



Contracting Authority: Delegation of the European Union to Albania

EU4Schools Phase II
CTR 2020/417-701

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	International Organisation

Dossier No	
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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>):	42 months
EU financing requested (amount)	50.000.000 EUR
Objectives of the action	<p>The overall objective of the Action is to further support central and local governments in reducing social and economic losses from the earthquake, and to accelerate the recovery process through educational facility repairs and reconstruction, as a continuation of the “EU4Schools” Phase I.</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 according to the EU 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 to the highest EU international standards</p>
Target group(s) ¹	<p>The Action targets the following groups:</p> <ul style="list-style-type: none"> • Local service providers of education, including: creches, pre-schools, primary schools, and secondary schools, including Vocational Education and Training (VET) schools; • Children, students and their families, in the areas affected by the earthquake; • Teachers, academic and administrative staff in the educational facilities affected by the earthquake; • Local communities
Final beneficiaries ²	Final Action beneficiaries will include all residents of targeted local communities
Estimated results	<p>The main expected results are as follows:</p> <p>Result 1: Educational facilities repaired³ and/or reconstructed, with a strong emphasis on sustainability, inclusiveness, and environmental protection.</p> <p>Result 2: Quality of learning environment, including technical capacities of central and local level institutions improved</p> <p>Result 3: Transparency, accountability and inclusiveness in recovery processes strengthened</p>
Main activities	<p>Main activities to be implemented under this action are:</p> <p>Activity 1.1: Technical assessment of education facilities and identification of the needs for infrastructure intervention</p>

¹“Target groups” are the groups/entities who will directly benefit from the action at the action purpose level.

²“Final beneficiaries” are those who will benefit from the action in the long term at the level of the society or sector at large.

³ 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)⁴ and supervision services for educational facilities to repair or reconstruct</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 1.6: Final inspection of works at the end of defects notification period</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 2.3: Conducting a training needs assessment of the teachers of primary and basic education in IT and digital literacy to identify gaps and upgrading strategies</p> <p>Activity 2.4: Strengthen local capacities in Operations and Maintenance and health and safety in school environment.</p> <p>Activity 3.1: Signature of Memorandum of Understanding (MoU) with municipalities and specific dialogue and interventions to ensure their full commitment during the Action implementation and at the end for the maintenance of the facilities</p> <p>Activity 3.2: Organisation of community led local consultations on the interventions</p> <p>Activity 3.3: Updating the online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web technologies, for showing Action progress.</p> <p>Activity 3.4: Communicate the results through visibility actions</p>
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⁴ FEED: Front to End Engineering Design
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2. Description of the Action

This Action is the unified “EU4Schools” funded by European Union (EU) to accelerate the recovery process in the education sector, after the earthquake of November 26, 2019 in Albania. It integrates and completes the Action “EU4Schools” Phase I, currently under implementation, in terms of objectives, interventions, structures and mechanisms. The first phase started on April 2020 and will be implemented in an 18 months period, in five affected municipalities, namely: (i) Durrës, (ii) Kavajë, (iii) Krujë, (iv) Kamez and (v) Kurbin. It aims to target indicatively 22 educational facilities, including kindergarten, primary schools and secondary schools, from which indicatively 16 to be repaired and 6 reconstructed. The Action is implemented by UNDP in collaboration with the Albanian Government.

As indicated by the Post Disaster Need Assessment (PDNA), the education sector is one of the most affected by the November 26, 2019 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 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 allocated in total EUR 65 Million for the reconstruction of the education sector in the municipalities most affected by the earthquake.

The **overall objective** of this Action is to further support local and national governments in reducing social and economic losses, and to accelerate the recovery process through educational facility repairs and reconstruction, as a continuation of interventions under the “EU4Schools” Phase I.

The specific **objectives** are:

- i. To support repairing and rebuilding, including the basic furnishing and equipping of education facilities in municipalities affected by the earthquake according to the EU 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 to the highest international standards.

The Action aims to deliver rapid assistance to help restore indicatively 36 education facilities or objects and cover the carry over costs from Phase I 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, primary education, secondary schools – including VET schools and respective dormitories in municipalities affected by the earthquake, such as: (i) Lezha, (ii) Tirana, (iii) Rrogozhina, (iv) Mirdita (v) Vora, (vi) Shijak, (vii) Durrës, (viii) Krujë, (ix) Kurbin, (x) Kamza and (xi) Kavajë.

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 agreement with EU and UNDP, 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 financially close to reconstructing the same educational facility, adequate consideration should be given to reconstructing the facility instead of repairing it. As continuation of first phase of “EU4Schools” programme and in line with the overall objective, this Action may cover the repair/reconstruction of any of the educational facilities foreseen to be targeted through phase I, but due to the lack of budget could not be finalised. The programme budget will be amended accordingly to reflect phase 1 real costs. The last two educational facilities out of the indicative list of 36 objects to be targeted in phase II will be procured once the construction costs of the contracted educational facilities will be clear and sufficient funding is available.

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. Building back together will also ensure inclusiveness in securing physical access and academic participation to all students, as well as psychosocial sensibility, to ensure the provision of psychosocial support for the recovery from the trauma experienced during the earthquake and exacerbated by the COVID-19 epidemiological crisis.

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. 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 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 and teacher development as deemed necessary (ii) a facility-by-facility assessment will be conducted to update the estimates of rehabilitation needs (buildings, furniture and equipment, learning materials, etc.), (iii) 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 (iv) the concepts of Building Back Better and Building Back Together will be adopted (v) environment protection will guide all interventions and activities; (vii) sustainability of investments by promoting local ownership will be ensured throughout Action implementation.

At the beginning, 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 arising 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. UNDP will launch a competitive procurement process for technical design and supervision services.

The companies engaged for the civil works will be identified by a roster created after a comprehensive pre-qualification process. The roster includes all the companies that fulfil the criteria, aiming to deliver the works in line with EU standards and in due time. The roster of prequalified companies will be updated at the start of this Action and continuously during the implementation, by opening up the process of prequalification to more companies to apply. This will increase the number of qualified construction companies, aiming at delivering in quality and due time the targeted educational facilities. 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 OSH EU Directive rules in their work and the amended rules to comply with COVID-19 protection requirements. Contractors will be required to adhere to ISO 14001 standard

for environmental management systems. An Operational manual in line with international standards will be shared with contractors and implemented during civil works and supervision.

Before handing over the repaired and reconstructed educational facilities to the respective authorities, a process of testing and commissioning will be undertaken, including quality assurance process. Training on system operations and maintenance, including a maintenance manual will be provided to the respective authorities. Educational facilities will be equipped with furniture considering exigencies of COVID-19 pandemic situation, including IT labs to ensure IT training and foster online learning and blended education as feasible. 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, utilizing 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 / community level responses) will be strengthened in order to effectively and efficiently respond to future emergencies. This assistance should empower recovery actors and ensure sustainability.

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/blended 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 an equipped room to serve as a health center, beside to a psychosocial room for support of teachers and students in need. 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 and local authorities. 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 sustainability of investments. In this regard, specific attention will be devoted to ensuring the full commitment of the local authorities for the maintenance of the facilities constructed and rehabilitated, including the definition of clear financial allocations in the budget.

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, will be captured in an online, publicly accessible BI (Business Intelligence) dashboard already put in place by the "EU4Schools" Phase I. This platform to be adopted for the integrated "EU4Schools" is aligned and complement 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, and will complement and strengthen the strategy already in place for Phase I. The visibility strategy will present the "EU4Schools" as one consolidated programme on earthquake recovery in the education sector in Albania. Continuous coordination will be ensured with the Delegation of the European Union to Albania, to disseminate the information on Action implementation, well

communicate the results, and highlight the EU commitment to the recovery process in the field of education. For this purpose, a detailed Communication and Visibility Plan is laid down in Annex VI of the present EU-UNDP Contribution Agreement.

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

The overall analysis of the damages caused to the education facilities 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.

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 11,000 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 epidemiological 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 and equipment provided.

The Action will contribute in addressing the recommendations of the last EC report to Albania, which stated that *“The school interruption occurred toward the end of 2019 due to the tragic earthquake in central Albania and during the first quarter of 2020 to the COVID-19 pandemic outbreak, clearly highlighted the shortcomings and the challenges in the provision of distance learning at all levels of education. Due to financial resource and capacity constraints, the quality of education remains an issue across the country. Inclusive pre-university provision is particularly inadequate in rural and isolated areas where school premises, often in poor conditions, are used for both early childhood education and care and primary education, and it is difficult to attract qualified teachers”*.⁵

The Action is based on the European Union support programme on recovery process and principles underlined during the Donor Conference, organized in Brussels February 17, 2020. The Action will address the needs stipulated by PDNA, which presents the estimated recovery needs for the education sector in four components: (i) reconstruction of infrastructure and physical assets, (ii) resumption of service delivery, (iii) capacity development and governance and (iv) risk -reduction and resilience in education. 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”⁶. “EU4Schools” Phase II is in line with 2030 Sustainable Development Agenda and 2018 -2021 UNDP Strategic Plan: Development Setting C. Build resilience to shocks, crisis, and Signature Solution 3: Enhance prevention and recovery for resilient societies

⁵ Commission staff working document, Albania 2020 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}, page102

⁶ <https://sustainabledevelopment.un.org/2020/417-701>

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 four primary groups:

- Local service providers of education, including: creches, pre-schools, primary schools, secondary schools – including VET schools and dormitories
- Children, students and families in areas affected by the earthquake;
- Teachers, academic and administrative staff in facilities affected by the earthquake;
- 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 an indicative list of 36 affected educational facilities with a total of approximately 70.000 m². These facilities will also be targeted for refurbishment of their basic equipment and didactic materials, paying particular attention to reusable materials. It is expected that the Action will directly benefit around 13.000 students, teachers and professional staff, while around 400.000 inhabitants living in municipalities where the Action will intervene will be affected. Selection of institutions eligible for assistance under this component will be based on the results of an extensive assessment process, in coordination with Ministry of State for Reconstruction, Ministry of Education Sports and Youth and beneficiaries' municipalities.

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

Consultations in the field with relevant stakeholders revealed that after the earthquake, the rate of absenteeism had increased. Students and staff with limited mobility require additional assistance to travel to the relocation site. There are also reports of parents not allowing girls to travel long distances to neighbouring schools for safety reasons. This Action will directly support the local communities to solve these issues that arose after the earthquake. It will ensure a strategic integration and cohesion with other projects of UN organizations in the country working the area of disaster risk reduction and resilience, human security, human rights and vulnerable communities. A specific room for psychosocial assistance will be provided for children and teachers affected by the trauma and the consequences of the earthquake, in order to ensure and strengthen their emotional and psychological recovery. The Action will also 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. The implementation of activities will also consider the gender aspect, with a focus on greater girls 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 (UDA) 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, this Action, will address the needs and constrains of target group by taking all measures in:(i) restoring normal academic routines, child-care and social play, (ii) providing safe, inclusive, welcoming environments for all children leading not only to learning and academic growth, but also to wellbeing, emotional and psychosocial development, (iii) providing enabling learning environments for all students, including accommodating children with physical and mental/learning disabilities, (iv) building a sense of community and belonging within the school, (v) involving parents and the community in relevant phases of Action’s implementation to increase the sense of community accountability and ensure sustainability at the end, (vi) cultivating connections between the school and its community and providing the community with a meaningful role in their children’s education, (vii) harmonising buildings, school grounds and environment as children interact with them, (viii) 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, primary schools, secondary schools including VET schools and dormitories.

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. The PDNA has envisaged lower costs for fully and partially damaged buildings as mostly the educational facilities were built before 1990. , Cost estimates prepared by the specialised design companies for the repair and reconstruction of educations facilities in phase 1 have been considered in the phase 2 calculations. Based on the experience during phase 1, the open competitive process to be organized for all design, supervision and civil works will reduce the envisaged costs and allow for increasing the built or repaired surface area. For the new interventions standards related to the EU directives on Energy Efficiency and Energy Performance of Buildings⁷ and Eurocode 8 “Design of structures for earthquake resistance” will be taken into consideration.

The Action will be implemented in full collaboration with central and local authorities responsible for education. 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 Albanian 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

⁷Directive 2010/31/EU of the European Parliament and of the Council of 19 May 2010 “On the energy performance of buildings” and Directive 2012/27/EU of the European Parliament and of the Council of 25 October 2012 “On energy efficiency”, amending Directives 2009/125/EC and 2010/30/EU and repealing Directives 2004/8/EC and 2006/32/EC
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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.

The Action will cooperate closely with the Institute of Construction as the specialized institution charged by the Government of Albania to conduct the assessment of the earthquake damages in all public buildings. The Institute is also mandated to perform technical review of all detailed designs of repair or reconstruction of public buildings. In that context, a Memorandum of Understanding is signed between UNDP and Institute of Construction, aiming to accelerate the process of technical review and other relevant issues.

In terms of policy making and standards setting in field of education, main institution responsible is the Ministry of Education Sports and Youth. Its 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 guarantee that all standards are applied in the repaired /reconstructed facilities and the equipment provided.

In terms of investments and maintenance, main institutions are the municipalities, which will be main partners at local level and will have the obligation to ensure their commitment since the beginning both in terms of financial resources in the budget and human capacities. More specifically the municipality: (i) will coordinate with all local actors and make available the relevant documentation for the repair and reconstruction of the educational facilities, (ii) will deal with any liability that may arise from land ownership and assets property or any other property related issue, (iii) will be responsible to follow the necessary procedures and issue the relevant construction permits in a very short period of time, (iv) will make available the objects that will be repaired and the land site for those that will be reconstructed to the UNDP contractor in order to start works as per the agreed time schedule and (v) will provide regular maintenance of the educational facilities repaired and reconstructed after the handover. 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 this Action 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 guaranteed with UN organizations support for earthquake recovery. The Action will capitalise on the "EU4Schools" Phase I, and both interventions constitute the unified "EU4Schools" programme operating as an integrated programme in support of education sector recovery.

3.3. Added-value elements

This Action will capitalise on the results and lessons learnt from the implementation of the "EU4Schools" Phase I, under implementation in 5 municipalities. This Action includes almost the same results and activities and experiences from the first phase will help to overcome the challenges. On the other side, it will benefit from UNDP's field experience and expertise in the country especially in 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 the 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 at local level, including, among others, minority groups such as Roma and Egyptians, persons with disabilities, vulnerable 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 achieving the Action goals, UNDP follows successfully proven methodological principles, which distinguish 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.

The Action will commence with a quality assurance assessment, a process undertaken 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 (and more in general “EU4Schools” Programme).

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 at local level in affected localities.

Environmental sustainability will be a major consideration in the construction of new educational facilities that will apply the EU directives on Energy Efficiency and Energy Performance of Buildings, (Directive 2010/31/EU “On the energy performance of buildings” and Directive 2012/27/EU “On 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 EU standards and conditions in construction as well as ensuring the application of the OSH rules and standards. The respect of the relevant countermeasures to cope with COVID-19 situation will be fully guaranteed.

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 repaired and/or reconstructed 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 educational facilities buildings. New, disaster-resilient and modern facilities will also contribute to a better learning environment. Sustainable construction methods will be employed aiming at reducing energy consumption and waste; creating a healthy, environmentally friendly environment; and protecting the natural 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 that will be commissioned by UNDP. An expedited procurement process, dividing the work in lots, grouping schools on the basis of proximity of construction sites will identify the specialized companies that will prepare the technical designs for all schools targeted under the Action. All repair or construction 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 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 COVID-19, digital solutions and technology, and safety of the structures. Similarly, the Action will use Building Back Together (BBT) principles, including local consultations engagement in decision-making and monitoring, citizen accountability, and transparency.

Facilities that have been severely damaged or fully destroyed will need to be reconstructed. It is assumed that demolitions, where required, will be done by the municipalities, as foreseen in the MoUs agreed or to be agreed between UNDP and partner municipalities. With the assumption that 5% of all fully destroyed primary 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 (already present within the schools) will be integrated within the education facilities or built separately in compliance with the relevant national standards. 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 technical endorsement by the Institute of Construction that regulates the approval of designs of all public buildings post 26 November earthquake as well as the obtaining of construction permits, including the assurance regarding land ownership, from the respective municipalities before any civil 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.

The Action implementation will also consider a 12-month warranty period (defect notification period) which implies that all repaired or reconstructed objects will go through the final inspection 12 month after the objects have been handed over to local authorities.

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 or reconstruction 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 be repaired 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 the highest 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. Eligible providers need to have the appropriate professional licenses issued by the relevant authorities (e.g. Ministry of Infrastructure and Energy) to undertake repairing and 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, 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 (Occupational Safety and Health) directive on the introduction of measures to encourage improvements in the safety and health of workers at work.

Activity 1.4: Testing and commissioning for repaired and reconstructed facilities

After the completion of works testing of all repaired /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 /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.

Activity 1.6: Final inspection of works at the end of defects notification period

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

Result 2: Quality learning environment and technical capacities of central and local institutions improved

Result 2 aims to improve the indoor and outdoor quality of educational facilities to create an enhanced learning environment, considering COVID-19 pandemic exigencies as well. Under this result will be provided support for basic equipment and furniture required to create a quality learning-environment and to enable flexible use of education facilities. The Action will also try to maximize resources to provide the primary and secondary schools with laboratories with proper equipment for various science and technical courses, IT labs etc if funding allows ensuring that all needs of education facilities for repair or reconstruction have been fully addressed.

More specifically the activities to implement 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 the preparation of the technical specification.

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

According the needs identified, basic furniture and equipment for repaired and reconstructed educational facilities will be purchased through a competitive process in a transparent manner, paying particular attention to environmental concerns and maximizing the use of recyclable materials. Schools will be also equipped with relevant labs and IT equipment if funding allows ensuring that all needs of schools for repair or reconstruction have been fully addressed. 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 3.1.

Activity 2.3: Conducting a training needs assessment of the teachers of primary and basic education in IT and digital literacy to identify gaps and upgrading strategies

The Action will bring innovative and smart solutions in the construction processes for the education sector. In this context, an assessment on the training needs in IT and digital literacy skills of teachers to will be prepared. The focus will be laid upon emergency learning needs related with COVID-19 or other possible pandemics, which shocks the education systems and risks to have a 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, especially in local/remote areas where access to online methodologies is limited or not existent. The need assessment will provide recommendations and strategies on how they can be faced aiming to improve the skills of teachers.

Activity 2.4: Strengthen local capacities in Operations and Maintenance and health and safety in school environment.

Target groups under this activity are representatives of local authorities responsible for operations and maintenance of educational facilities. Operations and Maintenance Manuals will be prepared and shared with the relevant authorities, while trainings will be provided to strengthen their capacities in issues such energy efficiency, health and safety, accessibility, environment protection etc. Teachers and students of repaired and reconstructed educational facilities will be involved in specific information and educational awareness sessions on issues related to health and safety in the school environment.

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

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

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

The MoU will foresee joint obligations, responsibilities and roles of all actors, to be followed during the repairing and rebuilding processes. It will include also preconditions to be fulfilled by municipalities before the start of the works, such as delivering on time the permits and other documents relating to land ownership, demolishing of the place where the new facilities will be rebuilt when possible, among others, as well as the role of municipality and local institutions after handover especially ensuring adequate maintenance of the facilities 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 3.2: Organisation of community led local consultations on the interventions

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

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

The accessible dashboard foreseen under the “EU4Schools” Phase I will be used by the integrated EU 4Schools as the transparency portal for all interventions. 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.

Activity 3.4: Communicate the results through visibility actions

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, and will complement and strengthen the strategy already in place for Phase I. The visibility strategy will present the “EU4Schools” as one consolidated programme on earthquake recovery in the education sector in Albania. Continuous coordination will be ensured with Delegation of the European Union to Albania, to disseminate the information on Action implementation, well communicate the results, and highlight the EU 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 action and better communicate the results.

5. Methodology

5.1. Guiding principles and methodological approach

The Action will expand the successfully tested approaches of the “EU4Schools” Phase I, and ensure integration into a consolidating programme, “EU4Schools”. The Action will operate as a consolidated and unified programme to deliver the planned results. The developed programmatic tool and methodologies, the collected data and technical assessments will be immediately integrated in Phase II implementation.

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, Youth and Sports 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.

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 will 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 and foster children’s recovery from trauma and promote their long-lasting wellbeing.

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 and Build Back Better. Other important elements, such as sustainability, health and safety, IT and digital solutions, human rights etc will be addressed during implementation of the action. Experiences gained through implementation of Phase I and lessons learned will guide all implementation interventions.

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, integrated, 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. EU Guidelines for a healthy environment at school based on air quality guidelines (WHO, 2005, 2009, 2010, 2016), indoor air quality (IAQ) management strategies (EnVIE, 2008; SEARCH, 2010; etc.) and also reflected in political declarations (Parma's World Health Organization (WHO) Ministerial Declaration, 2010) will be applied. The above mentioned are in line with domestic policies i.e. the law No. 162/2014 "On ambient air quality protection" and related sublegal legislation. The waste generated will be treated in line with legislation in place on waste management and when possible, recycling initiative will be promoted. 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 EU 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 implemented. Exigencies related with COVID-19 pandemic situation and similar epidemiological situations will be considered during its implementation.

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

Sustainability

The Action will 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 to dual emergency 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 appropriate 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 and the maintenance costs in the future); comfort (for students and teachers as building users); environmental (by reducing the GHG emissions).

Digital solutions and technology

The COVID-19 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-like situations, internet connection and wifi will be essential investments, as well as IT labs to better prepare and equip the future generations and their teachers with the essential tools for blended / online education. 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, where possible, modern innovative approaches to upgrade IT infrastructure in the targeted schools setting thus a new standard contributing to narrowing the gap in learning equity. If financial resources allow, primary and secondary schools will be equipped with computer labs.

Health and safety

Health and safety principles, especially during construction works will be followed in Action's implementation following EU standards. Considerations such as fire safety, earthquake awareness severe weather measures, etc will be taken into account. A Whole-School Approach to OSH-Occupational safety and health and education will be applied integrating risk and school safety and health management in the school facilities functionality. Dedicated spaces for medical support (equipped for first aid interventions) as well as for psychological support will be ensured in each of the educational facilities. Contractors will be guided and trained on EU standards on health and safety at workplace (OSH). Teachers and students will be informed on health and safety considerations once they start using the repaired and reconstructed education facilities.

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 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 point of view 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 “EU4Schools”, (iv) organization of open procurement processes fully in line with UNDP’s rules and procedures as well as with international standards for selection of services and civil works providers.

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 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.

In addition to 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. The results of “EU4Schools” Phase II will be complementary to the results of Phase I and the two phases will be integrated and communicated to all audiences as a unified coherent Action

5.2 Steering and Management Arrangements

Considering the importance of the process and the many stakeholders involved, coordination will be crucial in order to minimize overlap and maximize complementarity. Existing coordination mechanisms, such as the State Committee for Reconstruction 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 the 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 unified “EU4Schools” Action will be managed as a sole integrated programme by the same consolidated institutional structures which include: (i) Steering Committee, (ii) Technical Assurance Group and (iii) Action Team, interacting in a broader programme context with partners and all interested stakeholders.

The unified Programme Steering Committee (PSC) will be established to oversee and coordinate the operations of Phase I and Phase II interventions. Based on the project’s initial plan and budget as well as on monitoring data, the PSC oversees the project’s implementation and takes all the 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 PSC will convene at least twice a year, and upon necessity. All SC members can request a meeting within a week, if need be.

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 “EU4Schools” Phase I and Phase II is one Programme with one PSC, which will provide strategic guidance to the Action implementation.

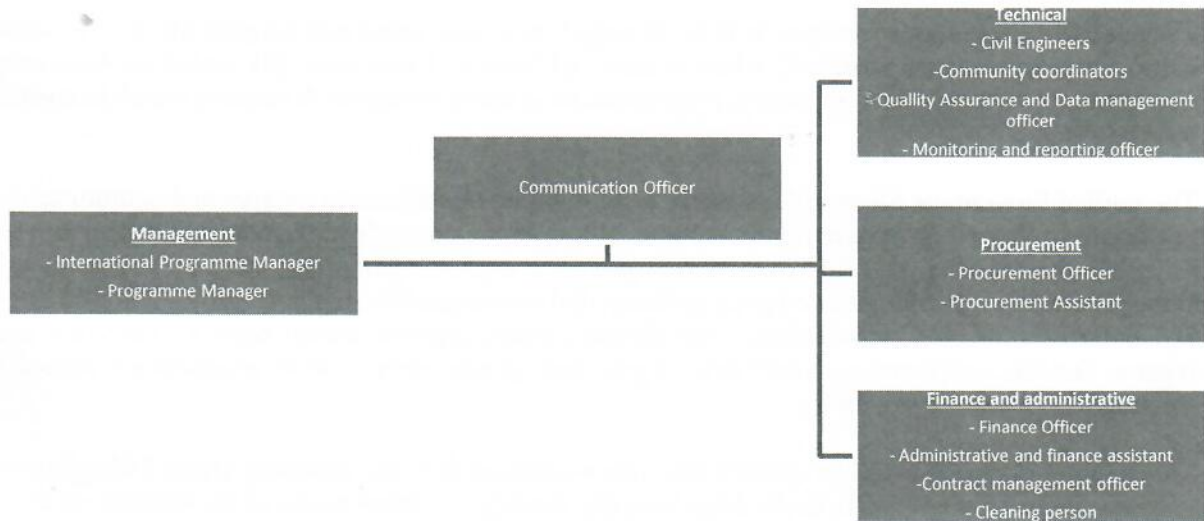
The Technical Assurance Group supports the unified “EU4Schools” team, by assuring that works performed by contractors for preparation of technical designs, civil works and supervisions are done properly and in line with standards. It will be comprised by representatives of the Action team, one technical 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.

Technical meetings of the key partners of the “EU4Schools” Programme, i.e EUD, Ministry of Reconstruction, Ministry of Education, Youth and Sports and UNDP, will take place on a regular basis to monitor Action implementation and ensure coordination.

In terms of management responsibility for the action, UNDP will be responsible for carrying out all activities under the Action and ensure coordination with national and international actors. 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. Semi-annual, and final reports will be prepared by the UNDP and submitted to the EU Delegation. Ad hoc updates will be produced during the implementation period, if requested by the European Union, in particular on the consultation with the local community, on the complementarity and dialogue with the municipalities for the construction and follow up, on soft measures and visibility, and other specific topics related to environmental protection, inclusiveness and promotion health and safety at work. An independent evaluation of the unified “EU4Schools” will be commissioned by UNDP and conducted by independent experts upon completion of the Action.

Project Office

The unified Action team supporting the implementation of “EU4Schools” located in Tirana will include staff carrying out various tasks including technical assistance, administration and management that are directly attributable to the implementation of the Action. It will comprise full-time dedicated staff and consultants. The team will include four main units: (i) Programme management, (ii) Technical staff/engineers, (iii) Procurement and (iv) Finance and contract management, as described below:



The Action team is composed by the staff hired under the first phase (which will be engaged under the budget of this Action starting from October 2021/18 months in total) and the new staff that will be hired under this Action as follows:

- **International Programme Manager (one person/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 and coordination with national and international stakeholders insured. 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, and will ensure full coordination with the actions implemented in the unified “EU4Schools” Action, and in particular with the Actions carried out by the EU Delegation and the UN system in the field of Education. Her/his engagement of 27 months is foreseen in this Action.
- **Programme Manager (one person/full time).** He/she will closely coordinate with International Programme Manager to ensure 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, UNDP, EUD and the partner authorities and other key stakeholders. As per standard UNDP requirements, the Programme Manager will monitor risks quarterly and report on the status of risks to the ACS. Progress will be recorded in the UNDP ATLAS (ERP) risk log. Staff under this position is contracted as part of phase I for 18 months and additional 18 months will be covered under this Action.
- **Communication Officer (1 person/full time).** 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 and are in line with the visibility actions. Her/his

engagement will start after the signature of this Contract. The staff will be engaged under this Action for a period of 31 months

- **Monitoring and Reporting Officer (one person/full time).** He/she will be responsible for indicators monitoring in the team. He/she will advise and support other staff working in the Action on typology and source of data relevant for the action. He/she will prepare user friendly information briefs to be used by the Action team and to be shared with the other stakeholders and the public. In cooperation with quality assurance and data management officer and IT expert he/she will support the Programme Managers in monitoring and reporting as foreseen under this contract. The staff will be engaged under this Action for a period of 31 months.
- **Quality Assurance and Data Management Officer (one person/full time).** He/she will be in charge of data collection and developing systems about data collection and processing related to the Action. He/she will closely work and use the database (Business Intelligence platform) provided by the Action and produce qualitative data analysis to be integrated in public information products and programme reports as needed. Staff under this position is foreseen in phase I (monitoring and quality assurance officer) for 18 months and additional 18 months will be covered under this Action.
- **Community Coordinator (two persons/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 municipality. In addition to the one community coordinator already contracted as part of phase I for 18 months, two additional community coordinators will be hired under this Action for a period of 31 months.
- **Engineers (9/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 work closely with supervision companies for monitoring the implementation of civil works contracts. Three engineers are engaged under the phase I and maximum of 18 additional months will be covered under this Action. Six other engineers will be engaged under this Action, starting from the signature of this contract and will be part of the team for a period of 31 months.
- **Procurement Officer (one person/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. The staff will be engaged under this Action for a period of 29 months.
- **Procurement Assistant (one person/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 processes are in line with the approved guidelines on procurement. This staff engaged in phase 1 for 15 months will continue his/her engagement from the first phase for additional 18 months under this Action.
- **Contract Management Officer (one person/full time)** He/she will be responsible for contract management for all Action activities as per standard UNDP rules and procedures. He /she reports to the programme manager and coordinates the team in conducting quality, effective and fast contract management processes. The staff will be engaged under this Action for a period of 29 months.

- **Finance Officer (one person/full time).** He/she will be responsible for provision of support to the overall financial monitoring and reporting for the overall Action and preparation of financial transactions of the Action and appropriate reports, as well as supporting the team in the effective implementation of project activities. He/she will be engaged under this Action and will cover related tasks for both phases for a period of 31 months.
- **Admin and Financial Assistants (one person/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. One staff under this position is contracted as part of phase I for 18 months and additional 18 months will be covered under this Action.

The team of the unified Action is 23 staff in total.

No	Position	Phase I	Phase II
1	International Programme Manager (1)		27 months
2	Programme Manager (1)	18 months	18 months
3	Communication Officer (1)		31 months
4	Civil Engineers (9)	3x18 months	3x18months 6x31 months
5	Community Coordinator (3)	18 months	2x31 months
6	Monitoring and Reporting officer (1)		31 months
7	Quality Assurance and Data Management Officer (1)	18 months	18 months
8	Procurement Officer (1)		29 months
9	Procurement Assistant (1)	15 months	18 months
10	Contract Management Officer (1)		29 months
11	Finance Officer (1)		31 months
12	Administrative and Finance Assistant (1)	18 months	18 months
13	Cleaning person	9 months	25.5 months

In addition, during the implementation period different consultants/experts will be hired under this Action as per implementation needs. Technical expertise will be delivered by the following, but not limited, experts:

Technical Expert(s) on procurement

Technical international expert(s) on procurement that will be engaged for 100 days to advise and support the Action team in selecting the appropriate procurement methods, preparation of tender dossiers and in the intensive and complex evaluation of procurement processes. The international expert will be engaged to work remotely, and no travel is foreseen in the Action.

Education standards quality assurance expert (s)

Expert(s) that will be engaged during the Action, to support the team on ensuring education standards quality for 50 days. The expert(s) will advise and support the Action team on education standards issues and best practices, coherence of processes with the education legal and policy framework, etc.

Environmental and Energy expert (s)

Expert(s) that will be engaged during the Action, to support the team on environmental issues for 120 days. The experts will advise and support the Action team on environmental issues and energy-saving practices, green, impact monitoring, aiming the improvement of the living conditions of the environment, etc.

Safety expert (s)

Expert(s) that will be engaged during the Action, to support the team on safety issues for 100 days. They will advise the Action team on work safety issues and procedures to be applied during the implementation phase. They will train, coach and monitor contractors on OSH.

Legal expert (s)

Expert(s) that will be engaged during the Action, to support the team on legal issues for 50 days. He /She will advise the Action team on legal issues related to land ownership, construction permits, hand over processes, VAT exemption etc.

Technical Expert (s)

Expert(s) that will be engaged during the Action, to support the team on technical issues for 300 days. They will advise and support the Action team on various specialised technical fields including health standards, seismic considerations, demolition, land management, greenery, water and electricity, furniture and equipment design and/or specifications, and other areas as per Action specific needs.

IT solutions expert (s)

Expert(s) that will be engaged during the Action, to support the team on IT issues for 120 days. The expert(s) will assist the team regarding technological and information issues, ensuring a satisfactory use of tools, means and platforms, during Action implementation.

No	Position	Phase I	Phase II
1	Technical Expert(s) on procurement		100 days
2	Education standards quality assurance expert (s)		50 days
3	Environmental & Energy expert (s)		120 days
4	Safety expert (s)		100 days
5	Legal expert (s)		50 days
6	Technical Expert (s)	90 days	300 days
7	IT solutions expert (s)	40 days	120 days

The consultants identified above will be engaged in the action to provide specialized technical expertise as per the Action needs. The unit costs have been calculated on the basis of costs identified during Phase 1 implementation.

During the last year of Action implementation when all education facilities will have been built, civil engineering experts will be engaged as short-term consultants to monitor the education facilities during the defect liability period.

An office for the unified Action, for both phases will be set up to perform the duties. Best value for money and economy of scales will be used also for office rent, utilities, and other facilities. The unified team will use the same office. The costs related to the rent of the local office under this Action will be different during the overlapping period with Phase I and after the completion of Phase 1 Action. It is expected that after the overlapping period and the staff transfer from Phase I, local office costs will be higher.

In the same line, the Action budget includes the cost for necessary equipment, supplies and other programme office costs. These include: (i) equipment (computers, printers/photocopies/scanner, cameras and projector), (ii) furniture (tables, drawers/cabinets, chairs, closets) as well as other local office costs such as: vehicle costs (incl.fuel), office rent, utilities (telephone, mobile, security, internet), consumables, bank commissions and other services clearly specified in the budget .

In order to guarantee a sound financial management of both phases of the Action the running costs of the joint EU4Schools will be shared proportionally among Phase 1 and Phase 2 budgets during the overlapping period.

All the office furniture and equipment at the end of the Action will be handed over to local authorities upon their needs, based on a methodology prepared during implementation of the Action by UNDP in close cooperation with the EU Delegation.

A cleaning person will be hired under the unified Action team. His/her engagement will start from the first phase and will continue as part of the unified Action. The costs related to this engagement will be different during the overlapping period with Phase I and after the overlapping period.

In the context of best value for money principle, cars with drivers will be rented to offer transportation services for the Action team.

An Information System for Monitoring (ISM) is designed under Phase I for 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 are part of the management of the tool, in order to ensure systemic tracking, transparency and accountability of all contracts.

5.3. Visibility

The Action will ensure visibility according to Article 8 of the General Conditions (Annex II to the EU-UNDP Contribution Agreement) and the Joint Visibility Guidelines for EC-UN Actions in the field.⁸ 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.

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" unified programme, 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 unified Action and design of materials will be the same as the ones developed and used under "EU4Schools" Phase I. Coordination with the EU Delegation in publishing information on social media and strategic communication will be guaranteed by UNDP. EUD and UNDP will mutually agree on communications products to be shared on digital platforms.

6. Duration and indicative action plan for implementing the Action

The duration of the Action will be 42 months as per the action plan below including 12 months of Defects Notification Period. All Action activities with the exception of Activity 1.6 will be implemented for 31 months. Reporting will be provided as foreseen in Article 3 of the General Conditions and Article 4.4 of the Special Conditions.

⁸ Document available here:

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

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Activity	Municipalities	Municipalities	Municipalities
1.1: Technical assessment for education facilities and identification of the needs for infrastructure intervention.	UNDP	UNDP	UNDP
1.2: Contracting of companies for the preparation of detailed technical design (FEED) and supervision services for educational facilities to repair or reconstructed.	UNDP	UNDP	UNDP
1.3: Contracting construction companies and implementation of the civil, mechanical and electrical works for repair and reconstruction	UNDP	UNDP	UNDP
Activity 1.4: Testing and commissioning for repaired /reconstructed facilities	UNDP	UNDP	UNDP
Activity 1.5: Formal handover of repaired and reconstructed education facilities	UNDP	UNDP	UNDP
Activity 1.6: Final inspection of works	UNDP	UNDP	UNDP

at the end of defects notification period	UNDP Municipalities	UNDP	UNDP Relevant authorities	
Activity 2.1: Preparation of technical specifications for furniture and equipment repaired /reconstructed facilities				
Activity 2.2: Purchase and delivery of furniture and equipment for each repaired and reconstructed educational facility				
Activity 2.3: Conducting a training needs assessment of the teachers of primary and basic education in IT and digital literacy to identify gaps and upgrading strategies				
Activity 2.4: Strengthen local capacities in Operations and Maintenance and health and safety in school environment.				

<p>Activity 3.1: Signature of Memorandum of Understanding (MoU) with municipalities and specific dialogue and interventions to ensure their full commitment during the Action implementation and at the end for the maintenance of the facilities</p>		UNDP Municipalities
<p>Activity 3.2: Organisation of community led local consultations on the interventions</p>		UNDP Municipalities Relevant authorities Communities
<p>Activity 3.3: Updating the online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web technologies, for showing Action progress</p>		UNDP Municipalities
<p>Activity 3.4: Communicate the results through visibility actions</p>		UNDP

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 translated into the “EU4Schools” Phase I Action, which is intended to support the recovery efforts in education sectors through repairing and reconstruction of an indicative list of 22 education facilities. 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.

Both phases converge into a unified EU funded programme under the name ‘EU4Schools’ supporting the education sector recovery post 26 November, 2019 earthquake. 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 minimise risks from repeated 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 and have any land ownership problems.

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. Extensive dialogue with the municipalities involved will ensure their full commitment, including financial allocations for the maintenance of the new educational and community facilities at the end of the programme. 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. Sustainable equipment will also be provided to the schools, when possible, based on this guiding approach.

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/or other structures 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 municipalities to ensure proper maintenance of rehabilitated facilities and equipment	Possible	Moderate	The Action will work with 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 and the equipment are handed over.

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 EU environmental standards. 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 50.650.000 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) 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 EU Delegation a semi-annual update on the progress of activities. The Report will not exceed 10 pages and will be introduced by an executive summary (max. 1 page) describing the major achievements and challenges, along with corrective or mitigation measures if needed.

ANNEXES

ANNEX A. LOGICAL FRAMEWORK⁹

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
<p>Overall objective:</p>	<p>To further support central and local governments in reducing social and economic losses from the earthquake, and to accelerate the recovery process through educational facility repairs and reconstruction, as a continuation of the “EU4Schools” Phase I.</p>	<p>Up to 400.000 inhabitants in affected areas benefiting from improved education facilities</p>	<p>Official related reports from affected municipalities Official related reports from central institutions Official related reports from the international community. EU annual progress report Action reports</p>	

⁹Indicators to be clearly defined within first two months
 2020/417-701

Specific objective(s):			Action reports and relevant technical/tender documentation	Coordination and complementarity with recovery interventions delivered by governments and international community
<p>SO1: To support repairing and reconstruction, including basic furnishing, of education facilities in municipalities affected by the earthquake according to the EU standards;</p> <p>SO2 : To provide increased transparency, accountability and inclusiveness to the recovery process;</p> <p>SO3: To improve capacities of central and local governments in accelerating the recovery processes according to the highest international standards :</p>	<p>SO1: Indicatively 36 education facilities repaired and reconstructed according to the EU standards</p> <p>SO1: Indicatively 36 of education facilities with basic furniture and equipment</p> <p>SO1: Around 12.000 children and students (boys and girls) benefiting from improved education facilities</p> <p>SO1: Around 600 teachers and professional staff (women and men) benefiting from the new education facilities</p> <p>SO1: Indicatively 36 education facilities with increased energy efficiency</p> <p>SO1: Indicatively 36 education facilities with improved accessibility</p> <p>SO1: Indicatively 36 educational facilities adopted to address the exigencies of pandemic situation</p> <p>SO2: Up to 80 consultative forums organised</p> <p>SO2: Up to 11 municipalities accepting new standards for maintenance of education facilities</p> <p>SO3: Around 100 local staff trained to apply international standards during operations and maintenance</p>	<p>Education facilities work/equipment delivery protocols signed by beneficiaries</p> <p>Official documentation and reports from target municipalities</p> <p>Equipment/goods delivery protocols signed by beneficiaries</p> <p>Memorandum of Understanding signed with targeted municipalities</p>	<p>Central government is committed to collaborate in sharing information</p> <p>Target municipalities cooperate effectively and engage in all relevant action activities by providing relevant documentation</p> <p>Weather conditions are conducive of construction works</p> <p>No restricted measures due to COVID-19 pandemic situation will be undertaken by the government</p>	

<p>Results</p>	<p>Result 1: Educational facilities repaired and/or reconstructed, with a strong emphasis on sustainability, inclusiveness, and environmental protection. Result 2: Quality of learning environment, including technical capacities of central and local level institutions improved Result 3: Transparency, accountability and inclusiveness in recovery processes strengthened</p>	<p>R1: Indicatively 36 technical designs in place for repair and/or reconstruction R1: Indicatively 36 reports for testing and commissioning finalised and approved R1: Indicatively 60 inspections of works at the end of defects notification periods in indicatively 36 educational facilities R2: Up to 22 IT laboratory in place R2: Up to 36 health rooms created and equipped R2: Up to 36 psychosocial rooms finalized to serve the needs of the teachers and students R2: 1 Manual on operations prepared and shared; R3: 11 MoUs signed with targeted municipalities R3: Up to 100 consultative meetings organised; R3: Around 2000 people participating in consultative processes R3: Up to 20 short stories videos prepared R3: Up to 10 events organised R3: UP to 10.000 visibility elements produced (masks, T-shirts, pens, caps etc.)</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>Activities</p>	<p><i>Activities relevant for Result 1:</i> Activity 1.1: Technical assessment of education facilities and identification of the needs for infrastructure intervention. 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. Activity 1.3: Contracting construction companies and implementation of the civil,</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. Strong motivation for participation and engagement on behalf of target municipalities</p>	

mechanical and electrical works for repair and reconstruction
Activity 1.4: Testing and commissioning for repaired and reconstructed facilities
Activity 1.5: Formal handover of repaired and reconstructed education facilities
Activity 1.6: Final inspection of works at the end of defects notification period

Activities related with Result 2:

Activity 2.1: Preparation of technical specifications for furniture and equipment for repaired and reconstructed facilities
Activity 2.2: Purchase and delivery of furniture and equipment for each repaired and reconstructed educational facility
Activity 2.3: Conducting a training needs assessment of the teachers of primary and basic education in IT and digital literacy to identify gaps and upgrading strategies and implement the recommendations.
Activity 2.4: Strengthen local capacities in Operations and Maintenance and health and safety in school environment.

Activities related with Result 3:

Activity 3.1: Signature of Memorandum of Understanding (MoU) with municipalities and specific dialogue and interventions to ensure their full commitment during the Action implementation and at the end for the maintenance of the facilities
Activity 3.2: Community led local consultations on the interventions
Activity 3.3: Updating the online, publicly accessible BI (Business Intelligence) dashboard available to all partners and the public through web technologies, for showing Action progress.
Activity 3.4: Communicate the results through visibility actions

Motivation and participation from teachers, students and local community with concrete ideas

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)¹¹	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Kruja Durrresi 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)¹²	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 neighborhoods 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)¹³	Amount contributed (by donor)	Dates (from dd/mm/yyyy y to dd/mm/yyyy y)
Nationwide Albania	EUR 7,337,450	Coordinator	USAID SIDA EU UNDP SDC Italian Development Cooperation Office Gov. of Albania	91,000 EUR (USAID) 1,556,290 EUR (SIDA) 3,660,728 EUR (EU) 1,235,405 EUR (Gov of Italy) 448,718 EUR (SDC) 254,309 EUR (GOA) 91,000 EUR (UNDP)	01/01/2016 – 31/03/2020
Objectives and results of the action		Overall Objective: Provide operational support to complete Territorial and Administrative reform in Albania, specifically to: <ul style="list-style-type: none"> - Develop technical and institutional capacity of Ministry of State for Local Issues to implement TAR - Facilitate public information and consensus building - Secure timely logistical inputs to all stages of the process - Provide transition support for TAR implementation - Ensure integrated and quality financial management and coordination 			

Name of the applicant: United Nations Development Programme (UNDP)					
Project title: STAR-Support to Territorial Administrative Reform I		Sector (see Section 3.2.2 of Section 3): 15-15110, 15140			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co- applicant, affiliated entity	Donors to the action (name)¹⁴	Amount contributed (by donor)	Dates (from dd/mm/yyyy y to dd/mm/yyyy y)

Nationwide Albania	EUR 3,616,779	Coordinator	SIDA USAID UNDP SDC Italian Development Cooperation Office Government of Albania UNDP	364,000 EUR (USAID) 1,270,211 EUR (SIDA) 906,600 EUR (Gov of ITA) 912,492 EUR (SDC) 72,475 EUR (GOA) 1.1. 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)¹⁵	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) ¹⁶	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) ¹⁷	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.
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Name of the applicant: United Nations Development Programme (UNDP)					
Project title: Integrated Support for Decentralization		Sector (see Section 3.2.2 of Section 3): 16-16050, 16010			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co- applicant, affiliated entity	Donors to the action (name)¹⁸	Amount contributed (by donor)	Dates (from dd/mm/yyy y to dd/mm/yyy y)
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 			