

# Single Form 2021

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**Decision number**

ECHO/UKR/BUD/2022/91000

**Start date**

10/11/2022

**Partner**

UNDP-USA

**Submitted**

08/11/2022

**Agreement number**

-

**Duration (months)**

12

**Partner type**

UN

**Action title**

ECHO4SCHOOLS-UA: Repair/Retrofitting of schools in war-affected regions

## 1. GENERAL INFORMATION

### 1.1 Humanitarian organisation

UNDP-USA

### 1.2 Title of the action

ECHO4SCHOOLS-UA: Repair/Retrofitting of schools in war-affected regions

### 1.3 Time frame of the action

**Start date** 10/11/2022 **Duration** 12 months

### 1.4 Executive summary of the action

This Action will support the light repair of war-damaged school facilities and equipment. The Government of Ukraine has completed a Damage Needs Assessment (DNA) and has shared a priority list of damaged schools from 13 municipalities (including Zhytomyr, Transcarpathian, Zakarpattia, Kirovograd, Mykolaiv, Poltava, Rivne, Sumy, Ternopil, Cherkasy, and Chernihiv) (See Annex 1 – Map of Project Locations).

Allocation round 5 of the HIP for Ukraine allocates support to physical rehabilitation schools through light and medium repairs. UNDP selected a list of school from the "Ukraine Fast Recovery Plan (to be amended according to plan amendments by UA Gov.) – Schools" with damage rate equal to or below 60% located in areas where UNDP have already a presence on the ground and ongoing activities. The targeted schools are spread over nine municipalities: ZHYTOMYRSKA, ZAKARPATTIA, KIROVOHRADSKA, MYKOLAIVSKA, ODESSA, POLTAVA, RIVNE, TERNOPIL, and CHERKASY. Light and medium damage repairs include windows, roofs, sanitary facilities, classroom equipment, canteens, insulation, solar panels, bomb shelters, sirens, and heating system repairs (as per DG ECHO instructions). Due to inconsistencies in the data received, UNDP will conduct and document an in depth assessments to determine the exact rehabilitation needs. As part of this process, UNDP will develop the required technical designs for the repair work, which will serve as the basis for launching the competitive procurement process. The next step will be to obtain construction permits from the respective municipalities before any work begins. An expedited procurement process, dividing the work into lots, will identify a group of companies to undertake the work for the facilities. Before handing over the repaired and retrofitted schools to the respective authorities, a testing and commissioning process will be conducted to ensure the quality of works done.

### 1.5 HIP / Decision (if known)

ECHO/UKR/BUD/2022/91000

## 2. Project Data Overview by Country

Countries	Sectors	Total number of unique beneficiaries per sector		Total amount allocated to a sector	
		[RQ/MR] (last favourable data)	[FR]	[RQ/MR] (last favourable data)	[FR]
1. Ukraine	1. Education in emergencies	24.503	-	14.200.000,00	-
		Total		14.200.000,00	-

### 2.1 Geographical information

#### 2.1 Country (1/1)

## 2.2 Places of intervention (optional for actions in a group of countries and for global actions)

Name of the place of intervention (or name of country in case of actions in "Group of countries")	Upper administrative level (province)	Lowest administrative level (district)	Type
35 Schools from Zhytomyrska	ZHYTOMYRSKA	Kyivske	Both
1 School from Zakarpattia	ZAKARPATTIA	Volovets	Urban
1 School from Kirovohradska	KIROVOHRADSKA	Subotstiv	Rural
8 Schools from Mukolaivska	MYKOLAIVSKA	Halytsynivsk	Both
1 School from Odessa	ODESSA	Sergiiv	Urban
1 School from Poltava	POLTAVA	Kremenchuk	Urban
1 School from Rivne	RIVNE	Rafaliv	Rural
1 School from Ternopil	TERNOPIL	Chortkiv	Urban
2 Schools from Cherkassy	CHERKASSY	Palana	Both

**2.3 Information on beneficiaries**  
Please enter in the fields below only the estimated number of **DIRECT** beneficiaries.  
A direct beneficiary is a unique individual directly benefitting from an action financed by DG ECHO.

### 2.3.1 Number of unique beneficiaries

Gender	[RQ/MR] (last favourable data)	[IR]	[FR]
Total	24.503	-	-
Female	11.774	-	-
Male	12.729	-	-

### 2.3.2 Number of unique beneficiaries by age and gender (data per gender compulsory at IR/FR stage)

Age	[RQ/MR] (last favourable data)			[IR]			[FR]		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
0 - 59 months	4.890	2.347	2.543	-	-	-	-	-	-
5 - 17 years	18.132	8.703	9.429	-	-	-	-	-	-
18 - 49 years	1.224	588	636	-	-	-	-	-	-
50 years and more	257	123	134	-	-	-	-	-	-

### 2.3.3 Number of unique beneficiaries with disabilities (included in 2.3.1)(data per gender compulsory at IR/FR stage)

Gender	[RQ/MR] (last favourable data)	[IR]	[FR]
Total	269	-	-
Female	124	-	-
Male	145	-	-

### 2.3.4 Number of unique beneficiaries by profile

Profile	[RQ/MR] (last favourable data)	[IR]	[FR]
Local population	19.857	-	-
Internally displaced	3.537	-	-
Refugees / asylum seekers	49	-	-

Other persons on the move	1.060	-	-
Returnees	300	-	-
In camp or camp like	760	-	-

### 2.3.5 Number of organisations directly targeted and benefiting from the action

Type	[RQ/MR] (last favourable data)	[IR]	[FR]
Local	35	-	-
International	2	-	-

## 2.4 Country (1/1) - Sector (1/1)

Ukraine

### 2.4.1 Sector

Education in emergencies

### 2.4.2 Places of intervention (optional for actions in a group of countries and for global actions)

- 35 Schools from Zhytomyrska
- 1 School from Zakarpattia
- 1 School from Kirovorhradska
- 8 Schools from Mukolaivska

### 2.4.3 Total amount (for this sector)

14.200.000,00

### 2.4.4 Number of unique beneficiaries (in this sector) (data per gender compulsory at IR/FR stage)

Gender	[RQ/MR] (last favourable data)	[IR]	[FR]
Total	24.503	-	-
Female	11.716	-	-
Male	12.787	-	-

### 2.4.5 Transfer modalities (in this sector)

Modality	[RQ/MR] (last favourable data)		[IR]		[FR]	
	Amount	Unique beneficiaries	Amount	Unique beneficiaries	Amount	Unique beneficiaries
In cash	0,00	0	-	-	-	-
In vouchers	0,00	0	-	-	-	-
In kind	0,00	0	-	-	-	-
Non-allocated amount	14.200.000,00		-		-	

### 2.4.6 Explain why cash transfers were not used

Cash transfers were not use since UNDP will rely on prequalified local contracting companies, to ensure speed of delivery, strengthen local capacities and will monitor the quality of the works.

The geographical distribution being in 9 scattered locations had lead to the need to increase the number of staff on the ground to be able to cover all those locations. The idea of grouping the schools into 7 Lots has thus resulted in specifying one Engineer and one coordinator per lot.

### 2.4.8 Number of unique beneficiaries by sex and by education level (in education in emergencies sector) - data needed at IR/FR stage

Education level	[RQ/MR] (last favourable data)		[IR]		[FR]	
	Female	Male	Female	Male	Female	Male
Primary education	-	-	-	-	-	-

<b>Lower secondary education</b>	-	-	-	-	-	-
<b>Upper secondary education</b>	-	-	-	-	-	-

## 2.5 Eventual comments

The estimates were received in US\$ but all add up to Euro 14,200,000.00 including the design & supervision, repair, furniture and overhead costs.

The current exchange rate is (1 EURO = 0,99 USD)

## 3. Humanitarian Organisation in the Area

### 3.1 Presence in the area

UNDP has been working in Ukraine since 1993 and maintains extensive field presence in Ukraine. UNDP's 300+ in-country staff have remained at work throughout the war, ensuring broad coverage of the Ukrainian territory. Based on its longstanding presence in Ukraine, UNDP continues its cooperation with the key line ministries, parliament and judiciary system, 34 local government units encompassing 332 municipalities; the private sector, via 27 networks representing more than 15,000 micro- and small-medium enterprises (MSMEs); and civil society, via 15 networks of civil society organizations. These networks provide UNDP and development partners with well-established entry points and platforms. In addition, UNDP is setting up office hubs in Dnipro and Vinnytsia, which would facilitate the access to target regions of Cherkasy, Dnipropetrovsk, Kirovohrad, Poltava and Vinnytsya oblasts, providing immediate and early accessibility to affected communities and leveraging the opportunities for UNDP to partner with the humanitarian agencies, build stronger alliances and advance the Humanitarian Development and peace nexus. Since the onset of war, UNDP has repurposed USD 21,9 mln for immediate response to the needs of affected people and communities. In particular, USD 1,8 mln were repurposed to ensure gender sensitive emergency livelihoods and income-generating solutions are available for IDPs and conflict-affected persons, with particular focus on the needs of women, the elderly, and people with disabilities; private sector mobilized and facilitated to support humanitarian response, defray humanitarian needs, and strengthen environmental, economic and social resilience and recovery; Support to conflict-affected women for livelihood recovery, including skills development, business support and access to finance, networks and markets; Strengthening economic and social resilience and the medium-term recovery efforts by promoting environmental clean-up and remediation, clean transport and a move to sustainable energy production and use.

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 globe.

### 3.2 Synergies, links, complementarity with your other actions

The previously implemented and ongoing initiatives of UNDP Ukraine for advancing sustainable livelihood opportunities help to safeguard development gains and complement immediate support to the persons and businesses affected by the war. Through the UN Recovery and Peacebuilding Programme, a joint area-based programme funded by 12 donors and implemented by 4 UN agencies, UNDP has been supporting the creation of jobs and livelihoods, especially for IDPs and the host communities most affected by conflict, promoting business opportunities and sustainable value chains, and advancing digitalization of commercial activities. Through the SECO-funded project 'Support to Strengthening SME Membership Organizations' UNDP has supported the MSME sector in Ukraine to improve its competitiveness through developing more professional, demand-driven and client-oriented BMOs. The GIZ and UNDP-funded project 'Private sector engagement for SDGs' has provided support in strengthen the capacity of the private sector for value creation that aligns with the Sustainable Development Goals and supports the transition to a sustainable green economy; promoting sustainable development of Ukraine with its new decentralized governance system through improving knowledge-sharing mechanisms, increasing awareness, and strengthening capacities of governance bodies, including national, sub-national and local levels.

Currently, UNDP in Ukraine is working on Green and Sustainable Infrastructure Rehabilitation Project (through FPI) which works in response to the development challenges identified, and within the framework of the overarching UNDP Resilience Building and Recovery Programme, the project to support resilience building and green recovery through improvements in the environmental and social resilience of Ukraine with an approach comprising three key components:

1. Support to Debris removal which contains explosive ordnance.
2. Identification, mapping and neutralization of urgent environmental threats.
3. Restoration of critical utility services (e.g., power, water and sanitation, district heating and communications).

Work is implemented through the selection of target areas for intervention by the Partner Platform. Initial target areas for the project are agreed as areas to the north-west of Kiev, including Bucha, Hostamel and Irpyn, where work has already been launched in respect of debris and EO clearance. Further target areas will be agreed by the Partner Platform, on the basis of Government requests and donor agreement.

Accordingly, the current proposal will support the above activities to ensure a coherent and comprehensive approach is adopted. The FPI project activity (Restoration of critical utility services (e.g., power, water and sanitation, district heating and communications)) being implemented in same areas where most of the list of schools are (specifically in Chernihiv and Sumy) will help in securing such services to those schools when the repair activity is done.

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## 4. Needs Assessment and Risks Analysis

### 4.1 Assessment dates and methodology

The prevailing fluid security situation is subject to change at any time. Therefore, it is critical to maintain the flexibility of the objectives of this Action and that, if necessary, the list of targeted schools can be adjusted with proper justification based on new lists that are expected to be received from the ministry at a later stage.

The "Ukraine Fast Recovery Plan – Schools" was submitted to partners in October and was used as baseline information for the design of this proposal. A new plan was received on 31st October with an amended list. It contains information on 104 schools in 13 Ukrainian municipalities, including addresses, square footage, number of beneficiaries served, percentage of damage, and estimated costs.

Analyzing the Ukraine Fast Recovery Plan document, UNDP has filtered those schools to be handled by other agencies and thus were left with a list of 51 schools in 9 Municipalities. Data from the Ukraine Fast Recovery Plan was inserted into an Excel spreadsheet (see Annex 4 Selected Schools for ECHO action in Ukraine) and was enhanced by information from our field teams related to the type of location (Urban or Rural). The analysis results showed that:

- The damage rate for those 51 schools was between 5% and 60%. This would need to be verified through an in-depth assessment of the damages once the proposal is approved and before starting any work.
- The targeted schools would accommodate more than 24000 students and teachers and will be covering an area of over 180000 square meter.
- Therefore, during the first two months of the proposed action, a team of UNDP specialists will visit the sites and verify the accuracy of the information. A list of needs for each of the schools will be prepared and will then be reviewed by the design and supervision firm to prepare final bill of quantity and repair activities for each of the sites.
- One condition needs to be followed is that the type of repairs should comply with the following:
- Repairs include windows, roofs, sanitary facilities & heating system; typically blown out windows and doors (pressure / blast wave), shrapnel damage, fire, smoke and possible water / weather damage. Utilities generally are not adversely affected. Small scale repairs to damaged electrical cables, plumbing and mechanical systems shall be made. Patching and painting of minor cosmetic damages.
- Repairs of collapsed walls can be considered on an exceptional basis. Do no harm principles should be applied. DG ECHO will not support the repairs of structural walls.
- When conducting repairs, environmental sustainability considerations will be followed. If there is no damage no improvement to the energy efficiency of the schools (i.e: thermal efficiency of the façade).
- The light rehabilitation of bomb shelter will be considered when the price of the work remains reasonable.
- Provision of basic furniture (tables and chairs) to ensure that the repaired schools can resume. This will remain a small component of this intervention (not in the excess of EUR 750 000).
- The above assessment will be conducted with representatives from local authorities and the ministry. Based on their endorsement of the findings, UNDP can proceed with the next step of the Action.

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### 4.2 Problem, needs and risk analysis

The war in Ukraine, launched on 24 February 2022, has already resulted in significant loss of life, unprecedented displacement, internally and towards neighbouring countries, and devastating destruction of homes and critical infrastructure. The security situation and the overall operational environment has deteriorated rapidly over the last two months. The UN Ukraine Flash Appeal shows that at least 15.7 million people are in immediate need of emergency assistance and protection.

According to the latest estimates, over 6 million people have already left Ukraine as refugees and over 8 million moved within the country, mostly to the western regions of the country. Many of those displaced are women and children. They leave behind shattered landscapes: as of , over 1,000 education facilities, 206 medical institutions, 154 factories and enterprises, 68 administrative buildings, and 115 cultural buildings were damaged or destroyed. The total amount of direct documented infrastructure damages is \$84.8 billion, while the overall economic losses from the war exceed \$564 billion.

According to the Office of the UN High Commissioner for Refugees (UNHCR) as of September 20, 2022 the number of refugees fled Ukraine for other countries since 24.02.2022 is more than 13,08 million persons.

According to the Prosecutor General's Office of Ukraine as of September 24, 2022, since the beginning of the war, 391 children have been killed and 773 wounded. This data does not include data from areas where the active hostilities take place.

As of September 23, 2022, 2551 educational institutions have been damaged by bombing and shelling, 291 of them are completely destroyed.

On September 06, 2022, the MoES representatives held an online meeting with German Federal Ministry of Education and Research staff. During the meeting the practical issues of education process organization for forcibly displaced Ukrainian school students were discussed.

On September 08, 2022, Minister of Education and Science of Ukraine Serhiy Shkarlet participated in the annual Conference of universities of the United Kingdom of Great Britain and Northern Ireland - 2022.

During the meeting the participants discussed the state and perspectives of Ukrainian higher education development in terms of russian war against Ukraine. The Minister Serhiy Shkarlet informed that within the framework of the large-scale unification initiative, the "Twinning" project has already united almost 90 Ukrainian universities with foreign higher education institutions for long-term cooperation in various areas, and currently 144 universities from Ukraine have registered to participate in the project.

Current situation as of September 23, 2022

#### 1. Preschool education

As of September 23, 2022, 819 preschool education institutions have been damaged, 82 - have been completely destroyed.

4,798 institutions accept children (331,762 children study there); 3,873 preschool institutions use various forms of distance work with parents and children (276,777 children study there), 632 preschool institutions work in blended format (with 42,815 children).

5,419 institutions provide educational services for 19,289 preschool children from among IDPs, 7,227 children with special educational needs study in 4,167 inclusive groups. 192 preschool education institutions are used as reception centers for IDPs.

## 2. General secondary education

As of September 23, 2022, 12,900 general secondary education institutions have started the educational process, of them:

- in offline format 3,100 schools (with 876,202 school students);
- in distance format 5,300 schools (with 1,959,742 school students);
- in blended format - over 4,400 schools (with 1,183,764 school students).

9,100 schools provide education services for internally displaced education seekers (158,077 school students) among all general secondary education institutions.

Nearly 1,100 general secondary education institutions are located at temporarily occupied territories (Donetska oblast - 178 educational institutions, Zaporizka oblast - 265 educational institutions, Luhansk oblast - 252 EIs, Mykolaiv oblast - 26 EIs, Kharkiv oblast - 43 EIs, Kherson oblast - 372 EIs).

Nearly 505,000 of school students and 13,025 school teachers continue to reside abroad.

As of September 23, 2022, 1149 general secondary education institutions have been damaged, among them 171 - have been completely destroyed.

## 3. Inclusive learning

According to operational information as of September 23, 2022, 242 special schools have started the educational process. 33,173 students continue studying in special schools and training and rehabilitation centers, 3,296 students left above mentioned educational institutions (graduated or transferred to other EIs).

Educational process is conducted in face-to-face (53 educational institutions), distance (86 institutions) and blended mode (103 institutions) regarding the safety situation in the region and safety conditions. 9 special education institutions in Donetska oblast have suspended their operations.

As of September 08, 2022 in boarding houses of general secondary schools (special schools, training and rehabilitation centers, sanatoriums, orphanages, gymnasiums, lyceums) 8,677 children reside. No children currently reside in potentially dangerous regions (Donetsk, Zaporizhzhya, Odesa, Mykolaiv, Kherson, Kharkiv, Luhansk oblasts).

540 children with special educational needs are displaced to more safe regions of Ukraine and continue staying there, including 88 orphans or children deprived of parental care.

1346 children with special educational needs continue residing abroad, including 312 persons with disabilities, 943 orphans and children deprived of parental care. 478 children with SEN have returned to Ukraine. The Ministry holds constant monitoring of children residing abroad, including on their needs, rotation of accompanying persons is ensured.

Since the beginning of the Russian military aggression, 36 institutions from the number of special, sanatorium educational institutions and orphanages have suffered damage and destruction of varying degrees as a result of hostilities. These are educational institutions of Donetsk (10), Zaporizhzhya (3), Luhansk (5), Mykolaiv (4), Odesa (1), Kharkiv (6) oblasts and the city of Kyiv (7). In educational institutions of Kyiv reconstruction works are ongoing.

Risks can be summarized as:

### Safety issues

Most Project's recovery sites are located close to the contact line or in the areas of ongoing heavy military actions.

### Seasonal factor

The short project cycle and unconfirmed start date complicates its implementation. Technical requirements, need types of construction works not to be performed if the outdoor temperature goes under 5 °C, which is usual weather for Ukraine throughout winter and partially in spring and autumn (as an example, pouring of concrete cannot be done if the temperature is less than 5°C, while for roofing layers, it is always recommended not to do those layers unless the weather is completely dry) such conditions might cause delays if the implementation period is during Autumn or Winter season.

### Currency rate fluctuations

With exchange rates varying greatly from month to month, prices for material and goods are not stable. This complicates budgeting for the bidders and negatively influences the number of bids submitted for large recovery projects.

### Sagging market

A relatively narrow Project territory (27 sites selected are in Chernihiv Oblast only) combined with high security risks and increased demand for construction works in Ukraine may complicate procurement of works and services.

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## 4.3 Response analysis

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

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

The action takes stock of the fact that recovery needs for the education sector were estimated for four components: i) the reconstruction of infrastructure and physical assets; ii) the resumption of service delivery; iii) capacity development and governance;

and iv) risk reduction and resilience in education. Recovery needs are prioritised and sequenced over the short, medium, and long term. Institutional arrangements for reconstruction will be established as well as policies and guidelines for improving school safety.

This Action will be guided by nine principles of engagement namely: consistency, clarity, participatory, transparency, accountability, equity, efficiency, resilience and sustainability.

To ensure that recovery efforts do not end up recreating the vulnerability that occurred during the war in the first place, for the repairing, a Build Back Better (BBB) approach will be taken to reduce risk from the immediate hazard and will also 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. Standards for minimum repairs required to provide safe learning environment will be adopted as the standard providing a uniform approach for the design and repair of the existing buildings. Hazardous construction materials will be avoided, and environmentally friendly furnishings and equipment will be promoted. The proposal includes the application of accessible construction principles, and hygienic facilities in compliance with EU standards, taking hygiene, child protection and gender into account. UNDP will implement the EU Construction and Demolition Waste Management Protocol in the repair process, basing it on four pillars: safety, space, sorting and segregating, and recovering and repairing reusable items. This would be complementing the other works UNDP is doing under the FPI project for Debris Removal and Recycling.

Facilities which have been lightly or partially damaged will be the subject of repairs. The list received provides information on 104 school facilities in need of repair due to damages rating between 5% and 100%. The list has been filtered to show only those buildings suffering of damages not exceeding 60% and are located in areas where UNDP have the available teams on the ground working on other initiatives. A team of engineers will individually visit each school to be repaired and prepare the technical documentation for detailed structural assessments to determine the exact rehabilitation/ retrofitting needs. In the process, UNDP will develop the required technical designs for the repair works through contracting of specialized design and supervision companies. Such designs would be shared through public consultation process with the stakeholders at each of the sites (representatives from students, parents, teachers and local authorities and local education directorates) to get their acceptance and better understand their specific needs. Those designs and BoQs will be the basis for launching the competitive procurement process. This will be followed by obtaining construction permits from the respective municipalities before any work starts. An expedited procurement process, dividing the work in lots, will identify a group of companies that will be engaged in the works for the facilities.

Construction works will be guided by the two main principles of Build Back Better (BBB) and Build Back Together (BBT)

As work progress and before completing the works, another round of consultation will be conducted to show in a transparent manner that the raised needs have been met.

Before handing over the repaired and retrofitted schools to the respective authorities, a process of testing and commissioning will be undertaken through specialized licensed testing and commissioning companies to be contracted.

A work manual will be developed to guide the various activities of the construction and ensure quality and achieving the targeted standards.

Health and safety will be a main issue during the repair process and for that, UNDP will assign one licensed HSE expert to visit all sites and make sure that contractors are following the standard HSE processes.

The decision on the prioritization of the education facilities to be repaired must be made foremost by the national government in consultation with the ministry of education, local education authorities, municipalities and the beneficiary communities.

A Memorandum of Understanding will be signed with representative of municipalities where the interventions will take place to clearly define roles and responsibilities of parties. On the other hand, in order to track the action, progress an online publicly accessible business intelligence platform will be created. To increase visibility of the action, despite other activities, an architectural logo for branding of all education facilities to be rehabilitated or repaired will be designed, aiming to promote European Union support to the education sector recovery.

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#### **4.4 Have you assessed this project as entailing data protection risks?**

No

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##### **4.4.1 Details of risk mitigation measures, including details of any planned Data Protection Impact Assessment (DPIA)**

No risks

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## **5. Beneficiaries**

### **5.1 Beneficiaries - identification criteria**

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

- Local service providers of education (i.e Schools at different levels)
- Local students and families as well as IDPs in areas affected by the war;
- Teachers and academic staff.

These institutions are instrumental in restoring quality of life of the families and individuals affected by the war as they meet the essential service requirements catered for at the municipal level. The intervention will assist with the physical rehabilitation of affected

facilities and some of the schools will also be targeted for refurbishment of their basic equipment and didactic materials. It is expected that the action will directly benefit 24503 students and teachers. Selection of institutions eligible for assistance under this component will be based on the results of an extensive assessment process that was done by the government and shared the results with UNDP. This will be further enhanced during the first two months through an in-depth situation assessment.

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 drop-outs 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.

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

The improvements to existing facilities in the framework of the action will take into consideration the particular accessibility requirements of all users: students, teachers and administration staff, parents, and visitors, however the main focus will be on the special needs of students with disabilities. To allow all users to make use of the services available in the education facilities buildings, the action will adopt the "universal design" approach which will ensure that the education facilities can be accessed and used: i) to the greatest possible extent, ii) in the most independent and natural manner possible, and iii) in the widest range of situations, without the need for adaptation, modification, or specialized solutions.

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## **5.2 Involvement of the beneficiaries in the design of / and in the action**

Consultations in the field with relevant stakeholders revealed that during the war, the rate of absenteeism had gone up. Students and staff with limited mobility require additional assistance to travel to the relocation site.

Consultative meetings to discuss on the prioritization of the facilities where this Action will focus, should be organized with representatives of the local municipal divisions in the main targeted areas.

Community Consultation Meeting:

Considering that repaired buildings provide a great opportunity to ensure accessibility without incurring significant additional costs over and above an alternative building project. School staff, students and parents will be a valuable source of information to guide the repair needs in those selected facilities. The school 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.

Under the Build Back Together principle, two rounds of consultation will be conducted:

1. Consultation meeting at the very beginning to present the repairs proposed and understand from the representatives of the community if there are further justified needs that should be addressed.
2. Place Check visit prior to the work completion to let the representatives of the community see the almost final product and check the quality and that the points raised and agreed during the consultation meeting have been met.

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## **5.3 Does the proposed action provide a specific targeted response for groups or individuals with specific vulnerabilities?**

Yes

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### **5.3.1 If yes, please select up to 4 relevant groups/vulnerabilities**

Adolescent girls and boys - Elderly > 50 - Persons with disabilities - Victims of explosive devices

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### **5.3.2 Provide details on the targeted groups and on the specific responses tailored to their particular need.**

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.

The design 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, where accessibility is both a principle and a standalone article based on which the State should take appropriate measures to ensure 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.



- The action will make all efforts to consider 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 the appropriate use of light and color schemes.

Gender issues will also be considered to allow girls the required space and proper facilities especially when it comes to sanitary facilities, changing rooms and other facilities.

The BBB principle also includes the application of accessible construction principles, e.g. building ramps for wheelchairs (EU 6° incline), accessible door sills, stairs, doors, hygienic facilities, among others. Hygienic facilities should comply with EU standards, taking hygiene, child protection and gender into account. Chemistry and physics labs should be equipped according to EU safety standards and include e.g. fume hoods in chemistry cabinets/labs, secure and safe storage rooms for chemicals, etc.

## 6. Gender and Age Marker

### 6.1 Gender and Age

<b>Q1: Does the proposal contain an adequate and brief gender and age analysis?</b>	Yes
<b>Q2: Is the assistance adapted to the specific needs and capacities of different gender and age groups?</b>	Yes
<b>Q3: Does the action prevent/mitigate negative effects?</b>	Yes
<b>Q4: Do relevant gender and age groups adequately participate in the design, implementation and evaluation of the action?</b>	Yes
<b>Initial mark</b>	2

## 7. Logic of the Intervention

### 7.1 Principal objective

Support national and local governments in reducing further social and economic losses, and to accelerate the recovery process through educational facility repairs

#### 7.1.2 Specific objective description

Targeted Schools in the war-affected areas are repaired, retrofitted and furnished through light and medium repairs under an emergency action, which will allow students and teachers from the targeted area to return to their newly upgraded schools, offering safer learning environment, all achieved in a transparent process keeping local authorities engaged in all decisions taken and the local community fully informed of the process and progress of repair stages.

### 7.2 Indicators

#### 7.2 Indicator (1/2)

Custom

#### Definition

% of targeted education facilities in the "war affected" areas are repaired / retrofitted according to the standards of light and medium repairs under an emergency action

#### Source and method of data collection

- Site visits reports: Monitoring visits are conducted by the management whenever possible and if the security situation allows
- Project data base: Field staff, will be entering data on progress achieved on daily basis into the project database
- Project field staff: The field staff are following the progress on daily basis and submit the daily reports
- Photos: All visits will be documented by photos to reflect the progress and the ongoing work activities

The collected information may include but not limited to:

1. Total square meter of construction after ECHO4Schools-UA intervention
2. Nr. of classrooms
3. Capacity of School (no. of students)

Through collecting and reporting the above information and also through comparing the payments done to the contractor (which are subject to certificates of works completed through the design and supervision company), the project management will be able to set the progress made and calculate percentage by combining the data from all of the targeted sites.

#### Baseline

#### Target value

0.00

100.00

### **Comments on the indicator, baseline and target value**

Most Project's recovery sites are located close to the contact line or in the areas of ongoing heavy military actions. Possible security and safety risks may have a substantial impact on engagement of contractors, service providers and suppliers, as well as on the actual works performed. Further deterioration of the security situation is possible in any of the Project localities. Due to high unpredictability of military actions, the output of the Project might also be put at risk.

It should be considered, that in some cases, we might need to even change the targeted facility due to security situation.

Disrupted supply chains in the targeted regions may lead to shortages and delays in goods delivery. Major outflow of service providers and producers from the war-affected areas may lead to a limited engagement of local suppliers to procurement processes. As a result, procurement may be extended in time and overpriced.

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### **7.2 Indicator (2/2)**

Custom

#### **Definition**

Number of children in target schools who access safe and appropriate education facilities.

#### **Source and method of data collection**

- School registry of physical enrolment/attendance (measurement to be negotiated with the Ministry, agreed with DG ECHO).
- Number who are in newly reopened schools, as result of rehabilitation;
- Number of schools that are not used and/or not as schools

#### **Baseline**

#### **Target value**

23926.00

24503.00

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### **Comments on the indicator, baseline and target value**

The baseline data is currently taken from the list of schools provided by the ministry. While starting the works, UNDP will be conducting a full in-depth assessment which would produce a more accurate figure

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## **7.3 Results**

### **7.3 Result (1/1)**

Result 1: Education facilities, including schools of different education levels repaired and/or retrofitted and provided with basic furniture (tables and chairs) enabling the schools to function normally in accordance with the agreed scope based on the community discussions with participation of various community, local authorities, and government representatives

#### **Sector**

Education in emergencies

#### **Subsectors**

Safe and accessible learning environments

#### **Estimated total amount**

14.200.000,00

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### **Result 1 - Indicator 1**

#### **Type / Subsector**

Safe and accessible learning environments

#### **Indicator**

Number of learning spaces established or restored to minimum standards for safe learning

#### **Definition**

Learning spaces should be reported as classroom units (or equivalent) where possible. Minimum standards for safe learning to be defined by partners based on the context and any agreed minimum standards with coordination structures and/or relevant authorities, reflecting INEE minimum standards. Considerations for DRR, safe routes to/from school, minimum accessibility and reasonable accommodation for persons living with disabilities, GBV risk management, WASH standards and student perceptions of safety to be included as appropriate. Actions should ensure that design and implementation of learning spaces are gender and age responsive in line with the EU Gender-Age Marker for humanitarian action.

### Source and method of data collection

The list of schools to be repaired is the main source for the information to start with. During the inception phase, a verification of the information will be done to update/ correct or amend the list. The project team including Engineers will visit each of the facilities indicated in the list (and those that will be provided later) to check and verify the information received in terms of the school location, GIS location, number of students, degree of damage (estimate), type of damages to be verified against the eligibility criteria set earlier by DG ECHO.

A list of all the intended repairs will be prepared and shared with the local authorities for their endorsement.

Once the works start, the list will set the baseline for the information which includes the above information on each of the schools.

Then once the work is awarded to design and supervision companies and then to contractors, the names of the companies who will work on each of the schools will also be inserted in the database.

Once a school repair is completed, the representatives of local authorities will be invited to check that all the works identified earlier were done with the required quality and within the time specified.

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#### Baseline

#### Target value

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### Comments on the indicator, baseline and target value

The baseline data is calculated based on the project school capacity divided by the standard classroom capacity (24 Students per classroom) multiplied by the damage rate of each school.

The target value is the original total capacity of the schools divided by the standard classroom capacity (24 students per classroom).

Please note that the calculations revealed more inconsistency in the figures given that for one school the number of students was mentioned as 7 students only

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### Result 1 - Indicator 2

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#### Type / Subsector

Custom

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#### Definition

Number of schools rehabilitated by type of scope of repair works done

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### Source and method of data collection

As mentioned under activity (03), the in-depth assessment will lead to a list with full information about the rate of damages and type of repairs needed. Then the list will be classified according to the complexity of the works and type of repairs. This indicator would show how many schools under each type of repair activities are going to be and then a completion rate per category can be established for each type of work:

% of schools where door repairs have been completed,

% of schools where windows repair was completed,

% of schools where painting works have been done...etc)

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#### Baseline

#### Target value

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### Result (1/1) - Comments on all indicators for this result

This indicator is the main one to give an idea on the progress made in the action. This could also be used to compare the progress made in comparison with the plan and thus could show if there are any delays and the ways to mitigate such delays

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### Result 1 - Activity 1

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#### Short description (for the logframe)

Activity 1.1: Technical assessment for education facilities and identification of the needs for infrastructure intervention based on the minimum required repairs to provide safe learning environment

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#### Detailed description (if needed)

All education facilities identified for repairs by the action will undergo a quick technical survey to assess the extent of the repairs needed to make them fully operational. This process will also gather data on the exact number of students impacted as well as the current status of education services, to determine whether they are being provided in the damaged school or the students have been temporarily transferred to another educational facility, also to know how many IDPs have been enrolled in this school. This activity will result in the preparation of Terms of Reference (ToR) and technical specifications for the design and supervision for 51 education facilities with possibility to be increased during the course of repair of those facilities.

An MOU should be signed with each of the Administrative units where the schools are located to indicate the intention to repair those schools and the acceptance of the administrative unit and their willingness to cooperate with the team in this activity.

The results of the technical assessment will need to be endorsed by the representatives of the administrative unit and before starting any works, the representatives of the unit need to conduct a site handover to UNDP team after clearing the site from all the furniture, books and teaching tools that could obstruct the repair process or could be damaged in such process.

The list of the repairs would then be shared with community representatives including representatives from the students, the Parents - Teachers association, local authorities and UNDP team.

This group will have to meet again just before repairs are completed to check the quality of works done and give any feedback or comments they might have.

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## **Result 1 - Activity 2**

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### **Short description (for the logframe)**

1.2 Signature of Memorandum of Understanding (MoU) with municipalities

### **Detailed description (if needed)**

UNDP will draft an MOU to be signed with each of the targeted Municipalities. The MOU will illustrate the roles and responsibilities for each party.

The municipality will need to provide the full ownership registration for each school and support the application for repair permit to be issued as soon as possible to allow the works to start.

The municipality will nominate a representative to attend the public consultation session to agree on the needed repairs according to the minimum standards to provide a safe environment for the students to get back to their school.

The Municipality will be committed to participate in the final handover visit to certify the repairs done and take back the ownership of the facility.

The municipality will be committed to follow up on any defects that might occur during the DLP and report back to UNDP to follow with the contractor.

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## **Result 1 - Activity 3**

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### **Short description (for the logframe)**

1.3 Community led local consultations on the interventions

### **Detailed description (if needed)**

This will include:

- Initial community discussion to present the identified defects to be repaired and to explain the reason why we are doing the repairs to the minimum standards allowing a safe teaching environment. Those consultations would be attended by representatives from: Students, parents, teachers, local education directorate and Municipality.

- Place Check Consultations and those would be held towards the end of the repairs and with same participants to gauge their acceptance on the quality of the repairs and get their comments if any.

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## **Result 1 - Activity 4**

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### **Short description (for the logframe)**

Activity 1.4: Contracting of companies for the preparation of detailed technical design and supervision services for 51 schools to repair and retrofit.

### **Detailed description (if needed)**

This activity includes the procurement process for companies that will prepare the technical designs and provide supervision for 51 education facilities in line with the specifications foreseen in the ToRs. All the processes will be in line with national and international standards with a special focus on transparency and inclusiveness.

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## **Result 1 - Activity 5**

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### **Short description (for the logframe)**

Activity 1.5: Contracting construction companies and implementation of the civil works for repair.

### **Detailed description (if needed)**

Under this activity a tender for the selection of service providers to implement the repairs will be selected. Eligible providers need to have the appropriate licenses issued by the line Ministry to undertake repairing/retrofitting works, provide proofs of successful past experiences as well as able to demonstrate ample operating capacity. A two-stage process can help to first prequalify a number of companies that can demonstrate to have the required competencies and experience (RFP Request for Prequalification), followed by bidding process for the prequalified companies (ITB Invitation to Bid). While the focus will be on quality and due standard implementation, such as:

- Education sector and other norms for schools and their reopening, by national regulation, will need to be respected. Full minimum standards allowing for optimized resumption of face-to-face learning are to be aimed at (versus partial interventions).
- Alignment with Building Back Better of the Recovery plan, including rationalization of the school network, will need to be considered. Scope of rehabilitation not exceeding minimum standards
- Areas at risk of immediate destruction of schools are not to be prioritized.
- It is expected the scope of works will allow for resumption of education in schools within necessary minimum standards.
- Repairs include windows, roofs, sanitary facilities & heating system; typically blown out windows and doors (pressure / blast wave), shrapnel damage, fire, smoke and possible water / weather damage. Utilities generally are not adversely affected. Small scale repairs to damaged electrical cables, plumbing and mechanical systems shall be made. Patching and painting of minor cosmetic damages.
- Repairs of collapsed walls can be considered on an exceptional basis. Do no harm principles should be applied. DG ECHO will not support the repairs of structural walls.
- When conducting repairs, environmental sustainability considerations should be taken into consideration. If there is no damage, DG ECHO will not seek to improve the energy efficiency of the schools (i.e: thermal efficiency of the façade).
- The light rehabilitation of bomb shelter will be considered when the price of the work remains reasonable.

Note that DG ECHO will also accept to include the provision of basic furniture (tables and chairs) to ensure that the repaired schools can resume. This will remain a small component of this intervention (not in the excess of EUR 750 000).

service providers will be encouraged to deliver quickly in order to restore normal functions of the selected schools by or before the start of the new academic year in September 2023.

In order to secure this timeline, and as a result of the in-depth assessment for the damage rates of the list of schools, the list will be grouped depending on the complexity of the damages and the anticipated duration of the repairs and the priority would be given for the schools with a relatively longer repair timeline.

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## **Result 1 - Activity 6**

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### **Short description (for the logframe)**

Activity 1.6: Testing and commissioning for repaired facilities

### **Detailed description (if needed)**

The final step once a note of work completion is received, then the testing & commissioning company together with representatives from the administrative unit, the education directorate and UNDP will visit the school to conduct the testing and commissioning and report if all works were done according to the required standards and are operating normally. The report issued by the company will be endorsed and cosigned by the local administrative unit and the education directorate.. All the works must be done in line with specifications and contracts provisions. Contractor will be asked to sign on a guarantee of the works done for the maintenance period of 1 year.

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## **Result 1 - Activity 7**

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### **Short description (for the logframe)**

Activity 1.7: Formal handover of repaired education facilities

### **Detailed description (if needed)**

All facilities repaired 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. This handover note will be signed by Local Administrative Unit and UNDP representative and will mark the date of the handover to set the start of the Defect Liability Period (DLP)

During the Defect Liability Period (DLP) any issue that would be noticed by the school staff will need to be reported through a special form indicating the type of issue, date, location of the issue in the school and a short description. This form would then be submitted to the administrative unit to endorse and keep in their records while sending the form to UNDP.

UNDP Team will visit the facility and inspect the defect and see if this was as a result of bad work done or due to bad usage of the facility, so if the first then UNDP would immediately inform the company to take action. Once the company completes the repair of the defect, another inspection visit will be carried by the Administrative Unit representative, UNDP and the contractor. The visit will lead to signing of the certificate of completing required repairs for the defects reported in a satisfactory manner.

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## **7.4 Results Context and Conditions**

### **7.4 Preconditions**

- An initial assessment will need to be conducted to verify the information shared in the list
- This assessment will also confirm the degree of damages and associated cost
- The Action should provide enough flexibility to be able to replace any of the schools in the list in case the security situation on the ground changes

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### **7.5 Assumptions and risks (including risk of fraudulent activities and environmental risk)**

- Low level of coordination of central and local actors to make information available, share data, and cooperate expediently during the process of Action implementation (Probability: Likely)
- Lack of capacity of Municipalities to provide construction permits expediently (Probability: Possible)
- A limited number of service providers are available to deliver the services satisfactorily, while several reconstructions and recovery interventions are taking place in the country (Probability: Possible)
- New attacks and military operations target the locations selected (Probability: High)
- Schools that were identified as in need of light repairs would turn out to be badly damaged and need reconstruction (Probability: Medium)
- Municipalities do not have proper documentation of property titles of some rural education facilities damaged by the war (Probability: High)
- Non-structural mitigation of risks in schools (Probability: Possible)
- Quality of repaired/ retrofitted facilities (Probability: Possible)
- . Diversion of aid and fraud

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### **7.6 Contingency measures taken to mitigate the risks described in the section 7.5**

Low level of coordination of central and local actors to make information available, share data and cooperate expediently during the process of Action implementation: UNDP will take a facilitator role in engaging different stakeholders, including governmental authorities in all the steps of planning, implementing and monitoring of Action interventions. MOUs will be signed with all local authorities.

Lack of capacity of Municipalities to provide construction permits expediently: The signing of MOUs with the involved Municipality will be the first step to help informing each party on their obligations and responsibilities. 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: 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.

Contractors and Materials: A pre-qualification exercise will be done to identify potential contractors. The process will result in a number of qualified contractors with proper capacities. Same with suppliers.

Schools that were identified as in need of light repairs would turn out to be badly damaged and need reconstruction: The Action team, EU and UNDP should continue the policy dialogues through various occasions with the municipalities, Ministry of Education, by ensuring there happens amendment of the implementation plan as per the changed situation.

Municipalities do not have proper documentation of property titles of some rural education facilities that have been damaged by the war: The project will plan to start by repair/ retrofitting the 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 and in cases where certain schools have issues related to land ownership which could lead to a lengthy process to obtain the permits, then UNDP will discuss with PSC to think about replacing that school with another one. The MOUs to be signed will also help in pre-amping the actions required from the Municipality.

Structural mitigation of risks in schools: MoU to be agreed with municipalities will contain reference to the implementation of cost-efficient and refer to the minimum repairs criteria to provide safe learning environment. This would mean to avoid huge structural activities which are cost and time consuming.

Quality of repaired/ retrofitted facilities: The action will use the recovery efforts as an opportunity for improving access to enhanced quality education through improved learning environment to the minimum required standards allowing those schools to be functional by the start of the new academic year.

Diversion of Aid and Fraud:

In line with UNDP's policies, a risk mitigation plan will be developed in collaboration with local partners, beneficiaries and other humanitarian and early recovery actors working in Ukraine in the target regions. Identified risks and mitigation measures will be included in the action's risk register, monitored, and updated to account for the rapidly changing operational environment of the action. It is anticipated that the following mitigation measures may be included in the action's risk.

The project team will be vigilant in monitoring irregularities and the risk of fraud following UNDP's policy on fraud prevention and risk mitigation.

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## 8. Resilience Marker

### 8.1 Resilience

**Q1: Do the proposed project activities adequately reflect an analysis of risks and vulnerabilities (including conflict, environment and climate risks)?** Yes

#### Provide details

The Action team and management bodies will ensure reconstruction/ retrofit project selection and design are consistent with the country's national development plan and international human rights and environmental commitments, the SDGs. The Action will pay particular importance to meet environmental and greenhouse gas emissions standards. The decision-makers will base project selection and design decisions on quality preliminary studies.

The Action will promote investment in "sustainable, accessible, affordable and resilient quality infrastructure" and standardize environmental responsibility in infrastructure. The approach of the private companies to be involved should embrace both "doing no harm" (or risk management) and "doing good" (or enhancing the economic, environmental and social co-benefits) in infrastructure implementation.

Hazardous construction materials (e.g. asbestos, POP containing sealants) will be avoided, and environmentally friendly furnishings and equipment (e.g. LED lights instead of mercury containing fluorescent light bulbs) will be promoted.

**Q2: Does the project adopt a "do no harm and conflict sensitivity" approach, include specific measures to ensure that the identified risks and any environmental impacts of the project are addressed to the extent possible, and are not aggravated by the action?** Yes

#### Provide details

In terms of environmental sustainability considerations, improvements to energy efficiency through better joinery and green heating systems will be pursued through the repair process. Thermal insulation facades will also be put up where cost-effective. This will help manage the carbon footprint of the buildings and reduce costs for the beneficiaries. To ensure energy efficiency during the repairing/retrofitting will carry out, the detailed engineering design for social buildings, schools, and education facilities to be rehabilitated; 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 for the achievement of optimal building energy efficiency within the construction cost restrictions and local parameters.

**Q3: Does the project include measures to strengthen local preparedness capacities (of individuals and national or local institutions or organisations) to respond or adapt to identified risks?** Yes

#### Provide details

The following guiding principle will be followed during the implementation:

- Education sector and other norms for schools and their reopening, by national regulation, will need to be respected. Full minimum standards allowing for optimized resumption of face-to-face learning are to be aimed at (versus partial interventions).
- Alignment with Building Back Better of the Recovery plan, including rationalization of the school network, will need to be considered. Scope of rehabilitation not exceeding minimum standards
- Areas at risk of immediate destruction of schools are not to be prioritized.
- It is expected the scope of works will allow for resumption of education in schools within necessary minimum standards.
- Repairs include windows, roofs, sanitary facilities & heating system; typically blown out windows and doors (pressure / blast wave), shrapnel damage, fire, smoke and possible water / weather damage. Utilities generally are not adversely affected. Small scale repairs to damaged electrical cables, plumbing and mechanical systems shall be made. Patching and painting of minor cosmetic damages.
- Repairs of collapsed walls can be considered on an exceptional basis. Do no harm principles should be applied. DG ECHO will not support the repairs of structural walls.
- When conducting repairs, environmental sustainability considerations should be taken into consideration. If there is no damage, DG ECHO will not seek to improve the energy efficiency of the schools (i.e: thermal efficiency of the façade).
- The light rehabilitation of bomb shelter will be considered when the price of the work remains reasonable.

Note that DG ECHO will also accept to include the provision of basic furniture (tables and chairs) to ensure that the repaired schools can resume. This will remain a small component of this intervention (not in the excess of EUR 750 000).

**Q4: Does the project contribute to long-term strategies to reduce humanitarian needs, underlying vulnerability and risks or identifies modalities to link up with ongoing development interventions (national or international stakeholders)?** Yes

#### Provide details

The action mainstreams a human rights-based approach that struggles to eradicate discrimination and bring dignity and entitlement to excluded communities by prioritizing criteria in the selection of targeted education facilities. This mindset is also important because it sets the path for State institutions to see the problems faced by vulnerable communities and IDPs in the education sector also under the loop of human rights entitlement.

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. All material human rights risks, such as those related to land, privacy, accessibility and affordability of services, or social exclusion resulting from particular forms of discrimination or multiple discrimination, will be addressed during all stages of action implementation.

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.

The designs will also address for the needs of such groups, while the repaired facilities will be able to host students from IDPs families coming to those areas.

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*Initial mark*

2

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## 9. Monitoring and Evaluation

### 9.1 Complaint mechanism

The designed action provides more than one mechanism for complaints at different stages of the action:

- Design Phase: Community consultation will provide a good opportunity for the local community representatives, local authorities and national government to state their comments/ complaints and have the replies communicated back to them after the session.

- Construction Phase: At this phase there will be two modalities:

1. Online portal: Everyone can post their comments/ complaints through the portal

2. social media: Twitter, Facebook Instagram where UNDP pages are updated regularly and comments from public are recorded and responded to as soon as possible.

- Repair Completion: at this phase and prior to final completion, UNDP will organize a place check for representatives from the national government, local government and local communities to make sure that what was agreed on in the community consultations initially has been done and that the quality is according to the standards.

### 9.2 Monitoring of the action

UNDP will monitor the activities through a team of national engineers who will be holding regular monitoring visits to the schools. The schools will be grouped in Lots based on the geographical location and each engineer will be responsible for a number of schools in the geographical area of his responsibility. Some areas would have a large number of schools so more than one engineer will be assigned to cover that area. The monitors will submit weekly monitoring reports to the project manager on the progress made and the challenges met along with photos reflecting before and after.

On a parallel track, the contracted Design and Supervision company should have daily presence in each of the sites to follow up on the work and inspect and award approval to the contractors for any work to be done. The company submits monthly reports on the progress of activities and challenges faced.

Project manager will randomly select of those two levels or reports and conduct a verification visit to make sure that the reporting was aligned with the facts on the ground.

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### 9.3 Is this action remotely managed?

No

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### 9.4 Which of the following evaluations will be undertaken and charged to the action?

*Internal evaluation of the action's results*

No

*External evaluation of the action's results*

No

*External audit (only if it is a legal obligation)*

No

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### 9.5 Studies carried out in relation to the action (if relevant)

No

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## 10. Implementation



## 10.1 Human resources and management capacities

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

- Representative from Ministry of Education
- Representative from Ministry of Reconstruction
- Representative from ECHO
- Representative from UNDP
- Representatives from each of the local authorities Covered by this Action

If ECHO decides to have more than one implementing partner, then there should be one ASC and thus representatives from each of the partners should be part of the ASC, this would help to keep the same minimum required standards applied throughout the process.

A representative or specialist with education background and experience to ensure the linkages to the minimum standards and comprehensive approach of the action is also recommended.

At the project level, a team of area coordinators and engineers is already working on the ground with in the FPI project and will be flexible to start the action.

A Project manager will be leading this action and giving the strategic guidance for the team. The team will include :

1. Community coordinator (to organize the community discussions and data collection)
2. Monitoring and Quality assurance officer
3. Engineers (3)
4. Admin & Finance assistant
5. Procurement assistant

- The contracting of the companies will be done in two rounds: Prequalification, ITBs. An evaluation committee will be formed to review the received bids.

- The contracting of Design and Supervision companies will be selected through Request for Quotation (RFQ)

- The testing and commissioning companies will be selected through Request for Quotation (RFQ)

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**10.2 Do you intend to deploy EU Aid Volunteers in the framework of this action?** No

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## 10.3 Logistics

**10.3.1 Are you overseeing your entire supply chain? Please answer "No" if you are relying on other entities to do this either fully or partially (e.g. Humanitarian Procurement Centre, Global Logistics Cluster, through joint procurement initiatives etc.)?** Yes

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**10.3.2 Please describe shortly the approaches you are using. If used, please also provide details on the Humanitarian Procurement Centre**

The intervention is mainly construction works that are to be conducted through local contractors who will be awarded the contracts through two rounds of bidding:

- RFP (Request for Prequalification) to prequalify a pool of companies with the required capacities and expertise
- ITBs (Invitation to Bid) where the successful companies would be invited to bid for the repair of various lots of the schools. The schools list will be grouped into Lots depending on either the level of damage or the geographical areas (in some regions, one geographical area has to be divided into more than one Lot to make it easier to control the work and also not to have one contractor/company handling works more than their capacities).

Works will be primarily supervised through the design and supervision companies. Those companies will have representatives in each of the sites on daily basis and will report to UNDP on progress made.

UNDP Engineers will be assigned to a group of sites to follow up through weekly visits to check on the work done and the level of supervision by the design and supervision company.

Weekly site meetings, need to be conducted in each of the sites to report problems encountered and solutions.

Monthly progress reports are to be issued by the design and supervision companies and need to be reviewed by project manager.

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**10.4.1 Do you anticipate any implementation challenges in the supply chain?** Yes

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#### **10.4.2 Please describe shortly these challenges and indicate how you foresee to mitigate them**

- With exchange rates varying greatly from month to month, prices for material and goods are not stable. This complicates budgeting for the bidders and negatively influences the number of bids submitted for large recovery projects. Signing contracts in advance and making sure to indicate clearly in the contract that prices quoted are fixed and nonnegotiable. It is also important to get a performance security upon contract signature.

- A proper list of owners/partners to be involved (including relevant national, regional and local authorities) should be identified for each rehabilitation site to ensure mutual agreement on all the sub-projects' details. Such agreement should be duly documented to avoid changes in priorities in case of political leadership change.

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#### **10.6 Are there any other participants in the action?**

No

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## **11. Field Coordination**

### **11.1 Operational coordination with other humanitarian actors**

Considering the importance of the process and the many stakeholders involved, coordination will be crucial in order to minimize overlap and maximize complementarity. The action will offer a platform for sectoral coordination on all subject areas pursued through the intervention. Existing 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 also carrying out a number of recovery actions that will be adjusted to accommodate the action and enhance its effects, wherever possible. Use coordination with other rehabilitation partners" in the proposal in section.

The action team will regularly participate in Education Cluster meetings and will share good practices and lessons learned.

The action team will also coordinate with Kyiv sub-cluster and their school needs data platform initiative. The action team will assign focal point for knowledge, liaison on Education sector requirements, processes.

Coordination needs to be extended to include partners within the same action to allow more coordination and keeping the same minimum standards level for all the activities carried out through the action in all the schools covered.

Regular presentation of the ongoing activities in the regular regional coordination meetings would be good to keep other humanitarian actors aware of what is being done and avoid any overlapping of those activities and to avoid double funding for the same targeted schools. At the same time, this could allow to have a better complementation of the activities to serve those areas.

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### **11.2 Action listed in**

**Humanitarian Response Plan (HRP)**

No

**UN Flash Appeal**

No

**Red Cross / Red Crescent appeal**

No

**Other**

No

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### **11.3 Coordination with national and local authorities**

The coordination with the national and local authorities is a major part of the action. Coordination with the Ministry of Regions, Ministry of Science and Education, and other relevant Ukrainian authorities and their local branches along with the respective municipalities and communities, is of paramount importance.

At the National level, the first coordination started by coordinating with the ministry to understand the damaged facilities and the levels of damages.

The signing of MOU will be done with the representatives from the local authority level.

During the design phase, similar engagement will take place with ministry representatives at the local level as well as representatives from the local authority to present to them the detailed assessment of the damages as a result of the in-depth assessment carried out at the beginning of the action and how the action is planning to repair those damages to the minimum standards that secures a safe teaching environment. Comments and endorsement from the ministry representatives would be very important.

The facility hand over at the beginning of the action will be done with the facility owner who is most probably the local level authority.

The action will introduce an Action Steering Committee (ASC) which will be composed from representatives from National Government Officials (from Educational Sector), representatives from Local Government, a specialist with education background and experience to ensure the linkages to the minimum standards and comprehensive approach of the action and representatives from UNDP (and other implementing partners if applicable). The ASC will convene at least twice during the implementation period of the action and can also be called to convene at any time if strategic decisions are needed.

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### **11.4 Coordination with development actors and programmes**

Given that this action is going to be implemented in areas where UNDP other activities are taking place, it is normal to coordinate with the other programs in the area to ensure that there is no overlapping and to make use of the other activities.

The activities are expected to complement and make use other activities conducted by UNDP and other actors in those areas. Such coordination may be with activities like debris removal, mine action, restoration of basic services that are done by UNDP within FPI project.

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## 12. Visibility, Communication and Information Activities

### 12.1 Standard visibility

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#### A. Compulsory display of EU Humanitarian Aid visual identity on (all points required):

<b>A1: Building signage (e.g. partner office buildings, health centers, distribution points)</b>	Yes
<b>A2: Equipment (for e.g. vehicles, water tanks, containers)</b>	Yes
<b>A3: Shipments and goods for distribution as part of the humanitarian response (e.g. blankets, sacks, tents, buckets, hygiene kits, debit cards)</b>	Yes
<b>A4: Branding of the operational materials/outreach materials addressing beneficiaries (e.g. training materials, flyers, notebooks, posters etc.)</b>	Yes
<b>A5: Clothing items worn by project staff (e.g. T-shirts, field vests, caps)</b>	Yes

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#### B. External communication of EU funding and partnership through (select at least 5 points):

<b>B1: Press releases, press conference, other media outreach</b>	Yes
<b>B2: Videos</b>	Yes
<b>B3: Photos</b>	Yes
<b>B4: Human interest stories with visuals</b>	Yes
<b>B5: Social media posts</b>	Yes
<b>B6: Events</b>	No
<b>B7: Print materials (e.g. brochures, factsheets etc.)</b>	Yes
<b>B8: Others</b>	No

**Specify for each communication action: frequency, scope, timeline, channels to be used and number of people to be reached. If less than 5 options are selected, please justify:**

UNDP will use its social media accounts to provide information about the project. Digital platforms include Facebook, Instagram, Twitter, LinkedIn

The ECHO Action will be frequently featured on those sites through short stories, Video diaries, Photos/before and after, Video documentaries, Infographics

All promotional materials should clearly state the following:

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

All reports should include the following text, without modifications:

DRAFT: ECHO Education Infrastructure Action Worth Euro 14,2 million will repair 51 of schools, in the war affected areas embedding building back better approach, to the minimum standards for a safe learning environment. The Action is funded by the European Union and implemented by the United Nations Development Programme (UNDP).

## The EU Flag

For all projects funded by the ECHO, it is important to display the EU flag following the guidelines. Official EU flag is available here: [\[Link replaced / shortened automatically\]](#)

### 1. Print and audio-visual materials

- All publications, reports, leaflets, video stories and other multi-media products should acknowledge that the product or material was developed "with funding by the European Union".
- ECHO and UNDP logos should be displayed properly.
- All materials should include the following disclaimer: "This document/report/publication/study was produced with the financial assistance of the European Union. The views expressed herein can in no way be taken to reflect the official opinion of the European Union and UNDP"
- Design an architectural logo for branding of all education facilities to be rehabilitated or repaired retrofitted to promote European Union support to the education sector recovery.

The success of the "ECHO Action Infrastructure Education" Communications Strategy will be measured through several indicators:

- Press clipping
- Media references and appearances remain a good way to measure the visibility of the Project, as well as the image it has among the public.
- Number of public events and attendance

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

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

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

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**12.2 Do you foresee communication actions that go beyond standard obligations?** No

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## 13. Financial Overview of the Action

### 13.1 Estimated costs

	<i>Initial budget</i>	<i>Revised budget</i>	<i>Interim report incurred costs</i>	<i>Final report incurred costs</i>	<i>[RCI] Final update</i>
<b>Total direct eligible costs</b>	13.271.028,04	-	-	-	-
<b>% of indirect costs (max 7%)</b>	7,0	-	-	-	-
<b>Amount of indirect costs (cut after 2nd decimal)</b>	928.971,96	-	-	-	-
<b>Total costs</b>	14.200.000,00	0,00	0,00	0,00	0,00

### 13.2 Percentage of direct eligible costs allocated to the support costs

	<i>Initial budget</i>	<i>Revised budget</i>	<i>Interim report incurred costs</i>	<i>Final report incurred costs</i>
<b>% of support costs</b>	13,00	-	-	-

### 13.3 Funding of action

	<i>Initial budget</i>	<i>Revised budget</i>	<i>Final budget</i>	<i>[RCI] Final update</i>
<b>Direct revenue of the action</b>	0,00	-	-	-

<b>Contribution by applicant</b>	200.000,00	-	-	-
<b>Contribution by other donors</b>	0,00	-	-	-
<b>Contribution by beneficiaries</b>	-	-	-	-
<b>Contribution requested from ECHO</b>	14.000.000,00	-	-	-
<b>% of total funding</b>	98,5915	-	-	-
<b>Total funding</b>	14.200.000,00	0,00	0,00	0,00

### 13.6 Contribution in kind

No in kind contribution

### 13.7 Financial contributions by other donors

No other donors contribution

**13.8 VAT exemption granted (including to the implementing partners)?** Yes

**13.10 Do you intend to involve and charge HQ staff costs to project?** No

## 14. Requests for Alternative Arrangements

### 14.3 Permanent derogations

#### # Derogation

- Art. 7.1.1 Where the implementation of the Action requires the setting up or the use of one or more project offices, the Organisation and/or the Partner(s) may declare as eligible direct costs the capitalised and operating costs of the structure if all the following conditions are fulfilled: a) They comply with the cost eligibility criteria referred to in Article 18.1 of Annex II; b) They fall within one of the following categories: i) costs of staff, including administration and management staff, directly assigned to the operations of the project office. The tasks listed in the Single Form (Annex I), undertaken by staff assigned to the project office will be directly attributable to the implementation of the Action. ii) travel and subsistence costs for staff and other persons directly assigned to the operations of the project office; iii) depreciation costs, rental costs or lease of equipment and assets composing the project office. iv) costs of maintenance and repair contracts specifically awarded for the operations of the project office; v) costs of consumables and supplies specifically purchased for the operations of the project office; vi) costs of IT and telecommunication services specifically purchased for the operations of the project office; vii) costs of energy and water specifically supplied for the operations of the project office; viii) costs of facility management contracts including security fees and insurance costs specifically awarded for the operations of the project office; c) Where costs of the project office are declared as actual costs, the Organisation and/or the Partner(s) declares as eligible only the portion of the capitalised and operating costs of project office that corresponds to the duration of the Action and the rate of actual use of the project office for the purposes of the Action. d) Costs of the project office not declared as actual costs are only eligible if they have been ex ante-assessed by the European Commission.
- Art. 7.1.4 For the purpose of this Agreement, the Organisation acts as UN Administrative Agent, under the following conditions: a) The Organisation shall serve as the administrative interface between the European Commission, other donors and the Participating UN Organisations. The monitoring task established in Article 2.b of Annex II.a shall be implemented in accordance with the mandate of the UN Administrative Agent. b) In addition to the tasks described in Article 2 of Annex II.a, the Organisation shall act as Administrative Agent for the UN Organisations and will therefore: i) receive financial contributions from all donors that wish to provide financial support to the Action; ii) administer the funds received, in accordance with its applicable Regulations and Rules, including the provisions relating to winding up the Action and related matters; iii) subject to availability of funds, disburse such funds to each of the Participating UN Organisations in accordance with instructions from the Steering Committee, taking into account the budget set out in the approved programmatic document/Joint Programme Document, as amended in writing by the Steering Committee; iv) consolidate statements and reports, based on submissions provided to the Administrative Agent by each Participating UN Organisation, as set forth in the TOR/Joint Programme Document, and provide these to each donor that has contributed to the Fund/Programme Account and to the Steering Committee; v) provide final reporting, including notification that the Action has been operationally completed; vi) disburse funds to a Participating UN Organisation for any additional costs of the tasks that the Steering Committee may decide to allocate in accordance with the TOR/Joint Programme Document. c) A coordination mechanism (referred to as the "Steering Committee") to facilitate the effective and efficient collaboration between the Participating UN Organizations and the host Government for the implementation of the Fund or Programme shall be established. The detailed description of key roles, responsibilities and functions of the Steering Committee is provided in Annex I ("Single Form"). d) Without prejudice to points 2.b) to 2.k) of Article 2 of Annex II.a), the Organisation shall be solely responsible for the performance of tasks assigned to it in Annex I and in the specific agreement between itself and the Partners.
- Art. 7.1.5 Where the communication of specific information to the Commission under Article 6.1 of the General Conditions would raise difficulties in light of the internal rules of the International Organisation, both Parties commit to consult each other with a view to finding a mutually acceptable solution.

## 15. Administrative Information

### 15.1 Name and title of legal representative signing the Agreement

Ms Camilla Bruckner - Director UNDP Brussels Office

### 15.1 Name and title of legal representative signing the Agreement

Name	Office location	Phone	E-mail
Brussels Office	Brussels	+32 2 5054625	<a href="mailto:brussels.office@undp.org">brussels.office@undp.org</a>
Manal Fouani	Kyiv	Tel: +38 (044) 253-9363, ext. 130	<a href="mailto:manal.fouani@undp.org">manal.fouani@undp.org</a>

## 16. Conclusions and Lessons Learned

### **16.1 Comments at proposal stage**

- The duration of projects aimed at the rehabilitation of infrastructure (both economic and social) should be not more than 12 months long to ensure the proper preparation of technical documentation, tendering of services and works as well as assure a defect liability period as well as to catch up with the start of the new academic year on September 2023.
  - An added list of schools is expected to be received at a later stage and should be filtered to see the possibility to complete those additional schools on time.
  - It is recommended (specifically for construction works) that design and preparatory works be completed during the late autumn and winter period, to proceed with the actual construction works immediately when the outside temperature allows.
  - A proper list of owners/partners to be involved (including relevant national, regional and local authorities) should be identified for each rehabilitation site to ensure mutual agreement on all the sub-projects' details. Such agreement should be duly documented to avoid changes in priorities in case of political leadership change.
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