



ADAPTATION FUND

PROJECT PROPOSAL TO THE ADAPTATION FUND

**Implementing Measures
for Climate Change Adaptation
and Disaster Risk Reduction Mitigation
of School Facilities
in Haiti**

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List of acronyms and abbreviations

Acronym	Description
AF	Adaptation Fund
CC	Climate Change
CCA	Climate Change Adaptation
CO	Country Office
CSSF	Comprehensive School Safety Framework
DRR	Disaster Risk Reduction
EE	Executive Entity
ESD	Education for sustainable development
HQ	Head Quarter
IE	Implementing Entity
ITC	International Technical Coordinator
MARNDR	Ministry of Agriculture, Natural Resources and Rural Development
MAST	Ministry of Social Affairs and Labor
MEL	Monitoring, Evaluation and Learning
MTPTCE	Ministry of Public Works, Transport, Communication and Energy
NTA	National Technical Assistant
NAPA	National Adaptation Action Plan
NDC	National Development Contribution
NDP	Notification of Defect Period
NUH	National University of Haiti
PARDH	Action Plan for the Recovery and Development of Haiti
PMU	Project Management Unit
PNGRD	National Risk and Disaster Management Plan
PSC	Project Steering Committee
PSDH	Strategic Development Plan of Haiti (Plan Stratégique de Développement d’Haïti)
SDG	Sustainable Development Goals
ToT	Training of Trainers
UD	University of Udine
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNOPS	United Nations Office for Project Services
VISUS	Visual Inspection for the definition of Safety Upgrading Strategies

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ADAPTATION FUND

PROJECT/PROGRAMME PROPOSAL TO THE ADAPTATION FUND

PART I: PROJECT INFORMATION

Project Category:	Regular Project Concept
Country:	Haiti
Title of Project:	Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti
Type of Implementing Entity:	Multilateral Implementing Entity
Implementing Entity:	United Nations Educational, Scientific and Cultural Organisation (UNESCO)
Executing Entity:	United Nations Office for Project Services (UNOPS); Ministry of Environment (MdE), Ministry of National Education and Vocational Training (MENFP), Direction of Civil Protection (DPC), University National of Haiti (NUH) , UNESCO Chair in Intersectoral Safety for DRR & Resilience of the University of Udine, Italy (UD).
Amount of Financing Requested:	US\$ 9.916.344 (in U.S Dollars Equivalent)

Table I-I Project Information

Project Background and Context

a. Brief project area context

1. Haiti, officially the **Republic of Haiti** with the capital Port au Prince, is a Caribbean country located on the west side of the island of Hispaniola, east of Cuba in the islands of the Caribbean Sea. It occupies three eighths of the island; the remaining area is the Dominican Republic.
2. Haiti covers 27,750 square kilometers and has approximately 10.2 million inhabitants. The country is located along a peninsula within Hispaniola, in the shape of a horseshoe, and has 1,771 km of coastline.
3. The country's **topography** is mostly characterized by rugged mountains and, fertile river valleys. With approximately 70% of the island covered by mountains, most people live along the coast. The highest point of Haiti is Pic la Selle, reaching 2,680 meters.
4. The Decree of 30 October 2003 covering the territory of the fixed division cutting of Haiti in **ten (10) departments**, forty-two (42) districts, one hundred forty (140) towns, five hundred seventy (570) communal sections¹.

<u>IHSI Code</u> ²	Department	Chef-Lieu or Capital	Area (km)	Population (2002)	Density / km ²
5	Artibonite	Gonaïves	4984	1168800	234.5
6	Center	Hinche	3675	564200	153.5
8	Grand'Anse	Jeremi	1871	733000	391.7
10	Duds	Miragoâne	1268	266379	210.0
3	North	Cap-Haitien	2106	872200	414.2
4	Northeast	Fort Liberté	1805	283800	157.2
9	North West	Port-de-Paix	2176	488500	224.5
1	WEst	Port au Prince	4827	2943200	609.7
7	South	Les Cayes	2794	745000	266.6
2	South East	Jacmel	2023	518200	256,

Table I-II Statistics of departments of Haiti



Figure -I Map of departments of Haiti

5. The **climate** of Haiti is mainly tropical with distinct climatic zones that allow a wide variety of biodiversity. Vegetation is characterized by bushes, conifers and mangrove. The rainy season in most parts of Haiti is between May and November. Haiti is exposed to various **natural**

¹ The Decree of 30 October 2003 on the division of the territory of Haiti

² [http://www.ihsi.ht/pdf/Methodes_et_procedures/Manuel_instruct_agents_codifi\(RGPH2003\)](http://www.ihsi.ht/pdf/Methodes_et_procedures/Manuel_instruct_agents_codifi(RGPH2003)).

hazards, namely hurricanes, floods, volcanic eruptions, earthquakes, tsunamis, landslides, droughts and fires. These risks have compromised the strategies of poverty reduction in the country, impeded progress, and endangered development of education systems. Their impact can be amplified by the expected effects of changes in the global climate and extreme weather events that will potentially become more frequent and severe.

6. As a small island developing state, due to **climate change**, Haiti is exposed to the threat of sea level rise, and to increasingly intense hurricanes and frequent tropical storms. Haiti is also particularly vulnerable to droughts, coastal erosion and landslides. These disasters can jeopardize the country's food security, infrastructure, and the safety of the population. Haiti's vulnerability to climate change is due to a combination of factors, ranging from its geographical location, deforestation and land degradation, to high poverty rates and weak institutional capacity.

b. Hydrography and climate context

7. Because of its latitude, between latitudes 18° and 20° north, the country has a **tropical climate** characterized by alternating between a wet season and a dry season. In the plains, average temperatures vary between 28 ° C in winter and 32 ° C in summer.
8. On mountain tops, the temperature can fluctuate between 18 ° C and 22 ° C. **Rainfall varies** not only with altitude but also with the orientation of mountain ranges in relation to the trade winds from the Northeast.
9. Haiti is located in full trajectory of **Atlantic tropical systems** that affect the Caribbean each year is from June through November. Hurricane Jeanne in September 2004 was one of the deadliest in decades for Haiti. In 2008, the country has faced four successive hurricanes. More recently hurricane Matthew occurred in October 2016 decimated the deep south of the country, causing considerable damage.
10. Haiti is also exposed to periods of intense **drought**. The rainy season is now shorter. Some areas may not receive a drop of rain for several successive months. The country is divided into **30 major watersheds** and river units of different sizes³: the largest is the Artibonite River that extends into the country's central region over an area of 6,435 km², and the smallest is the Turtle River has an area of 179 km².
11. The study of Socioeconomic Impacts of Climate Change in Haiti and Coping Responses⁴, Conducted jointly between the Ministry of Environment, Economic Commission for Latin America and the Caribbean, and UNDP, indicates that climate trends in the country are planning a considerable risk profile. Indeed, the progress scenarios project a temperature rise ranging from 0.8 ° C to 1.0 ° C. According to the **scenarios** conducted on the first Communication⁵, climate change projected to Haiti indicates a **temperature increase** ranging from 0.8 ° C to 1.0 ° C for the year 2030; for the 2060 year, this increase will vary from 1.5 ° C to 1.7 ° C. These results are consistent with those of the temperature obtained by the application of models ACCURATE, that predict changes up to 1.7 degrees Celsius for a few months.

³ The IDB and watersheds

⁴ Temperature changes expected for the 2041-2050 decade (Ministry of Environment Haiti, 2009) <http://www.social-protection.org/gimi/RessourceDownload.action?ressource.ressourceId=17690>

⁵ The Kyoto Protocol was ratified by Haiti on 6 July 2005 and entered into force on 4 October 2005. The country has made and submitted its first National Communication to the UNFCCC in August 2001 and the second in October 2013

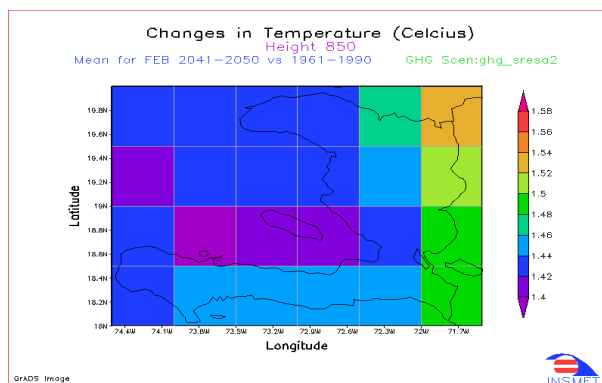


Figure -II Temperature changes expected for the Decade 2041-2050 (Ministry of the Environment, 2009).

12. In addition, rain may decrease from year to year, depending on the area of the country, leading to phenomena of droughts and reduced adaptability by forests. Conversely, it should be noted that extreme precipitation events would quickly drain the water upstream and provoke floods downstream. The climate of Haiti has undergone several changes in recent times. According to data collected by the Ministry of Agriculture, Natural Resources and Rural Development (MARNDR)⁶ of Haiti, the average temperature has increased by more than 1 degree between 1973 and 2003.
13. The conditions of extreme and variable weather alternate between drought in the dry season (usually between December and April) and strong storms and hurricanes during the rainy season (usually between August and November). **Changes in variability and extreme weather conditions** are in line with the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC)⁷. For example, the report indicates that in 90s, 30% of cyclones have been classified category 4 or 5 compared to 20% in the '70s.

Department	hurricanes	floods	droughts
Artibonite	10	2	3
Center	9	9	6
Grande Anse	2	7	9
duds	5	8	8
North	7	5	7
Northeast	8	10	2
North West	6	4	1
West	4	1	4
South	1	3	10
South East	3	6	5

Table I-III Severity of disasters in the departments of Haiti (1 = maximum risk, 10 = minimum risk)⁸

14. During the 20th century, Haiti was hit by 34 storms, cyclones or hurricanes. About 80% of them took place after 1954 and 44% of these were recorded in the 90s⁹. Just in 2016, the hurricane season evaluation report shows a balance of 546 dead, 128 missing, 439 injured and 2.1 million people affected.

⁶ Unite statistique agricole et informatique MARNDR Haiti

⁷ The Intergovernmental Panel on Climate Change (IPCC) is the United Nations body for Assessing the science related to climate change.

⁸ Source: Haiti Lifeline / FOE Haiti, "The Events of Climate Change in Haiti", 2006.

⁹ Oxfam Maps and study of risks, vulnerability and response capacity in Haiti

Date (dd/mm/yyyy)	Name	Areas affected	Speed (Km / h)	Dead	Disaster	Damages (US \$ 1000)
08/12/1915	n/a	Peninsula's southern portion	76	1600	n/a	n/a
1935	n/a	South, Southeast, Grand Anse	n/a	2150	n/a	n/a
12/10/1954	Hazel	South Grand Anse, Port-au-Prince	n/a	410	250000	n/a
03/10/1963	Flora	South-East Zone	240	5000	n/a	180 000
24/08/1964	Cleo	Cayes Camp-Perrin Arniquet	150	100	80000	10000
29/09/1966	Inez	South, Port-au-Prince of Marigot Grand Goave	120-190	480	67000	20000
13/11/1994	Gordon	All the territory	n/a	1122	n/a	n/a
22/09/1998	Georges	All the territory	n/a	242	385000	80 000-180 000

Table I-IV Major Hurricanes that hit Haiti.

15. Considering only the major hurricanes, of the 39 recorded between 1700 and 1997, 15 of them have been between 1900 and 1997. Therefore, it is possible to experience a cyclone in Haiti every six to seven years. The damage caused by these phenomena, as well as by those resulting from heavy rainfall, can affect the entire country. The devastating winds can affect any part of the country, although the central and northern regions are best preserved of the most violent winds. Considering only the major events such as hurricanes, tropical storms and depressions, that occurred in the last 50 years, the country's most threatened area is the Southern peninsula (Table 3 & Figure 1). All catastrophic hurricanes that struck Haiti hit the South. Additionally, it is subject to very localized nature of events such as tornadoes and gales. It is estimated that nearly 2 million Haitians per year are subject to the risk of cyclones and hurricanes.

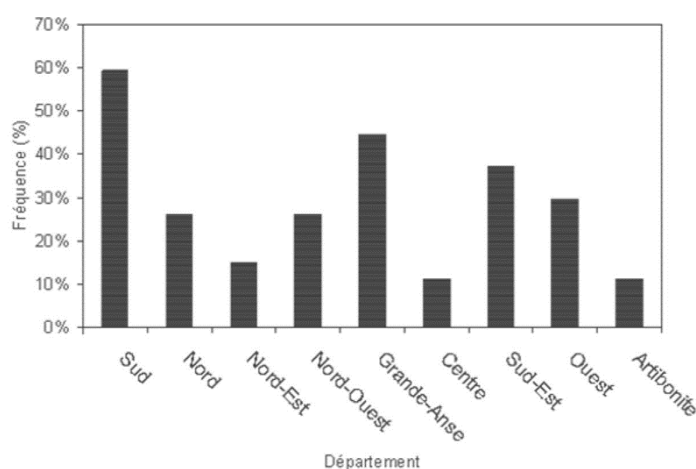


Figure -III Frequency of cyclones in Haiti's departments.

c. Economic, social and environmental context

Vulnerability socio-political history of the country

16. Haiti, a former French and Spanish colony, obtained its independence since 1804. However, the country could not capitalize on the opportunities offered by socio-political independence. It quickly evolved into a cycle of violent dictatorial regimes and a series of military coup. In 1990 the country recorded a precarious democratic transition followed by a series of post-election violence and an unprecedented institutional instability making the country ungovernable.

17. This has resulted in a political stalemate punctuated by long social crises that lasted until 2015. Today, although the socio-political situation becomes calmer and more stable, it is

recognized that challenges remain in governance of the country. Similarly, the establishment of a political, institutional and legal MfDR was not helped by this unstable context.

Population vulnerability

18. In 2015, the population was estimated at approximately 10,512,474 inhabitants (IHSI, 2015). The country has the highest population density in the region (or 379 people per km²). The annual growth rate of population is 1.3%. The Haitian population is mainly characterized by its youth. Children and young people under 25 represent over 56% of the total population. There are 86 men for every 100 women in urban areas and 98 men per 100 women in rural areas.
19. Population projections indicate that in 2050, the Haitian population could exceed 16 million. In 2030, the urban population would consolidate over 60% of Haitians and by 2050 over 70% (IHSI, 2015). This urban trend could increase vulnerability to natural disasters centered on cities if mitigation measures are not planned in terms of urban development, organization of space, and promotion of building standards for human settlements etc.

Societal Context

20. Haiti is one of the poorest countries in the world. About a quarter of the population lives on less than \$ 1.25 a day (Sustainable Development Framework, 2016). The same document indicates that the monetary poverty rate is estimated at 58.6% and is about 6.3 million in the same period.
21. The national economy is strongly driven by the service sector. The latter, which covers 59% of GDP is mainly based on services such as catering, hotels, financial institutions, transportation etc.
22. The primary sector, which mainly employs vulnerable groups account for 23 to 25% of GDP. The sector employs over 70% of the population, particularly the poorest. It is mainly rural and agricultural. Indeed, more than half of Haiti's population (between 5 and 6 million) live in rural areas and nearly 85% of the population practice farming.
23. The secondary sector contributes 18% of GDP and is related to the processing of raw materials. In recent years, in favor of post-seismic reconstruction projects, the construction sector and Public Works (BTP) has largely contributed to the growth of the economy.
24. From the above, one can note that the Haitian economy is not pro-poor and it mostly benefits the wealthy classes. Moreover, it is comparatively extroverted and is not inclusive enough. Thus, it is not a robust resilience floor for the most vulnerable to disasters.

d. Disaster and CC risk

25. Haiti is subject to a range of natural hazards that may be of hydro meteorological or geodynamic origin. Haiti is considered **the fifth country more exposed to the risk of disasters worldwide**. Nearly 98% of the population is exposed to at least two natural hazards: earthquakes, hurricanes, landslides, floods and/or drought. Indeed, more than a hundred disasters hit the country in the years 1900-2016¹⁰.
26. These disasters have so often ravaged several cities. Example include an earthquake of magnitude 7.0(Mw), nearly 40 cyclones, over fifty floods, seven periods of drought.

¹⁰ UN Office for Disaster Risk Reduction, Government of Haiti Document Country for Disaster Risk Reduction: Haiti, 2016

27. According to EM-DAT¹¹ 96% of Haiti's population lives in area exposed to two risks of disasters. The country has an index of vulnerability to cyclones of 12.9 on a scale of 13 and ranks first in terms of vulnerability to cyclones in the region of small island states.
28. The global index on climate change indicates that the country ranks 3rd among the most affected by the effects of extreme weather events worldwide. In the Caribbean countries, Haiti is the one that suffers the highest number of disasters per square kilometer¹².
29. In 2018, the figures for the index of vulnerability to natural disasters and humanitarian crises published by the Group INFORM¹³ show that the country's vulnerable situation has not changed much. In this index, Haiti is in 14th place globally out of 119, and in first place in the Region of Latin America and Caribbean (LAC).

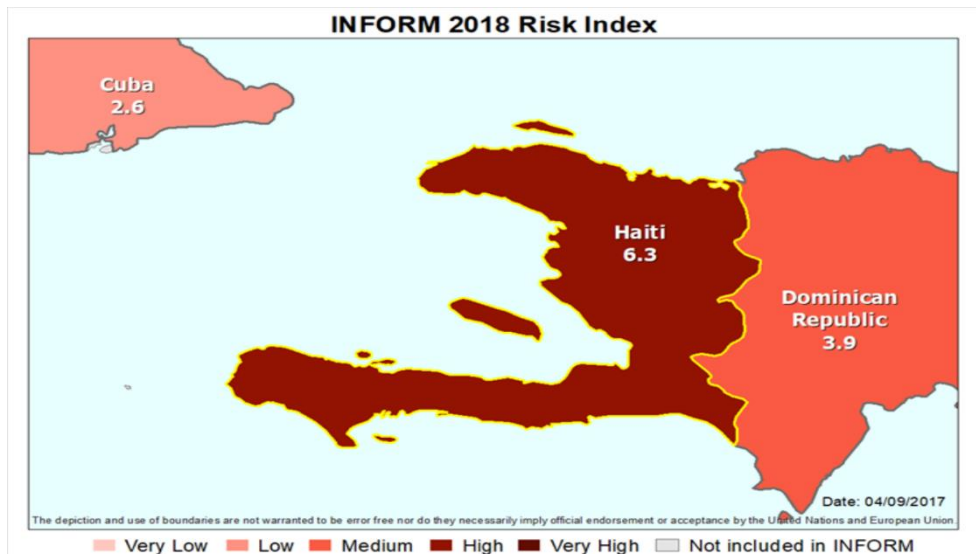


Figure -IV Inform Risk Index 2018.

30. According to the World Bank, 56% of the country's production of GDP are located in areas at risk of disaster. To this end, it notes that the recurrent flooding would cause an economic impact of 2% of GDP (World Bank, 2014).
31. According to the analysis of historical data disasters made by the GFDRR¹⁴, it was estimated that losses from extreme events, of the hydro meteorological kind amounted to 150 million USD per year on average. Moreover, the average annual damage associated with tropical cyclones are estimated over a period of 10 years at more than 442 million USD per year.
32. Chronic food insecurity related to **drought** affects all areas in livelihood of the country, approximately 70% of the population. More than three million people were in moderate or severe chronic food insecurity in 2016 and 9 out of 10 departments are periodically under stress (CNSA¹⁵). As for chronic malnutrition, approximately 22% of children under 5 years of age are affected. The moderate or severe food insecurity affected 3.2 million people (or 29% of the total population), of which 2.8 million moderately malnourished and 4.5 million were severely malnourished.

¹¹ Emergency Events Database (EM-DAT) <https://www.cred.be/projects/EM-DAT>

¹² Source [link](#)

¹³ INFORM is an open source method for quantitative risk assessment crisis and disaster. The results obtained with this tool can support decision making prevention

¹⁴ Global Facility for Disaster Reduction and Recovery (GFDRR)

¹⁵ National Coordination for Food Security (CNSA) institution of the Haitian state is to influence public policies to sustainably improve food security conditions of the Haitian population.

- 33. **Flooding** is a major problem in almost all the 30 largest rivers in Haiti due to heavy seasonal rains, the occurrence of storm in coastal areas, eroded and deforested landscape, and river sedimentation. Coastal cities with large concentrations of people such as Jacmel, Les Cayes, and Gonaives are in the direct path of storms.
- 34. The coastal plains contain important aquifers that are more prone to **salinization** and as soils become saltier, resulting from **rising sea levels**, they will no longer be cultivable, which may cause significant economic regressions. Communities with low incomes located near rivers and coastal plains live the bitter experience of significant loss of human life during the hurricane season due to flooding and powerful gusty winds. The subsequent flooding downpours also affect public health: they facilitate the spread of diseases such as cholera.

e. Impact on school safety

- 35. Disasters have a **major impact on children**, youth and education systems. Studies suggest that in the world every year 175 million children are likely to be affected by natural hazards leading to disaster, and children in Haiti are no exception. In January 2010, approximately 38,000 students and 1,300 teachers and education personnel died in Haiti. The Ministry of Education offices were destroyed along with 4,000 schools – close to 80 % of educational establishments in the Port-au-Prince area.
- 36. In 2016, hurricane **Matthew** struck Haiti and caused significant physical damage to Haiti's education sector, as concluded by an assessment by the MENFP¹⁶. An average figure estimated that 3,452 schools were affected and 521 schools were completely destroyed. The cost of damage due to the hurricanes on schools in the southern departments reached an estimated \$ 62.9 million U.S. dollars. On average, one school out of four was damaged.
- 37. Many of these schools are still used as temporary shelter, or as **evacuation shelters**.¹⁷
- 38. In Haiti, technical and financial resources are scarce or unavailable to perform tasks on a standalone basis. Despite this, the main strategies have been implemented to improve school adaptation, mitigation and preparedness. A comprehensive education sector safety strategy contains three overlapping areas of focus: Safe School Facilities, School Disaster Management and Disaster Prevention Education. Enveloping these three pillars are education policies and plans at the government level, ideally undertaking systematic analysis of threats to school and system safety and developing policy and plans that address each of these three areas.

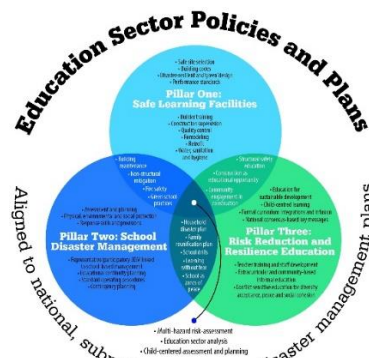


Figure -V: Comprehensive School Safety Framework (CSSF)

¹⁶ Ministry of National Education and Vocational Training (MENFP) post Hurricane Matthew evaluation report

¹⁷80% of spaces that are used as post disaster evacuation shelters are public schools. Sources National Plan for the Management of Risks and Disasters. PNGRD Haiti

39. Recognizing that school age children spend the majority of their waking hours at school, there is always a high possibility that a natural hazard strike while they are at school. Therefore, school facilities need to be protected from disasters as they save lives of children and they can also assist as temporary shelter in post disaster scenario. Safer schools are necessary to prevent lives of children during natural hazards events. The concept of school safety, however, is not limited to preventing the collapse of school buildings in disasters, and safety of teachers and students, but rather extends to meet the broader goal “disaster risk management”.
40. Moreover, resilient schools are an effective medium for disseminating disaster risk reduction awareness in the communities, can act as center of learning, may be instrumental in the transfer of technology to the communities and have significant role in building disaster resilient communities. The activities like retrofitting of a school with safety measures can spread the message to the community of the importance of resilient buildings to reduce disaster impacts.

Project Objectives

41. The aim of the project is to enhance the adaptive capacity and resilience of the Haitian education sector to disaster risk of natural hazards related to climate change, through the establishment of appropriate risk assessment tool, schools retrofitting and implementing adaptation actions in Haiti.
42. The project promotes and adopt innovative, structural and non-structural resilient resolutions. More specifically, this project is intended to strengthen the resilience to hurricane and flood of the Haitian education sector by:
- Improving the national comprehensive knowledge of exposure and physical vulnerability of school facilities and decision-making process of intervention in Haiti;
 - Strengthening school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools and risk management protocols for schools;
 - Enhancing the capacity and awareness of the local population and civil protection stakeholders in risk management at national and local levels;

Project Components and Financing

Project Components	Expected Concrete Outputs	Expected Outcomes	Amount (US\$)
Component 1 Assessment of school facilities by VISUS methodology	Output 1.1 Trainers competence to provide inclusive, technical and effective training is improved	Outcome 1 Improved national knowledge of exposure and physical vulnerability of school facilities and capacity of the decision-making process of intervention in Haiti	46.901
	Output 1.2 Decision makers understanding of the VISUS approach enhanced		28.001
	Output 1.3 VISUS surveyors know-how is transferred to university students		78.901
	Output 1.4 Exposure and vulnerability of school facilities are assessed		359.933
	Output 1.5		65.333

	GIS-based web platform knowledge-sharing is put on place		
	Output 1.6 Strategic intervention plan for school facilities is developed		33.401
Component 2 School adaptation and safety Improvement	Output 2.1 Detailed intervention of the selected schools is designed.	Outcome 2 Strengthening the school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools and risk management school protocols	549.866
	Output 2.2 Adaptation, Rehabilitation or retrofitting of school facilities are implemented		5.039.824
	Output 2.3 Trainers competence to provide inclusive, technical and effective training is improved		156.055
	Output 2.4 Good DRR and CCA practices are adopted by students and school staff		242.563
	Output 2.5 Risk management school protocols are adopted		242.563
Component 3 Enhancement of climate resilience of social community through the educational sector	Output 3.1 Knowledge and awareness of the disaster risk due to CC in Haiti is enhanced	Outcome 3 Enhancing the capacity and awareness of local population and civil protection stakeholders in risk management at national and local levels	52.684
	Output 3.2 Community emergency plan is put on place		381.150
	Output 3.3 Community capacity to cope with disasters improved		381.150
	Output 3.4 National action plan for resilient school facilities and their surrounding communities. And Improvement of school resilience through the establishment of school pantry gardens.		496.215
Component 4 Project's outcomes assessment	Output 4.1 Assessment of VISUS methodology in the schools	Outcome 4 Monitoring and evaluation of the outcomes	53.420
	Output 4.2 Assessment and monitoring the safety level of the schools		53.420
	Output 4.3 Assessment enhancement level of climate resilience of school communities		53.420
I. Project Execution cost (less than <9.5%)			867.000
II. Total Direct Costs (Project costs and project Execution costs)			9.181.800
III. Project Cycle Management Fee charged by the Implementing Entity (less than <8.5%)			734.544
Amount of Financing Requested			9.916.344

Table I-V Project Components and Financing

43. The components of the project are developed following the process of change outlined by the causal linkages between the outputs and the hypothesis behind each single step. **Figure -VI** presents the Theory of Change of the proposed project.

44. The project is aligned with AF's results framework at outcome level. In particular:

- AF's Outcome 1: the VISUS assessment and the interventions of component 2 will reduced exposure to climate-related hazards and threats;
- AF's Outcome 2: the project component 2 will strengthen institutional capacity to reduce risks associated with climate-induced socioeconomic and environmental losses related to the education sector;
- AF's Outcome 3: the local scale of school' interventions of component 2, the training program and the assessment of component 1 will strengthen awareness and ownership of adaptation and climate risk reduction processes at local level;
- AF's Outcome 4: all the project components aim to increase the adaptive capacity within education infrastructure and services;
- AF's Outcome 7: the project component 3 aims to improved policies and regulations that promote and enforce resilience measures at national level in the education sector.

Projected Calendar

Table I-VI Projected calendar

Milestones	Expected Dates
Start of Project/Programme Implementation	March, 2022
Mid-term Review	October, 2023
Project components closing	March, 2025
Terminal Evaluation & NDP	Within 12 months after Project components closing

Education Sector		Extended School Community
Present situation	The Haitian Education sector is exposed and vulnerable to multi-hazards climated related risk	
<i>so that (A)</i>	University students, professionals and decision makers come to training on school facilities assessment of multi-risks	
<i>so that (B)</i>	They will be able to assess with standardized methodology the vulnerability and exposure of the facilities	The Haitian communities are aware of the risks that are exposed
Outcome 1	Decision makers will have the knowledge, competence and information to develop a strategic intervention plan	Comes to workshops and trainings to enhance their knowledge and awareness on the effects of climate change
<i>so that (C)</i>	With limited budget, the adaptation and rehabilitation of the physical vulnerability of the most relevant facilities will have the highest impact	The decision makers will promote the development of emergency plan involving the extended community of the rehabilitated schools
<i>so that (D)</i>	Students and schools staff can come to trainings/courses and do simulation of CCA and DRR practice inside the rehabilitated schools	The extended population learn how to behave in case of emergency
<i>so that (E)</i>	The risk management schools protocols and CCA actions implemented can be efficacely adopted by the people in the shools	The population will properly use the school facilities as temporary shelters during extreme events
Outcome 2	The safeness and resilience of people inside the school increases	The safeness of extended population increases
<i>so that (AIM)</i>	Haitian education sector enhances the resilience to disaster risk of natural hazards related to climate change	
The hypothesis behind the So that Chain are:		
A	Students, professionals and decision makers accept to use the VISUS methodology as school assessment tool	
B	The trainings have transferred the methodology to the surveyors	
Outcome 1	The decision makers agree to develop the strategy based on the input of the methodology	I Haitian people recognize that the climate change will increase the hazards of their communities
C	The rehabilitation interventions will be implemented accordingly to the designs	II The extended communities is involved in the development process of emergency plan
D	People in the schools recognized the importance of knowing how to behave in case of emergency and how to adapt to CC	III The extended communities recognize the values of adopt appropriate behave in case of emergency
E	The retrofitted and adapted schools has implemented a emergency protocols and courses on CC related topics	IV The extended communities and the retrofitted schools agree on common protocols in case of emergency
Outcome 2	People in the rehabilitated schools apply the emergency protocols during the next events and implement CCA actions	The extended population in the rehabilitated schools apply the emergency protocols during the next events
AIM	Haitian education sectors is supported by other national sectors (e.g. economy, civil protections, etc.) to promote the resilience in the communities	

Figure -VI Theory of change

PART II: PROJECT JUSTIFICATION

A. Project Components

45. The project is extremely important for enhancing the national resilience of Haiti by increasing the capacity to absorb and react to the extreme events increased by climate change. In fact, these events are constantly challenging the country and are becoming one of the major restraints for a sustainable development. The project aims to enhance the adaptive capacity and resilience to disaster risk of natural hazards focusing on the Haitian education sector. The project aims at the achievement of the following three major objectives: 1) Improve the national knowledge of exposure and physical vulnerability of school facilities and capacity of the decision-making process of intervention in Haiti; 2) Strengthen the school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools and implementing school protocols for risk management school; 3) Enhance the capacity and awareness of the local population and civil protection stakeholders in risk management at national and local levels. These objectives will be achieved through four interlinked components:

- Component 1: Assessment of school facilities by VISUS methodology
- Component 2: School adaptation and safety Improvement
- Component 3: Enhancement of climate resilience of social community through the educational sector.
- Component 4: Project's outcomes assessment

46. The components have been designed to translate the four rebuilding pillars (i.e. territorial rebuilding, economic rebuilding, social rebuilding and institutional rebuilding) of the Strategic Development Plan of Haiti into concrete action on the ground. The project components respond to this plan by immediately increasing the resilience of some prioritized schools by adopting a long-term development perspective.

Component 1: Assessment of school facilities by VISUS methodology

47. Component 1 specifically responds to the first of three objectives of the project: Improve the national knowledge of exposure and physical vulnerability of school facilities and capacity of the decision-making process of intervention in Haiti.

48. Haiti is very vulnerable to extreme events due to climate change and the education sector is not far behind, as recent events unfortunately confirm. In order to increase the resilience of Haiti, in particular the resilience of the education sector, this component aims to improve the competence and the knowledge of local technicians. These specific competences will allow to assess the safety level of the school facilities across the country, this knowledge is the first step to start a proper implementation of interventions of rehabilitation. The assessment will be based on the **VISUS¹⁸ methodology, a Visual Inspection for defining Safety Upgrading Strategies**, that allows to rank the priority interventions on the basis of decision-making criteria, and to define specific actions required and how much they would cost. In the

¹⁸ UNESCO Guidelines for Assessing Learning Facilities in the Context of Disaster Risk Reduction and Climate Change Adaptation: [VOLUME 1](#): Introduction to learning facilities assessment and to the VISUS methodology; [VOLUME 2](#): VISUS Methodology; [VOLUME 3](#): VISUS Implementation (see also a short description in **Appendix 7**)

adaptation that was performed for piloting the VISUS methodology in Haiti, future climate changes were incorporate as an input within the hazard and exposure maps. This information was developed based on the available scientific data for the country. The scenarios defining the potential impacts of climate change in the country concerning exposure were taking into consideration, and they will be a considerable part of it. For the assessment foreseen in the framework of this project, The project will liaise with national, regional and international scientific institutions to verify that the most recent models and maps, that incorporate the effects of climate variability, are used as an input of the method. Finally, this classification will be the base for the development of strategy of intervention that is implemented by Component 2.

49. Component 1 contains 6 outputs described below.

Output 1.1: Trainers competence to provide inclusive, technical and effective training is improved

50. The Training of Trainers (ToT) is a strong predictor of sustainability of this project because it will allow to up-skilling the workforce rapidly, at a low cost and exponentially by developing local educators. The ToT provides participants with horizontal and crossing information and skills to plan, develop, and mainstream active participation, with gender and youth inclusion in their trainings. Further the horizontal information, the ToTs will provide vertical competence on the multi-risk of Haiti and the VISUS technical guidelines, characterization and standards for the multi-hazard assessment of school facilities in Haiti.

51. Indicative activities:

- Identify and map national, regional (department) and local organizations mandated to work on DRR, including climate related risks;
- Identify and select trainer of trainers that could be nationwide representative;
- A ToT at the beginning of the project;

Output 1.2: Decision makers understanding of the VISUS approach enhanced

52. VISUS is especially addressed to stakeholders from the Ministry of Education, National Disaster Management Authorities and other relevant institutions to help them in understanding which schools need priority interventions, which specific actions are required and how much they would cost. The very comprehensive VISUS assessment provide a large amount of information and a set of indicators used to support decision-makers in the definition of safety upgrading strategies. They are presented in a collective report with the outcomes for the entire analysed geographical area along with individual reports illustrating the situation of each of the inspected schools. The assessment becomes concrete action put in place as soon as the decision-makers start to make strategical decisions based on the results from the VISUS approach. For this reason, it is important that the value and power of the methodology is clearly transferred to those figures that are more related to the schools' safety in Haiti.

53. Indicative activities:

- Identify the national and regional Haitian offices mandated to work on the education sectors, DRR and climate related risks;
- Identify and select the relevant decision-makers that could benefit from the adoption of the VISUS methodology;
- A training on how to use the outputs of the VISUS assessments;

Output 1.3: VISUS surveyors' know-how is transferred to university students and local technicians

54. The survey phase is carried out by trained VISUS surveyors, who collect information for each school using the pre-codified VISUS survey forms. For this reason, it is important to introduce the VISUS methodology to lecturers, researchers, practitioners, and students for them to use the survey tools and to take the lead in assessing the school safety during the field survey.

55. Indicative activities:

- Identify the national university student courses and technical organizations that will be interested and appropriate to be involved in the surveys;
- Capacity building of VISUS surveyors, i.e. local engineers, architects, geologists, students etc., that will perform assessment of schools
- Training to the teams that will perform the assessment at the school level.
- Production of technical guidelines for the assessment of school facilities

Output 1.4: Exposure and vulnerability of school facilities are assessed

56. The core of the first outcome is the implementation of the VISUS assessment in the selected schools (about 700,) in those areas of the country that are more exposed to extreme hazard as underlined in the project background. The priority on the selection of assessed schools will be given to rural public schools, but since the very high percentage of private schools (about 70%) they will not be completely excluded in the evaluation. In particular, the selection will be based on the results of local consultations (i.e. best local knowledge about the past events: hazards and more exposed zones) and also base on the future projects of the impact of climate change in the selected areas (i.e. best knowledge about the future). The assessment surveys will be carried out by trained team of four people, consisting of three VISUS surveyors and one professor. The inspectors from related ministries or national institutions, and/or final year civil engineering or architecture students of local universities will collect information for each school using the pre-codified VISUS survey forms. In this phase, decentralized institutions and community-based organizations will be effectively engaged, in particular they will play a lead role in identifying target schools since they have the best local knowledge, the legitimacy and the capacity required to assess the feasibility of assessments in schools.

57. Indicative activities:

- Elaboration of a plan and a schedule for the implementation of the assessment by geographical localities and number of teams;
- Implementation of the assessment by survey teams;
- Quality and completeness control on the survey data;
- If the quality control of the assessment done by surveyors highlight some issues, the assessment will be repeated for those specific schools.

Output 1.5: GIS-based web platform knowledge-sharing is put on place

58. The pre-codified VISUS survey will allow to collect all the assessments in the same format and will allow for comparing them. To facilitate the consultation and the knowledge-sharing between stakeholders, all the evaluation will be uploaded in a geographical web-platform. The geographic information system will show, in addition to its location, the individual report of each single assessed school and the relative collective report that allow to easily compare it with other schools.

59. Indicative activities:

- Elaborate a Geo-spatial inventory of schools and a comprehensive school-mapping of Haiti.

Output 1.6: Strategic intervention plan for school facilities is developed

60. The first and second outcomes are linked by the development of a strategic intervention plan based on the outputs of the VISUS methodology. Public administrations are facing a complex problem and they often need to answer the following questions: which school must be addressed first? Why? What typologies of interventions are necessary? Which level of safety may be reached? How much is the cost of safety upgrading? How many interventions can be managed with the available resources? These questions point out that the definition of a rational and effective strategy for the mitigation of natural hazards risks, with a multi-hazard perspective, implies the necessity to know the level of risk and the criticalities together with the required countermeasures and their costs. Furthermore, the implementation of the VISUS methodology permits to transfer knowledge for building capacity at local level and in addition, it facilitates the self-management of future safety assessments. This can be considered as an additional know-how for the sustainability and maintenance of the infrastructure and installations. All this knowledge provided by the VISUS assessment permits to perform an evaluation of the economical effort needed in terms of the necessary global financial amount and, consequently, the definition of the feasible strategies for building a resilient school sector and enhance adaptive community. These structured scientific, technical and economic information provided by the VISUS' assessment will be integrated with the strategic, social and political consideration from the relevant decision makers both at national and local scale. In fact, the objective information provided by the VISUS' assessment allow to have a better understanding of the actual situation and also the possible interventions to improve the actual situation, then this information facilitates the final decision that will be made by the decision makers.

61. Indicative activities:

- Identification and map of the schools, areas, regions, and localities that will need priority intervention.
- Workshop with the relevant stakeholder to discuss the assessment results: from both centralised and decentralised institutions and community-based organisations.
- Selection of schools that could be used as temporary community shelters (even if is not recommended), and reinforcement of their physical capacities to meet these special needs. The schools considered in this project will be strengthened at the level that they can be used as shelter, but the project will encourage that this will be for a minimal time in order to not compromise the right to education.
- Definition of a strategy for intervention.

Component 2: Schools adaptation and safety improvement

62. The objective of Component 2 is to strengthen the school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools and implementing school protocols for risk management. The budget allocated for this component allows to intervene only on some off all the 700 schools assessed in Component 1. More specifically, 10% of this budget will be used to adapt and rehabilitate schools based on the VISUS assessment carried out in 2017 (precedent project). The remaining 90% will be used to rehabilitate schools that require light, medium and/or heavy work (more details in Appendix 6). The total number of schools, based on the assessment of 2017 and the assessment that will be implemented during the project, as well as the budget envelope and timeline available for this component, and level of intervention will be determined at the end of component one.

63. Component 2 contains 5 outputs as described below.

Output 2.1: Detailed intervention of the selected schools are designed

64. The strategy of intervention defined in the first component propose a list of interventions according to the VISUS assessment and provides the estimated costs. The first output of Component 2 is the detailed design of the sites selected at the end of component 1. The detailed intervention will also consider the integration of the school intervention with possible nature-based infrastructure, such as planting trees at a safe distance from the school to reduce wind speed, ensuring there are permeable surfaces outside of the school that can absorb water. The overall interventions design will follow high standard code levels in order to reduce the vulnerability of the schools respect to the different hazards assessed under different CC conditions analyzed in Component 1 and this will allow to reduce the potential future impacts also in case of increase frequency and intensity of climate related hazards. Furthermore, in this phase, a sustainability strategy will be provided by the designer. This includes for example ensuring that the materials are adapted for the context, available on the local market, are durable and require minor maintenance costs.¹⁹ After this step will be possible to confirm the exact number of interventions and launch the procurement process to establish contracts with suppliers for the intervention.

65. Indicative activities:

- Procurement process to select designers for schools work
- Detailed designs of all schools identified at the end of component one
- Detailed BOQ and budget estimates for each intervention
- Design review to ensure quality control.

Output 2.2: Adaptation, rehabilitation or retrofitting of school facilities are implemented

66. According to the detailed designs of the previous output, it will be possible to implement interventions that are considered strategic in order to adapt and improve the schools' safety. The actions will first upgrade the safety of students within the schools and also people that will use the facilities as shelter areas. Furthermore, some interventions will allow the school facilities to better adapt to the adverse and extreme conditions exacerbated by climate change. Some of these interventions could include the installation of water harvestings tanks (e.g. bathrooms for girls and for emergency situations during which the schools will be used as shelter) and renewable energy systems for consumption in the school (it is noted that schools do not have electricity at nights).

67. Indicative activities:

- Procurement process to select contractors to implement the rehabilitation/construction of schools;
- Adaptation, rehabilitation and/or retrofitting of school facilities implemented by contractors;
- Supervision, quality control during the interventions in the school facilities.

¹⁹ The inspection and maintenance of the rehabilitated school buildings will be carried out by the School Engineering Department of the Ministry of National Education. Because according to the arrangements made by the Government of Haiti it is the School Engineering Department which must take care of periodic inspection of the physical and environmental structures of schools and it is this same entity that must take care of the maintenance of rehabilitated or constructed school buildings. However, during the Defect Notification Period of up to 12 months (depending on the nature of the work), the contractors will be in the obligation to repair any defect in construction that would be reported.

Output 2.3: Trainers competence to provide inclusive, technical and effective training is improved

68. Local capacity building related to school construction activities will be addressed in this output, with activities targeting local communities, local contractors and students (interns). Once sites have been selected, the project will provide a more thorough assessment for capacity building within the local community and/or workforce.

69. Indicative activities:

- Capacity building of local contractors on subjects such as Health, Safety, Security and Environmental protocols;
- Capacity building of local unskilled labour hired by the contractors on the projects' sites;
- Internship opportunities for local engineering students.

Output 2.4: Good DRR and CCA practices are adopted by students and school staff

70. The people's safety within the schools is not only obtained by decreasing the vulnerability of the building (Output 2.1) but also by transferring appropriate behaviors to students and adults who are in the facilities. People trained are able to recognize the risk and individually adopt measures and behaviours to reduce their exposure and vulnerability. This output will be integrated with the activities of UNESCO with the Civil Protection Department, the Ministry of Education and the Ministry of the Environment in the development of a strategic document that defines the priorities in the short, medium and long term and the development of a training module for DRR for teachers, school principals, students and parents. This training module is divided into four blocks with the following contents: Block 1: The basic concepts in risk management and disaster; Block 2: understand and deal with the risks of disasters in Haiti; Block 3: Reducing risks and disasters in the school and its environment; Block 4: Training and awareness to reduce disaster risk in schools. Furthermore, specific sciences laboratories to transfer knowledge related to climate change and appropriate behaviors on how to adapt to the new climate challenges will be provided to students.

71. Indicative activities:

- Set up a committee at school level, the aim of which is to ensure the proper management of the actions undertaken by the project;
- Training programs on how to behave in case of hazardous events tailored to students and school staff;
- Develop a learning game for children to learn them by playing the best behaviours to adopt in an emergency;
- Plan an internal simulation of emergency along with school representatives;
- Establish laboratories related to the climate change sciences.

Output 2.5: School protocols for risk management are adopted

72. Simple actions at school level can make a great difference in safeguarding people, vital records, manuals, notebooks and furniture and equipment. This output aims at increasing the schools' capacities by developing and implementing emergency preparedness and management plans and identify the School Emergency Response Teams (SERT).

73. Indicative activities:

- Review of the existing information regarding local hazard and historical events
- Internal workshop with school' personnel, local authorities, and major stakeholders to collect information
- Establish an emergency plan for schools' facilities
- Install warning messages and instructions within the schools

Component 3: Enhancement of climate resilience of social community through the educational sector

74. The third component aims to transform the education sector in a community resilience source built around the schools. The object of this component is to enhance the capacity and awareness of the local population and civil protection stakeholders in risk management at national and local levels.
75. The project has the ambition to bridge gaps from assessment to practice, and from knowledge to action. The project will make the information of assessment available to all stakeholders, because information is an essential forerunner to risk reduction and mitigation. Through a wide range of activities, the project also benefits from a broad range of stakeholders, bringing a once-scarce resource to all sectors and beneficiaries. By making risk assessment inclusive, despite its complexity, the project will collaboratively create a culture of awareness and resilience. The open web datasets allow users to explore different types of risk information, facilitates data contribution and supports open sharing of information through maps and layers. These will be concretely implemented by routing meetings (planning, consultation, review, etc.) between stakeholders and project partners, round-table discussions with locally involved organizations (schools, civil protection, neighbourhood groups, etc.) and public conferences with interested populations. All these experiences will enable transferring knowledge during all the project stages and will facilitate the understanding and adoption of the results that the project will disseminate at the end. Only if the results are understood and adopted by the beneficiaries, it is possible to implement the behavioural change and then the project impacts.
76. Component 3 contains 4 outputs described below.

Output 3.1: Knowledge and awareness of the disaster risk due to CC in Haiti enhanced

77. The first output of the Component 3 aims to raise awareness on the increase of risk due to CC and the importance of implement adaptation actions. The extreme events induced by CC are slaking, and in some case blocking, sustainable development of the country. For this reason, it is important that the knowledge of CC and the consciousness of the risk will promote a behavioural change of the decision makers at national level.
78. Indicative activities:
- One national conference regarding the effect of climate change to the extreme natural hazards and the importance to adapt to them
 - One national workshop on the role of the education sector into DRR interventions and the intervention strategy adopted

Output 3.2: Community emergency plan is put on place

79. The enhancement of climate resilience of social community, and the further raising of knowledge and awareness at a national level (Output3.1), is achievable through the implementation of local actions. In particular, this output aims to implement disaster risk management actions at community level. These activities allow to increase the knowledge of

risk at the community level and to strengthen the operational procedures in case of emergency. The emergency plans will be developed in those communities with the schools that the project will select for a medium and heavy adaptations and rehabilitation actions.

80. Indicative activities:

- Review of the existing information regarding the local hazard and historical events
- Workshop and consultation at community level with the local authorities and major stakeholders to collect information
- Analysis of the impacts of CC scenarios to local events
- Involve households, in order to collect traditional local knowledge and behaviours
- Establish an emergency plan for the community

Output 3.3: Community capacity to cope with disasters improved

81. This output aims to transform the emergency knowledge and plan into concrete actions by increasing the coping capacity of the community and to strengthen the connection between the community and the school facilities during an emergency. The output will test the emergency plan and proactively propose appropriate behaviors in case of emergency.

82. Indicative activities:

- Carry out awareness campaigns, particularly in public places (Gagguere (public places where men and women meet); Peristil (places where voodoo ceremonies are held); public markets, church, etc.)
- Involve households, especially mothers, in order to build their capacity on the behaviours to adopt in an emergency at the family level
- Install warning messages and instructions in the community
- Plan a simulation evacuation with local authorities and school representative
- Implement a full simulation evacuation

Output 3.4: National action plan for resilient schools facilities and their surrounding communities and Improvement of school resilience through the establishment of school pantry gardens.

83. The final output aims to collect all the lessons learnt from the three components and rationally summarize them into a preparatory document to develop a National Action Plan (NAP) that could be a milestone for future replication and auto-sustainability of the project results. The knowledge provided by the schools' assessment and the methodology adopted for the strategy of intervention, the techniques to strengthen the resilience and the school safety, will be integrated into a document that will allow to strategically implement similar interventions in the future. Furthermore, programme for Education on Sustainable Development (ESD; environmental, DRR and CC) will be developed and integrated into formal education of Haiti.

84. Indicative activities:

- Report on the methodology adopted for the strategy intervention and the implementation of DRM activities on the extended school community;
- Development of a national environmental education program for the basic cycle (through a joint collaboration between MENPF & Ministry of the Environment)

- Integration of DRR and CC tools in the Curriculum (fundamental level) in Haiti (training module in risk and disaster management for school directors and teachers of basic education)
- Organize workshops with relevant ministries to share the output of the project and obtain their involvement in the NAP process;
- Develop of the NAP preparatory document.
- Raise awareness among stakeholders about their involvement in environmental protection
- Carry out inter-school competitions at the community level in relation to the various activities
- Facilitate nursery production in schools
- Provide teachers with a toolkit for the educational use of school gardens.

Component 4: Project's outcomes assessment

85. The objective of Component 4 is to monitor and evaluate the outcomes of project respect the Project Inception Report, the environmental and social AF policy. In particular, an environmental and gender evaluation will be implemented across the 3 Components, instead for each specific Component the following 3 main activities: 1) Assessment of the efficacy of the school safety interventions through the VISUS methodology; 2) the enhancement of the schools' safety, both from structural and DRM perspective; 3) the climate resilience's enhancement of the communities.

Output 4.1: Assessment of VISUS methodology in the schools

86. The implementation of the VISUS assessment in Component 1 provides information that decision-makers working in various ministries and departments can use as the basis for collaboration on defining the most appropriate strategy for increasing the level of safety of all assessed schools and the interventions will be implemented in Component 2. At the end of the project, this output will assess if the increasing safety level obtained in the selected schools (i.e. Component 2) is coherent with the assessment of the VISUS methodology (i.e. Component 1), from a technical, social and economic perspectives.

87. The main activities will be a cross-checking between:

- the VISUS assessment reports of outputs 1.4;
- the detailed intervention designs in 2.1;
- the operational work-field documentations and
- the VISUS assessment after intervention in the selected schools.

Output 4.2: Assessment and monitoring the safety level of the schools

88. This output aims to monitor the implementation of Component 2 and assess the final safety level of the intervention in the schools. The implementation of this output will be implemented independently from the "VISUS teams" and the "School rehabilitation/reconstruction team". The monitoring and the assessment will be carried out both for the structural interventions and soft DRM measurements adopted in the schools.

89. Indicative activities:

- Structural engineer monitoring of the high and medium schools' interventions;
- Final structural engineer assessment of the high and medium schools' interventions;
- Final assessments of the DRM measurements adopted in the schools.

Output 4.3: Assessment enhancement level of climate resilience of school communities

90. This output aims to assess the implementation of Outputs 3.2 and 3.3. The implementation of these outputs will be implemented independently from the “Community Resilience team”.

91. Indicative activities:

- Assessment of the emergency plans developed at the community level;
- Assessment of the evacuation simulation at the community level;

B. Economic, social and environmental benefits

Outcomes of the projects	Benefits		
	Social	Environmental	Economic
<p>Outcome 1: Improving a national and comprehensive knowledge of exposure and physical vulnerability of schools and decision-making process of intervention in Haiti;</p>	<ul style="list-style-type: none"> ▪ Decision makers empowered on climate-resilient development ▪ Enhanced technical capacities of university students and professionals to improve resilient building; ▪ Strengthen cohesion and integration between stakeholders 	<ul style="list-style-type: none"> ▪ More sustainable use of natural resources due to a better knowledge of the interaction between climate, environment and human factors 	<ul style="list-style-type: none"> ▪ National governments will be able to use their resources more efficiently and make better decisions related to their existing livelihoods and risks exposure ▪ Decrease in cost for external knowhow due to an increase in availability of national expertise
<p>Outcome 2: Strengthening the school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools and implementing schools protocols for risk management;</p>	<ul style="list-style-type: none"> ▪ Reduced fatalities related to the education sector from climate-related disasters ▪ Students and teachers empowered on climate-resilient development; 	<ul style="list-style-type: none"> ▪ Reduced land loss lead by improving land management and conservation of school facilities 	<ul style="list-style-type: none"> ▪ Reduced losses in facilities due to climate-related disasters
<p>Outcome 3: Enhancing the capacity and awareness of local population and civil protection stakeholders in risk management at national and local levels;</p>	<ul style="list-style-type: none"> ▪ Reduced community fatalities from climate-related disasters ▪ Adaptive and coping capacity of communities to climate related risk increased ▪ Improved community participation, ownership and accountability ▪ Strengthening the active participation of vulnerable populations in decisions linked to climate change and greater gender empowerment ▪ General raising of awareness of climate related risk to the community and the need for an enhanced role by the community 	<ul style="list-style-type: none"> ▪ Reduced pressure and degradation on the natural environment 	<ul style="list-style-type: none"> ▪ Reduced losses in the community from climate-related disasters ▪ Improve the local capacity to invest in climate-resilient future projects

Table II-I Economic, social and environmental benefits

Avoiding or mitigating negative impacts

92. The project activities are designed and implemented in a way that does not cause negative social or environmental impacts: to ensure it, the project adopts measures at a project management level and by monitoring the involvement of all beneficiaries.

93. At the project management level, the following measures are adopted for the project its activities:

- *Project*: Environmental and social screening and categorization against the AF's Environmental and Social principles at full project definition stage;
 - *Activity*: Environmental and social screening for Component 2 activities (Output 2.1) at project implementation stage; and planning, implementation and monitoring of necessary mitigation measures as identified by the activity-level environmental and social screening.
94. The project guarantees the monitoring and the involvement of all beneficiaries through the following measurements both in activity design and implementation:
- Continuous open collaboration with relevant stakeholders, (e.g. Ministry of Education, The Directoration of Civil Protection, The State University of Haiti, Ministry of the Environment);
 - The local resilience and adaptation plans to climate-related disaster will be planned on the empowered and inclusive community;
 - Promote proactive engagement of the community leader and schools' representatives;
 - Consulting and engagement with beneficiary communities, including vulnerable groups and school' representatives;
 - Beneficiaries will be able to raise their voice, report any irregularities, allowing for preemptive operational adjustment, through the establishment of complaint and feedback mechanisms.
95. Section K includes additional information regarding on how the project will avoid or mitigate negative environmental and social impacts, and Appendix 1 includes the report of the national consultation for the adaptation fund climate change.
96. According to the Ministry for Women and Women's Rights in Haiti, women represent 52% of the population. 49.4% of these women live in rural areas and 33% of heads household are female. The blatant discrimination against them on the social, economic, political, have resulted in spread poverty between the women. In urban areas, 65% -70% of women live below the poverty line, the precariousness of the job is one of the elements that contributed to their poverty. In Haiti women receive lower wages respect to men, working more in the informal sector, without the right to social security (55.9%), and are less represented in formal employment (30%). Moreover, the low education level affects women predominantly and is one of the factors that explains their early entry on labor market. Thus, the UN also encourages Haiti's efforts to move forward in the equal access of women and the integration into the curricula of the equality and transformation of stereotypes in the formal and non-formal education, also introducing gender equality in textbooks and training teachers. In primary and secondary education there is a gender balance in 2000. At the secondary level schooling for girls also exceeds that of boys. However, inequality becomes more evident regarding persons who have attained tertiary education (6.1% for women 35 to 39 years, while 11.8% of men). In the area of health, a lack of awareness and information of women about their health rights; a lack of sex education programs for young adults and promoting respect for the rights and empowerment of partners; contraception policy that does not favor the control by women of their body and their fertility; a health facility waiting oriented needs and interests of women as well as a lack of policy and means to counter violence against women. At the political level, under-representation of women in political parties and in the management structures; a low rate of participation of women in electoral process; a low level of representation of women in decision-making positions; a lack of recognition of women's rights and a gender perspective in public policies and programs. Despite significant progress, the fact remains that much still to be done regarding the implementation of the gender perspective in public policies. The project is designed to avoid and mitigate negative impacts

in compliance with the Gender Policy of the Adaptation Fund. Numerous project' activities and decision-making processes are designed to promote inclusive participation across gender, age, and different ability levels. These include targeting of gender-differentiated and other vulnerabilities into project interventions so that groups most vulnerable to climate variability and change receive support; and designing women and youth capacity building and skills enhancement programs. The project results framework will include gender- and age-disaggregated indicators and targets to track and ensure participation of women and youth in awareness-raising activities, capacity building, and any management committees. The UNESCO Country Office will monitor and will provide support on an ongoing basis, and will motivate for change in the operational procedures should this be required. Implementation partners such as the Ministry of Youth, the Service of Disable People and the Ministry of Women have been integrally involved in project planning and will continue to be throughout implementation, to ensure that gender and other inclusion considerations are appropriately mainstreamed into project activities. These Ministries will be updated and consulted during the project through specific meetings establish by the Environmental and gender expert during the monitoring of the implementation of the ESMP and the ES' impacts and risks assessments for the USPs.

C. Cost-effectiveness

Describe or provide an analysis of the cost-effectiveness of the proposed project.

97. The AF project boosts natural disaster resilience of the disaster prone areas more vulnerable to extreme weather events and natural disasters induced by climate change. The project components comprise both hard and soft technologies and aim to promote innovative adaptation technologies. The objective of the project is to 'climate proof' the built environment and evaluate risk management measures and make exposed school facilities more hazard resilient. The AF project will also raise awareness and education on the importance of climate change and disaster risk management. The direct targeted and high intensity category of beneficiaries are the people in the education sector (e.g. students, teachers and all staff working in the school facilities) and the neighbouring households to the school facilities that will receive the implementation of Components 2 and 3. Instead, the indirect targeted and medium intensity category beneficiaries are all the individuals that are related to the school facilities that will be assessed by the implementation of Component 1. Finally, the not targeted and medium intensity category of beneficiaries are communities within the departments areas in which a project is implemented.
98. The typical benefits of the concrete natural risk prevention actions of the AF project are to improve the health conditions of the beneficiaries and to reduce the damage of the school facilities. The improved health conditions aim to change the human mortality and morbidity rates. It is not possible to predict when an actual disaster will occur and with what intensity. Thus, the effectiveness of disaster prevention projects is estimated through risk and vulnerability assessments that include a degree of uncertainty because they depend on a large number of factors ranging from the deterministic socio economic characteristics of the area to the probabilistic nature of the event and its magnitude. Therefore, while costs are well defined, benefits derived from avoided losses are not definitive, but are rather probabilistic, at best.
99. In addition to the improvement of health conditions, natural risk prevention is also associated with the reduction of damages to properties. The reduction of damages to school facilities is related to the implementation of interventions (Component 2) aimed at preventing and

reducing the impact of natural disasters due to changing climate, such as the development of tools and systems for risk management (Component 3).

100. As highlighted in Priority 1 of the Sendai Framework: “Disaster risk management needs to be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment” and as suggested by the Global Assessment Report on Disaster Risk Reduction (UNDRR 2019), “Understanding risk means understanding what we know, what we don’t know, and even trying to tackle what we know we don’t know”. For all these reasons, in order to guarantee the cost-effectiveness founded on the reduction of risk needs to start from a very compressive understanding of the risk in all its components: hazards under climate scenario, exposure assets and their vulnerability. Any investments to improve the actual situation without having established before a prioritization plan based on rational parameters of costs and benefits will not guarantee the effectiveness. This project in fact has been design to allocate all the first Component to establish a strategic intervention plan based on quantitative parameters (VISUS methodology), both from structural and social perspective of the schools’ vulnerability as well as the economic implication of interventions in order to reduce the risk. The Component 1 will not only implement the assessment in the selected schools but also transfer the knowledge to local expert in order to replicate this fundamental step in different area of the country.

101. The estimation of avoided damages to capital stock (i.e. school facilities) incurred by the public sector to repair or replace the damaged assets should be based on the average avoided damage methodology. Component 1 of the project aims to assess the distributions of risks, school facilities vulnerability and exposure and the strategic intervention plan (Output 1.6) quantify the effect of the project intervention in terms of potential avoided losses (i.e. reduced schools’ vulnerability) and the severity of the avoided impact (i.e. number of people served by the school facilities). An example of cost benefit analysis can be conducted on the results obtained by the implementation of VISUS in 2017 in Haiti on 101 schools. The VISUS methodology has been conceived as a cost-effective methodology that adopts a technical triage approach to assess the safety of a large number of learning facilities. The technical triage approach permits the identification of schools requiring safety priority interventions, while minimizing the resources for safety inspections. The VISUS safety assessments pinpoint the actual safety issues detected in each surveyed school, which are also identified through a photographic reportage. Moreover, VISUS assesses safety with a multi-hazard perspective and the suggested actions for safety upgrading (in terms of relocation, reconstruction, retrofitting, refurbishment, and restoration self-made) comprise the overall situation of the schools. The VISUS technical reports allow to identify which are the elements on which to intervene (structural, non-structural, functionality, site). Therefore, the use of the VISUS outcomes for defining safety upgrading strategies permits to establish a cost-effective choice of interventions which will be finalized to remove the identified critical issues. In addition, at a large scale, decision makers can decide to define safety upgrading strategies considering potentially recurrent safety upgrading interventions, which are identified through the methodology. The following graphs shows the population served by the 41 selected schools and the minimum and maximum budget allocation for each school. The left graph in shows the best optimization ration between the cost and benefit. In fact, considering a quantitative rationale for the school prioritization, it possible to find the 41 schools that can maximize impact on the number of school population (20676 over a total of 48796) within the project budget allocation. Considering that the total budget allocated for the 101 schools is estimated

between 38 million USD\$ and 55 million USD\$, selecting these 41 schools with only 16% of the total allocated budget it is possible to reach 42% of the population. The graph on the right is based on an alternative solution which has a worse ratio. Even if these results are only illustrative, they show the utility to have an instrument that allow to take decision based on the information and data that show the actual situation, the cost of different potential intervention and consequently the benefit of those interventions.

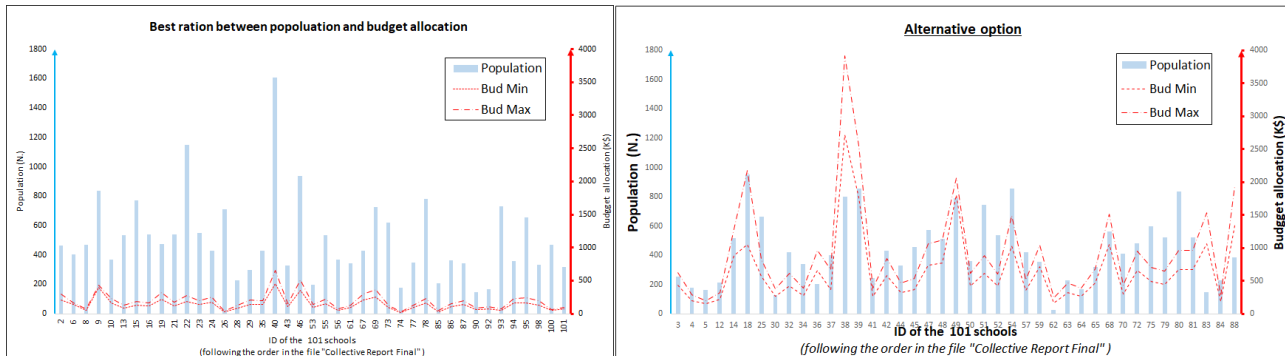


Figure -VII A rational approach to prioritize school intervention to maximize the cost-effectiveness (left); alternative option that higher budget cover less population (37%).

102. A similar approach can provide useful information to the decision makers that will select the interventions of Component 2 based on the assessment of Component 1 in order to maximize the cost-effectiveness.

D. Consistency with national priority

Describe how the project is consistent with national or sub-national sustainable development strategies, including, where appropriate, national or sub-national development plans, poverty reduction strategies, national communications, or national adaptation programs of action, or other relevant instruments, where they exist.

103. The proposed project will contribute to achieving the respective national adaptation priorities. Over the last decade, Haiti has been victim of several hydro-meteorological disasters, which could be attribute to adverse impacts of climate change. In accordance with Article 4, paragraph 12 of the Paris Agreement, the **National Development Contribution (NDC)**²⁰ submitted by Haiti, illustrates the country’s priorities to mitigate the adverse impact of hazards and climate change, towards sustainable development. Consequently, the project is in alignment with national or sub-national sustainable development strategies, development plans, poverty reduction strategies, national communications and national adaptation programs of action. It is also consistent with national socio-economic priorities, national climate change priorities and national disaster risk management priorities.

104. Rooted in the urge to increase the country’s resilience to the impacts of climate-related extreme events, the **National Adaptation Action Plan (NAPA)**²¹ has developed a set of priorities for actions. Within this framework, particular importance is given to improving the country’s resilience through information, education and awareness, as well as through habitat and land planning. Addressed by this project proposal are the country’s priorities towards:

- Integrated management of coastal areas and rehabilitation of infrastructure;

²⁰ Contribution Prévues Déterminées au Niveau National ([Link](#))

²¹ PLAN D’ACTION NATIONAL D’ADAPTATION (PANA)

- Information, education and awareness.

105. During the development of the NAPA, the Haitian government through the Ministry of the Environment identified eight prioritized priority actions. Thus, this project takes into account two of these eight main priorities which are: priority six which concerns the construction and rehabilitation of infrastructures and priority eight which takes into account all aspects related to training and awareness in terms of climate change. These two main priorities are linked to the efforts that the Haitian government is applying within the framework of Nationally Determined Contributions (NDC). In particular, under the terms of the country's NDC, Haiti has committed to protect and relocate infrastructure at risk from the impacts of climate change, which achievement can be greatly facilitated by the follow up of the implementation of project's activities.

106. Among the measures of adaptation, some of the following are directly addressed within the present project proposal:

- Reduced risk of disasters in the most vulnerable areas exposed to floods.
- Establishment of resilient infrastructure to adverse climatic events.
- Development and implementation of Urban Planning and Sustainable Development Plans for cities at risk of flooding.
- Update of the National Risk and Disaster Management Plan (PNGRD) integrating the risks related to Climate Change.
- Strengthening the National Risk and Disaster Management System.
- Strengthening early warning systems for disasters.
- Development and implementation of local risk and disaster management plans in the largest / most vulnerable cities.
- Strengthening building standards.
- Production, communication and dissemination of knowledge related to climate change, including migration (primary, secondary schools and universities).
- National awareness on the causes and effects of climate change and adaptation strategies.
- Strengthening the Department's Climate Change Directorate of the Environment

107. Haiti's Ministry of Environment (an Executive Entity of the project) supervises and validates Strategic Environmental Assessments (SEAs) and Environmental Impact Assessments (EIAs) that integrate climate change adaptation considerations, and monitors the implementation of measures recommended by SEAs/EIAs. This ministry also sets up an enabling institutional and budgetary framework for the replication of successful experiences and the dissemination of practices and techniques that promote enhanced resilience to climate change and climate risks, as well as the development and implementation of an advocacy, communication, and awareness raising strategy and plan.

108. This project proposal bases its understanding of school safety on the definition provided by the Global Alliance for Disaster Risk reduction and Resilience in the Education Sector within its **Comprehensive School Safety Framework (CSSF)**. The CSSF provides a comprehensive approach to reducing risks from all hazards to the education sector by addressing three pillars of school safety:

- Safe Learning Facilities
- School Disaster Management
- Risk Reduction and Resilience Education

109. The CSSF aims to provide a unified focus for child-centered and evidence-based efforts to promote Disaster Risk Reduction throughout the education sector and to assure universal access to quality education. This CSSF provides a comprehensive approach to reducing risks from all hazards to the education sector bringing children's advocates together:

- To improve all children's equitable and safe access to a quality, inclusive and integrated basic education
- To monitor and evaluate progress of initiatives for reducing disaster and conflict risks
- To increase availability of and access to hazard-related evidence, such as multi-hazard early warning systems' data and disaster risk information
- To promote risk reduction and resilience in the education sector, including clear focus in major international agreements (e.g. Sustainable Development Goals and Sendai Framework for Disaster Risk Reduction 2015-2030)
- To strengthen coordination and networks for resilience from all levels, from local to international
- To strengthen education governance and local participation
- To strengthen conflict risk reduction in order to implement integrated, inclusive measures to prevent and reduce hazard exposure and vulnerability to disaster, increase preparedness for response and recovery, and strengthen resilience

From international to national context:

110. The joint effort between Republic of Haiti and the United Nations stipulates the **United Nations Development Assistance Framework (UNDAF) 2017-2021**, which aims to break the vicious cycle of political and institutional instability, as well as multidimensional poverty which has jeopardized the promotion of sustainable human development in the country for three decades. Furthermore, because of the vulnerability of Haitian society to external economic shocks, the recurrence of natural disasters and humanitarian and political crisis, the UNDAF 2017-2021 aims to strengthen the political, human, territorial and economic resilience. UNDAF 2017-2021 underline that **the vulnerability of the population and territories to natural disasters have been the main cause of recurring humanitarian crises**. Due to the upsurge of humanitarian crises, resilience building of the population and territories is a key objective of the UNDAF 2017-2021.

111. The project proposal is consistent with the 5 priority areas of intervention of UNDAF 2017-2021 and the related defined outcomes, which will make a valuable contribution to the achievement of national priorities and SDGs. In particular with **Outcome 2**: *"The population, specifically the most vulnerable groups, has increased and equitable access and use of quality basic social services, in particular education and health for all"* and **Outcome 4**: *"National, regional and local institutions, along with civil society strengthen sustainable management of natural resources and environment, territorial and population resilience, especially for the most vulnerable, to respond to natural disasters, to climate change and humanitarian crisis while ensuring continued sustainable development."*

112. The UNDAF 2017-2021 focuses on five priority areas of intervention which were identified and framed by the common country assessment. This includes poverty reduction and the promotion of decent employment; access and use of quality basic social services; gender equality and protection; resilience; and governance. These priority intervention areas are consistent with the four rebuilding pillars of the **Strategic Development Plan of Haiti (Plan**

Stratégie de Développement d'Haïti, PSDH) 2012-2030 particularly territorial rebuilding, economic rebuilding, social rebuilding and institutional rebuilding.

113. In New York on March 31, 2010, Haiti's international partners accepted the principle of long-term support for the reconstruction of the country, based on the **Action Plan for the Recovery and Development of Haiti** (*Plan d'action pour le relèvement et le développement d'Haïti, PARDH*). The focus of this plan was on the immediate reconstruction needs viewed in a long-term development perspective. The PSDH expands and details the long term perspective.
114. The PSDH address four major "action areas", in particular the project proposal is consistent with the third action area "**Social Rebuilding**" and second programs "**Improve access to preschool, elementary and secondary school**". The shortfalls in this sector are significant and include an insufficient number of spaces, quite average quality of education, poorly motivated instructors, etc. There is a need for a network of daycares, preschools, elementary schools, high schools, as well as facilities for a network of Professional Teaching Certification Schools (*Écoles d'Application et Certification d'Aptitudes Professionnelles à l'Enseignement*).
115. The project objectives are compliant with several global initiatives and frameworks that advocate for school safety. The goals of CSSF are: 1) to protect children and education workers from death and injury in schools; 2) to plan for educational continuity in the face of expected hazards; 3) to strengthen a disaster resilient citizenry through education and 4) to safeguard education sector investment.
116. **The 2030 Agenda for Sustainable Development:** School safety issues are addressed in the 2030 Agenda for Sustainable Development through two main SDG: **SDG 4** and **SDG 11**. SDG 4 particularly focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all; 4.a. particularly stresses the need for building and upgrading education facilities that are child, disability and gender sensitive and providing safe, non-violent, inclusive and effective learning environments for all. SDG 11 specifically aims to make cities and human settlements inclusive, safe, resilient and sustainable.
117. **The Sendai Framework for Disaster Risk Reduction 2015-2030:** Adopted on 18 March 2015, the Sendai Framework for Disaster Risk Reduction highlights as priorities the need, on the one hand, of *understanding disaster risk (Priority 1)* and on the other hand *investing in disaster risk reduction for resilience (Priority 3)*. To this end, the framework states that policies and practices for disaster risk management should be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment. Such knowledge can be leveraged for the *purpose* of pre-disaster risk assessment, for prevention and mitigation and for the development and implementation of appropriate preparedness and effective response to disasters. It also calls for reducing disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030 (Target D). The indicators adopted by the United Nations General Assembly for the measurement of global Target D of the Sendai Framework, D-1 (i.e. damage to critical infrastructure attributed to disasters); D-3 (i.e. number of destroyed or damaged educational facilities attributed to disasters) and D-6 (i.e. number of disruptions to educational services attributed to disasters), are particularly relevant^[2].
118. **Paris Agreement on Climate Change:** The Paris Agreement's central aim is to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius. More particularly, **Article 7**,

Point 9 (c) focuses on assessment of climate change impacts and vulnerability, with a view of formulating nationally determined prioritized actions, taking into account vulnerable people, places and ecosystems. **Article 8, Point 1**, recognizes the importance of averting, minimizing and addressing loss and damage associated with the adverse effects of climate change, including extreme weather events and slow onset events, while **Point 4** recognizes the need for areas of cooperation and facilitation to enhance understanding, action and support: (e) Comprehensive risk assessment and management. Finally, **Article 11, Point 1** stresses the need for capacity-building to take effective climate change action, including, inter alia, to implement adaptation and mitigation actions.

Agenda for Humanity: The Agenda for Humanity is a five-point plan that outlines the changes that are needed to alleviate suffering, reduce risk and lessen vulnerability on a global scale. In the Agenda, humanity – people’s safety, dignity and the right to thrive – is placed at the heart of global decision-making. To achieve this, global leaders and all humanitarian actors are called upon to act on five core responsibilities. Responsibility 3 (“Leave no one Behind”) particularly stressed the need to ensure education for all in crisis, while Responsibility 5 (“Invest in Humanity”) requests to invest according to risk.

E. Consistency with national technical standard

Describe how the project meets relevant national technical standards, where applicable, such as standards for environmental assessment, building codes, etc., and complies with the Environmental and Social Policy of the Adaptation Fund.

119. The proposed project will comply with several national guidelines, policies and regulations including the country’s national building codes (*Code National du Bâtiment d’Haïti 2012, CNBH*) and the evacuation shelter management guide (*Guide de gestion des abris d’évacuation 2013*); in respect to the Environmental and Social Policy of the Adaptation Fund.
120. The **National Intervention Plan (NIP)** of the Republic of Haiti, as part of the Emergency function VI (“Service to the population”), aims to provide a framework for structuring national actions in disaster management, the evacuation and management of shelters. It responds to the collective care needs of the victims of a disaster or state of emergency and will ensure the delivery care services to the population affected (evacuation shelter, food and first aid, non-food items) provide and organize the transport of aid to affected areas. From a functional point of view and according to the NIP, the responsibility for Function VI lies mainly with the Ministry of Social Affairs and Labor (MAST), supported by other governmental bodies, including the Ministry of Public Works, Transport, Communication and Energy (MTPTCE), the Ministry of National Education and Vocational Training (MENFP), the Ministry of Youth, Sports and Civic Action (MJSAC) and the Ministry of Justice and Public Security (MJSP), as well as supporting partners to provide the necessary assistance identified. Integrated into the Risk and Disaster Management (DRM) policy, the **evacuation shelter management guide (ESMG)** has been developed by the Temporary Shelter Thematic Management and Management Committee and aims to facilitate and organize the installation of evacuees in shelters.
121. ESGM takes into account the experience of disasters or previous interventions, in particular the passage of hurricanes or storms, or even more simply on the occasion of warnings and formalize a process of management of evacuation shelters in front of adapt to all emergencies. **Component 1** of project, and more specific the VISUS methodology (Output 1.4), complies with the ESGM the technical conditions. In fact, the rapid multi-hazard safety assessment methodology is conforming to the ESGM, in particular to the Security Evaluation (*ESMG – par. 1.2.2*), technical evaluation of the infrastructure (*ESMG – par. 1.2.3*) and the functional evaluation (*ESMG – par. 1.2.4*). The ESGM defines that is up to the Communal

Committees of Civil Protection (CCPC) to propose to the mayor (municipal council) the buildings or sites likely to be used as evacuation shelters during an emergency, as well as to negotiate and plan ahead the conditions of use and the necessary adjustments. The VISUS assessment of Component 1 and the activities of Component 3 will allow to coordinate and facilitate the decision of the CCPC and the municipal council. Output 3.2 establishes actions that need to be taken by the evacuation shelter management committee under the responsibility of the CCPC Coordinator. Only establishing a good coordination and planning between the management committee and the school it is possible to both guarantee safety for the population and the right to education.

122. The outputs of the concrete actions of Component 2 of the project are compliant with the minimum requirements for achieving safety, health and general well-being for the user and accessibility, structural strength and stability for the buildings regardless of the demands and hazards considered (e.g. safety, lighting, ventilation, energy efficiency and fire protection) established by **CNBH**. Furthermore, Design codes and standards, including specifications references within, shall apply to the design, construction quality, and safety of all work performed:

- International Building Code (IBC) 2009
- Minimum Design Loads for Buildings and Other Structures ASCE 7-10
- Building Code Requirement for Structural Concrete ACI 318-08
- ACI Detailing Manual 2004
- Specification for Masonry Structures ACI 530-05
- American Institute of Steel Construction AISC 360-05
- Code National du Bâtiment d’Haïti (CNBH) 2012

All these codes equal or surpass the requirements of the CNBH and the codes will be applied to both the design and the construction tender processes.

123. The terms of Reference will require the Designer (Company and Key personnel) to demonstrate professional certification, previous experience and knowledge of codes referenced or equivalent for respective disciplines (Structural, Mechanical, Electrical, Plumbing, and Architectural).

124. UNOPS’ Design Review process will ensure that all Infrastructure Works Designs in a project meet the minimum requirements stated within the applicable UNOPS design planning manuals and other Technical Codes and Standards cited in the Engagement Agreement and/or PID, all Works Designs shall be reviewed for compliance. This requirement applies to all Works Designs, whether prepared by UNOPS or a third party, for example, a donor/partner, a design consultant/company, a contractor (the Designer), and whether or not the construction/implementation of the works is carried out by UNOPS. A Certificate of Design Review Compliance shall be issued upon completion of design review. A Certificate of Design Review Compliance must be in place prior to the further dissemination and use of the design.

125. UNOPS also monitors compliance to the building regulations as part of its monitoring strategy during site visits and reporting from our technical experts. There are weekly reporting on Plan compliance, material specs and design (testing results for concrete), health and safety on site.

126. The CNBH defines three risk categories based on the intended use and associate to each of them different level of hazard intensity (i.e. rain, wind and earthquake loads). The category

I-Low consider buildings that collapse pose a low risk of loss of life (i.e. buildings with low human occupation, small storage buildings, farm buildings, barns); the category II-Normal are all buildings except those in the other three categories; category III-High are buildings that can be used as a civil protection shelter (i.e. schools, community centers) and finally category IV- Civil protection are civil protection buildings providing essential services in the event of a disaster (i.e. hospitals, telephone exchanges, power stations, distribution substations, control centers and emergency response facilities). The rehabilitation and retrofitting of school facilities implemented during the project will adopt hazard intensity for category III as design inputs. According to these design parameters the project will guarantee the possibility to use these school facilities as temporary shelter.

127. The environmental impact of the proposed project, mainly related to the outputs of Component 2, will comply with the country's national environmental standards (Haitian building code) as well as the Environmental and Social Policy of the Adaptation Fund. The project will not cause unnecessary harm or degradation to the natural habitat, with regards to limit negative impacts of climate change. Retrofitting or reconstruction of school facilities will be done exclusively according to necessity, and materials will be chosen in respect to the environment and local habitat. Benefits deriving from ecosystem services will not be affected by the project. The project will avoid any significant or unjustified reduction or loss of local biological diversity.

F. Duplication in project design

Describe if there is duplication of project with other funding sources, if any.

128. For the preparation of this proposal, the consultation process with the key stakeholders provide a complete mapping of potential overlapping activities (Appendix 1). The proposed project will focus on the concrete implementation of on-the-ground climate change adaptation interventions, with an emphasis on DRR initiatives in the education sector and school facilities.
129. Such DRR initiatives were especially implemented immediately after the 2010 earthquake without having the possibility to adopt a nation wide assessment of the facilities vulnerability, in particular focusing on earthquake and not considering a multi-hazards approach. The proposed AF project will not create duplicates with other international or national organizations, but will create synergies with, strengthen and build on current and former initiatives and activities implemented in the area. The proposed project is expected to have positive impacts not only in the short-term, by building capacities among the locals but also guaranteeing long-term monitoring and implementation of the methodology.
130. The VISUS Methodology, developed by UNESCO and the SPRINT-Lab, has been implemented in several countries. A preliminary assessment of school facilities was undertaken in Haiti in 2017, targeting a total of 101 schools between the northern and eastern regions of the country. For this purpose, technical capacities were created within the country. The proposed project aims to upscale the assessment to a larger area of the country, and to create more capacities while proceeding with retrofitting or reconstruction of schools based on the assessment results. No schools have been rehabilitated, retrofitted based on the VISUS methodology but the lessons learnt from the VISUS assessment conducted in 2017 will be implemented in Component1 of this project.
131. UNOPS human resources, expertise in the field of procurement and its experience in Haiti were made available for the successful running of the project "Fonds d'Assistance Economique et Sociale (FAES)". UNOPS, in partner with IDB, provided the technical assistance

to the procurement-related activities for the construction of 30 schools and the technical evaluation for 28 school construction projects and finally the technical assistance on negotiations for the relaunching of works for 19 schools). This project was implemented on a different model, as FAES, an entity from the Haitian Government, was the executive and UNOPS was providing them with technical assistance and was brought in later in the project. Some lessons learned from this initiative will be apply on this project:

Designs:

- Designs will adhere to the International and National Haitian Building code, to ensure strong anti-seismic and anti-hurricane standards. This is something that is integrated in all design standards and is part of the design review for UNOPS and will be applied here for both design and construction of schools.
- The design and specifications plans should be detailed. The plans for his project will include in depth details from all engineering fields to limit omissions and prevent room for interpretations during the construction period and will be supported by a detailed Scope of Work and Bill of Quantity. UNOPS has very specific and elaborate templates and norms for designs that will be applied for the work performed in the schools.
- For schools that do not have running water, the design should not envision WC, but latrines instead. In rural areas, a system that recuperates rain water should also be explored. UNOPS always take into account the reality of the area in the design, including for sanitation.

Construction

- It is important to encourage small and medium sized enterprises to apply for certain work, not only bigger international companies. It is also important to use local labor as much as possible. UNOPS has a strong experience in infrastructure work in Haiti and we reach a large spectrum of companies to apply for different bids. The methodology that UNOPS propose is adapted to Haiti's local labor and available materials in order to maximise small and medium enterprises participation. UNOPS also always encourage contractors to hire local laborers to support the local and rural economy. This also helps develop skills in rural areas and create work in remote zones.
- It is important to test the quality of concrete in Haiti. UNOPS has strict guidelines when it comes to concrete testing. For example, during a concrete membercasting, samples will be retrieved to be tested at 7, 14 and 28 days to ensure the quality meets the specifications of the design.

Supervision

- It is key to have a strong supervision strategy. UNOPS follows a strict supervision strategy where each site is visited at least once a week by technical experts. The technical team establishes key milestones for supervision sign off during the construction to ensure that the specifics of the designs are followed.

132. The proposed project will build on, complement and /or strengthen the projects include in Table below.

Project Title	Funding	Dates	Description
<i>Child-focused Disaster Preparedness, Mitigation and Management (Save the Children)</i>	655,780\$	2009 (12 months)	The project implemented in the City of Gonaives in Department of l'Artibonite in Haiti, focused on: 1) adopting an overarching child-focused DRR approach that empowers children to participate meaningfully in planning for their own safety and that of their family and in actively contributing to disaster risk reduction; 2) building the

			<p>capacities of teachers, school principals, educational inspectors, parents, locally based child protection committees and the DPC to develop and implement child-focused disaster preparedness plans in the school and its surrounding communities; 3) engaging the private sector – cell phone companies and radio – in explicit and informational early warning messaging. 4) providing material support to schools and the DPC to better equip themselves to mitigate the effects of disasters, improve their communications and enhance their coordination mechanisms. 5) supporting the DPC to develop and implement a communication and information strategy that increases people’s knowledge of what to do in an emergency and where to go to seek safe shelter.</p> <p>Differently from this past project, the AF project will not focus only on the empowering of DRR capacity in the school community but also provide structural rehabilitation of the schools. AF project activities will be also CC driven and not only from DRR perspective, both from structural non-structural activity. The CC perspective will be adopted from the multi-hazard VISUS assessment, passing through the rehabilitation up to the preparation of document for the NAP.</p>
<i>Education and Protection of Children Affected by the Earthquake in Haiti (Save the Children)</i>	2,453,820\$	2010 and 2011 (21 months)	<p>To achieve overall goal to build back better for children in Haiti after the 2010 earthquake, Save the Children has intervened in health and nutrition, water and sanitation, shelter and relief, child protection, food security and livelihoods and education. The objective of the education program was to ensure that children are able to access safe and quality education both in the directly affected areas and in the indirectly affected areas. The plans adopted to help children return to school more relevant for this project were: setting up, furnishing and supplying temporary learning spaces; installing water and sanitation facilities in schools; rehabilitating, furnishing and supplying slightly damaged schools; training teachers on psychosocial approaches in the classroom, disaster risk reduction; Integrating disaster risk reduction measures in schools; improving school governance by promoting wider parental and community participation and grounding school governance in child rights. In particular, Activity 1.2 worked 12 classrooms to conduct basic rehabilitation of their facilities.</p> <p>AF’s project, compare to this project, will provide a clear assessment of the safety of the schools for multi-hazard, structural rehabilitate the schools in order to increase the safe up to a level that the schools could be used as shelter during an emergency. After rehabilitation, the assessment will be implemented again in order to monitor and prove the improvements and take lesson learn useful for the preparation of the NAP.</p>
<i>Increasing Human Security to Disaster Risk in Haiti (UNESCO Haiti)</i>	4,112,230\$	2016 and 2017 (24 months)	<p>The project aimed to develop a ‘culture of risk’ with the education sector, in particular Output 3.3 is the most pertinent to the AF project (Component 3): reinforce the extended school community capacity to address its insecurities and implement tailored disaster prevention and management protocols. The project supported the Ministry</p>

			of Education in the elaboration and validation of disaster risk reduction training modules; conduct trainings to head teachers, teachers, schools inspectors, and officers at DDE for the development and implementation of tailored protocols for disaster risk prevention and management; support head teachers, teachers, schools inspectors, and officers at Departmental Delegation of Education to evaluate the disaster vulnerability of selected school structures and develop strategies to mitigate the identified risks (component 1); conduct awareness raising initiatives towards teachers, school inspectors, pupils and parents in disaster preparedness and response, through the participation of all stakeholders. Differently from this past project, the AF project will not focus only on the empowering of DRR capacity in the school community but also provide structural rehabilitation of the schools. AF project activities will be also CC driven and not only from DRR perspective, both from structural non-structural activity. The CC perspective will be adopted from the multi-hazard VISUS assessment, passing through the rehabilitation up to the preparation of document for the NAP.
<i>Approche Paysage Resilient Intégrée (UNEP)</i>		10/2020	<p>The approach aims to raise multi-dimensional resilience in the pilot landscapes, so as to enable its communities to respond effectively to different crises and disasters by accessing and maintaining a model of peaceful, inclusive, equitable life and society, sustainable and productive that leaves no one behind. The project has four specific objectives: 1. Improved human well-being, and generalized access to basic social services; 2. Strengthening governance, inclusion and social stability; 3. Development of a productive and sustainable economic model; 4. Restoration of environmental capital and services.</p> <p>The AF's project, as already started in the consultation phase (Appendix 1), will develop synergy with this project. In particular, the AF's Project will collaborate with UNEP in order to adapt and consider the principles of this project in the specific sector of schools.</p>
<i>Fonds d'Assistance Economique et Sociale (FAES) (UNOPS and IDB)</i>	\$162,137	04/2012 12/2013	<p>Technical Assistance to the procurement-related activities for the construction of 30 schools</p> <p>The general objective of this technical assistance was to guide and support the FAES in an innovative procurement approach for the construction of 7 permanent schools and 20 semi-permanent schools, as well as the rehabilitation of 30 schools. This involved assisting the FAES and the MENFP in the process of awarding three works contracts, from the constitution of the DAO to the signing of contracts, which was drafted on the basis of expected results in terms of delivery time and technical and architectural standards (including anticyclonic and anti-seismic) in accordance with MENFP requirements. UNOPS also prepared the bidding document for the supervision.</p> <p>The AF's project will benefit from this experience for the implementation of Component 2 (outputs 2.1-2.3), but Component 1, 3 and 4 will be an added value respect to this project.</p>
	\$223,212	07/2012 11/2012	Technical evaluation for 28 school construction projects

			<p>The general objective of this technical evaluation was to check the structural the work quality of 28 school being implemented and their compliance with the design as well the seismic and anticyclonic standards in place for each of them.</p> <p>The AF's project will benefit from this experience for the implementation of Component 2 (outputs 2.1-2.3) and 4, but Component 1 and 3 be an added value respect to this project.</p>
	\$162,851	4/2013 4/2014	<p>Technical assistance on negotiations for the relaunching of works for 19 schools</p> <p>UNOPS assisted the FAES in the negotiations with the executing and supervising firms with the goal to relaunch the works and complete the construction of 19 schools in the best conditions of compliance with the earthquake-resistant and seismic standards in place. The two main objectives were: 1) Technical assistance to FAES for the restart of construction works and the completion of 19 schools; 2) Support the negotiations with the construction or supervision firms involved.</p> <p>The AF's project will benefit from this experience for the implementation of Component 2 (outputs 2.1-2.3), but Component 1, 3 and 4 will be an added value respect to this project. Furthermore, the AF's project will not focused only on the earthquake hazard.</p>
Construction of 11 classrooms and their water and sanitation infrastructure (UNOPS and UMCOR)	\$322.437	05/04/2011 05/08/2011	<p>Following a successful project implemented by UNOPS, financed by UMCOR, in 2010 to build 9 Transitional schools at Camp Corail, UNOPS was once again approached by UMCOR to implement a project of a similar nature in the Tabarre Issa neighborhood. The scope of works was to build 11 schools over 4 separate locations, with 2 of these schools having an adjoining office. Additionally, 2 canteens were to be built in Camp Corail, to complement the existing schools at that site and provide a durable solution for the students to dine in over the tents that had been onsite.</p> <p>The AF's project will benefit from this experience for the implementation of Component 2 (outputs 2.1-2.3), but Component 1, 3 and 4 will be an added value respect to this project.</p>
Construction of 9 classrooms for Corail (UNOPS and UMCOR)	\$168.048	08/17/2010 12/17/2010	<p>The scope of Works for this agreement consisted of the construction of 9 Transitional Schools in the Corail Relocation Site following the 2010 earthquake.</p> <p>The AF's project will benefit from this experience for the implementation of Component 2 (outputs 2.1-2.3), but Component 1, 3 and 4 will be an added value respect to this project. Furthermore, the AF's project will not focused only on the earthquake hazard.</p>
<i>Scaling Smart, Solar, Energy Access Microgrids</i>	\$45,7 million	03/12/2020 01/01/2023	<p>The project aims to develop 22 micro-networks for solar and battery storage at community level in the south of Haiti. In particular, it shares the target areas in the municipalities of Les Cayes, Port salut and Coteau. The AF's project will work with government and local authorities to create a complementary synergy between the two projects with the aim to benefit the schools from the solar-powered microgrids and also exchange knowledge about the development of respective school's curriculum.</p>

G. Knowledge management

If applicable, describe the learning and knowledge management component to capture and disseminate lessons learned.

133. The project is of importance to the government of Haiti: the wide and spread school assessment, relevant trainings to professionals and students, strengthening school safety, enhancement of the capacity and awareness of local population and civil protection actors, represent the core of the project and will serve as a learning model that will provide the various stakeholders the opportunity to test, review and learn context specific approaches, establish best practice and scale up successful activities to achieve climate change resilience at national scale. The learning and knowledge activities planned in the three components are involving both policy and decision makers, private sector, local and international NGOs as well as local communities.

134. Most activities in the Component 1, "Assessment of school facilities by VISUS methodology", entail trainers to trainers, decisions makers and surveyors. This knowledge sharing will contribute to the autonomous upscaling and replication of project interventions beyond demonstration sites, thereby also enhancing the climate resilience of non-direct beneficiary communities. The comprehensive results of each single school by the VISUS assessment will be shared by a geographical web platform, allowing access to the different stakeholders. Output 1.6 provides a strategic prioritization intervention plan for school facilities, this is the most important knowledge for the government in order to efficiently and sustainably program the strategies to build a resilient country. Also, in Component 3 most of the activities are focused on knowledge and learning processes, in fact they enhance the knowledge and awareness of the disaster risk due to CC, and promote development and simulation of the community emergency plan. Furthermore, the lessons learnt of this project will be summarized through a policy/regulation briefs regarding on how to develop good practice in managing school facilities as short temporary shelters.

135. A Monitoring, Evaluation and Learning (MEL) system will be developed during the project, it will allow to improve and influence the implementation within the project and amongst actors engaged in similar work; this instrument will allow the active creation, sharing, and use of gained knowledge and information. The knowledge generated by the MEL system will be shared with stakeholders and donors working in the climate adaptation space in Haiti. The MEL system will be composed on three major phases:

- Inception analysis: elaboration of document that will show the lesson learnt during previous similar projects, this analysis (e.g. SWOT, SCORE, SOAR, etc.) will identify the actions that the project can apply in the different activities based on the lesson learnt.
- Periodic review: to promote an adaptive management the project will set up a quarterly project reviews which will identify the project gaps and then inform project improvement.
- Final review: before the end of the project, the project will produce a learning document that will form a basis for replication and scale-up of future activities.

136. The project will collect and share the knowledge and competence generated by:

- The assessment knowledge and capacity on VISUS methodology will be shared with government partners, universities and other stakeholders for future projects and policies. The results will then be shared at a geographical web platform.
- The schools' safety improvement pilot will be analyzed and documented as a case study, to further inform potential upscaling and disseminate lessons learned at the national level.

- The trainer and VISUS methodology reporting manual is for training surveyors and decision makers to better assess and make decision regarding climate resilient facilities, these will also generate a culture of disaster risk reduction and resilient solutions.
- Through the Directorate of Civil Protection, the lesson and experience learnt during the development and implementation of the community emergency management plans in pilot cases will be used to potential upscaling and disseminate at the national level.

137. Finally, the project will ensure nationwide dissemination and sharing of knowledge to also reach the indirect beneficiaries. As part of management activities, the project will disseminate through different media (e.g. newsletters, radio channels, television, and social media streams) the project events, success stories and progress attained.

H. Consultation process

Describe the consultative process, including the list of stakeholders consulted, undertaken during project preparation, with particular reference to vulnerable groups, including gender considerations, in compliance with the Environmental and Social Policy of the Adaptation Fund.

138. The National Consultation for adaptation to climate change allows determining risk of adverse consequences, the intensity of these risks and identify factors that could reduce or increase the response and adaptation capacity at local and national level. As such, the consultation has required the implementation of methods and tools likely to help give trustworthiness to the project concrete actions. The objective of the consultation process was to gather information relating to the assessment of beneficiaries' vulnerability to climate change. The methodology implemented in the process allowed to work with all stakeholders and provided them tools to reach the objective. The stakeholders that have already been consulted include:

- The relevant ministries (Ministry of National Education, Ministry of Environment - (July 4th to 7th, 2019)
- Local authorities (mayors of Cap Haitien, Gonaives, Les Cayes, Jeremie - August 4th to 18th, 2019)
- NGOs working in Haiti (Oxfam Haiti Plan, Save the Children - July 12th to 17th, 2019)
- The United Nations system (UNDP, UN Women - July 4th to 7th, 2019)
- The Civil Society Organizations (July 12th to 17th, 2019)
- The National Technical Services (Engineering School of Management - July 21th to 25th, 2019)

139. The complete documentations regarding the analysis of the key consultation findings are available upon request in French. While the full concept note is available in Appendix 1.1, six main analysis findings were highlighted:

- A] The vulnerability of water and agricultural sector to climate change
- B] Impacts (economical and financial) of disasters related to climate change
- C] Adaptability capacity restricted due to low income level
- D] Fragility of the institutional framework regarding Climate Change issues
- E] The gender-based vulnerability
- F] Barriers to education access

140. **A] The vulnerability of water and agricultural sector to climate change** - The figure below shows the water balance for the reference period and its estimate for 2030 and 2060 for the

model projections HadCM2. It is noted that the potential volume of water resources (W, red) and the flow obtained by the water balance equation (Q, green), drastically reduced year by year. Regarding the agriculture section the three crops representative of the Haitian production are shown in different conditions: potato (C3 plant grown in temperate environments), rice (C3 plant grown in hot environment), corn (C4 plant grown in warm areas irrigated conditions or not). The results show that the yields of these crops decrease for each of the scenarios developed for the XXI century.

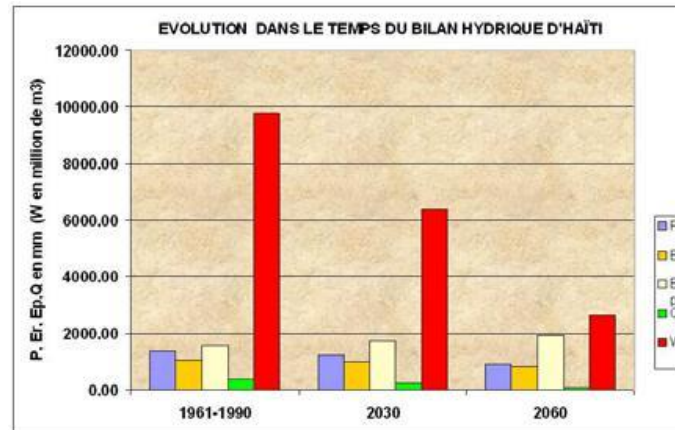


Figure -VIII Water balance for the reference periods.

- 141. B] Impacts (economical and financial) of disasters related to climate change** - The fragility of agricultural infrastructure and crops to climate hazards makes this sector vulnerable to cyclones and floods increasingly recurrent in the country. Cost analysis relating to climate change shows that in 2025 the cost of inaction would be between 15.7 million USD annually for the main agricultural sector production and 170 million for the entire industry.
- 142. C] Adaptability capacity restricted due to low income level** - With a GDP per capita of 846 USD 2014, Haiti is the poorest country in the Americas and one of the poorest in the world. It has been estimated that 59% of Haitians live below the poverty threshold of 2.44 USD per day and even 24% live below the extreme poverty line of 1.24 USD per day. In addition, more than half of Haiti's population lives in rural areas and 85% of the rural population is engaged in agriculture; which is by far the largest provider of jobs, further increasing the vulnerability of the Haitian economy when natural disasters affect crops.
- 143. D] Fragility of the institutional framework regarding CC issues** - in line with its international commitments, the country also strengthened its institutional capacity in the field of the fight against climate change, even though existing institutions remain fragile. MDE is the focal point in the UNFCCC, it develops and coordinates projects against climate change but the lacks of necessary means to face these challenges and the limited financial and human resource limits its efficacy. The National System for Risk Management and Disaster (SNGRD) is involved in the planning and implementation of actions to risk management and response to natural disasters, however, the organization remains undersized in the event of a major disaster.
- 144. E] The gender-based vulnerability** - Women are present in almost all agricultural value chains, and perform often difficult production functions in addition to their domestic and reproductive functions. At some places, the water collection for women has become an exhausting chore. Considering the centrality of women in the use and consumption of energy, women can become -from their charisma- real change agents in communities over any attempt to innovation.

145. **F] Barriers to education access** - 80% of teachers are not qualified, the basic education curriculum is unsuited to the needs of children and the current context, and finally the schools do not meet the standards and norms minimum quality and safety. The budget for the sector is largely insufficient, barely 15% of the national budget and represents about 2% of GDP. The education system is not able to respond to emergencies and does not have enough resources to cope. Moreover, a recent study reveals that before the passage of Matthew cyclone, more than 300,000 children 6-15 years were already outside the school system nationally.

146. In 2021, in the framework of the preparation of the AF proposal, a set of new consultations was organised, including consultations with (full list of the stakeholders consulted is available in Appendix 1):

- The Ministries concerned (Ministry of National Education, Ministry of the Environment);
- Local Authorities (the Mayors of Cap Haitien (North), Gonaïves (Artibonite), Cayes (South), Jérémie (Grand'Anse));
- United Nations system entities (UNDP, UN Women, UNFPA);
- Grassroots community organizations;
- Youth organizations;
- Organizations working in the field of climate change;
- National State Technical Directorates and Services;
- Parents of students;
- School directors and professors;

147. The consultation process adopted different techniques according to the typology of stakeholder and the specific required information:

- Focus group: gathered and selected people participated in a planned discussion intended to highlight their perceptions regarding the vulnerability to climate change; members of a group were invited to interact and influence each other during the discussion and consideration of ideas and perspectives.
- Testimonials: gathered the statements that confirms the truthfulness of what they have seen, heard, perceived and lived;
- Semi-structured interviews with local relevant people: a fairly open framework of questions allowed a focused, conversational, two-way communication. The base guideline was flexible enough to follow topical trajectories in the conversation that may stray from the guide when it seems appropriate.

148. Ultimately, all the information collected during the consultation was crossed with expert data and research results published in research reports and relevant national and international publications (please see Appendix 5 for the full list of resources consulted).

149. During this recent consultation phase:

- the project was presented to the actors concerned in the context of adaptation to climate change.
- information was gathered on the vulnerability of the Artibonite, South, Grand-Anse and North departments to climate change.
- Particular information on vulnerabilities related to energy, deforestation, drought, flooding, erosion, sedimentation of streams, food safety, education, genre, the

adaptability of these four regions, have been also collected along with recommendations for building resilience.

150. Through the consultations, a set of recommendation has been made. The table below highlights the recommendations received per department and per project component, and how the project is addressing each of them:

Component	Gonaives (Artibonite)	Cap Haitien (North)	Cayes (South)	Jeremy (Grand'Anse)	How the project addresses the recommendations
Component 1	<p>Carry out a technical diagnosis and rebuild the schools most exposed to natural related disasters according to risk and disaster management standards.</p> <p>Involve community members in the construction and modernization of schools.</p>	<p>Involve 20% private schools in the project.</p> <p>The choice of rural public schools must be given priority.</p> <p>Avoid duplication, in the event that a public school has already been rehabilitated.</p>	<p>Choose safe school sites and an accessible, disaster-resistant design and construction to make every new school a safe school.</p> <p>Support and help local authorities in the choice of schools by experts in the field.</p> <p>Involve organizations in the choice of schools. Grassroots community organizations must participate in the process of choosing schools, because they are seen as the engine of development in the community.</p>	<p>Include municipal schools in the list of public schools that will benefit from this project.</p> <p>Signing of a memorandum of understanding between the Ministry of the Environment and the municipalities for their involvement in the project.</p> <p>Consider first the schools most vulnerable to natural disasters</p>	<p><u>1. Methodology:</u></p> <p>1.1 School safety assessment to be undertaken (VISUS)</p> <p>1.2 Involvement of the local community</p> <p><u>2. Schools to be assessed</u></p> <p>2.1 Number of private schools: 700</p> <p>2.2 Consider avoiding duplication</p> <p>2.3 Involvement of experts in schools selection</p> <p>2.4 Consider municipal schools in the list</p> <p>2.6 Consider the most vulnerable schools</p> <p><u>3. Involvement of stakeholders in the project</u></p>
Component 2	<p>Manage the sanitation problem in schools, the quantity must be equal for girls and boys.</p> <p>Manage the problem of drinking water in these school buildings.</p> <p>Reduce structural, non-structural and infrastructural risks to secure buildings and</p>	<p>Rehabilitate schools according to earthquake and para cyclonic standards</p> <p>People with disabilities must be included, that is to say, rehabilitate school spaces that will allow them access to buildings, in normal situations but also in</p>	<p>Put in place analysis plans and a priority list to upgrade or replace unsafe schools</p> <p>Proceed to the rehabilitation of schools most vulnerable to threats linked to climate change while respecting anti-seismic, anticyclonic and climate change standards.</p>	<p>Schools that will be transformed into temporary shelters or evacuation shelters must be equipped with adequate materials while respecting the minimum standard of a temporary shelter. (Haitian government shelter guide)</p> <p>Take into account the health aspect of schools while</p>	<p><u>1. Water and sanitation</u></p> <p>1.1 Gender consideration</p> <p>1.2 Drinking water issue</p> <p><u>2. Exercise and emergency management</u></p> <p><u>3. Solutions</u></p> <p>3.1 Reduce structural, non-structural and infrastructural of buildings</p> <p>3.2 Rehabilitation of schools to address specific hazards (e.g. earthquake)</p>

	<p>facilities for survival and evacuation.</p> <p>Develop emergency plans around the school and regular exercises for the hazards that concern them.</p>	<p>emergency situations.</p> <p>Choose schools to be rebuilt in strategic positions to allow the population to evacuate quickly in the event of disasters</p> <p>The sanitary blocks must take into account the component relating to sex and age (shower, toilet).</p>		<p>respecting the gender aspect.</p> <p>As part of the rehabilitation of schools, emergency exits must be provided which would allow an orderly evacuation in the event of an emergency.</p> <p>Rehabilitate schools according to earthquake and para cyclonic standards</p> <p>People with disabilities must be included, that is to say, rehabilitate school spaces that will allow them access to buildings, in normal situations but also in emergency situations.</p> <p>Choose schools to be rebuilt in strategic positions to allow the population to evacuate quickly in the event of disasters</p> <p>The sanitary blocks must take into account the component relating to sex and age (shower, toilet).</p>	<p>3.3 Prioritisation exercise</p> <p><u>4. Inclusion of disabled people</u></p> <p><u>5. Use of schools as shelter</u></p>
Component 3	<p>Involve households, especially mothers, in order to build their capacity on the behaviors to adopt in an emergency at the family level;</p>	<p>Use influencers to convey awareness messages;</p> <p>Train the students on the model of behavior to adopt during and after</p>	<p>Transform the rehabilitation project into an educational tool, an opportunity to make children aware of sustainable development. Management of</p>	<p>Set up a committee called the "ecological committee" at school level, the aim of which is to ensure the proper management of the actions</p>	<p><u>1. Involvement of the community</u></p> <p>1.1 Students</p> <p>1.2 School staff</p> <p>1.2 household</p>

	<p>Carry out awareness campaigns, particularly in public places (Gagguere (public places where men meet); football match; Peristil (places where voodoo ceremonies are held); public markets, church, etc.)</p> <p>Develop a learning game for children to learn them by playing the best behaviors to adopt in an emergency;</p>	<p>natural disasters;</p> <p>Use benches that can protect students in the event of natural disasters;</p> <p>Do simulation exercises in families and also with students;</p> <p>Use the media, pamphlets, brochures, sound truck to raise awareness;</p>	<p>energy, waste and water.</p> <p>Implement climate-friendly interventions to improve security of access to water, energy and food e.g. rainwater harvesting, solar panels, renewable energy, school garden.</p> <p>Form ecological clubs in schools and the community aimed at sustaining the actions carried out.</p> <p>Organize environmental contests in the community</p> <p>Create for-profit environmental initiatives such as waste recovery, creation of natural parks, ecological gardens.</p> <p>Provide schoolgirls with brochures based on environmental management.</p>	<p>undertaken by the project.</p> <p>Organize competitions within the communities during festive periods that can stimulate them to mitigate risks.</p> <p>Write national action messages to prevent risks and encourage resilience at the family level. They will serve as the basis for both formal and informal training as well as awareness campaigns and messages</p>	<p><u>2. Education aspect of the project (exercise, communication, game)</u></p> <p><u>3. Leadership/management</u></p>
Component 4	N/A	N/A	<p>Ensure follow-up after the rehabilitation of schools.</p> <p>Employ an external firm to evaluate the results of the project</p> <p>Carry out an ex-post evaluation of the project</p>	N/A	<p><u>1. Maintenance aspect after the end of the project</u></p> <p><u>2. Evaluation of the project in each components</u></p>

			Carry out mid-term evaluations		
			Carry out a final evaluation of the project		

151. On the basis of the responses collected during the consultation:

- The activities of all four components are appropriate and effective to achieve improved gender equality in line with the climate action goal for the education sector
- The activities will result in a reduction in the gender equality gap in the education sector in terms of access, education, income, work or power.
- The proposed project will benefit the various disadvantaged groups in the education sector

152. Every consultation document is available in Appendix 1.

I. Funding justification

Component 1 Assessment of school facilities by VISUS methodology (USD 612.472)	
<i>Baseline scenario (without AF resources)</i>	<i>Additionality (with AF resources)</i>
<p>The government of Haiti does not have a strategy to prioritize intervention according to the exposure and vulnerability level of the schools and the necessary cost to strengthening the resilience.</p> <p>The schools assessed through the VISUS methodology are 100 and all are focused in the north of the country, the preliminary state was important because it was able to show the usefulness of the methodology but the study area was not representative of the country.</p> <p>The technical training competencies, and the understanding of the VISUS approach by the decision makers is limited to the previous project area and the VISUS surveyors know-how was transferred to few university students.</p>	<p>This component aims to extend the application of VISUS methodology up to 700 schools.</p> <p>In particular, according to the results from the consultation process, the selected schools are spread across the country and more representative of the socio-economic condition.</p> <p>Furthermore, this component aims to produce a prioritization strategy to upgrade the safety of schools in the country, and to define global budget requirements.</p> <p>The assessment implementation will increase the number of trainers, technicians and students with enhanced capacity to assess, design and build more resilience facilities.</p>
Component 2 School adaptation and safety Improvement (USD 6.230.869)	
<i>Baseline scenario (without AF resources)</i>	<i>Additionality (with AF resources)</i>
<p>The estimate of damage due to the passage of Hurricane Matthew is up to 62.9 million USD\$. 25% of schools on average were damaged and 521²² schools were completely destroyed.</p>	<p>This component aims to intervene between 5 to 15 schools depending on the decision that will be taken at the end of Component 1 (more details on the choice rationality is presented in Appendix 6).</p>

²² report of the situation in the deep south before and after the passage of Hurricane Matthew (Ministry of National Education)

<p>Most of the schools in the country do not have any plan for managing emergency in case of the most dangerous hazard as flood or hurricane. The absence of emergency plan generates significant casualties in the children at schools and also within the people in the surrounded community.</p>	<p>School safety will be integrated with tailored emergency management plan for the schools. The plan will be developed in consultation with the local communities in order to increase their resilience and not limiting it to the individuals within the school building (i.e. teachers and children). The resilient schools will become emergency shelter areas for hazards related to climate change (e.g. hurricane and floods).</p>
<p>Component 3 Enhancement of climate resilience of social community through the educational sector (USD 1.311.199)</p>	
<p><i>Baseline scenario (without AF resources)</i></p>	<p><i>Additionality (with AF resources)</i></p>
<p>The Haitian communities are vulnerable and continuously stressed by extreme weather due to climate changes. The daily challenges due to the socio-economic conditions of the population minimize the urgency of considering the future impact due to climate change. This situation is exacerbated by the limited knowledge and population awareness regarding these topics.</p> <p>Furthermore, the absence of a local population capacity to properly re-act and respond during an emergency is reducing its resilience.</p> <p>Haiti Government does not have Policy/regulation briefs to manage and use the school facilities as short-term temporary shelters.</p>	<p>This component aims to enhance the knowledge and awareness of the disaster risk due to CC in the Haitian population. Workshops and, training will improve the population capacity to recognize the potential critical situations and provide resilient solutions.</p> <p>The school resilient facilities, provided by Component 2, will be transformed in actual short-term temporary shelter by the adoption of local community emergency plan and tested by real simulation scenarios.</p> <p>At a national level, the management and the use the school facilities as short-term temporary shelters will be standardized by the adoption of a Policy/regulation briefs.</p> <p>School pantry gardens will be set up for education on the environment and in terms of climate resilience (Adaptation)</p>

J. Sustainability of the project

Describe how the sustainability of the project outcomes has been taken into account when designing the project.

153. The project outcomes sustainability will be reached considering the sustainability of all project activities terms of the following: technical, environmental, social, economic and institutional sustainability. The sustainability of the project will be achieved by using participatory community approach, with particular attention to engaging the most vulnerable and marginalized people in all project phases. The full structure of the project does not consider the single components separately but as one single system in which they are reinforcing each other. In particular, the sustainability is ensured through all beneficiaries at all levels to the progressive structure of implementation: assessing, prioritization and intervention. Finally, all the components are devoted to build the technical and institutional

capacity at local and national levels to integrate climate-resilient practices into guidelines, strategies and policies.

154. Project sustainability will be achieved by implementing concrete adaptation interventions to schools across all Haiti, which can be replicated in vulnerable communities across the country. The prioritization strategy developed during the project will be a fundamental document for a sustainable replication of the intervention also after the end of the project. These will also be guaranteed due to the relevant involvement of the project partners of the Haitian ministries as executive entities: education, environmental and civil protection. Furthermore, the project strongly emphasizes the involvement of the students from the Haitian State University, this will expose the student to the best international best practice and constitute a foundation for future sustainability of the project's activities.
155. **Technical sustainability** - the project strengthens the school safety by promoting rehabilitation, retrofitting, reconstruction on selected schools to be more resilient and technologically sustainable in long term under different climate conditions. The implementation of the VISUS assessment methodology on field by the university students will guarantee that these engineering techniques will be replicable and scalable in the future. All the project components have activities to promote the capacity building of all stakeholders including technical staff handling the vulnerability assessment, the rehabilitation and construction of schools and development of school emergency management plans and protocols. The technical capacity building will ensure enhanced school resilience and also the possibility that this technical knowledge would be applied in the future within different contexts other than schools.
156. **Environmental sustainability** – the Environmental and Social Management Framework (ESMF) is the central document that will be developed during the implementation that all the activists are referring in terms of environmental and social issues. The ESMF has an environmental and social monitoring plan that will guide periodic monitoring and evaluation to track changes that could have adverse environmental and social impacts and ensure adequate mitigation. The project will consider negative and positive effects that may potentially impact local communities and the surrounding environment. In accordance with the UNOPS Environmental Management System, an environmental screening will be conducted before the design process commences, in order to determine the need for the Environmental Assessment (EA) to assess the suitability of the site and identify any environmental impact from the construction of the project and the operation of completed facilities. The EA will include or be followed up by the Project Environmental Management Plan and Site Environmental Management Plan that specify actions to eliminate, reduce, mitigate or control potential negative impacts and maximize possible positive effects. Each rehabilitation intervention will identify the environmental impacts that can be addressed during the design. These may include the incorporation of integrated water management systems (recycled water, grey water, rainwater harvesting, reduced volume of water required by users), solid waste management systems (separation of waste into reusable, recyclable, biodegradable and residual waste, and safe disposal onsite or offsite of hazardous waste), energy efficient features and adaptation of the passive design principles for lighting and heating. The use of high-energy embodied materials and imported materials should be kept to a minimum and the reuse of recycled materials available in-country should be considered in the design.
157. **Social sustainability** – the project primarily focuses on students and workers involved in the educational sector, and indirectly involves the larger communities that are built around the

schools. The consultation process between all beneficiaries guarantees fair and equitable access to benefits and this will enhance the community capacity to tolerate, absorb, cope with and adjust to climate threats and as well as social sustainability that will ensure the projects' results in conservation and valorization even after its end date.

158. **Economic sustainability** – the Component 1 of project is designed to provide a sustainable tool to the Haitian government in order to have results beyond the end of the projects. In fact, the knowledge of assessment of school facilities by VISUS methodology will contribute to facilitate a rational and autonomous upscaling and replication of project activities beyond demonstration sites. The project will also provide the strategic prioritization intervention plan, which is of importance in order to efficiently and sustainably program rational interventions.

159. **Institutional sustainability:** The project design will ensure that the project will be implemented in strong partnership with the already existing government structures at national and sub-national levels. At a national level the project will be implemented using the structures of the focal ministries i.e. Ministry of Environment and Education. Furthermore, the guidelines regarding the school' facilities assessment and interventions developed through the proposed project will further enhance long-term sustainability. Finally, the policy briefs (Output 3.4), lessons learned and information from project interventions will facilitate the institutionalization of the proposed climate change adaptation solutions, as well as.

K. Environmental and social impacts and risks

Provide an overview of the environmental and social impacts and risks identified as being relevant to the project.

160. A preliminary social and environmental risk assessment was performed during the consultation process, both National level (January 2021) and Local level (June 2021), based on the Adaptation Fund's 15 environmental and social principles outlined in the Adaptation Fund Environmental and Social Policy. The project is categorized to be **category B**: "*with potential adverse impacts that are less adverse than Category A projects, because for example they are fewer in number, smaller in scale, less widespread, reversible or easily mitigated*". All activities fully identify have been screened against the Adaptation Fund's 15 principles. An environmental and social risk assessment has been carried out during the full project preparation and an environmental and social risk management plan has been developed to mitigate risks identified (Appendix 2).

Checklist of environmental and social principles	No further assessment required for compliance	Potential impacts and risks – further assessment and management required for compliance
<i>Compliance with the Law</i>	x	No risk - The proposed project abides by relevant national guidelines and regulations such as The country's national building codes (CNBH), the National Intervention Plan (NIP) and evacuation shelter management guide (ESMG)
<i>Access and Equity</i>		Low risk - As underlined in the consultation process (section H), one of the main finding is the significant barriers to education access. The project will ensure that there will be neither discrimination nor favouritism in allocating and accessing project benefits: both education and safe. This will

		<p>be guarantee by the application of the multi parameters VISUS assessment methodology of the schools; which allows to assess not only the structural element of the schools but also the social vulnerability indicators (e.g. gender, access, etc.). Furthermore, the strategic intervention plan, based on the data provided by the VISUS assessment, will provide particular attention in avoid any form of discrimination and favouritism. Participatory assessment will be performed to ensure full and equitable participation of and equal benefits to men and women and vulnerable and marginalized groups: student in Component 1 and 2, and extended community in Component3.</p>
<i>Marginalized and Vulnerable Groups</i>		<p>Low to no risk – The risk to not involve marginalized and vulnerable groups is more related to Components 3, for this reason the project will empower vulnerable groups to make decisions on concrete adaptation measures, valuing their traditional and local knowledge integrated with the best available information and international practice (Output 3.2 and 3.3). The elderly and the youth will be involved considering the respective value each will bring to the project and to the community.</p>
<i>Human Rights</i>		<p>No risk - This project affirms the rights of all people and does not violate any pillar of human rights.</p>
<i>Gender Equity and Women's Empowerment</i>		<p>Low risk - The consultation process draw attention to the fact that women can become real change agents in communities over any attempt to innovation. For this reason, the project activities will promote and empower women leadership in public spaces and decision making. Through targeted consultations with women, project design and implementation will ensure that gender considerations are integrated. During project consultation (Appendix 2.2), a gender assessment has been performed to ensure that the project effectively responds to the unique needs of women and girls and promotes gender equity. For more detail see Appendix 2.2: Caribbean regional context; Haitian context: gender equality policy, institutional framework and legislation; Relative Measures of Gender Equality and Discrimination; Gender Issues in CCA and DRR; Recommendations; Gender Action Plan</p>
<i>Core Labour Rights</i>		<p>Low risk – Component 2 of the project, in particular Output 2.1, will involve labour for the implementation of rehabilitation of school facilities. Local communities will be involved in the implementation and maintenance of the concrete interventions via local contractors and consultants. Where possible, local contractor will be invited to hire local manpower in the communities surrounding the construction sites. Compliance with all labour rights will be ensured in all project activities through the involvement of labour officers in target communities. The local contractors and consultations will comply with the national labour right. All forms of discrimination in respect of employment and occupation will be eliminated. The project will not engage in child labour in any of its activities or interventions. All forms of forced or compulsory labour will be eliminated.</p>

<i>Indigenous Peoples</i>	x	No risk - There are no indigenous peoples in Haiti.
<i>Involuntary Resettlement</i>	x	No risk - No activities are or will be included in the project design that will result in involuntary resettlement. The restricted scope of the project (i.e. no relocation) limits the USPs in order to avoid potential involuntary risk in this principle.
<i>Protection of Natural Habitats</i>	x	No risk – No activities are or will be included in the project design that will result dangerous for the natural habitats. The restricted scope of the project (i.e. no relocation) limits the USPs in order to avoid potential involuntary risk in this principle.
<i>Conservation of Biological Diversity</i>	x	No risk - No activities are or will be included in the project design that will result dangerous for the biological diversity.
<i>Climate Change</i>	x	No risk – Project activities will contribute to climate change adaptation efforts and none of them will not result in any significant or unjustified increase in GHG emissions or other drivers of climate change.
<i>Pollution Prevention and Resource Efficiency</i>		Low to no risk – Project activities are not expected to produce any significant amounts of waste or other pollutants (particularly hazardous or toxic waste. In terms of resource efficiency, the project implementation will not require (during or after implementation) excessive amounts of materials or other natural resources. Only Output 2.2 will have the low risk related to the use of material, for reason these activities will be monitored in order to be compliance with the environmental principle.
<i>Public Health</i>		Low to no risk – All project activities will be designed and implemented in order to avoids any foreseeable negative impact on public health.
<i>Physical and Cultural Heritage</i>	X	No risk – The restricted scope of the project (i.e. no relocation) limits the USPs in order to avoid potential involuntary risk in this principle.
<i>Lands and Soil Conservation</i>	X	No risk - No activities are or will be included in the project design that will result dangerous for the land and soil conservation.

Table II-II Checklist of environmental and social principles

161. At the time of submission of the funding application, some activities of the project may have potential negative impacts if not implemented properly. However, these project activities (i.e. Outputs 2.1 and 2.2) have been not identified since the selection of schools will be at the end of Component 1 (end of first project year). It has not been possible to identify by the time of submission all the environmental and social risks associated with these grant activities since the nature of the activities or the specific environment in which they will take place, or both, may not be known. For this reason, such activities are then referred to as Unidentified Sub-Projects (USPs).

PART III: IMPLEMENTATION ARRANGEMENTS

A. Describe the arrangements for project implementation.

162. The United Nations Educational, Scientific and Cultural Organization (UNESCO), Haiti Office, as the budget executing entity, will coordinate the overall management of the project, oversee monitoring and evaluation activities, provide technical support and report to the Adaptation Fund. UNESCO will provide technical, fiduciary and managerial support at all stages of project implementation.
163. The Ministry of the Environment (MdE), which is the focal point of the Adaptation Fund in Haiti, will ensure the supervision and monitoring-control of all project activities. He will oversee the mid-term and final evaluation of the. It will ensure compliance with budget lines, the deadline and the implementation of the environmental education component, including the education aspect relating to risk and disaster management, in conjunction with the MENFP and the DGPC. The means necessary to fully play its role are provided by the project. The MdE reports on its supervision and monitoring-control work to the project steering committee, of which it also chairs.
164. The MENFP will supervise the monitoring and evaluation, will provide technical support at all stages of the implementation of the project, The MENFP will work in collaboration with UNOPS on the basis of a call for tenders for the implementation of component 2 of the project.
- 165.
166. High-level oversight of the project will be through a Project Steering Committee (PSC), to include senior technical representatives (Directors General) from the key Ministries including Ministry of Environment (MdE), Ministry of National Education and Vocational Training (MENFP), Direction of Civil Protection (DPC) and University National of Haiti (NUH) and AF focal points. The steering committee is the body which grants no-objection for any action of the project, in particular the terms of reference (TOR), procurement or tender documents (DAO), contracts, technical and financial reports, deliverables, etc.
167. The 3 National Institutions (i.e. MdE, MENFP and DPC), that are represented at a high-level in the PSC, will be also involved across the activities to secure the full engagement of these national authorities in each of the components of the project described below in the details.
168. UNESCO will sign an agreement with the United Nations Office for Project Services (UNOPS) for the execution of outputs 2.1 to 2.3 of the proposed project and activities related to these outputs will be executed by UNOPS, Haiti Country Office.
169. Component 1 will be executed by the National University of Haiti (NUH) through the coordinative function of the UNESCO Chair in Intersectoral Safety for DRR & Resilience of the University of Udine, Italy (UD). The ToT, training for the VISUS surveyors and decision makers will be provided by teams of experts composed both from the NUH and UD. The assessment surveys will be carried out by trained teams of four people, consisting of three students and one professor. Strategic intervention plan for school facilities will be organized in close

collaboration with the Ministry of National Education and Vocational Training and involving all national relevant ministries.

170. UNOPS will execute outputs 2.1 to 2.3 which aims to strengthen the school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools. The design and construction part of the work will be sub-contracted by UNOPS who will ensure supervision and quality control of the work.
171. During Component 2 a consultant team of 3 experts (a team leader and two assistants) will implement school protocols for risk management and develop the risk management protocols in the selected schools. This is of critical importance as school organizations have been instrumental in ensuring sustainable implementation of the three pillars of the Comprehensive School Safety Framework (CSSF).
172. Community-related activities for Component 3 will be implemented by the consultant team experts (a team leader and two assistants) in community capacity building in close coordination with the PMU, and the support from UNESCO and UNOPS. The team is tasked with participatory development and implementation of local plans with households and provision of expert advisory emergency services at local level.
173. Component 4 will be executed by the NUH, A through the coordinative and support from the University of Udine (UD) and the consultant experts. They will monitor and evaluate the outcomes of project, in particular, the assessment of the VISUS methodology efficacy and the enhancement of the schools and communities safety resilience.

Project governance structure

174. High-level oversight of the project will be through a **Project Steering Committee (PSC)**, to include senior technical representatives (Directors General) from the key Ministries including Ministry of Environment (MoE), Ministry of National Education and Vocational Training (MENFP), Direction of Civil Protection (DPC) and University National of Haiti (NUH) and AF focal points.
175. The Project will be administered by **Project Management Unit (PMU)** that is housed within the UNESCO Country/Regional Office in Haiti and that reports to the Director. A number of staff will be engaged within this PMU to ensure integrated, effective, and efficient implementation of the project. The PMU will be indeed responsible for providing technical leadership to the Project, managing and coordinating Project activities, providing oversight on the day to day operations of the Project including procurement, financial management and reporting, communications, monitoring and evaluation of project performance, reporting and serving as secretariat for the PSC. A fulltime International **Technical Coordinator** (ITC) will be responsible for the overall project implementation and coordination. A National Technical Assistant (NTA) will support the execution of this project. The project will also employ an expert, who will be employed part-time between the end of the first year, the second and the third year in Component 4 to coordinate and implement the screening of resilience and adaptation options and to monitor and evaluate the ES risks associated with the USPs. Also an environmental expert will be employed a few weeks per year to support the monitoring of the implementation of the ESMP and to update it from the environmental perspective. A third expert who will be employed part-time between the second and the third year in Component 4, will provide technical assistance in mainstreaming

gender in all components. Both experts will closely collaborate and consults the Ministry of Environment, Ministry of Youth, the Service of Disable People and the Ministry of Women to ensure that environment, gender and other inclusion considerations are appropriately mainstreamed into project activities.

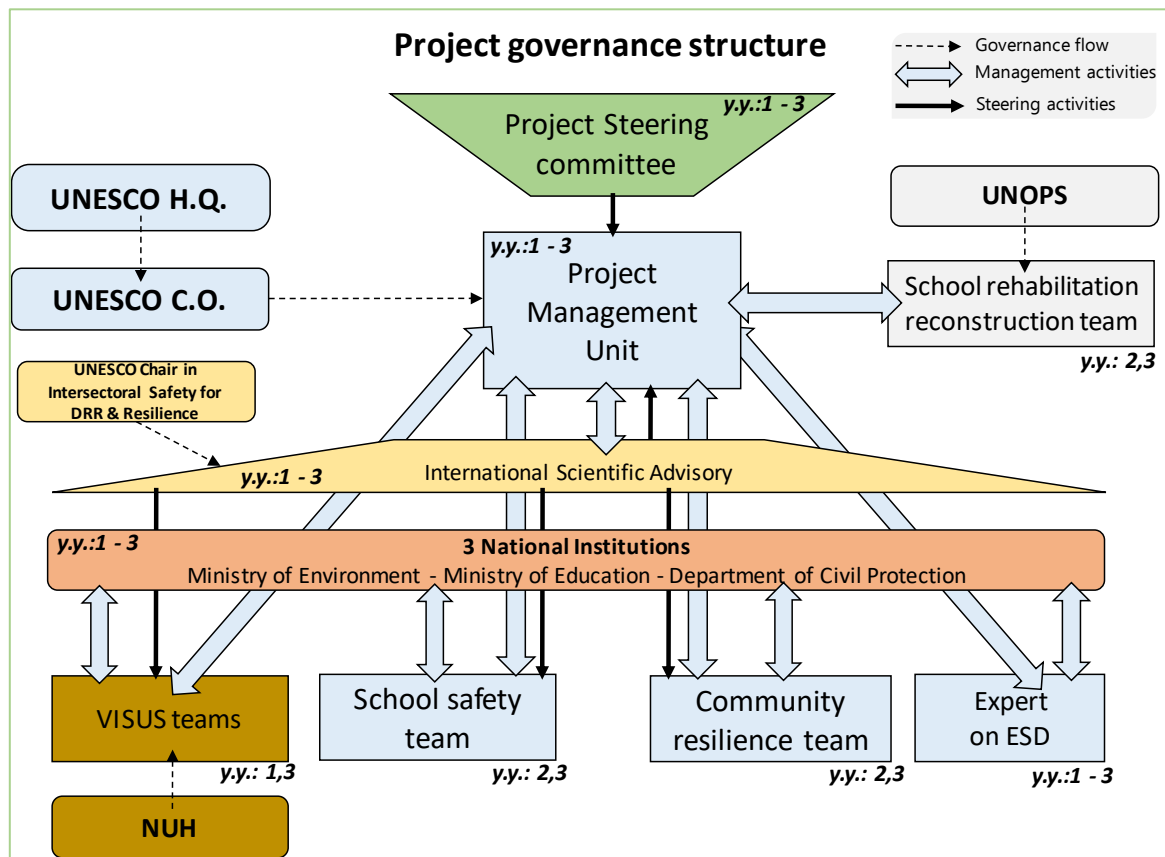


Figure -IX: Project governance structure

176. In Component 1, their technical staff and decision makers will participate in trainings on the VISUS methodology and the senior representatives of the three national institutions will be engaged in the Strategic Workshop that will aim to select the schools interventions for Component 2 (i.e. 4 people seconded to each institution for 6 months across the first year). In Component 2, the Directorate of School Engineering of the MENFP will provide active support to UNOPS for the implementation of Outputs 2.1 to 2.3 while the MoE and DPC will closely collaborate with the School Safety team (i.e. 1 person seconded to each institution for 18 months across the second and third years). In Component 3, the 3 National institutions will closely collaborate both with the community resilience team and the expert on ESD (i.e. 1 person seconded to each institution for respectively 18 months across the second and third years plus 1 person seconded to each institution for 36 months across the 3 years).

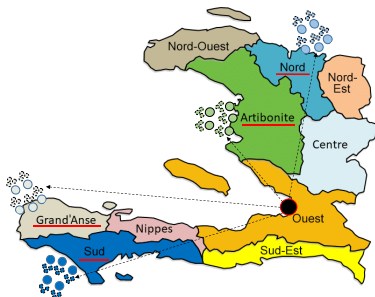
177. The UNESCO Chair in Intersectoral Safety for DRR & Resilience (**UD**) will be in charge of providing a scientific support across all components. In Component 1, UD will adapt the VISUS methodology to the Haitian context, preparing the technical material for the training workshops, support remotely the survey and the development of the strategic intervention plan. In Component 2 and 3, UD will provide remotely scientific support respectively to the School safety and Community resilience teams.

178. **NUH** will be in charge of implementing the VISUS assessment with the support of the scientific advisory. NUH will appoint one professor who will act as a Coordinator responsible for the VISUS implementation, in order to guarantee the logistic aspect and quality of

technical outputs. The Coordinator will be supported by twenty professors which will coordinate the teams composed by 3 last year civil engineering/architecture university students that will collect the safety data school by school and per department. The hierarchical structure of responsibility and the check evaluation process are presented in more detail in the scheme below.

VISUS implementation

179. The relevant Ministries and local authorities consulted during the preparation of this proposal (all the details of the consultation in Appendix 1) indicated the four areas where to implement the VISUS assessment and the project outputs. The following Table summarizes the main characteristics of the VISUS assessment management, from the logistics to the validation process.

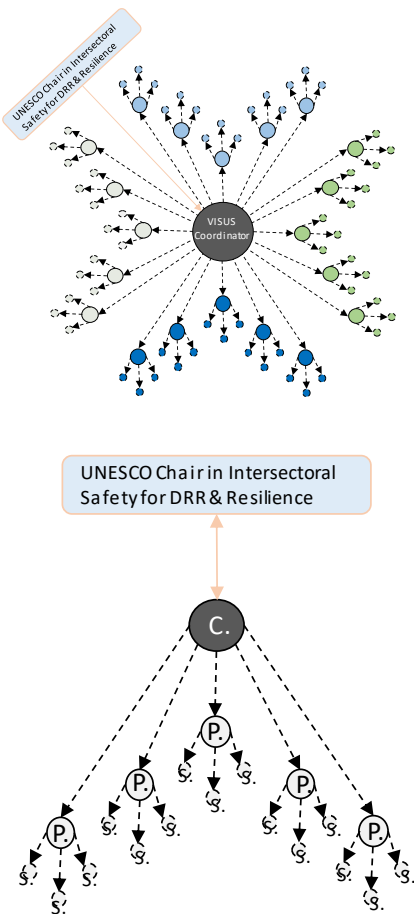


VISUS implementation

- 3 types of trainings:
 - 1 ToT in Port-au-Prince (40 people)
 - 1 Decision Maker T. in Port-au-Prince (40people)
 - 4 Surveyors T. in the four departments (160people)
- Survey in 4 departments:
 - Nord – Artibonite - Grand’Anse – Sud (Appendix 1)

VISUS team management

- The *UNESCO Chair in Intersectoral Safety for DRR & Resilience* will provide scientific support to the VISUS coordinator;
- The coordinator will manage all the VISUS implementation, from logistics to technical aspects;
- 20 surveyor teams, five for each of the four zones,
 - 1 Professors will supervise the surveyor teams
 - 3 VISUS surveyors will lead the safety survey in the schools



Survey validation

- The Surveyor teams will collect the data school by school;
- *First level validation*: each professor will check the data (completeness and correctness) of all the schools assessed by its surveyor team;
- *Second level validation*: the VISUS coordinator will be responsible for all the school assessments. The Coordinator is responsible for declaring when each school assessment is completed and consequently the release of the related fee to the team;
- *Third level validation*: The *UNESCO Chair in Intersectoral Safety for DRR & Resilience* will be an external auditor to check the quality of the collected data. It will randomly select schools to check, and has the responsibility to inform the PMU if there are more than 10% of schools assessed with low quality data.

Table III-I: VISUS implementation scheme

180. **UNOPS** will be in charge of implementing the structural works of Outputs 2.1, 2.2 and 2.3. These outputs will be implemented by UNPS in close collaboration and active support of the Directorate of School Engineering of the MENFP.

181. **Two technical teams** will be employed part-time for the school safety and community resilience activities. Each team will be led by a senior expert in the specific activity plus 2 supporting staff. Each team will be remotely supported by UD to guarantee international high and updated technical quality.

182. **A consultant** who will respectively integrated into formal Haitian education an Education for Sustainable Development (ESD) program. The consultant will be employed part-time during the three year of implementation.

B. Describe the measures for financial and project / programme risk management.

Identified risk	Risk level	Risk management measures
Extreme climate events	High	Effects of climatic hazardous events such as flooding and induced landslide may make some areas inaccessible and generate delay mainly in some activities of Component 2. To mitigate these risks, the timeline of the project is designed in such a way that activities in flood-prone areas will be carried out before or after the rainy season.
Capacity constraints of local institutions may limit the ability to undertake the research and interventions	Low	The project will transfer the best available knowledge through an intensive training program in Component 1 and Component 2. The project will provide trainings of trainers, training to decision makers, to VISUS surveyors and technicians. Collaboration and exchange between local institutions and international research institutes will be promoted.
Low technology adoption rate by design and construction workers	Low	The project will promote and demonstrate new technologies and practices, both in schools' assessment and in schools' interventions.
Local communities with limited participation and willingness to promote project initiatives	Low	Component 3 will ensure that the local community and the community organizations will be highly and actively involved in the project implementation
Communities fail to support project activities and they are not informed	Medium	The Component 3 of the project will carry out awareness campaigns and hold stakeholders meetings to explain the project to the communities. Local leadership will be involved in these meetings.
Failure to involve adequate representation of vulnerable communities, particularly women, and therefore failure to create ownership of the project at the community level at project sites	Low	The project will promote bottom-up approach by creating community ownership of the project interventions by building the capacity of community members at an early stage in the project. Engagement and capacity building will adopt a gender-sensitive approach. The development of detailed implementation plans will be undertaken in a participatory manner, encouraging input from all community members, especially women (more details about in Section III-C and Appendix 2).

Some interventions put in place by Component 2 could lead to conflicts associated with different user access	Medium	The objective of Component 3 is to enhance the capacity and awareness of the local population and civil protection stakeholders in risk management. The community emergency plan developed with a participatory approach, will increase knowledge and awareness and will mitigate possible conflicts.
Poor collaboration amongst the relevant technical institutions	Medium	The relevant institutions (e.g. Ministry of Environment, Ministry of Education, Civil Protection, UEH, etc.) are involved right from the project proposal and will continuously be involved in the planning, implementation, project review, and reporting. Major results of this collaboration will be at the end of Component 1 and Component 3. The workshop after the VISUS assessment (Component 1) will guarantee that the selection of the schools for Component 2 will reflect objective results of the VISUS assessment but also the strategic decision of the major stakeholders. The National Action Plan (Component 3) will promote the project impact further than the project duration.
Disagreement amongst decision makers with regards to school selection of Component2	Low	Intervention work of Component 2 will be selected based on the objective VISUS assessment results in order to ensure a transparent and equitable selection of the schools where to intervene. There will be a participatory approach to the proposed interventions.
Loss of government support may result in lack of prioritisation of proposed project activities	Low	Regular stakeholders consultations and involvement will be undertaken to ensure that both beneficiary governments maintain their commitment and consider the proposed project as a support to their national education system development, with a focus to resilience on climate change.
Change in government or responsible Ministers may result in delay in implementation of project	Medium	The project team will engage the new government or Ministers so that they understand the need to carry out the project and its associated benefits. The involvement from the proposal phase of the National University of Haiti will facilitate the project continuity should a political change occur.
Delay in project implementation due to government bureaucracy, long and inefficient procurement processes	Low	The GANTT of the project has been developed considering possible delay in some crucial activities. The project staff has been tailored to cover all the strictly necessary activities without generating a too complex procurement process. Furthermore, a procurement plan will be developed and a negotiation with Government will be led to get a special support or treatment that can facilitate the implementation.
Priority interventions implemented are not found to be cost-effective or inadequate funding to complete the project (e.g. due to costs increases)	Low	All the activities of Component 1 have as main goal to guarantee an adequate and efficient allocation of the budget which is mainly allocated for structural work in Component 2. Furthermore, if necessary, the project will explore various channels to secure resources, consider alternative implementation approaches or restructure the project in consultation with the AF. Finally, Component 4 will monitor and evaluate the real change brought by the project.
Ineffective management of project funds affects project implementation.	Low	The Project Coordinator will be recruited to strengthen and coordinate the PMU and to ensure appropriate management of project funds. In addition, UNESCO oversight and account audits will ensure that there is no ineffective use of project funds.

Fluctuations in exchange rate (USD: HTG) which could affect the funding available for implementation and lead to budgetary constraints.	Low	The Project Coordinator will closely monitor the USD:HTG exchange rate and evaluate any implications so that project management can be adaptive. The PMU will collaborate closely with UNESCO should exchange rates fluctuate to the extent that budget reallocations are required. In this event, budget reallocations shall be made in such a way that the achievements of project outcomes are compromised as little as possible.
Political and social security situation in Haiti causes delays to the projects due to rioting and road blocks.	Medium	Request support from local authorities. Coordination with UN Security to ensure the security of its personnel.
Cost of construction materials and transport increase due to local currency inflation or other factors on the local market	Medium	Review cost estimates carefully at every stage.
Expectations of partners and schools on the work to be completed is unrealistic within the budget and timeframe	Low	Communication with schools director and partners Ministries on the scope of the work and its impact on DRR will be key to mitigate this risk.
Sites selection is delayed or incomplete causing additional costs for component 2 and a loss of possible synergies.	Medium	UNOPS will participate in the selection process committee and will be consulted when required to ensure smooth transition from selection to implementation. If delays cause additional costs, UNOPS will discuss with UNESCO on how to cover these within the larger AF project or to revise the number of sites or quantity of work to be done on each site.
Final Designs do not meet projected budget through the VISUS methodology	Medium	Evaluate most cost effective output and prioritize the scope that can be completed in time and on budget.

Table III-II Risk management table

C. Describe the measures for environmental and social risk management, in line with the Environmental and Social Policy of the Adaptation Fund.

183. According to AF ESP, the project has a risk rating Category B (*Section II-K*). Therefore, it can have minor environmental, social or gender impacts. These impacts and risks have been evaluated during the preparation of the project Environmental and Social Management System (ESMS), which includes three key mechanisms to comply with the AF ESP:

- **Project-Level Quality Assurance:** As elaborated in *Section II-K*. Screening, by IE, EE and partners, of proposed project scope and activities for potential harmful impacts and risks.
- **Screening** of impacts and possible risks of proposed project in relation to the 15 core principles of ESP: Categorization of the project as “B.” (Appendix 2.1)
- **Development and application of ESMP** (Appendix 2.3): as per guidelines of the Adaptation Fund.

184. The ESMP focuses on process-oriented risk management, where the mechanisms are incorporated into the program's implementation to ensure that rigorous risk assessment and management measures are applied to each intervention, as they are defined, approved and implemented the relevant activities. The project will work to ensure that all measures are implemented to the highest standard with an emphasis on risk avoidance. The ITC and the ES experts will support communities in the development, implementation and monitoring of

community mitigation plans. The PMU/M&E experts will monitor ESMP indicators as part of the M&E system.

185. The ESMP designed for this project will track identified risks, or any new risks, ensuring they are properly monitored, evaluated, and reported upon. The proposed project will fully comply with national laws, the Adaptation Fund's Environmental and Social Policy and environmental standards. The overall objective of the ESMP is to ensure that risks are identified, and that the adequate action is taken, whether these be mitigation measures or an Environmental and Social Impact Assessment (ESIA) if high risks are identified. It also enables effective response to new issues that might emerge during project implementation. In order to ensure effective compliance with the ESMP provisions and standards, environmental and social risks compliance personnel could be engaged during project implementation period to support the project team with the implementation of the ESMP and periodical checks.
186. Finally, in accordance with the project Monitoring and Evaluation approach, progress reporting will pay specific attention to the compliance issues. The high level of existing stakeholder involvement also ensures a low risk of non-compliance. Whenever potential non-compliance issues arise, the Grievance mechanism can be activated.
187. The proposed ESMP consists of a number of fixed core elements, but it can also be improved and adapted in the course of the project (especially after the Inception Phase).
188. The core elements of the Environmental and Social impacts and risks Management Plan (ESMP) are provided in Table III-III and in the following paraphrase are explained more in details.

Table III-III List of core elements of the ESMP

ID	ESMP elements	Who	When
A	Project team awareness and training on compliance with ESP and gender guidelines, monitoring process and related issues.	Core project team and executive partners	During project Inception Phase (IP)
B	Awareness and training for key project stakeholders, in particular: a) government partners, and b) local communities, with particular reference to vulnerable groups.	Core project team and executive partners	In the second year of project implementation.
C	Re-assessment of impacts and risks on two levels: 1) integral project and 2) for the USPs	Dedicate expert engaged for M&E for ES risks associated with the USPs with supervision of IE and EE	Inception Phase and as soon as each project interventions of Component 2 will be identified
D	Updated reporting on compliance with ESP and gender guidelines and update of monitoring system	Supervision IE and EE	Part of Inception Phase reporting
E	Validation of the monitoring and evaluation approach, and reporting with clear and verifiable indicators and Means of Verification	Supervision IE and EE	Towards the first M & E reporting instant
F	Periodical progress reporting as prescribed in the project management plan	IE and EE	According to M & E and progress reporting schedule (<i>Section Part III.D</i>)
G	Gender issues assessment and ensuring positive impacts and compliance	Dedicated gender expert engaged from/through IE	After project Inception, internal Mid-term and towards completion, Year 3
H	M & E; Systematic progress monitoring, collection of stakeholder feedback and reviews	Supervision IE and EE	At the end of the first and second year of the project

			and at the end of the project.
I	Project Steering Committee assessment of compliance	Invited by IE to assess and give feedback	At least twice during the project
J	Awareness and activation of Grievance Mechanism	IE	In the first year of project implementation

189.A] UNESCO, as the IE, will provide an introduction to the EE and coordinators at the onset of project implementation in order to ensure that all principal project partners have the required knowledge and awareness level regarding their responsibilities with regards to the provisions of the Environmental and Social Policy of the AF as well as the promotion of human rights, including specifically the complaint handling mechanism of the Fund. The ESP of the AF will be used as the main guidance to ensure compliance. The introduction on the relevant concept and tools for compliance will be used for the project team, and also for the wider community of participants and key stakeholders.

190.B] In order to prevent the exacerbation of existing inequities, the project will identify vulnerabilities in the four departments during the Inception Phase and will monitor the impact during the whole project implementation period. As part of the participative processes, community dialogues, training and close collaboration with national and local authorities will enable participation of vulnerable and marginalized groups and successful signaling, management and mitigation of risks.

191.C] For each department, the comprehensive risk screening and mitigation plan will be revisited, following further detailing of the work plans (i.e. project locations, target groups, project interventions to be defined in greater detail during the project Inception Phase). Where deemed necessary, project scope and interventions will be adjusted to ensure risks are mitigated and potential negative impacts avoided. As much as possible the risk screening will be done in a participatory manner, with the involved school users and community groups. In conformity with the ESP of the AF (Output 2.1 and Output 2.2), the adaptation, rehabilitation or retrofitting of schools (USPs) will undertake the following procedures during the formulation phase:

1. Selection phase: the scope of the USPs will be limited by the following eligibility restrictions. In particular, the following interventions will be ineligible for funding under the programme:

- those located inside areas protected for biodiversity or within or close to critical habitats;
- those that could result in physical or economic resettlement;
- those in areas where there is uncertainty or dispute over land tenure or land rights or other conflict;
- those that could adversely affect indigenous people;
- those that could results in transboundary impacts;
- those that involve wide scale spraying of pesticides;
- those that involve vegetation clearance close to watercourse or within floodplains;
- those that involve critical infrastructure such as dams or water impoundments that would require specific technical assessments and safety studies;
- those that could impact cultural heritage; and
- those that could result in significant in migration and/or induced development.

Priority will be given to projects that:

- do not require an environmental impact assessment (EIA) process current regulations; and
- are not subject to substantial controls or demanding permit conditions to achieve national compliance with technical regulations regarding environment, health, and safety in the country.

Projects will be cross-checked against the proposed technologies and approaches identified and screened in the Funding Proposal.

2. Social and environmental risks of each USPs will be identified. Each interventions will include a detailed description of the process that will be applied during project implementation to ensure ESP compliance for the USPs. During the review of the funding application for a project/programme with USPs, such process will be reviewed for its potential and likelihood to deliver the same ESP compliance outcome as is required for fully formulated applications. Each interventions will include its own ESMP.

3. These ESMPs will include the review process that will ensure that for a USP, as and when it is being formulated to the point where effective ESP risks identification is possible, such risks are identified and subsequent measures are taken according to the risk findings. The risk assessment will include the inherent risks of the given activity and risks related to the specific environmental and social setting in which it will take place. The review process of USPs during project implementation will follow the same steps as are specified in the ESP for activities that are formulated prior to submission.

192. **D]** As part of the compliance approach, ESMP and progress monitoring, the status and issues arisen will be reported at the end of the Inception Phase. The Inception Phase (IP), as a go/no-go moment can be used to improve on any inadequate environmental and social risk monitoring or mitigation.

1. The USPs will be assigned a risk that corresponds to AF ESP risk categories (A, B, and C). Category C USPs will not be approved. In order to be approved, USP projects must be compliant with both the AF ESP and national EIA requirements, whichever are more stringent.
2. The results of the screening will be submitted to the AF Board Secretariat for review and approval prior to proceeding to the next stage.
3. The project-wide ESMP will be updated with the outcome of the safeguard activities for the USPs.

193. **E]** Validation of the monitoring and evaluation set-up and reporting with clear and verifiable indicators and means of verification. The implementers will build on the proposed M&E approach and, when required, can update the M&E approach in accordance with the latest AF guidelines. In conformity with the ESP of the AF, the USPs will undertake the following procedures during the compliance and monitoring phase to update AF on the IE's progress in applying the sequential requirements of the ESP process and to enable approvals. This process will include the following steps:

- Descriptions of each of the fully formulated USPs, including their environmental and social setting, once they are fully developed;
- Provision of completed screening checklists and EIAs commensurate with the identified E&S risks for each USP as they become available;
- Updated versions of the overall project ESMPs that incorporates any USP specific measures that may be required;
- Notifications of any modification proposed on the roles and responsibilities of those responsible for ESP compliance, needed to address such changes in the ESMP;

- Information regarding consultation and feedback relating to each USP;
 - details of how the information used in the environmental and social risk identification and subsequent development of mitigation measures for each USP took account of gender issues; and
 - Information on how the grievance mechanism was applied to each USP, including a summary of grievances received where applicable and their status (open/addressed).
194. **F]** Periodical progress reporting as prescribed in the project management plan, and as per AF guidelines. UNESCO as IE will prepare the final environmental and social assessment reporting for AF and in a suitable format for people, communities and other stakeholders involved in the project. A special section of the progress reports will be dedicated to stakeholders and vulnerable groups in each pilot area.
195. **G]** Gender issues assessment and ensuring positive impacts and compliance. The Terms of Reference for a gender specialist engaged for the project by the IE will be prepared during the IP and the involvement ensured.
196. **H]** Systematic progress monitoring, collection of stakeholder feedback and reviews, including monitoring and feedback information related to the USPs. The updated ESMP will be attached to the annual PPR as additional information and refinements are included based on the USPs.
197. **I]** Project Steering Committee assessment of compliance; following on the partner country consultations on the ESP compliance issues, the project Steering Committee will be asked to pay specific attention to this subject.
198. **J]** Awareness and activation of Grievance Mechanism (see the section on the grievance mechanism below).

ESMP Monitoring

199. Systematic progress monitoring and collection of stakeholder feedback and reviews. As the IE, UNESCO will establish a project M&E and reporting mechanism through which it will monitor and report on the following (*Section III-D*): 1) project progress and results (on the basis of verifiable indicators and means of verification) and 2) impact assessment and compliance with ESP Principles. This will be done throughout project implementation.
200. For the project as a whole, the PMU will produce the following:
1. Semi-annual workplan preparation and approval assessed by means of checklist on potential negative impact and risks and for each of the fifteen Environmental and Social Core Principles presented above.
 2. Upon completion of semi-annual workplans, implementing units will be specifically requested to report any issues pertaining to adverse environmental and social impacts, and/or mitigation actions implemented or considered.
 3. An annual summary statement / communique will be prepared on the basis of which further public consultations and associated activities can take place.
 4. In each USPs area, a small representative committee of local and national stakeholders will be involved. This committee will approve/endorse:
 - the summary findings of the environmental and social impact assessments, and
 - possible mitigation actions for unforeseen adverse impacts.

Since the project will focus on implementation in the selected areas, consultation and mobilization of project support and understanding by local stakeholders and their representatives is essential. If necessary, a grievance mechanism can be applied.

5. National partners, in their supporting roles for the implementation of the project, will be involved in and support steps 1-4. This process will be overseen by UNESCO as IE and reported on at semi-annual project meetings. The ultimate responsibility for implementation of the M&E mechanism rests with the IE.
201. UNESCO and the project partners have in the project formulation and initial screening process (Concept Note and Proposal stage) carefully considered any potential direct, indirect and cumulative impacts in the project's area of influence. This assessment is supported and substantiated by considerable earlier by the project partners.
202. On this basis, it is concluded that project interventions are unlikely to have any serious adverse environmental or social impacts. Hence the project has been classified in Category B. The monitoring approach outlined in the section above will ensure - in case of doubt or due to unforeseen developments - that any potential risks can be mitigated and any associated negative impacts prevented.
203. If, against expectations, project implementation generates negative environmental or social impact, it will be addressed through the M&E mechanism and reflected in periodic project reporting. Annual reporting on the project will include a section detailing the status of the ongoing environmental and social impacts and risks, as well as a consideration of gender issues. Reports will include, where necessary, a description of any corrective actions taken during the reporting period. The internal mid-term review and independent terminal evaluation reports will also include a detailed evaluation of the project's performance with respect to gender and environmental and social risks mitigation. The integral risk management strategy is an integral part of the Program. The PMU will establish and maintain a "Risk Registry" to record, track and evaluate risk management during the implementation of the Program. Any potential resistance of the communities to the Program interventions will be avoided through a communication strategy to aim an early and consistent stakeholder involvement and engagement, and permanent hearings and information sharing.

Grievance Mechanism

204. All direct beneficiaries of the project and other related stakeholders will be informed about the grievance mechanism and the complaint-handling mechanism of the project. The IE with project partners will produce public information materials (leaflets and brochures) that explain the project, complete with detailed contact information of persons in charge (name, position, address, phone, email), and including access to information regarding the ad hoc complaint handling mechanism for the AF. These public information materials will be distributed during community consultations and general awareness-raising activities across all Components.
205. As part of the project's ESMP as well as progress and results monitoring, stakeholder feedback and reviews will be collected systematically. Focus will be placed on the results evaluation of tangible measures and activities in the geographical areas of both Component 2 and 3. The grievance mechanism process to be implemented in the project will be composed of five steps: 1) receipt and registration; 2) acknowledgement; 3) screening; 4) investigation and 5) response.
206. As part of the monitoring and evaluation process, a grievances modality will be set up - both for the project as a whole (as part of the project's website and information portal), and as

part of the specific evaluation and progress data collection (M&E) in the selected areas. This approach will allow concerned stakeholders to raise issues (anonymously if they wish), to the project management implementers at all levels of implementation.

207. During the project inception workshops and initial community workshops and meetings, stakeholders including project staff, project beneficiaries in the community, and implementing partners will be advised of the grievance mechanism, which they can use in the event that they have concerns relating to the design or management of the project, including social and environmental risks. The principles of Grievance Mechanism will include:

- involvement of the beneficiaries in the design of the mechanism;
- ensure that people understand and agree to how the complaint and/or feedback will be processed.
- ensure that the mechanism is accessible, including for illiterate beneficiaries and for beneficiaries who do not have access to a telephone;
- ensure confidentiality and professionalism;
- allow for anonymous complaints;
- ensure a referral system for protection-related complaints; and
- design procedures for high priority cases (fraud, corruption, sexual exploitation and abuse).

208. This grievance mechanism will be applied to all project target areas. The mechanism considers the particular needs of different groups in the target communities. As part of the grievance redressal mechanism, the contact details of the project partners and Project Manager would be made available to stakeholders including project beneficiaries and the community, contact numbers will also be displayed on all project documents and at strategic places such as the relevant offices of community and district officials in the participating countries as well as community centers and on-site MAR facilities in the pilot communities. The aggrieved persons can lodge their complaints in their local languages. Stakeholders can raise their complaints at any project organized event in public or in private.

209. A Complaints Management Committee will be set up in the PSC. It will include representatives of different stakeholders: implementing partners, government representatives, and representatives of the target communities. All committee members will be trained in receiving messages and on reporting any grievances. This committee will review all complaints and feedback and will forward them as follows:

- complaints and feedback about the project setup, beneficiary selection, targeting, and implementation are forwarded to the PSC;
- complaints about fraud or sexual abuse or exploitation are directly forwarded to the UNESCO; if they involve UNESCO staff, the UNESCO forwards them to the AF Office of Inspections and Investigations.
- protection concerns (clinical, legal, psychosocial, security) are referred to external protection-mandated partners.

210. In the event that the response leads to successful resolution of the grievance, the process will be closed out and the entire process will be documented. In the event that the response is not satisfactory to the affected parties, there will be an appeals process.

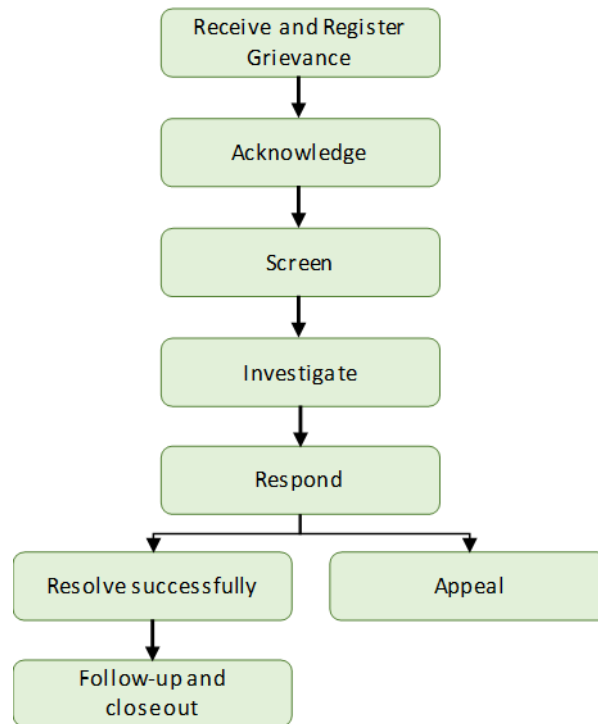


Figure -X Grievance mechanism

211. Overall, the grievance mechanism process will support receiving, evaluating, and addressing project-related grievances from local communities and other stakeholders as depicts in Figure -X. All grievances will be treated with equal and urgent importance, regardless of who raised them, or the mode used. Stakeholders will be reminded of the grievance mechanism periodically throughout the project. Receipt of the grievance will always be acknowledged, recorded and subsequently investigated in a timely manner. The contact details of the AF will also be made public for anyone wishing to raise concerns regarding the project (Adaptation Fund Board Secretariat, 1818 H Street. NW, Washington, DC, afcomplaints@adaptation-fund.org).

Unidentified Sub-Projects (USPs)

212. As noted in Section II-K, Outputs 2.1 and 2.2 involve the identification and design of USPs. The projects in question are classified as USPs for the following reason: effective risk identification in line with the Adaptation Fund ESP is not possible for the Outputs 2.1 and 2.2 because the specific environment and social setting of the activity is not presently known.

213. Once the USPs under Component 2 have been identified and defined, they will be screened by UNOPS for compliance with the principles of the AF ESP to ensure that any potential unwanted impacts of these activities are anticipated, avoided, reduced, or mitigated. Activities will be rated by risk category (low, medium, high), which will determine what further action is required, and high-risk USPs will not be developed or implemented. Potential risks, whether social or environmental, will also be assessed at the community level. Any identified risks will be subject to monitoring and follow-up to ensure that planned mitigation measures are implemented and effective. All USPs that require further assessment, permitting, etc., will be closely supervised to ensure that they obtain the necessary approvals.

D. Describe the monitoring and evaluation arrangements and provide a budgeted M&E plan.

214. Project monitoring, reporting and evaluation will be carried out in accordance with UNESCO established procedures and standards.

215. UNESCO and UNOPS will be responsible for monitoring and evaluation (M&E) of the proposed project and for project output monitoring in line with the M&E policies and procedures. UNESCO as implementing entity supervises the M&E activities of the project, ensuring that the UNOPS and all entities involved undertake the evaluation and prepare the yearly reports.

216. The M&E system will be governed by the following outlined principles.

- **Accountability:** ability of UNESCO to be answerable to donors and to the beneficiaries through availability of specific, timely and relevant data.
- **Evidence-base:** readily available information to support the development of more appropriate and improved programs in future.
- **Learning:** use of simplified and frequent reporting to support reflection, learning and sharing of good practices and solutions.
- **Transparency:** sharing of information with all of UNESCO's stakeholders, including strategies, plans, budgets and reports to promote openness.

217. The project will be monitored through the Monitoring and Evaluation (M&E) activities described in the following paragraph. The M&E budget is provided in Table III-IV (the costs in the table do not cover UNESCO staff time). The M&E system for the Project will be developed and used to closely monitor and evaluate the Project. Monitoring and evaluation will be done through production of annual reports, quarterly implementation reviews, technical reports and regular supervision missions to enhance success.

218. A more detailed baseline survey will be carried out at the beginning of the project to prepare a detailed M&E plan that will streamline project objectives, indicators and methodologies of data collection. A joint review mission to the project sites are also planned to be conducted in the internal Mid-term and independent Terminal review.

Type of M&E activity	Responsible parties	Budget	Timeframe
Direct Project Monitoring and Quality Assurance including progress, financial reporting, project revisions, technical assistance, risk management and monitoring environmental, social and gender risks associated with the USPs	<ul style="list-style-type: none"> • Project Coordinator • UNESCO 	Supported from staff costs included in the Total Project cost	Quarterly, half-yearly and annually, as needed
Evaluations (internal Mid-term Evaluation and independent Terminal Review)	<ul style="list-style-type: none"> • Project Coordinator • UNESCO • External consultant 	Consultant: \$ 30,000 Logistic: \$ 27,000	At midpoint and at end of project implementation
Audit	<ul style="list-style-type: none"> • Project Coordinator • UNESCO 	Supported from staff costs included in the Total Project cost	Annually, at year end
Inception meeting, field visits and steering committee meetings	<ul style="list-style-type: none"> • Project Coordinator • UNESCO 	Supported from staff costs included in the Total Project cost	Inception meeting within first two months and bi-annual PSC meetings (and sub-committee meetings)
TOTAL indicative cost (excluding staff time)		\$ 57,000	

Table III-IV: Monitoring and evaluation costs of the proposed project.

D.1 Internal monitoring & evaluation

Project start

219. A project **Inception Workshop (IW)** will be held within the first three months of the project start date with those stakeholders with assigned roles in the project management, namely representatives from the Adaptation Fund (AF), UNESCO Country Office and other stakeholders where appropriate. The IW is crucial to build ownership for the project results and to plan the first-year annual work plan (AWP). The workshop will address a number of key issues, such as:

- Ensure all partners fully understand and take ownership of the project.
- Detail the roles, support services and complementary responsibilities of UNESCO staff Vis à Vis the project team. Discuss the roles, functions, and responsibilities within the project's decision-making structures, including reporting and communication lines, and conflict resolution mechanisms.
- Based on the project results framework, finalize the first annual work plan. Review and agree on the indicators, targets and their means of verification, and recheck assumptions and risks.
- Provide a detailed overview of reporting and M&E requirements. The M&E work plan and budget will be agreed and scheduled.
- Discuss financial reporting procedures/obligations, and arrangements for annual audit.
- Agree on the Terms of Reference for the PSC and plan and schedule the PSC meetings. Roles and responsibilities of all project organization structures will be clarified, and meetings planned. The first PSC meeting should be held within the first 6 months following the Inception Workshop.

220. The Project Inception Report to be provided on the basis of the workshop will form the basis for the first detailed annual work plan. An in-depth baseline (to be developed within 4 months of project start) and regular follow-up reports concerning all indicators included in the project results framework form an integral part of the project, which has a strong learning dimension.

221. **Quarterly Progress Report** - Short quarterly progress reports will keep the project stakeholders abreast of the most recent developments and events, including project activities, the results of any environmental and social risk screening performed, implementation of any risk mitigation measure, results achieved, challenges encountered and plans to address them. Every fourth quarterly report will provide additional input to the project annual report. The cost of preparation of the reports will be covered by the Project Execution Cost (PMU); supervision and quality assurance will be covered by the IE fee.

222. **Annual Reports** - Detailed annual reports will provide full information on activities carried out, outputs produced and – to the extent possible – tendencies towards foreseen outcomes observed. This will provide recommendations/endorsement for the proposed next annual work plan. The cost of preparation of the reports will be covered by the Project Execution Cost, supervision and quality assurance will be covered by the IE fee.

223. **Periodic Monitoring through site visits** - UNESCO will conduct visits to project sites based on the agreed schedule in the project's Inception Report or Annual Work Plans to assess first-hand project progress.

224. **Financial Reporting and Audit** - Certified periodic project financial reports will be provided. Audits on the project will follow UNESCO financial regulations and rules as well as applicable

audit policies. Project audits, if required, will be performed by the External Auditor of UNESCO. The External Auditor is appointed by the General Conference of Member States.

D.2 External independent evaluation

Independent Project Mid-Term Evaluation (MTE).

225. The MTE will be carried out in the 6th quarter (mid-point) of the programme implementation and will be independent and external. The evaluation will engage all programme stakeholders and will determine progress being made toward the achievement of outcomes and will identify course correction if needed. The evaluation may propose mid-course corrective measures and may reassess the objectives and revise the implementation strategy. It will focus on the effectiveness, efficiency and timeliness of project implementation; will highlight issues requiring decisions and actions; and will present initial lessons learned about project design, implementation and management. The mid-term evaluation will include a focus on environmental and social risks, and ensure compliance with the AF ESP. Findings of this review will be incorporated as recommendations for enhanced implementation during the final half of the Project's term. The organization, Terms of Reference and timing of the Mid-Term Evaluation will be decided after consultation between the parties to the project document. The Terms of Reference for this Mid-Term Evaluation will be prepared by UNESCO based on guidance from the Adaptation Fund.

Independent Project Terminal Evaluation (TE) and Reporting

226. The TE will be conducted at the conclusion of the programme. UNESCO will commission a full external evaluation assessing the accomplishment of objectives in accordance with UNESCO guidance. The independent Terminal Evaluation will take place three months prior to project closure and will focus on the delivery of the project's results as initially planned (and as corrected after the mid-term evaluation, if any such correction took place). The final evaluation will look at impact and sustainability of results, including the contribution to capacity development and the achievement of global environmental benefits/goals. The terminal evaluation will include a focus on environmental and social risks, and ensure compliance with the AF ESP. The Terminal Evaluation should also provide recommendations for follow-up activities and requires a management response. During the last three months, the project team will prepare the **Project Terminal Report**. This comprehensive report will summarize the results achieved (objectives, outcomes, outputs), risk management, lessons learned, problems met and areas where results may not have been achieved. It will also lay out recommendations for any further steps.

External Evaluation activity	Planned completion date	Stakeholders
Mid-term Evaluation (MTE)	10 2023	Relevant Ministries
Terminal Evaluation (TE)	02 2025	Relevant Ministries

Table III-V: Evaluation plan for the proposed project including stakeholders and planned date of completion (note: the cost of preparation of the reports will be covered by the Project Execution Cost; supervision and quality assurance will be covered by the IE fee).

E. Include a results framework for the project proposal, including milestones, targets and indicators.

Project strategy					
Goal	Indicator	Baseline	Target (MT & End)	Source verification	Risks & assumptions
Enhanced the adaptive capacity and resilience of the Haitian education sector to disaster risk of natural hazards related to climate change	Number of people living in the communes that will benefit from the schools project assessment (breakdown based on gender)	0	End = about 1.5 million people (1.711.361 people, 864.234 male and 911.322 female)	Project reports	The education sector is supported by other national sectors (e.g. economy, civil protections, etc.) to promote the resilience in the communities
	Number of student indirectly targeted and with medium intensity in 4 departments (breakdown based on gender)	0	End = about 150 thousands students (177.631 students, 88.555 male and 89.076 female)	Project reports	

Table III-VI results framework of project goal (for the details of the targets, please see Appendix 3 “List of beneficiary”)

Component 1 - Assessment of school facilities by VISUS methodology					
Outcome / outputs	Indicator	Baseline	Target (MT & End)	Source verification	Risks & assumptions
Outcome 1: Improved national knowledge of exposure and physical vulnerability of school facilities and capacity of the decision-making process of intervention in Haiti	Relevant hazard and school vulnerability information, some of it are breakdown based on gender, generated by the VISUS assessment and disseminated to stakeholders.	101 VISUS individual schools reports	700 VISUS individual schools reports, each reports contain specific information breakdown based on gender (e.g. N. of M./W. as students, teacher and staff, Toilet number for M. and W., etc.)	Project reports	Institutions, government ministries and agencies are committed to participating in and addressing climate risk
	Number of stakeholders at national level involved in the strategic intervention plan (breakdown based on gender)	0	40 institution representatives (20 male and 20 female)	List of participants attached to the	Decision makers recognize CC's urgency and the project benefits

				work shop reports	and accept to be involved in the project
Output 1.1: Trainers competence to provide inclusive, technical and effective training is improved	Number of Trainers trained (breakdown based on gender)	5	40 (20 male and 20 female)	Training Reports	Trainers accept to train staff and to use the VISUS methodology
Output 1.2: Decision makers understanding of the VISUS approach enhanced	Number of Decision Makers at National level (breakdown based on gender)	20	40 (20 male and 20 female)	Training Reports	Decision makers accept to use the VISUS assessment reports
Output 1.3: VISUS surveyors know-how is transferred to university students	Number of last year Civil Engineering/Architecture university students trained (breakdown based on gender)	35	160 students (80 male and 80 female)	Training Reports	Students accept to use the VISUS methodology
Output 1.4: Exposure and vulnerability of school facilities are assessed	Number of schools assessments	101	700	VISUS individual and the collective schools reports, each reports contain specific information breakdown based on gender, e.g. N. of M./W. as students, teacher and staff, Toilet number for M. and W., etc.)	The trainings have transferred the methodology to the surveyors
Output 1.5: GIS-based web platform knowledge-sharing is put on place	Number of individual school reports uploaded in the database approved by the VISUS coordinator	101	700	Project reports	The data will be accessible by the UD

Output 1.6: Strategic intervention plan for school facilities is developed	Priority intervention schools list agreed among national stakeholders	There is currently no priority intervention list in Haiti	One list of 700 schools ranked in order of priority (the final list, among all the relevant parameters, will be based also on the information breakdown based on gender)	Project reports	The decision makers agree to develop the strategy based on the VISUS input
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Table III-VII Result framework of Component 1

Component 2 - Schools adaptation and safety Improvement					
Outcome / outputs	Indicator	Baseline	Target (MT & End)	Source of verification	Risks & assumptions
Outcome 2: Strengthening the school safety by promoting rehabilitation, retrofitting or reconstruction of selected schools and risk management school protocols	Number of students / staff that benefit from schools interventions (breakdown based on gender)	0	End: about 3500 students <i>(3806 students 1898: male and 1909 female. These values are obtained multiply the total number of students beneficiaries of Component 1 by ratio 15/700</i>	Project reports	People in the rehabilitated schools apply the emergency protocols during the future events and implement CCA actions
	Number of students that benefit from climate change and DRR training and protocols and risk management protocols (breakdown based on gender)	0	End: about 2000 students <i>(2284 students: 1139 male and 1145 female. These values are obtained multiply the total number of students beneficiaries of Component 1 by ratio 9/700</i>	Project reports	
Output 2.1: Detailed intervention of the selected schools is designed	Number of detailed designed for school intervention	0	MT=about 2 to 8 End=about 5 to 15 ²³	Project reports	

²³ This estimate is based on several assumptions detailed in Appendix 6. This target could vary when sites are selected at the end of component one and the nature of work (light, medium or heavy) is determined within the budget allocated for this component.

Output 2.2: Adaptation, Rehabilitation or retrofitting of school facilities are implemented	Number of schools with light interventions	0	MT=about 2 to 8 End=about 5 to 15 ²⁴	Project reports	The rehabilitation interventions will be implemented accordingly to the designs
Output 2.3: Trainers competence to provide inclusive, technical and effective training is improved	Number of contractors trained	0	End=about 2 to 5 ²³ (each contractor will promote the participation of women in the training)	Training Reports	Staff accept to participate to the trainings
Output 2.4: Good DRR and CCA practices are adopted by students and school staff	Number of students trained in DRR and CCA (breakdown based on gender)	0	End: about 2000 students (<i>2284 students, 1139 male and 1145 female</i>)	Project reports	People in the schools recognized the importance of knowing how to behave in case of emergency and how to adapt to CC
	Number of schools staff trained in DRR and CCA	0	End= about 80 people (<i>84 people, 42 male and 42 female. 1 professor every 27 students</i>)	Project reports	
Output 2.5: Risk management school protocols are adopted	Number of emergency plan for schools' facilities	0	MT=about 3 End=about 9	Project reports	
	Number of schools with warning messages installed	0	MT=about 3 End=about 9	Project reports	

Table III-VIII Result framework for Component 2 (for the details of the targets, please see Appendix 3 "List of beneficiary")

²⁴ This estimate is based on several assumptions detailed in Appendix 6. This target could vary when sites are selected at the end of component one and the nature of work (light, medium or heavy) is determined within the budget allocated for this component.

Component 3 - Enhancement of climate resilience of social community through the educational sector					
Outcome / outputs	Indicator	Baseline	Target (MT & End)	Source of verification	Risks & assumptions
Outcome 3: Enhancing the capacity and awareness of local population and civil protection stakeholders in risk management at national and local levels	Number of Haitians benefiting from the improvement of the climate resilience of the social community (breakdown based on gender)	0	End = 150.000 people (177.631 people, (88.555 male and 89.076 female)	Project reports	The Haitian communities are aware of the risks that are exposed and recognize the benefit of the projects
Output 3.1 Knowledge and awareness of the disaster risk due to CC in Haiti is enhanced	Number of people participated at the national conference and workshop (breakdown based on gender)	0	End=200 people (100 male and 100 female)	Project reports	Institutions, government ministries and agencies are committed to participating in and addressing climate risk
Output 3.2 Community emergency plan is put on place	Number of community emergency plan adopted with at least one women's focus groups convened in each commune intervention design and planning sessions.	0	MT=about 3 End=about 9	Project reports which include information on the gender-differentiated perceptions and impacts of the demonstration projects.	Haitian communities come to workshops to enhance their knowledge and awareness on the effects of climate change
Output 3.3	Number of full evacuation simulation	0	MT=about 3 End=about 9	Project reports	Haitian communities undertake

Community capacity to cope with disasters improved					simulations exercises to enhance their coping capacity
	Number of warning messages installed in the municipalities	0	MT=about 30 End=about 100 (about 10 in each municipalities)	Project reports	Institutions, government ministries and agencies are committed to participating in and addressing climate risk
Output 3.4 National action plan for resilient school facilities and their surrounding communities.	Number of ESD programmes integrated into for formal education	0	MT=0 End=3	Project reports	
	Number of relevant representatives of ministries involved in the consultation for the programmes development	0	MT=0 End=18	Project reports	

Table III-IX Result Framework for Component 3 (for the details of the targets, please see Appendix 3 “List of beneficiary”)

Component 4 - Monitoring and evaluation					
Outcome / outputs	Indicator	Baseline	Target (MT & End)	Source of verification	Risks & assumptions
Outcome 4: Project's outcomes assessment	Average of the outcomes targets percentage	0	End=75%	Project reports	
Output 4.1: Assessment of VISUS methodology in the schools	Number of schools assessed by VISUS after the interventions	0	End=30 (20 light, 8 medium and 2 high intervention)	VISUS individual and collective school reports	
Output 4.2 Assessment and monitoring of the safety level of the schools	Comparison of VISUS indicators pre- and post-interventions (i.e.: VISUS multi-hazard safety stars, VISUS warning rose, Safety upgrading action class, IUAS and gender perspective).	VISUS evaluations before the interventions (Component 1)	No Mid-term target. End: Check of the effectiveness of safety upgrading interventions	VISUS assessments pre and post interventions.	The data acquired through the VISUS methodology correspond to the actual situation of schools. The samples used for the verification are representative of the whole set.
	The level of fulfilment of the safety performance goals are pre-defined by decision-makers.	Safety performance goals to obtain safety interventions, as defined by decision makers	The level of fulfilment of the safety performance goals pre-defined by decision-makers (life safety, rapid resume of operations, immediately operational).	Workshop minutes	
Output 4.3 Assessment and monitoring enhancement level of climate resilience of school communities	Number of communities assessed after the interventions and resilience activities	0	End=9	Project report	

Table III-X Result framework for Component 4

F. Demonstrate how the project aligns with the Results Framework of the Adaptation Fund

Project Objective(s) ²⁵	Project Objective Indicator(s)	Fund Outcome	Fund Outcome Indicator	Grant Amount (USD)
Aim: enhance the adaptive capacity and resilience of the Haitian education sector to disaster risk of natural hazards related to climate change, through the establishment of appropriate risk assessment tool, schools retrofitting and implementing adaptation actions in Haiti		Impact 1]: Increased adaptive capacity of communities to respond to the impacts of climate change	Core indicators: 1] Number of beneficiaries (direct and indirect); 2] Assets produced, developed, improved, or strengthened;	
Obj.1] Improving the national comprehensive knowledge of exposure and physical vulnerability of school facilities and decision-making process of intervention in Haiti	I-1.1] Relevant hazard and school vulnerability information generated by the VISUS assessment and disseminated to stakeholders I-1.2] Number of stakeholders at national level involved in the strategic intervention plan	Outcome 1] Reduced exposure to climate-related hazards and threats	I-1.1] Relevant threat and hazard information generated and disseminated to stakeholders on a timely basis	\$ 866.470,90
Obj.2] Strengthening school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools and risk management protocols for schools	I-2.1] Number of students / staff that benefit from schools interventions I-2.2] Number of students that benefit from climate change and DRR training and protocols and risk management protocols	Outcome 1] Reduced exposure to climate-related hazards and threats Outcome 2] Strengthened institutional capacity to reduce risks associated with climate-induced socioeconomic and environmental losses Outcome 4] Increased adaptive capacity within relevant development services and infrastructure sectors	I-1.1] Relevant threat and hazard information generated and disseminated to stakeholders on a timely basis I-2.1] Capacity of staff to respond to, and mitigate impacts of, climate-related events from targeted institutions increased I-4.2] Physical infrastructure improved to withstand climate change and variability-induced stress	\$ 6.626.674,14

²⁵ The AF utilized OECD/DAC terminology for its results framework. Project proponents may use different terminology but the overall principle should still apply

<p>Obj.3] Enhancing the capacity and awareness of the local population and civil protection stakeholders in risk management at national and local levels</p>	<p>I-3.1] Number of Haitians benefiting from the improvement of the climate resilience of the social community</p>	<p>Outcome 1] Reduced exposure to climate-related hazards and threats</p> <p>Outcome 2] Strengthened institutional capacity to reduce risks associated with climate-induced socioeconomic and environmental losses</p> <p>Outcome 3] Strengthened awareness and ownership of adaptation and climate risk reduction processes at local level</p> <p>Outcome 7] Improved policies and regulations that promote and enforce resilience measures</p>	<p>I-1.1] Relevant threat and hazard information generated and disseminated to stakeholders on a timely basis</p> <p>I-2.1] Capacity of staff to respond to, and mitigate impacts of, climate-related events from targeted institutions increased</p> <p>I-3.1] Percentage of targeted population aware of predicted adverse impacts of climate change, and of appropriate responses</p> <p>I-7] Climate change priorities are integrated into national development strategy</p>	<p>\$ 1.394.511,64</p>
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Project Outcome(s)	Project Outcome Indicator(s)	Fund Output	Fund Output Indicator	Grant Amount (USD)
<p>Outcome 1] Improved national knowledge of exposure and physical vulnerability of school facilities and capacity of the decision-making process of intervention in Haiti</p>				
<p>Output 1.1] Trainers competence to provide inclusive, technical and effective training is improved</p> <p>Output 1.2] Decision makers understanding of the VISUS approach enhanced</p> <p>Output 1.3] VISUS surveyors know-how is</p>	<p>I-1.1.1] No. of Trainers trained</p> <p>I-1.2.1] No. of Decision Makers at National level trained</p> <p>I-1.3.1] No. university students trained</p>	<p>Output 2.1] Strengthened capacity of national and regional centres and networks to respond rapidly to extreme weather events</p>	<p>I-2.1.1] No. of staff trained to respond to, and mitigate impacts of, climate-related events</p>	<p>\$ 256.064,00</p>

transferred to university students				
Output 1.4] Exposure and vulnerability of school facilities are assessed	I-1.4.1] Number of schools assessments	Output 1.1] Risk and vulnerability assessments conducted and updated	I-1.1] No. of projects that conduct and update risk and vulnerability assessments	\$ 364.020,00
Outcome 2] Strengthening the school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools and risk management school protocols				
Output 2.2] Adaptation, Rehabilitation or retrofitting of school facilities are implemented	I-2.2.1] No. of schools with light interventions I-2.2.2] No. of schools with medium interventions I-2.2.3] No. of schools with heavy interventions	Output 4] Vulnerable development sector services and infrastructure assets strengthened in response to climate change impacts, including variability	I-4.1.1] No. and type of development sector services modified to respond to new conditions resulting from climate variability and change (by sector and scale) I-4.1.2] No. of physical assets strengthened or constructed to withstand conditions resulting from climate variability and change (by asset types)	\$ 5.225.008,29
Output 2.4] Good DRR and CCA practices are adopted by students and school staff	I-2.4.1] No. of students trained in DRR I-2.4.2] No. of schools staff trained in DRR	Output 2.1] Strengthened capacity of national and sub-national centres and networks to respond rapidly to extreme weather events	I-2.1.1] No. of staff trained to respond to, and mitigate impacts of, climate-related events (by gender)	\$ 183.862,50
Outcome 3] Enhancing the capacity and awareness of local population and civil protection stakeholders in risk management at national and local levels				
Output 3.2] Community emergency plan is put on place	I-3.2.1] No. community emergency plans adopted	Output 2.1] Strengthened capacity of national and sub-national centres and networks to respond rapidly to extreme weather events	I-2.1.2] No. of targeted institutions with increased capacity to minimize exposure to climate variability risks (by type, sector and scale)	\$ 372.900,00
Output 3.3] Community capacity to cope with disasters improved	I-3.3.1] No. of full evacuation simulations	Output 3.1] Targeted population groups participating	I-3.1.1] No. of news outlets in the local press and media that have covered the topic	\$ 402.900,00

	I-3.3.2] No. of warning messages installed in the municipalities	in adaptation and risk reduction awareness activities		
Output 3.4] National action plan for resilient school facilities and their surrounding communities.	I-3.4.1] No. of relevant ministries involved in the proposal of the NAP	Output 7] Improved integration of climate-resilience strategies into country development plans	I-7.1] No., type, and sector of policies introduced or adjusted to address climate change risks	\$ 462.631,67

Table III-XI Project Objectives aligns with the AF

G. Include a detailed budget with budget notes, a budget on the Implementing Entity management fee use, and an explanation and a breakdown of the execution costs.

Cost per year	(USD)
Year 1	1.516.304
Year 2	4.397.070
Year 3	4.002.969
Total costs	9.916.344

Table III-XII summary of expense per year

No.	Description	Budget (US \$)
1.	Programmatic costs, Component 1 - 4	8.314.800
2.	Execution Costs @ 9.4 %	867.000
3.	Subtotal direct costs	9.181.800
4.	Management fee MIE @ 8 % of Subtotal	734.544
5.	Total Project budget	9.916.344

Table III-XIII Summary project budget

Component	Activity	Short description of the costs (note)	Total	Y1	Y2	Y3
			USD	USD	USD	USD
Component 1: Assessment of school facilities by VISUS methodology			612.472	612.472	-	-
Output 1.1	Total		46.901	46.901	-	-
Trainers competence to provide inclusive, technical and effective training is improved	1.1.1	Mission of the international VISUS experts (Travel & stay) (1.a)	15.335	15.335	-	-
	1.1.2	Logistics for the realization of the ToT (Equipment costs) (1.b)	31.567	31.567	-	-
Output 1.2	Total		28.001	28.001	-	-
Decision makers understanding of the VISUS approach enhanced	1.2.1	Mission of the international VISUS experts (Travel & stay) (1.a)	15.335	15.335	-	-
	1.2.2	Logistic for the realization of the D. M. Training (Equipment costs) (1.c)	12.667	12.667	-	-
Output 1.3	Total		78.901	78.901	-	-
VISUS surveyors know-how is transferred to university students	1.3.1	Mission of the international VISUS experts (Travel & stay) (1.b)	15.335	15.335	-	-
	1.3.2	Logistics for the realization of the surveyors Training (Equipment costs) (1.d)	63.567	63.567	-	-
Output 1.4	Total		359.933	359.933	-	-
Exposure and vulnerability of school facilities are assessed	1.4.1	VISUS survey implementation (logistics, equipment and material) (1.e)	359.933	359.933	-	-
Output 1.5	Total		65.333	65.333	-	-
GIS-based web platform knowledge-sharing is put on	1.5.1	Elaborate a Geo-Spatial inventory of schools (expert time) (1.f)	65.333	65.333	-	-
Output 1.6	Total		33.401	33.401	-	-
Strategic intervention plan for school facilities is developed	1.6.1	Mission of the international VISUS experts (Travel & stay) (1.b)	15.335	15.335	-	-
	1.6.2	Logistics for the Strategic WS stakeholders (Equip., Travel & Stay costs) (1.g)	18.067	18.067	-	-

Table III-XIV Budget details of component 1

Component	Activity	Short description of the costs (note)	Total	Y1	Y2	Y3
			USD	USD	USD	USD
Component 2: Schools adaptation and safety Improvement			6.230.869	174.494	3.293.901	2.762.474
Output 2.1	Total		549.866	96.467	453.399	-
Detailed intervention of the selected schools are designed	2.1.1	Design of schools intervention (2.a)	323.531	46.180	277.351	-
	2.1.2	Technical Assessment and Quality Control (2.a)	130.121	26.839	103.283	-
	2.1.3	Direct Design Consultancy (2.a)	96.214	23.448	72.766	-
Output 2.2	Total		5.039.824	-	2.519.912	2.519.912
Adaptation, Rehabilitation, retrofitting, reconstruction or relocation of schools	2.2.1	Construction of schools (2.a)	3.007.795	-	1.503.897	1.503.897
	2.2.2	Quality assurance and supervision of work (2.a)	1.125.116	-	562.558	562.558
	2.2.3	Procurement of equipment (2.a)	244.986	-	122.493	122.493
	2.2.4	Direct Construction Consultancy (2.a)	661.927	-	330.963	330.963
Output 2.3	Total		156.055	78.027	78.027	-
Trainers competence to provide inclusive, technical and effective training is improved	2.3.1	Capacity building of unskilled labour by contractors (2.a)	51.951	25.976	25.976	-
	2.3.2	Internships (2.a)	55.404	27.702	27.702	-
	2.3.3	Direct Training Consultancy (2.a)	48.699	24.350	24.350	-
Output 2.4 Good DRR and CCA practices are adopted by students and school staffs	Total		242.563	-	121.281	121.281
	2.4.1	Internal emergency simulation and CC laboratory (expert time) (2.b)	89.350	-	44.675	44.675
	2.4.2	Logistics for the DRR - CCA practices in the schools (Travel&Stay) (2.c)	153.213	-	76.606	76.606
Output 2.5	Total		242.563	-	121.281	121.281
Risk management school protocols are adopted	2.5.2	Establish an emergency schools protocols (expert time) (2.b)	89.350	-	44.675	44.675
	2.5.3	Logistics for the RM protocols in the schools (Travel&Stay) (2.c)	153.213	-	76.606	76.606

Table III-XV Budget details of component 2

Component execution cost	Activity	Short description of the costs (note)	Total	Y1	Y2	Y3
			USD	USD	USD	USD
Component 3: Enhancement of climate resilience of social community through the educational sector			1.311.199	175.884	530.692	604.624
Output 3.1 - Knowledge and awareness of the disaster risk due to CC in Haiti enhanced	Total		52.684	26.342	-	26.342
	3.1.1	Logistic for the kick-off meeting and WS on CC (Travel&Stay) (3.a)	26.342	26.342	-	-
	3.1.2	Logistics for workshop on DRR, CCA & schools (Equipment, Travel & Stay) (3.b)	26.342	-	-	26.342
Output 3.2 Community emergency plan is put on place	Total		381.150	-	190.575	190.575
	3.2.1	Establish an emergency plan for community (expert time) (3.c)	49.125	-	24.563	24.563
	3.2.2	Logistic for the DRR/CCA practices (Equip., Travel & Stay costs) (3.d)	332.025	-	166.013	166.013
Output 3.3 Community capacity to cope with disasters improved	Total		381.150	-	190.575	190.575
	3.3.1	Community simulation evacuation (expert time) (3.c)	49.125	-	24.563	24.563
	3.3.2	Logistic for the DRR/CCA communities practices (Equip., Travel & Stay) (3.d)	332.025	-	166.013	166.013
Output 3.4 National action plan for resilient schools facilities and their surrounding communities	Total		496.215	149.542	149.542	197.132
	3.4.1	Mission cost of the international VISUS experts (3.e)	25.123	-	-	25.123
	3.4.2	Development of ESD programme for formal education (expert time) (3.f)	113.875	36.667	36.667	40.542
	3.4.3	Report on the solution adopted: strategy and DRM activities (expert time) (3.g)	338.625	112.875	112.875	112.875
	3.4.4	Logistics for the final workshop (Equip., Travel & Stay costs) (3.h)	18.592	-	-	18.592

Table III-XVI Budget details of component 3

Component	Activity	Short description of the costs (note)	Total	Y1	Y2	Y3
			USD	USD	USD	USD
Component 4: Project's outcomes assessment			160.260	17.857	80.130	62.273
Output 4.1 Assessment of VISUS methodology in the schools	Total		53.420	17.857	26.710	8.853
	4.1.1	M&E for ES risks associated with the UPSs (expert time) (4.a)	35713	17.857	17.857	-
	4.1.2	Gender impact evaluation (expert time) (4.b)	8853	-	4.427	4.427
	4.1.3	Environmental impact evaluation (expert time) (4.c)	8853	-	4.427	4.427
Output 4.2 Assessment and monitoring the safety level of the schools	Total		53.420	-	26.710	26.710
	4.2.1	M&E for ES risks associated with the UPSs (expert time) (4.a)	35713	-	17.857	17.857
	4.2.2	Gender impact evaluation (expert time) (4.b)	8853	-	4.427	4.427
	4.2.3	Environmental impact evaluation (expert time) (4.c)	8853	-	4.427	4.427
Output 4.3 Assessment and monitoring enhancement level of climate resilience of school	Total		53.420	-	26.710	26.710
	4.3.1	M&E for ES risks associated with the UPSs (expert time) (4.a)	35713	-	17.857	17.857
	4.3.2	Gender impact evaluation (expert time) (4.b)	8853	-	4.427	4.427
	4.3.3	Environmental impact evaluation (expert time) (4.c)	8853	-	4.427	4.427

Table III-XVII Budget details of component 4

Project execution cost

	Activity	Short description of the costs (<i>note</i>)	Total
I. Project execution cost (< 9.5%)			867.000
	e.c.1	Execution of Outputs 2.1, 2.2, 2.3 by UNOPS staff	305.000
	e.c.2	Execution of Component 1, 3 and Outputs 2.4, 2.5, by UD staff	240.000
	e.c.3	Execution of Component 1 by NUH staff	60.000
	e.c.4	Execution of Component 1,2,3 by Min Env. staff	45.000
	e.c.5	Execution of Component 1,2,3 by Min Education staff	45.000
	e.c.6	Execution of Component 1,2,3 by Civ Prot staff	45.000
	e.c.7	Cost for M&E (mission and external consultant)	57.000
	e.c.8	Cost for Audit	70.000

Table III-XVIII Project execution cost

Budget Breakdown of the Implementing Entity Management Fee

Description	Percentage	Total (USD)
Direction	29%	213.018
Strategic plan	14%	102.836
Human resources management	23%	168.945
Financial Management	23%	168.945
ICT infrastructure and operation	10%	73.454
Administration & Management	1%	7.346
Total		734.544

Table III-XIX Budget Breakdown of the Implementing Entity Management Fee²⁶

²⁶ The information in this table is provided for information purpose only and will not lead to any reporting. Management Costs (UNESCO terminology), or Implementing Entity Fee (Adaptation Fund terminology) are incurred by UNESCO in support to extrabudgetary projects, but which cannot easily be traced unequivocally to the project. These costs are, therefore, estimated as a percentage of direct project costs.

N. note	Note description
Component 1	
1.a	<p><i>Mechanism: UNESCO POP Secures mission</i></p> <p>First mission cost of the international VISUS experts (UD) includes:</p> <ul style="list-style-type: none"> • 4 experts • Fly return tickets from EU to Haiti (\$3.500) • Per diem for 12 days (\$300) • Field mission of 3 days <p>Second mission cost of the international VISUS experts (UD) includes:</p> <ul style="list-style-type: none"> • 2 experts • Fly return tickets from EU to Haiti (\$3.500) • Per diem for 4 days (\$300)
1.b	<p><i>Mechanism: Service Contract UNESCO - NUH</i></p> <p>The Service Contract to NUH includes the preparation and organization of the training sessions on the VISUS methodology, in particular for the Training of Trainers:</p> <ul style="list-style-type: none"> • In Port au Prince • 2 days with 40 people • 2 Launch and 4 Coffee Break (\$20 + \$5) • Technical Support (\$1.000) • Interpretation Services (\$8.000) • Per diem and travel cost for 20 professors (\$300 + \$150)
1.c	<p><i>Mechanism: Service Contract UNESCO - NUH</i></p> <p>The Service Contract to NUH includes the preparation and organization of the training sessions on the VISUS methodology, in particular for the Decision Maker Training:</p> <ul style="list-style-type: none"> • In Port au Prince • 1 day with 40 people • 1 Launch and 2 Coffee Break (\$20 + \$5) • Technical Support (\$500) • Interpretation Services (\$4.000) • Per diem and travel cost for 4 professors (\$300 + \$150)
1.d	<p><i>Mechanism: Service Contract UNESCO - NUH</i></p> <p>The Service Contract to NUH includes the preparation and organization of the training sessions on the VISUS methodology, in particular for the Training for surveyors:</p> <ul style="list-style-type: none"> • In 4 departments in parallel • 5 days with 40 people • 5 Launch and 10 Coffee Break (\$20 + \$5) • Technical Support (\$10.000) • Per diem and travel cost for 20 professors (\$200 + \$150) • Local transportation [bus] for hands on during training (\$2.400)
1.e	<p><i>Mechanism: Service Contract UNESCO - NUH</i></p> <p>The Service Contract to NUH includes the cost for the survey logistics for 20 teams composed by 4 people, each team assess 50 schools:</p> <ul style="list-style-type: none"> • Transport (\$20) • Alimentation (\$20) • Lump Sum (\$10) • Fee per school folder completed (\$20) • Material: Leader Technology Holdings Limited - (Laser Distance Meters) \$1.000 - SURTAB - (Tablets) \$7.000 - L'ABEILLE S.A - (office supplies) \$1.200 - GRAFITRONIK (T-shirt + Hats) \$2.800 - Imprimerie Mobile - (Sac a Dos) \$1.600 • Mission Inspectors from the MENFP (2 per region) \$20.000 • Car rental \$6.000

1.f	<p><i>Mechanism: Direct procurement UNESCO – Consultant on Elaborate a Geo-Spatial inventory</i></p> <p>The consultant will be employed part-time for 60 days at the end of first year and includes:</p> <ul style="list-style-type: none"> • Personnel \$500 per day
1.g	<p><i>Mechanism: Service Contract UNESCO - NUH</i></p> <p>The Service Contract to NUH includes the logistic cost for the strategic workshop with local stakeholders</p> <ul style="list-style-type: none"> • 1 Launch and 2 Coffee Break (\$20, \$5) • Technical Support (\$500,00) • Interpretation Services (\$4.000,00) • Travel of 8 Local Departmental Authorities (\$4.800,00) • Travel of 4 Professors (\$2.400,00)
Component 2	
2.a	<p><i>Mechanism: UN to UN Agreement UNESCO - UNOPS</i></p> <p>For the details of the cost see Appendix 6</p>
2.b	<p><i>Mechanism: Direct procurement UNESCO – Consultant team</i></p> <p>The team of experts in school safety will be employed for 18 months and composed by:</p> <ul style="list-style-type: none"> • One Team leader (\$30.000 per year) • Two Technical staff (\$10.000 per year)
2.c	<p><i>Mechanism: Direct procurement UNESCO</i></p> <p>The team of experts in school safety will implement the outputs in 9 communes (mission) in 18 months. For each mission it is included:</p> <ul style="list-style-type: none"> • Per diem (\$175) per 21 days • Training material (\$5.000) • Material for the schools safety (\$5.000) • Transport (\$250)
Component 3	
3.a	<p><i>Mechanism: Direct procurement UNESCO</i></p> <p>Logistic cost for the realization of the kick-off meeting and workshop on CC</p> <ul style="list-style-type: none"> • N. of people 100 • 1 Launch and 2 Coffee Break (\$20 + \$5) • Technical Support (\$500) • Interpretation Services (\$4.000) • Travel of 8 Local Departmental Authorities (\$4.800) • Travel of 4 Professors (\$2.400)
3.b	<p><i>Mechanism: Direct procurement UNESCO</i></p> <p>The team of experts in community resilience will implement the outputs in 9 communes (mission) in 18 months. For each mission it is included:</p> <ul style="list-style-type: none"> • Per diem (\$175) per 21 days • Training material (\$15.000) • Material for the community safety (\$30.000) • Simulation exercise (\$10.000) • Transport (\$250)
3.c	<p><i>Mechanism: Direct procurement UNESCO – Consultant team</i></p> <p>Team expert in community resilience safety will be employed for 18 months and composed by:</p> <ul style="list-style-type: none"> • One Team leader (\$30.000 per year) • Two Technical staff (\$10.000 per year)
3.d	<p><i>Mechanism: Direct procurement UNESCO</i></p> <p>Logistic cost for the realization of the DRR and CCA practices in the communities</p> <ul style="list-style-type: none"> • N. of people 100 • 1 Launch and 2 Coffee Break (\$20 + \$5) • Technical Support (\$500)

	<ul style="list-style-type: none"> • Interpretation Services (\$4.000) • Travel of 8 Local Departmental Authorities (\$4.800) • Travel of 4 Professors (\$2.400)
3.e	<p><i>Mechanism: UNESCO POP Secures mission</i></p> <p>Mission cost of the international VISUS experts (UD) includes:</p> <ul style="list-style-type: none"> • 4 experts • Fly return tickets from EU to Haiti (\$3.500) • Per diem for 4 days (\$300)
3.f	<p><i>Mechanism: Direct procurement UNESCO – Consultant on Education for Sustainable Development</i></p> <p>The consultant will be employed part-time for 100 days during the 3 years and includes:</p> <ul style="list-style-type: none"> • Personnel \$800 per day • 6 Missions (5.000)
3.g	<p><i>Mechanism: 3 IPA Contracts: UNESCO– Ministry of Environment, Education and Civil Protection</i></p> <p>The Implementation Partnership Agreements (IPA) between UNESCO and each institution contain the full engagement of them in each of the components of the project. In particular, for this outputs 1 Consultant on ESD in formal education will be recruited by each institution for 36 months across the 3 years</p>
3.h	<p><i>Mechanism: Direct procurement UNESCO</i></p> <p>Logistic cost for the realization of the final workshop</p> <ul style="list-style-type: none"> • N. of people 100 • 1 Launch and 2 Coffee Break (\$20 + \$5) • Technical Support (\$500) • Interpretation Services (\$4.000) • Travel of 8 Local Departmental Authorities (\$4.800) • Travel of 4 Professors (\$2.400)
Component 4	
4.a	<p><i>Mechanism: Direct procurement UNESCO – Consultant expert on ESMP</i></p> <p>The consultant will be employed part-time for 120 days during the three years and includes:</p> <ul style="list-style-type: none"> • Personnel \$620 per day • Missions cost (\$.30000)
4.b	<p><i>Mechanism: Direct procurement UNESCO – Consultant expert on gender equality</i></p> <p>The consultant will be employed part-time for 30 days during the second year and includes:</p> <ul style="list-style-type: none"> • Personnel \$550 per day <p>Missions cost (\$.7560)</p>
4.c	<p><i>Mechanism: Direct procurement UNESCO – Consultant expert on Environmental issues and lower environmental impact</i></p> <p>The consultant will be employed part-time for 30 days during the second year and includes:</p> <ul style="list-style-type: none"> • Personnel \$550 per day • Missions cost (\$.7560)
I. Project execution cost (9.5%)	
e.c.1	<p>Execution of Outputs 2.1, 2.2, 2.3 by UNOPS staff</p> <p>UNOPS indirect costs are defined as the sum payable to UNOPS in addition to direct costs for the implementation of an engagement. It is meant to cover UNOPS costs, including those associated with implementation, closure of the engagement agreement and the cost of supervision of ESMP monitoring (including ensuring USPs compliance with the ESP). It is determined by factors such as the level or risk and complexity of the project, as well as the level of efforts that will be required to support the engagement's implementation and the achievement of expected results.</p>
e.c.2	<p><i>Mechanism: IPA Contract UNESCO – UD</i></p>

	<p>Execution of Component 1, 3 and Outputs 2.4, 2.5, by UD staff, in particular team is composed by 4 international experts that will be employed remotely during the implementation of the component 1; experts of the UD team will come to Haiti in mission for the trainings.</p> <p>UD staff in Component 1 provide:</p> <ul style="list-style-type: none"> • scientific support to present and adapt the VISUS methodology; • scientific support to prepare the 3 types of trainings; • data web platform processing; • remote support to the schools' survey and quality control; • support in the preparation of Strategic Workshops; <p>UD staff in Component 2 provide international remote scientific support for DRR & CCA practices:</p> <ul style="list-style-type: none"> • Online training on criteria and references for taking into account the characteristics of the learning physical environment and school facilities, in defining a rational and effective organization of the Disaster Management activities (Pillar 2 of CSSF) in schools, in order to properly contextualize: <ul style="list-style-type: none"> ○ CCA practices ○ DRR protocols ○ DRM at school • Develop of the material for trainings <p>Remote quality control of protocols and plan developed by the local team.</p> <p>UD staff in Component 3 support for the workshop, in particular the international scientific knowledge and awareness of the disaster risk due to CC and the training for the development of community emergency plan.</p>
e.c.3	<p><i>Mechanism: Service Contract UNESCO - NUH</i></p> <p>Execution of Component 1 by NUH staff, the team of NUH is composed by one coordinator recruited for 10 months (\$1.000/months) and twenty professors who will be employed for 2 months each (\$1.000/months). The Service Contract to NUH includes to provide technical expertise to UNESCO and UD during the adaptation of the VISUS methodology for the Haitian context within the framework of the project.</p>
e.c.4	<p><i>Mechanism: IPA Contract: UNESCO– MdE</i></p> <p>Execution of Component 1,2,3 by MdE staff. The Implementation Partnership Agreements (IPA) between UNESCO and the national institution contain the full engagement of the Ministry in each of the components of the project. In particular:</p> <ul style="list-style-type: none"> • Component 1: 4 people will be seconded for 6 months across the first year. • Component 2: 1 person seconded for 18 months across the second and third years • Component 3: 1 person seconded for 18 months across the second and third years
e.c.5	<p><i>Mechanism: IPA Contract: UNESCO– MENFP</i></p> <p>Execution of Component 1,2,3 by MENFP staff</p> <p>The Implementation Partnership Agreements (IPA) between UNESCO and the national institution contain the full engagement of the Ministry in each of the components of the project. In particular:</p> <ul style="list-style-type: none"> • Component 1: 4 people will be seconded for 6 months across the first year. • Component 2: 1 person seconded for 18 months across the second and third years • Component 3: 1 person seconded for 18 months across the second and third years
e.c.6	<p><i>Mechanism: IPA Contract: UNESCO– DPC</i></p> <p>Execution of Component 1,2,3 by DPC staff</p> <p>The Implementation Partnership Agreements (IPA) between UNESCO and the national institution contain the full engagement of the Ministry in each of the components of the project. In particular:</p> <ul style="list-style-type: none"> • Component 1: 4 people will be seconded for 6 months across the first year. • Component 2: 1 person seconded for 18 months across the second and third years • Component 3: 1 person seconded for 18 months across the second and third years

Table III-XX Budget notes

H. Include a disbursement schedule with time-bound milestones.

	Total	Upon Agreement signature	12 months after project start	24 months after project start	End of the project
Total Components (1 to 4) costs	8.314.800	891.602	3.913.731	3.158.520	350.947
I. Project Execution costs (<9.5%)	867.000	377.750	242.500	222.075	24.675
II. Total Project costs	9.181.800	1.269.352	4.156.231	3.380.595	375.622
III. Implementing Entity Fee (<8.5%)	734.544	244.848	244.848	220.363	24.485
Total Amount of Financing Requested	9.916.344	1.514.200	4.401.079	3.600.958	400.106

Table III-XXI Disbursement schedule

ENDORSEMENT BY GOVERNMENT AND CERTIFICATION BY THE IMPLEMENTING ENTITY

- A. Record of endorsement on behalf of the government²⁷** *Provide the name and position of the government official and indicate date of endorsement. If this is a regional project/programme, list the endorsing officials all the participating countries. The endorsement letter(s) should be attached as an annex to the project/programme proposal. Please attach the endorsement letter(s) with this template; add as many participating governments if a regional project/programme:*

M. Abner SEPTEMBRE Minister of Environment	Date: April, 19 2021
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- B. Implementing Entity certification** *Provide the name and signature of the Implementing Entity Coordinator and the date of signature. Provide also the project/programme contact person's name, telephone number and email address*

I certify that this proposal has been prepared in accordance with guidelines provided by the Adaptation Fund Board, and prevailing National Development and Adaptation Plans (PIAN D'ACTION NATIONAL D'ADAPTATION.(PANA) and subject to the approval by the Adaptation Fund Board, <u>commit to implementing the project/programme in compliance with the Environmental and Social Policy of the Adaptation Fund</u> and on the understanding that the Implementing Entity will be fully (legally and financially) responsible for the implementation of this project/programme.	
Elmehdi Ag Muphtah Chargé de Bureau UNESCO Port-au-Prince Implementing Entity Coordinator	
Signature	
Date: April, 21 2021	Tel. and email: (509)47881760 e.ag-muphtah@unesco.org
Project Contact Person: Panaroty Prophete	
Tel. And Email:(509) 33154072	pf.prophete@unesco.org

⁶. Each Party shall designate and communicate to the secretariat the authority that will endorse on behalf of the national government the projects and programmes proposed by the implementing entities.

Letter of endorsement signed by the Minister of the Environment of Haiti



MINISTÈRE DE L'ENVIRONNEMENT

MdE/AS/CM-DERE/AFB/04-21-061

Port-au-Prince, le April 19, 2021


To: The Adaptation Fund Board
c/o Adaptation Fund Board Secretariat
Email : Secretariat @ Adaptation-Fund.org
Fax: 202 522 3240/5

Subject : Endorsement for implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti.

In my capacity as designated authority for the Adaptation Fund in Haiti, I confirm that the above national program proposal in accordance with the government's national priorities in implementing adaptation activities to reduce adverse impacts of, and risks, posed by climate change in the **Republic of Haiti**.

Accordingly, I am pleased to endorse the above program proposal with support from the Adaptation Fund. If approved, this program will be implemented by the UNESCO Office in Haiti and executed by UNOPS in collaboration with the Ministry of National Education, the Directorate General of Civil Protection and the Conference of Rectors and Presidents of Haitian Universities (CORPUHA) under the direct and indirect supervision of the Ministry of the Environment as chairman of the project steering committee.

Sincerely,


Ing, Moïse JEAN-PIERRE
Point Focal Adaptation Fund

Seen and approved by:


Yves SEPTÈMBRE
Ministre de l'Environnement



ADAPTATION FUND

PROJECT PROPOSAL TO THE ADAPTATION FUND

**Implementing Measures
for Climate Change Adaptation
and Disaster Risk Reduction Mitigation
of School Facilities
in Haiti**

APPENDIX

List of Appendix

1. List of meetings minutes during the consultation 2021
 - 1.1. Report of the National Consultation for the adaptation fund climate change 2019
2. Environmental & Social Impact Assessment
 - 2.1. E&S Screening
 - 2.2. E&S Planning
3. List of beneficiary
4. Gantt
5. List of documentation consulted
6. Methodology, approach, resources and cost for Outputs 2.1 to 2.3
7. VISUS Information
8. Electronic Disclosure Statement And Consent for E-Signature with a Relevant World Bank Group Organization

Appendix 1: Consultation documents

1. *List of consultation meetings at national level*

- a. UNESCO meeting - January 14, 2021
- b. Consultation with national stakeholders meeting – January 20, 2021
- c. Consultation with national stakeholders meeting – February 08, 2021
- d. Consultation with the State University of Haiti meeting – February 12, 2021
- e. Consultation with UN-Women – July 16, 2021

2. *Report of the National Consultation for the adaptation fund climate change 2019*

3. *List of consultation meetings at local level*

- a. Meetings at Cap Haitien - 11 to 13 June 20 21
- b. Meetings at Cayes – 17 to 19 June 2021
- c. Meetings at Gonaives – 14 to 16 June 2021
- d. Meetings at Jeremie – 20 to 23 June 2021

4. *Report of the consultation with national and local stakeholders 2021*

5. *List of people consulted*

Appendix 1.a: UNESCO meeting

Meeting minutes Adaptation Fund Proposal January 14, 2021

1. Opening

The virtual meeting started at 02:00 PM (Haiti time) / 08:00 PM (Paris time) via the MS Teams platform. The meeting was chaired and moderated by Pilar Alvarez Laso, Director of the UNESCO Office in Haiti, and Marcello Arosio, independent consultant.

2. Attendees

Name	Organisation/Status
Pilar Alvarez Laso	UNESCO Office in Haiti
Elmehdi Ag-Muphtah	UNESCO Office in Haiti
Panaroty Ferdinand Prophète	UNESCO Office in Haiti
Soichiro Yasukawa	UNESCO HQ
Lesly Barriga	UNESCO HQ
Petra Malisan	UNESCO Chair on Intersectoral Safety for Disaster Risk Reduction and Resilience, SPRINT-Lab, University of Udine
Marcello Arosio	Independent Consultant
Jair Torres	Independent Consultant
Lucille Anglès	Independent Consultant

3. Agenda

The group agreed on the following agenda:

- A. Formalise the core group that will define the geographical area of the project
- B. Clarify the process, modalities and the level of the consultations
- C. Understand the UNEP project
- D. Agree on an implementation plan for the coming days

4. Discussion summary and next steps

A. Formalise the core group that will define the geographical area of the project

M. Arosio highlighted the need to formalise the core group that will define the geographical area of the project in the coming days. In addition to UNESCO representatives, the core group should include:

- A representative from the Ministry of Environment,
- A representative from the Ministry of Education,
- A representative from the State University of Haiti,

A first meeting needs to be organised with these entities in order to introduce them to the Adaptation Fund project proposal and formalise the core group for this project.

A second meeting will then have to be organised with the same entities to agree on the geographical areas where the project will be implemented.

B. Clarify the process, modalities and the level of the consultations

a. Step 1: Organize a meeting with the key stakeholders and create the core group

The creation of the core group is essential to ensure an appropriate development and implementation of the project.

At the national level, a first meeting with the Civil Protection of Haiti and the Ministry of Environment of Haiti was organized in December 2020.

Since the Ministry of Education of Haiti and the State University of Haiti also need to be involved in this process, a meeting gathering all the concerned stakeholders will be held on Friday 15 January 2021:

1. Rony Horat- Director of Environmental Education at the Ministry of Environment
2. Romual Pierre- Director of School Engineering at the Ministry of National Education
3. Maccius Etienne- Technical executive for the Civil Protection
4. Margaret Rene - Academic head of the State University of Haiti
5. Gerty Pierre - Adaptation officer at the Ministry of the Environment
6. The participants to the present meeting

P. Alvarez Laso contacted the Ministry of Education during the meeting to ensure their presence in the meeting.

The Agenda of this meeting is the following:

1. Presentation of the stakeholders
2. Presentation of the Adaptation Fund project proposal
3. Exchange on the project needs (i.e. reflection on the geographical areas where the project can be implemented)

E. Ag-Muphtah informed the group that Haiti will have elections this year and so that the government might change. In this framework, J. Torres mentioned the importance of having the State University of Haiti in the core group as they will give a stability to the project while bringing their technical support.

b. Step 2: Organize a second meeting to agree on the geographical location where to implement the project

A second meeting with the same entities will be organized the week starting 18th January 2021 to agree on the geographical areas where the project will be implemented. During this meeting, each entity will be invited to share their geographical location ideas and the rationality behind.

c. Step 3: Organise a mission on the field

M. Arosio highlighted the need for these consultations to take place but that the core group needs first to be formalised and the geographical areas have to be collectively decided.

The status on the current scheduled mission of P. Ferdinand Prophète needs therefore to be clarified.

C. Understand the UNEP project

UNEP recently approached the UNESCO office in Haiti in order to find potential synergies with their current project: “Approche Paysage Résilient Intégrée”.

The group expects from P. Ferdinand Prophète to share the potential links that could be made with the current Adaptation Fund proposal.

D. Agree on an implementation plan for the coming days

The group agreed on the following:

1. Organise a first meeting with the key stakeholders and create the core group.
2. Organise a second meeting with the same stakeholders to agree on the geographical location where to implement the project
3. Clarify the status of the scheduled mission of P. Ferdinand Prophète
4. Have more information on the UNEP project
5. The participants to this meeting should be in copy of all the exchanges of emails concerning the Adaptation Fund proposal
6. M. Arosio and P. Ferdinand Prophète will work closely

5. Closing

The meeting ended at 03:10 PM (Haiti time) / 09:10 PM (Paris time).

Appendix 1.b: Consultation with national stakeholders meeting

Meeting minutes Adaptation Fund Proposal January 20, 2021

6. Opening

The virtual meeting started at 02:00 PM (Haiti time) / 08:00 PM (Paris time) via the MS Teams platform. The meeting was chaired and moderated by Pilar Alvarez Laso, Director of the UNESCO Office in Haiti and Panaroty Ferdinand Prophète, Science Programme Specialist at the UNESCO Office in Haiti.

7. Participants

a. Attendees

Name	Position	Institution	Contact information
Rony Horat	Director of Environmental Education	Ministry of Environment of Haiti	horat_rony@yahoo.com
Pierre Gerty	Responsible for Adaptation Measures	Ministry of Environment of Haiti	gertypierre8007@gmail.com
Maccius Etienne	Member of the departmental committee	Civil Protection of Haiti	maxoetienne1999@gmail.com
Marie-France Provencher	Projects Manager	UNOPS Office in Haiti	mariefrancep@unops.org
Pilar Alvarez Laso	Office Director	UNESCO Office in Haiti	p.alvarez@unesco.org
Panaroty Ferdinand Prophète	Science Programme Specialist	UNESCO Office in Haiti	pf.prophete@unesco.org
Alexandra Saint Louis	Consultant	UNESCO Office in Haiti	a.saint-louis@unesco.org
Marcello Arosio	Consultant	UNESCO Office in Haiti	arosio.marcello@gmail.com
Jair Torres	Consultant	University of Udine, UNESCO Chair	jair.torres@sar-global.com
Lucille Anglès	Consultant	UNESCO Office in Haiti	angleslucille@gmail.com

b. Regrets

Name	Position	Institution	Contact information
Chery Sonel	Technical Manager	Ministry of National Education and Vocational Training	chery_sonel@yahoo.fr
Dorlus Wilson	Secretary General of the State University of Haiti (UEH)	State University of Haiti (UEH)	dorluswilson@yahoo.fr
Elmehdi Muphtah	Ag-Education Programme Specialist	UNESCO Office in Haiti	e.ag-muphtah@unesco.org

8. Agenda

The group agreed on the following agenda:

- A. Introduction to the meeting
- B. Exchange on the interest of national partners concerning the geographical areas where the project should focus its implementation
- C. Actions point

9. Discussion summary**A. Introduction to the meeting**

The meeting was organised as a follow-up meeting to the one organised on Friday 15 January 2021.

As agreed, this fourth meeting gathering the core group members involved within the preparation of the Adaptation Fund project proposal aimed to share and reflect on the geographical areas where to implement the Adaptation Fund project “Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti”.

Defining the geographical areas will serve the implementation of the first and second components of the project (i.e. “Assessment of school facilities using the VISUS methodology” and “School adaptation and safety improvement”) and consequently the third component (i.e. “Enhancement of climate resilience of social community through the education sector”) which even if it has a national scope by securing the mainstreaming of Education for Sustainable Development²⁸ into the Curricula, will have other sub-components in the selected areas, notably on non-formal education and extra-curricular education activities involving local communities.

The core group is constituted of the following members:

- Representatives from the Ministry of Environment of Haiti

²⁸ Education for Sustainable Development is composed of three main pillars: Environmental and biodiversity education, Climate change and adaptation education, and Disaster risk reduction and resilience education.

- Representatives from the Ministry of National Education and Vocational Training of Haiti
- Representatives of the Civil Protection of Haiti
- Representatives from the State University of Haiti
- UNOPS representatives
- UNESCO representatives
- University of Udine, UNESCO Chair representatives

The representatives from the Ministry of National Education and Vocational Training could unfortunately not connect to the meeting due to internet issues, but have confirmed to the group by telephone, that they will share documentations with their reflection on the geographical areas where to implement the project, including the database of schools by districts, with the rest of the core group in the next day.

Finally, Panaroty Ferdinand Prophète introduced to the group the new UNOPS focal point, Ms. Marie-France Provencher. She will be included in every communication from now.

B. Exchange on the geographical areas where to implement the project

While the Ministry of National Education and Vocational Training will share their opinions on the geographical areas where to implement the project in the next day, the representatives from the Ministry of Environment of Haiti and of the Civil Protection of Haiti shared with the group their reflections on this aspect.

a. Ministry of Environment of Haiti

Rony Horat from the Ministry of Environment of Haiti proposed to the group to implement the Adaptation Fund project in the following Haitian geographical departments:

- Sud
- Grand Anse
- Artibonite
- Nord

These geographical departments are indeed highly vulnerable to climate related hazards (e.g. Hurricane Matthew severely impacted the South of Haiti (“Sud” department) in 2016).

b. Civil Protection of Haiti

Maccius Etienne from the Civil Protection of Haiti agreed with the proposition of Rony Horat from the Ministry of Environment of Haiti but proposed in addition to the departments mentioned above, to also consider the North West (“Nord-Ouest”) department of Haiti as this area is highly exposed to the seismic risk – the northern fault runs through this area – in addition to be vulnerable to climate related hazards. M. Etienne also warns the group to avoid duplication of projects in the South of the country since many activities have been launched in this area after hurricane Matthew.

c. Group discussion

Panaroty Ferdinand Prophète from the UNESCO Office in Haiti welcomed these propositions and suggested to the group narrowing down the number of departments where to implement the projects

and to focus on the most vulnerable areas to climate related hazards. Out of the ten (10) Haitian departments, five (5) were indeed mentioned, which might complicate the implementation of the project due to budget limitations.

Jair Torres from the University of Udine, UNESCO Chair, agreed with this reflection and proposed to the group to select the most vulnerable areas to climate related hazards and to select schools within these areas in order to intervene in the most needed areas and limit the logistic expenses.

The group agreed and decided, meanwhile information from the Ministry of Education is provided, to focus on the initial departments proposed by the Ministry of Environment of Haiti, notably on those that are highly exposed to climate related hazards. This will be later on conciliated with the proposal made by the Ministry of National Education and Vocational Training of Haiti.

C. Actions point

The Ministry of National Education and Vocational Training of Haiti could not connect to the online platform due to internet issues but contacted Panaroty Ferdinand Prophète by telephone to inform him that they will share district maps and schools databases showing where the schools are located and their recommendations on where to implement the project in the coming days.

Considering this information, the group agreed on the following next steps:

- Analyse the proposition made the Ministry of National Education and Vocational Training of Haiti;
- Conciliate this proposition with the ones made by the Ministry of Environment of Haiti and the Civil Protection of Haiti;
- Based on all the arguments received from the institutions concerning the geographical preferences, define with the same institutions, the geographical areas and the schools where to implement the Adaptation Fund project – decisions will be made by consensus or by majority;
- Organise a meeting to formalise the agreement on the geographical areas and the districts where schools will be selected to implement the Adaptation Fund project, and define the next steps.

10. Closing

The meeting ended at 03:15 PM (Haiti time) / 09:15 PM (Paris time).

Meeting length: 1.15 hour.

Appendix 1.c: Consultation with national stakeholders meeting

Meeting minutes Adaptation Fund Proposal February 08, 2021

11. Opening

The virtual meeting started at 01:00 PM (Haiti time) / 07:00 PM (CET time) via the MS Teams platform. The meeting was chaired and moderated by Panaroty Ferdinand Prophète, Science Programme Specialist at the UNESCO Office in Haiti.

12. Participants

a. Attendees

Name	Position	Institution	Contact information
Serge Semerzier*		Civil Protection of Haiti	
Rony Horat	Director of Environmental Education	Ministry of Environment of Haiti	horat_rony@yahoo.com
Rudolphe Roux			
Jean-Baptiste Neudy	Professor	State University of Haiti (UEH)	
Marie-France Provencher	Projects Manager	UNOPS Office in Haiti	mariefrancep@unops.org
Elmehdi Ag-Muphtah	Education Programme Specialist	UNESCO Office in Haiti	e.ag-muphtah@unesco.org
Panaroty Ferdinand Prophète	Science Programme Specialist	UNESCO Office in Haiti	pf.prophete@unesco.org
Marcello Arosio	Consultant	UNESCO Office in Haiti	arosio.marcello@gmail.com
Jair Torres	Consultant	University of Udine, UNESCO Chair	jair.torres@sar-global.com

* Serge Semerzier is replacing Maccius Etienne as the Focal Point for the Civil Protection of Haiti

b. Regrets

Name	Position	Institution	Contact information
Pilar Alvarez Laso	Office Director	UNESCO Office in Haiti	p.alvarez@unesco.org
Alexandra Saint Louis	Consultant	UNESCO Office in Haiti	a.saint-louis@unesco.org
Lucille Anglès	Consultant	UNESCO Office in Haiti	angleslucille@gmail.com

13. Agenda

The group agreed on the following agenda:

- D. Introduction to the meeting
- E. Exchange on the project
- F. Actions point

14. Discussion summary

D. Introduction to the meeting

The meeting was organised as a follow-up meeting to the one organised on Wednesday 20 January 2021. This fifth meeting gathering the core group members involved within the preparation of the Adaptation Fund project proposal particularly aimed at introducing the Adaptation Fund project “Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti” to the State University of Haiti (UEH) and exchange with the partners on the progress made.

E. Exchange on the project

Jair Torres from the University of Udine, UNESCO Chair, introduced the four components of the project:

1. Assessment of school facilities using the VISUS methodology (i.e. about 700)
2. Schools adaptation and safety improvement - The schools where to intervene will be selected on a consensus base between the partners involved within the project (i.e. Ministry of Environment, Ministry of Education, State University of Haiti, the Civil Protection, UNESCO and UNOPS)
3. Enhancement of climate resilience of social community through the educational sector
4. Monitoring

Jair Torres from the University of Udine, UNESCO Chair, informed the group that progress has been made as the regions where to implement the project, have been defined together with the partners. The project will be indeed implemented in the four following regions:

- Artibonite
- Grand-Anse
- Nord
- Sud

Since the State University of Haiti was involved in the project aiming to assess the safety of 101 school facilities located in the North/North-West regions in 2017 through the Campus of Limonade, Jair Torres from the University of Udine, UNESCO Chair, proposed to Jean-Baptiste Neudy from the State University of Haiti, to be involved in the exchanges as a key partner and develop this first pilot project at a bigger scale – the project aiming at assessing between 700 and 1,000 schools. Jair Torres from the University of Udine, UNESCO Chair, therefore suggested organising a bilateral meeting with the team of the State University of Haiti, in order to better understand the roles, responsibilities, capacities and potential limitations of the University of Haiti in the possible implementation of the project. In this sense, it has

been highlighted that other Haitian universities could also be involved within the project while the State University of Haiti would remain the leading university in the framework of the implementation.

Jean-Baptiste Neudy from the State University agreed on having a bilateral meeting but requested to receive the project proposal that was endorsed by the Adaptation Fund. Panaroty Ferdinand Prophète from the UNESCO Office in Haiti agreed to share the document after the meeting.

Rony Horat from the Ministry of Environment of Haiti highlighted the two following points:

- First, the need to have the contribution of the University in the component 3 of the project: “Enhancement of climate resilience of social community through the educational sector”. Rony Horat from the Ministry of Environment of Haiti mentioned to the group the existence of a Protocol signed between Haitian private and public universities and the Ministry of Environment of Haiti (CORPUHA agreement) aiming to develop collaborations in the field of the environment.
- Second, the need to have more time to implement component 3 and have a four-year project instead of a three-year project.

Jair Torres from the University of Udine, UNESCO Chair, agreed and suggested launching the mainstreaming of Education for Sustainable Development²⁹ into the Curricula from the first year and keeping other sub-components in the selected areas, notably on non-formal education and extra-curricular education activities involving local communities for the third year. The project will therefore last three years. Jair Torres from the University of Udine, UNESCO Chair, also strengthened the need to coordinate the revision of the curricula with the Ministry of Education as the latter will have to develop it while the universities will support the implementation part by training future professors, etc. The group agreed.

Panaroty Ferdinand Prophète from the UNESCO Office in Haiti suggested contacting the universities, which are part of the CORPUHA agreement, and which are located in the four regions where the project intends to be implemented. The group agreed.

F. Actions point

Considering this information, the group agreed on the following next steps:

- Organise a bilateral meeting with the State University of Haiti to exchange further on their capacities, roles and potential limitations – the meeting is scheduled on Friday 12th February at 10:00 AM (Haiti time);
- Contact the universities belonging to the CORPUHA agreement, which are located in the four regions where the project will be implemented;
- Organise a meeting the week starting 15th February 2021 to give a general presentation of the project proposal progress;
- Organise a field mission to meet the local stakeholders as soon as the socio-political context allows it.

15. Closing

The meeting ended at 01:45 PM (Haiti time) / 07:45 PM (Paris time).

Meeting length: 45 min

²⁹ Education for Sustainable Development is composed of three main pillars: Environmental and biodiversity education, Climate change and adaptation education, and Disaster risk reduction and resilience education.

Appendix 1.d: Consultation with the State University of Haiti meeting

Meeting minutes Adaptation Fund Proposal February 12, 2021

16. Opening

The virtual meeting started at 10:00 AM (Haiti time) / 04:00 PM (CET time) via the MS Teams platform. The meeting was chaired and moderated by Panaroty Ferdinand Prophète, Science Programme Specialist at the UNESCO Office in Haiti.

17. Participants

a. Attendees

Name	Position	Institution	Contact information
Jean-Baptiste Neudy	Professor	State University of Haiti (UEH)	
Elmehdi Muphtah	Ag- Education Programme Specialist	UNESCO Office in Haiti	e.ag-muphtah@unesco.org
Panaroty Ferdinand Prophète	Science Programme Specialist	UNESCO Office in Haiti	pf.prophete@unesco.org
Marcello Arosio	Consultant	UNESCO Office in Haiti	arosio.marcello@gmail.com
Jair Torres	Consultant	University of Udine, UNESCO Chair	jair.torres@sar-global.com
Lucille Anglès	Consultant	UNESCO Office in Haiti	angleslucille@gmail.com

18. Agenda

The group agreed on the following agenda:

- G. Introduction to the meeting
- H. Exchange on the project proposal
- I. Exchange on the State University of Haiti capacities
- J. Actions point

19. Discussion summary

G. Introduction to the meeting

This bilateral meeting with the State University of Haiti was organised as a follow-up meeting to the one organised on Monday 08 February 2021 in order to exchange on the capacities, roles and potential limitations of the State University of Haiti concerning the implementation of Component 1: “Assessment of school facilities using the VISUS methodology” of the Adaptation Fund project.

H. Exchange on the project proposal

Ahead of the meeting, Panaroty Ferdinand Prophète from the UNESCO Office in Haiti shared the project proposal with Jean-Baptiste Neudy from the State University of Haiti.

Jean Baptiste Neudy from the State University of Haiti reviewed the document and started the discussion with the two following questions related to the first component of the project: “Assessment of school facilities using the VISUS methodology”:

- Who are going to be the trainers?
- Once the database is established, who is going to manage it?

Regarding the first question, Jair Torres from the University of Udine, UNESCO Chair, explained to Jean Baptiste Neudy that within the framework of Component 1 of the project: “Assessment of school facilities using the VISUS methodology”, three types of capacity building trainings intend to be organized:

- A Decision-Makers’ training addressed to representatives of the Ministry of Education, Ministry of Environment, Ministry of Public Works, etc.
- A trainers’ training addressed to civil engineering or architecture professors of the State University of Haiti. Twenty (20) professors will be trained – five (5) in each of the selected departments where the project will be implemented (i.e. Artibonite, Grand-Anse, Nord, Sud). Each professor will be in charge of a team of three (3) surveyors/students (see below). Each of the twenty (20) teams is thus composed of one professor and three students who will go to the field to collect school infrastructure safety data.
- A surveyors’ training addressed to last year’s students of Faculty of civil engineering/architecture.

This will be the exact same structure as the one implemented in the VISUS pilot project in 2017.

Based on this explanation, Jean Baptiste Neudy from the State University of Haiti asked if professors from the Faculty of Agronomy who are teaching environment and environmental assessment could be trained as trainers. Jair Torres from the University of Udine, UNESCO Chair, advised to have professors with a background in civil engineering and architecture since the VISUS methodology is focused on the infrastructure/built environment.

While the meeting was focused on Component 1 of the project, Jair Torres from the University of Udine, UNESCO Chair, and Panaroty Ferdinand Prophète from the UNESCO Office in Haiti informed Jean Baptiste Neudy from the State University of Haiti that under Component 3 of the project: “Enhancement of climate resilience of social community through the educational sector”, which is being designed, additional professors from the State University of Haiti could nevertheless also be involved.

As for the second question related to the database, Jair Torres from the University of Udine, UNESCO Chair, explained to Jean Baptiste Neudy from the State University of Haiti that the data collected by the teams will belong to the Government of Haiti. The collected data nevertheless need to be processed to have a good understanding of the schools’ safety and facilitate the decision-making process on where and how to intervene (i.e. Component 2 of the project: “Schools adaptation and safety improvement”). The professors in charge of the teams will therefore have to check the data collected. These data will be then sent to a Focal Point/Coordinator within the State University of Haiti who will supervise the whole process and who will double check the data collected. There will be afterward a third level of verification at the

level of the University of Udine, UNESCO Chair. There are consequently three levels of verification, and in case, there is any doubt about an information, the Focal Point/Coordinator will be contacted in order to contact the concerned professor to identify and solve the potential issue.

Jean Baptiste Neudy from the State University of Haiti did not have any further questions on the proposal.

I. Exchange on the State University of Haiti capacities

Marcello Arosio from the UNESCO Office in Haiti, introduced to Jean Baptiste Neudy from the State University of Haiti the first budget of the project's first component, which includes four main sections:

- “Provide technical expertise to UNESCO during the adaptation of the VISUS methodology for the Haitian context” – 50 000, 00 USD

This section is split into two main remunerations:

- The one of the twenty (20) professors. Two months of work are estimated for each professor for which they will be remunerated 2 000,00 USD each (40 000,00 USD overall)
 - The one of the Focal Point/Coordinator who will be in charge of coordinating all the professors, check the quality of the data and coordinate the logistics of the project implementation. Ten months of work are estimated for which the Focal Point/Coordinator will be remunerated 10 000,00 USD.
- “Prepare and organize three training sessions on the VISUS methodology” – 92 300, 00 USD
 - “Survey logistics” – 280 000,00 USD
 - “Organise a workshop with the relevant stakeholders – strategy for intervention” – 12 900,00 USD. It is worth to be noted that this workshop will be organized once the survey piece is achieved.

Overall, the State University of Haiti would therefore receive 478 720,00 USD to implement Component 1.

Jair Torres from the University of Udine, UNESCO Chair, asked to Jean Baptiste Neudy from the State University of Haiti if the roles and regulations of the State University of Haiti could allow this type of implementation or not and what the potential limits, challenges and opportunities could be. This information will help shape the proposal appropriately.

Jean Baptiste Neudy from the State University of Haiti shared with the group that the State University of Haiti has space in its campus located in the South to welcome the trainings. Jean Baptiste Neudy from the State University of Haiti nevertheless also shared with the group that in some departments that have been selected for the project, the State University of Haiti does not have campuses. Jair Torres from the University of Udine, UNESCO Chair, suggested exploring existing partnerships between the State University of Haiti and other Haitian universities in the regions where the State University of Haiti does not have campuses. The most important is to find professors of civil engineering/architecture would be

interested in receiving the training to accomplish a transfer of knowledge. Through this training, the capacities will be indeed transferred to the State University of Haiti who will therefore be able to undertake a re-assessment of the schools every five years and thus support the Ministry of Education. This organisation will make the project sustainable on the long-term.

Jean Baptiste Neudy from the State University of Haiti acknowledged and asked if besides professors, civil engineers could also perform the assessments with the local students as team lead. Jair Torres from the University of Udine, UNESCO Chair, responded positively. The main aim is to create the teams within each of the four departments where the project intends to be implemented (i.e. Artibonite, Grand-Anse, Nord, Sud).

Jean Baptiste Neudy from the State University of Haiti acknowledged and informed the group that he will contact the faculties in the selected departments and talk with colleagues from the Science department of the State University of Haiti in order to give an answer by today or Monday 18 February 2021.

Jair Torres from the University of Udine, UNESCO Chair, finally proposed to share with Jean Baptiste Neudy from the State University of Haiti the following information to help structure the project:

- The three volumes of the “UNESCO guidelines for assessing learning facilities in the context of disaster risk reduction and climate change adaptation”:
 - "Volume 1: Introduction to learning facilities assessment and to the VISUS Methodology": <https://unesdoc.unesco.org/ark:/48223/pf0000371185.locale=en>
 - Volume 2: VISUS Methodology": <https://unesdoc.unesco.org/ark:/48223/pf0000371186>
 - "Volume 3: VISUS Implementation": <https://unesdoc.unesco.org/ark:/48223/pf0000371188?posInSet=1&queryId=3f2fa233-444b-4e87-a5c4-0277499c4be4>
- The VISUS pilot project report from 2017
- The list of the five professors who were involved within this pilot project
- The link to access the map showing the location of the schools which were assessed in 2017

Panaroty Ferdinand Prophète from the UNESCO Office in Haiti agreed to share the documents and information after the meeting.

J. Actions point

Considering this information, the group agreed on the following next steps:

- Share with Jean Baptiste Neudy from the State University of Haiti the necessary information to help identify the best professors/civil engineers and Focal Point/Coordinator;
- Analyse the suggestions made by Jean Baptiste Neudy from the State University of Haiti when received and pursue the discussion.

20. Closing

The meeting ended at 11:00 AM (Haiti time) / 05:00 PM (Paris time).

Meeting length: 1 hour

Appendix 1.e: Consultation UN Women

Meeting minutes Adaptation Fund Proposal July 16, 2021

Agenda	<p>Presentation of the project to gather views, and recommendations to ensure sustainable implementation of the project in 4 departments</p> <p>The aims of the meeting are:</p> <ul style="list-style-type: none"> • present the project approach and activities to participating pilot communities; • assess climate change knowledge and attitudes; • Collect preliminary information on gender and women’s participation related to education sector and climate change.
Location	Port au Prince
Date	July 16, 2021
Participants	<p>Participant</p> <ul style="list-style-type: none"> • Nadege Beauville, Programme specialist UN Women • Wilner Dure, Programme specialist UN Women <p>Adaptation Fund Project Team:</p> <ul style="list-style-type: none"> • Mr. Prophete Panaroty
Methodology	<ul style="list-style-type: none"> • Meeting on online platform • Consultation des documents
Findings	<p>Recommendation to the AF Project</p> <p><u>Component 2</u></p> <ul style="list-style-type: none"> • Exterior floor coverings must be non-slip and not very abrasive; they must not generate dust. • The stairs must have a profile easy to grasp by users, especially for girls; in addition, care must be taken that they cannot be used as slides • The doors of all the premises bringing together a group of students or teachers open outwards which will facilitate better evacuation in an emergency situation • The sanitary blocks must take into account the component relating to sex and age (shower, toilet). • Each school must have a standard evacuation plan <p><u>Component 3</u></p> <ul style="list-style-type: none"> • Emphasis must be placed on training and sensitizing women heads of households • Women heads of household send out school and community emergency teams. • Use other training and awareness-raising methods for women and girls who cannot read • Use community radios to sensitize women and girls.

<p>Gender gap</p>	<p>Main gender gap findings regarding education sector and climate change</p> <p>Recommendation to the AF Project Recommendations for schools that can be also used as temporary shelters in disaster situations. Specific measures are taken to reduce the risk of sexual and gender-based violence and violence against children. They include in particular:</p> <ul style="list-style-type: none"> • the creation of partnerships with women and / or organizations and groups of women or organizations of women with disabilities, civil society organizations bringing together sexual and gender minorities and other groups at risk and child protection networks; • consultation with at-risk groups to identify safe locations for disaster risk reduction activities; • the active participation of men and boys as agents of change in the fight against sexual and gender-based violence; • coordination with other relevant sectors and sector groups, such as health, protection, water-sanitation-hygiene and housing sectors, to integrate the prevention and response to sexual violence and the protection of children; • the establishment of separate and safe spaces, such as spaces for women, adolescents and children accessible to people with disabilities; • establishing separate and safe spaces for groups at risk depending on the context, such as sexual and gender minorities and other minority groups; • the establishment of security systems for unaccompanied and separated children, including dedicated and safe spaces.
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Appendix 1.2: Report of the National Consultation for the adaptation fund climate change 2019

1. INTRODUCTORY

Particularly exposed to natural disasters caused by hurricanes and tropical storms, Haiti has a high vulnerability to weather hazards. Climate change leads to both an increase in average surface temperature of the globe but also by an increase in the frequency of extreme temperatures. If the parameter induces repeated droughts, it is primarily the increase in average temperature that has the most impact in Haiti: the atmosphere becomes more humid due to increased evaporation, hurricanes are intensifying and are more difficult to predict. This drastically increases the potential damage (NASA, 2015). As a result, the Haitian economy will become even more vulnerable to random and extreme events related to climate change. This is in a fragile and difficult economic conditions. As one of the poorest countries in the world, with nearly 60% of the population living below the poverty line (World Bank, 2012), Haiti has no infrastructure to deal effectively with changes and climatic disasters to which the country is regularly confronted. To avoid compromising investment and development. Risk management is in this fundamental fact and policy makers must be able to arbitrate between the repair costs of these events and the investment needed to implement adaptation measures. with nearly 60% of the population living below the poverty line (World Bank, 2012), Haiti has no infrastructure to deal effectively with changes and climate disasters to which the country is regularly confronted. To avoid compromising investment and development. Risk management is in this fundamental fact and policy makers must be able to arbitrate between the repair costs of these events and the investment needed to implement adaptation measures. with nearly 60% of the population living below the poverty line (World Bank, 2012), Haiti has no infrastructure to deal effectively with changes and climate disasters to which the country is regularly confronted. To avoid compromising investment and development. Risk management is in this fundamental fact and policy makers must be able to arbitrate between the repair costs of these events and the investment needed to implement adaptation measures. To avoid compromising investment and development. Risk management is in this fundamental fact and policy makers must be able to arbitrate between the repair costs of these events and the investment needed to implement adaptation measures. To avoid compromising investment and development. Risk management is in this fundamental fact and policy makers must be able to arbitrate between the repair costs of these events and the investment needed to implement adaptation measures.

Thus, the Adaptation to climate change often called Adaptation Fund or a fund fed, essentially, an international tax based on the Clean Development Mechanism established by the Kyoto Protocol to finance projects or adaptation programs to climate change in developing countries; who are often particularly affected by climate change, while there contribute less than rich countries. This comprehensive background other financial tools established under the Convention of the United Nations on climate change: the Fund for the Least Developed Countries, the Special Fund for Climate Change and the Green Climate Fund.

Moreover, in order to meet the requirements of adaptations bottom of the UNESCO office port au prince in close collaboration with the National System of Risk and Disaster Management (SNGRD), the Ministry of Environment and MENFP plans to organize a series of national consultation in order to have the support of all stakeholders who will be involved in this project,

the results this consultation and the environmental and social assessment will be used to give credibility to the request to fund adaption .

Acronyms

AR5	Fifth Assessment Report (du GIEC)
CARICOM	Caribbean Community and Common Market
CCI	Cadre de Coopération Intérimaire
CCNUCC	Convention-Cadre des Nations Unies sur les Changements Climatiques
CCRIF	Caribbean Catastrophic Risk Insurance Facility
CEPALC	Commission Économique pour l'Amérique Latine
15CIAT	Comité Interministériel d'Aménagement du Territoire
CNIGS	Centre National de l'Information Géo-Spatiale
CNSA	Coordination Nationale de la Sécurité Alimentaire
DSNCRP	Document Stratégie National pour la Croissance et la Réductionnet de la Pauvreté
GES	Gaz à effet de serre
GIEC	Groupe d'experts intergouvernemental sur l'évolution du climat
IHSI	Institut Haïtien de Statistique et d'Informatique
MDE	Ministère de l'Environnement
MEF	Ministère de l'Economie et des Finances
MPCE	Ministère de la Planification et de la Coopération Externe
MENFP	Ministère de l'Éducation Nationale et de la Formation Professionnelle
OMD	Objectifs du Millénaire pour le Développement
ONU	Organisation des Nations Unies
PAE	Plan d'Action pour l'Environnement
PAN-LCD	Plan d'Action National de Lutte Contre la Désertification
PANA	Plan d'Action National d'Adaptation
PIB	Produit Intérieur Brut
PNGRD	Plan National de Gestion des Risques et des Désastres
PNUD	Programme des Nations Unies pour le Développement
PNUE	Programme des Nations Unies pour l'Environnement
PPCR	Pilot Program for Climate Resilience

2. Objectives of the consultation

The National Consultation for adaptation to climate change background allows determining (s) risk (s) adverse consequences for the units, groups or regions with a variety of disturbances and identify factors that reduce or increase the response capacity and adaptation. As such, it requires the availability of methods and tools likely to help give credibility to the request from the background.

The objective of the methodology is to work with all stakeholders to provide actors of information gathering tools for participatory assessment of vulnerability in relation to climate change.

3. IDENTIFICATION OF STAKEHOLDERS

Participatory Vulnerability Analysis requires the involvement of all stakeholders in the development of a given locality.

Here is the list of actors we met

- a. The relevant ministries (Ministry of National Education, Ministry of Environment)
- b. Local authorities (mayors of Cap Haitien, Gonaives, Les Cayes, Jeremie)
- c. NGOs working in Haiti (Oxfam Haiti Plan, Save the Children)
- d. The United Nations system (UNDP, UN Women)
- e. The Civil Society Organizations
- f. The National Technical Services (Engineering School of Management)

4. Data collection and analysis

The information about the various risks have been collected using techniques such as:

- The focus group;
- Testimonials;
- Semi-structured interviews with local resource persons.

Ultimately this information was crossed with expert data and research results:

- research reports;
- other relevant publications.

Following these meetings here are the results that focused on the following parameters:

5. Presentation of the project to stakeholders in the context of adaptation to climate change.

Adaptation in the context of climate change is an adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects. For humans, there are two possible answers: a reactive adaptation or early adaptation.

Reactive adaptation is to wait until the effects of climate change are felt before reacting. At this time, the range of options is more limited and costly responses, at the expense of environmental and social sustainability. In this regard, Nicholas Stern (2008) concluded in its report that it would cost 1% of global GDP invested heavily now to mitigate the effects of climate change and that otherwise we could experience a recession of up to 20% global GDP.

The early adaptation, in turn, calls for the careful planning of measures to reduce long-term costs and ensure the realization of other social goals and economic growth. Adaptation efforts then complement existing activities and come to support national development goals, poverty reduction and improving resource management.

The early adaptation is essential in the context of climate change, because it arises as the appropriate way to reduce the vulnerability of a population, which expresses the level of impact of a hazard on the issues and the sensitivity of human beings and their facilities to these hazards. It will be amplified by the exposure (nature, scale, rhythm), sensitivity (degrees assignment) and the adaptability of the population. This last point is extremely important for Haiti, particularly since 12 January 2010, since all vulnerabilities were exacerbated. These factors are population

density, extent of the frame, technical factors (eg the application of standards), socioeconomic factors, cultural factors (risk culture)

Therefore, we are facing a daunting situation, because on one side, scientists indicate that exposure of Haiti to hydrometeorological hazards will most likely rise - especially in regard to major hurricanes - and another side, we observe that all vulnerabilities were exacerbated by the 2010 earthquake. Given such findings, we must quickly integrate the response to climate change in the process of "rethinking" of Haiti.

6. The vulnerability of northern populations, Artibonite, South and large -Anse linked to climate change.

As part of the consultation following the data the Ministry of Environment, which is the focal point of the fund in Haiti shared with us:

Assessing climate change vulnerability of water resources in Haiti for the years 2030 and 2060

It is here to monitor the water balance through the determination of the main parameters of it for different periods of time. Water budgets for the country has been made in the reporting period 1961-1990 and estimated for 2030 and 2060.

Impact assessment on the water balance

The working methods used are based on: expert judgments and statistics. The calculation of water balance variables was made as follows:

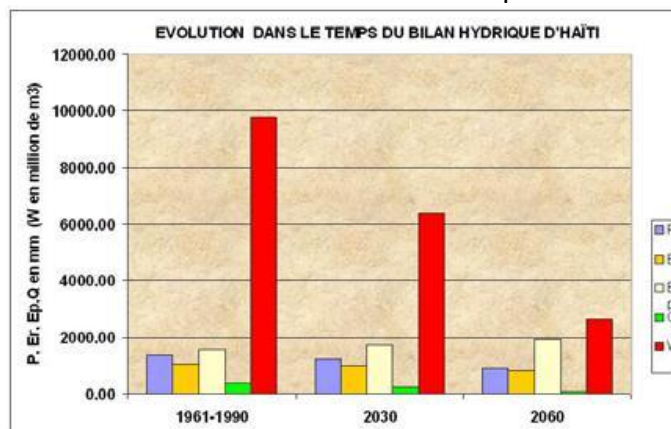
Rain: the average rain was calculated using the isohyet method using a rain gauge network combined with estimated data for a grid of a half degree resolution. The spatial distribution of this network concerns the whole country but its density is very low for high precision calculations.
Evapotranspiration: Evapotranspiration was estimated using empirical means using three methods to contrast the results.

The figure below shows the water balance for the reference period and its estimate for 2030 and 2060 for the corresponding climate scenario the model used for the projections (HadCM2). It is noted that the potential volume of water resources (W) and the flow obtained by the water balance equation (Q), drastically reduced year by year. Placed on cards, these parameters as well as measuring the precipitation (P), actual evapotranspiration (Er) and potential (Ep) show some extension historically drier areas and a certain reduction of water in the wet area. On flow deficit of cards, it is possible to observe a decrease in the potential volume of water in the country. In 2030, there are still differences in moisture distribution at the regional level. However, for the 2060 year, the situation is more dramatic because there is no difference at national water deficit in terms of the level in the country.

The established model for the evolution of water availability index (IDEA) shows that water pressures will be strong in the future since this index will evolve from 2000, below the level considered critical (1000 million m³ per head). The state of water resources would be more dramatic with a more negative climate scenario as that adopted in this work. Assessing the impact on groundwater The impact of climate change on groundwater has not been studied in depth. However, it should be noted that one effect of increased sea level (24.4 cm by 2060) is seawater intrusion. Thus, it is important to make the following remarks:

a) seawater intrusion cause salinization of a portion of the water table thereby reducing the potential usable groundwater.

b) the coastal retreat and increased salinization of groundwater would have a significant impact on human settlements close to the coastline and aqueducts.



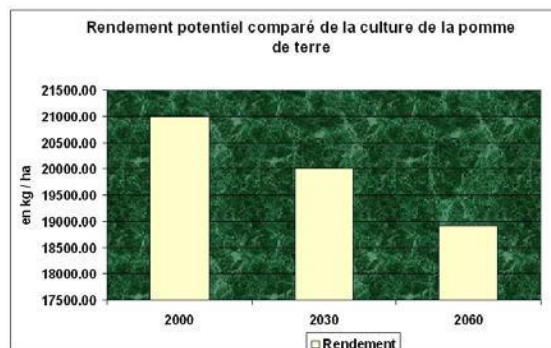
Vulnerability assessment of the agricultural sector to climate change in 2030 and 2060

For the evaluation of the impact of climate change on annual crop, the biophysical model WOFOST 4.1 created by the Center of Studies for the global supply of Wageningen in the Netherlands (Diepen et al., 1988) was used. This model includes the physiological response of crops to climate parameters and simulating edaphologies process of photosynthesis, breathing, perspiration, translocation carbohydrates and the phenological development of plants. crops selected should be representative of the crops in Haiti. For this, three cultures were used: potato (C3 plant grown in temperate environments), rice (C3 plant grown in hot environment), corn (C4 plant grown in warm areas irrigated conditions or not).

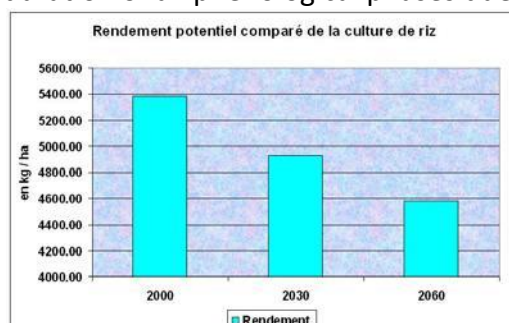
Vulnerability of the agricultural sector

Potato. In this study, the yields provided irrigation were simulated for each of the scenarios developed. The chosen germination date was January 1st. Arbitrarily, it was decided that the harvest would be 120 days after planting. The results show that the yields of potatoes slightly decrease for each of the scenarios developed for the XXI century. (See chart below). However, this decrease in yields is not as great as that observed in geographically close to Haiti and countries like Cuba Dominican Republic. The difference lies in the fact that the site chosen to study the culture of the potato Kenscoff Haiti), the average temperature is around 18 ° C while (the temperature of the places studied in Cuba and the Republic Dominican exceeds 20 ° C (Rivero, 2001).

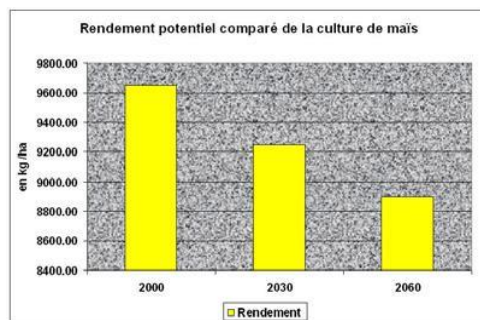
Since the optimum temperature for the cultivation of the potato is about 20 ° C, warming expected to Kenscoff until 2060 does not offer an environment hostile to the potato grown in this area. He does not lose sight of that at lower elevations than where is the community located in Kenscoff, where current temperatures are above 20 ° C, climate change will have a very negative impact on the culture of apple Earth.



Rice. For this study, the chosen dates are sprouting on 1 January and 1 March. Potential yields of rice, without taking into account the fertilization effect CO₂, decrease scenarios developed climate for the future. Of another side, his specific needs water decrease. This is of at a reducing its leaf development and shortening the production cycle. This should not be interpreted as a decrease in water consumption for the plant. On the contrary, consumption increases due to the increase of potential evapotranspiration in climate scenarios predicted. As can be seen a portion of the lower potential yields is due to the shortening of the filling phase of grains associated with a progressive decrease in the duration of all phenological phases due to rising temperatures.



The corn. The sowing date chosen for the study of maize cultivation (under irrigation, which was selected arbitrarily) is the 1e March. We consider than this plant born benefits any increase of intensity photosynthetic which could be due to an increase in the amount of CO₂ in the atmosphere. For shortening the duration of phases Phrenological interest. The specific water consumption of corn will decrease in all cases. Efficiency in water use for corn will grow significantly in all scenarios provided.



Study conducted for Haitian municipalities

On the basis of a study by the Intergovernmental Panel on Climate Change for Haitian town halls he notes that Haiti is highly vulnerable to climate change. This vulnerability is partly rooted in an exceptional exposure to climate hazards, including floods, droughts, hurricanes or tropical storms, and partly in an underlying sensitivity of socio ecological system receiver of these hazards. Between 1990 and 2016, Haiti was the country most affected by natural disasters Caribbean (3 droughts, epidemics 1, 22 floods, 23 storms and hurricanes); 53 billion US dollars of damage suffered by the country during this period 39% of the damage to the entire region. In 2004, Hurricane Jeanne killed more than 3,000 dead. The four hurricanes of the 2008 season have destroyed 80% of crops and affected 800,000 people. In 2012, Isaac and Sandy hurricane, succeeding a period of drought have wiped out a third of crops and left some malnutrition threat of 450 000 people. The Matthew hurricane in 2016 devastated the southern part of the country, causing considerable damage to crops and infrastructure. Simulations for Haiti with the general circulation model of the University of East Anglia predict a temperature increase of 0.8 ° C to 1.0 ° C for the year 2030 and 1.5 ° C to 1.7 ° C for the 2060 year, and a decrease in rainfall of 5.9% to 20.0% for 2030 and 10.6% to 35.8% for 2060. It is difficult to know what the impact of climate change on the frequency of hurricanes,

7. The economic and financial impact of disasters related to climate change on the populations targeted by the project.

Intergovernmental Panel on Climate Change (IPCC) had conducted a study the Haitian state through to 2014, this difference is also likely to grow exponentially. Investing in shares for better resilience to climate change becomes all the more urgent. In addition to these macroeconomic estimates, the study takes a sectoral approach, focusing on the agricultural sector. Constituting 28% of the Gross Domestic Product (GDP) and employing one fifth of local workers (World Bank, 2013), the agricultural sector is the main source of income in Haiti's economy. Agricultural production consists of food crops for the local people supply (especially maize) and cash crops such as coffee, generating income from their export. The fragility of agricultural infrastructure and crops to climate hazards makes this sector vulnerable to cyclones and floods increasingly recurrent in the country. Analysis of the structure of the costs of climate change shows that in 2025 the cost of inaction would be between 15.7 million USD annually for the main agricultural sector production and 170 million for the entire industry. The resilience to climate hazards must pass not only through infrastructure investments - through access to microcredit for example - but also affordable and financially sustainable insurance programs - as CCRIF facility (Caribbean Catastrophic Risk Insurance Facility) . In terms of mitigation, Haiti is a very low emitter of greenhouse gases countries seeking national mitigation policy is not a major objective. If this does not exclude to make investments in the field of renewable energy, energy efficiency or reforestation, the choice was made not to treat mitigation since it is not related with the extent of impacts. Finally, climate change is a strong likelihood of becoming very expensive for Haiti, if nothing is done nationally. Deeply affected by poverty and severe natural disasters, it is recommended that Haiti grapples with development issues and climate change. Everything suggests that investments in this direction will prove in the long run,

8. **Low adaptability:** Haiti's resilience is currently very limited due to its low level of income. The country has few funds for appropriate public investment, although it enjoys significant support from the international community.

With a GDP per capita of 846 USD 2014, Haiti is the poorest country in the Americas and one of the poorest in the world. The GDP of 8713 billion and the growth rate is estimated at 2.7% in 2014 (World Bank, 2015). In particular, the saving Haiti 28% based on the primary, 17% secondary sector and 55% of the tertiary sector. The country suffers from serious deficiencies in essential services. It has been estimated that 59% of Haitians live below the poverty threshold of 2.44 USD per day and even 24% live below the extreme poverty line of 1.24 USD per day. It is also one of the countries in the world whose Gini coefficient is the highest, to 0.59 in 2013 (UNDP, 2015). The trade balance is negative with a triple import dependence on the budget, energy and foodstuffs. Indeed, 50% of the budget depends on foreign aid, all is imported hydrocarbons and 60% of food needs are met by imports (World Bank, 2015). In addition, more than half of Haiti's population lives in rural areas, representing nearly 6 million people. 85% of the rural population is engaged in agriculture (UNDP, 2015). The agricultural sector is by far the largest provider of jobs, further increasing the vulnerability of the Haitian economy when natural disasters affect crops. Beyond the gaps in the economic structure of the country, Haiti suffers from a fragile institutional framework and unprepared to exogenous shocks. This does not prevent him from being engaged in the fight against climate change at international forums.

9. **Fragility of the institutional framework on climate change Haiti**

Haiti has signed the United Nations Framework Convention on Climate Change (UNFCCC) in 1992. The Convention was subsequently ratified on 25 September 1996 and entered into force on 24 December 1996. In addition, the Kyoto Protocol was ratified Haiti by July 6, 2005, to enter into force on 4 October 2005. the country has made and submitted its first National Communication to the UNFCCC in August 2001 and the second in October 2013. in line with its international commitments, the country also strengthened its institutional capacity in the field of the fight against climate change, even though existing institutions remain fragile.

The Ministry of the Environment (MDE), whose mission is to develop and implement appropriate measures for the management and protection of the environment, the climate is focal point in the UNFCCC but lacks necessary means to face the challenges. It develops and coordinates projects against climate change with limited financial and human resources. Nonetheless, the MDE has integrated climate change adaptation in its main missions and has drawn up a National Adaptation Plan of Action (NAPA), published in October 2006. This PANA defines priority and urgent adaptation needs in terms of the degree of vulnerability and social groups of the country. Another important player in the field of climate risk management is the National System for Risk Management and Disaster (SNGRD). It is an organ of the Haitian state involved in the planning and implementation of actions to risk management and an appropriate response to natural disasters. However, the organization remains undersized in the event of a major disaster.

Haiti ratified the UNFCCC in 1996, and published its second National Communication in October 2013 The Ministry of Environment of Haiti has developed a National Adaptation Action Plan (NAPA) in 2006. In addition to the bodies in charge of climate issues, we should also mention the

national bodies responsible for statistics and policies that intervene between other across the national budget, and that the climate of the outlook concern.

Alongside this policy paper, many plans and programs exist, such as NAPA or PNGRD. Published in 2006, the Plan of National Adaptation Action (NAPA) defines the mechanisms of adaptation to the risks and impacts of climate change. It contains a list of priority projects with budgets required for their implementation. An interesting aspect of the NAPA is to have completed an initial calculation of adaptation costs across the country. He thus describes the challenges the country must meet to strengthen its resilience. The National Action Plan to Combat Desertification (PAN-LCD) aims to identify the factors contributing to desertification and practical measures to be taken against it to mitigate the effects of drought. It dates from 2009.

- The sustainable management of natural resources,
- The restoration and rehabilitation of soils and degraded ecosystems,
- Increasing incomes and living conditions of affected populations in connection with the Local development.

Lastly, the National Plan for Management of Risks and Disasters (PNGRD) aims to strengthen national capacities for reducing disaster risks and their impacts on people and the capacity of departmental and local structures for the implementation implement risk management plans. It aims to implement actions to reduce vulnerability.

10. The gender-based vulnerability.

Women are present in almost all agricultural value chains, and perform often difficult production functions in addition to their domestic and reproductive functions. The distribution of gender by business systems shows that women are more present in the agricultural and commercial activities (see, small businesses). Especially since, the number of farms managed by women only is not negligible. What that throughout South and Southeast conducting farming remains a male preserve, activities and / or livestock products contribute to complete the financial contributions of women. When a farm does not practice animal husbandry, women must spend more energy, make more sacrifices to meet all household needs. At some places, the water collection for women has become an exhausting chore. At some communities, coverage of drinking water needs remains low and below the standards recommended by the World Health Organization (WHO). Also, compared to the centrality of women in the use and consumption of energy, it will be almost impossible to rationalize this sector without a real involvement of women in decision making. Because in reality, if they are well oriented and framed, women can become -from their charism- real change agents in communities over any attempt to innovation. These twenty (20) years, the subjects of debate are focused mainly on the following three priority themes: Food insecurity in terms of availability and accessibility; reopening of classes; and the poor performance of agro-economic activity systems

11. That Impede the barriers can access to education.

The educational sector is characterized by a set of challenges can be summarized in three main areas:

- i) universal and free access to all Haitian children,
- ii) the quality of teaching and learning
- iii) governance of the sector.

To this is also added a context where the public offer is inadequate on the whole territory and well below the private knowledge that only 30% of employees attending the public, and that the costs related to the children's education is a important cause of exclusion from school due to family poverty. Also, from the standpoint of quality, 80% of teachers are not qualified, the basic education curriculum is unsuited to the needs of children and the current context, and finally the schools do not meet the standards and norms minimum quality and safety. The budget for the sector is largely insufficient, barely 15% of the national budget and represents about 2% of GDP. The families contribute more than 60% of sector spending without the benefit of a return on their investment while about 94% of children fail to get a bachelor's degree in 13 years of study. Moreover, the education system is not able to respond to emergencies and does not have enough resources to cope. Moreover, a recent study reveals that before the passage of Matthew cyclone, more than 300,000 children 6-15 years were already outside the school system nationally.

The various hurricanes that have succeeded have had disastrous consequences both socially and in human terms. Indeed, thousands of great south and northwest have lost their homes during hurricanes and often these people were living in temporary shelters. So, these victims lost at the same time the ability to meet the education expenses of their children while the educational system is highly privatized (over 80% of schools are private). The risk is great because the continuation of school activities for many of the children after a cyclone left weakened. Not only the school supply decreased due to the destruction of many school facilities after a hurricane.

Consultations at the municipality level

1.3.a Minutes of meeting with the Department of North and Municipality Cap Haitien

Agenda	<p>Presentation of the project to gather views, and recommendations to ensure sustainable implementation of the project in North Cap Haitien</p> <p>The aims of the meeting are:</p> <ul style="list-style-type: none"> • present the project approach and activities to participating pilot communities; • assess climate change knowledge and attitudes; • Collect preliminary information on gender and women’s participation related to education sector and climate change.
Location	Cap Haitien
Date	From 11 to 13 June 21
Participants	<p>Members of local authorities in North Cap Haitien</p> <p>Mr. Almond Patrick, Mayor of Cap Haitien</p> <p>Members related to the school sector in North Cap Haitien directors</p> <ul style="list-style-type: none"> • Mrs. Desir Fritzline • Mr. Augustave Richard • Mr. Fleuragiste Knson • Mr. Juste Woody • Mr. Antenor Ridel • Mr. Fils-Aime Lovinsky <p>(teachers)</p> <ul style="list-style-type: none"> • Mr. Romain Garcia Edro • Mr. Baptiste Garcia Edro • Mr. Borgella Luckenson • Mr. Silencieux Jean Belizaire • Mr. Daisma Guy Ducelet • Mr. Jean baptiste Jhonnly • Mr. Regis Jessie C. • Mr. Georges Freddy • Mr. Martin Frandlin • Mr. Delfphin Samuel <p>Members of grassroots community organizations in North Cap Haitien</p> <ul style="list-style-type: none"> • Mrs. Denis Sandry • Mr. Almond Patrick • Mr. Fenelon Bernard Junior • Mr. Borgella Luckson • Mr. Fleuraguste Kenson • Mr. Joachin Marc-Roben • Mr. Brutus Luxes • Mrs. Jean Roscartline

	<ul style="list-style-type: none"> • Mrs. Saintil Youseline • Mr. Jean Bapotiste Jhonnly • Mrs. Joseph Diane • Mr. Hormely Wenderson • Mr. Jean Judenel • Mr. Fils Lovinsky • Mr. Georges Freddy • Mrs. Fils-Aime Vailleline • Mrs. Appolon Byanka • Mrs. Alexis Manoucheka • Mrs. Jean Pierre Jacqueline • Mrs. Emile Leily • Mr. Edourds Gladson <p>Adaptation Fund Project Team:</p> <ul style="list-style-type: none"> • Mr. Prophete Panaroty
Methodology	<ul style="list-style-type: none"> • Focus group; • Testimonials; • Mi-structured interviews with local resource people. • Meeting on online platform • Consultation des documents
Findings	<p>Recommendation to the AF Project</p> <p><u>Component 1</u></p> <ul style="list-style-type: none"> • Involve 20% private schools in the project. • The choice of rural public schools must be given priority. • Avoid duplication, in the event that a public school has already been rehabilitated. <p><u>Component 2</u></p> <ul style="list-style-type: none"> • rehabilitate schools according to earthquake and para cyclonic standards • People with disabilities must be included, that is to say, rehabilitate school spaces that will allow them access to buildings, in normal situations but also in emergency situations. • Choose schools to be rebuilt in strategic positions to allow the population to evacuate quickly in the event of disasters • The sanitary blocks must take into account the component relating to sex and age (shower, toilet). • Use influencers to convey awareness messages; • Train the students on the model of behaviour to adopt during and after natural disasters; • Use benches that can protect students in the event of natural disasters; • Do simulation exercises in families and also with students; • Use the media, pamphlets, brochures, sound truck to raise awareness;

<p>Gender gap</p>	<p>Main gender gap findings regarding education sector and climate change</p> <p>Women, who represent 55 percent of the Haitian population, are heavily involved in the entire agricultural value chain: planting, harvesting, marketing and processing. They are, moreover, traditionally responsible for supplying households with drinking water. Yet they are generally under-represented at all levels in decision-making bodies. Educating women about climate change is fundamental, especially for heads of household. The women farmers interviewed pay more attention than men to the basic needs of the family in terms of food and shelter and prioritize agriculture and fishing more in their activities and expenses. Although they seem less knowledgeable about the issues inherent in climate change, they are deeply concerned about the potential negative impacts and have shown a sincere and marked desire to learn more about the subject. They have also shown greater concern than men about problems relating to the protection and preservation of the environment.</p> <p>The “Madames Saras”, women involved in the wholesale and distribution of agricultural products, seafood and other household products across the country, are also affected by climate change. Despite their vast marketing networks, they sometimes lack food, means of conservation and sale of agricultural products in a context where climate variability increases the volatility of supply and demand. Under these conditions, the scarcity of agro-food processing industries leads to significant post-harvest losses. To respond to these losses, the MICT recently encouraged local elected officials, such as the Administrative Council of the communal sections (CASEC) to facilitate the marketing of agricultural and agroforestry products.</p> <p>The analysis of education statistics reveals large differences both in terms of place of residence and gender. If at the primary level the figures indicate a fairly constant parity, for the secondary, the finding is undeniable. Nationally, among girls, a clear dropout is evident from the age of 17 and the attendance rate curve for girls falls below that of boys with increasing gaps up to the age of 24. The gap is even greater depending on where you live, with rural girls and women falling at the bottom of the scale. The issue of girls' and women's education therefore highlights the fundamental problem of exclusion in Haiti. Among the marginalized rural population, women are the weakest link. At the university level, the State University, less and less frequented by the more or less well-off middle classes, shows a lower rate of women while for private universities, the ratio of women to men varies according to the fields of study. Study, but indicates a more egalitarian situation.</p> <p>The question is therefore crucial. These are the exclusion of certain social categories, the constant predominance of urban over rural and the marginalization of girls within these socioeconomic prisms. An innovative education policy would require taking into account the</p>
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	<p>specificities linked to the issue of gender in a comprehensive inclusive policy.</p> <p>Recommendation to the AF Project</p> <p>This project should help</p> <ul style="list-style-type: none"> • promote gender equality in access to education, participation and learning; • strengthen gender mainstreaming in education sector planning and policy development processes; • Ensure strong implementation of the commitment to ensure gender equality in rehabilitated schools. • Build and upgrade schools in areas where there are not enough facilities for girls to attend. • To put emphasis on the recruitment of female teachers, in particular in In-service training of teachers on gender parity with climate change. • To encourage women to take up administrative management positions in the schools which will be rehabilitated. • Set up separate toilet blocks with hygiene kits for girls.
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Consultations at the municipality level

1.3.b Minutes of Meeting with the Department of South and Municipality Cayes

Agenda	<p>Presentation of the project to gather views, and recommendations to ensure sustainable implementation of the project in Cayes</p> <p>The aims of the meeting are:</p> <ul style="list-style-type: none"> • present the project approach and activities to participating pilot communities; • assess climate change knowledge and attitudes; • collect preliminary information on gender and women's participation related to education sector and climate change.
Location	Cayes
Date	from 17 to 19 June 21
Participants	<p>Members of local authorities in Cayes</p> <p>Mrs. Rameau Marie Michelle, Mayor of Cayes</p> <p>Mr. Morine Paul Andre, Mayor of Cayes</p> <p>Mr. Laurole Edouard, technical and planning director of the municipality</p> <p>Members related to the school sector in Cayes directors</p> <ul style="list-style-type: none"> • Mrs. Cadely Judeline • Mrs. Blaise Stephanie • Mrs. Augustin Sofia • Mr. Martin Roodly • Mr. Joseph Frenel

- Mr. Etienne Jeangady
- Mrs. Blanc Joceline
- Mr. Nozmil Wilnidre

(teachers)

- Mrs. Jeune Sherline
- Mr. Bien-Aime Soul
- Mrs. St. Jour Skermine
- Mrs. Christophe Lynnda
- Mr. Napoleon Ralph Gei
- Mrs. Louis Charles Fatima
- Mrs. Jeune Sherline
- Mrs. Leon Jean Maryline
- Mrs. Telcy loudanise
- Mrs. Mariset Marie Andree
- Mrs. Orphee Marie Yolene
- Mrs. Jounel Gertrude
- Mrs. Basil Nadia
- Mr. Plaisimonde Lourels
- Mrs. Pierre Michael
- Mr. Belfleur Kevine

Members members of grassroots community organizations in Cayes

- Mr. Baisette Rodney
- Mr. Julien Garvens
- Mr. Pierre James Micael
- Mrs. Moise Ketia
- Mr. Adema Kendy
- Mr. Merlin Mackenson
- Mr. Kenzy Abonhonne
- Mrs. Denis Sandry
- Mrs. Voltaine Natirita
- Mr. St-Victor Enel
- Mr. Senat Fritz-Lin
- Mr. Casimir Pherton
- Mrs. Christophe Lynnda
- Mrs. Martinor Romais
- Mrs. Dolne Yrlande
- Mr. Nazaire Jean
- Mr. Eliscar Jean William
- Mr. Pierre Louis Wilner
- Mrs. Jeune Charline
- Mrs. Augustin Sofia
- Mrs. JEAN Batiste Lyonel Junior
- Mrs. Bower Tawina
- Mr. Theogene Edbert B.

	<ul style="list-style-type: none"> • Mr. Hercules Widly • Mr. Ponçon Gumpz Vobet • Mr. Adems Kendy • Mr. Bien-Aime Soul • Mr. Saint Jour Skermine <p>Adaptation Fund Project Team:</p> <ul style="list-style-type: none"> • Mr. Prophete Panaroty
Methodology	<ul style="list-style-type: none"> • Focus group; • Testimonials; • Mi-structured interviews with local resource people. • Meeting on online platform • Consultation des documents
Findings	<p>Recommendation to the AF Project</p> <p><u>Component 1</u></p> <ul style="list-style-type: none"> • Choose safe school sites and an accessible, disaster-resistant design and construction to make every new school a safe school. • Support and help local authorities in the choice of schools by experts in the field. • Involve organizations in the choice of schools. Grassroots community organizations must participate in the process of choosing schools, because they are seen as the engine of development in the community. <p><u>Component 2</u></p> <ul style="list-style-type: none"> • Put in place analysis plans and a priority list to upgrade or replace unsafe schools including their relocation. • Proceed to the rehabilitation of schools most vulnerable to threats linked to climate change while respecting anti-seismic, anticyclonic and climate change standards. <p><u>Component 3</u></p> <ul style="list-style-type: none"> • Transform the rehabilitation project into an educational tool, an opportunity to make children aware of sustainable development. Management of energy, waste and water. • Implement climate-friendly interventions to improve security of access to water, energy and food eg rainwater harvesting, solar panels, renewable energy, school garden. • Form ecological clubs in schools and the community aimed at sustaining the actions carried out. • Organize environmental contests in the community • Create for-profit environmental initiatives such as waste recovery, creation of natural parks, ecological gardens. • Provide schoolgirls with brochures based on environmental management. <p><u>Component 4</u></p> <ul style="list-style-type: none"> • Ensure follow-up after the rehabilitation of schools.

	<ul style="list-style-type: none"> • Employ an external firm to evaluate the results of the project • Carry out an ex-post evaluation of the project
Gender gap	<p>Main gender gap findings regarding education sector and climate change</p> <p>Women, who represent 55 percent of the Haitian population, are heavily involved in the entire agricultural value chain: planting, harvesting, marketing and processing. They are, moreover, traditionally responsible for supplying households with drinking water. Yet they are generally under-represented at all levels in decision-making bodies. Educating women about climate change is fundamental, especially for heads of household. The women farmers interviewed pay more attention than men to the basic needs of the family in terms of food and shelter and prioritize agriculture and fishing more in their activities and expenses. Although they seem less knowledgeable about the issues inherent in climate change, they are deeply concerned about the potential negative impacts and have shown a sincere and marked desire to learn more about the subject. They have also shown greater concern than men about problems relating to the protection and preservation of the environment.</p> <p>The “Madames Saras”, women involved in the wholesale and distribution of agricultural products, seafood and other household products across the country, are also affected by climate change. Despite their vast marketing networks, they sometimes lack food, means of conservation and sale of agricultural products in a context where climate variability increases the volatility of supply and demand. Under these conditions, the scarcity of agro-food processing industries leads to significant post-harvest losses. To respond to these losses, the MICT recently encouraged local elected officials, such as the Administrative Council of the communal sections (CASEC) to facilitate the marketing of agricultural and agroforestry products.</p> <p>The analysis of education statistics reveals large differences both in terms of place of residence and gender. If at the primary level the figures indicate a fairly constant parity, for the secondary, the finding is undeniable. Nationally, among girls, a clear dropout is evident from the age of 17 and the attendance rate curve for girls falls below that of boys with increasing gaps up to the age of 24. The gap is even greater depending on where you live, with rural girls and women falling at the bottom of the scale. The issue of girls' and women's education therefore highlights the fundamental problem of exclusion in Haiti. Among the marginalized rural population, women are the weakest link. At the university level, the State University, less and less frequented by the more or less well-off middle classes, shows a lower rate of women while for private universities, the ratio of women to men varies according to the fields of study. Study, but indicates a more egalitarian situation.</p> <p>The question is therefore crucial. These are the exclusion of certain social categories, the constant predominance of urban over rural and</p>

	<p>the marginalization of girls within these socioeconomic prisms. An innovative education policy would require taking into account the specificities linked to the issue of gender in a comprehensive inclusive policy.</p> <p>Recommendation to the AF Project</p> <p>This project should help</p> <ul style="list-style-type: none"> • promote gender equality in access to education, participation and learning; • strengthen gender mainstreaming in education sector planning and policy development processes; • Ensure strong implementation of the commitment to ensure gender equality in rehabilitated schools. • Build and upgrade schools in areas where there are not enough facilities for girls to attend. • To put emphasis on the recruitment of female teachers, in particular in In-service training of teachers on gender parity with climate change. • To encourage women to take up administrative management positions in the schools which will be rehabilitated. • Set up separate toilet blocks with hygiene kits for girls.
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**1.3.c. Minutes of Meeting with the Department of
Artibonite and Municipality Gonaives ,Lestere**

Agenda	<p>Presentation of the project to gather views, and recommendations to ensure sustainable implementation of the project in Gonaives ,Lestere</p> <p>The aims of the meeting are:</p> <ul style="list-style-type: none"> • present the project approach and activities to participating pilot communities; • assess climate change knowledge and attitudes; • collect preliminary information on gender and women’s participation related to education sector and climate change.
Location	Gonaives
Date	from 14 to 16 June 21
Participants	<p>Members of local authorities in Gonaives Mr. Diogene Donald, Mayor of Gonaives Mr. Bernier Frantz, technical and planning director of the municipality</p> <p>Members related to the school sector in Gonaives , Lestere directors</p> <ul style="list-style-type: none"> • Mr.Biron Potiel • Ms. Loryne Sylvain • Ms. Morose Frecilia • Mr Moral Bernard • Mr Basil Felisner

	<ul style="list-style-type: none"> • Mr Pierre Robens <p>(teachers)</p> <ul style="list-style-type: none"> • Mr. Pacifique Chanio • Mr.Dely Fritzneron • Mr. Joseph Richad • Ms. Paul Yvrose • Ms. Giselle Jean Baptiste • Ms. Marie Tarolle Gaston • Ms. Daphnard Noel • Ms. Sonie Joseph • Mr. Desir Dolph • Augustin Vladimir <p>Members members of grassroots community organizations in Gonaives, Lestere</p> <ul style="list-style-type: none"> • Mr. Evens Inocent • Mr. Phanord Kensy • Ms Louissette Vertilus • Mr Edline Fleuris • Ms Marie Michelle Vertilus • Mr Dextra Achil • Rose Darlie Altidor • Ms Manoucheka Durosier • Mr.Fancy Cersier • Ms. Amarante Bazile <p>Adaptation Fund Project Team:</p> <ul style="list-style-type: none"> • Mr. Prophete Panaroty
Methodology	<ul style="list-style-type: none"> • Focus group; • Testimonials; • Mi-structured interviews with local resource people. • Meeting on online platform • Consultation des documents
Findings	<p>Recommendation to the AF Project</p> <p><u>Component 1</u></p> <ul style="list-style-type: none"> • Carry out a technical diagnosis and rebuild the schools most exposed to natural disasters according to risk and disaster management standards. • Involve community members in the construction and modernization of schools. <p><u>Component 2</u></p> <ul style="list-style-type: none"> • Manage the sanitation problem in schools, the quantity must be equal for girls and boys. • Manage the problem of drinking water in these school buildings.

	<ul style="list-style-type: none"> • Reduce structural, non-structural and infrastructural risks to secure buildings and facilities for survival and evacuation. • Develop emergency plans around the school and regular exercises for the hazards that concern them. <p><u>Component 3</u></p> <ul style="list-style-type: none"> • Involve households, especially mothers, in order to build their capacity on the behaviours to adopt in an emergency at the family level; • Carry out awareness campaigns, particularly in public places (Gagguere (public places where men meet); football match; Peristil (places where voodoo ceremonies are held); public markets, church, etc.) • Develop a learning game for children to learn them by playing the best behaviours to adopt in an emergency;
Gender gap	<p>Main gender gap findings regarding education sector and climate change</p> <p>Women, who represent 55 percent of the Haitian population, are heavily involved in the entire agricultural value chain: planting, harvesting, marketing and processing. They are, moreover, traditionally responsible for supplying households with drinking water. Yet they are generally under-represented at all levels in decision-making bodies. Educating women about climate change is fundamental, especially for heads of household. The women farmers interviewed pay more attention than men to the basic needs of the family in terms of food and shelter and prioritize agriculture and fishing more in their activities and expenses. Although they seem less knowledgeable about the issues inherent in climate change, they are deeply concerned about the potential negative impacts and have shown a sincere and marked desire to learn more about the subject. They have also shown greater concern than men about problems relating to the protection and preservation of the environment.</p> <p>The “Madames Saras”, women involved in the wholesale and distribution of agricultural products, seafood and other household products across the country, are also affected by climate change. Despite their vast marketing networks, they sometimes lack food, means of conservation and sale of agricultural products in a context where climate variability increases the volatility of supply and demand. Under these conditions, the scarcity of agro-food processing industries leads to significant post-harvest losses. To respond to these losses, the MICT recently encouraged local elected officials, such as the</p>

	<p>Administrative Council of the communal sections (CASEC) to facilitate the marketing of agricultural and agroforestry products.</p> <p>The analysis of education statistics reveals large differences both in terms of place of residence and gender. If at the primary level the figures indicate a fairly constant parity, for the secondary, the finding is undeniable. Nationally, among girls, a clear dropout is evident from the age of 17 and the attendance rate curve for girls falls below that of boys with increasing gaps up to the age of 24. The gap is even greater depending on where you live, with rural girls and women falling at the bottom of the scale. The issue of girls' and women's education therefore highlights the fundamental problem of exclusion in Haiti. Among the marginalized rural population, women are the weakest link. At the university level, the State University, less and less frequented by the more or less well-off middle classes, shows a lower rate of women while for private universities, the ratio of women to men varies according to the fields of study. Study, but indicates a more egalitarian situation.</p> <p>The question is therefore crucial. These are the exclusion of certain social categories, the constant predominance of urban over rural and the marginalization of girls within these socioeconomic prisms. An innovative education policy would require taking into account the specificities linked to the issue of gender in a comprehensive inclusive policy.</p> <p>Recommendation to the AF Project</p> <p>This project should help:</p> <ul style="list-style-type: none"> • promote gender equality in access to education, participation and learning; • strengthen gender mainstreaming in education sector planning and policy development processes; • Ensure strong implementation of the commitment to ensure gender equality in rehabilitated schools. • Build and upgrade schools in areas where there are not enough facilities for girls to attend. • To put emphasis on the recruitment of female teachers, in particular in In-service training of teachers on gender parity with climate change. • To encourage women to take up administrative management positions in the schools which will be rehabilitated. • Set up separate toilet blocks with hygiene kits for girls.
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**1.3.d. Minutes of Meeting with the Department of
South and Municipality Jeremie**

Agenda	Presentation of the project to gather views, and recommendations to ensure sustainable implementation of the project in Jeremie
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	<p>The aims of the meeting are:</p> <ul style="list-style-type: none"> • present the project approach and activities to participating pilot communities; • assess climate change knowledge and attitudes; • Collect preliminary information on gender and women’s participation related to education sector and climate change.
Location	Jeremie
Date	from 20 to 23 June 21
Participants	<p>Members of local authorities in Jeremie Mr. Joassaint Junot, Mayor of Jeremie Mr. Germain Alix, technical and planning director of the municipality Mrs. Tham Loudjina Cheffe de service</p> <p>Members related to the school sector in Jeremie directors</p> <ul style="list-style-type: none"> • Mrs. François Neslie • Mr. Guillaume Gerald • Mr. Sttouis kens • Mrs. Lajeunesse Mariela • Mrs. Felicin Feline <p>(teachers)</p> <ul style="list-style-type: none"> • Mr. Sanon Jean Fielot • Mr. Sanon Jasse • Mr. Fanord Emile • Mr. Pinquiart Patrick <p>Members members of grassroots community organizations in Jeremie</p> <ul style="list-style-type: none"> • Mr. Joassaint Junot • Mr. Than Lourdjina • Mr. Vital Marc-Arthur • Mr. Germain Alix • Mr. Eduard Evens • Mrs. Pierre Eblin • Mrs. Aubourg Roselore • Mr. Joseph Claude Pascal • Mr. Saint-Gardien Louis Meleck • Mrs. Cesar Wandy <p>Adaptation Fund Project Team:</p> <ul style="list-style-type: none"> • Mr. Prophete Panaroty
Methodology	<ul style="list-style-type: none"> • Focus group; • Testimonials; • Mi-structured interviews with local resource people. • Meeting on online platform • Consultation des documents
Findings	Recommendation to the AF Project

	<p><u>Component 1</u></p> <ul style="list-style-type: none"> • Include municipal schools in the list of public schools that will benefit from this project. • Signing of a memorandum of understanding between the Ministry of the Environment and the municipalities for their involvement in the project. • Consider first the schools most vulnerable to natural disasters <p><u>Component 2</u></p> <ul style="list-style-type: none"> • Schools that will be transformed into temporary shelters or evacuation shelters must be equipped with adequate materials while respecting the minimum standard of a temporary shelter. (Haitian government shelter guide) • Take into account the health aspect of schools while respecting the gender aspect. • As part of the rehabilitation of schools, emergency exits must be provided which would allow an orderly evacuation in the event of an emergency. • rehabilitate schools according to earthquake and para cyclonic standards • People with disabilities must be included, that is to say, rehabilitate school spaces that will allow them access to buildings, in normal situations but also in emergency situations. • Choose schools to be rebuilt in strategic positions to allow the population to evacuate quickly in the event of disasters • The sanitary blocks must take into account the component relating to sex and age (shower, toilet). <p><u>Component 3</u></p> <ul style="list-style-type: none"> • Set up a committee called the “ecological committee” at school level, the aim of which is to ensure the proper management of the actions undertaken by the project. • Organize competitions within the communities during festive periods that can stimulate them to mitigate risks. • Write national action messages to prevent risks and encourage resilience at the family level. They will serve as the basis for both formal and informal training as well as awareness campaigns and messages.
<p>Gender gap</p>	<p>Main gender gap findings regarding education sector and climate change</p> <p>Women, who represent 55 percent of the Haitian population, are heavily involved in the entire agricultural value chain: planting, harvesting, marketing and processing. They are, moreover, traditionally responsible for supplying households with drinking water. Yet they are generally under-represented at all levels in decision-making bodies. Educating women about climate change is fundamental, especially for heads of household. The women farmers interviewed pay more attention than men to the basic needs of the family in terms of food and shelter and</p>

	<p>prioritize agriculture and fishing more in their activities and expenses. Although they seem less knowledgeable about the issues inherent in climate change, they are deeply concerned about the potential negative impacts and have shown a sincere and marked desire to learn more about the subject. They have also shown greater concern than men about problems relating to the protection and preservation of the environment.</p> <p>The “Madames Saras”, women involved in the wholesale and distribution of agricultural products, seafood and other household products across the country, are also affected by climate change. Despite their vast marketing networks, they sometimes lack food, means of conservation and sale of agricultural products in a context where climate variability increases the volatility of supply and demand. Under these conditions, the scarcity of agro-food processing industries leads to significant post-harvest losses. To respond to these losses, the MICT recently encouraged local elected officials, such as the Administrative Council of the communal sections (CASEC) to facilitate the marketing of agricultural and agroforestry products.</p> <p>The analysis of education statistics reveals large differences both in terms of place of residence and gender. If at the primary level the figures indicate a fairly constant parity, for the secondary, the finding is undeniable. Nationally, among girls, a clear dropout is evident from the age of 17 and the attendance rate curve for girls falls below that of boys with increasing gaps up to the age of 24. The gap is even greater depending on where you live, with rural girls and women falling at the bottom of the scale. The issue of girls' and women's education therefore highlights the fundamental problem of exclusion in Haiti. Among the marginalized rural population, women are the weakest link. At the university level, the State University, less and less frequented by the more or less well-off middle classes, shows a lower rate of women while for private universities, the ratio of women to men varies according to the fields of study. Study, but indicates a more egalitarian situation.</p> <p>The question is therefore crucial. These are the exclusion of certain social categories, the constant predominance of urban over rural and the marginalization of girls within these socioeconomic prisms. An innovative education policy would require taking into account the specificities linked to the issue of gender in a comprehensive inclusive policy.</p> <p>Recommendation to the AF Project This project should help</p> <ul style="list-style-type: none"> • promote gender equality in access to education, participation and learning; • strengthen gender mainstreaming in education sector planning and policy development processes;
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	<ul style="list-style-type: none"> • Ensure strong implementation of the commitment to ensure gender equality in rehabilitated schools. • Build and upgrade schools in areas where there are not enough facilities for girls to attend. • To put emphasis on the recruitment of female teachers, in particular in In-service training of teachers on gender parity with climate change. • To encourage women to take up administrative management positions in the schools which will be rehabilitated. • Set up separate toilet blocks with hygiene kits for girls.
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1.4 Report of the consultation with national and local stakeholders - July 2021

Introduction

Due to its location in the cyclonic zone of the Caribbean and accelerated deforestation, Haiti has suffered several major natural and provoked disasters in recent years. What are the present and future impacts of climate change? This consultation report with national and local stakeholders examines the vulnerability of the departments of Artibonite, South, Grand-Anse and North to climate change. It focuses on these four regions of the coastal areas of Haiti according to their vulnerabilities to climate change. This consultation focuses on energy, deforestation, drought, floods, erosion, river sedimentation and food security, education and gender.

Methodology of the consultation

Target departments: Grand cove, South, Artibonite, North - the sample size is:

- 200 households and parents of students.
- 69 teachers and school directors
- 70 members of grassroots and youth organizations
- 10 local authorities
- 4 personnel from the United Nations system in Haiti
- 10 government authorities.

The choice of this size, despite the short deadline imposed, responds to a concern to obtain a good representation of all social strata.

Participatory vulnerability analysis requires the involvement of all stakeholders in the development of a given locality.

Here is the list of actors we met

- a. The Ministries concerned (Ministry of National Education, Ministry of the Environment)
- b. Local Authorities (the Mayors of Cap Haitien, Gonaïves, Cayes, Jérémie)
- c. United Nations system entities (UNDP, UN Women, UNFPA)
- d. Grassroots community organizations
- e. Youth organizations
- f. Organizations working in the field of climate change
- g. National State Technical Directorates and Services.

- h. Parents of students
- i. School directors
- j. professors

Data collection and analysis

This information relating to the various risks was collected using techniques such as:

- The focus groups;
- testimonials;
- Semi-structured interviews with local resource people.

In the end, this information was crossed with expert data and research results:

- research reports;
- other relevant publications.

Results

At the end of these meetings, here are the results obtained focusing on the following parameters:

- Presentation of the project to the actors concerned in the context of adaptation to climate change.
- the vulnerability of the Artibonite, South, Grand-Anse and North departments to climate change. It focuses on these four regions of the coastal areas of Haiti according to their vulnerabilities to climate change.
- Vulnerabilities related to energy, deforestation, Drought, flooding, erosion, sedimentation of streams, food safety, education, genre, the adaptability of these four regions, presenting recommendations for building resilience.

Summary

Haiti's climate has changed over the past four decades. Average temperatures have increased and the rainy season begins today three months later than usual. The most recent projections indicate that average temperatures will continue to rise throughout the 21st century. The variability of rainfall also tends to increase, leading to more severe droughts in the dry season and very heavy rainfall in the rainy season. Rising sea levels and more frequent storms are also expected. Coastal regions are prone to increased saltwater infiltration which prevents farmers from cultivating their land. These factors will exacerbate the problems of flooding and erosion of the coasts in the path of storms and hurricanes. In the absence of significant adaptation efforts, these mechanisms will severely affect water resources, soils, agriculture and forests. An annual population growth of 1.5 percent means more than 11 million mouths to feed by 2020 and greater pressure on agricultural resources.

Flooding is a major problem in almost all of the country's 30 largest rivers, due to intense seasonal rainfall, severe storms in coastal areas, deforestation, erosion and bed sedimentation. streams. Floods wash away arable land and deposit it in riverbeds. In the almost complete absence of dikes and dams, this cycle intensifies the next floods, leading to the destruction of crops, farms and infrastructure; also causing loss of livestock and human life. These are all problems that climate change will tend to exacerbate in the future.

HAITI'S VULNERABILITY TO CLIMATE CHANGE

The Haitian climate has undergone several changes in recent years. According to data collected by the Ministry of Agriculture, Natural Resources and Rural Development (MARNDR), the average temperature increase was greater than 1 degree Celsius between 1973 and 2018. Extreme and variable weather conditions alternated between droughts (generally from December to April) and strong storms and hurricanes in the rainy season (generally from August to November). Haiti is in the path of tropical storms that form in the Atlantic Ocean and hit the Caribbean with every rainy season. According to the people interviewed during this consultation, the departments of Artibonite, South, Grand-Anse and North are facing profound changes in climate,

The changes, the greater variability and the extreme weather conditions noted by our interlocutors are in line with the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC), which indicates that in the years 1990, 35 percent of cyclones were classified as Category 4 or 5, compared to 20 percent in the 1970s.

According to the Ministry of the Environment, flooding is a major problem in almost all of the 30 largest rivers in the country, due to heavy seasonal showers, the appearance of storms in coastal areas, d'a deforested and eroded landscape and sedimentation of the bed of rivers. More than 40 millimeters of precipitation is recorded every day in the rainy season, causing the formation of torrents in eroded and deforested hills and floods in the plains.

Runoff and flooding wash away arable land and cause sedimentation in waterways (the Artibonite River, the Grande Rivière de Jacmel and the Rivière de Grande Anse, for example). This large-scale sedimentation is responsible for a significant elevation of the bed of the watercourses in the absence of drainage, dikes and bank stabilization structures; all factors that will exacerbate future floods, causing destruction of crops, farms and infrastructure, also causing loss of livestock and human life. These problems will in turn accentuate vulnerability to future climate change.

The low plains of the departments of Ouest and Artibonite, as well as the coastal strips of the south, south-east, Grande Anse and Nippes, are particularly vulnerable to flooding (Table 1). The Cul de Sac Plain of the Department of the West, the basins of the White and Gray Rivers are subject to severe flooding. Densely populated coastal towns such as Jacmel, Les Cayes and Les Gonaïves are in the direct path of storms. The coastal plains, which are home to important aquifers, are increasingly exposed to salinization. This accelerated salinization of soils, caused by rising sea levels, has significant impacts on arable land and compromises economic development. Low-income communities located near rivers and in the coastal plains experience the bitter experience of significant loss of life during the hurricane season, victims of floods and strong winds. Floods resulting from heavy rains also affect public health, since they facilitate the spread of diseases such as cholera.

These conditions favor the exodus of farmers from the mountains to cities such as Les Gonaïves, Saint Marc and Port-au-Prince, but also to the Dominican Republic and other countries, in search of employment and better working conditions. education for their children. This migration reduces the labor available for Haitian agriculture. At the same time, the country's coastal cities are exposed to rising oceans and surging storms. A critical situation since it is estimated that the vulnerability to hurricanes is two to four times higher in densely populated cities, such as Port-au-Prince and Les Gonaïves. Contingency plans exist in the face of cyclones, to manage evacuations for example, but the means are lacking to provide the necessary food, shelter and health care.

Climate projections indicate that annual average temperatures are expected to continue to increase at an accelerated rate in the Atlantic Ocean and the Caribbean between 2020 and 2080. The variability of precipitation is also expected to increase, leading to more dry season droughts and increased rainfall. greater frequency of heavy downpours in the rainy season (see Table 2).

According to the IPCC, sea levels are rising at a rate of 1.8 millimeters per year and a surge of storms is expected in the coming years. These factors will exacerbate the problems of flooding and erosion in the coastal departments, particularly in the south and south-east of the country, which are in the direct path of hurricanes. In the absence of serious adaptation efforts, serious consequences on water resources, land, crops and forests are to be expected.

Another aggravating factor is the annual population increase of 1.5 percent. Haiti should, in fact, have more than 11 million mouths to feed by 2020, which will further increase the pressure on the land

Table 1. Severity of disasters in the departments of Haiti (1 = maximum risk, 10 = minimum risk)

Department	Hurricanes	Floods	Droughts
Artibonite	10	4	3
Grande Anse	6	7	9
North	7	5	7
South	6	5	10

Table 2. Projection of the evolution of mean annual temperatures (oC) and precipitation (%) in the Atlantic Ocean and the Caribbean Sea

Change climatic	2020s	2050s	2080s
<i>Temperature annual average</i>	0.9 +/- 0.16	2.03 +/- 0.43	3.06 +/- 0.84
<i>Annual average precipitation</i>	-2.2 +/- 7.3	-5.2 +/- 11.9	-6.8 +/- 15.8

Source: Murari Lal, Hideo Harasawa, and Kiyoshi Takahashi, 'Future Climate Change and its Impacts Over Small Island States', Climate Research.

DEFORESTATION AND ENERGY

Forest resources and ecosystems are essential for climate resilience because they help conserve water resources, ensure food security,

To reduce the impact of natural disasters, to provide organic matter that ensures soil fertility, to store carbon and to improve livelihoods. Haiti is one of the most deforested countries in the world, forest cover is estimated at only 1.5 percent of its territory, compared to 25 percent estimated in 1927. Only the southern departments (Sud, Grande Anse, Sud -Est, Ouest and les Nippes) still have a thin wooded cover.¹⁷ Artibonite, an important agricultural department, is almost entirely bare.

A recent study on agriculture and forestry finds that in the Grande Rivière du Nord basin, in the Nord and Nord-Ouest departments, the wooded cover, mainly composed of deciduous trees associated with agroforestry activities, has increased from 13 percent in 1978 to less than 1 percent thirty years later. Significant changes took place between 1998 and 2018: considerable clearing of forests and intensification of seasonal crops, such as maize, beans and sorghum, on steep slopes (over 60 percent). The dispersed agroforestry activities, made up of fruit trees (mangoes, citrus fruits, avocados and cashew trees) have also contributed to this phenomenon.

Deforestation has caused, and has been added to, other environmental problems which also contribute to soil degradation, flooding, desertification and the depletion of water resources. The destruction of forests causes, for example, a rapid runoff of rainwater to rivers, which reduces the recharge capacity of groundwater in addition to limiting the purification and "carbon sink" properties of ecosystems. foresters. In addition, deforested land is subject to widespread erosion during heavy rainfall in the rainy season, causing massive sedimentation of the stream beds in several of the country's main drainage basins, such as those of the Artibonite River, of the La Rouyonne Cormier rivers,

Efforts to build resilience to climate change must, therefore, incorporate an effective approach to increasing forest cover. However, existing laws to control deforestation are not enforced, with the majority of rangers having lost their jobs in recent years.

The main cause of deforestation is dependence on charcoal and firewood as the sole source of energy, as 70 percent of the wood harvested is used for charcoal making. It is mainly used for home cooking, but also by agricultural processing companies and even dry cleaning companies. Much of the deforestation was once aimed at clearing new agricultural plots. Added to this are the impacts of the January 2010 earthquake, which caused some 600,000 people to leave the affected urban areas in search of shelter with relatives or friends in rural areas, thereby increasing the pressure. on forest products.

According to a study by the Energy Sector Management Assistance Program (ES-MAP), Haiti meets 72 percent of its current energy needs from local resources, mainly firewood and charcoal (at 66 percent), but also bagasse (residues from the processing of sugar cane, up to 4 percent) and hydropower (only 2 percent). Imported fossil fuels (mainly kerosene and petroleum) account for 28 percent of the remaining energy resources.

The production of charcoal is very inefficient, since 70 percent of the energy power of wood is destroyed in the manufacturing process. The poor rural areas of Haiti survive thanks to the production of charcoal, which is one of the only activities that allows a quick inflow of money in times of need.²¹ Faced with this reality, Haitians living in rural people themselves compromised their sources of income by cutting down fruit trees for charcoal production, a sack of charcoal that can bring in around \ 1000 gourdes, or US \$. 10

Haiti has tried to carry out several reforestation projects over the years and millions of new trees have been planted. Since the 1980s, local nongovernmental organizations (NGOs) have nursery-prepared and distributed over 80 million tree seedlings to farmers through extension agents, most often free of charge.²³ Efforts in which women have actively participated .²⁴ Unfortunately, few projects have been successful. There are no official statistics, but estimates point to a success rate of less than 10 percent, due to the lack of soil structure to retain roots and insufficient moisture which causes desiccation of young plants. in the dry season.

Capacity, adaptation and gender

These departments have an extremely weak capacity to adapt to climate change and its consequences. Even in the absence of policies favoring adaptation, people adapt autonomously according to their needs and their means, with often contrasting results in the forestry sector (failure of reforestation efforts), agriculture. Haitians have, in their own way, started to develop their own adaptation strategies through changes in behavior and practices, through education and awareness for example, to adapt to changing climatic conditions. However, these efforts are irregular and are not always well mastered or understood. For example, people are now building houses with concrete roofs to withstand storms,

The most vulnerable populations are those who lack the resources and the capacity to adapt. These are people living in extreme poverty, especially women who spend a lot of time and energy supplying households with water, food and firewood. Dependent people, such as young children and the elderly, are also very vulnerable. Food insecurity and the impacts of the 2010 earthquake accentuated this vulnerability and had significant negative impacts on people's lives.

Risk and disaster management and gender

Risk and disaster management plans and practices remain inadequate to respond to the high risks facing Haiti. Thus, in low-altitude coastal areas exposed to hurricanes, such as the South and South-East departments, the lack of data does not allow the design of efficient contingency plans. As it becomes more and more difficult to manage risks and disasters in a changing environment, these plans must be reassessed. A need that is starting to be taken into account through the implementation of an early warning system in the event of flooding caused by heavy rains.

The standards used for rebuilding homes and infrastructure are also problematic. Haiti has a formal Building Code, but it is not respected, international standards have been promoted for post-earthquake reconstruction. But too many individuals and organizations have simply rebuilt identically, without following any architectural standards, due to the high cost of building materials (usually imported) and lack of technical skills.

Respond to the risks of floods and cyclones

The government and donors have taken a number of measures to address the flooding issues, but no comprehensive plan has been developed and put in place. At the national level, MARNDR and the Department of Civil Protection jointly administer an Early Warning System (SAR) under the National Early Warning Program (PNAP), financed by a \$ 5 million loan from the Bank. Inter-American Development (IDB) allocated until 2013 only. From 2011, PNAP created a network of more than 100 hydrometeorological sensors and warning stations capable of transmitting local and satellite data to the PNAP headquarters, located in the capital.

This network is concentrated in the 13 watersheds with the highest risk of flooding. The system has certain limitations, however: Alert Services follow the guidelines of a poor quality manual and warnings are based on subjective reports of stream levels in nearby villages. In addition, the system does not yet provide relevant and real-time data to feed a rapid and efficient response system. Such a system would require an optimized and denser network of automatic warning stations, the data of which would feed into a hydrological model based on digital terrain information. More importantly, an early warning system does is only useful if there is also a capacity and a willingness to respond in a timely manner. Adequate response capacity should include access to appropriate shelters, located on elevated land, and equipped with food and medicine. But there are few currently and when they are available, farmers in the Artibonite valley are generally reluctant to use them for fear of leaving their animals and property unattended. A reality that sometimes leads to the loss of livestock and human life.⁵¹ Vandalism and theft are other common problems at weather stations equipped with automated solar panels. Efforts are therefore being made to design improved systems and batteries that cannot be diverted for automotive use. Adequate response capacity should include access to appropriate shelters, located on elevated land, and equipped with food and medicine. But there are few currently and when they are available, farmers in the Artibonite valley are generally reluctant to use them for fear of leaving their animals and property unattended. A reality that sometimes leads to the loss of livestock and human life.⁵¹ Vandalism and theft are other common problems at weather stations equipped with automated solar panels. Efforts are therefore being made to design improved systems and batteries that cannot be diverted for automotive use. and equipped with food and medicine. But there are few currently and when they are available, farmers in the Artibonite valley are generally reluctant to use them for fear of leaving their animals and property unattended. A

reality that sometimes leads to the loss of livestock and human life.⁵¹ Vandalism and theft are other common problems at weather stations equipped with automated solar panels. Efforts are therefore being made to design improved systems and batteries that cannot be diverted for automotive use. and equipped with food and medicine. But there are few currently and when they are available, farmers in the Artibonite valley are generally reluctant to use them for fear of leaving their animals and property unattended. A reality that sometimes leads to the loss of livestock and human life.⁵¹ Vandalism and theft are other common problems at weather stations equipped with automated solar panels. Efforts are therefore being made to design improved systems and batteries that cannot be diverted for automotive use. Artibonites are generally reluctant to use them for fear of leaving their animals and property unattended. A reality that sometimes leads to the loss of livestock and human life.⁵¹ Vandalism and theft are other common problems at weather stations equipped with automated solar panels. Efforts are therefore being made to design improved systems and batteries that cannot be diverted for automotive use. Artibonites are generally reluctant to use them for fear of leaving their animals and property unattended. A reality that sometimes leads to the loss of livestock and human life.⁵¹ Vandalism and theft are other common problems at weather stations equipped with automated solar panels. Efforts are therefore being made to design improved systems and batteries that cannot be diverted for automotive use.

Local projects aimed at reducing the risk of flooding through better preparation and the establishment of community early warning systems began in the mid-1990s; some are now relatively well developed. These projects include establishing community emergency response teams and disaster preparedness committees, building emergency shelters, and planning an evacuation system. Few of the projects have, however, been the subject of proactive or extended implementation compared to their initial area of intervention; most were designed following a disaster, such as localized flooding, and primarily target communities living downstream.

The United States Agency for International Development (USAID) supports flood risk management activities through its Feed the Future-West project. This includes, in particular, the redevelopment of the drainage basin and the canalization of the Rivière Grise and the Rivière Blanche, in the Cul-de-Sac plain, as well as dredging and rehabilitation of concrete irrigation canals. , in order to increase the flow of water available to agricultural land.

Gender issues

The Ministry for the Status of Women and Women's Rights (MCFDF) created by decree on November 8, 1994 and officially defined on August 11, 1995, in favor of the intensification of feminist struggles in Haiti and the context of preparation for the 4th World Conference on Women (Beijing September 1995), experienced upheavals of various kinds from its creation to date.

According to a study conducted by UNFPA and UN FEMME 57% of the Haitian population is under 24 years old (6.2 out of 10.9 million inhabitants) and this characteristic has great potential for development and economic growth if young people (including young girls) have access to good education, health services, including sexual and reproductive health, and employment opportunities. Nevertheless, investing in the rights of young girls to enable them to receive a good education and to plan their families as they wish is essential to take advantage of this growth potential and for the state to be able to facilitate basic services. To the population. For economic growth and for the development of Haiti, it is very important that every young girl has the right to control her body and her future. Pregnancy by choice, not by chance. Today, in Haiti, 11% of adolescent girls (under 19) have had at least one child.

The precariousness of employment is one of the elements that has contributed to a feminization of poverty in Haiti, since women receive lower wages than men, work more in the informal sector, without the right to social security (55.9%), and are less represented in formal jobs (30%). It is indeed crucial to

promote the sharing of responsibilities in the household and the family and to value unpaid domestic work.

In addition, the low level of education predominantly affects women and is one of the factors that explains their early and unqualified entry into the labor market. Thus, the UN also encourages the efforts of Haiti to advance in the equal access of women and the integration in the curricula of equality and the transformation of stereotypes, in formal and non-formal education, by also introducing gender equality in textbooks and teacher training. In primary and secondary education, there has been gender parity since 2000. At secondary level, girls' enrollment also exceeds that of boys. However, the inequality becomes more evident with regard to those with higher education (6.1% for women aged 35 to 39, while 11,

In terms of health, in Haiti the proportion of women whose delivery was attended by qualified health personnel has increased since 2006 (from 24.2% in 2000 to 37.3% in 2013). Nevertheless, almost two-thirds of deliveries are still without skilled assistance (especially in rural areas) and the maternal mortality rate was among the highest in the Latin American and Caribbean region, at 157 per 100,000 in 2013. This situation is also linked to reproductive health. Even though 99% of Haitians are familiar with modern contraception, its use only increased from 22% in 2000 to 31% in 2012.

The United Nations is supporting Haiti in reforms to give women equal rights to economic resources, as well as access to ownership and control of land and other forms of property, financial services, heritage and natural resources. In Haiti, 71% of women own neither land nor house; 20% own a property jointly, and only 9% are owners.

The United Nations supports the judicial institutions to put an end to the phenomenon of prolonged preventive detention which is even more important for women than for men. While 33% of the imprisoned men were tried (2777 out of 8184) only 17% of the women in detention were tried, i.e. 62 out of 350.

While the Constitution requires a quota of at least 30% of women in state institutions, women still do not manage to enjoy good representation in the spheres of power and decision-making. On the contrary, female representation tends to decline in these areas. For the Haitian Parliament as a whole, female representation remains below 3% in 2017 (2.72% for the two chambers), while there were no less than 9% of women in 2003. The Election of women to municipal and local councils and to various assemblies, in sufficient numbers to meet this constitutional requirement, could create a solid base from which to build the future participation of women at the national level

The United Nations recognize and support the efforts of Haiti for the adoption and promulgation of the bill on gender equality as well as the implementation of the National Plan of Gender Equality and the National Plan of Struggle Against Violence Against Women 2017-2027.

Recommendations made during the consultation

Gonaives

Component 1

- Carry out a technical diagnosis and rebuild the schools most exposed to natural disasters according to risk and disaster management standards.
- Involve community members in the construction and modernization of schools.

Component 2

- Manage the sanitation problem in schools, the quantity must be equal for girls and boys.
- Manage the problem of drinking water in these school buildings.

- Reduce structural, non-structural and infrastructural risks to secure buildings and facilities for survival and evacuation.
- Develop emergency plans around the school and regular exercises for the hazards that concern them.

Component 3

- Involve households, especially mothers, in order to build their capacity on the behaviors to adopt in an emergency at the family level;
- Carry out awareness campaigns, particularly in public places (Gagguere (public places where men meet); football match; Peristil (places where voodoo ceremonies are held); public markets, church, etc.)
- Develop a learning game for children to learn them by playing the best behaviors to adopt in an emergency;

Cap Haitien

Component 1

- Involve 20% private schools in the project.
- Tea choice of rural public schools must be given priority.
- Avoid duplication, in the event that a public school has already been rehabilitated.

Component 2

- rehabilitate schools according to earthquake and para cyclonic standards
- People with disabilities must be included, that is to say, rehabilitate school spaces that will allow them access to buildings, in normal situations but also in emergency situations.
- Choose schools to be rebuilt in strategic positions to allow the population to evacuate quickly in the event of disasters
- Tea sanitary blocks must take into account the component relating to sex and age (shower, toilet).

Component 3

- Use influencers to convey awareness messages;
- Train the students on the model of behavior to adopt during and after natural disasters;
- Use benches that can protect students in the event of natural disasters;
- Do simulation exercises in families and also with students;
- Use the media, pamphlets, brochures, sound truck to raise awareness;

Cayes

Component 1

- Choose safe school sites and an accessible, disaster-resistant design and construction to make every new school a safe school.
- Support and help local authorities in the choice of schools by experts in the field.
- Involve organizations in the choice of schools. Grassroots community organizations must participate in the process of choosing schools, because they are seen as the engine of development in the community.

Component 2

- Put in place analysis plans and a priority list to upgrade or replace unsafe schools including their relocation.
- Proceed to the rehabilitation of schools most vulnerable to threats linked to climate change while respecting anti-seismic, anticyclonic and climate change standards.

Component 3

- Transform the rehabilitation project into an educational tool, an opportunity to make children aware of sustainable development. Management of energy, waste and water.
- Implement climate-friendly interventions to improve security of access to water, energy and food e.g. rainwater harvesting, solar panels, renewable energy, school garden.
- Form ecological clubs in schools and the community aimed at sustaining the actions carried out.
- Organize environmental contests in the community
- Create for-profit environmental initiatives such as waste recovery, creation of natural parks, ecological gardens.
- Provide schoolgirls with brochures based on environmental management.

Component 4

- Ensure follow-up after the rehabilitation of schools.
- Employ an external firm to evaluate the results of the project
- Carry out an ex-post evaluation of the project
- Carry out mid-term evaluations
- Carry out a final evaluation of the project

Jeremy

Component 1

- Include municipal schools in the list of public schools that will benefit from this project.
- Signing of a memorandum of understanding between the Ministry of the Environment and the municipalities for their involvement in the project.
- Consider first the schools most vulnerable to natural disasters

Component 2

- Schools that will be transformed into temporary shelters or evacuation shelters must be equipped with adequate materials while respecting the minimum standard of a temporary shelter. (Haitian government shelter guide)
- Take into account the health aspect of schools while respecting the gender aspect.
- As part of the rehabilitation of schools, emergency exits must be provided which would allow an orderly evacuation in the event of an emergency.
- rehabilitate schools according to earthquake and para cyclonic standards
- People with disabilities must be included, that is to say, rehabilitate school spaces that will allow them access to buildings, in normal situations but also in emergency situations.
- Choose schools to be rebuilt in strategic positions to allow the population to evacuate quickly in the event of disasters
- Tea sanitary blocks must take into account the component relating to sex and age (shower, toilet).

Component 3

- Set up a committee called the “ecological committee” at school level, the aim of which is to ensure the proper management of the actions undertaken by the project.
- Organize competitions within the communities during festive periods that can stimulate them to mitigate risks.
- Write national action messages to prevent risks and encourage resilience at the family level. They will serve as the basis for both formal and informal training as well as awareness campaigns and messages

Thus, on the basis of the responses collected during the consultation:

- The activities of all four components are appropriate and effective to achieve improved gender equality in line with the climate action goal for the education sector
- The activities will result in a reduction in the gender equality gap in the education sector in terms of access, education, income, work or power.
- The proposed project will benefit the various disadvantaged groups in the education sector

1.5. List of people consulted CAP-HAITIE



National consultation with regional and local stakeholders
Project Proposal to the Adaptation Fund
Meetings Attendance

Date : 10 au 23 juin 2021

Lieu : North Cap Haïtien

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JEREMIE



Ministère de l'Environnement



National consultation with regional and local stakeholders

Project Proposal to the Adaptation Fund

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Lieu : Jeremie - Grand-anse

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Ministère de l'Environnement



National consultation with regional and local stakeholders

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GONAIVES



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National consultation with regional and local stakeholders
Project Proposal to the Adaptation Fund
Meetings Attendance

Date : 10 au 23 juin 2021

Lieu : Gonaïves (14 juin 2021)

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National consultation with regional and local stakeholders
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National consultation with regional and local stakeholders
Project Proposal to the Adaptation Fund
Meetings Attendance

Date : 10 au 23 juin 2021

Lieu : Artibonite Gonaïves

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CAYES



National consultation with regional and local stakeholders
 Project Proposal to the Adaptation Fund
 Meetings Attendance

Date : 10 au 23 juin 2021

Lieu : *Mairie des Cayes*

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National consultation with regional and local stakeholders
 Project Proposal to the Adaptation Fund
 Meetings Attendance

Date : 10 au 23 juin 2021

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National consultation with regional and local stakeholders
 Project Proposal to the Adaptation Fund
 Meetings Attendance

Date : 10 au 23 juin 2021

Lieu : *Cayes (sud)*

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(4)



<u>Meetings</u>	<u>Photos</u>
<p>Meeting with the YOU-CAN of the north and members of community organizations from the department of the North</p>	
<p>Meeting with the mayor of the municipal council of Gonaives</p>	
<p>Meeting with members of community organizations in Gonaives</p>	

<p>Meeting with members of community organizations in Gonaives</p>	 <p>The first photograph shows a group of approximately 12 people standing in a line, all wearing face masks. They are dressed in casual to semi-formal attire. The second photograph shows a larger group of about 15 people, also wearing masks, standing in a line. The third photograph shows a group of about 10 people, with some wearing masks, standing in a line.</p>
<p>Meeting with the mayor of the municipal council of Cayes</p>	 <p>A group of five people are standing in a room. On the left, a man in a light blue checkered shirt and grey trousers holds a white folder. Next to him is a man in a pink shirt and dark pants. In the center, a man in a light pink shirt and dark pants stands. On the right, a woman in a black dress stands. A flag is visible in the background.</p>
<p>Meeting with the mayor of the municipal council of Jeremie</p>	 <p>A group of seven people are standing in a room. From left to right: a man in a white polo shirt and blue jeans, a man in a black t-shirt and blue jeans, a man in a grey t-shirt and blue jeans, a man in a white t-shirt and grey pants, a man in a light pink t-shirt and grey pants, a man in a light pink t-shirt and grey pants, and a man in a red t-shirt and blue jeans. A flag is visible in the background.</p>

Meeting with members
of community
organizations in Jeremie



Appendix 2: Environmental & Social Impact Assessment

1. *E&S Risk Screening*

2. *Gender Assessment and Action Plan*

- a.* Caribbean regional context
- b.* Haitian context: gender equality policy, institutional framework and legislation
- c.* Relative Measures of Gender Equality and Discrimination
- d.* Gender Issues in CCA and DRR
- e.* Recommendations
- f.* Gender Action Plan

3. *E&S Management Plan*

2.1 - E&S Risk Screening

		Concern	Y/N	Comments
1 Compliance with the Law				
1.1	Are the project activities in compliance with all applicable national laws and by laws?	No Risk	Yes	During the National Stakeholder consultations and meetings, it was revealed that Haiti has a number of laws, regulations, policies and strategies governing the different components of the proposed project. It was revealed that the proposed project is already complying with the laws governing its current activities.
2 Access and Equity				
2.1	Will the project provide fair and equitable access to benefits in a manner that is inclusive and does not impede access to basic education and safe?	Low Risk	Yes	The project will improve equitable access to basic education and safe by enhancing the adaptive capacity and resilience of the Haitian education sector to disaster risk of natural hazards related to climate change. The multi parameters school assessment (from engineer and social perspective - output 2.4) will allow a national comprehensive knowledge of exposure and physical vulnerability of school facilities. The comprehensive overview will be fundamental for a fair and equitable decision-making process of intervention in Haiti (output 1.6).
2.2	Is there a risk that the project creates or aggravates inequalities between women and men or adversely impacts the situation or livelihood conditions of women or girls?	Low Risk	Yes	In Haiti, the poor access of women to education, especially at the higher levels, the exclusion of girl mothers from the education system and the stigmatization of women with disabilities expose them to great social vulnerability. The project aim, as well as all the project outputs have been planned in order to avoid possible exacerbation inequalities of the present situation but actually to promote inclusion of young women and disable people. This will be guarantee by the application of the multi parameters VISUS assessment (output 2.4) methodology of the schools; which allows to assess not only the structural element of the schools but also the social vulnerability indicators (e.g. gender, access, etc.). The strategic intervention plan (output 1.6) will consider access and equity as pivot of the strategy making particular attention in avoiding any forms of discrimination and favouritism. Participatory assessment will be performed to ensure full and equitable participation of and equal benefits to men and women and vulnerable and marginalized groups: students for the VISU surveyors (output 1.3), students and staff attending DRR and CCA practices trainings (outputs 2.4 and 2.5), and the extended community attending the activities in Component 3.
2.3	Explain whether the project use opportunities to secure and, when appropriate, enhance the economic, social and environmental benefits to women?	Low Risk	Yes	Safe School Facilities involve education authorities, architects, geologist, engineers, builders and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility). Resilient schools are effective medium for disseminating disaster risk reduction awareness within the communities, will act as center of learning, will be instrumental in transferring technology to the communities and will have a significant role to build disaster resilient communities. The activities like school retrofitting with safety measures can spread messages to the community on the importance of resilient buildings to reduce disaster impact and enhance economic, social and environmental benefits. As underlined in the beneficiary section, the project will guarantee that those benefits will be fully gender balanced.
2.4	Explain whether the project provide, when appropriate and consistent with national policy, for measures that strengthen girl's rights and access to education?	Low Risk	Yes	In a discriminatory manner, the national legislation allows the standard practices of marriage of girls before the age of 18 (minimum age of marriage in Haiti is set at 15 for girls and 18 for boys), which contributes to limit the choices available to young girls. These inequalities are also reflected in the feminization of multidimensional poverty, in particular for women living in the countryside, with a high rate of women heads of household. In this very complex context, the project will promote continue access to education even under difficult hazard conditions, both in rural and urban context.
3 Marginalized and Vulnerable Groups				
3.1	Is there a risk that the project might negatively affect vulnerable groups in terms of material or non-material livelihood conditions or contribute to their discrimination or marginalisation (<i>including children, women and girls, the elderly, indigenous people, tribal groups, displaced people, refugees, people living with disabilities, and people living with HIV/AIDS</i>)?	Low to no Risk	Yes	The activities of outputs 3.2 and 3.3 allow to increase the knowledge of risk at the community level, to strengthen the operational procedures in case of emergency, to increase the coping capacity of the community and to strengthen the connection between the community and the school facilities during an emergency. We do recognize that, if these activities do not include all the vulnerable groups in the process, this could negatively discriminate or marginalize them. For this reason, it will be essential to implement a community-based participatory approach to guarantee that all groups have been engaged as equal partners in all steps.
4 Human Rights				
4.1	Would the proposed Project potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples?	No Risk	No	This project affirms the rights of all people and does not violate any pillar of human rights.

4.2	Is there a risk that the project negatively affects human rights (e.g., right to self-determination, to education or cultural rights)?	No Risk	No	This project affirms the rights of all people and does not violate any pillar of human rights.
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5 Gender Equity and Women's Empowerment				
5.1	Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	Low Risk	Yes	In 2019, Haiti ranks 144th out of 189 countries according to the Gender Inequality Index (GII), a ranking reflecting the inequalities and challenges women face. Gender-based inequalities have their origins in the socio-cultural context in Haiti where gender stereotypes continue to dictate social behaviour. Above all, it is a patriarchal system that often reproduces patterns of life that discriminate against women, and therefore constitutes a vicious cycle of reproducing the same phenomena of gender inequalities. Recognizing the critical situation, which worsened in the last year due to the COVID-19 pandemic, the project was structured to ensure respect for gender in all its components. This balance will take place both for the students who will participate in the VISUS trainings (Component 1), school staff who will participate in the DRR and CCA courses (Component 2) and finally the communities involved in the emergency plans (Component 3).
5.2	Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	Low Risk	No	In Haiti, gender inequalities are manifested by the great vulnerability of women, particularly women in disadvantaged backgrounds. In rural areas, women have even less economic, educational and social capacities. Access to basic social services is very difficult or even non-existent in remote and isolated areas. There is no infrastructure and they do not have access to credit for trade and agriculture (the two main activities of rural women). As underlined in the beneficiary scheme, the project will cover both rural and urban areas and Component 3 (Outputs 3.2 and 3.3) will guaranteed the participation in design, implementation and access to the project opportunities and benefits.
5.3	Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	Low Risk	Yes	During an evaluation visit within the framework of CERF projects in the Canaan district, the students and teachers informed the investigators that they were regularly victims of acts of violence, particularly girls, committed by groups of young people outside the school. In 2020, many schools had to close their doors due to violence linked to gang activity. Teenage pregnancies among school-aged girls are alarming. For example, in the town of Beaumont (Grand'Anse), the organization "Solidarite fanm ayisyèn" (http://sofahaiti.org/index.html) raise its concerns about the large number (41) of young girls between 13 and 17 years old, from the same school who would have become pregnant during confinement (https://www.alterpresse.org/spip.php?article26343) These events confirm that the violence in schools is also present.

6 Core Labour Rights				
6.1	Will the proposed Project meet the core labour standards as identified by the International Labor Organization	Low Risk	Yes	UNOPS always operate in a way that will meet or go beyond the organisation's compliance requirements and core labour standards from the International Labor Organization and the country Labour Code. To ensure that UNOPS vendors operate responsibly and in accordance with high standards of integrity, including in the area of labour rights, a supplier due diligence programme DRiVE (Delivering Responsibility in Vendor Engagement) was mainstreamed into UNOPS procurement policy.
6.2	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labour standards (i.e. principles and standards of ILO fundamental conventions)?	Low Risk	No	Through this project, UNOPS will adhere to International Labour Organization and local labour law standards and condition and ensure that the working environment is free from discrimination, harassment and abuse.
6.3	Might the project be directly or indirectly involved in forced labour and/or child labour?	No Risk	No	UNOPS also ensure to prevent the infringement of human and labor rights in all UNOPS activities and facilities, uphold good labour practices that include freedom of association, the elimination of all forms of discrimination at work and not using or benefitting from force labour and child labour.

7 Indigenous Peoples				
7.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No Risk	No	There are no indigenous people in the areas targeted by the project
7.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No Risk	No	There are no indigenous people in the areas targeted by the project
7.3	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No Risk	No	There are no indigenous people in the areas targeted by the project

7.4	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No Risk	No	There are no indigenous people in the areas targeted by the project
7.6	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No Risk	No	There are no indigenous people in the areas targeted by the project
7.7	Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No Risk	No	There are no indigenous people in the areas targeted by the project

8	Involuntary Resettlement			
8.1	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	No Risk	No	The project components do not involve activities potentially leading to involuntary resettlement of any people settled in the areas targeted by the project
8.2	When limited involuntary resettlement is unavoidable, will due be observed so that displaced persons shall be informed of their rights, consulted on their options, and offered technically, economically, and socially feasible resettlement alternatives or fair and adequate compensation.	No Risk	No	The project components do not involve activities potentially leading to involuntary resettlement of any people settled in the areas targeted by the project

9	Protection of Natural Habitat			
9.1	Could the Project potentially cause adverse impacts to habitats, endangered species and local ecosystems services	No Risk	No	The project components do not involve activities potentially leading to involuntary result dangerous for the natural habitats
9.2	Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	No Risk	No	The project components do not involve activities potentially leading to involuntary result dangerous for the natural habitats
9.4	Could the Project lead to loss (eradication or removal from local area) of one or more animal, insect, or plant species?	Low Risk	No	The project components do not involve activities potentially leading to involuntary result dangerous for the natural habitats

10	Conservation of Biological Diversity			
10.1	Is the project located in or near areas legally protected or officially proposed for protection including reserves according to UNESCO Natural World Heritage Sites, UNESCO Biosphere Reserves, Ramsar Convention on Wetlands?	No Risk	No	The project components do not involve activities potentially located in or near area legally protected
10.2	Could the Project lead to degradation or fragmentation of local forest areas, wetlands, farming or grazing land, or other landscape elements of ecological or economic importance?	No Risk	No	The project components do not involve activities that could lead to degradation or fragmentation of local forest areas, wetlands, farming or grazing land.
10.3	Could the Project lead to significant increase in consumption of locally sourced fuel-wood?	No Risk	No	The project components do not involve activities that significant increase in consumption of locally sourced fuel-wood.
10.4	Could the activity lead to introduction of invasive alien varieties or species which potentially could eradicate, change, or significantly reduce local naturally occurring varieties or species?	No Risk	No	The project components do not involve activities that significantly reduce local naturally occurring varieties or species

10.5	Could the activity introduce genetically altered organisms and/or involve the transfer, handling or use of genetically modified organisms/living modified organisms that result from modern biotechnology and that may have an adverse effect on biodiversity?	No Risk	No	The project components do not involve activities that may have an adverse effect on biodiversity.
10.6	Does the Project involve agricultural production or harvesting of natural forests, plantation development, or reforestation?	No Risk	No	The project components do not involve agricultural production or harvesting of natural forests, plantation development, or reforestation.
10.7	Could the activity lead to increase in unregulated or unlicensed collecting, hunting, or fishing?	No Risk	No	The project components do not involve activities potentially leading to increase in unregulated or unlicensed collecting, hunting, or fishing.

11 Climate Change Mitigation and Adaptation				
11.1	Will the proposed Project result in significant greenhouse gas emissions or may it aggravate climate change?	No Risk	No	The project components will not result in significant greenhouse gas emissions, but the Project proposal recognizes that there are some mandatory activities (e.g. international air travel and national road travel,) that will contribute to raise global temperature beyond safe levels. For this reason, the proposal has been designed in order to reduce travel whenever possible and engage in video conference, use more fuel efficient vehicles and equipment. Even recognizing that some Project activities will contribute to the release GHG emissions, the project activities will not directly aggravate climate change.
11.2	Is the project area prone to specific climate hazards (e.g., floods, droughts, wildfires, landslides, cyclones, storm surges, etc.)?	No Risk	Yes	Over the past decade, severe loss and damage have been caused by natural hazards, which have particularly affected vulnerable groups and destroyed infrastructure severely limiting access to essential services. Between 1998 and 2018 the five-year average of the number of people affected by a disaster rose from 4,205 to 11,753 per 100,000 inhabitants, an increase of 180% in 20 years (CEPALC). Haiti remains extremely vulnerable to natural climate hazards. According to the 2020 Climate Risk Index, Haiti is the third most affected country in the world by climate-related disasters over the past two decades. Over the same period, the average annual economic losses caused by climate-related disasters reached nearly \$ 400 million, which represents about 50% of official development assistance (ODA) and 55% of average public expenditure since 2010. More than 93% of its land area and over 96% of its population are at risk from two or more hazards, including hurricanes, floods, earthquakes, landslides and droughts.
11.3	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No Risk	Yes	The project aims to enhance the adaptive capacity and resilience of the Haitian education sector to disaster risk of natural hazards related to climate change. The VISUS assessment of Component 1 is a multi-hazard methodology, assessing earth, water, wind and fire related hazards, as well as the safety during ordinary (day-to-day) use. Component 2, will strengthen school safety against the potential impact of climate change by promoting rehabilitation, retrofitting or reconstruction on a selected number of schools and risk management protocols for schools. Finally, Component 3 will enhance the risk capacity and awareness of the local community surrounding the schools.
11.4	Explain whether the project seek opportunities to enhance the adaptive capacity of communities and ecosystem to climate change?	No Risk	Yes	The Component 3 aims to transform the education sector in a community resilience source built around the schools. The object of this component is to enhance the capacity and awareness of the local population and civil protection stakeholders in risk management. Through a wide range of activities, the project also benefits from a broad range of stakeholders, bringing a once-scarce resource to all sectors and beneficiaries. By making risk assessment inclusive, despite its complexity, the project will collaboratively create a culture of awareness and resilience. In particular, output 3.2 aims to implement disaster risk management actions at community level. These activities allow to increase the knowledge of risk at the community level and to strengthen the operational procedures in case of emergency. Output 3.3 aims to transform the emergency knowledge and plan into concrete actions by increasing the coping capacity of the community and to strengthen the connection between the community and the school facilities during an emergency.

12 Pollution Prevention and Resource Efficiency				
12.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local impacts?	Low to no Risk	No	Project will follow UNOPS rules and regulation and will be implementing a waste management plan to ensure compliance
12.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	Low Risk	No	Project will follow UNOPS rules and regulation and will be implementing a waste management plan to ensure compliance
12.3	Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose	No Risk	No	This is not a project component Project will follow UNOPS rules and regulation and will be implementing a waste management plan to ensure compliance.

	use of chemicals or materials subject to international bans or phase-outs? For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol			
12.4	Does the project intend to use pesticides, fungicides or herbicides (biocides)?	No Risk	No	The project components do not involve the use of pesticides, fungicides or herbicides (biocides)
12.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	Low Risk	Yes	Only Component 2, in particular Output 2.2, will require a consumption of raw material and energy in order to adapt, rehabilitate, retrofit, reconstruct or relocate about 9 to 10 school facilities.

13	Public Health			
13.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	Low to no Risk	Yes	The operations and/or final products of Component 2, in particular Output 2.2, may not be safe or carry unacceptable health risks to the communities or final users. For this reason, the design manual and the Health and Safety Management Systems of EE will be implemented. At the time of submission of the funding application, these project activities have not been identified since the selection of schools where to intervene will be made at the end of Component 1 (end of first project year). In this case, it is impossible to identify by the time of submission all the environmental and social risks associated with these grant activities since the nature of the activities or the specific environment in which they will take place, or both, may not be known. For this reason, such activities are then referred to as Unidentified Sub-Projects (USPs).
13.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No Risk	No	This is not a project component
13.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	Low to no Risk	Yes	Component 2 of the Project, in particular Output 2.2, will involve the adaptation, rehabilitation, retrofitting or reconstruction of school facilities about 9 to 10 school facilities () in four departments.
13.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	Low to no Risk	Yes	Component 2 of the project, in particular Output 2.2, will carry out interventions aimed at reducing the structural vulnerabilities of the schools selected by the decision makers in Component 1. In this sense, the project's objective is to reduce the possibility for structural elements to become dangerous for the students. Furthermore, the project has a multi-hazards approach (i.e. the structural interventions that will be carried out will reduce physical vulnerabilities to the different stresses of the many dangers affecting Haiti).
13.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No Risk	No	Component 2 of the project, in particular Output 2.2, will carry out interventions aimed at reducing the structural vulnerabilities of the schools selected by the decision makers in Component 1. In this sense, the project's objective is to reduce the possibility for structural elements to become dangerous for the students. Furthermore, the project has a multi-hazards approach (i.e. structural interventions will be carried out in order to reduce physical vulnerabilities to the different stresses of the many dangers affecting Haiti).
13.6	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	No Risk	No	Project will promote community engagement and support from local authorities; rather than engage security personnel.

14	Physical and Cultural Heritage			
14.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)?	No Risk	No	The project components would not potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture.
14.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage?	No Risk	No	The project components do not propose utilizing tangible and/or intangible forms of cultural heritage.

15	Lands, water and Soil Conservation			
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15.1	Does the Project involve significant extraction, diversion or containment of surface or ground water?	No Risk	No	The project components will not involve significant extraction, diversion or containment of surface or ground water
15.2	Could the activity lead to increased soil erosion, run-off, or significant changes to soil characteristics and/or lead to major detriments to soil quality over a large or locally important area?	No Risk	No	The project components will not lead to increased soil erosion, run-off, or significant changes to soil characteristics and/or lead to major detriments to soil quality over a large or locally important area

2.2 – Gender Assessment and Action Plan

This framework is designed to conform to guidance from the Adaptation Fund Board on Gender.³⁰ It is seen as one component of the project’s holistic approach to gender throughout the project cycle in the following way:

- This document represents a **gender analysis** as recommended under AF procedures.
- The **project framework** includes gender-specific activities, such as working to maximize women’s participation in local risk reduction planning. It also includes targets for women’s meaningful participation, and the project monitoring and evaluation budget supports the collection of gender-disaggregated data.
- In addition, the project will monitor the **share of women and men who are direct project beneficiaries**, and it will also monitor the nature of these benefits (indicator reported in Tables of Section Part III-E).
- Finally, project targets and activities will be monitored in **project reporting**, both in annual reports and in the mid-term evaluation and the terminal evaluation.

The initial gender assessment here provides national and local context on gender issues and identifies areas relevant to project design and implementation in climate change adaptation and specifically in the education sector and related threats. The inputs for this analysis include a desk study and review of demographic data and research literature (both national and department scale), expert consultations, and direct input from women and men in communities consulted during the local consultations (June 2021).

2.2.a. Caribbean regional context

A meta-synthesis was conducted of 20 evaluation reports carried out from 2015-2020 in the **Caribbean region** across four key programmatic areas of UN Women:

- **Women's economic empowerment:** “Women make significant contributions to economies, including as entrepreneurs or employees in businesses, as unpaid domestic care-givers, and as farmers. But women continue to disproportionately suffer poverty, discrimination and exploitation. Gender discrimination means that women often end up in unsafe and underpaid jobs, and remain a minority in management positions. Discrimination also reduces access to economic assets such as land and credit, and limits women’s participation in the design of social and economic policies. Women bear the greatest burden of unpaid household and care work, creating time poverty that limits economic opportunities.”³¹
- **Governance and political participation:** “Despite regional and global progress in the recognition of women’s political rights, significant challenges remain for the effective, equal and non-violent participation of women in the public sphere. Areas that continue to constrain women’s ability to participate meaningfully include: patriarchal political cultures; gender stereotypes; the burden of unpaid domestic care; unequal economic resources and media cover-age; and gender-based harassment and violence. The COVID-19 pandemic has further exacerbated such forms of violence through social networks and online media.”³²
- **Women, peace and security:** “The women, peace and security agenda recognizes women as fundamental actors in addressing conflict and violence. More sustainable results are achieved when women grassroots leaders and women’s organizations participate significantly in efforts for conflict prevention, early recovery in crises or emergencies, peace processes, and the planning and implementation of security and peacebuilding policies. The main challenges of the women, peace and security agenda in the Caribbean go far beyond the conflict or post-conflict situations within which this

³⁰ AFB 2017.

³¹ Lessons from UN Women evaluations in the Americas and the Caribbean: evaluation meta-synthesis: economic empowerment

³² Lessons from UN Women evaluations in the Americas and the Caribbean: evaluation meta-synthesis: leadership and political participation

agenda was traditionally framed. The region faces challenges related to the deterioration of human rights, the reduction of spaces for interaction with civil society organizations, high levels of crime, and persistent levels of poverty, exclusion, inequality and discrimination that lead to greater conflict.”³³

- **Elimination of violence against women and girls:** “Decades of mobilization by civil society organizations and women’s movements have managed to position the eradication of violence against women and girls as a priority issue on national and international agendas.”³⁴

2.2.b. Haitian context: gender equality policy, institutional framework and legislation

In Haiti, the Ministry for the Status of Women and Women's Rights (MCFDF) was on 8 November 1994, on the basis of women's demands and as part of the preparation for the Fourth World Conference on Women held in Beijing in 1995. As a crosscutting authority, it is mainly responsible for formulating, implementing, managing and enforcing government policy; promoting the emergence of an egalitarian society fair to both genders; and guiding the development and implementation of equitable public policies at the national level.

Until 2012, the Ministry's functions were divided between two Directorates, the Directorate for Gender Mainstreaming (DPAG), responsible for programmes and activities embodying the Ministry's cross-cutting role, and the Directorate for the Promotion and Defence of Women's Rights (DPDDF). A third directorate, the Directorate of Legal Affairs (DAJ), was established in 2013. Currently, the responsibilities of DPDDF and DAJ are being adjusted. The new Directorate, responsible for the legal aspects of the Ministry's action, is in particular entrusted with providing legal guidance in cases of women and girls victims of violence. It represents MCFDF in the Inter-ministerial Committee on the Rights of the Person (CIDP) and is responsible for following up on the international instruments related to the rights of women. The Ministry is represented in the regions by 10 departmental coordinating offices entrusted with implementing its policies at the local level. For lack of human and financial resources, the decentralized structures have not yet obtained the departmental directorate status provided for in the Act on the organization and operation of the Ministry.

The Strategic Development Plan for Haiti (PSDH), adopted by the Government and published by the Ministry of Planning and External Cooperation (MPCE) in May 2012, provides a long term vision of the country's development. The Ministry for the Status of Women and Women's Rights (MCFDF) had built the gender dimension into the PSDH through the action plan to ensure gender equality, which encompasses sub-programmes and projects, invites the other State bodies to take the gender perspective into account in their respective action plans, and constitutes a significant step towards a national gender equality plan. The sub-programmes concern the following main areas of action:

- Gender equality policy implementation;
- Continuation of legal framework adjustments;
- Production and dissemination of information on gender equality;
- Strengthening of women's participation;
- Creation of a gender and development fund;
- Elimination of violence against women and girls.

On 9 May 2011, both houses of the National Assembly, meeting in a single session to adopt constitutional amendments, added to the Constitution of 1987, as amended, article 17.1, worded as follows: "The principle of a minimum 30 per cent quota for women shall apply to all levels of national life, and in particular to public

³³ Lessons from UN Women evaluations in the Americas and the Caribbean: evaluation meta-synthesis: women, peace and security

³⁴ Lessons from UN Women evaluations in the Americas and the Caribbean: evaluation meta-synthesis: elimination of violence against women and girls

services." In addition to awareness raising, training and ownership of the process by those mainly concerned, namely women, implementation mechanisms are necessary

in order to introduce the above constitutional and legal principle. There is a need to develop and enforce affirmative action measures in order to ensure women's integration into political, administrative and technical structures.

Under the "Acceleration of civil service reform" sub-programme of the PSDH, the Office of the Prime Minister, with support from the Human Resources Management Office (OMRH), is responsible for formulating a gender-based policy on equal opportunities in the civil service and mainstreaming that policy in public administration. As part of gender equality policy, the State undertakes to promote such affirmative action measures as the aforementioned quota, including in respect of elective decision-making offices, policies for women's and men's integration into non-traditional trades, and any other related policies that may be necessary.

In view of the limits characterizing sectoral activities, the State must recognize that, without a comprehensive strategy, as recommended by the Committee, it will be difficult to eliminate gender stereotypes and discrimination against women. Nevertheless, the social perception of women's place and role has slightly improved in the country, while certain discriminatory stereotypes seem to be weakening. Such slow developments are the perceptible cumulative result of measures and steps

taken in various social sectors without coordination.

Gender inequality problems have become more visible. Certain slogans, such as "52 per cent women, that's important" and, more recently, "minimum 30 per cent women at all levels of national life", are broadly disseminated and help to familiarize the population with the idea that gender discrimination and abuse and the exclusion of women are not normal practices.

Dates linked to women's combat for equality and the elimination of violence are commemorated ever more actively every year. The International Women's Day on 8 March, the national day of the Haitian women's movement on 3 April, and the International Day for the Elimination of Violence against Women on 25 November are celebrated by an increasing number of women's organizations throughout the country and are marked by such events as, inter alia, discussion days, militants' marches, and tributes to pioneer women. In the last three years, the period 8 March to 3 April has generally been regarded as women's month. Yet militant feminists are concerned that the festive aspect of the above commemorations may overshadow their true significance in terms of women's combat for equality.

The media have become slightly more attentive to women's presence and views, both in connection with the above commemorations and, generally, in public and political life. In their reports on national events, journalists note more frequently the presence or absence of women. Women's opinions are solicited in public debates slightly more often. Certain newspapers, magazines and radio or television programmes address gender problems under regular headings ("Espas Fanm" or "Women's space", "Kisa lalwa di?" or "What does the law say?", "Alterpresse" and "Radyo Kiskeya").

Every year since 2007, during the main carnival festivals, the Ministry for the Status of Women and Women's Rights (MCFDF) carries out awareness raising campaigns to draw attention to the dangers inherent in abusing a woman's body and to prevent violence, under the slogan "Kò m se diyite m" or "My body, my dignity". The various operators and actors participating in the organization of the annual carnival (promoters, musicians and artists) are regularly sensitized and security arrangements are made so as to prevent sexual aggression. The above Ministry is not alone. Other ministries and State bodies are increasingly involved in this campaign. From year to year, slight changes are perceptible in, for instance, méringue topics and lyrics, but do not suffice. In addition to stereotypes conveyed through music, certain literary texts and the media in general, crucial to

communication, continue to transmit inegalitarian attitudes towards women. Use of the female body as merchandise in advertisements highlights the powerful role of visual images in the perpetuation of sexist mentalities.

A structure, comprising representatives of the State and civil society (particularly women's organizations, with the support of relevant United Nations and international cooperation agencies), is mandated to formulate and propose public policies on action with respect to women and girls victims of gender violence and to seek the validation of such policies by the State authorities concerned. By creating a space combining appropriate capacities and best practices, this State-civil society partnership has in the last 10 years proved effective in preparing and ensuring the progressive implementation of the above plan for the period 2006-2011. A mid-term evaluation of results in 2008 encouraged further building of structures in the sectors of justice, health, and creation and dissemination of training tools regarding care and support for victims, prevention and general awareness-raising. The following structural measures have been taken:

- Creation of the Women's Affairs Coordination Unit in the police;
- Establishment of a pilot unit of care for abused women and girls in seven of the country's police stations;
- Creation of networks to implement the aforesaid national plan in the Sud-Est and Nord-Est departments;
- Establishment of training programmes for police and care staff;
- Compilation and dissemination of gender-specific data on violence.

Using the data management system that it helped to set up, particularly the national record for registering cases of violence, the National Dialogue on Violence against Women⁴ has compiled, analyzed and published partial data for the period 2009-2011. Data compilation on the basis of indicators defined in that record began with the creation of that structure, which campaigned among actors providing care for women victims of violence in favour of a single record. According to a UNDP report,³⁵ between July 2011 and June 2012 the said structure reported 1,127 cases of violence against women and men in four departments of the country. Of those cases, identified through the above record, 52.4 per cent were reported by women's organizations, 35.9 per cent by health professionals, 25 per cent by women's organizations and 10.6 per cent by judicial authorities (courts and public prosecutors' offices). These figures suggest a change compared to earlier data, according to which the women addressed themselves mainly to the health sector and only secondarily (in 25 per cent of cases) to women's organizations. The percentage of cases recorded by judicial authorities increased by 3.6 per cent.

2.2.c. Relative Measures of Gender Equality and Discrimination

Gender Development Index (GDI)

In the 2014 Human Development Report, HDRO introduced a new measure, the GDI, based on the sex-disaggregated Human Development Index, defined as a ratio of the female to the male HDI. The GDI measures gender inequalities in achievement in three basic dimensions of human development: health (measured by female and male life expectancy at birth), education (measured by female and male expected years of schooling for children and mean years for adults aged 25 years and older) and command over economic resources (measured by female and male estimated GNI per capita). Country groups are based on absolute deviation from gender parity in HDI. This means that the grouping takes into consideration inequality in favour of men or women equally.

The GDI is calculated for 167 countries. The 2019 female HDI value for Haiti is 0.473 in contrast with 0.540 for males, resulting in a GDI value of 0.875, placing it into Group 5.

³⁵Agnès Hurwitz, Assistance légale pour les femmes victimes de violence de genre en Haïti ("Legal assistance for women victims of gender violence in Haiti), UNDP, April 2013

Gender Inequality Index (GII)

The 2010 Human Development Report introduced the GII, which reflects gender-based inequalities in three dimensions – reproductive health, empowerment, and economic activity. Reproductive health is measured by maternal mortality and adolescent birth rates; empowerment is measured by the share of parliamentary seats held by women and attainment in secondary and higher education by each gender; and economic activity is measured by the labour market participation rate for women and men. The GII can be interpreted as the loss in human development due to inequality between female and male achievements in the three GII dimensions.

Haiti has a GII value of 0.636, ranking it 152 out of 162 countries in the 2019 index. In Haiti, 2.7 percent of parliamentary seats are held by women, and 26.9 percent of adult women have reached at least a secondary level of education compared to 40.0 percent of their male counterparts. For every 100,000 live births, 480.0 women die from pregnancy related causes; and the adolescent birth rate is 51.7 births per 1,000 women of ages 15-19.

2.2.d. Gender Issues in CCA and DRR

Climate and Gender

As the Executive Director of UN Women recently noted, “To confront the existential threat of climate change, rural women and girls are innovating, turning among other practices to climate-resilient agriculture and sustainable energy technologies. They need local and national governments to recognize and address the specific challenges rural women face in a changing climate and are calling for them to implement gender-responsive policies and programs that do this, in line with the targets of the Sustainable Development Goals. We are seeing some progress, with governmental efforts to support the resilience and adaptive capacities of rural women and their communities. Gender equality considerations are increasingly being integrated in rural and agricultural development and climate change frameworks. But these efforts must grow if infrastructure and public services are to be sufficient to meet the climate challenge sustainably, and to alleviate the household burdens that climate change intensifies. And rural women must be at the table when decisions are made that affect their future, so that their concerns shape investments in climate resilience and make them truly gender responsive.”³⁶

Women also face special challenges in the face of threats such as the COVID-19 global pandemic. As Inger Andersen, the Executive Director of UNEP, noted upon the release of a report on women, climate, and security, “Unequal access to land tenure, financial resources, and decision-making power can create economic stress for entire households in times of crisis, leaving women disproportionately exposed to climate-related security risk.”³⁷

Disaster and Gender

The disaster of 12 January 2010 brutally worsened the situation and rendered it more visible through the massive displacement of disaster victims seeking refuge under makeshift shelters in public places, schoolyards or other accessible spaces. Up to 1,500,000 persons sought shelter in refugee camps under extremely precarious conditions of hygiene, nutrition, family organization and morale. Such post-earthquake displacements, inadequate housing, and loss of means of subsistence and economic possibilities compounded women's vulnerability and aggravated physical and sexual violence against them.

According to Amnesty International, the following risk factors are the cause of that situation:

- Lack of security, law and order in the camps and inadequate police support for rape victims;

³⁶ <https://eca.unwomen.org/en/news/stories/2019/10/statement-ed-international-day-of-rural-women>. Accessed October 31, 2019.

³⁷ UNDP (2020). “Gender lens essential to addressing linked climate and security crises.” Press release. <https://www.undp.org/content/undp/en/home/news-centre/news/2020/Gender-lens-essential-to-addressing-linked-climate-change-and-security-crises.html>. Accessed July 13, 2020.

- Lack of lighting in the night;
- Insecure and inadequate shelters, such as tents, tarpaulin covers and even blankets or sheets;
- Inadequate toilets/latrines and sanitation facilities inside and around the camps;
- Degradation of law and order, with armed gangs launching attacks in the camps with full impunity;
- Overpopulation in the camps;
- Difficulties in accessing any means of earning a living or an income;
- Unequal distribution of humanitarian and emergency assistance among and within the camps;
- Lack of protection measures for sexual violence victims, who are thus exposed to further victimization;
- Lack of information on the specific procedures that sexual violence victims must follow to report the crime to the police and the judicial authorities.

Since the earthquake affected the database of the State Secretariat for Literacy, no data prior to 2011 are available. Information on literacy is mainly drawn from the Survey on Morbidity, Mortality and Use of Services (EMMUS V), according to which the national literacy rate is 74 per cent among women and 79 per cent among men, compared to 48 and 61 per cent, respectively, in 2004. The current respective rates are 64 and 70 per cent in rural and 84 and 89 per cent men in urban areas.

2.2.e. Recommendations

In general, the project should encourage women's participation, empowerment, and access to justice in all project activities as recommended in the CEDAW General Recommendation No. 37. Women are more than project beneficiaries: they are a valuable resource for the project. As a 2018 CEDAW report notes, "*The categorization of women and girls as passive 'vulnerable groups' in need of protection...is a negative gender stereotype that fails to recognize the important contributions to disaster risk reduction, post-disaster management and climate change mitigation and adaptation strategies that women are already making.*"³⁸

It should also be noted that the project provides an excellent opportunity to study how improvements in information related to impact of climate change and education access may affect men and women differently. The project should not only collect gender-disaggregated data, but it should provide this data and other project findings to other organizations and promote the use of this information in reporting to relevant UN conventions. In addition, the project provides an opportunity to develop training and professional development opportunities that can benefit women. Project interventions that are designed and implemented using a gendered approach should be documented and shared as a part of the project's knowledge management activities, and the project's M&E plan should consider recommended indicators that measure aspects of gender and environment.

Recommendations for Project Components

- *Component 1:* The assessment conducted under Component 1 should pay careful attention to differences in vulnerability, safety and resilience between men and women in the school facilities, including intermediary factors such as employment, knowledge, skills, non-monetary resources, and education. Furthermore, as vulnerability and climate change impacts assessment under Component 1 will involve valuable professional opportunities for researchers, the project will work with UNESCO and National University of Haiti to ensure that women students and professionals are aware of and encouraged to undertake these opportunities.
- *Component 2:* Dialogues and guidelines around DRR and CCA should aim for gender balance, which may require project staff and consultants to tailor the format, location, scheduling, and leadership of dialogues in order to maximize women's and girl's active participation. All guidelines should be clear to and accessible

³⁸ UNISDR and UNDP in CEDAW (2018): 4.

to women, and they should incorporate women's views and priorities. A specific output 2.3 is dedicating to provide inclusive, technical and effective training.

- *Component 3:* The project should also ensure that work with institutions on their roles and responsibilities includes an understanding by staff of gender issues related to climate change adaptation in the Haitian education sector at national and local levels. The community emergency plan and improvement of coping capacity will be developed based on gender perspectives.
- *Component 4:* Project interventions that are designed and implemented using a gendered approach should be documented and shared as a part of the project's knowledge management activities. The implementation of the projects includes gender monitoring throughout the finalization of the design of the interventions and during implementation and evaluation. Learning and capacity development activities will aim for gender balance, which may require project staff and consultants to tailor the location, scheduling, and staffing profiles in order to maximize women's active participation.

From the local consultation some recommendations:

- promote gender equality in access to education, participation and learning;
- strengthen gender mainstreaming in education sector planning and policy development processes;
- ensure strong implementation of the commitment to ensure gender equality in rehabilitated schools;
- upgrade schools in areas where there are not enough facilities for girls to attend;
- put emphasis on the recruitment of female teachers, in particular in In-service training of teachers on gender parity with climate change;
- encourage women to take up administrative management positions in the schools which will be rehabilitated;
- creation of partnerships with women and / or organizations and groups of women or organizations of women with disabilities, civil society organizations bringing together sexual and gender minorities and other groups at risk and child protection networks;
- consultation with at-risk groups to identify safe locations for disaster risk reduction activities;
- the active participation of men and boys as agents of change in the fight against sexual and gender-based violence;
- coordination with other relevant sectors and sector groups, such as health, protection, water-sanitation-hygiene and housing sectors, to integrate the prevention and response to sexual violence and the protection of children;
- the establishment of separate and safe spaces, such as spaces for women, adolescents and children accessible to people with disabilities;
- establishing separate and safe spaces for groups at risk depending on the context, such as sexual and gender minorities and other minority groups;
- the establishment of security systems for unaccompanied and separated children, including dedicated and safe spaces.
- set up separate toilet blocks with hygiene kits for girls.

Cross-Cutting Approaches for Mainstreaming Gender in Project Management

This proposal explicitly emphasizes the participation and accrued benefits of women and girls via active, engaged and balanced participation of women in all interventions suggested in this proposal, such as:

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- Ensuring gender-balanced representation on the Project Steering Committee;
 - Supporting gender-balanced participation in initial project workshops inception phase;
 - Pro-actively encouraging participating governments and national partners to include women in their project teams and in the communities of practice, both locally as well as nationally;
 - Supporting gender-balanced participation in project activities, such as setting up and managing the Information Management System IMS (IT capabilities), designing and carrying out groundwater and other field surveys/assessments (field work);
 - Using gender-inclusive language (as defined by the 2019 UNESCO guidelines for gender-inclusive language³⁹ under the agency's Priority Gender Equality Guidelines) in project documentation and outreach materials;
 - Ensuring participation of female experts in the project ICT and data components (user interfaces of IT systems, websites, data collection questionnaires, etc.);
 - Ensuring gender-balanced participation in expert meetings, advanced and community-based training sessions; and
 - Promoting the recognition of (ground)water related work and services performed by women as an essential element of climate resilient water supply and use systems.

³⁹ https://en.unesco.org/system/files/guidelines_for_pp_-_annex_3.pdf

2.2.f. Gender Action Plan

UNESCO as the Adaptation Fund IE notes that it is responsible for providing support on gender capacity to executing entities and local communities and stakeholders as per AFB 2017 (II.10). Through project design and implementation, the IE will comply with key UN mandates on gender equality and the empowerment of women, including the 1979 Convention on the Elimination of All Forms of Discrimination of Women (CEDAW), the 1995 Beijing Declaration and Platform of Action, and the Sustainable Development Goals.

Key Points	Supporting Actions	Indicator	Responsible Party/Parties
Component 1			
<p>1.1. Identify differences in vulnerability, safety and resilience between men and women in the school facilities, including intermediary factors such as employment, knowledge, skills, non-monetary resources, and education.</p>	<p>1.1.a - Ensure that gender-related data collection and analysis are included in the scope of work for the VISUS vulnerability assessment.</p> <p>1.1.b - Consult with women of diverse backgrounds (e.g. teachers, students and local authorities) during the VISUS assessment, and draft of the priority list process.</p> <p>1.1.c - Review the draft document for gender-related findings as part of the technical and editorial review process.</p>	<p>The VISUS assessment identifies differences between men and women in their exposure and vulnerability to climate risks and their adaptive capacity in the assessed schools facilities.</p>	<p>NUH</p>
<p>1.2. Create valuable professional opportunities for researchers to ensure that women students and professionals are aware of and encouraged to undertake these opportunities</p>	<p>1.2.a - Establish an appropriate target for women's participation in the training provided during Component 1.</p> <p>1.2.b - Monitor levels of participation and adjust outreach strategy as needed.</p>	<p>Approximately half of the participants to the trainings are women, target numbers are reported in <i>Section Part III.E</i> of the proposal [OR the project actively encourages the participation of women researchers in the assessment]</p>	<p>NUH</p>
Component 2			
<p>2.1. Support active women's participation in the local capacity building related to school</p>	<p>2.1.a - Establish an appropriate target for women's participation in the capacity building with activities targeting local communities, local contractors and students (interns).</p>	<p>Percentage of women (TBD) participating in the local capacity building related to school construction activities.</p>	<p>UNOPS</p>

Key Points	Supporting Actions	Indicator	Responsible Party/Parties
construction activities will be addressed in this output	<p>2.1.b - Output 2.3 is dedicating to provide inclusive, technical and effective training.</p> <p>2.1.c - Monitor levels of participation to the training.</p>		
<p>2.2. Guidelines around DRR and CCA should aim for gender balance in order to maximize women's and girl's active participation.</p>	<p>2.2.a - Ensure an appropriate mix of male and female project workers to conduct focus groups and planning activities for the development of good DRR and CCA practices in the schools.</p> <p>2.2.b - All protocols should be clear to and accessible to women, and they should incorporate women's views and priorities.</p>	Percentage of women (TBD) participating focus groups and DRR/CCA protocols.	Consultants /PMU
Component 3			
<p>3.1. Institutions, on their roles and responsibilities, include an understanding by staff of gender issues related to climate change adaptation in the Haitian education sector at national and local levels.</p>	<p>3.1.a - Project staff and consultants to tailor the format, location, scheduling, and leadership of dialogues in order to maximize women's active participation.</p> <p>3.1.b - Ensure that women receive sufficient information to apply for and participate at the national knowledge and awareness activities on CC.</p> <p>3.1.c - Use information on cultural norms, literacy levels, and women's media preferences to target outreach and knowledge products to women.</p> <p>3.1.d - Monitor the participation of women in the activities and ensure that activities are scheduled for appropriate times and places</p>	Number of women participating in national exchange activities.	PMU
<p>3.2. The community emergency plan and improvement of coping capacity will be developed</p>	<p>3.2.a - Provide administrative support to encourage women's participation in the planning, implementation, and monitoring of the community activities.</p>	At least one women's focus groups convened in each commune intervention design and planning sessions.	Consultants /PMU

Key Points	Supporting Actions	Indicator	Responsible Party/Parties
based on gender perspectives.	3.2.b - All guidelines of emergency plan and to cope to CC should be clear to and accessible to women, and they should incorporate women's views and priorities.	All annual reports include information on the gender-differentiated perceptions and impacts of the demonstration projects.	
Component 4			
4.1. Project interventions are designed, implemented and monitored using a gendered approach	<p>4.1.a - The monitoring includes gender throughout the finalization of the design of the interventions and during implementation and evaluation.</p> <p>4.1.b - Project staff and consultants will tailor the location, scheduling, and staffing profiles in order to maximize women's active participation</p> <p>4.1.c - The gender information are documented and shared as a part of the project's knowledge management activities.</p>	<p>Number of women attending training and information sessions (absolute numbers and as a % of total participants).</p> <p>Number of project knowledge products that use a gendered approach.</p>	PMU / UNESCO Project Manager
Monitoring and Evaluation / Project Management			
A. Increase understanding of how project benefits may vary by gender	<p>A.1 - Undertake gender-disaggregated surveys on project outcomes</p> <p>A.2 - Ensure equal participation in bottom-up reporting mechanisms and include women (and girls as appropriate) in monitoring activities</p>	<p>Gender-disaggregated data are available</p> <p>Report on gender differences in project benefits; e.g. changes in self-reported access to information</p>	Independent Consultant, PMU, UNESCO Project Manager
B. Raise awareness regarding climate change adaptation and disaster risk reduction opportunities in the education sector of Haiti	<p>B.1 - Consult both men and women in the development of promotional materials</p> <p>B.2 - Collect baseline data on awareness and knowledge levels among men and women</p> <p>B.3 - Assess the most appropriate communication channels for information, keeping in mind that they may be different for women and men.</p>	<p>Increase in awareness levels regarding CCA measures in the education sector among both men and women</p> <p>Baseline data available for both men and women</p>	Independent Consultant, PMU, UNESCO Project Manager

Key Points	Supporting Actions	Indicator	Responsible Party/Parties
		Project communication strategy reflects both men's and women's communication channels	
<p>C. Ensure that the BSP, PMU staff, consultants, and national partners have a solid understanding of gender mainstreaming in project implementation</p>	<p>C.1 - Offer a training block on gender mainstreaming (with an emphasis on data collection, participation strategies, and gender and water issues) during the project inception workshop or at a stand-alone training during the first operational quarter of the project.</p> <p>C.2 - Ensure that women have leadership roles in project implementation</p>	<p>Training block on gender mainstreaming in the project inception workshop and/or utilization of the UNESCO eLearning unit on gender mainstreaming.</p>	<p>Independent Consultant, PMU, UNESCO Project Manager</p>

2.3 - E&S Management Plan

ES Principle	Risk Identified	Possible Impact	Level of risk	Mitigation Measures	Monitoring Indicators and Frequency	Responsible for Monitoring	Budget
Compliance with the Law	No risks identified	NA	NA	NA	NA	NA	NA
Access and Equity	Potentially unequal participation of beneficiaries. In fact, culture and traditional practices limit women, disable people and youth access to resources	Beneficiaries could have unequal access to the assets and their benefits would be unequally distributed	Low Risk:	The project design has focused on the most vulnerable group of populations to climate change mainly women and youth. The needs assessment study made during the project development produced the socio-economic profile of potential beneficiaries, which will assist in identifying the households towards which project activities support should be prioritized within the poor and vulnerable communities. The participation of representatives of the disabled, women, youth, community leaders and planners in consultative process will ensure fair and equitable access to benefits in a manner that is inclusive and does not deny access of community members to other services.	<ul style="list-style-type: none"> - Percentage of young people and women beneficiaries of the project. - Percentage of young people and women participating at: <ul style="list-style-type: none"> • Training of Components 1 • Non-formal education training in Component 2 and 3 - Additional focus groups discussions and household surveys will be organized during project implementation to assess effective equal participation and benefits of members - No. of complaints 	IPC	Incorporated in the project cost
Marginalized & Vulnerable Groups	The elderly, youths, the disabled left out or not receiving proportionate benefits (output 3.2 and 3.3)	The DRR interventions of outputs 3.2 and 3.3 not meeting the needs of the vulnerable, and marginalised groups	Low to no Risk	Engage chiefs, and local leadership to help in ensuring that the project benefits reach the marginalised and vulnerable groups Design intervention strategies aiming to empower youth, disabled people and other vulnerable members of the society	<ul style="list-style-type: none"> - Number of marginalised and vulnerable groups benefiting from the project - No. of complaints 	IPC	Incorporated in the project cost
Human Rights	No risks identified	NA	NA	NA	NA	NA	NA
Gender Equity and Women's Empowerment	Potential gender inequality in project participation	Women and the youth can be disadvantaged if the interventions do not empower them and if they are excluded from the outputs of the projects.	Low Risk	The consultative process was carried out to ensure that consultations were responsive to various gender needs and roles such that having project activities that effectively respond to the unique needs of women and girls, men and boys, and promote equal opportunities to participate, and receive comparable social and economic benefits.	<ul style="list-style-type: none"> - Number of women and young people directly (according to AF definition) benefiting from the project. - No. of complaints 	IPC	Incorporated in the project cost

		Unequal participation of women and men in the project could lead to an exacerbation of existing gender inequalities in the community		Project activities have been designed to be gender sensitive and to empower women. In addition, the project will implement the following mitigation measures: - All project staff will be trained on gender-sensitive approaches. - Gender sensitive approaches are integrated into all trainings, workshops and awareness raising activities. - Mechanisms for selecting beneficiaries will be gender-sensitive in order to ensure equal participation of men and women taking into consideration different needs.			
Core Labour Rights	Vendors could not operate responsibly and in accordance with high standards of integrity	If the labour right of vendors will not respected this will influence the working conditions and consequently the Output 2.2	Low Risk	To ensure that UNOPS vendors operate responsibly and in accordance with high standards of integrity, including in the area of labour rights, a supplier due diligence programme DRiVE (Delivering Responsibility in Vendor Engagement) was mainstreamed into UNOPS procurement policy.	- No. and reports of the warning identified by the DRiVE programme - No. of complaints	UNOPS	Incorporated in the project cost
Indigenous Peoples	No risks identified	NA	NA	NA	NA	NA	NA
Involuntary Resettlement	No risks identified	NA	NA	NA	NA	NA	NA
Protection of Natural Habitats	No risks identified	NA	NA	NA	NA	NA	NA
Conservation of Biological Diversity	No risks identified	NA	NA	NA	NA	NA	NA
Climate Change	No risks identified	NA	NA	NA	NA	NA	NA
Pollution Prevention and Resource Efficiency	The schools intervention of Component 2 could lead to increase	The final users in the project area could be exposed to danger due to an increase of	Low risk	Project activities, in particular regarding Component 2, have been designed in order to follow UNOPS rules and regulation and will be implementing a waste management plan to ensure compliance. The training and capacity	- Report the finding of the audit reports of the UNOPS waste management plan	UNOPS	Incorporated in the project cost

	pollutions and waste	pollutions and waste generated by the intervention		building in Output 2.3 will increase the understanding and awareness in the interventions areas to prevent pollutions and an efficient use of resources. Resource use will be developed in an energy-efficient manner and by taking utmost care for protecting existing resources from pollution. Project activities will not involve the generation of hazardous or non-hazardous waste, and project activities will not involve a significant use of energy. Interventions and proposals for future action developed in the context of project implementation will be reviewed and designed to ensure maximal energy efficiency, minimal resource use and waste/pollution release.	- Number of participants (total, young and women) at the training of Output 2.3 - No. of complaints		
Public Health	Some operations may not be safe or carry unacceptable health risks to the communities or final users.	The vulnerabilities of school facilities are not increased and part of communities and or final users could be expose to a danger	Low to no Risk	The design manual and the Health and Safety Management Systems of EE will be implemented.	- Number of women and young people directly hit by danger due to some project operations. - No. of complaints	UNOPS	Incorporated in the project cost
Physical and Cultural Heritage	No risks identified	NA	NA	NA	NA	NA	NA
Lands and Soil Conservation	No risks identified	NA	NA	NA	NA	NA	NA

Appendix 3: List of Beneficiary

Description of the Beneficiaries

1. **Direct⁴⁰**: students, teachers and all staff working in the school facilities as well as the neighbouring households to the school facilities that will benefit from the implementation of Components 2 and 3.
2. **Indirect, targeted and Medium intensity¹**: all the individuals (e.g. students, teachers, educational staff) that are concerned by the school facilities assessment that will be achieved through the implementation of Component 1.
3. **Indirect, not targeted and Medium intensity¹**: communities living within the selected departments in which the project is implemented.

Each set of beneficiaries is introduced below from the larger group (i.e. Indirect, not targeted and medium intensity) to the most specific one (i.e. Direct beneficiaries)

3. Indirect, not targeted and Medium intensity beneficiaries:

	Total	Artibonite	Grand-Anse	North	South
Population	4.038.002	1.727.524	468.301	1.067.177	775.000
Gender					
Men	2.026.831	854.910	244.488	524.433	403.000
Women	2.011.171	872.614	223.813	542.744	372.000
Rural population	2.501.479	987.737	388.690	528.302	596.750
Urban population	1.536.523	739.787	79.611	538.875	178.250
Population aged 18+	2.257.339	1.067.884	281.238	556.702	351.515
Students in 2018	1.256.541	625.344	182.780	387.912	60.505
3-5 y.y.	224.662	123.788	19.492	77.036	4.346
6-11 y.y.	503.627	239.418	87.663	148.458	28.087
12-14 y.y.	04.354	115.031	4.318	71.171	13.834
15-18 y.y.	85.039	147.107	32.447	91.247	14.238

⁴⁰ Methodologies for reporting adaptation fund core impact indicators, March 2014, Adaptation Fund

2. Indirect, targeted and Medium intensity beneficiaries:

N. of students	Total	Male	Female
Total	177.631	88.555	89.076
By departments			
Artibonite	40.663	20.123	20.540
Grand-Anse	41.620	21.753	19.867
Nord	55.380	27.556	27.824
Sud	39.969	19.124	20.845

Department	Commune	N. of schools	Rural	Urban
Artibonite		151	81	70
	Gonaives	71	32	39
	Gros Morne	28	20	8
	L-Estère	9	2	7
	Saint Marc	43	27	16
Grand-Anse		143	96	47
	Anse d-Hainault	15	9	6
	Dame Marie	15	8	7
	Jérémie	101	75	26
	Les Irois	12	4	8
Nord		213	77	136
	Cap-Haïtien	195	63	132
	Plaine du Nord	18	14	4
Sud		181	91	90
	Aquin	32	23	9
	Camp Perrin	19	14	5
	Cayes	60	24	36
	Les Anglais	8	4	4
	L-Ile à Vache	5	5	
	Port à Piment	9	5	4
	Port Salut	48	16	32
Total		688	345	343

1. Direct beneficiaries:

The selection of schools (about 30 from the 688 listed above) for the implementation of Component 2 and the selection of communes for Component 3 will be made at the end of the first year. These selections will be based on the result of the school facilities' assessment (Component 1) and the decision will be made by the local stakeholders. According to the selections, the number of beneficiaries will be a combination of the values reported in the table below.

Department	Commune	Area [Km2]	Population density	Total	Male	Female	Up to 17 Years old	18 Years old and over	Number of households
Artibonite		425,85	437	778658	400906	345452	256911	521747	178825
	Gonaives	573,58	621	356324	171084	185240	127886	228438	73167
	Gros Morne	397,03	392	155692	78233	77459	61179	94513	33740
	L-Estère	176,24	256	45159	22436	22723	17267	27892	11939
	Saint Marc	556,56	479	266642	129153	137489	95738	170904	59979
Grand-Anse		496,56	294	232839	120497	208777	90098	142741	60650
	Anse d-Hainault	326,52	302	36401	19175	17226	15595	20806	19644
	Dame Marie	102,16	379	38747	20019	18728	14979	23768	7933
	Jérémie	1427,22	314	134317	68644	65673	49143	85174	28364
	Les Irois	130,33	179	23374	12659	107150	10381	12993	4709
Nord		154,19	2770	315659	147713	167946	143393	172266	61594
	Cap-Haïtien	53,5	5129	274404	127501	146903	123080	151324	53204
	Plaine du Nord	100,69	410	41255	20212	21043	20313	20942	8390
Sud		1264,54	355	384205	195118	189147	145388	238817	80354
	Aquin	638,59	163	104216	53125	51091	39146	65070	23685
	Camp Perrin	133,77	337	45043	23695	21348	16833	28210	9193
	Cayes	219,11	692	151696	74476	77220	52335	99361	31547
	Les Anglais	118,04	253	29891	15772	14119	12907	16984	5442
	L-Ile à Vache	45,96	335	15339	8277	7122	6737	8602	2811
	Port à Piment	60,28	314	18922	9697	9225	9901	9021	3687
	Port Salut	48,79	391	19098	10076	9022	7529	11569	3989
Total		585	964	1.711.361	64.234	911.322	635.790	1.075.571	381.423

Appendix 5: List of documentation consulted

List of most relevant documents consulted:

- Renforcement des capacités haïtiennes pour l'évaluation des installations scolaires Mise en oeuvre de la méthodologie **UNESCO-VISUS** pour évaluer les installations scolaires et fournir des informations essentielles aux décideurs Évaluation de la sécurité des structures éducatives en Haïti RAPPORT COLLECTIF, UNESCO, 2017
- **Haiti Ecoles Publiques** Methodologie VISUS-1 4 selected departments
- DIAGNOSTIC EDUCATIF DU DEPARTEMENT **D'ARTIBONITE** - NOVEMBRE 2019, Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), DIRECTION GENERALE UNITE DE COORDINATION DEPARTEMENTALE D'ÉDUCATION DIRECTION DEPARTEMENTALE DE L'ÉDUCATION D'ARTIBONITE
- DIAGNOSTIC EDUCATIF DU DEPARTEMENT DE LA **GRAND-ANSE** - NOVEMBRE 2019, Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), DIRECTION GENERALE UNITE DE COORDINATION DEPARTEMENTALE D'ÉDUCATION DIRECTION DEPARTEMENTALE DE L'ÉDUCATION D'ARTIBONITE
- DIAGNOSTIC EDUCATIF DU DEPARTEMENT **DU NORD** - NOVEMBRE 2019, Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), DIRECTION GENERALE UNITE DE COORDINATION DEPARTEMENTALE D'ÉDUCATION DIRECTION DEPARTEMENTALE DE L'ÉDUCATION D'ARTIBONITE
- DIAGNOSTIC EDUCATIF DU DEPARTEMENT **DU SUD-EST** - Novembre 2019, Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), DIRECTION GENERALE UNITE DE COORDINATION DEPARTEMENTALE D'ÉDUCATION DIRECTION DEPARTEMENTALE DE L'ÉDUCATION D'ARTIBONITE
- DIAGNOSTIC EDUCATIF DU DEPARTEMENT **DU SUD** - NOVEMBRE 2019, Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), DIRECTION GENERALE UNITE DE COORDINATION DEPARTEMENTALE D'ÉDUCATION DIRECTION DEPARTEMENTALE DE L'ÉDUCATION D'ARTIBONITE
- **POPULATION TOTALE**, POPULATION DE 18 ANS ET PLUS MÉNAGES ET DENSITÉS ESTIMÉS EN 2015
- **Plan national de gestion des risques de desastre 2019-2030**, Republique d'Haïti
- Approche "**Paysage Resilient**" Integree, 2020, UNEP
- **National Adaptation Plans** in focus: Lessons from Haiti, UNDP/UNEP/GEF 2018
- **Towards Safer School Construction** - A community-based approach. Save the Children, UNESCO, Arup International Development, GFDRR, Risk RED and Save the Children
- **Comprehensive School Safety**. A global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools, UNSIDR March 2017

**Appendix 6:
Methodology, approach,
resources and cost for
Outputs 2.1 to 2.3**

**Implementing Measures for Climate Change
Adaptation and Disaster Risk Reduction Mitigation
of School Facilities in Haiti**

Component 2: School Adaptation and Safety
Improvement

Date: July 20, 2021



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Context

UNESCO presented a proposal to the Adaptation Fund that aims to Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti. The proposal has three components:

Component 1:

Assessment of school facilities by VISUS methodology

Component 2:

Schools adaptation and safety Improvement

Component 3:

Enhancement of climate resilience of social community through the educational sector

UNOPS is responsible to implement outputs 2.1 to 2.3 of the Component 2:

Component 2 outcome: Strengthening the schools safety by promoting rehabilitation, retrofitting, reconstruction or relocation of selected schools and risk management of schools protocol.

Output 2.1. Design detailed intervention of selected schools.

Output 2.2. Implement adaptation, rehabilitation, retrofitting, reconstruction or relocation of school facilities.

Output 2.3. Improve trainers competence to provide technical and effective training.

The legal relationship for UNOPS is with UNESCO only.

The present document presents the methodology and approach to achieve these outputs.

Methodology and approach

During the component 1 under UNESCO responsibility, data will be collected on 800-1000 schools using the visus methodology to assess their vulnerability to natural disasters and the work that needs to be carried out to increase their resistance to natural disasters. At the end of the component, a committee will be formed that comprised of representatives of the Ministry of Education, the Ministry of Environment, Direction of Civil Protection, the Université d'État d'Haiti and UNESCO to select schools for work to be carried out in 4 Haitian Department, chosen for their vulnerability to natural disasters. UNOPS will participate in the committee to provide technical inputs. These schools will be the ones targeted by component 2 under UNOPS responsibility.

The sites selection will impact component 2, notably the scope and costs of design, implementation, as well as the supervision strategy for the work. Therefore final methodology and costs will be determined once the sites are selected and all costs will need to be covered within the predetermined envelope that has been allocated to UNOPS for component 2.

The data provided by component 1, UNESCO Visus Methodology for the infrastructure assessment, will help UNOPS determine the category in which each site best falls under to determine the design and specification (D&S) development category¹ for component 2:

¹ Category defined by UNOPS, to be confirmed with UNESCO and committee for level of intervention. Price range set in category is based on construction cost on the local market for works based in metropolitan areas; remote sites may differ if construction/rehabilitation materials need to be transported from Port-au-Prince to site.



- **Light Work / Rehabilitation:** An existing building requiring aesthetic and/or ergonomic improvements (windows, paint, ceramics, plumbing, electrical, drainage, landscaping, etc.); nonstructural work.
 - o Price range: < \$350/m²
- **Medium Work / Retrofit:** An existing building requiring structural intervention (opening, expansion, roof framing and replacement, addition of exterior septic and/or water cistern, etc.) and/or aesthetic improvements.
 - o Price range: \$350/m² < x < \$850/m²
- **Heavy Work / New Construction:** Erection of a new structure and/or reinforcing an existing building structurally (shear walls); structural.
 - o Price range: > \$850/m²

If there is a need to relocate students during the work to ensure continuous learning this would affect the costs and timeline.

The scope of work that will derive from the site observations will give way to a strategic planning phase, which will be encapsulated in a strategic master plan and its associated development control plan (DCP). This master plan will enable a proper appreciation of the capacities of the site as well as the buildings. It should show how much of the current school use can remain and the extent of any new construction that may be required. Options will usually involve:

- No building work at all (including the decommissioning and potential demolition of existing buildings);
- Relocating or reassigning functions within the existing fabric of the building;
- Refurbishing existing buildings;
- New developments.

As the core purpose of the design and specification (D&S) development, the UNOPS technical support team will complete the following:

- Assessment of the existing buildings (architecture, MEP and civil);
 - o Criteria to achieve the preferred functional zoning;
 - o Address the requirements of circulation and sustainability engineering;
 - o Address Gender in the workplace
 - o Address Health, Safety, and Environmental
 - o Address emergency shelter occasional use;
 - o Address site disposal;
- Diagnostic of the existing MEP installations.
- Evaluate on site locations and power supply needs.
- Assessment of space currently in use, or as required by the [Practical Guide of the MENFP for schools](#)



Design Development and Implementation of Works

Output 1: Design Detailed intervention of the selected schools

1.1 Design Development

In essence, it is understood that UNESCO requires capacity to produce the construction and rehabilitation drawings and specifications, to prepare tender documentation as well as ensure the required supervision to achieve successful construction and rehabilitation at the chosen sites.

To efficiently manage designs and budget, typical standard designs will be developed to be adapted at the sites based on the category.

Design and specification will adhere to following codes and standards or equivalent:

- International Building Code (IBC) 2018
- American Society of Civil Engineers (ASCE) Minimum Design Loads for Buildings and Other Structures
- American Concrete Institute (ACI) Building Code for requirements for Reinforced Concrete.
- [Code National du Bâtiment d'Haïti \(CNBH 2012\)](#)

1.2 Design Review

The objective of this stage will be to verify the drawings and specifications against the standard criteria applicable to similar projects that ensure a check focusing on design and functionality/safety compliance.

The design review process is a mechanism to help ensure that UNOPS infrastructure designs meet the minimum standards for life safety and functionality. All infrastructure projects must undergo review and obtain a Certificate of Design Review Compliance before procuring construction materials or services.

Design Review is an internal assurance process for Infrastructure Works Designs that mitigates organizational and life/safety risks by ensuring design compliance with established codes and standards as referred in section 1.1 or the Project Initiation Documentation (PID), UNOPS Design Planning Manuals and associated Design Review checklists.

Output 2: Implementation of adaptation, rehabilitation, retrofitting, reconstruction or relocation of schools

2.1 Procurement process

It is understood that the bidding process will be undertaken by UNOPS.

UNOPS will carry out procurement processes to select a contractor for the construction and rehabilitation work, under UNOPS regulations, rules, policies and procedures.



2.2. Supervision of construction and rehabilitation works

It is understood that the construction contract will be signed by UNOPS with the contractor and that supervision of the work will be undertaken by UNOPS.

This project will benefit from data collection software monitoring by UNOPS, an online tool and database aimed to improve quality assurance, monitoring, and reporting processes to better support and engage with our partners.

UNOPS will carry out the supervision of the construction and rehabilitation works and support during the Defect Notification Period (DNP). This will include the following non-exhaustive activities:

- Preparation of the defect notifications;
- Review of the contractor proposal for method and scheduled for corrective actions;
- Inspection of the defect corrective action and assessment towards D&S acceptability; and
- Recommendations for acceptance or rejection.

2.3. Quality Control

Quality management will focus on ensuring activities and related services are delivered on time, within budget and to the required, and pre-agreed, quality standards.

The quality assurance will include the following:

- Confirmation of Steering Committee's quality expectations;
- Quality tolerances for all agreed outputs, including cost elements;
- Acceptance criteria including test methods;
- Quality control and assurance responsibilities;
- References to standards to be applied to activities;
- Configuration Management Plan; and
- Document Control Plan that includes standard reports noted above, material testing results, correspondence, photos, minutes of meetings, and procurement documentations.
- Inspection, approval and testing when necessary of all materials and workmanship
- Compliance with design standards

Quality assurance will be the overall responsibility of UNOPS. A Quality Assurance Tracking Checklist will be required and will document all quality events planned and undertaken (i.e. workshops, reviews, inspections, testing, pilots, acceptance and audits). It will be maintained throughout all phases of the related services financed through these Activities.

2.4 Schedule Control

- Work proactively in order to plan activities on a short, medium and long term
- Define key milestones
- Ensure contingency plan in case of delays
- Risk mitigation for scheduling by grouping sites and performing activities in parallel rather than in series.

2.5 Budget Control

- Based on lump sum payment as defined in the contract.
- Manage timeline effectively

2.6 Health, Security and Environment Control

- Ensure that minimal health and security management plan is applied
- Ensure that required environment management plan is applied



Output 3: Improve trainers competence to provide inclusive, technical and efficient training

For capacity building in the local communities, contractors will be asked to include a baseline of unskilled labor from the local community where the site(s) are located, respecting all UNOPS and Local authority in regards to building materials and construction guidelines.

UNOPS will also carry out capacity building activities for contractors. Topics will be selected when the contractors are selected, but could include subjects such as Health, Safety, Security, and Environmental protocols, site supervision or contract management.

UNOPS also intends to recruit interns studying in engineering or other related fields aligned with UNOPS rules and regulations. The interns will support the supervision team utilizing the field site monitoring system to ensure quality assurance and control at the sites deemed high works category.

Once sites have been selected, UNOPS will provide a more thorough assessment for capacity building within the local community and/or workforce.

ASSUMPTIONS

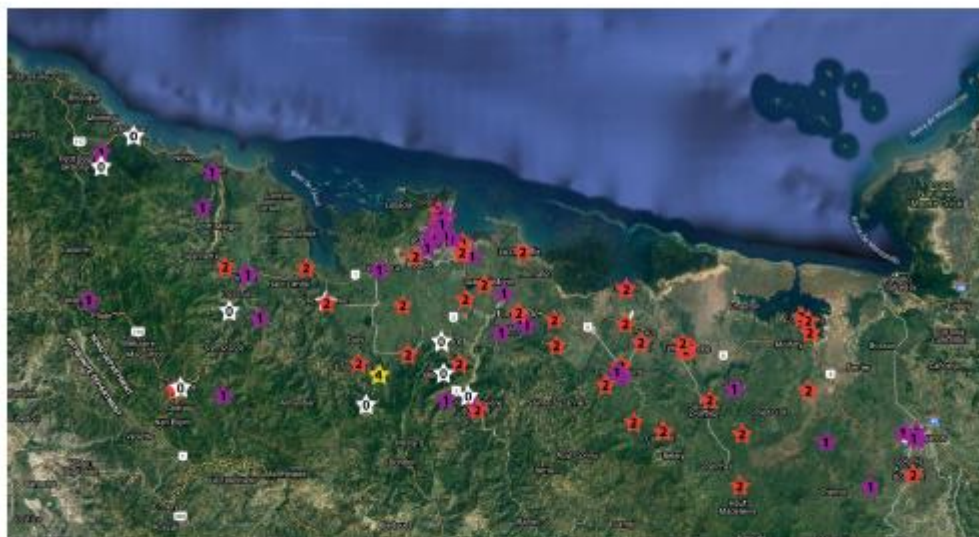
During the development of this methodology, none of the future sites were known to determine the level of intervention, only the respective departments from where the sites would be evaluated and located. Understanding the challenges that each department brings for works on site in regards to availability of construction materials locally, road conditions, site accessibility within departments, and the social/political climate within the departments is foreseen as follow:

Department	Materials	Roads	Accessibility	Social/political
Artibonite	Fair	Fair	Fair	Fair
North	Fair	Fair	Fair	Fair
Sud	Difficult	Difficult	Difficult	Difficult
Grand-Anse	Difficult	Difficult	Difficult	Fair

UNESCO provided a previous [VISUS evaluation for 100 schools in the North department](#) that will be similar to the component 1 (school and site evaluation of the 700 - 1,000 schools) of this project; which allowed UNOPS to understand the possible conditions and estimate the level of intervention that will be required for the future sites.

The concern is that upon vetting the data provided in the evaluation it yielded UNOPS to a conservative approach given that out of the 100 schools only one school ranked a 4 star², with the rest scoring lower on the spectrum range; mainly between 0 and 2.

² [VISUS MULTI-HAZARD SAFETY STARS](#)



Based on the category of work compared to the VISUS star ranking, the expected intervention would be as described in the table below.

Category	Visus Muti-Hazard Star					
	0	1	2	3	4	5
Light Works						
Medium Works						
Heavy Works						

From the [AF Proposal](#) (concept stage) the expected output for the component 2 is to have 70% Light Work, 23% Medium Work, and 7% Heavy work. However, if we extrapolate from the initial survey conducted, it would prove difficult to achieve this level of intervention since the range is skewed on the lower range with a small percentage (less than < 10%) of schools that score higher than 2. Thus the reason to emphasize that the composition of the supervision team depends on the final selection of the schools, their average conditions, and their proximity.

Risk Management

Risks shall be identified, assessed and controlled. Risk management will be the responsibility of UNOPS, who will report all risks, their likelihood and their expected impact to the Steering Committee's as and when necessary but no later than two working days following identification, including mitigation measures, as appropriate.

The Risk Management Procedure will include the following:

- **Identifying Risks:** The cause, events and effects. Multiple identification techniques can be used: lessons learned, publicly known risks (such as rainy seasons, political elections, etc.), amongst others.
- **Assessing Risks:** Estimate and evaluate risks using techniques such as a probability- impact grid or the expected monetary value model.
- **Planning and Implementing Responses.** A Risk owner (management, monitoring and control of that particular risk) and Risk actionee (to carry out the risk response actions) will be assigned for each risk requiring a response as identified through a risk assessment.



- **Communicating Risks:** This will be carried out continually through Checkpoint Reports, Highlight Reports, End Stage Reports,

The following is an overview of the risk analysis conducted for the evaluations.

Risk	Impact	Mitigation measure
Social/Political	Timeline, budget	Request support from the communication team to help with community engagement. Request support from local authorities.
Security in Haiti and road access	Timeline, budget, deliverables	Request support from local authorities. UNOPS will always coordinate with UN Security to ensure the security of its personnel.
Natural Disaster in the country	Timeline, budget	Take disaster risk reduction into account and adhere to UN security framework.
Limited engagement from government entities	Timeline	Ensure other key government entities are included in the discussions and solicit their support.
Budget allocated is not sufficient to complete scope of work	Deliverables	Evaluate most cost effective output and prioritize the scope that can be completed in time and on budget.
Designs do not meet projected budget	Budget	Review cost estimates carefully at every stage.
Expectations of partners and schools on the work to be completed is unrealistic within the budget and timeframe	Reputation	Communication with schools director and partners Ministries on the scope of the work and its impact on DRR will be key to mitigate this risk.
Sites accessibility and proximity to one another within departments require supervision to increase logistics measure to ensure proper Quality Assurance/QC	Timeline, budget	Participate in school selection at the end of component 1 by committee to gauge all possible clustering options.
Cost of construction materials and transport increase due to local currency inflation	Budget	Review cost estimates carefully at every stage.
Sites selection is delayed or incomplete causing additional costs for UNOPS and a loss of possible synergies.	Budget, Timeline	UNOPS will participate in the selection process committee and will be consulted when required to ensure smooth transition from selection to implementation. If delays cause additional costs, UNOPS will discuss with UNESCO on how to cover these within the larger AF project



		or to revise the number of sites or quantity of work to be done on each site.
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Management structure and organisation

UNOPS pays special attention to the IMPLEMENTATION of every activities and related services necessary to develop and oversee the works such as site investigations, engineering design documents, and construction management, performed through subcontracting when required by referring to the PRINCE 2 leading project management methodology in particular the 7 themes, 7 processes and 7 principles bellow.

7 Themes	7 Processes	7 Principles
<ul style="list-style-type: none"> • Organization • Business Case • Quality • Plans • Risk • Change • Progress 	<ul style="list-style-type: none"> • Starting a project • Directing a Project • Initiating a Project • Controlling a project • Managing Project Delivery • Managing Stage Boundary • Closing a Project 	<ul style="list-style-type: none"> • Continued Business Justification • Learn from experience • Defined Roles and Responsibilities • Manage by Stages • Manage by Exception • Focus on products • Tailor to suit the project environment

PROJECT PERSONNEL

UNOPS will put in place a multidisciplinary team based in Haiti (abroad for consultants if judged necessary) for this project to insure its implementation in conformity with the national and international standards in effect.

The UNOPS team will be composed of ³:

- A project manager
- A senior infrastructure advisor (team leader)
- Four (4) engineers⁴
- Four (4) drivers
- Support team (finance, human resources, procurement, administration)

Supervision/logistics during implementation

Based on the location of the possible sites (departments), the UNOPS personnel comprises a Project Manager and Infrastructure specialist that will be based in Port-au-Prince. A team for human resources, procurement and administration professionals will also support the management of this project.

In the 4 Departments, four teams (team: 1 vehicle, 1 driver, and 1 field engineer per Department) will oversee the works throughout the 4 departments (1 team per department). For sites that will range in the medium to heavy category, a site engineer/intern will be allocated to ensure the proper Quality Assurance and Quality Control through UNOPS Field Site monitoring system to allow a team to remotely monitor the critical activities and dispatch a team as required.

³ The composition of the team will respect UNOPS' policies with regards to gender parity and inclusion.

⁴ Two (2) engineers during D&S Development phase, and Four (4) engineers during implementation phase (site supervision)



During the implementation phase the designer that developed the D&S will remain online to assist the teams and contractors to provide technical assistance, clarification and/or modifications as required to the levels of intervention.

Please note that the final supervision strategy will depend on the number, proximity⁵, and complexity of sites that will be selected for work. It is estimated that one engineer per department would be the minimum⁶ required for quality assurance

Matrix of responsibilities (RACI)

The following matrix summarizes the responsibilities between UNOPS, UNESCO and MENFP for component 2. The assessment of sites and selection of schools will already have been completed as part of component 1 under the responsibility/accountability of the Haitian Ministries and UNESCO with consultation of UNOPS.

| RACI matrix

Description of the output	UNOPS	UNESCO	MENFP
Recruitment of project team	A / R		
Procurement of material for the project team	A / R		
Development of Procurement Processes and Templates for Design work	A / R	C	C
Publication of invitations to bids and bid meetings to providers	A / R		
Receipt and evaluation of bids for Design work	A / R		
Sign and manage the contracts for Design work	A / R	I	I
Design Review	A / R	I	I
Development of Procurement Processes and Templates for construction work	A / R	C	C
Publication of invitations to bids and bid meetings to providers	A / R		
Receipt and evaluation of bids for construction work	A / R		
Sign and manage the contracts for construction work	A / R	I	I
Supervision of construction	A / R	I	C
Defect Notification Period (DNP)	A / R	I	R

R: Responsible

A: Accountable

C: Consulted

⁵ Logistic proximity that one engineer can visit all the sites in the department within 4 days.

⁶ Team logistics to sites is determined by a maximum 3 hour round trip travel time per day per site. Sites exceeding this travel time would require additional supervision team members, which in turn require an increase to the budget.



I: Informed

GOVERNANCE STRUCTURE

In the overall project that is presented to the Adaptation Fund, UNESCO has planned a steering committee composed of the Director General of the Haitian Ministries involved in the project to provide strategic oversight and guidance to the overall initiative.

For the component that UNOPS is responsible for (output 2.1 to 2.3) and that falls under the UN to UN agreement between UNOPS and UNESCO, the main roles and responsibilities will be as follow:

1. Executive: UNOPS
2. Senior User: Haitian Ministry of Education
3. Senior Supplier: UNESCO/Adaptation Fund

UNOPS will ensure that all required resources are available to reach the expected outputs and is responsible for quality assurance for outputs 2.1 to 2.3. Following strategic guidance by the steering committee and UNESCO, UNOPS will validate the lists of tasks to be carried out within the budget and parameters established by the project agreement between UNESCO and UNOPS.

Sites and Department List

Departement	Commune	N. of schools	Bene	Urban
Artibonite	Cap-Haïtien	251	20	20
	Cap-Haïtien	75	22	22
	Cap-Haïtien	28	22	0
	Le-Fort	9	7	7
	Saint-Marc	43	27	26
Grand-Anse	Grand-Anse	185	26	47
	Grand-Anse	14	0	0
	Grand-Anse	15	0	0
	Grand-Anse	101	25	20
Nord	Nord	12	0	0
	Nord	203	27	126
	Nord	105	63	152
Nord-Ouest	Nord-Ouest	18	11	0
	Nord-Ouest	92		
	Nord-Ouest	8		
	Nord-Ouest	7		
Ouest	Port-au-Prince	76		
	Ouest	267		
	Ouest	25		
	Ouest	18		
	Ouest	12		
	Ouest	17		
	Ouest	27		
	Ouest	8		
	Ouest	9		
	Ouest	2		
	Ouest	5		
	Ouest	8		
	Ouest	4		
	Ouest	28		
	Ouest	15		
Ouest	12			
Sud	Port-au-Prince	28		
	Sud	181	55	80
	Sud	12	23	0
	Sud	19	14	0
	Sud	10	28	26
	Sud	8	0	0
Sud-Est	Sud-Est	5	0	0
	Sud-Est	9	0	0
	Sud-Est	48	15	37
	Sud-Est	180		
	Sud-Est	25		
Sud-Ouest	Sud-Ouest	32		
	Sud-Ouest	22		
	Sud-Ouest	101		
	Sud-Ouest	22		
	Sud-Ouest	22		
The 4 sites des departements		685	245	343
Total		1232		





Timeline

The sites will be assigned by groups based on region and accessibility. To effectively manage timelines between sites and the activity groups, the missions will be run as much as possible in parallel rather than in series.

The activities within the timeline can be categorized as:

- **Mobilization:** all activities related to administration, strategy, personnel, and logistics planning.
- **Component 2.1-2.3 : D&S and Implementation**
 - i. **Procurement:** all activities related to acquiring professional services, equipment, and supplies.
 - ii. **Development of D&S:** development of Architecture and Engineering plans.
 - iii. **Design Review:** plan revision ensuring design compliance with established codes and standards (life/safety risks)
 - iv. **Construction/Execution:** all activities related to the construction.

#	Task	Stages	Months															
			3	6	9	12	15	18	21	24	27	30	33	36	40	44	48	52
			Year 1				Year 2				Year 3				Year 4			
1	Preparation Phase	UNOPS Team Mobilisation																
		Procurement of equipment phase (vehicles, office supplies, etc).																
2	Component 2.1 D&S Development	Tender for D&S Designer																
		D&S Plans Development																
		UNOPS REVIEW																
3	Component 2.2 Construction & Supervision	Tender for Contractor																
		Implementation Phase																
		Defects Notification Period*																

* The defects notification period is the period following the issuance of the Taking Over Certificate for which UNOPS may notify the Contractor of defects in the Project and the Contractor is liable to repair the defects. Any cost related to DNP is already foreseen in the proposal. UNOPS will only financially close the project after this period.

Appendix 7: VISUS information



United Nations
Educational, Scientific and
Cultural Organization



UNIVERSITY
OF UDINE

SAFETY AND
PROTECTION
INTERSECTORAL
LABORATORY
SPRINT



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair on Intersectoral Safety
for Disaster Risk Reduction and Resilience
SPRINT-Lab, University of Udine, Italy

Schools safety: VISUS multi-hazard methodology

Visual Inspection for defining Safety Upgrading Strategies

What is VISUS

VISUS (Visual Inspection for defining Safety Upgrading Strategies) is a safety assessment methodology specifically designed for decision-making purposes which supports the identification of the safety upgrading strategies considering a large set of learning facilities. The methodology is multi-hazard, assessing earth, water, wind and fire related hazards, as well as the safety during ordinary (day-to-day) use.



How does it work?

The VISUS methodology aims at pre-codifying and reproducing in an automatic way the expert reasoning process. The implementation for assessing the safety of schools of VISUS follows four phases: preparation – with adaptation and training, execution of school surveys, elaboration of data and reporting. In the preparation phase, the adaptation aims to calibrate the method to the realities of the geographical areas where the assessment will be performed, in terms of typologies of buildings, hazard profile and costs of construction and refurbishment. The training purposes are to build local capacities for the self management of school surveys as well as to strengthen local capacities for self-developing the project. The survey phase is carried out by the trained VISUS surveyors, which collect the information for each school using the pre-codified VISUS survey forms. The collected information is then the input of the elaboration and reporting phases, which are performed by UNESCO-SPRINT experts using automated software that creates the VISUS final outputs. The VISUS outputs are a set of indicators for supporting decision-makers in the definition of safety upgrading strategies. They are presented in a collective report with the outcomes for the entire analysed geographical area, and individual reports illustrating the situation of each of the inspected school.

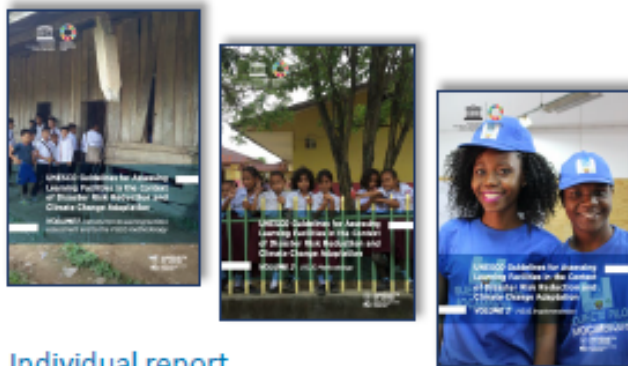


Goal 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Which is the first step towards the implementation of VISUS?

When administrators of a province/region/country express their interest in implementing VISUS, the following process should be applied. A local representative has to contact either UNESCO or the SPRINT-Lab at the University of Udine (Italy). A first meeting will be organized in order to quickly illustrate the methodology and to explore the different mechanism for its implementation. For the success of the implementation, the involvement of concerned stakeholders (e.g. Ministry of Education, Ministry of Public Works, National Disaster Management Agency, etc.), and local academic partners (such as universities and technical institutes) is fundamental. A local Focal Point with scientific background needs to be identified and appointed. In close collaboration with UNESCO and SPRINT-Lab, the Focal Point will collect the necessary information for the adaptation phase, organize the different capacity-building activities (training for decision-makers; training for trainees - academicians and training of VISUS surveyors -inspectors from related ministries or national institutions, and/or last year programme students of civil engineering or architecture of local universities), facilitate the planning and development of the survey phase, and, secure the quality of the collected data.

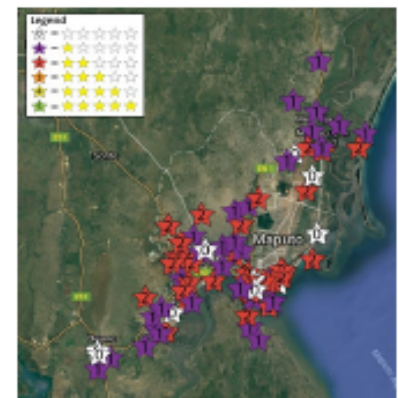
Guidelines on VISUS



Application for surveys



Interactive maps



Individual report



Collective report



Main publications

- J. Torres, L. Anglès, S. Grimaz, P. Malisan, UNESCO Guidelines for Assessing Learning Facilities in the Context of Disaster Risk Reduction and Climate Change Adaptation. Volume 1 - Introduction to learning facilities assessment and to the VISUS methodology, UNESCO, 2019 (<https://unesdoc.unesco.org/ark:/48223/pf0000371185>)
- S. Grimaz, P. Malisan, UNESCO Guidelines for Assessing Learning Facilities in the Context of Disaster Risk Reduction and Climate Change Adaptation. Volume 2 - VISUS Methodology, UNESCO, 2019 (<https://unesdoc.unesco.org/ark:/48223/pf0000371186>).
- S. Grimaz, P. Malisan, UNESCO Guidelines for Assessing Learning Facilities in the Context of Disaster Risk Reduction and Climate Change Adaptation. Volume 3 - VISUS Implementation, UNESCO, 2019 (<https://unesdoc.unesco.org/ark:/48223/pf0000371188>)

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Appendix 8: Electronic Disclosure Statement And Consent for E-Signature with a Relevant World Bank Group Organization⁴¹

1.0 Acknowledgement of Independent Vendor:

A relevant “World Bank Group Organization” means any of the following international organizations established by treaty among its member countries: International Bank for Reconstruction and Development (“IBRD”), International Development Association (“IDA”), International Finance Corporation (“IFC”), Multilateral Investment Guarantee Agency (“MIGA”), and International Centre for Settlement of Investment Disputes (“ICSID”).

By checking the ‘I agree’ box below in this Electronic Disclosure Statement and Consent for ESignature (“Disclosure Statement and Consent”), you agree and understand that: (1) the esignature service (the “Service”) is not owned or operated by any of the relevant World Bank Group Organizations in any way. Instead, the Service is owned, operated and maintained by an independent vendor; and (2) no relevant World Bank Group Organization is responsible or liable for the services provided by the independent vendor.

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When using the Service, you agree and understand that the Service’s [Terms of Service](#), including the [Service Privacy Policy](#), will govern your use of e-signature.

3.0 Limitation of Liability:

You agree and understand that your use of the Service with a relevant World Bank Group Organization is at your own risk.

You agree and understand that the relevant World Bank Group Organization expressly disclaims all warranties of any kind related to the site, the services and the materials, whether express or implied, including, but not limited to: (1) the implied warranties of merchantability; (2) fitness for a particular purpose; and (3) non-infringement. You agree to be solely responsible for any damage to your computer system or loss of data that results from use of the Service.

In no event will the relevant World Bank Group Organization or its licensors, business partners, contractors, collaborators, partners, agents, employees or the like be liable for any indirect, consequential, incidental, collateral, exemplary, punitive, reliance or special damages (including, without limitation, business interruption or loss of goodwill, data, revenue or profits), even if advised or made aware of the possibility of any such losses or damages and regardless of whether the claim is based on contract, tort (including negligence, strict liability and wilful and/or intentional conduct), warranty, indemnity or other theory of liability.

4.0 Remedies and No Warranty:

The relevant World Bank Group Organization makes no warranty that: (1) the Service will meet your requirements; (2) the Service will be uninterrupted, timely, secure or error-free; (3) any results or outcomes from the use of the service will be accurate or reliable; (4) the quality of the Service will meet your expectations; or (5) the Service, or its servers, or communications sent from the any of the relevant World Bank Group Organizations, will be free of viruses or other harmful elements.

⁴¹ This Electronic Disclosure Statement and Consent for E-Signature with a relevant World Bank Group Organization is to be used on a specific **transactional basis** and does not in any way or form purport to create an ongoing contractual relationship between the user of the Service, the independent vendor and any of the relevant World Bank Group Organizations.

You agree and understand that your sole course of action and exclusive remedy for any losses or damages incurred or suffered by you as a result of your use of the Service shall be to terminate your Service account and cease using the Service. Under no circumstances will you have any claim against any of the relevant World Bank Group Organizations for any losses or damages whatsoever arising out of or related to your use of the Service.

5.0 Preservation of Immunities.

Nothing in this Disclosure Statement and Consent shall constitute, be construed, or considered to be, a limitation upon or a waiver, renunciation or modification of any immunities, privileges or exemptions of any of the World Bank Group Organizations accorded under its respective Articles of Agreement, international Convention or any applicable law. Such immunities, privileges or exemptions are specifically reserved.

6.0 Additional Terms:

By checking the 'I agree' box below, you agree and confirm that:

- You understand that this Disclosure Statement and Consent governs only e-signature transactions or arrangements with a relevant World Bank Group Organization which may be subject to additional Service terms;
- You can access and read this Disclosure Statement and Consent; and
- You can print on paper the Disclosure Statement and Consent or save or send the same to a place where you can print it for future reference and access.
- With respect to IBRD and IDA, you (a) will always keep your e-mail address updated with the Service and follow instructions provided by the relevant World Bank Group
- Organization to keep your e-mail address updated with the Service as needed; and (b) understand that the minimum system requirements for using the Service may change over time. The current system requirements are found here:

<https://support.docusign.com/guides/signer-guide-signing-system-requirements>