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Resilient nations.

**PROJECT DOCUMENT**

**Project Title:** Community Infrastructure Support (CIS)

**Project Number:**

**Implementing Partner:** UNDP

**Start Date:** 1 December 2021

**End Date:** 31 March 2024

**Brief Description**

“Community Infrastructure Support” (CIS) addresses education sector recovery process after the earthquake of November 26, 2019 in Albania. It aims to support Albanian citizens in the municipality of Durrës to improve their education outcomes. The project is part of the Denmark’s and United Kingdom’s financial commitment to support Albanian citizens and government in accelerate the recovery process after the earthquake of November 26<sup>th</sup>. 2019. It will be implemented by the UNDP, in cooperation with the Albanian Government.


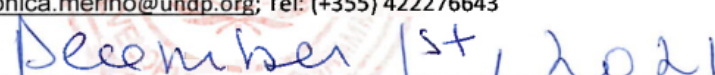
The overall objective of the project is to support national and local governments in reducing further social and economic losses, and to accelerate the recovery process through education facility repair and reconstruction.

The project aims to deliver rapid assistance to help restore three education facilities and its services in local communities in Durrës municipality in order to ensure pupils and communities loose minimum education services, and to enable the gradual normalization of life of affected population in those municipalities, with education the foremost priority.

The proposal focuses on restoring service delivery capacity and ensuring the shortest possible interruption in access to essential services, in particular for vulnerable groups, while using the recovery to the earthquake as opportunity to increase the resilience of the education system and accelerate modernization of service delivery in the affected areas.

The expected result of this intervention is: Education facilities repaired and reconstructed, with a strong emphasis on sustainability, inclusiveness, and environmental protection and quality of education environment improved.

Contributing Outcome: UNDAF/CPD Outcome 2/Social Cohesion. Outcome A. By 2026 there is increased and more equitable investment in people, removing barriers <sup>1</sup> and creating opportunities for those at risk of exclusion. GEN2 (Gender equality as a significant objective)	<b>Total resources required:</b>									
	<b>Total resources allocated:</b>	2,611,239 USD <sup>1</sup>								
		<table border="1"> <tr> <td><b>SDG Acceleration Fund</b></td> <td>2,300,000 EURO</td> </tr> <tr> <td><b>Breakdown by donor:</b></td> <td></td> </tr> <tr> <td><b>United Kingdom</b></td> <td>345,000 Euro</td> </tr> <tr> <td><b>Denmark</b></td> <td>1,955,000 Euro</td> </tr> </table>	<b>SDG Acceleration Fund</b>	2,300,000 EURO	<b>Breakdown by donor:</b>		<b>United Kingdom</b>	345,000 Euro	<b>Denmark</b>	1,955,000 Euro
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<b>Unfunded:</b>	n/a									

Agreed by:   
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 Date: 

<sup>1</sup> The amount in USD (as per UN RoE 15 November 2021) reflects the donor contribution minus 1 % Admin Agent Fee.

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## I. DEVELOPMENT CHALLENGE

The 6.4 magnitude earthquake that hit Albania on 26 November 2019, has left 51 people dead and injured thousands. It was the strongest earthquake to hit Albania in more than 40 years. Eleven municipalities, namely Shijak, Durrës, Kruja, Tirana, Fushë Krujë, Kavaja, Vora, Rrogozhina, Kurbin, Mirdita and Lezha, with an approximate population of 1,185,286 persons, have suffered to varying degrees from the earthquake. For the first time in recent history, the Government of Albania announced a State of Natural Emergency in the prefectures/regions of Tirana, Durrës and Lezha. In order to identify the damages, losses and recovering needs arising from the earthquake, the Government of Albania in partnership with United Nations, European Union and World Bank undertake a full and comprehensive Post-Disaster Needs Assessment (PDNA).

The sectors assessed by PDNA are health, education, housing, productive sectors, infrastructure, social protection and civil protection and disaster risk reduction. According to the PDNA, the total effect of the disaster in the 11 municipalities amounts to 985.1 million EUR (121.21 billion ALL), of which 843.9 million EUR (103.84 billion ALL) represents the value of destroyed physical assets and 141.2 million EUR (17.37 billion ALL) refer to losses. The total recovery needs are 1,076.15 billion EUR (132.4 billion ALL) across all sectors and for the 11 affected municipalities.

According to PDNA, two of the most damaged sectors are education and infrastructure. Damages were reported to 321 educational institutions (all types including dormitories) in the 11 affected municipalities, representing 24% of all educational establishments. On the other hand, the total damage and loss estimated for the Infrastructure sector, including: (i) community infrastructure, (ii) energy, (iii) government buildings, (iv) communication, (v) transport and (vi) water sanitation and hygiene amounts to 33.42 million EUR (4.1 billion ALL). Nearly one-third of the combined damage and loss is in the municipality of Durrës.

Earthquake recovery must go back-to-back with measures taken to address the COVID-19 pandemic situation. COVID 19 has the potential to cause three waves of morbidity and mortality: the first is due to the disease itself; the second to the inability of education systems to maintain education services, and the third is due to increased levels of unemployment, poverty and other adverse determinants of education that are associated with inclusive education needs and reduced access to education services. On 14 September most of the Albanian schools have reopened, although under strict rules of social distancing and hygiene. 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 and studying 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 decision on the prioritisation of the education facilities to be repaired and reconstructed has been made by the national Government, coordinated by the Office of Deputy Prime Minister and Minister of State for the Reconstruction and the Reforms' Program, in agreement with the UN Resident Coordinator and UNDP, in close collaboration with the Ministry of Education and Sports, local authorities and the beneficiary communities.

The overall objective of the Project is to further support central and local governments in reducing social and economic losses from the earthquake, and to accelerate the recovery process through education facilities repair and reconstruction.

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## II. STRATEGY

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

The 6.4 magnitude earthquake that hit Albania on 26 November 2019 has left 51 people dead and injured thousands of 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 EUR 985.1 million (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, primary schools, secondary schools, VET 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 Krujë and Vora, where half of education facility were either fully or partially destroyed. Furthermore, 60% of destroyed and damaged schools are in rural areas. In addition to infrastructure, the earthquake also damaged physical assets such as furniture, labs, ICT equipment, libraries, textbooks, and other learning materials. The physical infrastructure of education facilities, especially in rural areas, do not meet current regulations on safety and accessibility.

The overall analysis of the damages caused to the education facility and community infrastructure can be grouped into: (i) institutions lightly damaged or partially destroyed and that need repairing; and (ii) facility that are severely damaged or fully destroyed and need to be reconstructed. It should be noted that detailed examination of education facility 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. Once the State Committee for Reconstruction has approved the education facility that would be supported for its repair or reconstruction by the earthquake recovery programs, the Office of Deputy Prime Minister and Minister of State for the Reconstruction and the Reforms' Program enters into agreement with the donor on the education facilities to be supported by the donor and mode of implementation. In the cases that detailed technical assessment and design process reveal that the most feasible way for intervention is reconstructing a new school instead of repairing the old one, after due approvals by the Institute of Construction and respective Municipality, the Office of Deputy Prime Minister and Minister of State for the Reconstruction and the Reforms' Program presents to the Reconstruction Committee for their endorsement the change from repair of the damaged school to the reconstruction of a new school.

The intervention will ensure that recovery efforts do not recreate the vulnerability that led to the disaster in the first place. Therefore, recovery and reconstruction will be in line with modern disaster-resistant standards. Also, energy-saving and disability-facilitated access measures will be considered.

The intervention will adopt the most-up-to date "Build Back Better" (BBB) approaches while institutional and regulatory framework that promote resilient reconstruction will be established and enhanced in the country. The strategic approach will ensure that all interventions are inclusive, participatory and transparent, and that the education 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. Inclusiveness will be pursued both in the planning as well as in the execution of all activities. In addition to the “Build Back Better” approach, the intervention will apply a “Build Back Together” approach within each locality, working together with local governments, local education institutions and communities to design and implement recovery activities rapidly with a participatory approach and a transparent and accountable system.

The education facilities to be targeted by this project are as follow:

1. *“Isuf Ferra” Kindergarten, Shkozet Administrative Unit, Durrës Municipality*

The existing “Isuf Ferra” Kindergarten is situated next to the courtyard of the “Isuf Ferra” 9-year School, situated in north area of Shkozet Administrative Unit, Durrës Municipality, about specifically 5 km from Durrësi city centre.

The existing very old kindergarten structure school structure is positioned inside a sub-urban area, being a low-rise residential area, characterized by individual dwellings, and residential buildings 13-storeyed high, with an average urban density. The kindergarten can be accessed through an asphalted road, not in very good conditions. The current kindergarten has an approximate area of about 450 sq.m., in a single-storey building. It is anticipated that the new building will be built on the same footprint as the existing one and will accommodate 80 children.

The Municipality of Durrës has considered the need for the kindergarten with highest priority, due to the lack of the kindergarten in this sub-urban area. It is proposed the construction of a new kindergarten for 80 children. The kindergarten is out of use and the Institute of Construction has ordered the demolishing of the existing structure. Decision on building a new kindergarten is already taken as by recommendation by Institute of Construction (Durrësi Municipality should provide its demolition) and is endorsed by office of Reconstruction Committee through the Office of Deputy Prime Minister and Minister of State for the Reconstruction and the Reforms’ Program.

2. *“Jusuf Hoti” Joint school, Katundi i Ri Administrative Unit, Durrësi Municipality*

“Jusuf Hoti” Joint school (a combined 9-year and High School) is situated in the east area of Katundi i Ri Administrative Unit, Durrës Municipality, specifically about 300 m from the Administrative Unit and village center. The school structure is positioned alongside the Road Sukthi- Fshati Rinia, on its right side, in the middle of a low-rise residential area, characterized by individual dwellings, and commercial buildings 1-3 storeys high, with a moderate urban density. The school can be accessed through an asphalted road. It is a 3-storey building, constructed more than 40 years ago.

The school has a total construction area of about 1400 sq.m and outdoor area of about 4000 sq.m. The existing school is a two-story building constructed about 40 years ago, being retrofitted more than 10 years ago, divided in 3 levels where each level covers a floor area of about 450 sq.m (on average) and provides accommodation to 370 pupils on both 9-year cycle and high school one.

A number of functional and technical problems are identified in the school building. Based on the findings described in the technical report prepared the Institute of Construction, decision on repairing of the existing school has been taken. It is endorsed by Durrësi Municipality and by the State Reconstruction Committee. The repaired school will keep the existing layout but will provide needed (standardized) space for the laboratories, teacher’s room, library, director’s office, secretary, medical and psychologist room. Outdoor sportsgrounds will be built in school yard.

3. *“Zyber Sallaku” 9 – year School, Manëz Administrative Unit, Durrësi Municipality*

Zyber Sallaku 9-Year school is situated in north area of Manëz Administrative Unit, Durrës Municipality, specifically about 250 m from Manëz Town center. The school structure is positioned alongside the Road “Ali Beqja” on its left side, in the middle of a low-rise residential area, characterized by individual dwellings, and commercial buildings 2-3 storeys high, with an average urban density. The school can be accessed through an asphalted road. It is a 2-storey building, situated close to the Administrative Unit and the Health Center of this urban area.

The school has a total construction area of about 990 sq.m and outdoor area of about 4000 sq.m. The existing school is a two-story building constructed about 40 years ago, being retrofitted more than 10 years ago, divided in 2 levels where each level covers a floor area of about 485 sq.m and provides accommodation to 290 pupils on 9-year cycle.

A number of functional and technical problems are identified in the school building. Based on the findings described in the technical report prepared the Institute of Construction, decision on repairing of the existing school has been taken. It is endorsed by Durrësi Municipality and by the State Reconstruction Committee. The repaired school will keep the existing layout but will provide needed (standardized) space for the laboratories, teacher’s room, library, director’s office, secretary, medical and psychologist room. Outdoor sportsgrounds will be built in school yard.

The relevance of above interventions will be validated during the process of technical design when specialized consultants will assess in depth the building structure and the feasibility of interventions.

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### **III. RELEVANCE TO UNDP AND OTHER INTERNATIONAL AND NATIONAL POLICIES/STRATEGIES AND FRAMEWORKS**

By delivery of its objectives, the Project will contribute to achievement of the targets set within the Sustainable Development Agenda 2030, more specifically the SDG 4 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” the SDG 10, “Reduced Inequalities and SDG 17 “Partnership for the Goals”

Community Infrastructure Support project 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.

The CIS Project contributes to outcome 1 of Country Programme Document and Sustainable Development Cooperation Framework 2022-2026 that reads as follows: Outcome A1. By 2026 there is increased and more equitable investment in people, removing barriers<sup>1</sup> and creating opportunities for those at risk of exclusion.

It will also contribute to the Gender Equality and Women’s Empowerment and huma rights-based approach to COVID-19 response.

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### **IV. UNDP’S APPROACH TO POST-DISASTER COMMUNITY RECOVERY**

UNDP is recognized worldwide as a leader in crisis response and recovery, climate risk management, 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

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<sup>1</sup> Including: policy and legislative, institutional (capacities as well as norms and behaviors), geographic, and financial.

with the national government and partners, whose capacity enhancement is supported by UNDP. UNDP uses its convening and brokering capacity to facilitate cooperation between central and governments, civil society organizations, community groups and international partners.

UNDP Albania has a long-term experience working in the local governance and community support, social inclusion and empowerment of vulnerable groups under the SDG moto “Leave No One Behind”. The past years work in integrated local development, emergency response to floods disaster, rehabilitation of Education infrastructure builds on UNDP comparative advantage and long track record in governance. In April 2020, UNDP started the implementation of “EU4Schools” action, an initiative funded by European Union as part of support to accelerate the recovery process after the earthquake of November 26<sup>th</sup>, 2019. Through this action 63 educational facilities, in 11 affected municipalities, will be repaired and reconstructed in the eleven municipalities affected by the earthquake.

To support national and local governments in reducing further social and economic losses, to accelerate the recovery process and enable the self-recovery of the affected communities, UNDP’s strategy is to deploy a short, medium and long-term approach focusing on: (i) meeting some of the immediate needs in the affected region to kick-start recovery (while also creating the basis for long term recovery, resilience and sustainable development, (ii) building on prior UNDP work with vulnerable communities ensuring that the poorest and most-at-risk population segments are able to participate and benefit from Education infrastructure repair and restored services and (iii) expanding the engagement and partnerships with national and local governments as well as civil society in the affected areas.

UNDP aims to accelerate the recovery process and enable self-help and self-recovery of the affected communities, to strengthen local coping mechanisms, and to focus on building community resilience post disaster. Taking cognizance of the need 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 that UNDP would take would be to ensure that all interventions are inclusive, participatory and transparent.

Specific capacities and institutional mechanism should be built to ensure community oversight and participatory monitoring of infrastructure recovery at the community. Opportunities should be seized to build awareness at the national and local levels about safety, accessibility and environmental standards and promote a culture of resilience in development and maintenance of Education infrastructure.

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## **V. METHODOLOGY AND ADDED VALUES**

The intervention will ensure that the recovery process does not recreate the vulnerability that led to the disaster in the first place and must leave the communities safer by reducing risks and building resilience. Therefore, for the reconstruction, a BBB approach will be taken. 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.

In addition to the above, and to ensure BBB, it is crucial to adopt Eurocode 8 as the standard providing a uniform approach for the design of new buildings, and seismic retrofitting of the existing buildings. Hazardous construction materials (e.g. asbestos, POP containing sealants) will be banned and environmentally friendly furnishings and equipment will be promoted. Considering that new buildings provide a great opportunity to ensure accessibility without incurring significant additional costs, 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.

Community engagement in the planning and implementation of recovery and resilience activities will also be ensured through employing mechanisms commonly utilised in the development of strategies. The post-assistance quality assurance approach embraced by the intervention 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.

The intervention 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. In the realization of the project goals UNDP follows successfully proven methodological principles, which distinguishes the work of UNDP in inclusion initiatives developed through and applied in previous experiences built around the concept of area-based (territorial approach) and human development grounded on some key principles.

The proposal captures the learning of past months response to COVID 19 emergency in the country, where UNDP has taken a proactive approach in providing support to local governments and started supporting rehabilitation of education facilities.

### **Build back better and Build back together principles**

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The Project 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. Transparency and inclusiveness will be key principles ensuring that all interested parties are involved in relevant project phase implementation.

Therefore, for the repairing and reconstruction, a Build Back Better (BBB) approach will be taken. The recovery within a BBB framework would give the impacted communities the chance to reduce risk not only from the immediate hazard but provide an opportunity to sustainably reduce the future risk. BBB offers the opportunity to rebuild stronger, safer, 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:

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

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

In addition to the above, and to ensure BBB, it is crucial to adopt Eurocode 8 as the standard providing a uniform approach for the design of new buildings, and seismic retrofitting of the existing buildings. Hazardous construction materials (e.g. asbestos, POP containing sealants) will be banned and environmentally friendly furnishings and equipment (e.g. LED lights instead of mercury containing fluorescent light bulbs) will be promoted. The BBB principle also includes the application of accessible construction principles, e.g. building ramps for wheelchairs (EU 6° incline), accessible door sills, stairs, doors, hygienic facilities, among others. Hygienic facilities should comply with EU standards, taking hygiene, child protection and gender into account. Chemistry and physics labs should be equipped according to EU safety standards and include e.g. fume hoods in chemistry cabinets/labs, secure and safe storage rooms for chemicals, etc.

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.

All interested parties will be involved in different phases of the project implementation, ensuring that the needs are addressed and all processes are in line with Build Back Together principles.

### **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 project plans to target women education service providers, mothers and fathers, girls and boys as both stakeholders and end-users. The project 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 Project. These consultations will provide opportunities to recognize the needs and wants of both women, girls and men and boys in the Education 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.

Furthermore, the infrastructural designs of targeted facility will have a keen focus on women and girls' specific needs as users of education facilities, being these service providers and receivers.

### **Accessibility and inclusion of vulnerable groups**

The project promotes, and is informed by, the principle of inclusion. Education facility design may potentially contribute to promoting inclusion through optimising all service receivers' access to the Education facility environment and removing unnecessary barriers to participation. Well-designed Education facility allows all clients to participate fully and independently.

The design of new facility or the improvements to existing one will take into consideration the accessibility requirements of all users, however the focus will be on the special needs of users with disabilities.

The project 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.

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 implementation of the project 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.



### **Human rights and equal opportunities**

The project mainstreams a human rights-based approach that struggles to eradicate discrimination and bring dignity and entitlement to excluded communities by prioritizing criteria in the selection of targeted education facilities. The project plans to address the specific human-rights/discrimination related exclusion challenges experienced by the vulnerable groups including Roma and Egyptian community via addressing the discrimination challenges experienced when accessing education services.

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.

### **Environment and waste management**

The project team and management bodies will ensure reconstruction works are consistent with the country's national development plan and EU environmental standards. Air, water and soil pollution from construction can seriously affect the natural environment. The Project will pay importance to meet environmental and greenhouse gas emissions standards.

The project 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.

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 rebuilding process it will be carried out the detailed engineering design; 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.

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## **VI. RESULTS AND PARTNERSHIPS**

**Result: Education facilities repaired and/or reconstructed, with a strong emphasis on sustainability, inclusiveness, and environmental protection and quality of education environment improved.**

Through this project, support will be provided to enhance education infrastructure of three education facilities in Durrës Municipality damaged by the earthquake of November 26, 2019, specifically one kindergarten, one 9 – year school and one joint school.

Education facilities to be reconstructed and/or repaired will satisfy all applicable EU standards in construction field, especially Eurocode 8 as well as 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 education facilities buildings. The disaster-resilient and modern facility will also contribute to a better education environment. Sustainable construction methods will be employed aiming at reducing energy consumption and waste; creating an environmentally friendly environment; and protecting the natural environment.

A procurement process will identify the specialized company that will prepare the technical designs for the education facility targeted under the project. All repair and/or reconstruction works 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 EU standards on safety at workplace. Local governments as well will need to be trained to ensure maintenance, operational safety and sustainability.

UNDP will proceed with the development of the required technical designs for these education facilities. This will be followed by obtaining the relevant technical endorsement by the Institute of Construction that regulates the approval of designs of all public buildings post 26 November earthquake. The Municipality will endorse the decision by approving the construction permits, including the assurance regarding land ownership, before any construction works starts. A Memorandum of Understanding will be signed with Municipality of Durres, to clearly define roles and responsibilities.

Before handing over the repaired and/or reconstructed education 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: Signature of Memorandum of Understanding (MoU) with Durres municipality.*

The MoU will foresee joint obligations, responsibilities and roles of all actors, to be followed during the rebuilding processes. It will include also preconditions to be fulfilled by the Municipality 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 facility will be rebuilt when possible, among others, as well as the role of the Municipality and local institutions after handover especially ensuring adequate maintenance of the facility and equipment provided that allow sustainability at the end of the project. Continuous dialogue with the Albanian institutions at central and local level will ensure the adequate planning for proper maintenance.

*Activity 1.2: Technical assessment for education facility and identification of the needs for infrastructure intervention.*

All education facilities identified for repair or reconstruction by the project will undergo a quick technical assessment and consultations will be held with local and central authorities at local level. This process will also gather data on the exact number of citizens impacted as well as the current status of education services. This activity will result in the preparation of Terms of Reference (ToRs) and technical specifications for the design and supervision for all education facilities. The technical assessment will provide recommendation on the type of intervention for each education facilities.

*Activity 1.3: Community led local consultations on the interventions.*

A bottom-up consultation process with targeted groups such as: education professionals, students, parents, local communities, local institutions, etc. will be organized, during repair 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 facility in line with the international standards.

*Activity 1.4: Contracting of the company for the preparation of detailed technical design and supervision services for education facilities to be repaired and/or reconstructed.*

This Activity includes the procurement process for the company that will prepare the technical designs and provide supervision for education facilities to be repaired and/or reconstructed in line with the specifications foreseen in the Terms of Reference. 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 1.5: Contracting construction companies and implementation of the civil works for repair and/or reconstruction.*

Under this activity a competitive procurement process for the selection of service providers to implement the reconstruction will be undertaken. Eligible providers need to have the appropriate professional licenses issued by the Ministry of Infrastructure and Energy to undertake repairing and/or reconstructing 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 design of the facilities to be repaired and/or reconstructed, will proceed with the supervision of the civil works conducted under this activity. The contractors will be guided and trained to use EU framework OSH (Occupation, Safety and Health) directive on the introduction of measures to encourage improvements in the safety and health of workers at work.

*Activity 1.6: Testing and commissioning for repaired and/or reconstructed education facilities.*

After the completion of works testing of all repaired and/or reconstructed education 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 and/or reconstructed education facilities will be undertaken. The post-assistance quality assurance will not only safeguard the investment by the Government of Denmark and the Government of the United Kingdom but will enable timely addressing of potential post-completion issues, thus ensuring maximum effects and sustainable recovery outcomes.

*Activity 1.7: Formal handover of repaired and/or reconstructed education facilities.*

All facilities repaired and/or reconstructed under the auspices of the project 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.

*Activity 1.8 Purchase and delivery of basic furniture and equipment for the repaired and/or reconstructed education facilities.*

According the needs identified, basic furniture and equipment for repaired and/or reconstructed education facilities will be purchased through a competitive process in a transparent manner, paying attention to environmental concerns and maximizing the use of recyclable materials.

*Activity 1.9: Final inspection of works at the end of defects notification period*

All facilities repaired and/or reconstructed under the auspices of the Action will go through a final inspection 12 months after competition of civil works when the defects notification period starts.

### **Resources Required to Achieve the Expected Results**

Full implementation of the proposed Project will require an estimated total of 2,300,000 EUR to be mobilised over the implementation period as indicated in the workplan. The funds will be utilized by UNDP to support the development and implementation of activities under this proposed project, which as detailed in the respective budget columns of the Multi Year Workplan will include technical support, supplies and equipment, procurement services, transport, etc. The detailed breakdown of the funds accompanied by specific activities is included as required.

### **Partnerships**

The project intends to empower central government entities, municipalities, the vulnerable groups and the civil society organisations to support the education sector recovery process after the earthquake. It is the

Albanian actors who, in the long run, are to guarantee and restore/ maintain education service delivery and equal access. The project will aim at building partnerships with other organizations and associations in the country that work towards similar goals in order to broaden the scope of beneficiaries and ensure the synergy of development results.

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## **VII. RISKS AND ASSUMPTIONS**

A preliminary assessment shows that the project is not a high-risk intervention, as it will follow a tested approach, based on the experience in previous interventions, and in transferring ownership to ministries, municipalities and stakeholders. The project 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 project team, verified by Steering Committee and reported in the progress and reports. Based on the assessment and experience, specific risks and mitigation measures for the intervention are identified and presented in Annex 1.

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## **VIII. SUSTAINABILITY**

Transparency, accountability and inclusiveness will be the guiding principles of all results foreseen to be achieved under this intervention. 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.

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

The institutional sustainability will be secured through the continuous and intensive engagement of central and local authorities. Extensive dialogue with the respective Municipality involved will ensure its full commitment, including financial allocations for the maintenance of the repaired and/or reconstructed education facilities at the end of the project. The respective Municipality will sign a Memorandum of Understanding outlining their long-term obligations, making them in part responsible for managing beneficiary relations. The project will ensure that all knowledge and tools are transferred to relevant authorities, providing for their future use.

The project targets the following groups:

- Local education service providers;
- Children, parents and families, in the areas affected by the earthquake;
- Local communities.

The strategic approach will ensure that all interventions are inclusive, participatory and transparent, and that the 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. Inclusiveness will be pursued both in the planning as well as in the execution of all activities.

In order to move fast and assist affected communities, the recovery interventions are twinned with medium- and longer-term strategies that will strengthen resilience, build capacity and social capital and reduce the

risk and effects of future disasters. In addition to the “Build Back Better” approach, the intervention will apply a “Build Back Together” approach within each locality, working together with local governments, local public institutions and communities to design and implement recovery activities rapidly with a participatory approach and a transparent and accountable system.

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## **IX. VISIBILITY**

The project will ensure visibility of the interventions and the support provided to Albania’s recovery efforts. The visibility activities will be executed in close cooperation between UNDP, Embassy of Denmark and British Embassy in Albania focusing on outputs and the impact of the project’s results and 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 project and emphasize the support provided by the Government of Denmark and the Government of the United Kingdom.

Continuous coordination will be ensured with Embassy of Denmark and British Embassy in Albania, to disseminate the information on project implementation, well communicate the results. and highlight the Government of Denmark and the Government of the United Kingdom commitment to the recovery process in the field of education. In that context, a number of tools will be used to increase visibility of the project and better communicate the results.

### Proposed activities

- Public event to launch the project with participation of Embassy of Denmark, British Embassy, Government and UNDP.
- Public consultation with project beneficiaries with the participation of community members, (local) government representatives, donor, UNDP Albania, design companies (to inform the public about the design and get their feedback.)
- Meeting with representatives of communities on the site where construction works will be implemented.
- Public meetings to brief members of the local community on the progress and receive their feedback.
- Event for the handover of the reconstructed/rehabilitated school, in cooperation with the Central and local authorities, Embassy of Denmark and British Embassy in Albania.

### Proposed communication tools

- UNDP Social Media accounts (Facebook, Twitter, Instagram, LinkedIn) to be updated with information regularly. Members of the affected communities to be featured continuously.
- Production of a video story: Before and After the Earthquake. Beneficiary perspective on focus.
- Produce two stories highlighting project’s progress and impact.
- Production of a photo album: “Before and After the Earthquake”.
- Production of public awareness materials such as flyers, posters, infographics to raise awareness about the project, and other relevant visibility material according to the different audiences.

All publications, reports, leaflets, video story and other multi-media products will acknowledge that the product or material was developed “with funding from the Government of Denmark and the Government of the United Kingdom”. Denmark, United Kingdom, Government of Albania and UNDP logos will be displayed properly. All the visibility materials in the construction sites and in public events will have the project logos.

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## **X. PROJECT MANAGEMENT**

### **Cost Efficiency and Effectiveness**

For the implementation of this project, efforts are being coordinated among partners to ensure the utmost efficiency of resource management and delivery of results in an effective way. Therefore, the project will be implemented by UNDP using the direct implementation modality (DIM) in accordance with UNDP rules and regulations. National experts will be involved as required. Project administration and finance support will also be performed by UNDP.

### **Project Management**

The main management functions relating to this project are outlined as follows:

The Project Steering Committee: The project will be guided at the highest level by a Project Steering Committee (PSC) that will meet regularly– at least twice a year, and possibly more frequently if necessary. The PSC will provide guidance on project implementation issues, ensuring optimal translation of activities into outputs through appropriate monitoring and evaluation that carefully examines the relevance, performance, and progress towards each outcome. The PSC will also facilitate cooperation between partners and stakeholders and ensure continuous and effective communication and coordination between the project's implementers and its beneficiaries. The PSC will also provide a forum for sharing the key results of the project, discussing changes or challenges in the project and the rule of law sector more generally, and proposing solutions. Project steering committee will be led by UNDP and its members will be: representative of Office of Deputy Prime Minister and Minister of State for Reconstruction, Ministry of Education, Resident Coordinator, United Kingdom and Denmark Embassies (as relevant) and Municipality of Durres.

UNDP Programme Specialist at the UNDP Country Office (Social Inclusion Portfolio) will provide overall quality assurance, including support in fundraising and broadening partnership and adherence to monitoring and reporting requirements and standards; ensure that high quality periodic progress reports are prepared and submitted well in advance; perform oversight activities; provides programme assurance from the Country Office (CO), allowing for effective delivery of the planned activities by supporting implementation consistent with UNDP rules and regulations. The Programme Specialist is also responsible for effective communication of these results to donors.

The Project engineer will be responsible for overall day-to-day project coordination, preparation of progress reports, and supervising the work of the project experts. The project engineer 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.

Short term national experts will be hired as needed to support the implementation of activities.

### **Project Duration**

Project duration is 28 months that includes 12 months of defects and liability period

## XI. RESULTS FRAMEWORK

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	
Output 1 Education facilities repaired and/or reconstructed, with a strong emphasis on sustainability, inclusiveness, and environmental protection and quality of education environment improved.	1.1 No. of technical designs in place	Project reports and relevant technical/tender documentation	0	2021	3	Official related reports from the municipality
	1.2 No. of facilities repaired and/or reconstructed	Education facility work/equipment delivery protocols signed by beneficiaries			3	Official related reports from central institutions
	1.3 No. of MoU signed with targeted municipalities	Official documentation and reports from target municipalities			1	Official related reports from the international community
	1.4. No. of consultation meetings and place checks organized	Equipment/goods delivery protocols signed by beneficiaries			6	Project reports
	1.5. No. of children/students benefiting from the project	Memorandum of Understanding signed with targeted municipalities			800	Coordination and complementarity with recovery assistance interventions delivered by governments and international community
	1.6. No. of teachers benefiting from the project				50	Central government is committed to collaborate in sharing information

## XII. MONITORING AND EVALUATION

In accordance with UNDP's programming policies and procedures, the project will be monitored through the following monitoring and evaluation plans:

### Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
<b>Track results progress</b>	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.		
<b>Monitor and Manage Risk</b>	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Quarterly	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.		
<b>Learn</b>	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.		
<b>Annual Project Quality Assurance</b>	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.		
<b>Review and Make Course Corrections</b>	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.		
<b>Project Report</b>	A progress report will be presented to the Project Steering Committee and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk long with mitigation	Mid-term and at the end of the project (final report)			



	measures, and any evaluation or review reports prepared over the period.				
<b>Project Steering Committee</b>	The project's governance mechanism will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Twice per year	Any quality concerns or slower than expected progress should be discussed by the project steering committee and management actions agreed to address the issues identified.		

### XIII. MULTI-YEAR WORK PLAN

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Timeframe					RESPONSIBLE PARTY	PLANNED BUDGET	
		Q1	Q2	Q3	Q4	Q5		Budget Description	Amount in USD
<b>1: Education facility reconstructed, with a strong emphasis on sustainability, inclusiveness, and environmental protection.</b>  Gender marker:2	Activity 1.1: Signature of Memorandum of Understanding (MoU) with municipalities.	X					UNDP, Municipality	Project engineer	<b>38,990</b>
	Activity 1.2: Technical assessment for education facility and identification of the needs for infrastructure intervention.	X	X				UNDP, Regional Directory of Education, municipality	Consultants and staff support	<b>28,670</b>
	Activity 1.3: Community led local consultations on the interventions.	X	X	X	X	X	UNDP, Regional Directory of Education municipality	Office rent and utilities	<b>11,468</b>
	Activity 1.4: Contracting of companies for the preparation of detailed technical design and supervision services for Education facility to be reconstructed.	X	X				UNDP	Vehicle and transportation costs	<b>9,174</b>
	Activity 1.5: Contracting construction companies and implementation of the civil works for reconstruction.		X	X	X	X	UNDP	Audio Visual & Printing prod. Costs (visibility)	<b>11,468</b>
	Activity 1.6: Testing and commissioning for and reconstructed facilities.				X	X	UNDP	Office equipment and supplies	<b>9,174</b>
	Activity 1.7: Formal handover of reconstructed education facility.				X	X	UNDP, Municipality	Miscellaneous	<b>3,484</b>
	Activity 1.8: Purchase and delivery of furniture and equipment for the reconstructed Education facility.				X	X	UNDP, Regional Directory of Education municipality	Technical design and supervision	<b>103,211</b>
	Activity 1.9: Final inspection of works at the end of defects notification period						UNDP, Regional Directory of Education municipality	Testing and commissioning	<b>17,202</b>
	<b>Sub-Total for Output 1</b>							Construction works (and furniture)	<b>2,207,569</b>
<b>General Management Support</b>	7%								<b>170,829</b>
<b>TOTAL</b>									<b>2,611,239</b>

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## **XIV. LEGAL CONTEXT**

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of Albania and UNDP, signed on 17 June 1991. All references in the SBAA to “Executing Agency” shall be deemed to refer to “Implementing Partner.”

This project will be implemented by UNDP in accordance with its financial regulations, rules, practices and procedures.

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## **XV. RISK MANAGEMENT**

1. UNDP as the Implementing Partner will comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS.)
2. UNDP as the Implementing Partner will undertake all reasonable efforts to ensure that none of the [project funds] are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via [http://www.un.org/sc/committees/1267/aq\\_sanctions\\_list.shtml](http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml). This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.
3. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-srm>).
4. UNDP as the Implementing Partner will: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.
5. In the implementation of the activities under this Project Document, UNDP as the Implementing Partner will handle any sexual exploitation and abuse (“SEA”) and sexual harassment (“SH”) allegations in accordance with its regulations, rules, policies and procedures.
6. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.
7. UNDP as the Implementing Partner will ensure that the following obligations are binding on each responsible party, subcontractor and sub-recipient:
  - a. Consistent with the Article III of the SBAA [*or the Supplemental Provisions to the Project Document*], the responsibility for the safety and security of each responsible party, subcontractor and sub-recipient and its personnel and property, and of UNDP’s property in such responsible party’s,

- subcontractor's and sub-recipient's custody, rests with such responsible party, subcontractor and sub-recipient. To this end, each responsible party, subcontractor and sub-recipient shall:
- i. put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
  - ii. assume all risks and liabilities related to such responsible party's, subcontractor's and sub-recipient's security, and the full implementation of the security plan.
- b. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the responsible party's, subcontractor's and sub-recipient's obligations under this Project Document.
  - c. In the performance of the activities under this Project, UNDP as the Implementing Partner shall ensure, with respect to the activities of any of its responsible parties, sub-recipients and other entities engaged under the Project, either as contractors or subcontractors, their personnel and any individuals performing services for them, that those entities have in place adequate and proper procedures, processes and policies to prevent and/or address SEA and SH.
  - d. Each responsible party, subcontractor and sub-recipient will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, subcontractors and sub-recipients in implementing the project or programme or using the UNDP funds. It will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.
  - e. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to each responsible party, subcontractor and sub-recipient: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. Each responsible party, subcontractor and sub-recipient agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at [www.undp.org](http://www.undp.org).
  - f. If an investigation is required, UNDP will conduct investigations relating to any aspect of UNDP programmes and projects. Each responsible party, subcontractor and sub-recipient will provide its full cooperation, including making available personnel, relevant documentation, and granting access to its (and its consultants', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with it to find a solution.
  - g. Each responsible party, subcontractor and sub-recipient will promptly inform UNDP as the Implementing Partner in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.
  - h. Where it becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, each responsible party, subcontractor and sub-recipient will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). It will provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.
  - i. UNDP will be entitled to a refund from the responsible party, subcontractor or sub-recipient of any funds provided that have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of this Project Document.

Such amount may be deducted by UNDP from any payment due to the responsible party, subcontractor or sub-recipient under this or any other agreement. Recovery of such amount by UNDP shall not diminish or curtail any responsible party's, subcontractor's or sub-recipient's obligations under this Project Document.

*Note:* The term "Project Document" as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.

- j. Each contract issued by the responsible party, subcontractor or sub-recipient in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from it shall cooperate with any and all investigations and post-payment audits.
- k. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project or programme, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.
- l. Each responsible party, subcontractor and sub-recipient shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to its subcontractors and sub-recipients and that all the clauses under this section entitled "Risk Management Standard Clauses" are adequately reflected, mutatis mutandis, in all its sub-contracts or sub-agreements entered into further to this Project Document.

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## **XVI. ANNEXES**

- 1. Project Quality Assurance Report**  
(to be completed)
- 2. Social and Environmental Screening Template** [\[English\]](#) [\[French\]](#) [\[Spanish\]](#), including additional Social and Environmental Assessments or Management Plans as relevant (to be completed)
- 3. Risk Analysis.** (see below Annex 1). Risk log in Atlas will be completed and updated accordingly.
- 4. Pictures from targeted education facilities**

## ANNEX 1

### RISKS AND MITIGATION MEASURES

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 project 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.
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,
Low speed in approving the changes in the type of intervention (if needed) by involved institutions	Possible	Moderate	UNDP will engage in very early stages of project development with the relevant state authorities and inform them regularly on progress to ensure their quick turnover when decisions need to be taken
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.
MoES/ Municipality do not have proper documentation of property titles of some rural education facilities that have been damaged by the earthquake	High	Major	The project will work with the local governments at the early stages of project implementation and ensure that all needed documentation is prepared by the municipalities to ensure that the targeted education

			facilities have clear ownership over the facility. The project team will engage in dialogue with the relevant central institutions to settle all pending issues and get equipped with due documentation on the education sector assets.
Low financial and human resources capacity of MoES and municipalities to ensure proper maintenance of rehabilitated facilities and equipment	Possible	Moderate	The project will work with MoES and the municipalities from the start 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.

**Annex 4 Pictures from targeted education facilities**



Existing "Isuf Ferra" Kindergarten pictures



Existing "Jusuf Hoti" Joint School pictures



Existing "Zyber Sallaku" 9 – year School pictures

