

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

Annex 2a: Logical Framework

Accredited Entity: Save the Children Australia

Version: B.36

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		
Scale	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	<u>Low</u>	SOLKAS will be the largest investment in local level adaptation in Solomon Islands, in beneficiary reach and funding. 185,102 people (90,700 W, 94,402 M) 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	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

	<p>been difficult for governments and civil society.</p>		<p>country's rural population (136,120 W, 141,676 M) via 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>actions will take resilience building to a new scale in Solomon Islands.</p> <p>The digital climate risk assessment and adaptation planning process 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 Youth Climate Resilient Livelihoods Incubator 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 micro-learning tools to support delivery of local and regional knowledge, expertise, and guidance with scalability, and fidelity.</p>
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<p>Replicability</p>	<p>There is currently no unified approach to CBA planning and implementation at any scale in Solomon Islands. There are also institutional capacity constraints 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><u>Low</u></p>	<p>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 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.</p> <p>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.</p>	<p>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 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.</p> <p>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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			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 information on the degree to which the project's activities are scaled out to other communities and applied to other key sectors.	
Sustainability	<p>The Solomon Islands Government is committed to facilitating adaptation action at all levels but struggles with institutional capacity and access to sustainable finance. 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 its 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"> • 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; • 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; • Establishing, or strengthening existing, village-level DRC's and local government institutions to maintain investments and guide future investment decisions; and • Linking the youth incubator to the private sector and value chain opportunities ensuring a small but steady supply of income to the youth.

2.1. GCF Outcome level: Reduced emissions and increased resilience (IRMF core indicators 1-4, quantitative indicators)						
<i>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”).</i>						
GCF Result Area	IRMF Core Indicators (1-4) ¹	Means of Verification (MoV)	Baseline	Target		Assumptions / Note
				Mid-term	Final ²	
	<u>Core 2: Direct and indirect beneficiaries reached</u>	Govt statistics (national census, Household Income and Expenditure Surveys ³) NDMO reports	Direct 0 W 0 M Indirect 0 W 0 M	Direct 74,040 total people (36,279 W, 37,760 M) – 40% reach by mid-term Indirect 83,339 total people (40,836 W, 32,096 M) – 30% reach by mid-term	Direct 185,102 total people (90,700 W, 94,402 M) Indirect 277,797 total people (136,120 W, 141,676 M)	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>Core 2: Direct and indirect beneficiaries reached</u>	Govt statistics (national census, Household Income and Expenditure Surveys) NDMO reports	Direct 0 W 0 M Indirect 0 W 0 M	Direct 74,040 total people (36,279 W, 37,760 M) – 40% reach by mid-term Indirect	Direct 185,102 total people (90,700 W, 94,402 M) Indirect 277,797 total people	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

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

² 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.

³ Solomon Islands census is held every 10 years. The next census is due in 2029 – in time for informing the project’s endline data collection and evaluation. Household Income and Expenditure Surveys are undertaken approximately every six years. The next survey should fall towards the end of project implementation. Government ministries report annually.

				83,339 total people (40,836 W, 32,096 M) – 30% reach by mid-term	(136,120 W, 141,676 M)	attendance, as well as other M&E.
<u>ARA1 Most vulnerable people and communities</u>	<u>Supplementary 2.1: Beneficiaries (female/male) adopting improved and/or new climate-resilient livelihood options</u>	MCILI reports	0 W, 0 M	0 (relevant activities commence in year 4)	500 total people (250 W, 250 M)	Youth in targeted villages recognize the opportunities generated by the incubator process Youth have the time to participate
<u>ARA1 Most vulnerable people and communities</u>	<u>Supplementary 2.4: Beneficiaries (female/male) covered by new or improved early warning systems</u>	NDMO reports	0 W, 0 M	Direct 74,040 total people (36,279 W, 37,760 M) Indirect 111,118 total people (54,447 W, 56,670 M) – 40% reach by mid-term	Direct 185,102 total people (90,700 W, 94,402 M) Indirect 277,797 total people (136,120 W, 141,676 M)	All targeted Wards receive support to upgrade connectivity and improve early warning systems.
<u>ARA1 Most vulnerable people and communities</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	0 W, 0 M	44,424 total people (21,767 W, 22,656 M) – 40% reach by mid-term	111,061 total people (54,419 W, 56,641 M)	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.

<p><u>ARA2 Health, well-being, food and water security</u></p>	<p><u>Core 2: Direct and indirect beneficiaries reached</u></p>	<p>Govt statistics (national census, Household Income and Expenditure Surveys) NDMO reports</p>	<p>Direct 0 W 0 M</p> <p>Indirect 0 W 0 M</p>	<p>Direct 49,018 total people (24,018 W, 24,999 M)</p> <p>Indirect 25,022 total people (12,260 W, 12,761 M)</p> <p>– 40% reach by mid-term</p>	<p>Direct 122,547 total people (60,048 W, 62,498 M)</p> <p>Indirect 62,555 total people (30,026 W, 31,903 M)</p>	<p>SOLKAS effectively reaches and operates in target 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.</p>
<p><u>ARA2 Health, well-being, food and water security</u></p>	<p><u>Supplementary 2.2: Beneficiaries (female/male) with improved food security</u></p>	<p>Govt statistics (national census, Household Income and Expenditure Surveys) NDMO reports MAL reports MFMR reports MRD reports</p>	<p>0 W, 0 M</p>	<p>Direct 49,018 total people (24,018 W, 24,999 M)</p> <p>Indirect 25,022 total people (12,260 W, 12,761 M)</p> <p>– 40% reach by mid-term</p>	<p>Direct 122,547 total people (60,048 W, 62,498 M)</p> <p>Indirect 62,555 total people (30,026 W, 31,903 M)</p>	<p>Activities supporting resilient agriculture and fisheries result in increased yields, are adopted by target communities, and lead to improved food security.</p>

2.2. GCF Outcome level: Enabling environment (IRMF core indicators 5-8 as applicable)

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.

IRMF Core Indicators (5-8) ⁴	Baseline context (Description)	Rating for current state (Baseline)	Target scenario (Description)	How the project will contribute	Coverage
<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 (<=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>

⁴ 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>	<p>Low (<=8)</p> <p>Little to no access to project-relevant adaptation technologies in targeted communities</p>	<u>low</u>	<p>Medium (9-11)</p> <p>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)</p>	<p>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.</p>	<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>	<p>Low (<=5)</p> <p>Low levels of engagement in climate resilient livelihoods with market orientation in targeted communities</p>	<u>low</u>	<p>Medium (6-9)</p> <p>500 youth (250 W, 250 M) 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.</p> <p>At least 30 youth (15 W, 15 M) will have been supported to develop resilient livelihoods</p>	<p>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.</p>	<u>Multiple sub-national areas within a country</u>

			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>
Outcome 1: Community, school and youth stakeholders have increased understanding of climate change and the ability to develop and implement locally-relevant adaptation plans						

<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><i># of target schools and communities with access to climate change education materials, climate information services and/or early warning systems, by location</i></p>	<p>Report(s) Backend CIS / EWS analytics Survey & assessment tool(s)⁵</p>	<p>0</p>	<p>80</p>	<p>270 The project will reach 170 communities and 100 schools</p>	<p>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.</p>
<p>Output 1.2 Inclusive local adaptation plans are developed by schools and communities</p>	<p><i>% of target communities with adaptation plans, by location</i></p>	<p>Report(s) Survey & assessment tool(s) Gov. records</p>	<p>0%</p>	<p>50%</p>	<p>90% Note: the project will target 170 communities</p>	<p>Communities participate in developing and formalizing plans. Communities derive value from adaptation plans. Communities have access to the resources required to mobilize the plan.</p>
	<p><i># of target schools with Climate Resilience Plans, by location</i></p>	<p>Report(s) Survey & assessment tool(s) Gov. records</p>	<p>0</p>	<p>50 (50%)</p>	<p>90 (90%)</p>	<p>Schools participate in developing and formalizing plans. Schools derive value from adaptation plans. Schools have access to the resources required to mobilize the plan.</p>

⁵ Note, annual surveys will be conducted as part of the project's monitoring and evaluation

	<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</i>	Report(s) Survey & assessment tool(s) Gov. records (e.g. DRC meeting attendance)	0%	40%	90% Note: the project will target 170 DRCs	DRCs agree to include youth representatives. NDMO supports roll out of updated TOR and formalisation of youth role Active participation is defined as: youth representatives attending a minimum of 80% of committee meetings and actively contributing to discussions and decisions (measured via DRC surveys of youth and broader membership)
	<i>Number of youth training participants who have developed new climate-resilient livelihood skills, by type of skill, age, gender, PWD, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0	3,760 (1,880 W, 1,880 M)	9,400 (4,700 W, 4,700 M) (50% of 18,800 targeted participants)	Learning materials and assessment tools 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.
	<i>Percentage of youth training participants who report increased confidence in applying climate-resilient livelihood skills after completing the training</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	80%	80%	Associated activities reach 30% of youth in targeted communities (18,800 people) Youth in targeted communities are interested in developing resilient livelihood skills

						Access to learning activities is enabled via enhanced village connectivity
Outcome 2: Communities and schools increase climate resilience via upgraded infrastructure, increased knowledge, enhanced food and water security, and sustainable livelihoods						
Output 2.1 School buildings are retrofitted to address identified climate risks	<i># of target school buildings retrofitted</i>	Report(s) Survey & assessment tool(s) Gov. records	0	40	95 Note: the project will target 100 schools	Output 1.3 ensured people felt confidence in adaptation planning Schools see the benefit of implementing resilience improvements

<p>Output 2.2 School children have access to climate change curriculum materials</p>	<p>% of schools using climate change curriculum materials in classrooms, by location</p>	<p>Report(s) Survey & assessment tool(s) Gov. records</p>	<p>0%</p>	<p>40%</p>	<p>90% Note: the project will target 100 schools</p>	<p>Schools acknowledge the importance of climate change curriculum</p>
<p>Output 2.3 Communities improve yields from small-scale agriculture and fisheries, and water storage capacity</p>	<p><i>% target farmers/ fishers that report increased agriculture/fisheries yields</i></p>	<p>Report(s) Survey & assessment tool(s) Gov. records</p>	<p>0%</p>	<p>40%</p>	<p>80%</p>	<p>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</p>

	<i>Average increase in water storage capacity in targeted schools and/or communities, measured in litres</i>	Report(s) Survey & assessment tool(s) Gov. records	0	20,000 litres	20,000 litres	Communities and schools in need of increased water storage are able to be provided with equipment. Project aims to reach 132 communities (82 schools and 50 communities) with increased water storage out of 170 total target communities
Output 2.4 Targeted youth develop 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 (50% W, 50% M)	500 participants (50% W, 50% M)	Youth in targeted villages recognize the opportunities generated by the incubator process Youth have the time to participate
Outcome 3: Communities and schools are making data-driven adaptation decisions, are supported by sub-national government with enhanced capacity, and have more climate resilient livelihoods						
Output 3.1 Climate Resilience Info Management System is	<i>% of target communities using the Climate</i>	Report(s) Survey & assessment tool(s)	0%	20%	75%	System is developed, piloted, revised and launched on schedule

used by schools and communities to make climate informed decisions	<i>Resilience Information Management System for decision-making</i>	Gov. records CRIMS back end analytics			Note: the project will target 170 communities	Communities and schools utilise the system in adaptation planning processes
	<i>% of target schools using the Climate Resilience Information Management System for decision-making</i>	Report(s) Survey & assessment tool(s) Gov. records CRIMS back end analytics	0%	20%	75% Note: the project will target 100 schools	
	<i>% of trained officials and stakeholders who report applying data-driven decision-making skills for community-based climate change adaptation, by institution type, age, gender, and location</i>	Report(s) Survey & assessment tool(s) Gov. records	0%	0% (relevant activities commence in year 3)	60% (Target is 120 officials and stakeholders (50% W; 50% M) in targeted wards across 6 provinces and 5 key national institutions)	Officials and stakeholders in majority of targeted areas and sectors engage in training and self report application of data-driven decision-making skills via surveys
Output 3.2 Ward institutions have knowledge and skills to support to community adaptation	<i># of target Ward institutions that report improved knowledge and skills to support community adaptation, by location</i>	Report(s) Survey & assessment tool(s) Gov. records	0	15 Wards	40 Wards (75%) Note: the project will target 52 Wards	Ward officials engage in risk identification/ adaptation planning training Knowledge improvement will be measured via training assessments

Output 3.3 Youth launch climate resilient livelihood options	<i># of incubator graduates that launch new livelihoods</i>	Report(s) Survey & assessment tool(s)	0	100 graduates (50% W; 50% M)	250 graduates (50% W; 50% M)	Incubator graduates are able to partner with existing entities or launch new businesses of their own
Project/programme co-benefit indicators						
Co-benefit 1 Increasing access to education by ensuring fewer school days lost in the aftermath of extreme weather events through adaptation planning and enhanced DRR action	<i># of school days that schools were closed (in a targeted community or area of project implementation) disaggregated by:</i> 1. <i>Natural hazards</i> 2. <i>Other forms of school violence</i> 3. <i>Use of schools as temporary evacuation centres</i> 5. <i>Everyday hazards</i>	School reporting	No data currently available – baseline to be established in first 18 months of project implementation	10% average reduction across targeted schools	20% average reduction across targeted schools Note: the project will target 100 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 Supporting and enhancing ecosystem services by integrating ecosystem-based adaptation approaches into community level adaptation planning, as well as capacity building and implementation of activities related to food, water and nutrition security	<i># of Community Adaptation Plans that include ecosystem-based approaches in prioritised investments in food, water and nutrition security</i>	Report(s) Survey & assessment tool(s)	0	40 (25% targeted communities)	100 (60% targeted communities) Note: the project will target 170 communities	Capacity building for adaptation planning includes support to increase community understanding of the value of ecosystem-based approaches
Co-benefit 3 Increasing the incomes of rural youth through livelihoods diversification and	<i>% of incubator participants engaged in paid work or producing goods or services for sale (by</i>	Gov. records	0%	0% (activities commence in year 4)	30% Note: the project is targeting a	Youth participants in project activities develop skills valued by the market

increasing access to markets	<i>age, gender, PWD, occupation, and location)</i>				total of 500 incubator participants	
<p>Co-benefit 4.1 Increasing gender equality across all areas of community life – with a specific focus on ensuring women’s voices are heard 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</p>	<p><i>% of targeted DRCs that include women and girls (youth) in leadership roles in adaptation decision-making processes, by age, PWD, occupation, and location</i></p>	<p>Report(s) Survey & assessment tool(s)</p>	0	40%	<p>85%</p> <p>Note: the project will target 170 DRCs</p>	<p>DRC TORs are updated to specifically include the need to include women and girls (youth) representatives</p>

<p>Co-benefit 4.2 Increasing social inclusion 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</p>	<p><i>% of targeted DRCs that include PWD in leadership roles in adaptation decision-making processes, by age, gender, occupation, and location</i></p>	<p>Report(s) Survey & assessment tool(s)</p>	<p>0</p>	<p>20%</p>	<p>50% Note: the project will target 170 DRCs</p>	<p>DRC TORs are updated to specifically include the need to include PWD representatives</p>
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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
<p>Component 1 – Community, school and youth stakeholders have increased understanding of climate change and the ability to develop and implement locally-relevant adaptation plans</p>			
<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</p>	<ul style="list-style-type: none"> • Assessment completed • Climate change modules developed • Teacher training materials developed and piloted with a subset 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

		<p>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>	<ul style="list-style-type: none"> • All training materials and sessions are gender-sensitive⁶ • Climate change modules piloted in schools with trained teachers
<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)</p> <p><i>Includes co-finance from Australian Government - Department of Foreign Affairs and Trade</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>	<ul style="list-style-type: none"> • SBC / IEC materials developed • Community education sessions delivered in at least 150 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>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, audio, and mixed media) for use in target communities in partnership with national authorities (including MECDM and NDMO) 1.1.3.1 Conduct review of existing access to EWS in high-risk communities (disaggregated by sex, age, disability, language/dialect, etc.) 1.1.3.2 Enhance community connectivity and EWS infrastructure where gaps exist (installation of</p>	<ul style="list-style-type: none"> • Connectivity systems installed in at least 150 targeted communities • Local level EWS protocols updated • 50% participants in education and training sessions are women • All training materials and sessions are accessible for people with disability 	

⁶ 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>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>Activity 1.1.4 DRC members have increased capacity to address gender equality and disability inclusion adaptation and project implementation</p>	<p>Ensure that all key stakeholders understand the need to address the gendered impacts of climate change and relevant methodologies (e.g. data collection, analysis, mainstreaming and inclusion)</p> <p>1.1.4.1: Gender Equality and Disability Inclusion training package developed (to be used for activity 2.1.4 also)</p> <p>1.1.4.2 Deliver trainings</p>	<ul style="list-style-type: none"> • Training package developed and delivered across all project sites
<p>Output 1.2</p>	<p>Activity 1.2.1</p>	<p>Support targeted schools and communities to undertake climate and</p>	<ul style="list-style-type: none"> • School climate and disaster risk

<p>Inclusive local adaptation action plans are developed by schools and communities</p>	<p>Increase school and community understanding of immediate locally relevant climate and disaster risks via school and community climate and disaster risk assessments</p>	<p>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)</p>	<p>assessments completed in at least 90 target schools</p> <ul style="list-style-type: none"> • School climate and disaster risk assessments collect sex and disability disaggregated data • School climate and disaster risk assessments updated annually in at least 90% schools with initial assessment • Community climate and disaster risk assessments completed in at least 90% target communities
	<p>Activity 1.2.2 Support inclusive adaptation planning processes in schools and communities</p> <p><i>Includes co-finance from Australian Government - Department of Foreign Affairs and Trade</i></p>	<p>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, via the Community Resilience Planning app (developed under activity 3.1.1 and with inputs from activity 1.2.1) 1.2.2.3 Schools' key 3-year structural /infrastructural /environmental priority activities will be submitted for validation by DRCs, and by MEHRD</p>	<ul style="list-style-type: none"> • Adaptation planning processes completed by at least 90 target schools • Adaptation planning processes completed by at least 150 target communities • At least 90% targeted school plans are endorsed by ward and province officials and signed off by MEHRD at provincial level • At least 90% of Community Resilience Plans are endorsed by ward and province officials and signed off by MPGIS

		<p>at provincial level, implementation by SOLKAS and future projects. 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>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 1.3.1.1 Work with NDMO and MPGIS to revise the village and ward DRC terms of reference to mandate youth representation 1.3.1.2 Work with MEHRD and schools for systematic engagement of children and youth in school safety and resilience 1.3.1.3 Support DRCs and School Committees in targeted villages and wards to engage youth and allocate roles 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 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</p>	<ul style="list-style-type: none"> • DRC terms of reference updated to mandate gender balanced youth roles • School Committee terms of reference updated to mandate gender balanced youth roles • Mentoring sessions implemented • At least 150 targeted DRCs have youth representatives • At least 90 targeted School Committees have youth representatives (50% W) • At least 90% youth representatives on DRCs complete training (50% W) • At least 90% youth representatives on School Committees complete training (50% W)

		<p>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, non-timber forest product development, native cash cropping, etc., and linked to opportunities identified in 1.3.2.1)</p>	<ul style="list-style-type: none"> • Review of existing resources completed • Targeted trainings in key areas developed • At least 30% of youth in targeted communities complete at least one training course (50% W; 50% M; 5% PWD) • 50% of trainers are Women.

		<p>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</p> <p><i>Includes co-finance from Australian Government - Department of Foreign Affairs and Trade</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>	<ul style="list-style-type: none"> • Family Safety and Resilience Plan App is implemented by 40% of targeted households • Report on best methods for scaling up climate resilience behaviour change developed
<p>Component 2 – Communities and schools increase climate resilience via upgraded infrastructure, increased knowledge, enhanced food and water security, and sustainable livelihoods</p>			
<p>Output 2.1 School buildings are retrofitted to address identified climate risks</p>	<p>Activity 2.1.1 Support the implementation of School Climate and Disaster Resilience Plans</p> <p><i>Includes co-finance from New Zealand Government - Ministry of Foreign Affairs and Trade</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 school safety and educational continuity management</p>	<ul style="list-style-type: none"> • At least 75 targeted schools use School Climate and Disaster Resilience toolset annually • At least 2 administrators and teachers in 90% of targeted schools complete training (180 people, 50% W) • School climate resilience planning priorities reported

		<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>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 Australian Government - Department of Foreign Affairs and Trade and New Zealand Government - Ministry of Foreign Affairs and Trade</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>	<ul style="list-style-type: none"> • Infrastructure assessments undertaken in at least 95 targeted schools • Action plans developed for at least 95 assessed schools • Infrastructure retrofits completed in at least 95 schools • WASH systems upgraded for resilience in at least 95 targeted schools • Solar PV systems deployed to at least 95 targeted schools
<p>Output 2.2 School children have access to climate change curriculum materials</p>	<p>Activity 2.2.1 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>2.2.1.1 Teacher training for climate change micro-learning modules developed in activity 1.1.1 rolled out across targeted schools</p> <p>2.2.1.2 Formal and informal curriculum materials developed in</p>	<ul style="list-style-type: none"> • At least 75% of teachers in targeted schools have accessed micro-learning modules • At least 50% participants in teacher training sessions are women • All training materials and sessions are accessible for people with disabilities

		<p>activity 1.1.1 rolled out in targeted schools 2.2.1.3 Evaluate materials and implementation progress in year four 2.2.1.4 Update materials, if needed, based on review</p>	<ul style="list-style-type: none"> • Climate change modules in use in 90 targeted schools • Materials are evaluated for impact on knowledge and skills
	<p>Activity 2.2.2 Provide Gender Equality, Disability and Social Inclusion capacity strengthening support to MEHRD and NDMO</p>	<p>Activity 2.2.2.1 3-day training on theoretical underpinnings and practical approaches to gender equality and disability inclusion in climate change adaptation and disaster risk reduction Activity 2.2.2.2 Identification of GESI focal points within MEHRD and NDMO Activity 2.2.2.3 Peer to peer learning among relevant government departments on GESI with progress workshop held</p>	<ul style="list-style-type: none"> • Training delivered • Focal points identified • Peer learning systems established
<p>Output 2.3 Communities improve yields from small-scale agriculture and fisheries, and water storage capacity</p>	<p>Activity 2.3.1 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 2.3.1.1 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) 2.3.1.2 Climate-driven risks to agriculture resources integrated into community adaptation planning processes (with activity 1.2.2) 2.3.1.3 Identify, adapt and/or develop gender-sensitive and socially inclusive training materials on climate-resilient</p>	<ul style="list-style-type: none"> • Farmers in at least 150 targeted communities complete training on climate-resilient agriculture • Agriculture resource threats integrated into Community Resilience Plans in 150 targeted communities • Field demonstration sites established in at least 150 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 47 targeted Wards

		<p>agriculture and water conservation techniques that will best suit changing conditions – including intercropping, seed selection, grafting techniques and planting, management (in combination with activity 1.3.2)</p> <p>2.3.1.4 Conduct training on climate-resilient agriculture techniques tailored to men’s and women’s roles at community level</p> <p>2.3.1.5 Establish field demonstrations of climate-resilient agriculture techniques tailored to men’s and women’s agricultural roles (including traditional methods where appropriate)</p> <p>2.3.1.6 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>2.3.1.7 Distribute resilient native food crops planting materials (simple agricultural tools) to men and women farmers, including identified, locally-appropriate climate-resilient varieties of: fruit and nut trees, coconut, vegetables</p>	<ul style="list-style-type: none"> • 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>Activity 2.3.2 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>2.3.2.1 Deliver family-based nutrition education based on local food and kitchen gardens with diversified,</p>	<ul style="list-style-type: none"> • 90% targeted community members (over 15) receive training on resilient kitchen garden design and nutrition (50% W, 50% M, 20% Y and 5% PWD) • Kitchen gardens established in schools and communities in 47

		<p>climate-resilient crops and training to promote nutrition and greater use of traditional foods 2.3.2.2 Distribute seeds, seedlings and plants to schools, communities and households to facilitate seed exchanges and seed saving to increase local independence and resilience 2.3.2.3 Establish demonstration training gardens in schools and communities to raise vegetable and tree seedlings for increased climate resilient nutrition</p>	<p>targeted Wards</p>
	<p>Activity 2.3.3 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 2.3.3.1 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) 2.3.3.3 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) 2.3.3.4 Conduct training on climate-resilient fisheries and coastal resource management techniques at</p>	<ul style="list-style-type: none"> • 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>community level to suit men’s and women’s different roles in fishing and coastal resource management 2.3.3.5 Support community-level implementation of climate-resilient fisheries management and development of locally appropriate governance mechanisms 2.3.3.6 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 2.3.4 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 2.3.4.1 Engage communities (50%M; 50%W; 5%PWD) to determine key climate risks to water resources (in combination with activity 1.2.1) 2.3.4.2 Risks to water resources integrated into community adaptation planning processes (with activity 1.2.2) 2.3.4.3 Support implementation of priority adaptation actions, focused on improved rainwater harvesting and storage in existing building footprints and introduction of deficit irrigation techniques</p>	<ul style="list-style-type: none"> • Water resources threats determined for 150 target communities • Water resources threats integrated into Community Resilience Plans in 150 targeted communities • Priority adaptation actions on water resources implemented in at least 100 targeted communities
	<p>Activity 2.3.5</p>	<p>2.3.5.1 Conduct analysis of gender differences in access to extension</p>	<ul style="list-style-type: none"> • Analysis conducted and findings

	<p>Strengthen extension worker service to support women's roles in agriculture</p>	<p>services, technology adoption and agricultural productivity 2.3.5.2 Disseminate findings of analysis and hold action planning workshop 2.3.5.3 Develop strategy for improving agricultural services to account for gender differences in agricultural roles and access to extension services and agricultural inputs 2.3.5.4 Develop training module on gender-responsive extension and advisory services 2.3.5.5 Train agricultural extension workers, and others involved in ag extension programmes, in GESI considerations esp. responding to women's needs</p>	<p>disseminated</p> <ul style="list-style-type: none"> • Strategy developed • Training delivered
<p>Output 2.4 Targeted youth develop sustainable livelihood opportunities</p>	<p>Activity 2.4.1 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 2.4.1.1 Identify best practice youth entrepreneurship models in the region 2.4.1.2 Identify diverse young men's and women's priorities and challenges for entrepreneurship 2.4.1.3 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 2.4.1.4 Pilot in a sub-set of target communities and revise as necessary</p>	<ul style="list-style-type: none"> • Incubator model developed • Incubator active in at least 150 target communities • At least 5 sector 'challenges' held • At least 50% of incubator participants are women

		<p>2.4.1.5 Scale model out to all targeted communities 2.4.1.6 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) 2.4.1.7 Incubator ‘challenges’ held for key sectors to identify new ideas 2.4.1.8 Youth incubator ‘ideation bootcamps’ held in regional centres /Honiara</p>	
	<p>Activity 2.4.2 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 2.4.2.1 Challenge finalists supported with training (with activity 1.3.2), mentoring and facilitating connections to markets 2.4.2.2 Challenge finalists pitch ideas to an expert panel and winners are selected 2.4.2.3 Work with partners to expand Incubator model beyond the project targeted areas 2.4.2.4 Link youth entrepreneurs with each other via virtual and/or analogue platforms and/or events</p>	<ul style="list-style-type: none"> • At least 2 challenge finalists from at least 26 targeted Wards (50% W; 50% M) supported to create 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 developed
<p>Component 3 – Communities and schools are making data-driven adaptation decisions, are supported by sub-national government with enhanced capacity, and have more climate resilient livelihoods</p>			
<p>Output 3.1 Climate Resilience Info Management System is used by schools and</p>	<p>Activity 3.1.1 Co-develop and deploy Climate Resilience Information Management digital toolset suite for data-driven</p>	<p>Digital toolsets suite will include: A. Family Safety and Resilience Planning B. Community Climate and Disaster</p>	<ul style="list-style-type: none"> • Technical Working Groups formed and operational (50% W; 50% M; 5% PWD) • Three digital toolset modules

<p>communities to make climate informed decisions</p>	<p>community climate adaptation planning and decision-making</p>	<p>Risk Assessment C. Community Adaptation Planning D. Community Climate Program Management Modules</p> <p>These will be co-developed with leadership of MECDM and oversight by MECDM Community-based Adaptation Technical Working group.</p> <p>Data is used for local, sub-national 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>developed, piloted in 17 targeted communities, refined and deployed to 130 targeted communities, evaluated and revised as needed</p> <ul style="list-style-type: none"> • At least 70 officials and stakeholders (50% W; 50% M) in 26 targeted Wards across 6 provinces and 5 key national institutions are trained in data-driven decision making for community-based climate change adaptation
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	<p>Activity 3.1.2 Co-develop and deploy Climate Resilience Information Management digital toolsets for data-driven school-based 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, 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) 3.1.2.2 Two toolset modules deployed and evaluated under MEHRD leadership (Phase 2) 3.1.2.3 Two toolset modules are revised and scaled up, under MEHRD leadership (Phase 4) 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>	<ul style="list-style-type: none"> • Two digital toolset modules developed, piloted in 10 targeted schools, refined and deployed in 90 targeted schools • At least 70 officials and stakeholders (50% W; 50% M) in 52 Wards and 6 provinces and 5 key national institutions trained in data-driven decision making for school safety and resilience
	<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</p>	<ul style="list-style-type: none"> • Common challenges and trends report produced • 10 knowledge products and forums developed/engaged in to highlight utility of digitized climate risk assessment and adaptation planning process • Publication of open-source digital toolset resources with Creative

		<p>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 projects/contexts (including future Save the Children projects)</p>	<p>Commons Share Alike license for iterative development and use in other projects</p>
<p>Output 3.2 Ward institutions have knowledge and skills to support to community adaptation</p> <p><i>Includes co-finance from Australian Government - Department of Foreign Affairs and Trade</i></p>	<p>Activity 3.2.1 Support targeted Wards 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 Ward 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</p>	<ul style="list-style-type: none"> • Vulnerability maps developed for at least 47 targeted Wards • Analysis of Ward gaps undertaken • Capacity building trainings on integration of climate risk analysis into planning and budgeting processes delivered in 47 targeted Wards • Budget processes established to fund Ward adaptation activities that consider climate and disaster risk in 40 targeted Wards • At least 30 targeted Wards operationalize gender-responsive budgeting practices

		<p>Community Adaptation Plans to avoid duplication or contradictions, and ensure consistent planning and budgeting</p> <p>3.2.1.6 Provide technical assistance/resources to local and Ward government to assess gender gaps through gender-responsive and inclusive climate change budgeting and planning</p>	
	<p>Activity 3.2.2 Ongoing stakeholder engagement</p>	<p>Annual project workshops at national and provincial level. Safeguarding training</p>	<ul style="list-style-type: none"> • Workshops delivered
	<p>Activity 3.2.3 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</p>	<p>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 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>	<ul style="list-style-type: none"> • 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 • Progress on gender equality, disability inclusion and youth participation included in annual knowledge management products

		<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>Output 3.3 Youth launch climate resilient livelihood options</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, supply chain or distribution, to facilitate youth and women entrepreneur inclusion</p> <p>3.2.1.3 Incubator-supported youth with viable resilient livelihoods ideas matched with potential private sector partners to establish/scale</p>	<ul style="list-style-type: none"> • At least 30 private sector partners identified to connect with youth entrepreneurs • At least 250 incubator graduates linked to private sector partners (50% W, 50% M)

	<p>Activity 3.3.2 Provide seeding support to scale up incubated ideas</p>	<p>3.2.2.1 Identify most viable livelihood ideas under each challenge and provide further seeding 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</p>	<ul style="list-style-type: none"> • Further support (training, mentoring, facilitation, participation) provided to at least 100 youth entrepreneurs (50% W, 50% M) • At least 30 Incubator Champions identified (50% W, 50% M)
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5. Monitoring, reporting and evaluation arrangements (max. 300 words)

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.