be seen as an opportunity to strengthen resilience by reducing inequality and the vulnerability of women and other groups. In this context it is important to ensure that the different needs and priorities of men/boys and women/girls are equitably met and that both benefit equally from the all the stages.

Transparency and accountability

To ensure transparency as one of the key principles of the Action, following measures will be implemented: (i) organization of consultation forums with all beneficiaries. This is strongly linked with build back together principle and will complement each other, (ii) memorandum of understanding will be signed with the target municipalities, indicated the rights and duties of each partner during this intervention, (iii) all information related with recovery process will be publicly accessible through a business intelligence platform, complementary with government platform created under the first phase of the “EU4Schols”, (iv) organization of open procurement processes fully in line with international standards for selection of services and civil works providers.

While, the visibility of the Action will be ensured, to promote the support of the European Union to the education sector recovery. In this context a communication and visibility plan will be implemented in close collaboration with communication office of the EU Delegation to Albania.

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 of demolition, new construction will be managed pro-actively to ensure accountability. Equity and efficiency will guide the delivering of the results.

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 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. UNDP in Albania will assume full responsibility and accountability for the overall management of the Action, including monitoring and evaluation of interventions, achieving of the objectives and specified results, and the efficient and effective use of resources.

The Programme institutional structure includes: (i) Steering Committee, (ii) Technical Assurance Group and (iii) Action Team, interacting in a broader programme context with partners and all interested stakeholders.

As Steering Committee will serve the same structure established under the first of the Action, including representatives from new targeted municipalities. It will be functioned based on the terms of references approved and will oversees the Action implementation, taking 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 Steering Committee will also guide the formulation of a potential second phase of the Action. It will convene at least twice a year, and upon necessity.

The Steering Committee will be composed of representatives from the European Union Delegation to Albania, as the donor, UNDP, as the implementing Agency, a representative of the Ministry of State for Reconstruction, representative from the Ministry of Education Sports and Youth, UN Resident Coordinator and one representative from each of beneficiary municipalities. It will be co-chaired by representative of EU Delegation to Albania and UNDP representative.

The Technical Assurance Group supports the Action team, by assuring that works performed by contractors for preparation of technical designs, civil works and supervisions are done properly and in line with standards. It will be comprised by representatives of Action team, one technical expert from the Ministry of Education Science and Sports or their regional offices, one representative from the Institute of Construction, one technical staff from the Ministry of State for Reconstruction, one technical staff from each of the beneficiary municipalities and different consultants based on the expertise required.

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 located in Tirana will include staff carrying out various forms of tasks including technical assistance, administration and management that are directly attributable to the implementation of the Action. It will comprise of full-time dedicated and part time specialized staff. The latter will be charged through direct costs for the time spent directly attributable to the implementation of the Action.

The Action team is composed by:

- **International Programme Manager** (full time). He/she will be responsible for the overall and day to day management of the Action, ensuring that the specific results are achieved. He/she will inform all stakeholders on activities, progress and results. He/she will be responsible for the overall quality of the project management, monitoring and evaluation, ensure quality communication and reporting with the donors and stakeholders, qualitative and timely reporting. He/she will be key focal point for coordination between the Action, EUD, UNDP and the partner authorities and other key stakeholders.
- **Programme Associate** (full time). He/she will be responsible for performing financial, procurement and administrative duties related to implementation of the Action activities, assisting with organizing administrative processes for Action needs and providing support to office maintenance including administering the project documentation and performing other finance related and administrative tasks;
- **Communication Officer**. He/she will be responsible for preparation, implementation and oversight of the Communication and Visibility plan of the Action and assuring that all activities including the outreach and awareness-raising adhere to and are fully aligned with the visibility needs and interests of the EU;
- **Data Management and Reporting Officer** (full time). He/she will be responsible for data collection and management in the team. He/she will advise other teams working in the Action on typology and source of data relevant for the action. He/she will prepare user friendly data briefs to be used by the Action team and to be shared with the other stakeholders and the public. He/she will feed info into the Business Intelligence platform and Information System for Monitoring. In cooperation with monitoring and quality assurance officer and IT expert he/she will develop and monitor the tools/systems for gathering, reporting, and analysing performance data for impact and sustainability of action implementation;
- **Community Coordinator (2)** (full time). He/she will ensure field presence and support the implementation of the Action components under the direct supervision of the Programme Manager. He/she will be responsible for the coordination of community led local consultations on the interventions in each of beneficiary's municipalities.
- **Engineers (6)** (full time). They will be responsible for providing oversight to all infrastructure activities, as well as monitoring and quality assurance, in close coordination with beneficiaries, supervisors and contractors. He/she reports to the Programme Manager and assists him/her in all reporting and monitoring matters. The Civil Engineer will also provide supervision services during the defect and liability period, liaise with works contractor and report to UNDP.
- **Procurement Officer** (full time) He/she will be responsible for organizing the procurement procedures for all Action activities as per standard UNDP rules and procedures. He reports to the programme manager and coordinates the team in conducting quality, effective and fast procurements processes. He will be in charge of preparing the full set of required documentation for submission to UNDP procurement approval committees.
- **Procurement Assistant** (full time) He/she will provide operational and administrative support to the implementation of the Action through facilitating quality, effective and fast procurement processes, assistance in the process of contracting and monitoring of contracts. He/she will report to the Procurement officer and will closely coordinate with procurement country office at UNDP and will ensure that all processed are in line with approved guidelines on procurement.
- **Finance Officer** (full time). He/she will be responsible for provision of support to the overall financial monitoring and reporting for the overall Project and preparation of financial transactions of the Action and appropriate project reports, as well as supporting the team in the effective implementation of project activities;

- **Admin and Finance Assistant** (full time). He/she will be responsible for all activities related to finance and administrative issues. He / she will be required to support implementation of the Action activities, quality assurance, narrative and financial reporting, etc.

A cleaning person (part time) will be dedicated to the Action.

The EU4Schools Phase I team will be extended for an additional 18 months as reflected in the budget.

UNDP core staff described below will be engaged in project implementation to perform the following pro-rated functions:

- Quality Assurance Programme specialist, a part time engagement not exceeding 25 % of monthly working time, will be responsible for provision of technical advice on the overall quality assurance process and activities throughout the Project's implementation;
- Finance Associate, a part time engagement not exceeding 15% of monthly working time, will ensure accuracy of accounting and financial reporting (e.g. annual reconciliation with combined delivery report), journal entries, review and correct application of programming and contractual instruments and provision of accurate information related to the Project from the viewpoint of programme and Programme and Operations Policy and Procedures;
- Human Resources Associate, a part time engagement not exceeding 15% of monthly working time, will provide support in human resources management, procedures in recruitment of project teams and experts.
- Programme Associate, a part time engagement not exceeding 15% of monthly working time, will provide support to overall quality of the project management, ensure quality communication and reporting with the project partners, donor and stakeholders;
- Communications Specialist, a part time engagement not exceeding 15% of monthly working time will provide support to strategic communications activities to ensure maximum visibility and outreach of the programme; guide the development of branding and all visibility materials and regularly reflect all programme activities in official social media channels.

An Action office will be set up to perform the duties. In this regard, the Action budget includes the cost for necessary equipment, supplies and other local office. This include: (i) equipment (computers, printers, cameras and projector), (ii) furniture (tables, cabinets, chairs, closets) calculated for eight staff positions as well as other local office costs such as: vehicle costs, office rent, utilities, consumables, bank commissions and other services.

An Information System for Monitoring (ISM) will be designed and developed for the 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.

5.3. Visibility

The Action will ensure visibility according to the Joint Visibility Guidelines for EC-UN Actions in the field.¹³ 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 fine-tuned in consultation with the

¹³ Document available here:

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

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 - annex VI of the Contribution Agreement - defines the strategic approach to communicate the EU support to Albania's post-earthquake recovery action, through EU4Schools Phase II 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. Branding of the Action and design of materials will be in line with the models used under EU4Schools Phase I.

6. Duration and indicative action plan for implementing the Action

The duration of the action will be 36 months as per the action plan¹⁴ below. Reporting will be provided as foreseen in Article 3 of the General Conditions and Article 4 of the Special Conditions.

¹⁴ To be revised during inception phase

Activity	Year 1												Year 2												Year 3												Implementing body	
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12		
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 educational facilities to repair or reconstructed.																																						UNDP
Activity 1.3: Contracting construction companies and implementation of the civil works for repair and reconstruction																																						UNDP
Activity 1.4: Testing and commissioning for repaired /reconstructed facilities																																						UNDP Municipalities
Activity 1.5: Formal handover of repaired and reconstructed education facilities																																						UNDP Municipalities

Memorandum of Understanding (MoU) with municipalities																																											
Activity 4.2: Community led local consultations on the interventions																																											UNDP Municipalities Relevant authorities Communities
Activity 4.3: Updating the online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web and mobile technologies, for showing Action progress																																											UNDP Municipalities

7. Sustainability of the Action

The PDNA results indicate considerable damages to education facilities across 11 municipalities affected by the earthquake, 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 European Union pledged EUR 15 Million to accelerate recovery process in education sector in 5 municipalities. This support is materialized through EU4Schools Phase I Action. While, considering the needs in the sector and maintaining the commitment to support Albanian citizens in further reducing social and economic losses the EU, pledged another EUR 50 Million materialized through this Action – EU4Schools Phase II.

Considering its critical importance in disaster recovery operations and having in mind the likelihood of repeat events, sustainability will be secured via several distinct but mutually reinforcing strategies. In this context, 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.

Sustainability of results will focus on efforts to directly minimize risks from repeat events that can reverse the impact of recovery and thrust affected populations into a position of vulnerability. The Action will thus ensure that no investments are made in hazardous areas, while no work will be undertaken on facilities that do not hold a valid construction permit.

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, 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.

The institutional sustainability will be secured through the continuous and intensive engagement of central and local authorities. All partner local municipalities will sign a Memorandum of Understanding outlining their long-term obligations, making them in part responsible for managing beneficiary relations. The Action will ensure that all knowledge and tools are transferred to relevant authorities, providing for their future use.

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.

The design of the Action was preceded by an extensive and inclusive process, where relevant domestic institutions were consulted at all government levels, alongside prospective beneficiaries, to mobilize support but also assess the relevance and feasibility of proposed interventions. In addition to assessing their immediate needs, beneficiaries were consulted about the type of facilities they would likely benefit from and best ways to ensure sustainability.

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. Environmental sustainability will be ensured through direct improvements in the energy efficiency of constructed and rehabilitated educational facilities, reducing energy expenditure and contributing further to the financial sustainability of recipient.

Thorough quality assurance will be applied by the Action, both during works and delivery of the assistance, as well as post-completion, so as to minimize eventual defects and deficiencies, as well as ensure overall sustainability of results. 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.

7.1. Risks and mitigation measures

A preliminary assessment shows that the Action is not a high-risk intervention, as it will follow a tested approach, based on the experience in previous interventions, especially the EU4Schools Phase I Action and in transferring ownership to municipalities and stakeholders. The Action will deploy an active risk management and contingency planning strategy to ensure sound management and quality delivery of activities. Regular assumption and risk reviews will be undertaken by the action team, verified by Steering Committee and reported in the progress and reports. Based on the assessment and experience, the following risks and mitigation measures for the EU4Schools Phase II are 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
Extended Covid-19 countermeasures at national and international level to prevent the pandemic outspread limit workers mobility and risk to jeopardise project implementation.	Possible	High	Reassessment of the work plan to consider the measures that the Government will take. The team will design and adopt virtual communication and consultation methodologies, based in tools already developed under the first phase of the Action.
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. Processes organised during the EU4Schools Phase I Action will be considered if relevant and in compliance with rules and procedures.

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 will 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. Steering Committee will be used as a platform to discuss any issue.
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. Municipalities will use the experience by the first phase of the Action.
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/ repaired 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.
Low financial and human resources capacity of	Possible	Moderate	The Action will work with the municipalities from the start

municipalities to ensure proper maintenance of rehabilitated facilities			to ensure they make the due budget allocations for maintenance and operations and train the maintenance staff to be able to provide quality services once the rehabilitated facilities are handed over.
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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 crèches.

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

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 mind-set is also important because it sets the path for State institutions to see the problems faced by vulnerable communities in the education sector also under the loop of human rights entitlement. The 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.

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.

Though demolition of damaged buildings and clearance of construction site is the responsibility of the local governments, 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. 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 50.375.000 EUR, with an EU contribution of 50. 000. 000 EUR. Detailed budget is attached as Annex III of the Contribution Agreement.

11. UNDP's relevant experience

UNDP is recognised 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 2020 Aid Transparency Index ranked UNDP as the top development organization in the overall in transparency rating.

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 work 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), Integrated Support for Decentralisation, etc.... Detailed information on some of related initiatives is described in Annex B.

12. Other requirements

In order to ensure consistent monitoring of the Action, during project implementation, UNDP will present to the European Union Delegation a six-month narrative Progress Report. The Report will not

exceed 10 pages and will be introduced by a short summary (max. 1 page) describing the major achievements and challenges, along with corrective or mitigation measures if needed.

The main results are as follows:

Result 1: Educational facilities repaired¹⁵ and reconstructed

Result 2: Quality learning environment improved

Result 3: Technical capacities of central and local institutions enhanced

Result 4: Transparency, accountability and inclusiveness in recovering processes strengthened

Main activities to be implemented under this action are:

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 educational facilities to repair or reconstructed.

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

Activity 1.4: Testing and commissioning for repaired /reconstructed facilities

Activity 1.5: Formal handover of repaired and reconstructed education facilities

Activity 2.1: Preparation of technical specifications for furniture and equipment for repaired /reconstructed facilities

Activity 2.2: Purchase and delivery of furniture and equipment for each repaired and reconstructed educational facility

Activity 3.1 Strengthen capacities of relevant local authorities in recovery process, disaster preparedness, maintenance and operations of facilities.

Activity 3.2: Strengthen capacities of all users (teachers, children and parents) on digital skills

Activity 4.1: Signature of Memorandum of Understanding (MoU) with municipalities

Activity 4.2: Community led local consultations on the interventions

Activity 4.3: Updating the n online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web and mobile technologies, for showing Action progress.

¹⁵ Throughout the document, the reference to repair must be read as repair and/or retrofitting.

ANNEXES

ANNEX A. LOGICAL FRAMEWORK¹⁶

	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	
Specific objective(s):	SO1: To support repairing and reconstruction, including basic furnishing, of education facilities in municipalities affected by the earthquake according to international standards; SO2: To provide increased transparency, accountability and inclusiveness to the recovery process	SO1: 23 education facilities repaired SO1: 20 education facilities reconstructed SO1: Number of education facilities with adequate furniture and equipment SO1: Number of children and students (boys and girls) benefiting from improved education facilities SO1: Number of teachers (women and men) benefiting from the new education facilities SO1: Number of new services provided in new education facilities SO1: Number of education facilities with increased energy efficiency SO1: Number of education facilities with improved accessibility SO1: Number of educational facilities adopted to address the exigencies of pandemic situation SO2: Number of consultative forums organised SO2: Number of people participating in consultative processes SO2: Number of recommendations from local communities addressed in final decisions	Action reports and relevant technical/tender documentation Education facilities work/equipment delivery protocols signed by beneficiaries Official documentation and reports from target municipalities Equipment/goods delivery protocols signed by beneficiaries Memorandum of Understanding with municipalities	Coordination and complementarity with recovery assistance interventions delivered by governments and international community Central government is committed to collaborate in sharing information Target municipalities cooperate effectively and engage in all relevant action activities by providing relevant documentation Weather conditions are conducive of construction works No restricted measures due to COVID-19 pandemic situation will be undertaken by the government

¹⁶ Indicators to be clearly defined within first two months

	<p>SO3: To improve capacities of central and local governments in accelerating the recovery processes according international standards</p>	<p>SO2: Number of municipalities accepting new standards for maintenance of education facilities</p> <p>SO3: Number of local staff trained to apply international standards during maintenance</p> <p>SO3: Number of teachers trained on new digital skills</p> <p>SO3: Number of children trained on new digital skills</p> <p>SO3: Number of parents trained on new digital skills</p>		
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<p style="text-align: center;">Results</p>	<p>Result 1: Educational facilities repaired and reconstructed Result 2: Quality learning environment improved Result 3: Technical capacities of central and local institutions enhanced Result 4: Transparency, accountability and inclusiveness in recovering processes strengthened</p>	<p>R1: 23 technical designs in place for repair R1: 20 technical designs prepared for rebuild R1: 20,335 m2 of educational facilities reconstructed R1: 40,241 m2 of educational facilities repaired R1 Number of classrooms furnished R 1: Number of labs equipped R2: Number of MoUs signed with municipalities R2: Number of consultative meetings organised; R3: Numbers of trainings 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 Targeted groups are willing to participate in training processes</p>
<p style="text-align: center;">Activities</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 educational facilities to repair or reconstructed. Activity 1.3: Contracting construction companies and implementation of the civil works for repair and reconstruction Activity 1.4: Testing and commissioning for repaired /reconstructed facilities Activity 1.5: Formal handover of repaired and reconstructed education facilities</p> <p><i>Activities related with Result 2:</i> Activity 2.1: Preparation of technical specifications for furniture and equipment for repaired /reconstructed facilities Activity 2.2: Purchase and delivery of furniture and equipment for each repaired and reconstructed educational facility</p> <p><i>Activities related with Result 3:</i></p>	<p>Main means and costs are detailed in Annex III: Budget</p>	<p>Preliminary pool of potential service providers (construction works/delivery of equipment/other services) is created.</p> <p>Strong motivation for participation and engagement on behalf of target municipalities</p> <p>Motivation and participation from teachers, students and local community with concrete ideas</p>	

	<p>Activity 3.1 Strengthen capacities of relevant local authorities in recovery process, disaster preparedness, maintenance and operations of facilities.</p> <p>Activity 3.2: Strengthen capacities of all users (teachers, children and parents) on digital skills</p> <p><i>Activities related with Result 4:</i></p> <p>Activity 4.1: Signature of Memorandum of Understanding (MoU) with municipalities</p> <p>Activity 4.2: Community led local consultations on the interventions</p> <p>Activity 4.3: Updating the n online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web and mobile technologies, for showing Action progress</p>		
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Annex B: UNDP'S RELEVANT EXPERIENCE

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: EU4Schools Phase 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)¹⁷	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Kruja Duresi Kamza Kavaja Kurbini	EUR 15,115,000 Euro	Coordinator	EU UNDP	15,000,000 EUR (EU) 115,000 EUR (UNDP)	01/04/2020– 30/09/2021
Objectives and results of the action		<p>Overall Objective: 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> <ul style="list-style-type: none"> (i) To support repairing and reconstruction, including basic furnishing, of education facilities in municipalities affected by the earthquake according to international standards; (ii) To provide increased transparency, accountability and inclusiveness to the recovery process. 			

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)¹⁸	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) ¹⁹	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
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) ²⁰	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)

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		<p>Overall Objective: Provide operational support to complete Territorial and Administrative reform in Albania, specifically to:</p> <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)²¹	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
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		<p>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.</p>			

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)²²	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)²³	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
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	Sector (see Section 3.2.2 of Section 3): 16-16050, 16010

Decentralization					
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)²⁴	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 			