ADAPTATION FUND

PRE-CONCEPT FOR A REGIONAL PROJECT/PROGRAMME

PART I: PROJECT/PROGRAMME INFORMATION

Title of Project/Programme:	Increasing resilience of the education system to climate change impacts in the Eastern Caribbean region
Countries:	Antigua and Barbuda, the Commonwealth of Dominica and St Lucia
Thematic Focal Area[1]:	Disaster risk reduction and early warning systems
Type of Implementing Entity:	Multilateral
Implementing Entity:	United Nations Human Settlements Programme
Executing Entities:	Regional: OECS; CDEMA. National: Ministries of education in coordination with Ministries of Environment; NGOs;
Amount of Financing Requested:	USD 14 million

Project / Programme Background and Context

Problem and needs description

Eastern Caribbean countries are exposed to a variety of similar natural hazards, including hurricanes, floods, landslides, droughts and fires. These hazards have compromised countries' poverty reduction strategies, hindered development gains and negatively impacted various sectors, including the educational systems. The impacts of these hazards are already being magnified by the effects of climate change, including more frequent and severe extreme weather events / disasters (i.e. hurricanes, floods and droughts). Low-lying states and states with limited renewable water sources in the Caribbean are especially vulnerable to these effects, which pose significant risks to public safety and health, assets and natural resources.

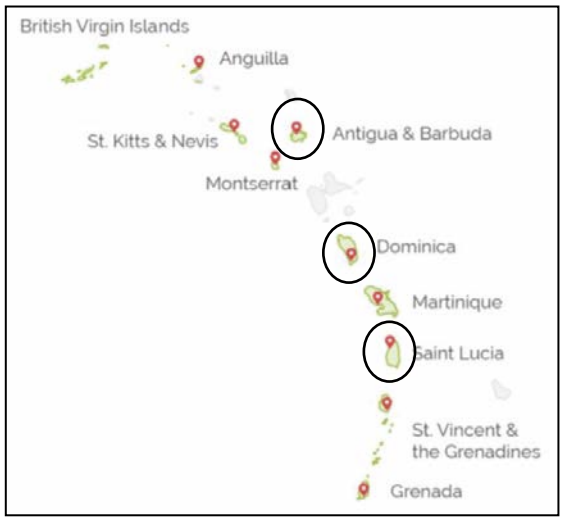

Figure 1: OECS members states, associated members and project focus states

In terms of total population affected by climate change-related disasters and impacts on GDP, SIDS are extremely vulnerable. In the Commonwealth of Dominica, hurricanes' related losses to GDP were 80 percent in 1995, 97 percent in 2015 and 270 percent in 2017. Disasters have a major impact on the education system and thus on children and youth. Studies suggest[2] that worldwide, each year, 175 million children are likely to be affected by natural hazards, and children in the Caribbean are no exception. The 2017 hurricane season affected Dominica with 18,500 school-aged children out of school, and 72 Government primary and secondary schools were damaged or destroyed. Children from Barbuda and Dominica had to be temporarily relocated to Antigua to attend classes. These figures are likely to increase unless governments and populations improve their capacity to anticipate, prepare, adapt and become more resilient to such events.[3] Besides that, expected increased shortages of basic services and

[1] Thematic areas are: Food security; Disaster risk reduction and early warning systems; Transboundary water management; Innovation in adaptation finance.
[2] Atle Dyregrov et all (2018). Online https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6095022/
[3] 2nd ministerial safe schools forum. CN (April 2019). Online: https://www.unisdr.org/files/63939_SecondMinisterialSafeSchoolForum_Concept-Note-2019V4.pdf

fresh water availability has been recognised[4] as a main challenge in the region, especially when disasters hit.

Most Eastern Caribbean countries however, are small and resources are scarce or non-existent for each to carry out adaptation-related tasks on an individual basis. Although ministries recognize the need of increased collaboration (see below), funding for concrete adaptation action and related knowledge sharing is lacking.[5] Antigua and Barbuda, Dominica and St. Lucia have requested support from the OECS to increase climate change resilience of the education sector through a regional approach. The reason is that these countries prioritized reducing the impacts of climate change-related extreme weather events, including the disruption of education services and high costs of damages, in their national plans; however, the governments lack the capacities and resources to address these issues effectively in each country.

Climate change trends, impacts and vulnerabilities

The Eastern Caribbean region consists of mostly Small Islands Developing States (SIDS) and is classified as being among the most vulnerable regions of the world to climate change.[6] Climate variability and change is already being observed in the region, including increased temperatures, annual warm spells of more than 100 days, decreased precipitation, rising sea levels at a rate of 1.7–1.9mm year between 1950 and 2009 and an increase in the occurrence of extreme events including droughts and more intense hurricanes. At the 2.0 degrees celsius target, there is additional warming by 0.2–1.0 degree celsius, a further extension of warm spells by up to 70 days, a shift to a predominantly drier region (5%–15% less than present day), and a greater occurrence of droughts.[7] Impact studies provide[8] growing evidence of adverse impacts on key socioeconomic activities and sectors that determine quality of life in the region, including water availability (i.e. decreased freshwater stocks), agriculture and food production (i.e. loss of land and changes fish species), health (increase vectorborne diseases), natural resources and biodiversity, and tourism. The cumulative impact has been hindering the attainment of regional development goals and slow the growth of Caribbean economies. The vulnerability arises from an extreme sensitivity to climate due to (among other things) 1) the small sizes and/or complex topographies of the constituent territories, which limit where population centers and economic zones may be located; 2) a near-exclusive reliance on climate sensitive economic activities such as agriculture and tourism; 3) an overwhelming dependence on rainfall for water; 4) high public debt; and 5) limited hazard forecasting and adaptation capabilities.[9] Through an OECS stakeholder engagement process,[10] consensus was reached on the priority adaptation sectors for the region, which are disaster risk reduction given the high vulnerability of the region to extreme events, and water. As mentioned above, youth and children are among the most vulnerable to disasters, especially when it comes to the education sector.

Approach of the project

Despite limited climate change action and knowledge sharing on climate change at the regional level, political commitment has now been established for climate change action in the education sector at the regional and national level through the Antigua and Barbuda Declaration on School Safety, which was signed by 12 Caribbean Ministries of Education and the development of a Regional Road Map on School Safety. This was established through the organisation of the 1st and 2nd Caribbean Ministerial Safe School Forums were organized in 2017 and 2019.

The above road map and approach include establishing an **enabling environment** for safe schools (incl. policies and plans) with three pillars: **1) safe learning facilities** (incl. standardised school safety assessment), **2) school disaster management** (incl. multi-hazard school safety plans and guidance documents) and **3) risk reduction and resilience education** (incl. curricula and trainings on disaster risk management). The approach will ensure that the school facilities, which also serve as emergency

[4] OECS (2018) Eastern Caribbean Regional Climate Change Implementation Plan. Online: https://www.preventionweb.net/files/58303_fcoeasterncaribbeanregionalclimatec.pdf
[5] UNDP and UNEP (2017) regional briefing on National Adapttaion Plans: Caribbean in focus. Online: https://reliefweb.int/sites/reliefweb.int/files/resources/regional_briefing_on_naps_caribbean.pdf
[6] Tayler et all (2018) Future Caribbean Climates in a World of Rising Temperatures: The 1.5 vs 2.0 Dilemma. Online: https://unfccc.int/sites/default/files/resource/63_Taylor%201.5%20Paper.pdf
[7] Idem
[8] Idem
[9] Idem
[10] OECS (2018) Eastern Caribbean Regional Climate Change Implementation Plan. Online: https://www.preventionweb.net/files/58303_fcoeasterncaribbeanregionalclimatec.pdf

shelters, will be fully accessible to all, particularly for persons who are differently abled, and assure the functioning as education facilities in times emergencies. This project aims to support rolling out this road map in the target countries. This will be done through collaboration between the regional Organisation of Eastern Caribbean States (OECS), which is an economic union comprising ten Member States, CDEMA and the target country member states. The project will advance the responsiveness of the education sector/construction sector to extreme events brought about by climate variability/climate change. This is done through the integration of lessons learnt from recent events into school safety assessment criteria (of the physical building) and into design considerations for retrofitting / upgrading school facilities. Furthermore, design considerations will also be coupled with sustainable building construction / retrofitting principles.

Project / Programme Objectives

Overall objective: Increasing resilience of the education system to climate change impacts in the Eastern Caribbean region

Table 1: main problems and sub-objectives of the project to respond to these

	Problem	Sub-objective
1Enabling Environment	There is institutional dysconnectivity and a diversity of policies and procedures / standards across countries with respect to the climate change and disaster resilience and use of shelters / schools	Strengthen a regional and national institutional enabling framework that supports increasing the resilience of the education system, including replication and upgrading options
2 (in line with pillar 3: risk reduction and resilient education and pillar 2: School disaster management)	Limited skills and knowledge at school and community level related to climate resilience activities and behaviours and Lack of climate change adaptation / disaster management plans, especially related to learning facilities	Increase community / school level awareness, knowledge and ownership of adaptation planning and measures
3 (in line with pillar 1: Safe learning schools)	Children are at risk because the schools are not safe and a considerable part of the school materials losses would be avoided if protective measures were adopted in advance of storms	Increase the resilience of learning facilities through design / construction, including to water scarcity

Project / Programme Components and Financing

Table 2: project components and financing

Project /Programme Components	Expected Outcomes	Expected Outputs (number to be provided in concept note)	Countries	Amount (US$) (very rough estimations)
Regional and national institutional enabling framework that supports increasing the resilience of the education system, including replication and upgrading options	Strengthened enabling framework to increase the resilience of the education sector in the Eastern Caribbean region Tools, capacities, policies, plans, procedures and regulations / standards are reviewed and improved to ensure that every new school is a safe / resilient school and being suitable as temporary shelter In line with AF outcomes 1, 2 and 7	Data / information (tools) - School building condition assessment tool of the MSSP toolkit developed to follow the standards referenced in the "Guidelines for the Locating and Designing of Disaster Resilient Schools for the OECS" + being climate resilient - Spatially-enabled database of schools developed to identify and prioritize unsafe schools for retrofitting or replacement - OECS and CDEMA will collect data and good practices and share relevant lessons between countries with the purpose to replicate and upscale measures Capacities: - Cadre of building construction specialists trained on and rostered to apply the Building Condition Assessment Tool - Regional and national trainings / meetings to align policies / plans and share lessons Policies / plans, procedures and regulations: - Regional / National Safe School Policy improved to include climate change resilience design / building standards and standars established for schools to	Antigua and Barbuda, Dominica and St Lucia	2,050,000 1 million for regional activities, including knowledge sharing and replication / scale up 350,000 for each country for in-country activities ~~20 %~~

		function as temporary shelters + replication / upscaling otions identified / lessons learned shared		
Community / school level awareness, knowledge and ownership of adaptation planning and measures	Strengthened awareness, knowledge and ownership of climate change impacts and adaptation options and planning processes at local level / schools In line with AF outcome 2 and 3	- Schools safety assessments conducted and costed action and maintenance plans developed for X schools / communities - Risk reduction and resilience education. Beneficiary students and communities will be made aware of the risks of climate change-reletd hazards through education and trained on how to react in case of a disaster (i.e. how to be safe / move to safe havens). It also includes awareness and capacity building about resilient construction options and what current structures are regarded as not safe and what can be done to make these safe - School facilities / Community climate change resilient / DRR management plans - Trainings on above	Antigua and Barbuda, Dominica and St Lucia	2,1 million total 700,000 for each country ~~Around 15 %~~
Resilient learning facilities through design / construction, including to water scarcity	Increased adaptive capacity within the education sector / school facilities Unsafe schools have been identified and prioritized for retrofitting or replacement In line with AF outcome 4	- Most unsafe / non resilient schools upgraded / retrofitted or replaced according to action plans and to comply to safe / resilient standards (full hurrica resilience) and preferred function (or not) as temporary shelter (based on standardised school safety / resilience assessment and resilient construction design standards) (number of schools to be identified during CN) There are approximately 240 schools in the target countries (Antigua and Barbuda 71; Dominica: 73; St Lucia: 96), of which more than 2/3 are primary schools and the rest secondary. The project will target at least 50 percent of all schools to be retrofitted in the target countries.	Antigua and Barbuda, Dominica and St Lucia	7,5 million total 2,5 million for each country ~~Around 65 %~~
5. Total components				11,650~~7~~,000 ~~7.420~~
6. Project/Programme Execution cost 7. Total Project/Programme Cost 8. Project/Programme Cycle Management Fee charged by the Implementing Entity				1,222,5000.~~8 06~~ 12,872~~903~~,0 00~~226~~ 1,0946,000~~7 74~~
Amount of Financing Requested				**13,966~~4,000~~, 000**

Project Duration: *4 years*

PART II: PROJECT / PROGRAMME JUSTIFICATION

Project component and innovation

The Caribbean region benefits from some experiences in regional collaboration on adaptation, through regional organisations such as the Caribbean Community Climate Change Centre (CCCCC) and regional bodies such as the Organisation of Eastern Caribbean States (OECS) and its Council of Ministers of Environment and CDEMA on DRR. These experiences provide a basis for advancing regional level planning, the setting of joint policies and standards, knowledge sharing and implementation of adaptation measures[11] through this project. Component 1 will ensure an enabling framework is developed to support this, while component 2 ensures local ownership of the project. Component 3 entails the design and construction of resilient learning facilities. Advancing adaptation activities at the regional level is innovative in the Caribbean region, especially in the education sector. Moreover, locally, the innovation would be to ensure that model schools (those that will be supported) are 'green', i.e. use sustainable energy and manage water efficiently, and are safe (from hurricanes) for children and other users, inclusing teachers and community members, as piloted on Antigua currently, with positive effects on minimizing school inerruptions. The aim is to enhance a culture of assessment of performance overtime

[11] UNDP and UNEP (2017) regional briefing on National Adapttaion Plans: Caribbean in focus. Online: https://reliefweb.int/sites/reliefweb.int/files/resources/regional_briefing_on_naps_caribbean.pdf

and improvement based on evidence, with increased compliance to standards (i.e. building codes, national and OECS guidelines, etc.).

The project will support an innovative approach to student- and community learning with the purpose to increase their resilience and that of the communities where they live: each beneficiary school / community will develop facility / community climate change resilient / DRR management plans, to be updated (by-)annually. This will allow the schools and communities to track their progress on how 'resilient' they are and to identify measures to increase their resilience. Besides that, the beneficiary schools will develop education campaigns as part of the curriculum, that will include ways to reduce risk / increase resilience and preparation for climate change hazards. To reduce the burden on individual schools and to ensure consistency in education across all schools, the campaign will be designed at the regional level and disseminated to each school by designated officers in each country. The campaigns could include both practical actions as well as education by creative expressions by students. Above approach has been piloted in Antigua and Barbuda with an environmental angle but can be adjusted to have a climate change and DRR focus and applied at regional scale. For this purpose, cooperation between the ministries of education and environment is required and established through this project, which is also innovative.

Economic, social and environmental benefits

Project benefits include cost efficiency (through regional approach) and cost avoidance (damage by hazards / hurricanes), as well as increased safety and access (through resilient school facilities) of vulnerable groups, including children, youth and people living with disabilities. Water access will also be more secured for the same groups, especially in time of hazards. Moreover, knowledge on climate change and disaster responses will be increased through a regional approach. Details on economic, social and environmental benefits, especially for the most vulnerable, will be provided in the concept note proposal. Through retrofiiting schools to increase resilience to hurricanes, both students and whole communities will benefit as students can continue to make use of the schools and people are more safe as they make use of schools as temporary shelter. Also, retrofitting techniques can be used by inhabitants of the communities to increase the resilience of their homes.

The main benefits of a regional approach include: 1) tackling the lack of capacities / resources in each country to respond to climate change / DRR issues in the education. The OECS and CDEMA have been successful in coordinating the implementation of concrete actions in the region and the project can build on existing regional programmes to continue this in the field of climate change, DRR and education; 2) Harmonising planning processes on education, DRR and climate change adaptation, across sectors and scales will reduce vulnerability in the region, especially since the islands are very small and it would accommodate climate refugees – in the aftermath of a major storm. This is what happened in Dominica with Hurricane Maria in 2017: people travelled to neighbouring islands for safety and opportunities to sustain themselves and their families while their country rebuilds; 3) economies of scale will be realised through joint planning processes and approaches, including applying guidelines, standards, etc. and by using lessons learned from regional initiatives, thus avoiding single countries having to reinvent the wheel. Moreover, OESC has a manual for joint procurement. Over the years, attempts have been made at varying levels to integrate climate change and DRR in education. However, many past efforts have been piecemeal and ad hoc. This shows a lack of capacity and resources to tackle issues in each country separately.

Cost-effectiveness

Through a regional led-programme, economies of scale can improve the collective efficiency of climate-related programmes. Sharing the administrative burden of programme management is one example of how economies of scale could increase implementation efficiency. In addition, regional collaboration will improve the knowledge transfer process.[12] ~~As for concrete interventions (resilient school facilities), these will avoid future costs related to hurricane impacts (i.e. damages) and water scarcity.~~ Target school facailities will be selected based on multiple criteria, but will include a cost per beneficiary calculation. This will be provided in the concept note proposal.

[12] OECS (2018) Eastern Caribbean Regional Climate Change Implementation Plan. Online: https://www.preventionweb.net/files/58303_fcoeasterncaribbeanregionalclimatec.pdf

There are approximately 240 schools in the target countries (Antigua and Barbuda 71; Dominica: 73; St Lucia: 96), of which more than 2/3 are primary schools and the rest secondary. The project will target at least 50 percent of all schools to be retrofitted in the target countries. Making the school designs more resilient will avoid costs related to damages of future climate change-related storms.

Through regionally developed guidelines, policies and procedures / standards, other schools can be retrofitted with much lower cost compared to ad hoc interventions, as well as by building new schools that comply to the standards (avoiding cost of retrofitting).

Learning and knowledge management

Across the region, there is a lack of data and information to provide evidence for informed decision-making and measures on adaptation. Many countries have undertaken limited stakeholder consultation, and sustaining stakeholder involvement in adaptation planning is a challenge. Lessons learned are rarely captured and applied, and there are limited frameworks for monitoring and evaluation of adaptation beyond project level.[13]

The project will support the development of a regional framework to generate and collect data and share relevant lessons between countries with the purpose to replicate and upscale measures (as part of component 1. Focus will be on supporting the implementation of the Comprehensive Safe School Framework through the Model Safe School Programme in the Caribbean for public and private facilities at all levels, with the purpose to specificially support:

- ☐ A regional climate change and disaster risk information management and monitoring network for informed decision-making at all levels
- ☐ Best practice resilient education facilities design portfolio for fact-based policy and decision-making
- ☐ The incorporation of local / community and sectoral based knowledge into assessments
- ☐ Education and trainings materials for comprehensive climate change and disaster management

Knowledge will be managed and shared through OECS, CDEMA and the National Safe School Programme Committees, which are chaired by the focal point within each respective MoE to CDEMA.
OECS and CDEMA as an established regional body will be responsible for continuing the engagement with countries and scale-up of the approach in the region. This will also be done through sharing and replicating of successful practices among Member States, including through establishing regional guidelines, policies and procedures / standards that can lead to replication and scale-up projects in the future, including developing a cadre of professionals to provide training that can be deployed regionally. Under the regional Education Sector Sub-committee (ESSC), a safe Schools Working Group (SSWG), has been established by the CDEMA coordination unit. CDEMA and the working group will be responsible to guide the implementation and sustainability of the Safe Schools Initiative in the region, including the Regional Implementation Roadmap on Schools Safety and this project.

Consistency with (inter)national strategies

The project is consistent with regional strategies, especially the OECS Eastern Caribbean Regional Climate Change Implementation Plan (including an in-the-making gender approach), the Caribbean comprehensive disaster management strategy and programming framework 2014-2024[14] and the CARICOM/5Cs resilience strategy 2018-2028. The project aims to support implementation of the Antigua and Barbuda Declaration on School Safety and Regional Roadmap for implementation.

The project is also consistent with national strategies of each country, especially the initial NDCs, the NAPs (incl. education) and 2nd and 3rd National Communications to the UNFCCC, but also with national DRR strategies and relevant national development strategies. During the concept note development stage, details about consistency with these strategies will be provided. Besides, the project is consistent with global strategies, including the Paris agreement, the 2030 agenda for Sustainable Development (with emphasis on goals 4, 5, 6, 11, 13) and the Sendai Framework for Disaster Risk Reduction.

[13] UNDP and UNEP (2017) regional briefing on National Adapttaion Plans: Caribbean in focus. Online: https://reliefweb.int/sites/reliefweb.int/files/resources/regional_briefing_on_naps_caribbean.pdf

[14] The Strategy prioritizes four areas for addressing DRM issues, generally summarized as (i) institutional strengthening, (ii) knowledge management for CDM, (iii) mainstreaming of CDM into key sectors and (iv) building and sustaining community resilience. More specifically, Priority Area 2 of the Strategy aims to achieve "Increased and sustained knowledge management and learning for Comprehensive Disaster Management": https://www.cdema.org/CDMStrategy2014-2024.pdf

Specific initiatives that inform DRR planning in the education sector include the Hyogo Framework for Action 2005–2015 (HFA), the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, Sustainable Development Goals and the United Nations Children's Fund's (UNICEF) Basic Commitment to Children in Emergency Situations.

Compliance to national technical standards

The project will fully align with (inter)national technical standards, including for conducting environmental and social impacts assessments required by law, land use planning, building codes, etc. If environmental and social impact assessments are required for proposed interventions, this will be done during the full project development phase. During the concept note development phase, all relevant standards will be identified and compliance procedures and requirement elaborated upon.

Consultative process

For the pre-concept note, meetings were held with AF focal points, different ministries focal points and regional entities (OECS, CDEMA) and UNICEF to align with regional and national priorities and to avoid overlap with other projects. During the concept note development stage, consultations will be held with regional entities, National and local governments, UN agencies, NGO's, local communities and vulnerable groups and other relevant stakeholders (e.g. students) to identify vulnerabilities, needs, priorities and potential environmental and social risks and impacts. During the full proposal development phase, consultations will focus on selecting the specific adaptation interventions needed with communities and vulnerable groups based on an assessment and analysis of adaptation benefits, cost effectiveness, feasibility and environmental and social risks and impacts, especially for the most vulnerable groups (women, youth, elderly, disabled people, indigenous groups, etc.).

Duplication with other funding sources

The project will avoid (geographic) overlap with other projects and use lessons learned where possible. During the concept note development phase, all projects and their lessons learned, complimentary potential and non-duplication will be mapped. At this stage, OECS, CDEMA, UNICEF and government officials at the ministry level confirmed there is no overlap. Climate change adaptation in the education and water sectors is currently covered by very few projects in the region. Presently, most of the projects are 'soft' projects, mainly aiming at providing assessments of sector needs and capacity building. Nevertheless, some regional and national projects can provide starting points and learning opportunities for the development of an OECS wide programme on climate change, especially focused on the education sector. For example, the "Reducing Risks to Human and Natural Assets Resulting from Climate Change" project (RRACC) is raising awareness and providing training for rainwater harvesting techniques in the OECS. An initial mapping of relevant project has been conducted and can be shared on request. The project will use the lessons learned from some successful country-level initiatives, such as GISS project in Antigue and Barbuda, to replicate good practices in other countries. Also, there have been some resilient infrastructure projects but none targeted schools to be more resilient.

Sustainability of the project

The project will be sustained by the strong linkage to (inter)national priorities (i.e. buy-in), by mainstreaming outcomes into (inter)national strategies and their monitoring framework and through the engagement of local affected communities in planning, maintenance, monitoring and training activities. It is also sustained through the involvement and capacity building of (inter)national governments, local communities and vulnerable groups (e.g. skills development) during the processes and through development of knowledge products and sharing of lessons. Maintenance arrangements for the proposed concrete interventions will be identified during the concept note development phase.

There is a political will from OECS member states in the form of Ministries of Education to demonstrate strong support for climate change adaptation and DRR management activities. The proposed project will assist ministries of education and environment to take a more proactive and sustained approach to climate change-related disaster in the education sector. Also, the OECS Commission has initiated a process of joint annual planning to ensure better alignment between national and regional work plans. This proposed project will support the implementation of some of the national priorities. The national governments will need to approve budget support for the maintenance and replication and upscaling for what is initiated under the project. This will initially be done for the three target countries, but through

OECS, other countries will be encouraged to join this planning process, including allocating budgets for concrete measures.

Justification for funding requested

The project will support the implementation of regional and national priorities and innovative approaches as well as responding to local needs, especially of the most vulnerable, for which funding and coordination is currently lacking. The proposed project interventions/ activities are important for the region and target countries to cope with current and future climate change impacts, especially hurricanes, and to avoid related costs and victims, especially in the education sector.

The environmental and social impacts and risks identified

The proposed project seeks to fully align with the Adaptation Fund's Environmental and Social Policy (ESP) and Gender Policy (GP). During the concept note proposal phase, the entire project and all project components and activities will be screened against the 15 AF principles to identify potential environmental and social risks and impacts. A gender approach / baseline will also be developed. The project will also actively support a rights-based approach: to reaffirm the right to quality and inclusive education for all. For the potential risks identified, impact assessments will be conducted if required by national and / or commensurate to the risks. If needed, measures to avoid or mitigate potential risks will be proposed to reduce risks to manageable levels. During the full proposal phase, an ESMP will be developed. With the information available at this stage, the project is expected to fall into low C or perhaps medium risk category B because interventions will be very small and localised. Information required to further assess this classification, also for each intervention / activity, will be provided at the concept stage. This information will include detailed information per intervention / activity so that these can be regarded as Identified sub-projects.

PART III: IMPLEMENTATION ARRANGEMENTS

UN Habitat will be the implementing entity for the project ensuring quality project oversight and management and specific technical support for climate change resilience related areas. In the target countries, national executing entities will be the ministries responsible for climate change and DRR (in cooperation with the ministries of education). At the regional level, coordination / execution of project activities will be supported through the OECS[15], together with Caribbean Disaster Emergency Management Agency (CDEMA), which has been working directly with the education ministries in the target states. For the execution of community / school-level concrete interventions and community involvement, local partners will be identified during the concept note development phase.

PART IV: ENDORSEMENT BY GOVERNMENTS AND CERTIFICATION BY THE IMPLEMENTING ENTITY

A. Record of endorsement on behalf of the government[16]

Country	Name and position	Date of endorsement
ANTIGUA AND BARBUDA	Ms. Diann Black-Layne Chief Environment Officer and Ambassador for Climate Change Ministry of Agriculture, Lands, Housing and the Environment	1 August 2019
DOMINICA (the Commonwealth of DOMINICA)	Lloyd Pascal Senior Policy advisor Ministry of environment, climate resilience, disaster management and urban renewal	2 August 2019
SAINT LUCIA	Ms. Caroline Eugene Permanent Secretary	2 August 2019

15 The 1981 Treaty of Basseterre which established the Organisation of Eastern Caribbean States (OECS) and the 2011 Revised Treaty of Basseterre which established the OECS Economic Union make provisions for Member States to implement decisions and to coordinate and undertake joint actions in several fields of endeavour for the overall good governance and sustainable development of the region.

16 Each Party shall designate and communicate to the secretariat the authority that will endorse on behalf of the national government the projects and programmes proposed by the implementing entities.

	Department of Sustainable Development Ministry of Education, Innovation, Gender Relations and Sustainable Development Norman Francis Building	

GOVERNMENT OF ANTIGUA AND BARBUDA

Department of Environment
Ministry of Health and the Environment
#1 Victoria Park, Botanical Garden
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REF: DOE/38/Donor Agencies 1st August 2019

The Adaptation Fund Board
c/o Adaptation Fund Board Secretariat
Email: Secretariat@Adaptation-Fund.org
Fax: 202 522 3240/5

Subject: Endorsement for UN-Habitat submission "Increasing resilience of the education system to climate change impacts in the Eastern Caribbean region"

In my capacity as designated authority for the Adaptation Fund in Antigua and Barbuda, I confirm that the above regional project proposal is in accordance with our government's national and regional priorities in implementing adaptation activities to reduce adverse impacts of, and risks, posed by climate change in Antigua and Barbuda, and in the OECS region.

Accordingly, I am pleased to endorse the above project proposal with support from the Adaptation Fund. If approved, the project/programme will be implemented by UN-Habitat and executed by the Department of the Environment, Ministry of Health, Wellness and the Environment.

Sincerely,

Ambassador Diann Black-Layne
Chief Environment Officer
Department of the Environment
Ministry of Health, Wellness and the Environment

MINISTRY OF ENVIRONMENT, CLIMATE RESILIENCE, DISASTER MANAGEMENT AND URBAN RENEWAL
ENVIRONMENTAL COORDINATING UNIT

Tel: (767) -266-5256
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37 Great George Street
Roseau, **DOMINICA**
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2nd August, 2019

To: The Adaptation Fund Board
c/o Adaptation Fund Board Secretariat
Email: Secretariat@Adaptation-Fund.org
Fax: 202 522 3240/5

Subject: Endorsement for "Increasing resilience of the education system to climate change impacts in the Eastern Caribbean region"

In my capacity as designated authority for the Adaptation Fund in Dominica, I confirm that the above regional project/programme proposal is in accordance with the government's national priorities in implementing adaptation activities to reduce adverse impacts of, and risks, posed by climate change in the OECS.

Accordingly, I am pleased to endorse the above project/programme proposal with support from the Adaptation Fund. If approved, the project/programme will be implemented by the United Nations Human Settlements Programme and executed by OECS, CEDEMA, Ministry of Education and Human Resource Development.

Sincerely,

LLOYD PASCAL
SENIOR POLICY ADVISER

MINISTRY OF EDUCATION, INNOVATION, GENDER RELATIONS AND SUSTAINABLE DEVELOPMENT
Department of Sustainable Development

Communication on this subject should be addressed to:
The Permanent Secretary

Norman Francis Building
Balata, Castries,
SAINT LUCIA, W.I.
Tel No: (758) 468-5833
Fax No: (758) 456-0490

2nd August, 2019

The Adaptation Fund Board
c/o Adaptation Fund Board Secretariat
Email: Secretariat@Adaptation-Fund.org
Fax: 202 522 3240/5

Dear Sir/Madam:

Subject: Endorsement for UN-Habitat submission Increasing resilience of the education system to climate change impacts in the Eastern Caribbean region

In my capacity as designated authority for the Adaptation Fund in Saint Lucia, I confirm that the above regional project proposal is in accordance with our government's national and regional priorities in implementing adaptation activities to reduce adverse impacts of, and risks posed by climate change in Saint Lucia and in the OECS region.

Accordingly, I am pleased to endorse the above project proposal with support from the Adaptation Fund. If approved, the project/programme will be implemented by UN-Habitat and executed by the Ministry of Education, Innovation, Gender Relations and Sustainable Development.

Yours sincerely,

C Eugene

.....

Caroline Eugene (Ms.)
PERMANENT SECRETARY (AG)

B. Implementing Entity certification

I certify that this proposal has been prepared in accordance with guidelines provided by the Adaptation Fund Board, and prevailing Regional Policies, Plans and Strategies and the respective National Development Plans, the Nationally Determined Contributions of the target countries and relevant National Adaptation Plans. Subject to the approval by the Adaptation Fund Board, UN-Habitat commit to implementing the project/programme in compliance with the Environmental and Social Policy of the Adaptation Fund and on the understanding that the Implementing Entity will be fully (legally and financially) responsible for the implementation of this project/programme.
For Programme Manager OIC. **Raf Tuts** Director, Programme Division UN-Habitat
Date: 1st August 2019 — Tel.: +254207623726 E-Mail: raf.tuts@un.org
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ADAPTATION FUND

Project Formulation Grant (PFG)

Submission Date: 05-08-2019

Adaptation Fund Project ID:	
Countries:	Antigua and Barbuda, Dominica and St Lucia
Title of Project:	Increasing resilience of the education system to climate change impacts in the Eastern Caribbean region
Type of IE:	Multilateral
Executing Entities:	Regional: OECS; CDEMA. National: Ministries of Environment in coordination with Ministries of eduction; NGOs;

A. Project Preparation Timeframe

Start date of PFG	**14-10-2019**
Completion date of PFG	**Submission date concept note in 2020**

B. Proposed Project Preparation Activities ($)

Describe the PFG activities and justifications:

List of Proposed Project Preparation Activities	Output of the PFG Activities	USD Amount
1. Bring together leading regional bodies, ministries and target municipal governments to: o Agree on approach, priority interventions and target communities	Workshop reports, MoU on implementation and coordination modalities	6.000
2. Conduct detailed vulnerability / risk mapping of target communities and conduct community-level and vulnerable groups consultations	Vulnerability assessment / consultation reports	12.300
PSC	8.5%	1.700
Total Project Formulation Grant		20.000

C. Implementing Entity

This request has been prepared in accordance with the Adaptation Fund Board's procedures and meets the Adaptation Fund's criteria for project identification and formulation

Implementing Entity Coordinator, IE Name	Signature	Date (Month, day, year)	Project Contact Person	Telephone	Email Address
Rafael Tuts	for	5 Aug 2019	Marcus Mayr	+254723697563	Marcus.Mayr@un.org

DIC.

ADAPTATION FUND BOARD SECRETARIAT TECHNICAL REVIEW OF PROJECT/PROGRAMME PROPOSAL

PROJECT/PROGRAMME CATEGORY: Pre-Concept for a Regional Project

Countries/Region: **Antigua and Barbuda, the Commonwealth of Dominica and St Lucia**
Project Title: **Increasing resilience of the education system to climate change impacts in the Eastern Caribbean region**
Thematic Focal Area: **Urban Development**
Implementing Entity: **UN-HABITAT**
Executing Entities: **Regional: OECS; CDEMA. National: Ministries of education in coordination with Ministries of Environment; NGOs**
AF Project ID: **LAC/MIE/Urban/2019/PPC/1**
IE Project ID: **<to be filled by the IE>** Requested Financing from Adaptation Fund (US Dollars): **14,000,000**
Reviewer and contact person: **Chibulu Luo** Co-reviewer(s): **Milena Gonzalez Vasquez, Saliha Dobardzic**
IE Contact Person: **<to be filled by the IE>**

Review Criteria	Questions	Comments	UN-Habitat response
Country Eligibility	1. Are all of the participating countries party to the Kyoto Protocol?	Yes.	
	2. Are all of the participating countries developing countries particularly vulnerable to the adverse effects of	Yes. Small Island Developing States (SIDS) in the Eastern Caribbean are exposed to a variety climate change hazards, including hurricanes, floods, landslides, droughts and fires. These challenges are taking place amidst other socio-economic vulnerabilities, such as poverty, high public debt, and scarce resources for development	

	climate change?	interventions (particularly in the education sector where school children are being severely affected by climate-related disasters).	
Project Eligibility	1. Have the designated government authorities for the Adaptation Fund from each of the participating countries endorsed the project/programme ?	Yes.	
	2. Has the pre-concept provided necessary information on the problem the proposed project/programme is aiming to solve, including both the regional and the country perspective?	Somewhat clear**.** The pre-concept justifies the need for increased resilience in the education sector of the Eastern Caribbean region and identifies three main areas of intervention (1) supporting an enabling environment for a climate resilient education sector; (2) increasing knowledge and awareness of climate change impacts in schools; and (3) scaling-up the design and construction of climate resilient schools. However, the following areas need to be addressed:	CR 1 a) Antigua and Barbuda, Dominica and St. Lucia requested support from OECS to increase climate change resilience of the education sector through a regional approach. The reason is that these countries prioritized reducing the impacts of climate change-related extreme weather events, including the disruption of education services and high costs of damages, in their national plans; however, the governments lack the capacities and resources to address these issues effectively in each country (see also response under b) below. This is why

		a) Additional information and justification on the selection of the three countries (Antigua and Barbuda, Dominica and St. Lucia) needs to be provided. b) It is evident that the proposed interventions could be implemented on a “single country” basis, so what are the specific benefits being leveraged from the regional approach? This is not clearly stated in the pre-concept. Are there areas where economies of scale are being realized? (also see comments provided in CR2). c) What climate related activities (if any) are currently taking place in the education sector in each of the target countries, and why have they not been successful? **CR1: Please address the aforementioned points and questions (a – c) and update the pre-concept accordingly.**	the target islands have been selected. (Above has been included in the pre-concept note proposal in the problem and needs description section). b) The main benefits of a regional approach are: -It is a way to tackle the lack of capacities / resources in each country to respond to climate change / DRR issues in the education. The OECS and CDEMA have been successful in coordinating the implementation of concrete actions in the region and the project can build on existing regional programmes to continue this in the field of climate change, DRR and education. - Harmonising planning processes on education, DRR and climate change adaptation, across sectors and scales will reduce vulnerability in the region, especially since the islands are very small and it would accommodate climate refugees – in the aftermath of a major storm. This is what happened in Dominica with Hurricane Maria in 2017: people travelled to neighbouring islands for safety and opportunities to sustain themselves and their families while their country rebuilds.

			Moreover, the region follows the same education curriculum, that is, CSEC / CXC, and has cooperative efforts such as the Caribbean Single Market Economy (CSME), which allows member state citizens easier access to jobs etc. Antigua and Barbuda and St. Lucia are part of a single economic space and share the same currency, central bank and appeal court arrangements. - Economies of scale are realised through joint planning processes and approaches, including applying guidelines, standards, etc. and by using lessons learned from regional initiatives, thus avoiding single countries having to reinvent the wheel. Moreover, OESC has a manual for joint procurement. (Above has been included in the pre-concept note proposal in the economic, social and environmental benefits section). c) Over the years, attempts have been made at varying levels to integrate climate change and DRR in education. However, many past efforts have been piecemeal and ad hoc. This shows a lack of capacity and

			resources to tackle issues in each country separately. (Above has been included in the pre-concept note proposal in the economic, social and environmental benefits section). However, the project will use the lessons learned from some successful country level initiatives, such as GISS project in Antigue and Barbuda, to replicate good practices in other countries. Also, there have been some resilient infrastructure projects but none targeted schools to be more resilient. (Above has been included in the pre-concept note proposal in the duplication with other funding sources section).
	3. Have the project/programme objectives, components and financing been clearly explained?	Somewhat clear. Project components are adequately detailed in Table 2. However: a) Please round figures in Table 2 to the nearest dollar amount. b) In line with comments made in CR1, (1) how will the project ensure that the partnership between the 3 countries harnesses benefits at the regional	CAR1 a) Figures in the project component table have been adjusted to be round figures. (This is show in table 2). b) (1) There is a political will from OECS member states in the form of Ministries of Education to demonstrate

		level, and ultimately attracts potential investments to scale-up interventions in other countries in the region? (2) It is not clear how total project financing will be distributed between the three countries? For example, Component 3 accounts for an estimated 65% of the project funds and aims to identify "unsafe" schools for retrofitting and replacement in line with climate resilient building design standards. However, no information is provided on how activities under this Component translate at the national level. Please provide. c) Beyond the "regional and national trainings" mentioned under Component 1, how will the project ensure continuous regional engagement, learning and dialogue between institutions as to support overall climate-resilient governance in the education sector? d) Under Component 2, the project mentions awareness raising around "risk reduction and resilience education" but what does this mean? How will the project ensure that learning is	strong support for climate change adaptation and DRR management activities. The proposed project will assist ministries of education and environment to take a more proactive and sustained approach to climate change-related disaster in the education sector. Also, the OECS Commission has initiated a process of joint annual planning to ensure better alignment between national and regional work plans. This proposed project will support the implementation of some of the national priorities. The national governments will need to approve budget support for the maintenance and replication and upscaling for what is initiated under the project. This will initially be done for the three target countries, but through OECS, other countries will be encouraged to join this planning process, including allocating budgets for concrete measures. (Above has been included in the pre-concept note proposal in the sustainability of the project section). (2) Total project financing will be divided equally between the three countries.

		actually taking place, particularly in the face of disasters when students will need to translate this learning to real knowledge and adaptation actions? **CAR1: Please round figures in the project component table to the nearest dollar amount (a).** **CR2: Please address the above-mentioned points (b – d) and questions and update the project component table accordingly.**	(This is shown in the updated table 2) c) As per above OECS (and CDEMA) as established regional bodies will be responsible for continuing the engagement with countries and scale-up of the approach in the region. This will also be done through sharing and replicating of successful practices among Member States, including through establishing regional guidelines, policies and procedures / standards that can lead to replication and scale-up projects in the future, including developing a cadre of professionals to provide training that can be deployed regionally. Under the regional Education Sector Sub-committee (ESSC), a safe Schools Working Group (SSWG), has been established by the CDEMA coordination unit. CDEMA and the working group will be responsible to guide the implementation and sustainability of the Safe Schools Initiative in the region, including the Regional Implementation Roadmap on Schools Safety and this project. (Above has been included in the pre-concept note proposal in the learning and knowledge management section).

			d) Awareness raising around “risk reduction and resilience education” means that beneficiary students and communities will be made aware of the risks of climate change-related hazards through education and trained on how to react in case of a disaster (i.e. how to be safe / move to safe havens). It also includes awareness and capacity building about resilient construction options and what current structures are regarded as not safe and what can be done to make these safe – see also response to CR 3 (b) below. (Above has been included in table 2).
	4. Has the project/programme been justified in terms of how: - it supports concrete adaptation actions? - it builds added value through the regional approach? - it promotes new and innovative solutions to climate change adaptation?	Somewhat clear. The pre-concept provides evidence that: ▪ It will support concrete adaptation actions, including the assessment of schools’ resilience to climate change, prioritization of adaptation needs in schools, and retrofits and/or replacement of schools. ▪ It is consistent with existing strategies and plans. ▪ It will be developed through a consultative process and identify/prioritize the needs of local populations and vulnerable groups.	CR 3 a) See CR 1 and CR 2. b) The project will support an innovative approach to student- and community learning with the purpose to increase their resilience and that of the communities where they live: each beneficiary school / community will develop facility / community climate change resilient / DRR management plans, to be updated (by-)annually. This will allow the schools and communities to track their progress on how ‘resilient’ they are and to identify

	- it is cost-effective? - it is consistent with applicable strategies and plans? - it incorporates learning and knowledge management? - it will be developed through a consultative process with particular reference to vulnerable groups, including gender considerations, in compliance with the Environmental and Social Policy of the Adaptation Fund? - it will take into account sustainability?	However, additional justification is required for the following questions: a) *Builds added value through the regional approach?* The benefits of the regional approach need further justification (see CR1 and CR2). Also, more information is required on how the experiences gained in the selected countries have the potential to be scaled-up to the rest of the region. b) *Promotes new and innovative solutions to climate change adaptation?* The fact that the regional approach in itself is stated as an innovation ("*Advancing adaptation activities at the regional level is innovative in the Caribbean region, especially in the education sector*", page 4) is insufficient. Also, there is no justification on how the project promotes new and innovative solutions to climate change adaptation. For example, how are the planned adaptation actions, especially under Component 3, innovative? How are they innovative when compared to other projects/programs in the	measures to increase their resilience. Besides that, the beneficiary schools will develop education campaigns as part of the curriculum, that will include ways to reduce risk / increase resilience and preparation for climate change hazards. To reduce the burden on individual schools and to ensure consistency in education across all schools, the campaign will be designed at the regional level and disseminated to each school by designated officers in each country. The campaigns could include both practical actions as well as education by creative expressions by students. Above approach has been piloted in Antigua and Barbuda with an environmental angle but can be adjusted to have a climate change and DRR focus and applied at regional scale. For this purpose, cooperation between the ministries of education and environment is required and established through this project, which is also innovative. (Above has been included in the pre-concept note proposal project components and innovation section). c) There are approximately 240 schools in the target countries (Antigua and

		education sector? c) *Cost-effective?* Cost-effectiveness is somewhat achieved by the economies of scale of the regional approach, most notably, in terms of project administration. However, it is not clear how cost-effective the project will be in terms of reach and impact, particularly through the activities in Component 3. What is the expected number of schools that will be able to be upgraded/retrofitted and out of how many? How will these experience lower costs for future scale-up and replication within the selected countries (or other countries in the region)? d) *Incorporates learning and knowledge management?* The project details how learning and project management will be incorporated. However, these aspects are not sufficiently detailed in the project component descriptions themselves (Table 2). For example, please clarify if the development of the regional framework to generate and collect data (page 5) and share lessons will be part of Component 1? e) *Takes into account sustainability?*	Barbuda 71; Dominica: 73; St Lucia: 96), of which more than 2/3 are primary schools and the rest secondary. The project will target at least 50 percent of all schools to be retrofitted in the target countries. Making the school designs more resilient will avoid costs related to damages of future climate change-related storms. Through regionally developed guidelines, policies and procedures / standards, other schools can be retrofitted with much lower cost compared to ad hoc interventions, as well as by building new schools that comply to the standards (avoiding cost of retrofitting). (Above has been included in the pre-concept note proposal in the cost-effectiveness section and in table 2). d) Knowledge management will be part of component 1 and led regionally, including sharing relevant lessons between countries with the purpose to replicate and upscale measures (see updated table 2) CR 4

		See CR4. **CR3: Please address the above-mentioned points and questions (a – d).** **CR4: While the project provides some justification of sustainability (page 6), the overall sustainability of the project cannot be evaluated at this time. Once CR3 is completed, please update the sustainability section of the pre-concept accordingly.**	e) The sustainability section of the pre-concept has been updated in line with how CR 3 has been addressed.
	5. Does the pre-concept briefly explain which organizations would be involved in the proposed regional project/programme at the regional and national/sub-national level, and how coordination would be arranged? Does it explain how national institutions, and when possible, national implementing	Yes. UN-HABITAT would be the implementing entity, and at the regional level, the project would be coordinated by the Organization of Eastern Caribbean States (OECS) in collaboration with the Caribbean Disaster Emergency Management Agency (CDEMA), both of which are already involved in working with education ministries on the school safety road map. At the country level, the national ministries responsible for environment and disaster risk management would execute the project with local partners to be identified.	

	entities (NIEs) would be involved as partners in the project?		
Resource Availability	6. Is the requested project / programme funding within the funding windows of the pilot programme for regional projects/programmes?	Yes. Please note this question will be considered at any future submission of the proposal.	
	7. Are the administrative costs (Implementing Entity Management Fee and Project/ Programme Execution Costs) at or below 20 per cent of the total project/programme budget?	Yes.	
Eligibility of IE	8. Is the project/programme submitted through an eligible Implementing Entity	Yes.	

	that has been accredited by the Board?		

Technical Summary	The unique vulnerability of SIDS to the negative impacts of climate change is adversely affecting young children and education institutions, in particular. This regional project – to be implemented in Antigua and Barbuda, Dominica and St. Lucia – aims to adopt a "safe schools" approach to adaptation planning in the education sector – a sector that is also rarely considered in climate change planning within the Eastern Caribbean region. The main project components are to: (1) Develop a regional and national institutional enabling framework that supports increasing the resilience of the education system, including replication and upgrading options; (2) Ensure Community / school level awareness, knowledge and ownership of adaptation planning and measures; and, (3) Establish Resilient learning facilities through design / construction, including to water scarcity. However, at this pre-concept stage, several areas of the project need further justification and improvement, particularly the benefits of the regional approach in terms of the implementation of adaptation actions (Component 3) and institutional capacity building/governance (Component 1). Also, the overall sustainability of the project cannot be fully evaluated and remains contingent on the project proponents addressing the above-mentioned CRs and CARs.
Date:	August 20th, 2019