Concept Note Cover Page

Country (ies): Federated States of Micronesia

Location within the country (ies): across all four states

Concept focus:
- [ ] Climate change adaptation
- [ ] Sustainable energy
- [x] Both

Project type:
- [ ] Type 1 – 200,000 Euro maximum budget
- [x] Type 2 – Maximum budget is the country allocation

Total requested budget: 325,000

Duration of project: 18 months

Contact point: Mr. Gillian Doone, Assistant Director, Division of Overseas Development Assistance, SBOC, gdoone@sboc.fm

Support for PDD development:
- [x] Yes, consultant(s) or organisation(s) to be engaged: International Organization for Migration
- [ ] No
- [ ] Undecided
Concept Note – Description (4 pages maximum)

1. Project title: Protecting Islands through Learning and Leading in Adaptation and Renewable energy Education programme (PILLAR-Ed)

2. Background and rationale (max ¾ page)

The PILLAR-Ed programme aims to increase resilience to climate change for the youth of the FSM, through specifically targeting the education sector using a two-pronged approach: 1) Education and 2) Adaptation interventions. Firstly, the Programme will increase awareness and understanding of climate change adaptation and sustainable energy through continuation and enhancements to the existing and highly successful Climate Adaptation, Disaster Risk Reduction, and Education (CADRE) programme managed and implemented by the International Organization for Migration (IOM) on behalf of the Australian Government. Secondly, through implementing community-driven adaptation and sustainable energy measures at school sites in the FSM, the Programme will increase the adaptive capacity of the schools to climate change.

The proposed project aligns well with the Australian-funded IOM CADRE program currently being implemented in the FSM. It also complements and reinforces the objectives’ of the FSM Nationwide Integrated Disaster Risk Management and Climate Change Policy (2013).

In addition, contained within the strategic goals of the FSM education sector, improvements to school facilities remains a key priority. The rationale for this - functioning toilets, available potable water, and reliable power— all inspire higher levels of sanitation, attendance, and ultimately translate into higher school performance. In sum, investments in the school facilities directly impact on the quality of learning in the FSM. In the FSM Strategic Development Plan 2004 – 2023 (SDP) it is noted that: “In general, public and elementary schools are poorly maintained with failure of power and water supplies a common occurrence... On most islands, schools have no electric power or running water and available water is of poor quality,” (SDP Vol. 3, p. 87).

The PILLAR-Ed program, by targeting climate adaptation and sustainable energy initiatives in the education sector, will simultaneously increase resilience and better ensure school-children their right to quality education. Many public schools also serve as evacuation shelters in the case of disaster, further climate proofing the structures will enhance disaster preparedness on the ground.

3. Objective(s) (two to three sentences)

The project aims to increase the resilience of schools and communities in the FSM to climate change impacts. The project also seeks to contribute to sustainable development by increasing awareness and use of renewable energy options in the FSM – particularly focusing on the education sector.

4. Expected project outcomes (max ¼ page)

1) Increased school and community knowledge about climate change adaptation and sustainable energy.
2) Increased use of renewable energy technologies, where feasible, in schools in the FSM.
3) Increased school adaptation measures related to potential climate change impacts.
4) Improved quality of learning in school sites where adaptation interventions are implemented.

5. Targeted outputs (max ½ page)
Output 1) Comprehensive training on climate change adaptation and sustainable energy delivered to each school, including training of educators and parents. This output also includes the development and enhancement of teacher support mechanisms, learning materials, and modules delivered for at least 20 students at each school site.

Output 2) Climate change adaptation interventions, including installation of renewable energy interventions, based on community action plans implemented at least 2 schools in the programme. Community action plans developed under the IOM CADRE program leading to interventions such as: renewable energy, water system improvement, toilet blocks, coastal protection, etc.

Output 3) Observed increase in sanitation, attendance, and performance at school following renewable energy and climate change adaptation interventions to the school facility.

6. Beneficiaries (max ½ page)
Direct beneficiaries include the students, educators and leaders based at the schools targeted under the program, members of each Parent Teacher Association (PTA), relevant Department of Education (DOE) staff, and community members surrounding each school site.

The indirect beneficiaries include the wider community in the FSM. The general population in the FSM will hear about and observe program results in selected schools and communities – we hope this will spark additional communities to take action and ‘do what they can’ to enhance resilience to climate change impacts. We hope this grassroots initiative will gain traction beyond the key communities it serves. Additionally, the Information, Education and Communication (IEC) campaign will target the wider FSM population.

The key stakeholders for this project will include: the Department of Resources and Development; the Office of Environment and Emergency Management (OEEM), the National and State Departments of Education, the State Utility corporations, and the National and State Departments of Transportation and Infrastructure. In addition, IOM would continue to utilize the effective partnerships from the CADRE programme, including local conservation societies, the Micronesian Conservation Trust, Women’s interest groups the Environmental Protection Agencies and Historical Preservation Offices, and traditional leaders.

7. Indicative budget (max ½ page)

<table>
<thead>
<tr>
<th>Item</th>
<th>Indicative budget</th>
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<tbody>
<tr>
<td>Output 1</td>
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<td>Output 2</td>
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<td>Output 3</td>
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<td>Other budget items as required</td>
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<td>-------------------------------</td>
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<tr>
<td>Project management costs</td>
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<td>Monitoring and evaluation</td>
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<td>Communication and visibility</td>
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<td><strong>Total ACSE Request</strong></td>
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<tr>
<td>Co-financing / In-kind contribution (optional)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>525,000</strong></td>
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8. **Project management (max ½ page)**

The lead national agency for this project will be the FSM Department of Resources and Development in close collaboration with the FSM Office of Environment and Emergency Management (OEEM). A National Coordinator will be recruited and placed at the FSM Department of Resources and Development. The implementing partner will be the International Organization for Migration (IOM) mission based in Micronesia. There will be one steering committee for the FSM ACSE. The proposed steering structure would involve a program steering committee comprised of representatives of: R&D, OEEM, IOM, SPC, the National Coordinator, National Authorising Officer & NDOE. Representatives of the public utilities agencies, Technology & Infrastructure, and Ministry of Foreign Affairs will have open invitations to attend regular Program Steering Committee (PSC) meetings.

The IOM Micronesia Mission is currently implementing the Australian-funded CADRE Programme, and the US-funded PREPARE (Disaster Preparedness for Effective Response) programmes. The financial, accounting, and technical reporting responsibilities would be cost shared and managed centrally from the Head Office for the north Pacific based in Pohnpei. It is anticipated that approximately 4 national staff would support the work of this new program if awarded.

9. **Complementarity and replicability (max ¼ page)**

This project builds on the success of the Australian-funded CADRE program, managed and implemented by IOM. The community participatory process conducted in the catchment communities of schools selected under the CADRE Programme lead to the development of community action plans. These plans outline the climate impacts (current and forecasted); climate-induced hazards and other disaster risks. The plans also include recommended interventions for climate adaptation and disaster mitigation. The CADRE programme has proven highly successful and is supported from community level to top levels of government in the FSM. It is well positioned to be replicated across more communities and for gaps to be filled where adaptation measures have been identified, but cannot be implemented under the current program.

10. **Sustainability and risks (max ¼ page)**

Community awareness of environmental and social vulnerabilities forms a sound foundation for the successful implementation of a climate change adaptation project as it

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1 The National Coordinator will be shared with the other component of the FSM ACSE by SPC.
draws, and builds on the knowledge and capacity of the local community. A participatory process establishes project ownership and improves the likelihood of sustainability over time. The coupling of on the ground implementation of climate adaptation & sustainable energy interventions with an education and awareness raising approach that has proven successful, also inspires the capacity building necessary for community self-reliance and continuation of climate adaptation and sustainable energy efforts.

The risk factors of the proposed PILLAR-Ed programme are minimal. Nonetheless, it is recognised that the introduction of sustainable energy to schools in the FSM is largely a new and innovative approach. Solar energy interventions were piloted under the IOM CADRE program. Risks associated with solar power include: selection of the right materials and contractor, problems with reflector alignment and theft. To mitigate against these risks IOM had the community involved in the selection of appropriate interventions from the beginning of the vulnerability and risk assessment process. In this way, interventions, such as installation of renewable energy sources, have been chosen by community members. Such community level ownership will work to decrease the risk of theft and will be enhanced through training of community members in the care and maintenance of such systems. IOM also conducted extensive bidding processes to select local contractors and already have a Construction Management team in place to supervise the work of the contractors, including monitoring quality, timeliness and cost of interventions. The Construction Team would be utilized for implementation of the PILLAR-Ed programme and hence reduce the risks associated with the quality of materials and workmanship.

11. Timeline for planned measures (max ¼ page)

Stakeholder engagement in concept note development (maximum three sentences)

The Office of Environment and Emergency Management (OEEM) and FSM Department of Resources and Development (R&D), FSM Department of Education, Office of Statistics, Budget and Economic Management, Overseas Development Assistance and Compact Management (SBOC) and International Organization for Migration (IOM) have all been involved in the development of this concept note. Moreover, most of these agencies are already represented in the Project Steering Committee for the CADRE program and well versed in the project design, which forms the foundation of the PILLAR-Ed project. Given the high costs to carry out specific consultations for ACSE, consultations will be conducted as the opportunity arises with the SPC component, CADRE steering committee meetings, and FACCSO meetings for the education sector.