

**SUSTAINABLE ECONOMIC DEVELOPMENT AND ENVIRONMENTAL PROTECTION
MPTF OFFICE GENERIC FINALPROGRAMME¹ NARRATIVE REPORT
REPORTING PERIOD: 03/2013 TO 03/2014**

<p align="center">Programme Title & Project Number</p> <ul style="list-style-type: none"> Programme Title: Strengthening Capacities and Governance for Disaster Risk Reduction, Risk Management and Climate Change Adaptation Programme Number (if applicable) SEDEP 3.2.2 MPTF Office Project Reference Number:³ 80995⁴ 	<p align="center">Country, Locality(s), Priority Area(s) / Strategic Results²</p> <p>(if applicable) Country/Region Montenegro</p> <hr/> <p>Priority area/ strategic results</p>
<p align="center">Participating Organization(s)</p> <ul style="list-style-type: none"> Organizations that have received direct funding from the MPTF Office under this programme 	<p align="center">Implementing Partners</p> <ul style="list-style-type: none"> Bureau for Education, Ministry of Interior – Sector for emergencies, NGO Forum MNE
<p align="center">Programme/Project Cost (US\$)</p> <p>Total approved budget as per project document: MPTF /JP Contribution⁵: USD 20,000</p> <ul style="list-style-type: none"> by Agency (if applicable) Agency Contribution by Agency (if applicable) Government Contribution (if applicable) Other Contributions (donors) (if applicable) <p>TOTAL:</p>	<p align="center">Programme Duration</p> <p>Overall Duration (months) 12</p> <p>Start Date⁶ 06/12/2012 *funds received on 04/01/2013</p> <p>Original End Date⁷ (dd.mm.yyyy)</p> <p>Current End date⁸(dd.mm.yyyy)</p>
<p align="center">Programme Assessment/Review/Mid-Term Eval.</p> <p>Assessment/Review - if applicable <i>please attach</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: dd.mm.yyyy</p> <p>Mid-Term Evaluation Report – if applicable <i>please attach</i></p>	<p align="center">Report Submitted By</p> <ul style="list-style-type: none"> Name: Maja Kovacevic Title: Education Specialist Participating Organization (Lead): UNICEF

¹ The term “programme” is used for programmes, joint programmes and projects.

² Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

³ The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page the [MPTF Office GATEWAY](#)

⁴ The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page on the [MPTF Office GATEWAY](#).

⁵ The MPTF or JP Contribution, refers to the amount transferred to the Participating UN Organizations, which is available on the [MPTF Office GATEWAY](#)

⁶ The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

⁷ As per approval of the original project document by the relevant decision-making body/Steering Committee.

⁸ If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities.

NARRATIVE REPORT FORMAT

EXECUTIVE SUMMARY

The UNICEF Country Office, as part of the national disaster management system, supports disaster risk reduction strategies at national and community level. Thanks to UN Country Fund, building of a culture of resilience and safety among children and school staff is ensured, through awareness raising activities and further implementation of DRR principles and mechanisms at a school level. The Child-Led Summer Camp on Disaster Risk Reduction, which was supported from the UN Country Fund, was selected as an example of best practice in implementing DRR in education and presented as such in a publication published by UNICEF Regional Office in Geneva.

In close collaboration with the other UN Agencies in the country and line ministries, and with USAID/OFDA funds, UNICEF has supported development of an Education in Emergencies training program which has been accredited by the Bureau for Education. The program has trained a group of school staff on emergency preparedness and response in the education sector. Through this initiative an interdisciplinary program on DRR for grades 4 – 9 has been developed and adopted by the National Curriculum Council in June 2013. A series of teacher training seminars ensued, and accompanying Methodology Guidebook for Teachers was published in October 2013. A Guide for Preparedness and Risk Reduction was developed and published also in October 2013, and, along with the Guidebook for Teachers and the interdisciplinary curriculum, distributed to all schools a national conference on DRR in education for all elementary school directors held in November 2013. Risk assessments were conducted for five selected schools in Podgorica, Bar, Berane, Ulcinj and Kotor, the towns with the highest risk of earthquakes. DRR school boards were established to help develop the risk assessments and disaster preparedness action plans. Montenegro was a host to a regional conference organized by UNICEF Regional Office in Geneva and DPPI, after which Montenegrin delegation was invited by UNICEF BH to Sarajevo to share knowledge and experience regarding the curriculum and risk assessment methodology.

A series of activities ensuring participation of children was also organized within the project, including consultations with school parliaments regarding the risks in their schools and awareness raising workshops. One Minute Junior workshop was also organized at which students developed and produced one/minute documentaries about natural disasters and risk reduction (<http://www.youtube.com/watch?v=g0OWbkXyWfc>).

As mentioned above, the UN Country Fund contributed to building the culture of safety and resilience among primary school students through the organization of a Child-Led Summer Camp in Ivanova Korita, on July 6 – 9 2013. Through a series of interactive workshops and practical work, students from five pilot schools acquired knowledge on natural hazards and developed skills related to consequence prevention and mitigation, including first aid techniques. Students developed a plan for follow-up activities at their as well as neighboring schools, which they implemented in October – November 2014, reaching almost 1000 students. Due to its innovative approach and effectiveness, the Child-Led Summer Camp was selected as an example of best practice and presented in a publication prepared by UNICEF RO.

I. Purpose

- Provide the main objectives and expected outcomes of the programme in relation to the appropriate **Strategic UN Planning Framework (e.g. UNDAF) and project document (if applicable) or Annual Work Plan (AWP)**.

SPECIFIC OBJECTIVES

- By October 2013, relevant Ministerial, municipal and school authorities have the appropriate knowledge and capacities to protect children from multiple hazards (especially earthquakes) in 5 schools across beneficiary communities in Montenegro.

UN Country Funds will be specifically used for the following activities:

- Development of materials for the workshops to be organized at the Child-Led Disaster Risk Reduction Summer Camp
- Coordination and quality assurance of the Child-Led DRR Summer Camp for students from 5 pilot schools.
- DRR training at a summer camp for students from 5 primary schools and DRR school councils, as well as follow up school based activities.

The activities have been implemented between March and December 2013.

II. Results

- This section is the **most important in the Report** and particular attention should be given to reporting on **results / and changes** that have taken place rather than on activities. It has three parts to help capture this information in different ways (i. Narrative section; ii. Indicator based performance assessment; and iii. A specific story).

i) Narrative reporting on results:

From January to December 2013, respond to the guiding questions indicated below to provide a narrative summary of the results achieved. The aim here is to tell the **story of change** that your Programme has achieved in 2013. Make reference to the implementation mechanism utilized and key partnerships.

- **Outcomes:** Outcomes are the strategic, higher level of change that your Programme is aiming to contribute towards. Provide a summary of progress made by the Programme in relation to **planned outcomes from the Project Document / AWP**, with reference to the relevant indicator(s) in these documents. Describe if any targets were achieved, or explain any variance in achieved versus planned results during the reporting period. Explain who the main beneficiaries were.

Enhanced schools and education system resilience to natural hazards was defined as the main outcome of the UNICEF project which was implemented by the Directorate for Emergency Situations and Bureau for Education, and supported from USAID/OFDA and UN Country Funds. Increased awareness of students, teachers and school management related to DRR was defined as the indicator of achieving the set outcome, and the planned target of the UNICEF initiative was that students in five pilot schools are informed about natural hazards and that they have acquired the knowledge and skills about DRR.

Through a variety of activities, such as school parliament workshops and consultations, development of one-minute junior videos, evacuation drills, etc., students in five pilot schools have acquired knowledge and skills about natural hazards and disaster risk reduction. The particular activities supported from the UN Country Funds were the child-led DRR summer camp and follow-up activities in schools. The summer camp was a great success because, during a period of five days, students had the opportunity to get to learn a

lot about natural hazards and DRR, as well as to apply that knowledge and skills. Also, during the camp they developed follow up activities to be conducted once they are back in schools. Due to the interest shown by neighboring schools as well as the enthusiasm of student, follow up activities were conducted in five other schools, a total of ten, reaching almost a thousand of their peers.

- **Outputs:** Outputs are the more immediate results that your Programme is responsible for achieving. Report on the key outputs achieved in the reporting period, in relation to **planned outputs from the Project Document**, with reference to the relevant indicator(s) in these documents. Describe if any targets were achieved, or explain any variance in achieved versus planned results during the reporting period. If possible, include the percentage of completion of the outputs and the type and number of beneficiaries.

The main output was organization of the Child-Led Disaster Risk Reduction Camp for students from five pilot schools, and the indicators were the development of working materials and the implementation of follow up activities in schools. All targets were achieved, and the second indicator related to the implementation of follow up activities in 5 schools was exceeded, because students from the five pilot schools have organized presentations on DRR in 5 neighboring schools as well, this reaching a much greater number of their peers than expected.

- **Describe any delays in implementation, challenges, lessons learned & best practices:** If there were delays, explain the nature of the constraints and challenges, actions taken to mitigate future delays and lessons learned in the process. Provide an updated risk analysis (have any of the risks identified during the project design materialized or changed? Are there any new risks?). Were there any programmatic revisions undertaken during the reporting period? Please also include experiences of failure, which often are the richest source of lessons learned.

One of the lessons learned was by all means that DRR activities have proven to be a most welcome initiative by schools, and that awareness, though not knowledge of the matter, that there is an urgent need to improve the safety of schools exists among the school management and staff. Otherwise, apart from slight delays in implementation of activities, there have been no major obstacles.

As mentioned above, the child-led DRR summer camp has been selected as an example of best practice in introducing DRR in education by an international expert recruited by UNICEF RO in Geneva. As such, the child-led DRR summer camp was presented in a publication/collection of best practices to be published by UNICEF RO.

- **Qualitative assessment:** Provide a qualitative assessment of the level of overall achievement of the Programme. Highlight key partnerships and explain how such relationships impacted on the achievement of results. Explain cross-cutting issues pertinent to the results being reported on. For Joint Programmes, highlight how UN coordination has been affected in support of achievement of results.

The DRR initiative conducted by UNICEF in 2013 and partially funded from UN Country Funds was a comprehensive undertaking, encompassing policy and practice levels. It can be considered a great success, in that it managed to deliver concrete results and produce change at both of these levels. For example, an interdisciplinary curriculum on DRR for grades IV – IX was developed and approved by the National Education Council; accompanying Guide for Teachers was published and a series of teacher training seminars held; risk assessments and plans for preparedness and prevention were developed for five schools and, as importantly, in cooperation with the school staff and pupils, and a model has been established for

other schools to follow; children, as the main beneficiaries of this initiative, have been targeted through a variety of activities, and their participation and creative approach encouraged through production of one-minute videos on DRR to development of school-based actions.

ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Project Document / AWP** - provide an update on the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why, as well as plans on how and when this data will be collected.

	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>Outcome 1⁹ Enhanced schools and education system resilience to natural hazards Indicator: Increased awareness of students, teachers and school management related to DRR Baseline: Lacking knowledge on DRR among primary school students Planned Target: Students in five pilot schools informed about natural hazards and acquired knowledge and skills related to DRR</p>	<p>Students in five pilot schools have acquired knowledge and skills about natural hazards and disaster risk reduction in a variety of ways (school parliament workshops and consultations, development of one-minute junior videos, evacuation drills, as well as through participation at the Summer Camp and follow-up activities).</p>		<ul style="list-style-type: none"> - Evaluation of summer camp activities - Reports on the student-developed and delivered follow up activities
<p>Output 1.1 Child-led Disaster Risk Reduction Camp organized for students from five pilot schools</p> <p>Indicator 1.1.1 Materials for the summer camp workshops developed Baseline: 0 Planned Target: Materials related to various natural hazards developed (floods, earthquakes, landslides, etc.) as well as related to first aid techniques</p> <p>Indicator 1.1.2: Follow up activities in schools developed and delivered by students Baseline: 0 Planned Target: 5 follow up activities in 5 schools</p>	<p>Indicator 1.1.1. achieved as planned.</p>		
	<p>Indicator 1.1.2. achieved and exceeded. Namely, students have implemented follow up activities in their schools, and, in addition to that, in five neighbouring schools, reaching as many as 1000 students.</p>		<ul style="list-style-type: none"> - Reports on developed and delivered follow up activities

⁹ Note: Outcomes, outputs, indicators and targets should be **as outlined in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

Output 1.2 Indicator 1.2.1 Baseline: Planned Target:			
Indicator 1.2.2 Baseline: Planned Target:			

iii) A Specific Story (Optional)

- This could be a success or human story. It does not have to be a success story – often the most interesting and useful lessons learned are from experiences that have not worked. The point is to highlight a concrete example with a story that has been important to your Programme in the reporting period.
- In ¼ to ½ a page, provide details on a specific achievement or lesson learned of the Programme. Attachment of supporting documents, including photos with captions, news items etc, is strongly encouraged. The MPTF Office will select stories and photos to feature in the Consolidated Annual Report, the GATEWAY and the MPTF Office Newsletter.

Problem / Challenge faced: Describe the specific problem or challenge faced by the subject of your story (this could be a problem experienced by an individual, community or government).

The specific issue we wanted to address was how to ensure active participation of children in DRR related activities, from awareness raising and learning, to implementation of the acquired knowledge and skills.

Programme Interventions: How was the problem or challenged addressed through the Programme interventions?

Besides a number of other student-centered activities, the format of a summer camp, offering interactive workshops and a lot of opportunities for practice, has proved to be a very effective way of conveying knowledge about DRR and a great opportunity for children to acquire and apply the skills related to risk prevention and mitigation, as well as first aid techniques.

Result (if applicable): Describe the observable *change* that occurred so far as a result of the Programme interventions. For example, how did community lives change or how was the government better able to deal with the initial problem?

All students who participated in the summer camp have expressed great enthusiasm about DRR as a cross-cutting theme and stated that the knowledge they acquired would help them and their families a lot to prepare and act in case of emergencies.

Lessons Learned: What did you (and/or other partners) learn from this situation that has helped inform and/or improve Programme (or other) interventions?

One of the lessons learned was related to the approach to teaching of DRR in schools and development of interactive teaching scenarios.

III. Other Assessments or Evaluations (if applicable)

- Report on any assessments, evaluations or studies undertaken.

UNICEF Regional Office in Geneva has published a study about best practices in implementing DRR in education, and the Child-Led DRR Summer Camp was presented as an example of best practice.

IV. Programmatic Revisions (if applicable)

- Indicate any major adjustments in strategies, targets or key outcomes and outputs that took place.

V. Resources (Optional)

UNICEF Montenegro received total allocation in the amount of 18,692 \$, out of which 17,589 \$ has been spent. Therefore, the utilization rate is 94%. The remaining balance will be spent on continuation of activities in the area of DRR, which will be implemented in cooperation with the Directorate for Emergency Situations, Bureau for Education, Ministry of Labour and Social Welfare and Ministry of Education.