

# Primo Afeau Legal Services

Pacific Legal Network

05 October 2022

Sophie Coleman  
Acting General Counsel  
Save The Children Australia  
33 Lincoln Square South  
Carlton, Victoria, Australia  
3053

Dear Sophie,

## Re: Green Climate Fund Due Diligence Request – Solomon Islands

### 1. Background

- 1.1. Save The Children Australia (**STC**), is a non-for-profit charitable organisation incorporated in Australia.
- 1.2. We understand that STC is an accredited entity of the Green Climate Fund and have been provided with a copy of the Accreditation Master Agreement entered into between Green Climate Fund and STC dated 20 December 2019.
- 1.3. STC has operations in the Solomon Islands, which are conducted through Save the Children Solomon Islands Trust Board Incorporated (**STC Solomon Islands**).
- 1.4. We understand that STC has applied to the Green Climate Fund (**GCF**) to obtain funding for a USD\$32,225,346 climate resilience project to be administered by STC (**Project**) (the details of the Project are more specifically set out under section 3 of this Advice).
- 1.5. We understand a condition of obtaining this funding GCF requires STC to undertake 'due diligence' on relevant laws which exist in the Solomon Islands and which will be relevant to the implementation of the Project.
- 1.6. Pacific Legal Network provided similar advice last year for a project in Vanuatu, which involved various climate resilience projects. We understand the present

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application for funding is under the Simplified Approval Process (**SAP**) with the GCF.

- 1.7. To this end, you have advised us that STC require legal advice on certain laws and regulations in the Solomon Islands (**Advice**).

## **2. Scope of Advice**

- 2.1. Based on your email of instruction dated 18 August 2022, to fulfil the requirement of due diligence under the SAP, you have sought our Advice on the following matters:

- (a) Details of any government or regulatory approvals, licenses or permits required for implementing and operating the project/programme, the relevant issuing authority, and the date of issuance or expected date of issuance; and
- (b) Describe applicable taxes (or exemptions thereof) and foreign exchange regulations related to the project/programme; and
- (c) Details of any insurance policies or requirements related to the project/programme.

- 2.2. We have provided our detailed commentary in relation to these matters in in **Schedule 1** to this Advice (**Relevant Laws**).

- 2.3. The scope of our Advice will be limited to:

- (a) providing an overview of those Relevant Laws and any recommendations in relation to ongoing compliance and further areas of enquiry by STC Solomon Islands; and
- (b) confirming, to the extent possible, how those laws would be relevant to the Project.

## **3. Project**

- 3.1. You have advised us that the Project will be delivered in accordance with the *SOLKAS Logical Framework* (**Logical Framework**), a copy of which is set out in **Schedule 2** of this Advice. . Based on our understanding of the Logical Framework:

- (a) the Project will be led by the Government of Solomon Islands and implementation will be performed by both STC and the Government of Solomon Islands;
- (b) the Project will involve extensive capacity building and training of sub-national government staff by a combination of national government staff, supported by national and international specialist consultants and STC staff;

- (c) following the training, project inputs will be supplied to communities by government and STC to implement the adaptation packages the communities and schools have learnt through the subnational government officers; and
- (d) following delivery of the training the Government of Solomon Islands and STC will provide assistance to communities to implement a broad range of school and community planning activities to assess and tackle climate change and disasters, small scale school infrastructure upgrades and curriculum improvements, environmental conservation activities, including water sanitation programs, livelihood and fishery improvements and support to youth led livelihood activities.

#### **4. Assumptions**

- 4.1. In providing this Advice we have made several assumptions which are set out below:
  - (a) STC Solomon Islands possesses or will possess all of the appropriate licences to carry-out its charitable mission and activities in the Solomon Islands.
  - (b) The facts and our interpretation of the Project as is set out in part 3 of this Advice are true and accurate in all material respects, and there is no other information or documentation which we have not been provided that would be relevant to the matters covered in this Advice.
  - (c) Our overview of the Relevant Laws is high-level, without the need to prepare detailed summaries of the laws.

#### **5. Exclusions and Limitations**

- 5.1. This Advice is given only in relation to the laws of the Solomon Islands. We are not obliged to keep you informed of subsequent developments that might affect this Advice.
- 5.2. We are not required to undertake any public searches and rely on the information provided by STC in preparing this Advice, which we assume to be true, accurate and complete in all material respects.

#### **6. Advice**

- 6.1. The Relevant Laws are set out in **Schedule 1**.
- 6.2. Based on the general description of the Project and the operations of STC Solomon Islands, there does not appear to be any particular approvals that are required to administer the Project, other than ensuring STC Solomon Islands maintains the appropriate registrations in-country.

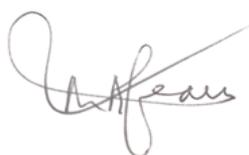
We have also provided our review and advice on the taxation and insurance policies in **Schedule 1**.

**7. Conclusion**

7.1. Based on our understanding of the Project, it would appear that there are no particular approvals which would be required. We would recommend STC familiarise itself with the relevant laws and have adequate internal procedures in place to ensure continued compliance with the Relevant Laws.

7.2. Please let us know whether you have any questions or comments.

Yours faithfully  
**Primo Afeau Legal Services**

A handwritten signature in black ink, appearing to read 'Primo Afeau', with a stylized flourish above the name.

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## Schedule 1 – Relevant Laws

Key Laws & Regulations	Analysis	Recommendation	Relevance to Logical Framework
<b>Charities Law</b>	<p><i>The Charitable Trusts Act [Cap 55]</i> regulates charities in the Solomon Islands. Under the Charitable Trusts Act, charitable trusts must be incorporated with trust rules or a constitution and the trustees must comply with the rules set out by the trust and any other particular requirements which are imposed under the Charitable Trusts' certificate of registration.</p>	<p>STC Solomon Islands needs to ensure that it is registered and that it adheres to the obligations and administrative requirements that are set out under the <i>Charitable Trusts Act [Cap 55]</i>.</p>	<p>Relevant to STC Solomon Islands as a Project facilitator. Please let us know if you require us to attend the Registrar of Titles and conduct a search of STC Solomon Islands.</p>
<b>Employment Law</b>	<p>There are several pieces of legislation which relate to employment in the Solomon Islands including:</p> <ul style="list-style-type: none"> <li>• The <i>Employment Act [Cap 72]</i> which provides for redundancy payments and pension benefits for long service; to require employers to provide written particulars of terms of employment and insure against liability for injury or disease suffered by their employees; to amend the Labour Act; and for connected purposes.</li> </ul>	<p>Where STC Solomon Islands maintains employees, or hires employees for the Project must ensure that all its employment contracts meet the minimum statutory requirements and that it has registered with the SINPF. Further, where there are expatriate employees, the employee and STC Solomon Islands must ensure that the employee has obtained the appropriate permits to reside and work in the Solomon Islands.</p>	<p>Relevant to STC Solomon Islands where it employs any person as part of the Project.</p> <p>Where STC Solomon Islands has employees, it must register</p>

	<ul style="list-style-type: none"> <li>• <i>Labour Act</i> [Cap 73] makes provision for wages and hours of work, minimum wage, written contracts of employment, employment of women, employment of children and other young persons, apprentices, care of workers, and some related matters.</li> <li>• <i>The Unfair Dismissal Act</i> [Cap 77] provides for the right not be unfairly dismissed, redundancy payments, and some related matters. The Unfair Dismissal Act upholds the right of every employee not to be unfairly dismissed by his/her employer.</li> </ul> <p>There are no particular registration or approval requirements under these laws. The only laws in relation to employment which would require some form of approval or registration are superannuation and work permits which are addressed under separate legal regimes and are discussed below.</p> <p><b>Superannuation</b></p> <p>The <i>Solomon Islands National Provident Fund Act</i> [Cap 109] regulates superannuation in the Solomon Islands.</p> <p>SINPF must contribute 7.5 cents to the dollar of an employee's salary and must withhold 5 cents to the dollar from the employee's salary for the purpose of SINPF contributions.</p> <p>No contribution is payable in any one month for an employee who in the preceding month earned less than \$20.00 or worked for fewer than 6 days.</p>		<p>as an employer and make payments to SINPF every month.</p>
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	<p><b>Employment of Non-Citizens in the Solomon Islands</b></p> <p>For non-citizens to work and reside in Solomon Islands, they are required to maintain:</p> <ul style="list-style-type: none"> <li>• a Residence Visa; and</li> <li>• a Work permit.</li> </ul> <p>There are detailed requirements and processes involved in obtaining a residence visa and a work permit in the Solomon Islands.</p>		
<p><b>Foreign Exchange Controls</b></p>	<p>Solomon Islands maintains foreign exchange controls pursuant to the <i>Exchange Control Act 1976</i> and the <i>Exchange Control (Foreign Exchange) Regulations 1977</i>.</p> <p>These laws regulate currency, financial transactions, securities and certain export transactions between residents of Solomon Islands and residents of other countries. The Central Bank of the Solomon Islands has oversight with respect to foreign exchange control. Relevantly under the Regulations:</p> <ul style="list-style-type: none"> <li>• Section 3 provides that except with the permission of the Central Bank: <ul style="list-style-type: none"> <li>○ a person shall not, either on his own behalf or on behalf of another person, buy, borrow, sell, lend or exchange in Solomon Islands, or otherwise deal in Solomon Islands with, foreign currency; and</li> <li>○ a resident, or a person acting on behalf of a resident, shall not buy, borrow, sell, lend or exchange outside Solomon Islands, or</li> </ul> </li> </ul>	<p>STC Solomon Islands needs to be aware of these obligations, with respect to:</p> <ul style="list-style-type: none"> <li>• any funding agreement with the STC Solomon Islands which a non-Solomon Islands dollar denominated currency transaction as this may attract foreign exchange control approval; and</li> <li>• any overseas payments to suppliers/contractors. Any outward payments beyond the delegated authority held by a registered financial institution will require foreign exchange control approval</li> <li>• approval from the Central Bank is also required for STC to have a bank account in any currency other than the local Solomon Islands Dollar.</li> </ul>	<p>Relevant to STC Solomon Islands where it is making offshore payments and if the funding agreement with STC Solomon Islands is in a non-Solomon Islands denominated currency.</p>

	<p>otherwise deal outside Solomon Islands with, foreign currency.</p> <ul style="list-style-type: none"> <li>○ a person shall not be a party to a transaction that has the effect of or involves a purchase, borrowing, sale, loan or exchange of, or that otherwise relates to, foreign currency, being a transaction that takes place in whole or in part in Solomon Islands or to which a resident is a party.</li> <li>● Section 4 provides a person other than the Central Bank, who, except with the authority of the Central Bank or an authorised dealer, takes or sends, or attempts to take or send, out of Solomon Islands any Solomon Islands currency or foreign currency other than foreign currency obtained in accordance with an authority granted under regulation 3 shall be guilty of an offence.</li> </ul>		
<p><b>Tax</b></p>	<p><b>Income Tax</b></p> <p>Income tax is levied on profits at a rate of 30% on resident companies and 35% for non-resident companies.</p> <p><b>Withholding Tax</b></p> <p>Withholding tax is levied on the following types of payments:</p> <ul style="list-style-type: none"> <li>● Dividends: dividends paid to a non-resident are subject to a 30% withholding tax and dividends paid to a resident are subject to a 20% withholding tax.</li> <li>● Interest: Interest paid to a non-resident is subject to</li> </ul>	<p>STC Solomon Islands needs to be aware of these obligations, with respect to payments to contractors/service providers and whether these would be subject to any taxes.</p> <p>Assuming STC Solomon Islands maintains some form of tax exemption by virtue of its charitable status we would recommend reviewing this exemption to ensure that:</p> <ul style="list-style-type: none"> <li>● The funding provided to administer the Project under any agreement with STC Australia will be and remain income tax free;</li> </ul>	<p>Relevant to STC Solomon Islands as part of Project administration as well as the funding agreement between STC Australia and STC Solomon Islands.</p>

	<p>15% withholding tax and 10% for residents (unless an exemption applies)</p> <ul style="list-style-type: none"> <li>• Royalties: paid to non-residents are subject to 15% withholding tax and 10% for residents.</li> <li>• Contracting (installation, maintenance, construction, erection, clearing and draining) services are subject to 7.5% withholding tax for residents and non-residents.</li> <li>• Professional Services: paid to a non-resident are subject to a 20% withholding tax.</li> <li>• Management Services: Payments made to non-residents for management services are subject to a 35% withholding tax.</li> <li>• Leases and other payments: leasing fees are subject to a 15% withholding tax for non-residents as is contracting income which is levied at a rate of 7.5%.</li> </ul> <p><b>Goods Tax</b></p> <p>Goods tax is payable on Goods manufactured and used in Solomon Islands; and Goods, whether new or used, imported for use into Solomon Islands. Locally made goods are subject to a 10% goods tax and imported goods are subject to a 15% goods tax.</p> <p><b>Sales Tax</b></p> <p>Sales tax is a tax on the supply of certain goods and services at a rate of 10%.</p>	<ul style="list-style-type: none"> <li>• The tax exemption provides an exemption from any other taxes that may be applicable in administering the Project.</li> </ul> <p>STC may wish to obtain confirmation from a local accountant and/or the tax office of these matters.</p>	
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<p><b>Insurance</b></p>	<p>In the Solomon Islands, the requirements to obtain compulsory insurance are limited.</p> <p>While there is no insurance requirement per se, we note the <i>Workmen's Compensation Act [Cap 78]</i>, makes provision for employer's liability for compensation for death or incapacity resulting from accident, compensation for occupational diseases, as well as several procedural matters.</p> <p>Under the <i>Motor Vehicle (third-party insurance) Act [Cap 83]</i> all owners of motor vehicles must ensure that their vehicle is insured for third party motor vehicle insurance.</p>	<p>Where STC Solomon Islands maintains vehicles, it needs to comply with obligations under the <i>Motor Vehicle (third-party insurance) Act [Cap 83]</i>.</p> <p>Whilst not compulsory, we would also recommend STC Solomon Islands look to obtaining public liability insurance, if it does not have so already, to protect STC Solomon Islands in the event of any incidents occurring in its dealings with the public.</p>	<p>Relevant to STC Solomon Islands as part of ongoing Project Administration.</p>
<p><b>Training and Education</b></p>	<p>Higher education in the Solomon Islands is administered under the Solomon Islands <i>Tertiary Education and Skills Authority Act 2017</i>. This legislation imposes various registration and approval requirements around the accreditation of tertiary qualifications and course providers. In addition to this, there are a range of other obligations and requirements in respect of course accreditation and the approval of training providers.</p>	<p>We understand that the Solomon Islands Government will be undertaking the training; not STC Solomon Islands and that much of the training can be categorised as 'capacity building' as opposed to formal education and training and as such these requirements are unlikely to apply.</p>	<p>Relevant to STC Solomon Islands as part of ongoing Project Administration.</p>
<p><b>Environment and Conservation Activities</b></p>	<p>There are a number of environmental laws in the Solomon Islands, the main piece of legislation being the <i>Environmental Act 1998</i> and the <i>Environment Regulations 2008</i>. Broadly under these laws, any development or proposed development that is likely to have an environmental, social or custom impact is required to carry-out and Environmental Impact Assessment (EIA), prior to carrying out any development.</p> <p>In respect of "fishing", we note that the Solomon Islands <i>Fisheries Management Act 2015</i> sets out the laws in connection with fisheries management, including licensing requirements for certain fishing activities in the Solomon Islands. We note this</p>	<p>We were previously advised that as part of your GCF accreditation you have been granted a Category C accreditation for Environment and Social Sustainability impact and that because of this, each project is required to have had an in-depth environmental impact assessment screening to confirm that all activities will have no or a negligible environmental and social impact. We assume this remains the case for the Project with STC Solomon Islands.</p>	<p>Relevant to STC Solomon Islands as part of ongoing Project Administration.</p>

	<p>legislation expressly excludes recreational and customary fishing activities.</p>	<p>To this end, we understand that none of the current activities will have an environmental impact which will trigger the EIA requirements.</p> <p>In saying this, we would recommend that STC implements appropriate monitoring procedures so that in the event there are any changes in scope to the environmental and conservation initiatives being carried-out, STC can determine whether any provisions under the environmental laws of the Solomon Islands will be triggered.</p> <p>In addition to these requirements, depending on the type of land involved, there may be additional land consents or approvals.</p> <p>In respect of the fishing activities contemplated under the Project we assume that the “fishery improvements” are educational in nature and are also not in connection with any commercial fishing venture and as such the <i>Fisheries Management Act 2015</i> is unlikely to apply.</p>	
<p><b>Building Activities</b></p>	<p>A draft <i>National Building Code 2022</i> is being developed in the Solomon Islands, however after enquiries with the National Parliamentary Office we have been informed that there is presently no legislation which has been passed to support the enactment of this <i>National Building Code 2022</i> and so it is currently not in force. A draft copy of the code can be accessed here: <a href="file:///C:/Users/scook/Downloads/NBC-2022%20-%20Draft%20-%2011%20July%202022.pdf">file:///C:/Users/scook/Downloads/NBC-2022%20-%20Draft%20-%2011%20July%202022.pdf</a></p>	<p>We understand the Project will involve the construction of basic water sanitation structures. In the event the <i>National Building Code 2022</i> is adopted STC Solomon Islands will need to consider whether the erection of any structures will need to adhere to these requirements.</p>	<p>Relevant to STC Solomon Islands as part of ongoing Project Administration.</p>

05 October 2022

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# **Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLKAS)**

## **Annex 2a: Logical Framework**

Accredited Entity: Save the Children Australia

Version: Version 1

## LOGICAL FRAMEWORK TEMPLATE

### LOGICAL FRAMEWORK

*This section refers to the project/programme's logical framework in accordance with the GCF's Integrated Results Management Framework to which the project/programme contributes as a whole, including in respect of any co-financing.*

#### 1. GCF Impact level: Paradigm shift potential (max. 300 words)

*This section of the logical framework is meant to help a project/programme monitor and assess how it contributes to the paradigm shift described in section D.2 above by applying three assessment dimensions - scale, replicability, and sustainability.*

*Accordingly, for each assessment dimension (see the definition per assessment in the accompanying guidance note), describe the current state (baseline) and the potential scenario (target) and rate the current state (baseline) by using the three-point-scale rating (low, medium, and high) provided in the guidance note. Also describe how the project/programme will contribute to that shift/ transformation under respective assessment dimensions (scale, replicability and sustainability). In doing so, please refer to section D.2 (paradigm shift potential).*

Assessment Dimension	Current state (Baseline)		Potential target scenario (Description)	How the project/programme will contribute (Description)
	Description	Rating		
<b>Scale</b>	Community level adaptation programming in the Solomon Islands has, to date, been ad hoc and driven by donor priorities (thematic and geographic). The majority of projects and funding have been targeted at a national level, and previous community-based adaptation (CBA) projects have been pilots in a small number of communities. There has been little systematic learning and knowledge generation. Further, accessing finance to support local level adaptation actions at a scale to create transformational change has been difficult for governments and civil society.	<u>Low</u>	SOLKAS will be the largest investment in local level adaptation in Solomon Islands, in beneficiary reach and funding. 185,102 people in 52 Wards across six provinces will increase knowledge and understanding of the risks and impacts of climate change and have the capacity to take locally relevant adaptation actions. SOLKAS will have the largest beneficiary reach of any local level adaptation project implemented to date in the Pacific. Target communities will have increased climate resilience of food security and livelihoods and schools will be safer.  Further, SOLKAS will indirectly reach a further 277,797 of the country's rural population via	The project approaches are proven and scalable. For example, the safe schools approach has been working effectively for 10+ years in a range of countries. It is evidence-based, supported by international organizations, and is ready to deploy. While the concept of locally-led adaptation (LLA) is new, it builds on a 30 year history of CBA process and practice. The CBA approach, on which LLA builds, is grounded and is proven at a range of scales. SCA's GCF project with the Government of Vanuatu (FP184) is taking LLA to scale in a SIDS/LDC context. The approaches proposed to increase the climate resilience of community level food and water security have been tested in Solomon Islands and other contexts.  Two streams, however, are innovative and at the leading edge of LLA to building local level climate resilience in rural communities. These actions will take resilience building to a new scale in Solomon Islands.

			<p>delivery of CIS and DRR outreach and awareness raising activities. This will help prepare these communities to positively engage with future projects using the SOLKAS model.</p> <p>As Save the Children has a permanent presence in Solomon Islands, SCA will be able to work with MECDM and other key partners after implementation to capture ex-post data on the degree to which there has been an increase in results within and beyond the scope of the intervention, as per the GCF definition of scale. The ongoing use of the project-developed Climate Resilience Info Management System will provide an accessible and growing data set on impacts and adaptation actions.</p>	<p>The <b>digital climate risk assessment and adaptation planning process</b> is pioneering. A suite of digital app-based tools is innovative (but builds off a base provided by the safe schools apps) and could be scaled across the region and beyond. These tools will reduce the timelines of local level adaptation planning, linking directly to sub-national and national systems for real-time, algorithm-based suggested actions, based on user inputs. The system will allow for instantaneous aggregation of data at various levels (local, provincial, and national), immediate user feedback on issues and proposed actions, and oversight of progress for planning and decision-making by government and partners. Once developed, these tools could be deployed across many of Save the Children’s pipeline GCF projects. They will be open source and deployable by other organisations and institutions.</p> <p>The <b>Youth Climate Resilient Livelihoods Incubator</b> will be a first of its kind in the Solomon Islands and for a SIDS/LDC context. While several entrepreneurship support mechanisms operate in the Solomon Islands, there are currently no permanent incubators, accelerators, or pre-incubation services and those that do exist are focused on the capital, Honiara. SOLKAS will support rural youth realise their potential as climate resilient innovators. The project will also support the development of a series of <b>micro-learning tools</b> to support delivery of local and regional knowledge, expertise, and guidance with scalability, and fidelity.</p>
<b>Replicability</b>	There is currently no unified approach to CBA planning and implementation at any scale in Solomon Islands. There are also institutional capacity constraints	<u>Low</u>	To foster and facilitate replicability of the project’s outcomes, the target scenario would see the MECDM adopting the project’s approach to local-level adaptation	Outcome 3 of the project will focus on subnational and national level capacity building to facilitate effective ongoing support for local level adaptation actions (including via supporting ongoing utilization of the digital toolsets for

	<p>at local, sub-national and national levels (as outlined in the proposal document) which hamper effective adaptation planning processes, access to climate finance and implementation of adaptation actions at scale.</p>		<p>planning and implementation, including maintaining the project-established Ward-level capacity installed positions and expanding these roles to all remaining Wards and provinces over time. MECDM has indicated a willingness to do this. The MECDM and government agencies implementing activities will receive support to build adaptation planning and implementation capacity at the local level. As this capacity will be embedded in government agencies, the target scenario will see these agencies maintaining their enhanced capacity post project implementation. The Solomon Islands Government has also made a commitment to the global Safe School Approach on which elements of this project are based. The maintenance and use of the project-developed Climate Resilience Info Management System will help the Government and other organisations scale the project's approach across the rest of the Solomon Islands' rural population. The system will be developed open-source and will be available to other organisations and governments to deploy beyond the scope of this project. As Save the Children has a permanent presence in Solomon Islands, SCA will be able to work with MECDM and other partners after implementation to capture ex-post</p>	<p>planning and decision-making) and building capacity to access and effectively utilize future flows of climate (and other) finance. This will include strengthening the capacity of local authorities (including Wards, DRCs and education system) to carry out inclusive and effective adaptation planning at the local level. Ongoing support will be provided to local authorities for the inclusion of sustainable budgeting for DRCs and school resilience as a component of Ward development and school-based management plans. These actions will be a key driver of institutional replicability of the project's approach by embedding the system of community- and school-based adaptation planning and prioritization of actions into national and provincial planning and budgeting cycles, including via the use of the Climate Resilience Info Management System. This component will also build the capacity of provincial and national actors to access and effectively use future flows of climate finance. Implementation of activities to increase broad awareness of climate change risks and challenges across the population beyond targeted beneficiaries, along with adaptation and DRR messaging, will help increase the capacity of non-targeted communities to implement adaptation actions. Cross-government support will help build the capacity of non-targeted Wards to support the scale out of the project's approach to local adaptation.</p>
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			information on the degree to which the project’s activities are scaled out to other communities and applied to other key sectors.	
<b>Sustainability</b>	<p>The Solomon Islands Government is committed to facilitating adaptation action at all levels but struggles with institutional capacity and access to sustainable finance.</p> <p>The country’s updated NDC includes a range of adaptation priorities but highlights significant institutional capacity gaps as key issues preventing sustainable adaptation action.</p> <p>There is no current effective adaptation planning and implementation coordination mechanism in place linking community and national processes. This reduces the likelihood of systematic generation and dissemination of knowledge from successful (and less successful) actions and reduces sustainability.</p> <p>There are also low incentives for private sector entities to engage with remote rural communities to support increased market access and help diversify livelihoods.</p>	<u>Low</u>	<p>The target scenario will see SOLKAS supporting the Solomon Islands Government to increase its capacity to effectively support local level adaptation. The project’s national level vulnerability study will help MECDM complete it’s NAP process and guide future investments in local level adaptation.</p> <p>All of the project’s community level activities are designed to be locally owned and to be sustained beyond the project’s implementation period. Digitising the adaptation planning process (including instant feedback and responses options) helps reduce reliance on external expert facilitators, as does the digital delivery of micro-learning modules on priority issues. Finally, supporting innovations in livelihoods through the Youth Climate Resilient Livelihoods Incubator will help catalyse a shift in how rural livelihoods can be conceived.</p> <p>The project has a high likelihood of achieving sustained impact beyond the implementation period.</p>	<p>Sustainability of outcomes is a key component of project design. Elements to ensure sustainability include:</p> <ul style="list-style-type: none"> <li>• Embedding learning and awareness raising activities at the community level into the schools and school system linking them to the existing MEHRD commitment to the national rollout of the Comprehensive School Safety Framework;</li> <li>• Building capacity of provincial governments, including provincial MEHRD offices and local communities to access and efficiently use finance for resilience building through embedding local level school- and community-based adaptation planning processes with provincial and national planning and funding processes;</li> <li>• Establishing, or strengthening existing, village-level DRC’s and local government institutions to maintain investments and guide future investment decisions; and</li> <li>• Linking the youth incubator to the private sector and value chain opportunities ensuring a small but steady supply of income to the youth.</li> </ul>

**2.1. GCF Outcome level: Reduced emissions and increased resilience (IRMF core indicators 1-4, quantitative indicators)**

Select appropriate IRMF core and supplementary indicators to monitor project/programme progress. More than one IRMF (core and or supplementary) indicators may be selected as applicable for each GCF results area and project/programme outcome (as defined in the table in section B.2.2). If IRMF indicators are unable to measure any given project/programme outcomes, project/programme-specific indicators should be developed under section 3 (“Project/programme specific indicators”).

GCF Result Area	IRMF Core Indicators (1-4) <sup>1</sup>	Means of Verification (MoV)	Baseline	Target		Assumptions / Note
				Mid-term	Final <sup>2</sup>	
<u>ARA1 Most vulnerable people and communities</u>	<u>Core 2: Direct and indirect beneficiaries reached</u>	Govt statistics (national census, Household Income and Expenditure Surveys) NDMO reports Progress / completion reports Extension officers monitoring reports	Direct 0 males 0 females  Indirect 0 males 0 females	Direct 74,040 total people (36,279 females, 37,760 males) – 40% reach by mid-term  Indirect 83,339 total people (40,836 females, 32,096 males) – 30% reach by mid-term	Direct 185,102 total people (90,700 females, 94,402 males)  Indirect 277,797 total people (136,120 females, 141,676 males)	SOLKAS effectively reaches and operates in targeted communities. Direct and indirect beneficiaries will be aggregated via project reporting, which will include activity and sub-activity attendance, as well as other M&E.
<u>ARA1 Most vulnerable people and communities</u>	<u>Supplementary 2.2: Beneficiaries (female/male) with improved food security</u>	Govt statistics (national census, Household Income and Expenditure Surveys) NDMO reports Progress / completion reports Extension officers monitoring reports	0 males, 0 females	62,934 total people (30,837 females, 32,096 males) – 40% reach by mid-term	157,336 total people (77,094 females, 80,241 males)	Activities supporting resilient agriculture and fisheries result in increased productivity, are adopted by target communities, and lead to improved food security.
<u>ARA2 Health, well-being, food and water security</u>	<u>Core 2: Direct and indirect beneficiaries reached</u>	Govt statistics (national census, Household	Direct 0 males 0 females	Direct 74,040 total people (36,279	Direct 185,102 total people (90,700	SOLKAS effectively reaches and operates in target communities.

<sup>1</sup> The IRMF Indicators are set out in the [Integrated Results Management Framework](#)

<sup>2</sup> The final target means the target at the end of project/programme implementation period. However, for core indicator 1 (GHG emission reduction), please also provide the target value at the end of the total lifespan period which is defined as the maximum number of years over which the impacts of the investment are expected to be effective.

		Income and Expenditure Surveys) NDMO reports Progress / completion reports Extension officers monitoring reports	Indirect 0 males 0 females	females, 37,760 males) – 40% reach by mid-term  Indirect 83,339 total people (40,836 females, 32,096 males) – 30% reach by mid-term	females, 94,402 males)  Indirect 277,797 total people (136,120 females, 141,676 males)	Direct and indirect beneficiaries will be aggregated via project reporting, which will include activity and sub-activity attendance, as well as other M&E.
<u>ARA2 Health, well-being, food and water security</u>	<u>Supplementary 2.5: Beneficiaries (female/male) adopting innovations that strengthen climate change resilience</u>	Govt statistics (national census, Household Income and Expenditure Surveys) NDMO reports Progress / completion reports Extension officers monitoring reports	0 males, 0 females	44,424 total people (21,767 females, 22,656 males) – 40% reach by mid-term	111,061 total people (54,419 females, 56,641 males)	Government stakeholders, communities and schools effectively engage with new technologies for adaptation planning and implementation. Youth Climate Resilient Livelihoods Incubator model successfully catalyses new adaptive livelihoods opportunities.

<b>2.2. GCF Outcome level: Enabling environment (IRMF core indicators 5-8 as applicable)</b>					
<i>Select at least two relevant IRMF core (enabling environment) indicators to monitor and elaborate the baseline context and project/programme’s targeted outcome against the respective indicators. Rate the current state (baseline) vis-à-vis the target scenario and select the geographical scope of the outcome to be assessed. Describe how the project/programme will contribute towards the target scenario. Refer to a case example in the accompanying guidance to complete this section.</i>					
<b>IRMF Core Indicators (5-8)<sup>3</sup></b>	<b>Baseline context (Description)</b>	<b>Rating for current state (Baseline)</b>	<b>Target scenario (Description)</b>	<b>How the project will contribute</b>	<b>Coverage</b>
<p><u>Core Indicator 5: Degree to which GCF investments contribute to strengthening institutional and regulatory frameworks for low emission climate-resilient development pathways in a country-driven manner</u></p>	<p>Low (&lt;=10)</p> <p>No effective adaptation planning and implementation coordination mechanism in place linking community and national processes</p>	<p><u>low</u></p>	<p>Medium (11-14)</p> <p>By the end of the project, at least 40 of the 52 targeted Wards will have Level 2 strengthened adaptation planning and implementation coordination mechanisms, connected to national systems, in place and operational</p>	<p>The project will support all targeted Wards to adopt relevant local-subnational-national coordination mechanisms, which will be measured by an effectiveness uptake scorecard. This scorecard will have four levels to measure the performance of effectiveness.</p> <p>Level 0 – no meaningful coordination mechanism in place and/or applied</p> <p>Level 1 – coordination mechanism in place with clearly defined roles and responsibilities</p> <p>Level 2 – coordination mechanism actively applied with joint planning and implementation of activities</p> <p>Level 3 – coordination mechanism regularly reviewed and refined</p>	<p><u>National level (one country)</u></p>

<sup>3</sup> The IRMF Indicators are set out in the [Integrated Results Management Framework](#)

				through inclusive stakeholder consultation.	
<u>Core Indicator 6: Degree to which GCF investments contribute to technology deployment, dissemination, development or transfer and innovation</u>	Low (<=8)  Little to no access to project-relevant adaptation technologies in targeted communities	<u>low</u>	Medium (9-11)  By the end of the project at least 80% of targeted communities will have increased their adaptive capacity via increased access to adaptation technologies related to risk assessment and planning (app suite), food security (climate-resilient agriculture and fisheries) and resource use (water resource management)	Outcome One will use digital risk assessment and planning processes, to enable instantaneous feedback, data aggregation, and analysis for sub-national and national planning processes. Deployment of climate-resilient agriculture and fisheries technologies and resource management in Outcome Two will support communities to attain and sustain food security.	<u>Multiple sub-national areas within a country</u>
<u>Core indicator 7: Degree to which GCF Investments contribute to market development/transformation at the sectoral, local, or national level</u>	Low (<=5)  Low levels of engagement in climate resilient livelihoods with market orientation in targeted communities	<u>low</u>	Medium (6-9)  200 youth (100 females, 100 males) will have engaged in the Youth Climate Resilient Livelihoods Incubator and will have enhanced skills to develop sustainable climate resilient livelihoods options, including with a market orientation.  30 youth (15 females, 15 males) will have been supported to develop	Outcome One will invest in building youth skills for resilient livelihoods. Outcome Two will catalyze innovative resilient livelihoods via the Youth Climate Resilient Livelihoods Incubator and sector challenges. Outcome Three will match youth entrepreneurs with established businesses to facilitate market engagement.	<u>Multiple sub-national areas within a country</u>

			resilient livelihoods ideas into potential businesses via training, mentoring, facilitating connections to markets and fostering of private sector partnerships.		
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### 3. Project/programme specific indicators (project outcomes and outputs)

*This section should list out project/programme-specific performance indicators (outcomes and outputs) that are not covered in sections above (1-2). List down tailored indicators to monitor /track progress against relevant project/programme results (outcomes/outputs). AEs have the freedom to decide against which outcomes they would like to set project/programme specific indicators. If any co-benefits are identified in sections B.2.2, and D.3, AEs are encouraged to add and monitor co-benefit indicators under the “Project/programme co-benefit indicators” section in table below. Add rows as needed.*

*Please number each outcome and output as shown below to indicate association of outputs to the contributing outcome. The numbering for outputs under this section should correspond to the output numbering in annex 3 (budget plan that provides breakdown by type of expense ).*

Project/programme results (outcomes/ outputs)	Project/programme specific Indicator	Means of Verification (MoV)	Baseline	Target		Assumptions / Note
				Mid-term	Final	
		<i>Sources of information and methods used to collect and report data/information to measure progress against targets</i>	<i>The starting point or current value of the indicators before the implementation of the project</i>	<i>The estimated value of the indicator at the mid-point of the implementation</i>	<i>The estimated value of the indicator at the completion of the implementation</i>	<i>Externalities and factors outside project management's control that may impact on the Component. Data sources and methodologies applied for estimating baseline and targets</i>
<b>Outcome 1:</b> Communities and schools have localised adaptation plans anchored in increased climate change-relevant knowledge and skills and access to up-to-date climate information						
Outcome 1a.	<i>% of beneficiaries with increased understanding of climate change implications, by age, gender, PWD, occupation, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	Approx. 37,020 of 185,102 (20%) have some understanding of climate change implications	60%	95%	Information, education, and communication (IEC) materials are beneficiary appropriate. IEC materials reach beneficiaries via an appropriate medium. Beneficiaries engage with IEC materials.

						An enabling environment supports the application of new understanding, knowledge, and capacity.
Outcome 1b.	<i>% of beneficiaries with improved resilience knowledge, by age, gender, PWD, occupation, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	Approx. 37,020 of 185,102 (20%) have some understanding of climate change adaptation	40%	80%	Information, education, and communication (IEC) materials are beneficiary appropriate. IEC materials reach beneficiaries via an appropriate medium. Beneficiaries engage with IEC materials. An enabling environment supports the application of new understanding, knowledge, and capacity.
Outcome 1c.	<i>% of beneficiaries with strengthened adaptation planning capacity, by age, gender, PWD, occupation, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0 adaptation planning undertaken in targeted communities	20%	50%	Information, education, and communication (IEC) materials are beneficiary appropriate. IEC materials reach beneficiaries via an appropriate medium. Beneficiaries engage with IEC materials. An enabling environment supports the application of new understanding, knowledge, and capacity.
Outcome 1d.	<i>% of beneficiaries reporting increased confidence to apply new understanding, knowledge and capacity; by age, gender, PWD, occupation, and location</i>	Report(s) Survey & assessment tool(s)	0 no adaptation actions underway in targeted communities	25%	50%	Information, education, and communication (IEC) materials are beneficiary appropriate. IEC materials reach beneficiaries via an appropriate medium. Beneficiaries engage with IEC materials.

						An enabling environment supports the application of new understanding, knowledge, and capacity.
Output 1.1 Children, youth, and communities have access to (and can utilise) climate change materials, climate information services and early warning systems	<i>% of target schools and communities with access to climate change education materials, climate information services and/or early warning systems services, by location</i>	Report(s) Backend CIS / EWS analytics Survey & assessment tool(s)	0%	30%	90%	Schools and communities can access internet connection(s). Stakeholders actively engage e.g., data transfer, with the CIS / EWS. CIS / EWS UX and UI meets end user expectations. End users derive value from the CIS / EWS. Repetitive user behaviour of CIS / EWS.
Output 1.2 Inclusive local adaptation plans are developed by schools and communities	<i>% of target communities with adaptation plans, by location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	50%	90%	Communities participate in developing and formalizing plans. Communities derive value from adaptation plans. Communities have access to the resources required to mobilize the plan.
	<i>% of target schools with Climate Resilience Plans, by location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	50%	90%	Schools participate in developing and formalizing plans. Schools derive value from adaptation plans. Schools have access to the resources required to mobilize the plan.

	<i>% of adaptation plans that are gender and socially inclusive, by location</i>	Report(s) Survey & assessment tool(s)	0%	50%	90%	Inclusive participatory planning processes are facilitated
Output 1.3 Youth have increased skills for resilient livelihoods	<i>% of target DRCs with active youth representatives, by location (*SCI aligned)</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	90%	DRCs agree to include youth representatives. NDMO supports roll out of updated TOR and formalisation of youth role
	<i>% of training participant youth with increased resilient livelihoods skills, by age, gender, PWD, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	80%	Learning materials are beneficiary appropriate. Learning materials reach beneficiaries via an appropriate medium. Beneficiaries engage with learning materials. An enabling environment supports the application of new skills. Youth in targeted communities are interested in developing resilient livelihood skills Access to learning activities is enabled via enhanced village connectivity
<b>Outcome 2:</b> Communities and schools have access to locally-led climate-resilient livelihoods, food security, nutrition, and infrastructure						
Outcome 2a.	<i>% of schools implementing at least 1 improvement per year from their Climate Resilience Plan, by type and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	90%	Schools developed Climate Resilience Plans (output 1.2) Schools see the benefit of implementing resilience improvements

Outcome2b.	<i>% of target farmers/fishers implementing climate resilient agriculture/fisheries practices, by age, gender, PWD, type of practice, occupation, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	25%	75%	Short term results are sufficiently promising to incentivize farmers to follow-through on training and apply principles on farm Market prices for key inputs or outputs in the value chain remain stable The project's targeted area is not seriously disrupted by a major climate event affecting agricultural production, before the project's full implementation of interventions
	<i>% target communities implementing priority adaptation actions on water resources, by location, type</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	30%	60%	Communities actively participate in the identification of water resource threats and include actions in community adaptation plans
Outcome 2c. Youth climate resilient entrepreneurship is facilitated	<i>% of incubator participants whose climate-resilient livelihood ideas are launched, by age, gender PWD, industry, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	5%	15%	Incubator challenge participants are effectively supported to take their ideas to market GEDSI efforts to support women and PwD are effective

Output 2.1 Schools are more resilient to the impacts of climate change (infrastructure and processes)	% of target schools that use School Resilience toolset annually for assessment, action planning, and monitoring, and integrate into ongoing school-based management, by location	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	75%	Output 1.3 ensured people felt confidence in adaptation planning Schools see the benefit of implementing resilience improvements
	% of schools using climate change curriculum materials in classrooms, by location	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	75%	Schools acknowledge the importance of climate change curriculum
	% of school with at least two administrators and/or teachers that completed MEHRD training on school safety and educational continuity management, by location, gender	Report(s) Survey & assessment tool(s) Gov. records	0%	50%	80%	Administrators or teachers have the capacity and approval to attend training.
Output 2.2 Community food and water security and nutrition outcomes are enhanced through climate-resilient agriculture and fisheries techniques and application of nutrition education and water management	% target farmers/fishers that have increased understanding of climate-resilient agriculture/fisheries practices by age, gender, PWD, occupation, and location)	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	90%	Farmers and fishers actively engage in climate-resilient training initiatives because they perceive benefits in mitigating climate risk and assume positive results in agricultural/fisheries product pricing, yields and access to inputs

	<i>% of targeted communities with at least 2 individuals that have increased understanding of adaptation actions on water resources, by location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	70%	Community members actively engage in climate-resilient training initiatives because they perceive benefits in mitigating climate risk and assume positive results in water security
	<i>% of targeted community members with increased understanding of climate-resilient kitchen gardens contributions to nutrition</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	40%	90%	Community members actively engage in climate-resilient training initiatives because they perceive benefits in mitigating climate risk and assume positive results in food security and nutrition
Output 2.3 Targeted youth are applying resilience skills to create sustainable livelihood opportunities	<i># youth that engage in the Youth Climate Resilient Livelihoods Incubator (by age, gender, PWD, occupation, and location)</i>	Report(s) Survey & assessment tool(s) Gov. records	0	200 participants	500 participants	Youth in targeted villages recognize the opportunities generated by the incubator process Youth have the time to participate
<b>Outcome 3:</b> Strengthened institutions enable adaptive governance that is inclusive, responsive to community needs, and facilitates access to resources for sustainable adaptation and innovation						

Outcome 3a	<i>% of target communities utilising Climate Resilience Info Management System for adaptation planning</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	50%	75%	System is developed, piloted, revised and launched on schedule Communities engage with the digital planning process
	<i>% of target schools utilising Climate Resilience Info Management System for adaptation planning</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	50%	75%	System is developed, piloted, revised and launched on schedule Schools engage with the digital planning process
	<i># of additional (non-targeted) communities/schools outside project utilising Climate Resilience Info Management System for adaptation planning, by location and entity</i>	Report(s) Survey & assessment tool(s) Gov. records	0	1 additional community per province	2 additional communities per province	MECDM and MEHRD scale out the system and support use in non-targeted communities and schools
Outcome 3b	<i># of procedural, budgetary or administrative changes implemented by target authorities/institutions to realise sustainable, locally-led adaptation at the village level, by institution type</i>	Report(s) Survey & assessment tool(s) Gov. records	0	3 changes per authority/institution	6 changes per authority/institution	Ward officials engage in risk identification/ adaptation planning training and enact changes to support adaptation actions
Outcome 3c	<i>% of project engaged youth, that enter the labour market, start a business or income</i>	Report(s) Survey & assessment tool(s) Gov. records	0	10%	30%	Youth who participate in project training and the incubator utilise this knowledge and experience to engage in livelihood enhancing activities

	<i>generating activity, or return to education</i>					
Output 3.1 Climate Resilience Info Management System is used by schools and communities to make climate informed decisions	<i>% of target communities the Climate Resilience Information Management digital toolset suite has been deployed to</i>	Report(s) Survey & assessment tool(s) Gov. records	0	20% target communities	75% target communities	System is developed, piloted, revised and launched on schedule Communities engage with the digital planning process
	<i>% of target schools the Climate Resilience Information Management digital toolset suite has been deployed to</i>	Report(s) Survey & assessment tool(s) Gov. records	0	20% target schools	75% target schools	System is developed, piloted, revised and launched on schedule Schools engage with the digital planning process
	<i># of officials and stakeholders trained in data-driven decision making for community-based climate change adaptation, by institution type, age, gender, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0		120 officials and stakeholders (50%M; 50%F) in targeted wards across 6 provinces and 5 key national institutions	Officials and stakeholders in majority of targeted areas and sectors engage in training
Output 3.2 Ward, Provincial and National institutions respond to community adaptation needs	<i>% of target Wards and provincial authorities that have integrated climate risks and adaptation into development plans, by location</i>	Report(s) Survey & assessment tool(s) Gov. records	0	30% target Wards	75% target Wards	Ward officials engage in risk identification/ adaptation planning training

Output 3.3 Private sector partnerships are facilitating youth engagement in sustainable, resilient livelihoods	# of private sector partnerships formed	Report(s) Survey & assessment tool(s)	0	10 partnerships	30 partnerships	Businesses see value in engaging with youth entrepreneurs
	# of incubator graduates linked to private sector partners	Report(s) Survey & assessment tool(s)	0	100 graduates (50%M; 50%F)	250 graduates (50%M; 50%F)	Businesses see value in engaging with youth entrepreneurs
<b>Project/programme co-benefit indicators</b>						
Co-benefit 1 Increasing access to <b>education</b> by ensuring fewer school days lost in the aftermath of extreme weather events through adaptation planning and enhanced DRR action	% (and #) of school days that schools were closed (in a targeted community or area of project implementation) disaggregated by: 1. Natural hazards 2. Other forms of school violence 3.. Use of schools as temporary evacuation centres 5. Everyday hazards	School reporting	No data currently available	10% average reduction across targeted schools	20% average reduction across targeted schools	Project is able to establish a baseline for current number of days lost within 18 months of implementation Schools are willing to self-report relevant data Schools see attendance benefits from adaptation planning and resilience actions
Co-benefit 2 Increasing the <b>incomes</b> of rural youth through livelihoods diversification and increasing access to markets	% of incubator participants engaged in paid work or producing goods or services for sale (by age, gender, PWD, occupation, and location)	Gov. records	0%	10%	30%	Youth participants in project activities develop skills valued by the market
Co-benefit 3.1 Increasing <b>gender equality</b> across all areas of community life – with a specific focus on ensuring women’s voices are heard	% of targeted DRCs that include women and girls (youth) in leadership roles in adaptation decision-making processes, by	Report(s) Survey & assessment tool(s)	0	40%	85%	DRC TORs are updated to specifically include the need to include women and girls (youth) representatives

in climate-related decision-making forums and that the gendered nature of climate change impacts is a key component of all climate and development planning at community and province levels * See GEDSI Action Plan for a comprehensive list of gender-related indicators the project will track	<i>age, PWD, occupation, and location</i>					
	<i>% of targeted women and girls that feel represented in adaptation decision-making processes, by age, PWD, occupation, and location</i>	Report(s) Survey & assessment tool(s)	<5%	30%	70%	Inclusive adaptation planning processes are institutionalised at village and ward level
Co-benefit 3.2 Increasing <b>social inclusion</b> across all areas of community life – with a specific focus on ensuring voices of traditionally underrepresented groups (e.g. youth, people with a disability) are heard in climate-related decision-making forums * See GEDSI Action Plan for a comprehensive list of social inclusion-related indicators the project will track	<i>% of targeted DRCs that include PWD in leadership roles in adaptation decision-making processes, by age, gender, occupation, and location</i>	Report(s) Survey & assessment tool(s)	0	20%	50%	DRC TORs are updated to specifically include the need to include PWD representatives
	<i>% of targeted PWD that feel represented in adaptation decision-making, by age, gender, occupation, and location</i>	Report(s) Survey & assessment tool(s)	<5%	30%	70%	Inclusive adaptation planning processes are institutionalised at village and ward level

#### 4. Project/programme activities and deliverables

All project activities should be listed here with a description and sub-activities. Significant deliverables should be also reflected in the project/programme Timetable (Annex 5). Add rows as needed.

Please number the activities as shown below to indicate association of activities to the related outputs provided above in section 5. Similarly, please number sub-activities as shown below to associate to the related activity.

Output	Activities	Description	Deliverables
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<b>Component 1 – Communities and schools have localised adaptation plans anchored in increased climate change-relevant knowledge and skills and access to up-to-date climate information</b>			
<p>Output 1.1 Children, youth, and communities have access to (and can utilise) climate change materials, climate information services and early warning systems</p>	<p>Activity 1.1.1 Increase school children's understanding of current climate change impacts and future risks (including curriculum materials and teacher training)</p>	<p>Develop climate change curriculum for integration into schools, including teacher training materials 1.1.1.1 Assessment of existing efforts to integrate climate change into the curriculum and international best practice approaches 1.1.1.2 Development (with MEHRD) of climate change micro-learning modules for students, for integration into school curriculum 1.1.1.3 Development of teacher training materials 1.1.1.4 Pilot testing of teacher training 1.1.1.5 Pilot testing of student curriculum materials 1.1.1.6 Review of pilot testing and refinement of materials</p>	<p>Assessment undertaken Climate change modules developed Teacher training materials developed and piloted with a sub-set of teachers in targeted schools At least 50% participants in teacher training sessions are women All training materials and sessions are accessible for people with disability All training materials and sessions are gender-sensitive<sup>4</sup> Climate change modules piloted in schools with trained teachers</p>
	<p>Activity 1.1.2 Increase children and community members' capacity to understand and identify climate change and disaster risks at the local level (including to food security and nutrition)  <i>Includes co-finance from Government of Australia</i></p>	<p>Develop SBC / IEC materials for community education sessions and implement sessions across targeted communities 1.1.2.1 Development of locally relevant SBC / IEC materials to support community education (using inputs from activities 1.1.1, 1.1.3 and 1.3.3) 1.1.2.2 Roll out of community education sessions (See also 1.3.3)</p>	<p>Locally relevant SBC / IEC materials developed and utilized to support community education sessions Community education sessions delivered in at least 90% target communities 50% participants and trainers in education and training sessions are women All training materials and sessions are accessible for people with disability</p>
	<p>Activity 1.1.3 Increase access to and use of climate information and early warning systems at the local level</p>	<p>Development and distribution of CIS products to inform community-level climate change adaptation planning processes, including enhanced connectivity for village DRCs. CIS products and knowledge management materials (including print, digital,</p>	<p>Increased connectivity for climate information and EWS installed in at least 90% targeted communities Local level EWS protocols updated 50% participants in education and training sessions are women</p>

<sup>4</sup> This means content adequately represents (in images and text) climate change impacts and risks as they pertain to different groups of people and does not perpetuate stereotypes of people

		<p>audio, and mixed media) for use in target communities in partnership with national authorities (including MECDM and NDMO)</p> <p>1.1.3.1 Conduct review of existing access to EWS in high-risk communities (disaggregated by sex, age, disability, language/dialect, etc.)</p> <p>1.1.3.2 Enhance community connectivity and EWS infrastructure where gaps exist (installation of rooftop or ground-based satellite dishes with solar PV/battery), establish system for DRCs to on-sell data capacity to cover costs, and support SIMS to procure and install three additional automatic weather stations in under-served areas (in targeted provinces)</p> <p>1.1.3.3 Support DRCs to develop/update EWS protocols and communications strategies (including training on CBDRM and effective responses to hazards) and ensure that warning systems reach all community members (last mile)</p> <p>1.1.3.4 Deliver CIS products and materials to communities from MECDM/NDMO identifying opportunities to further extend tailored materials for community-level use in target communities</p> <p>1.3.1.5 Disseminate climate information to target communities through a range of media, including printed materials, social media, text messages and radio (e.g., radio drama)</p>	<p>All training materials and sessions are accessible for people with disability</p>
	<p>Activity 1.1.4</p>	<p>Ensure that all key stakeholders understand the need to address the</p>	<p>Training developed and delivered across all project sites</p>

	DRC members have increased capacity to address gender equality and disability inclusion adaptation and project implementation	gendered impacts of climate change and relevant methodologies (e.g. data collection, analysis, mainstreaming and inclusion) 1.1.4.1: Gender Equality and Disability Inclusion training package developed (to be used for activity 2.1.4 also) 1.1.4.2 Deliver trainings	
Output 1.2 Inclusive local adaptation action plans are developed by schools and communities	Activity 1.2.1 Increase school and community understanding of immediate locally relevant climate and disaster risks via school and community climate and disaster risk assessments	Support targeted schools and communities to undertake climate and disaster risk assessments to guide action planning 1.2.1.1 Support targeted schools to undertake annual climate and disaster risk assessments, via the School Climate and Disaster Risk Assessment app (developed under activity 3.1.2 and with inputs from activity 1.1.3) 1.2.1.2 Support DRCs in targeted communities to lead community assessments, via the Community Climate and Disaster Risk Assessment app (developed under activity 3.1.1)	School climate and disaster risk assessments completed by at least 90% target communities with schools School climate and disaster risk assessments collect sex and disability disaggregated data School climate and disaster risk assessments updated annually by at least 90% schools with initial assessment Community climate and disaster risk assessments completed by at least 90% target communities Schools and communities receive and use action-planning recommendations based on their assessments.
	Activity 1.2.2 Support inclusive adaptation planning processes in schools and communities  <i>Includes co-finance from Government of Australia</i>	Support schools and communities to undertake participatory, locally-led adaptation planning processes, building on the findings of the climate and disaster risk assessments, identifying key resilience building actions 1.2.2.1 Support participatory adaptation planning processes in targeted schools, via the School Resilience Planning app (developed under activity 3.1.2 and with inputs from activity 1.2.1) 1.2.2.2 Support DRCs to lead participatory adaptation planning processes in targeted communities,	Adaptation planning processes completed by at least 90% target schools and refreshed on a 3-year cycle Adaptation planning processes completed by at least 90% target communities and refreshed on a 3-year cycle At least 90% targeted schools structural/infrastructural/environmental priority activities are endorsed by ward and province officials and signed off by MEHRD at provincial level. Community Resilience Plans for at least 90% targeted communities are

		<p>via the Community Resilience Planning app (developed under activity 3.1.1 and with inputs from activity 1.2.1)</p> <p>1.2.2.3 Schools' key 3-year structural /infrastructural /environmental priority activities will be submitted for validation by DRCs, and by MEHRD at provincial level, implementation by SOLKAS and future projects.</p> <p>1.2.2.4 Community Resilience Plans, including key priority activities for implementation by SOLKAS and future projects will be finalized and validated with community members and ward and provincial officials and updated on a 3-year cycle</p>	<p>endorsed by ward and province officials and signed off by MPGIS</p>
<p>Output 1.3 Youth have increased skills for resilient livelihoods</p>	<p>Activity 1.3.1 Support youth to effectively engage with local level adaptation planning processes</p>	<p>Formalise youth representative role(s) on Village and Ward Disaster Risk Committees and School Committees, and build youth capacity to constructively engage in adaptation planning</p> <p>1.3.1.1 Work with NDMO and MPGIS to revise the village and ward DRC terms of reference to mandate youth representation</p> <p>1.3.1.2 Work with MEHRD and schools for systematic engagement of children and youth in school safety and resilience</p> <p>1.3.1.3 Support DRCs and School Committees in targeted villages and wards to engage youth and allocate roles</p> <p>1.3.1.4 Develop targeted training for youth DRC and School Committee members on effective engagement in adaptation planning and implementation (in coordination with</p>	<p>DRC terms of reference updated to mandate gender balanced youth roles</p> <p>School Committee terms of reference updated to mandate gender balanced youth roles</p> <p>Women leaders in at least 90% of target Wards are selected to deliver mentorship to small groups of adolescent girls with the aim to develop confidence</p> <p>At least 90% of targeted village and ward DRCs have youth representatives</p> <p>At least 90% of targeted village School Committees have youth representatives</p> <p>At least 90% youth representatives on DRCs complete targeted training</p> <p>At least 90% youth representatives on School Committees complete targeted training</p>

		<p>broader DRC training under activity 3.2.2) 1.3.1.5 Roll out training for youth DRC and School Committee members 1.3.1.6 Mentoring sessions to support the empowerment of girls focused on confidence-building and leadership skills for adaptation 1.3.1.7 Establish a youth DRC network to share experiences and build capacity</p>	
	<p>Activity 1.3.2 Support youth to develop skills for resilient livelihoods in a changing climate</p>	<p>Working with the Young Entrepreneurs Council Solomon Islands and government operated Rural Training Centres and other providers, youth in targeted villages will be supported to develop the skills they will need to pursue resilient livelihoods as climate change impacts escalate 1.3.2.1 Initial and ongoing assessment of private sector to assess opportunities to link with youth entrepreneurs for livelihood resilience 1.3.2.2 Review of existing training packages in Solomon Islands and the region targeted at appropriate and relevant climate resilient rural livelihoods skills development, with emphasis on climate resilience and business management, especially financial management, marketing, and digital solutions 1.3.2.3 Develop ‘flipped classroom’ and ‘micro learning’ model trainings on key issues (including climate-resilient agriculture, fisheries and livestock processes, food preservation and processing, natural resource management and nature-based solutions,</p>	<p>Existing resources review completed Targeted trainings in key areas developed At least 30% of youth in targeted villages complete at least one training course (50% M; 50%F; 5% PWD) 50% of trainers are female.</p>

		<p>non-timber forest product development, native cash cropping, etc., and linked to opportunities identified in 1.3.2.1) 1.3.2.4 Roll out training packages to youth in targeted communities 1.3.2.5 Engage interested youth in the Youth Climate Resilient Livelihoods Incubator (under activity 2.3.1)</p>	
	<p>Activity 1.3.3 Support children and youth to develop knowledge and skills for household, school and community resilience in a changing climate  <i>Includes co-finance from Government of Australia</i></p>	<p>Engaging children and youth in household and school risk identification, risk reduction, and response preparedness 1.3.3.1 Roll-out children and youth-led implementation of Family Safety and Resilience Plan using FSRP App 1.3.3.2 Generate evidence on nudges and incentives to maximize behaviour change for safety and resilience at household, school and community levels 1.3.3.2 Ward and Province level aggregated reports provide inputs to DRCs for community-level planning</p>	<p>Family Safety and Resilience Plan App is implemented by 40% of targeted households and provides inputs to 75% of targeted communities' adaptation plans Three best methods for scaling up climate resilience behaviour change are identified for Solomon Islands</p>
<p><b>Component 2 – Communities and schools have access to locally-led climate-resilient livelihoods, food security, nutrition, and infrastructure</b></p>			
<p>Output 2.1 Schools are more resilient to the impacts of climate change (infrastructure and processes)</p>	<p>Activity 2.1.1 Support the implementation of School Climate and Disaster Resilience Plans  <i>Includes co-finance from Government of New Zealand</i></p>	<p>Targeted schools have climate and disaster resilience assessments completed and School Climate and Disaster Resilience Plans in place 2.1.1.1 Use School Climate and Disaster Resilience Planning app annually for action planning at school level (using the digital toolsets developed in activity 3.1.2) 2.1.1.2 Support MEHRD with development and roll out of micro-learning modules for training on</p>	<p>At least 75% of targeted schools use School Climate and Disaster Resilience toolset annually for assessment, action planning, and monitoring, integrate this into ongoing school-based management. At least 2 administrators and teachers in 90% of targeted schools have completed full MEHRD training on school safety and educational continuity management</p>

		<p>school safety and educational continuity management</p> <p>2.1.1.3 Support MEHRD and NDMO to identify key priorities for school climate and disaster resilience planning at Provincial and National levels</p>	<p>MEHRD and NDMO will identify key priorities for school climate resilience planning on a 3-year cycle</p>
<p>Activity 2.1.2 Support schools to increase physical resilience to the impacts of extreme weather and climate change (retrofitting and additions)</p> <p><i>Includes co-finance from Governments of Australia and New Zealand</i></p>	<p>Schools in targeted communities have increased physical resilience to the impacts of extreme weather and climate change via small-scale retrofits and additions within the existing building footprint (i.e. WASH system upgrades, securing roofs, solar greening, evacuation route preparation, upgraded school access routes, etc.)</p> <p>2.1.2.1 Physical infrastructure risk/resilience assessment undertaken annually (in conjunction with the school climate and disaster risk assessment under activity 1.2.1)</p> <p>2.1.2.2 Resilient infrastructure retrofits undertaken in accordance with validated plans and priorities</p> <p>2.1.2.3 School WASH systems upgraded to increase climate resilience</p> <p>2.1.2.4 Solar PV systems installed at schools to increase access to energy for learning</p>	<p>Infrastructure assessments undertaken in at least 90% of targeted schools</p> <p>Action plans developed for at least 90% of assessed schools</p> <p>Infrastructure retrofits completed in at least 90% of schools with action plans</p> <p>WASH systems upgraded for resilience in all schools where it is identified as a need</p> <p>Solar PV systems deployed to at least 60% targeted schools</p>	
<p>Activity 2.1.3 Support use of climate change curriculum materials in targeted schools</p>	<p>Targeted schools are using project-supported climate change curriculum materials in classrooms</p> <p>2.1.3.1 Teacher training for climate change micro-learning modules developed in activity 1.1.1 rolled out across targeted schools</p> <p>2.1.3.2 Formal and informal curriculum materials developed in</p>	<p>At least 75% of teachers in targeted schools have accessed micro-learning modules to support teaching climate change to children</p> <p>At least 50% participants in teacher training sessions are women</p> <p>All training materials and sessions are accessible for people with disabilities</p>	

		<p>activity 1.1.1 rolled out in targeted schools 2.1.3.3 Evaluate materials and implementation progress in year four 2.1.3.4 Update materials, if needed, based on review</p>	<p>Climate change modules in use in 90% targeted schools Materials are evaluated for impact on knowledge and skills</p>
	<p>Activity 2.1.4 Provide Gender Equality, Disability and Social Inclusion capacity strengthening support to MEHRD and NDMO</p>	<p>Activity 2.1.4.1 3-day training on theoretical underpinnings and practical approaches to gender equality and disability inclusion in climate change adaptation and disaster risk reduction Activity 2.1.4.2 Identification of GESI focal points within MEHRD and NDMO Activity 2.1.4.3 Peer to peer learning among relevant government departments on GESI with progress workshop held</p>	<p>Training delivered Focal points identified Peer learning systems established</p>
<p>Output 2.2 Community food and water security and nutrition outcomes are enhanced through climate-resilient agriculture and fisheries techniques and application of nutrition education and water management</p>	<p>Activity 2.2.1 Support application of locally-led climate resilient agriculture innovations</p>	<p>Based on the key activities identified in Community Resilience Plans (activity 1.2.2), support implementation of local scale climate resilient agriculture initiatives to increase food security 2.2.1.1 Confirm and document what existing and traditional men and women’s agricultural practices exist in each target community and their seasonal calendar (in combination with activity 1.2.2) 2.2.1.2 Climate-driven risks to agriculture resources integrated into community adaptation planning processes (with activity 1.2.2) 2.2.1.3 Identify, adapt and/or develop gender-sensitive and socially inclusive training materials on climate-resilient agriculture and water conservation techniques that will best suit changing conditions – including intercropping,</p>	<p>Farmers in at least 90% of targeted communities receive training on climate-resilient agriculture Agriculture resource threats integrated into Community Resilience Plans in 90% targeted communities Field demonstration sites established in at least 90% targeted communities At least 80% of trained farmers apply climate-resilient agricultural methods At least 80% of engagement includes separate women’s, disability and youth focus groups Nurseries established / supported in at least 90% of targeted Wards At least 80% of targeted farmers receive seedlings of climate-resilient food crop varieties At least 80% of targeted farmers receive simple agriculture tools</p>

		<p>seed selection, grafting techniques and planting, management (in combination with activity 1.3.2)</p> <p>2.2.1.4 Conduct training on climate-resilient agriculture techniques tailored to men's and women's roles at community level</p> <p>2.2.1.5 Establish field demonstrations of climate-resilient agriculture techniques tailored to men's and women's agricultural roles (including traditional methods where appropriate)</p> <p>2.2.1.6 Establish new or support existing nurseries at Ward level for raising climate-resilient seed stocks, including native food crops varieties, and germinating seedlings for food crops and native grasses and tree seedlings</p> <p>2.2.1.7 Distribute resilient native food crops planting materials (simple agricultural tools) to male and female farmers, including identified, locally-appropriate climate-resilient varieties of: fruit and nut trees, coconut, vegetables</p>	
	<p>Activity 2.2.2 Establish/scale-up community-, school- and home-based kitchen gardens for enhanced nutrition utilizing climate-resilient crops</p>	<p>Support adoption (through increased understanding, supply and accessibility) of kitchen gardens to promote enhanced nutrition and climate-resilient crops</p> <p>2.2.2.1 Deliver family-based nutrition education based on local food and kitchen gardens with diversified, climate-resilient crops and training to promote nutrition and greater use of traditional foods</p> <p>2.2.2.2 Distribute seeds, seedlings and plants to schools, communities</p>	<p>Community members in all targeted Wards receive training on resilient kitchen garden design and nutrition (50%M, 50%W, 20%Y and 5%PWD) Kitchen gardens established in schools and communities in 90% of targeted Wards</p>

		<p>and households to facilitate seed exchanges and seed saving to increase local independence and resilience 2.2.2.3 Establish demonstration training gardens in schools and communities to raise vegetable and tree seedlings for increased climate resilient nutrition</p>	
	<p>Activity 2.2.3 Support climate-resilient adaptations to local fisheries for food security</p>	<p>Based on the key activities identified in Community Resilience Plans (activity 1.2.2), support implementation of local scale climate resilient fisheries initiatives to increase food security 2.2.3.1 Engage communities (50%M; 50%W) to determine coastal habitat and resource conditions and threats (in combination with activity 1.2.1) 2.2.3.2 Risks to fisheries resources integrated into community adaptation planning processes (with activity 1.2.2) 2.2.3.3 Develop a locally appropriate and scalable coastal resource management training program that includes key capacity areas: the effects of fishing, habitat management tools, monitoring and sustainable self-governance (in combination with activity 1.3.2) 2.2.3.4 Conduct training on climate-resilient fisheries and coastal resource management techniques at community level to suit men's and women's different roles in fishing and coastal resource management 2.2.3.5 Support community-level implementation of climate-resilient fisheries management and</p>	<p>Coastal habitat area, resource condition and threats determined for 90% of target communities in coastal areas Fisheries resources threats integrated into Community Resilience Plans in 90% targeted coastal communities Fishers in at least 60% of targeted coastal communities receive training on climate-resilient fisheries and coastal resource management At least 80% of target coastal communities participate in coastal resource management activities At least 80% of trained fishers apply climate-resilient methods At least 80% of engagement includes separate women's, disability and youth focus groups At least 50% of targeted fishers receive off-shore fishing equipment</p>

		<p>development of locally appropriate governance mechanisms</p> <p>2.2.3.6 Support diversification and sustainability of fisheries resources (alleviating pressures on inshore fisheries) by providing off-shore fishing equipment in targeted communities (including, in some instances, FADs)</p>	
	<p>Activity 2.2.4 Support application of village climate resilient water resource management techniques and technologies</p>	<p>Based on the key activities identified in Community Resilience Plans (activity 1.2.2), support implementation of local scale climate resilient investments to address hazards and vulnerabilities related to water resources</p> <p>2.2.4.1 Engage communities (50%M; 50%W; 5%PWD) to determine key climate risks to water resources (in combination with activity 1.2.1)</p> <p>2.2.4.2 Risks to water resources integrated into community adaptation planning processes (with activity 1.2.2)</p> <p>2.2.4.3 Support implementation of priority adaptation actions, focused on improved rainwater harvesting and storage in existing building footprints and introduction of deficit irrigation techniques</p>	<p>Water resources threats determined for 90% of target communities</p> <p>Water resources threats integrated into Community Resilience Plans in 90% targeted communities</p> <p>Priority adaptation actions on water resources implemented in at least 60% targeted communities</p>
	<p>Activity 2.2.5 Strengthen extension worker service to support women’s roles in agriculture</p>	<p>Activity 2.2.5.1 Conduct analysis of gender differences in access to extension services, technology adoption and agricultural productivity</p> <p>Activity 2.2.5.2 Disseminate findings of analysis and hold action planning workshop</p> <p>Activity 2.2.5.3 Develop strategy for improving agricultural services to account for gender differences in</p>	<p>Analysis conducted and findings disseminated</p> <p>Strategy developed</p> <p>Training delivered</p>

		<p>agricultural roles and access to extension services and agricultural inputs Activity 2.2.5.4 Develop training module on gender-responsive extension and advisory services Activity 2.2.5.5 Train agricultural extension workers, and others involved in ag extension programmes, in GESI considerations esp. responding to women’s needs</p>	
<p>Output 2.3 Targeted youth are applying resilience skills to create sustainable livelihood opportunities</p>	<p>Activity 2.3.1 Establish and scale Youth Climate Resilient Livelihoods Incubator</p>	<p>Youth engaged to develop and/or refine resilient livelihoods ideas into business opportunities via establishment of a Youth Climate Resilient Livelihoods Incubator to help scale up ideas generated under activity 1.3.2 2.3.1.1 Identify best practice youth entrepreneurship models in the region 2.3.1.2 Identify diverse young men’s and women’s priorities and challenges for entrepreneurship 2.3.1.3 Work with key partners to develop Incubator model suitable for the context, based on evidence from current and past youth entrepreneurship efforts in Solomon Islands and the region 2.3.1.4 Pilot in a sub-set of target communities and revise as necessary 2.3.1.5 Scale model out to all targeted communities 2.3.1.6 Undertake outreach in targeted communities to help youth generate innovative livelihood ideas for the incubator that are viable and respond to market opportunities (as identified in 1.3.2.1)</p>	<p>Locally relevant incubator model developed that responds to male and female youth interests and needs Incubator active in at least 90% of target communities At least 5 sector ‘challenges’ held At least 50% of incubator participants are women</p>

		<p>2.3.1.7 Incubator ‘challenges’ held for key sectors to identify new ideas 2.3.1.8 Youth incubator ‘ideation bootcamps’ held in regional centres /Honiara</p>	
	<p>Activity 2.3.2 Support youth to access new/emerging resilient livelihoods opportunities within and beyond communities</p>	<p>Youth supported by the Incubator are accessing sustainable resilient livelihoods opportunities within and beyond their communities 2.3.2.1 Challenge finalists supported with training (with activity 1.3.2), mentoring and facilitating connections to markets 2.3.2.2 Challenge finalists pitch ideas to an expert panel and winners are selected 2.3.2.3 Work with partners to expand Incubator model beyond the project targeted areas 2.3.2.4 Link youth entrepreneurs with each other via virtual and/or analogue platforms and/or events</p>	<p>2 challenge finalists from at least 50% targeted Wards (50%M; 50%F) supported to create viable businesses Incubator identifies and supports at least 25 new resilient livelihoods ideas At least 1 challenge targeted to support women’s resilient economic empowerment At least 5 platforms to link youth entrepreneurs</p>
<p><b>Component 3 – Strengthened institutions enable adaptive governance that is inclusive, responsive to community needs, and facilitates access to resources for sustainable adaptation and innovation</b></p>			
<p>Output 3.1 Climate Resilience Info Management System is used by schools and communities to make climate informed decisions</p>	<p>Activity 3.1.1 Co-develop and deploy Climate Resilience Information Management digital toolset suite for data-driven <b>community</b> climate adaptation planning and decision-making</p>	<p>Digital toolsets suite will include: A. Family Safety and Resilience Planning B. Community Climate and Disaster Risk Assessment C. Community Adaptation Planning D. Community Climate Program Management Modules These will be co-developed with leadership of MECDM and oversight by MECDM Community-based Adaptation Technical Working group.  Data is used for local, sub-national</p>	<p>Technical Working Groups formed and operational (50% M; 50% F; 5% PWD) Government and local IT partner capacity identified and developed to support sustainability of the digital tool set suites Three digital toolset modules (Family safety and resilience planning, Community Climate and Disaster Risk assessment, Community Adaptation Planning) to support community-based adaptation are developed (Phase 1),</p>

		<p>and national planning and decision-making</p> <p>Technical Working Group(s) will be formed, led by MECDM, to provide ongoing oversight of the digital toolset suite for community-based adaptation and anchor ownership</p> <p>3.1.1.1 Global best practices and processes used for co-development of digital toolsets (includes participatory needs analysis)</p> <p>3.1.1.2 Four toolset modules co-developed, piloted and refined under MCDEM leadership (Phase 1)</p> <p>3.1.1.3 Four toolset modules deployed and evaluated under MECDM leadership (Phase 2)</p> <p>3.1.1.4 Four toolset modules revised and scaled up, under MECDM leadership (Phase 3)</p> <p>3.1.1.5 Ward, province and national stakeholders are trained in effective use of community-based inputs for data-driven planning decision-making and resource allocation for community-based climate adaptation</p>	<p>piloted and refined in 10% targeted communities (Phase 2), deployed to 75% of targeted communities, evaluated and revised as needed (Phase 3)</p> <p>One digital toolset (Community-climate program management module) is developed and refined for use in project monitoring, reporting, planning and decision-making</p> <p>At least 70 officials and stakeholders (50% M; 50%F) in 50% of targeted Wards across 6 provinces and 5 key national institutions are trained in data-driven decision making for community-based climate change adaptation</p>
	<p>Activity 3.1.2 Co-develop and deploy Climate Resilience Information Management digital toolsets for data-driven <b>school-based</b> climate adaptation planning and decision-making</p>	<p>Digital toolsets suite will include: E. School Climate and Disaster Risk Assessment F. School Climate Resilience Planning</p> <p>Digital toolsets for school climate and disaster risk self-assessment and school climate resilience planning are co-developed and rolled out, with leadership of MEHRD and oversight by MEHRD School Safety Technical Working Group. Data is used for local,</p>	<p>Capacity building of School Safety Technical Working Group members to provide effective oversight (50% M; 50%F; 5%PWD)</p> <p>Two digital toolset modules for school climate and disaster risk assessment and planning are contextualized, developed, piloted, and refined, in 10% of targeted schools (Phase 1); deployed and evaluated, in 75% of targeted schools (Phase 2); and revised and scaled up to 90% of targeted schools (Phase 3)</p>

		<p>sub-national, and national planning and decision-making.</p> <p>3.1.2.1 Two toolset modules are co-developed, piloted and refined under MEHRD leadership (Phase 1)</p> <p>3.1.2.2 Two toolset modules deployed and evaluated under MEHRD leadership (Phase 2)</p> <p>3.1.2.3 Two toolset modules are revised and scaled up, under MEHRD leadership (Phase 4)</p> <p>3.1.2.4 Provincial and national stakeholders trained in use of school-based inputs for data-driven planning decision-making and resource allocation for school-based climate adaptation and resilience.</p>	<p>Officials and stakeholders in 52 Wards and 6 provinces and 5 key national institutions trained in data-driven decision making for school safety and resilience</p>
	<p>Activity 3.1.3 Utilize project experience developing/deploying digital toolsets to inform future locally-led adaptation</p>	<p>Project experience utilizing digital toolsets to capture and analyze climate risk and action data inform future locally-led adaptation initiatives in Solomon Islands and beyond</p> <p>3.1.3.1 Aggregated climate risk and adaptation action data from targeted communities and schools are utilized to identify common challenges and trends to inform government/donor supported planning and action in targeted and non-targeted communities</p> <p>3.1.3.2 Aggregated data on climate risk assessment and adaptation planning process for communities and schools, will inform locally-led adaptation globally via development of knowledge products and engagement in key forums</p> <p>3.1.3.3 Open source digital toolset suite materials are made available for adaptation and use in other</p>	<p>MECDM and MEHRD uptake of digital toolset suite for roll-out beyond targeted communities and schools</p> <p>10 knowledge products and forums developed/engaged in to highlight utility of digitized climate risk assessment and adaptation planning process</p> <p>Publication of open-source digital toolset resources with Creative Commons Share Alike license for iterative development and use in other projects</p>

		projects/contexts (including future Save the Children projects)	
<p>Output 3.2 Ward, Provincial and National institutions respond to community adaptation needs</p> <p><i>Includes co-finance from Government of Australia</i></p>	<p>Activity 3.2.1 Support targeted Wards and Provinces to adopt adaptive governance systems and develop adaptation plans</p>	<p>3.2.1.1 Consolidate and synthesise community analyses (from activities 1.2.1 and 1.2.2) to develop Ward level vulnerability mapping to inform planning and adaptation action</p> <p>3.2.1.2 Identify and address gaps in the integration of climate risks and adaptation actions into Ward planning and budgeting processes</p> <p>3.2.1.3 Provide training and capacity building to Ward representatives and technical advisory groups on the integration of climate change risks and adaptation actions into planning and budgeting processes (including gender-based risks of climate change and gender responsive budgeting)</p> <p>3.2.1.4 Provide technical assistance/ resources to subnational officials to undertake new/ updated assessments of climate and disaster risk to inform Ward development plans and budgets</p> <p>3.2.1.5 Facilitate linkages between Ward development plans and Village Resilience Plans to avoid duplication or contradictions, and ensure consistent planning and budgeting</p>	<p>Vulnerability maps developed for at least 90% of targeted Wards</p> <p>Analysis of Ward gaps undertaken</p> <p>Capacity building trainings on integration of climate risk analysis into planning and budgeting processes delivered in 90% of targeted Wards</p> <p>Budget processes established to fund Ward adaptation activities that consider climate and disaster risk in 75% of targeted Wards</p> <p>At least 60% of targeted Wards operationalize gender-responsive budgeting practices</p>
<p>Output 3.3 Private sector partnerships are facilitating youth engagement in sustainable, resilient livelihoods</p>	<p>Activity 3.3.1 Facilitate youth entrepreneur matchmaking with private sector actors</p>	<p>3.2.1.1 Engage with private sector partners interested in engaging with Incubator on sector challenge areas as buyers or suppliers as identified in 1.3.2.1</p> <p>3.2.1.2 Support private sector partners in fine-tuning their business models,</p>	<p>At least 30 private sector partners identified to connect with youth entrepreneurs</p> <p>At least 250 incubator graduates linked to private sector partners (50%F, 50%M)</p>

		supply chain or distribution, to facilitate youth and women entrepreneur inclusion 3.2.1.3 Incubator-supported youth with viable resilient livelihoods ideas matched with potential private sector partners to establish/scale	
	Activity 3.3.2 Provide seeding support to scale up incubated ideas	3.2.2.1 Identify most viable livelihood ideas under each challenge and provide further seed support to scale up businesses 3.2.2.2 Support most viable livelihood generators to engage with other youth by becoming Incubator Champions and mentors	Further support (training, mentoring, facilitation, participation) provided to at least 100 youth entrepreneurs (50%F, 50%M) At least 30 Incubator Champions identified (50%F, 50%M)
<b>Outcome 4: Monitoring, evaluation and knowledge management</b>			
Output 4.1 Monitoring and evaluation	Activity 4.1.1 Project monitoring	4.1.1.1 Ongoing and periodic project monitoring 4.1.1.2 Annual reporting	Quality annual reports delivered on time
	Activity 4.1.2 Project evaluation (baseline, midline and endline)	4.1.2.1 Project baseline 4.1.2.2 Project midline 4.1.2.3 Project endline	Quality independent evaluation reports are delivered on time
Output 4.2 Knowledge management	Activity 4.2.1 Project inception workshops	4.2.1.1 Project inception workshop (national) 4.2.1.2 Project inception workshops (provincial x6)	Project inception workshops delivered at national and provincial levels
	Activity 4.2.2 Annual province workshops	4.2.1.1 Annual province workshops (provincial x6)	Annual workshops delivered in each target province
	Activity 4.2.3 Capture lessons learned, emerging themes and best practices at the community level to ensure sub-national and national planning processes are informed by local needs and that local actions support national objectives	4.2.1.1 Project inception workshop (national) Promote national and sub-national planning processes that are informed by community level experiences and that community-level actions are in support of national public policy objectives. Bespoke knowledge	30 annual knowledge management products produced 18 annual national, regional and/or international forums participated in to disseminate local CBA knowledge 80% of knowledge management products are translated into national languages

		<p>management products and resources will be produced and disseminated. Participation of community champions in national and regional forums</p> <p>3.2.3.1 Produce knowledge management products that capture and emphasise local needs of diverse groups including for women/men/youth/persons with disabilities etc. to national stakeholders directly involved in the production of high-level adaptation planning processes (Updated NDC, NAP development, UNFCCC reporting)</p> <p>3.2.3.2 Facilitate participation of communities and Wards in national and regional forums (Pacific Resilience Partnership, PIFS side events, national climate change conferences/events, other CBA/GCF project meetings) supported by governments and development partners</p> <p>3.2.3.3 Facilitate visibility and engagement of senior officials through project site visits</p> <p>3.2.3.4 Disseminate knowledge management products (participatory tools, videos, project reports, technical toolkits) that are translated in all three national languages to encourage meaningful consideration and usage at local level</p> <p>3.2.3.5 Increase the global adaptation knowledge base by linking project outcomes to national, regional and global processes</p>	<p>Progress on gender equality, disability inclusion and youth participation included in annual knowledge management products</p>
<p><b>5. Monitoring, reporting and evaluation arrangements (max. 300 words)</b></p>			

*Besides the arrangements (e.g. annual performance reports) laid out in Accreditation Master Agreement (AMA), please give a summary of the project/programme specific arrangements for monitoring, reporting and evaluation including a description of the monitoring and reporting system that will be used to assess the climate results of the proposed project/programme. Please also summarize the types of interim and final evaluations. Describe Accredited Entity (AE) project reporting relationships, including to the National Designated Authority (NDA)/Focal Point and between AE and Executing Entity (EE) as relevant, identifying reporting obligations from the EE to the AE.*

Project M&E will comply with Save the Children's Monitoring, Evaluation, Accountability and Learning (MEAL) Framework. Key principles include:

- project partners and beneficiaries, including children, are engaged in monitoring and evaluation through participatory processes;
- a robust project MEAL framework is developed during project inception to foster an outcomes focus;
- continuous learning and accountability; and
- engaging with research partners to prioritise climate-related challenges and local solutions as well as developing innovative methods of measuring outcomes of adaptation actions.

The MEAL function that applies to projects funded through Save the Children Australia and implemented by Save the Children Country Offices and partner governments is a shared responsibility. As the GCF Accredited Entity, Save the Children Australia is responsible for ensuring the project design complies with required quality standards, and for providing oversight of planning and implementation of the project MEAL framework, including engagement of external evaluation services at baseline, midline, and endline (results and process). The Executing Entities are responsible for executing project measurement and monitoring in accordance with the agreed plan. Quality function resources assigned to projects have a line of accountability to Operations and Quality functions. This dual line of reporting provides a degree of independence and an ability to escalate quality issues through independent channels. Project systems will ensure that results will be monitored throughout implementation and integrated with monitoring systems of the relevant Ministries and other public authorities. The project's overall governance and implementation approach, including M&E systems, is designed to align to the Government of Solomon Islands National Planning Framework and National Monitoring and Evaluation Policy to ensure complementarity with existing government systems and reporting processes. The theory of change will be further developed and validated during project inception and will be used to identify outcome causal pathways. Indicators will guide data needs, data collection processes, and provide a structure for data analysis and reporting.