

Country	Saint Lucia, Antigua and Barbuda
Request ID#	2019000059
Title	Improving Resilience of Human Settlements in Saint Lucia and Antigua and Barbuda.
NDE	Ms. Samantha Justin. Ministry of Education, Innovation, Gender Relations and Sustainable Development, Department of Sustainable Development, Saint Lucia . Ms. Diann Black-Layne, Director, Department of the Environment, Ministry of Health, Wellness and the Environment, Antigua and Barbuda .
Proponent	Permanent Secretary Department of Education, Innovation, Gender Relations and the National Emergency Management Organisation, Saint Lucia . Diann Black-Layne Director, Department of the Environment Ministry of Health, Wellness and the Environment, Antigua and Barbuda .

Summary of the CTCN technical assistance

The CTCN technical assistance will assess the climate risk of climate change impacts to the educational system to and appraise improvement measures that will allow the Governments of Saint Lucia and Antigua Barbuda to remove technology barriers and deploy specific adaptation technology solutions in preparation of a project proposal submitted to the Adaptation Fund. Moreover, while schools are currently used as emergency shelters, the possibility to shift away from this practice in the long term, due to the impact on the educational system, will be explored.

The TA will include early stage feasibility assessments for deployment of specific adaptation technologies to improve resilience of selected schools in Saint Lucia and Antigua and Barbuda. The objective of this action is to improve resilience of local communities and human settlements to climate change by assessing and planning the implementation of technology and design options for the improvement of critical infrastructure, focusing specifically on increasing the resilience of the education system for short and medium term multi-hazard risk cycle phases, and reducing dual use conflicts.

Agreement:

(If possible, please use electronic signatures in Microsoft Word file format)

Saint Lucia

**National Designated
 Entity to the UNFCCC
 Technology Mechanism**

Name: Samantha Justin

Title:

Date:

Signature:

Antigua and Barbuda

**National Designated Entity to
 the UNFCCC Technology
 Mechanism**

Name: *Diann Black-Layne*

Title: *Director*

Date: *25th Nov, 2019*

Signature: *[Handwritten Signature]*

UNFCCC Climate Technology Centre and Network (CTCN)

Name: Rose Mwebaza

Title: Director, CTCN

Date: 22 Nov 2019

Signature: *[Handwritten Signature]*

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Technology Mechanism**

Name: Samantha Justin

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Antigua and Barbuda

**National Designated Entity to
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Name: Rose Mwebaza

Title: Director, CTCN

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1. Background and context

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. In terms of total population affected by climate change-related disasters and impacts on GDP, SIDS are extremely vulnerable. Studies suggest¹ that worldwide, each year, 175 million children are likely to be affected by natural hazards, and children in the Caribbean are no exception. Disasters have a major impact on the education system and thus on children and youth. 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.

Saint Lucia and Antigua and Barbuda are Small Island Development States (SIDS), and are highly at risk from climate change, mainly due to its location along the north Atlantic hurricane corridor (e.g. six hurricanes during the last 20 years in Saint Lucia), their small surface area, geographic location in an area exposed to the impact of geological and hydro-meteorological hazards and their economic reliance on tourism and agriculture, which are climate-sensitive sectors. Other factors exacerbate these three countries' vulnerability to climate change, including a high population density, infrastructure in coastal settlements, poor land use and ongoing land and natural resource degradation practices, high levels of unemployment and their reliance on imported food and fuel.

The countries' limited capacity to reconstruct and reactivate their economy after climate-related shocks renders them highly vulnerable. Because of their small geographic size and dependence on natural resources, any extreme weather event can have national implications.

According to Saint Lucia's Third National Communications to the United Nations Framework Convention on Climate Change (UNFCCC), with climate change, Saint Lucia faces the prospects of a multi-level risk: worsening impacts of sea-level rise, more unpredictable climate, drier conditions, heat waves, recurrent drought in the dry season, and torrential rains and flooding in the rainy season, compounded by more frequent and intense hurricanes.

2. Problem statement

Introduction

Above figures are likely to increase unless population and the education sector improve their capacity to anticipate, prepare, adapt and become more resilient to such events. Besides that, expected increased shortages of basic services and fresh water availability has been recognised² as a main challenge in the region, especially when disasters hit.

¹ Atle Dyregrov et al (2018). Online

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6095022/>

² OECS (2018) Eastern Caribbean Regional Climate Change Implementation Plan. Online: https://www.preventionweb.net/files/58303_fcoeasterncaribbeanregionalclimatec.pdf

Most Eastern Caribbean countries however, are small and resources are scarce or non-existent for each to carry out adaptation-related tasks. Although ministries recognize the need of increased collaboration, funding for concrete adaptation action and related knowledge sharing in the region is lacking.³

UN-Habitat, the ministry of education and other partners are developing an Adaptation Fund (AF) proposal (pre-concept note already endorsed by the AF) to increasing the resilience of the education system to climate change impacts in the Eastern Caribbean region. This CTCN technical assistance will contribute to the preparation and the strengthening of the AF proposal as it will provide support to the following key topics.

Key topics

1. Conduct a rapid climate change vulnerability assessment of the education sector with the purpose to identify the most vulnerable areas and schools;
2. List, rank and select the most climate change vulnerable areas and schools;
3. Develop school specific 'resilience improvement' packages showing options for upgrading, retrofitting or replacement needs to increase the school's resilience and function as a shelter (in line with OECD guidelines), as well as conducting capacity gaps and needs assessment and consultations required;
4. Identify ways to replicate and upgrade the technique and approach in the target countries and in the region;
5. Conduct potential environmental and social risks screening and impacts assessment of the proposed interventions (in line with AF Environmental and Social Policy and Gender Policy, as well as with CTCN procedures and guidelines on gender mainstreaming)⁴

Consideration for climate change resilience criteria:

Priority:

- Ensuring service provision of schools pre, during, and post-hurricanes, including as shelter for community if needed
- Resilience construction of schools to:
 - a. Hurricane wind (category 5)
 - b. Water scarcity / lack of water supply (droughts)
 - c. Floods
 - d. Energy supply interruption

Secondary consideration:

- Resilience construction of schools to:
 - e. Sanitation service interruption
- Resilience to non-climatic hazards:
 - f. Earthquakes
- Capacity Building for National Institutions:
 - g. Include national institutions' staff in site visits assessments etc to build capacity

³ UNDP and UNEP (2017) regional briefing on National Adaptation Plans: Caribbean in focus. Online: https://reliefweb.int/sites/reliefweb.int/files/resources/regional_briefing_on_naps_caribbean.pdf

⁴ In Antigua & Barbuda there is a ESR and Gender Officer who can conduct this assessment

3. Logical Framework for the CTCN Technical Assistance:

	Month											
	D	J	F	M	A	M	J	J	A	S		
	e	a	e	a	p	a	u	u	u	e		
	c	n	b	r	r	y	n	l	g	p		
Output 1: Development of implementation planning and communication documents												
<p>Activity 1: <i>All implementers must undertake the following activities at the beginning and at the end of the CTCN technical assistance.</i></p> <p>i) A detailed work plan of all activities, deliveries, outputs, deadlines and responsible persons/organisations and detailed budget to implement the Response Plan. The detailed work plan and budget must be based directly on this Response Plan;</p> <p>ii) Based on the work plan, a monitoring and evaluation plan with specific, measurable, achievable, relevant, and time-bound indicators used to monitor and evaluate the timeliness and appropriateness of the implementation. The monitoring and evaluation plan should apply selected indicators from the Closure and Data Collection report template and enable the lead implementer to complete the CTCN Closure and Data collection report at the end of the assignment (please refer to item iv below and section 14 in the Response Plan);</p> <p>iii) A two-page CTCN Impact Description formulated in the beginning of the technical assistance and update/revise once the technical assistance is fully delivered (a template will be provided);</p> <p>iv) A Closure and Data Collection report completed at the end of the technical assistance (a template will be provided).</p>												
<p>Deliverables - Output 1:</p> <p>i) Detailed work plan</p> <p>ii) Monitoring and evaluation plan</p> <p>iii) CTCN Impact Description</p> <p>iv) Closure and Data Collection report</p>												
<p>Output 2 Conduct a rapid climate change vulnerability assessment of the education sector with the purpose to identify the most vulnerable areas and schools.</p> <p>The assessment should identify at least:</p> <ol style="list-style-type: none"> a. Most vulnerable areas to 1) hurricanes, 2) droughts, 3) floods, 4) Sea-Level rise, 5) Landslides b. Most vulnerable communities / populations to above, considering population vulnerabilities (i.e. poverty, lack of adaptive capacity, etc.) <p>Most vulnerable schools to above, considering school structure, number of students, capacity required to function as shelter in time of crisis (number of people from community).</p>												

Activity 2.1: Carry out Rapid vulnerability assessments and school identification
Activity 2.2: Coordinate and agree with key stakeholders to for data, criteria, etc.

Deliverables - Output 2:

- i) Climate Risk and Vulernability Assessment of the country, including vulnerability and risk map(s)
- ii) Schools location map
- iii) Review criteria, cross referenced with OECS guidelines

Output 3 List, rank and select the most climate change vulnerable areas and schools

Based on:

- a. Vulnerability assessment outcomes
- b. Priorities key stakeholders (agreement)
 - + make a preliminary cost estimation of resilience improvement packages based on former experience and knowledge of the sector.

In the past few years have experienced the following impacts:

1. A category 5 hurricane (185 km/hour sustained winds)
2. Extreme flooding (1-in-50-year event)
3. Extended drought (three-year meteorological drought)

Schools selected in Saint Lucia:

Fond Assau Combined School, Corinth Secondary School, Ave Maria Infant School, Vieux-Fort Primary School, Ave Maria Primary School, Patience Combined School, Micoud Primary School, Desruisseaux Combined School, Balata Combined School, Bexon Primary School, Vieux-Fort Infant School and the Saltibus Combined School.

In the case of Antigua and Barbuda there are other projects proposals that will provide adaptation interventions in buildings. Therefore, the list and rank of potential schools has to be upgraded and needs to be cross referenced with the list of schools already targeted in other projects to ensure that resources are evenly distributed and to avoid duplication of work .

Furthermore, the selection criteria and methodology should be coordinate between the two countries, in order to be consistent and develop a common approach to the matter..

Activity 3.1: Short-list and rank potential schools to be upgraded
Activity 3.2: Coordinate and agree with key stakeholders on ranking and selection criteria, including vulnerability, cost-effectiveness, etc. This would require making a preliminary cost etimation

Deliverables - Output 3:

- i) Review & evaluation report

- ii) Short list and ranking of schools
- iii) Brief school profile (ie climate risk, basic info, location, cpriliminary cost estimations)

Output 4 Develop school specific ‘resilience improvement’ packages showing options for upgrading, retrofitting or replacement needs to increase the school resilience and function as shelter (in line with OECD guidelines).

Considering the OECD Guidelines for Resilient Schools with special emphasis to (necessary condition)

- a. Minimum requirements to withstand category 5 hurricane
- b. Ability to withstand droughts and floods
- c. Localized impact, i.e stabilization measures against erosian/landslided
- d. Additional options
- e. Costs per school to do above
- f. Cost-effectiveness (i.e. cost per person) by identifying beneficiary communities and groups
- g. Maintenance and sustainability needs (and costs)

In line with:

- a. The school building condition assessment tool (of the MSSP toolkit to be developed during the AF project) following 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 (to be developed during AF project) to identify and prioritize unsafe schools for retrofitting or replacement.

Activity 4.1. Technical assessment of schools conducted, including technical feasibility assessment considering above points

Activity 4.2. Consult beneficiary communities and vulnerable groups on specific needs and potential concerns

Activity 4.3. Identify gaps in capacities (of key stakeholders and communities and vulnerable groups to implement project activities

Deliverables - Output 4:

- i) Technical assessment and technology options report for schools upgrading to improve climate change resilience and sustainable functioning and subsistence of schools. This would include:
- ii) School assessments
- iii) Site-based upgrading report
- iv)) Capacity gaps and needs report
- iv) Consultations report

Output 5 Identify ways to replicate and upgrade the technique and approach in the country and in the region										
Activity 5.1. Road-map to integrate upgrading and technologies for all schools										
Deliverables - Output 5: i) Develop recommendations for upscaling and replication ii) Develop road-map for roll-out										
Output 6 To conduct potential environmental and social risks screening and impact assessment of the proposed interventions (in line with AF Environmental and Social Policy and Gender Policy).										
Activity 6.1. Conduct environmental and social risks screening and impact assessments of proposed project activities in line with national and AF requirements (AF Environmental and Social Policy and Gender Policy) and develop Environmental and social Risks management plan (ESMP), including risks miiagation measures, monitoring requirements and roles and budget										
Activity 6.2. Coordinate with key stakeholders (national UN-Habitat and CTCN) to ensure compliance to relevant policies and regulations										
Activity 6.3. Conduct consultations required for above, including identifying possible concerns related to potential risks and impacts										
Deliverables - Output 6: i) Environmental and social risks screening and impacts report of proposed project activities (ESIA) ii) Environmental and social Managemnet Plan (ESMP) iii) Consultations report										

4. Resources required and itemized budget:

Please provide an *indicative overview* of the resources required and itemized budget required to implement the CTCN technical assistance, including for M&E-related activities, using the table below. Important to note that minimum 1% of the budget should explicitly target gender specific activities related to the technical assistance (please see section 10 for further information on gender). Once the Response Plan is completed, a Response Implementation partner(s) will be selected by the Climate Technology Centre (CTC). A detailed activity-based budget for the CTCN assistance will be finalized by the CTCN and selected Implementer.

Donor	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	Year 4 (2023)	Year 5 (2024)
CTCN	USD 200,000 Pre-feasibility and tech assessments				
AF Project formulation	USD 80.000				
AF upgrading of schools (concrete interventions)			USD 10 million (3,3 million per island)		
AF support (soft) measures		USD 3,5 million (for national and regional activities)			

Activities and Outputs	Input: Human Resources <i>(Title, role, estimated number of days)</i>	Input: Travel <i>(Purpose, national vs. international, number of days)</i>	Inputs: Meetings/events <i>(Meeting title, number of participants, number of days)</i>	Input: Equipment/Material <i>(Item, purpose, buy/rent, quantity)</i>	Estimated cost <i>Please accumulate the costing at Activity and Output level and provide an estimated costing range for each activity and the total Response Plan</i>	
					Minimum	Maximum
Output 1: Development of implementation planning and communication documents						
Activity 1: Formulation of i) Detailed work plan, ii) Monitoring and evaluation plan, iii) CTCN Impact Description, iv) Closure and Data Collection report.	3 days		2 teleconferences		USD 1,500	USD 2,000
Output 2: Conduct a rapid climate change vulnerability assessments of the target islands (and the region) and specifically of the education sector (i.e. schools) with the purpose to identify the most vulnerable areas and schools.						
Activity 2.1: Carry out Rapid vulnerability assessment and school identification	15 days		<i>Desk review, (digital) consultations with national designated authorities and key stakeholders, mapping</i>		USD 7,500	USD 10,000
Activity 2.2: Coordinate and agree with key stakeholders for data, criteria, etc.	1 person					
Output 3: List, rank and select the most climate change vulnerable areas and schools						
Activity 3.1: Short-list and rank potential schools to be upgraded	5 days		Develop criteria, ranking, cost estimation		USD 2,500	USD 5,000
Activity 3.2: Coordinate and agree with key stakeholders on ranking and selection criteria, including vulnerability, cost-effectiveness, etc. This would require making a preliminary cost estimation	1 person					

Output 4: Develop school by school ‘resilience improvement’ packages showing options for upgrading, retrofitting or replacement needs to increase the school resilience and function as shelter (in line with OECD guidelines)						
Activity 4.1: <i>Technical assessment of schools conducted, including technical feasibility assessment considering above points</i>	40 days 2 people	International travel Accommodation + DSA + local travel	School by school assessments	Translator / community mobilizer	USD 80,000	USD 120,000
Activity 4.2: <i>Consult beneficiary communities and vulnerable groups on specific needs and potential concerns</i>	5 days 2-3 people		Consultation of key stakeholders and beneficiary communities and vulnerable groups	Translator / community mobilizer		
Activity 4.3: <i>Identify gaps in capacities (of key stakeholders and communities and vulnerable groups to implement project activities</i>	See above					
Output 5: Identify ways to replicate and upgrade the technique and approach in the country and in the region						
Activity 5.1: <i>Road-map to integrate upgrading and technologies for all schools</i>	10 days 1 person		Report development		USD 5,000	USD 7,500
Output 6: To conduct potential environmental and social risks screening and impact assessment of the proposed interventions						
Activity 6.1: <i>Conduct environmental and social risks screening and impact assessments of proposed project activities in line with national and AF requirements (AF Environmental and Social Policy and Gender Policy) and develop Environmental and social Risks management plan (ESMP), including risks mitigation measures, monitoring requirements and roles, and budget</i>	30 days 2-3 people	International travel Accommodation + DSA + local travel	Target areas / communities’ by communities’ assessment	Translator / community mobilizer?	USD 43,500	USD 55,500

Activity 6.2: <i>Coordinate with key stakeholders (national and UN-Habitat) to ensure compliance to relevant policies and regulations</i>	See above					
Activity 6.3: <i>Conduct consultations required for above, including identifying possible concerns related to potential risks and impacts</i>	See above		Consultation of key stakeholders and beneficiary communities and vulnerable groups	Translator / community mobilizer?		
					140,000	200,000

5. Profile and experience of experts

Based on the required Human Resources identified in section 4 (Resources required and itemized budget) please provide a description of the required profile of all involved experts for the implementation of the CTCN Response Plan.

Experts required	Brief description of required profile
<i>Please use the same titles for all experts as applied in section 4.</i>	<i>Please provide a short description of expertise and experience needed (education, sectors of expertise, years of experience, country experience, language requirements, etc.).</i>
<i>For output 2-3</i>	
<i>Climate change vulnerability and disaster risks assessment expert</i>	<i>10 years experience and experience in the target region, assessing climate risks and vulnerabilities, climate and socio-economic data analysis, review and research, liaison with relevant government institutions, experience with mapping software and applications would be an advantage. Language: Fluency in English</i>
<i>For output 4-5</i>	
Senior advisor	Architect / civil, or structural engineer, at least 15 years of total experience, experience related to climate change and disaster resilient construction in the region, Language: Fluency in English
Senior structural engineer	Senior level structural engineer, at least 10 years of total experience, experience in structural engineering of schools, damage assessment hurricanes of schools, flood and earthquake resistant structures, resilient water supply and sanitation, shelters / safe havens in the target area, fluency in English

Junior civil engineer	Civil engineer, at least 2 years of post-graduate experience, experience in structural engineering of resilient schools in the target areas, fluency in English
National strategies (policies and plans) development expert	Experience with developing regional or national strategies (road-map, plans, etc.) with focus on resilient building policies, education policies, etc. preferably in the target region.
For output 6	
Gender and Environmental & social risks and impacts expert – 2x	In-depth knowledge in social development and gender theory, policy and practice; at least 7 years of experience in poverty and social analysis; general knowledge of rural development in the Caribbean; knowledge on key cross-cutting issues including gender, equality, and right based approach; understanding of Saint Lucia’s government ministries/departments and other stakeholders. Environmental and Social safeguards experience and community liaison in target countries and with donor requirements.



6. Intended contribution to impact over time

The intended impact of the technical assistance is to identify what measures are required to make schools resilient to climate change and disasters, esp. category 5 hurricanes, floods and droughts / water scarcity. The goal is that the recommendations of this technical assistance would be an action plan for each target school and recommendations on how the technique and approach can be replicated in Saint Lucia and in the region and what capacities at different levels are needed to do so. The assessment results will be instrumental to mobilize finance to invest in school upgrading and finalize the concrete interventions.

7. Relevance to NDCs and other national priorities

The proposed Adaptation Fund 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 2014-2024⁵ and the CARICOM/5Cs resilience strategy 2018-2028.

The project is also consistent with national strategies of the 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.

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.

8. Linkages to relevant parallel on-going activities:

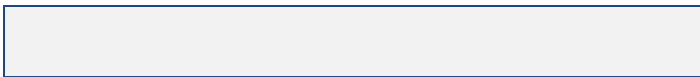
The project will avoid (geographic) overlap with other projects and use lessons learned where possible. During the concept note development phase, all projects and their lessons learned, complimentary potential and non-duplication will be mapped. At this stage, OECS, CDEMA, UNICEF and government officials 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.

Initiative and finance / implementer	Location	Focus	Duplication, complimentary potential and lessons
Implementation of the Model Safe School Programme in the Caribbean (MSSP Project)	ANU, BGI, DOM, SKN, SLU, SVG	Motivating and supporting Governments to develop national strategies and	33 schools will be assessed and costed action plans developed The costed action plans

⁵ 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>

		implement school safety	developed for these schools will guide the work to be done.
Pilot Programme for Climate Resilience (PPCR) CIF/PPCR	LAC: Grenada, Saint Lucia, SVG, Dominica	Mainstreaming, capacity building, implementation finance; 38% reserved for water resource management projects	
I-land Resilience EU-GCCA/OECS	OECS: Grenada, Saint Lucia, SVG, Montserrat	Small-scale water security and drought mitigation; Natural resource protection, capacity building for rainwater harvesting	
Reducing Risks to Human and Natural Assets Resulting from Climate Change (RRACC) USAID/OECS	Grenada, SVG, Dominica, A&B, Saint Lucia, St Kitts and Nevis	Rainwater harvesting technologies – Awareness raising and training	
CREWS	St. Vincent and the Grenadines, Antigua and Barbuda	Water sector climate resilience; Blueprint for vulnerability assessment	
Caribbean Model Safe School Programme (MSSP) and Toolkit ⁶ UNISDR, CDEMA and the respective Ministries of Education	Saint Lucia, Saint Kitts and Nevis, Montserrat, Guyana, Antigua and Barbuda	Set of standards for school safety, as well as a number of models, guidelines and tools; schools can use it to design and implement a program of comprehensive risk management	This project will support the improvement of this toolkit for it to become comprehensive, including climate change resilient approach / standards

⁶ <http://eird.org/americas/safe-school-caribbean/index.html>



		at the school level.	
AF project in Antigua and Barbuda: https://www.adaptation-fund.org/wp-content/uploads/2017/03/AFB.PPRC_20.12-Proposal-for-Antigua-and-Barbuda.pdf			
AF project in St Lucia https://www.adaptation-fund.org/wp-content/uploads/2019/04/12040StLuciaforposting.pdf			

Antigua and Barbuda has GEF Trust Fund resources, GEF SCCF and Adaptation Fund funded projects ongoing in the area of climate adaptation, a GCF Readiness grant and a concessional loan (USD 115 M) from Abu Dhabi Fund for Development. The Global Climate Change Alliance (GCCA) Project on Climate Change Adaptation (CCA) and Sustainable Land Management (SLM) in the Eastern Caribbean, with the OECS Commission serving as Executing Entity, with two components: 1) Effective and sustainable land management frameworks and practices, and 2) Specific physical adaptation pilot projects in relevant areas or sectors.

Additionally, Antigua and Barbuda is preparing two proposals to the GCF: 1) *Resilience to hurricanes, floods and droughts in the building sector in Antigua and Barbuda* that is under development and 2) *Transitioning Antigua and Barbuda's off-grid diesel generation to low-carbon wind, solar, battery and hybrid renewable energy systems for critical services* that has already been submitted. The CTCN Technical Assistance will have a key role in the preliminary assessments and recommendations for 30 public buildings included in the "Resilience to hurricanes, floods and droughts in the building sector in Antigua and Barbuda" GCF proposal that will concentrate on implementation of disaster resistant building methods and installation of disaster resistant service inputs.

The "Transitioning Antigua and Barbuda's off-grid diesel generation to low-carbon wind, solar, battery and hybrid renewable energy systems for critical services" concept note for the Green Climate Fund includes energy audits for key essential and emergency service facilities to provide in-depth analysis (e.g. demand curve, special requirements, retrofit opportunities) and provide stand-alone solar, stand-alone wind and solar hybrid, and wind-diesel generator hybrid systems for hospitals, schools, clinics, reverse osmosis plants, police stations, Antigua and Barbuda Defense force and community hurricane shelters. The CTCN Technical Assistance will support this intervention by helping prepare the targeted buildings for energy investment.

The protection of life and property against extreme weather events and the alleviation of suffering and hardships that can occur as a result, are recognized as the fundamental responsibility of the Government of Saint Lucia. The Government has therefore established and implemented a programme for disaster preparedness and response with the National Emergency Management Organisation (NEMO) holding responsibility for coordinating all disaster management activities.

Saint Lucia's Nationally Determined Contribution (NDC) and Climate Change Adaptation Policy (CCAP) provide a framework for addressing the impact of climate change in an integrated manner. Priority actions for climate change adaptation facilitation and implementation include:

- Climate Resilience Measures in Critical Buildings (including Energy (renewable energy and energy efficiency));
- Technology Transfer;
- Public Education and Outreach;
- Human Resource Capacity Building.

Moreover, in its Nationally Determined Contribution (NDC) submitted to the UNFCCC in November 2015, and in the country's Third National Communication (TNC), published in August 2017, Saint Lucia confirmed its dedication to fight climate change and to build up a climate resilient country. Saint Lucia has and continues to implement a

number of projects aimed at enhancing climate resilience, some of which can be found here: <https://climatechange.govt.lc/project-profiles/>.

9. Anticipated follow up activities after this technical assistance is completed:

The outputs will feed into the development of a concept note and full adaptation fund proposal, building on the below endorsed pre-concept note:

https://www.adaptation-fund.org/wp-content/uploads/2019/08/Antigua-Barbuda-Dominica-St-Lucia_Resub_for-web.pdf

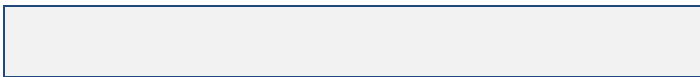
10. Gender and co-benefits:

Imbedded in design of the activities:	<p>The recommendations deriving from structural and school site assessments will take into account the accessibility and user friendliness of all groups of people including gender, vulnerable groups, youth and persons with disabilities in line with AF Environmental and Social Policy (ESP) and Gender Policy (GP)</p> <p>When selecting consultants, CTCN will consider equally candidates of both genders.</p>
Gender and co-benefits intended as result of the activities:	<p>Gender mainstreaming is the process of assessing the implications of women and men of the technical assistance when planning the activities, deliverables, outputs and intended impacts for the response plan, and throughout the whole process. The goal of the gender mainstreamed recommendations deriving from structural and school site assessments is to ensure that the increased resilience of schools and their service inputs will take into account accessibility and user friendliness of both genders as well as youth and disabled people. Also recommendations regarding capacity building and replication / Knowledge management will consider environmental and social and gender requirement in line with AF ESP and GP. The project activities will ensure that issues relating to gender inequality are addressed by ensuring full and equal access to men and women in particular relating to the capacity building and awareness raising activities. The design of retrofitting activities will also take gender considerations into account, particularly relating to the internal layout of emergency shelters, access to facilities such as toilets and allowing safe spaces for vulnerable groups, which would include women, youth, elderly and those with special needs.</p>

11. Main in-country stakeholders in implementation of the technical assistance activities:

Using the table below, please list and describe the role of in-country stakeholders, participants and beneficiaries who will be involved in or directly consulted during implementation of the assistance.

In country stakeholders	Role in implementation of the technical assistance
Saint Lucia	Ministry of Education, Innovation, Gender Relations and Sustainable Development is political lead partner in supervising and finalizing the technical assistance, and liaison with national institutions and communities.
OECS	Assure integration of assessments in regional knowledge exchange and political dialogue in resilient schools / infrastructure, regional multiplication
CEDEMA	Integration of TA in regional dialogue on education sector
Caribbean Community Climate Change Centre (CCCCC)	Inform CCCCC on findings and lessons learned for regional learning purposes, share data for learning purposes,
Global Alliance on Disaster Risk Reduction Education and Resilience in the Education Sector (GADRRRES)	



Teachers' Unions and Principals' Association	Stakeholder and relevant consultations necessary to improve capacity to upgrade and respond to improved role in resilience building
UNICEF	Partner in Adaptation Fund proposal and role in TA is to support data generation, and replicate share lessons and knowledge for regional learning.

12. SDG Contributions:

Instructions: Please complete the grey section below for **a maximum of three SDGs** that will be advanced through this TA. A complete list of SDGs and their targets is available here:

<https://sustainabledevelopment.un.org/partnership/register/>.

Goal	Sustainable Development Goal	Direct contribution from CTCN TA (1 sentence for top 1-3 SDGs)
4	Ensure inclusive and equitable quality education and promote life-long learning opportunities for all	The technical assistance will help assure the continued inclusive and equitable education and learning opportunities
9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	The technical assistance helps build resilience of key public infrastructure and their service inputs in urban areas
11	Make cities and human settlements inclusive, safe, resilient and sustainable	The technical assistance aims to pave the way for "resilient schools" and their service inputs in urban areas
13	Take urgent action to combat climate change and its impacts	
	13.1 - Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries	The technical assistance aims to build the adaptive capacity of schools and their service, target communities, national government, other countries in the region and international bodies
	13.3 - Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	The technical assistance aims to improve the capacity of national professionals to undertake structural and building site assessments of schools in order to improve the resilience
	13.a - Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible	The TA will help mobilize funding from UNFCCC financial mechanisms

13. Classification of technical assistance:

Please indicate primary type of technical assistance. Optional: If desired, indicate secondary type of technical assistance.

Please tick off the relevant boxes below	Primary	Secondary
<input checked="" type="checkbox"/> 1. Decision-making tools and/or information provision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2. Sectoral roadmaps and strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> 3. Recommendations for law, policy and regulations	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> 4. Financing facilitation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> 5. Private sector engagement and market creation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> 6. Research and development of technologies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> 7. Feasibility of technology options	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 8. Piloting and deployment of technologies in local conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>



<input type="checkbox"/> 9. Technology identification and prioritisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Please note that all CTCN technical assistance contributes to strengthening the capacity of in country actors.

14. Monitoring and Evaluation process

Upon contracting of the implementing partners to implement this Response Plan, the lead implementer will produce a monitoring and evaluation plan for the technical assistance. The monitoring and evaluation plan must include specific, measurable, achievable, relevant, and time-bound indicators that will be used to monitor and evaluate the timeliness and appropriateness of the implementation. The CTCN Technology Manager responsible for the technical assistance will monitor the timeliness and appropriateness of the Response Plan implementation. Upon completion of all activities and outputs, evaluation forms will be completed by the (i) NDE about overall satisfaction level with the technical assistance service provided; (ii) the Lead Implementer about the knowledge and learning gained through delivery of technical assistance; and (iii) the CTCN Director about timeliness and appropriateness of the delivery of the activities and outputs.